Is English Perceived as an International Language in EFL Contexts? A Study of the Perception of English in a Catalan Secondary School

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ABSTRACT

EFL teaching approaches and SLA research has traditionally focused on the native speaker model. However, this notion has been questioned in language teaching recently, as English has taken the role of an International Language (EIL) used to communicate and interact with both native and non-native speakers of the language. Therefore, this dissertation aims at exploring the role of English in EFL contexts in a Catalan secondary school, and whether implementing an activity addressing the role of English as an IL affects students' acquisition and perception of the language, as well as investigating in which ways this may affect learners' imagined identities and their contribution in EFL contexts. The study begins with an introduction to globalisation and the international role of English, which establishes the basis for the theoretical framework. And it concludes with a mixed analysis based on the implications of promoting English as an IL in L2 teaching. The findings suggest that promoting EIL in classroom impacts students' perception and degree of legitimacy as regards to the use of English.

Keywords: International Language, EIL, (non)native speaker model, EFL contexts, perception of the language, imagined identities, degree of legitimacy.

RESUM

L'ensenyament de l'anglès com a llengua estrangera i la recerca s'han centrat, tradicionalment, en el model parlant nadiu. Recentment, però, aquest rol en l'ensenyament de llengües s'ha qüestionat, ja que l'anglès ha pres el paper de llengua internacional (EIL) que s'utilitza per comunicar-se i interactuar tant amb gent nativa com no nativa d'aquesta llengua. Conseqüentment, aquest treball té com a objectiu explorar el rol de l'anglès en contextos EFL en un institut català, i veure si el fet d'implementar una activitat que promou l'anglès com a llengua internacional afecta els estudiants a l'hora d'adquirir i percebre la llengua i, així doncs, investigar de quines maneres pot afectar les identitats imaginades de l'alumnat i la seva contribució a les classes. L'estudi comença amb una presentació de la globalització i del paper de l'anglès com a llengua internacional, la qual estructura el marc teòric; i finalitza amb una anàlisi mixta basada en les implicacions que té el fet de promoure l'anglès com a llengua internacional en l'ensenyament de L2. Els resultats demostren que promoure EIL a la classe influeix en la percepció i el grau de legitimitat de l'alumnat en relació amb l'ús de l'anglès.

Paraules clau: Llengua Internacional, EIL, model de parlant (no) nadiu, contextos EFL, percepció de la llengua, identitats imaginades, grau de legitimitat.

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1. INTRODUCTION

1.1. Objectives and Research Questions

This Master's dissertation aims to investigate the role of English as an International Language (EIL) in the context of English as a Foreign Language (EFL) classes. According to Cook (2007), "the external goal implicit in much language teaching has been to make the students approximate to native speakers" (p. 239), which means that there are many teaching approaches focusing on both the native speaker model and Anglo-Saxon cultures. In this way, English is conceived as a language linked to cultures of native-English-speaking countries and, consequently, "SLA research has often fallen into the comparative fallacy of relating the L2 learners to the native speaker" (Cook, 1999, p. 189). However, L2 learners are multicompetent speakers, dominating both an L1 and an L2, who must be seen as English users, referred to people who know and are able to use the L2, rather than English speakers.

Therefore, new teaching approaches can be incorporated in EFL classrooms, where students are seen as potential and actual L2 users (Cook, 1999), instead of focusing on the native speaker proficiency. One possible solution could be the implementation of students' cultural background in the context of EFL teaching, addressing the international role of English, as it is a language that "belongs to no one culture but, rather, provides the basis for promoting cross-cultural understanding in an increasingly global village" (McKay, 2000, p. 11). For this reason, the researcher aims to design an innovative task based on the importance of the perception of English as an International Language (IL) and the impact that this type of task has on students rather than preparing L2 learners to be native-like competent, and in this way, help students "function as multilingual individuals in whatever capacity they choose in the diverse situations of the L2 use outside the classroom" (Cook, 2007, p. 237). Hence, this dissertation aims to respond the following research questions:

RQ1.: How do students perceive English as a result of the implementation of a sequence of activities aimed at addressing the international role of this language?

RQ1.1. How do students perceive English in EFL classes at T1, before the implementation of a task addressing the international role of English?

RQ1.2. What is the students' degree of legitimacy as regards to the use of English at T1, before the implementation of the EIL task?

RQ1.3. What is the students' degree of legitimacy as regards to the use of English at T2, after the implementation of a task addressing the international role of English?

RQ1.4. To what extent do teachers' perceptions of English influence learners?

In relation to the sub-questions, the first three questions are related to the students' perception of the language, that is, whether they see themselves as users or speakers of the L2. Therefore, their perception will be analysed and compared before and after the implementation of a task addressing the role of culture. Moreover, the last research question is related to the teachers' perception of the language, as many teachers use approaches which are based on cultural content related to native-speaking countries. Despite this idea, English is an international language that does not have to be linked with a unique culture.

1.2. Context

The data for this dissertation will be collected in a secondary school located in a city near Barcelona. This high school is located in an industrial estate, next to two public schools – a high school and a primary school –, and a sports centre; and it offers a variety of Education Cycles, Secondary education, and three types of Baccalaureate – scientific-technological, humanistic, and social sciences – (Kingston high school[1], 2020).

As it is stated in the PGAC (2019-2020) of this high school, its main objective is to educate students to become, on the one hand, responsible and solidary citizens; and on the other hand, to be social and personal competent people. Moreover, the centre is located in a town where there are just two public high schools, that is the reason why this

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[1] A pseudonym is used to preserve the anonymity of the high school.

school receives students from five public primary schools. Therefore, all the students share similar characteristics such as the following: there is low divisiveness and absenteeism, and almost all the students speak the two official languages of Catalonia.

Furthermore, the high school fosters foreign language teaching, that is why three different foreign languages are taught – English, French and German –. It also accomplishes different educational projects in which English has an important role. In this way, students have the opportunity to learn the language in different contexts – apart from the English subject – from the very first years of ESO. Firstly, there is an optional subject in 1st of ESO known as "Global Scholars", where students are engaged with other students around the world and organize discussions on subjects of interest, such as waste management. Secondly, there is a project known as "Erasmus+", where students are engaged in cooperation and mobility projects with other European and international centres. The school also promotes project work through the "Xarxa de Competències Bàsiques". Lastly, the centre has also added a program called "Grup d'Experimentació per al Plurilingüisme", where English is used in non-linguistic subjects (Kingston high school, 2020).

2. THEORETICAL FRAMEWORK

The following section establishes the basis for the theoretical framework followed in this dissertation. Therefore, this section is divided in three different sub-sections according to the ideas addressing this research. Section 2.1. is devoted to introduce the main topic of this dissertation, that is the role of English as an IL and whether EFL contexts promote the notion of EIL. In section 2.2. the concept of *Multicompetence* and the importance of perceiving students as L2 users are presented. Finally, section 2.3. examines learners' imagined identities which are directly linked to their degree of legitimacy and their perception of English, and why it is important to include students' cultural backgrounds in EFL classrooms.

2.1. English as an International Language and the distinction between Native Speakers and Non-native speakers

Globalisation makes the world increasingly interconnected, and, in result, English has become one of the most potential languages used to communicate and interact with people from different L1 backgrounds. As a consequence, this increasingly globalised world changes, somehow, the conception of the acquisition of English. This means, that English should be seen as an International Language rather than a language that belongs just to a single culture.

To begin with, Giddens (1990) defines globalisation as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa" (as cited in Block, 2004, p. 75). This new era is changing the conception of how English language should be taught, as there are more non-native than native speakers of this language, that is why Block (2004) assumes that "the question is how discussions about globalisation taking place in sociological circles relate to their overall approach to language teaching, and to their day-to-day practice" (p. 76).

Moreover, the spread of EIL has been attributed to political and economic issues. Indeed, Graddol (1997) distinguishes two historical factors which have contributed to this gain of power: the first one is linked to the expansion of Britain throughout the world, which "has provided a diasporic base for the language" (as cited in Caine, 2008, p. 4);

and the second one is related to the power that has gained the US in the 20th century, which "has helped ensure that the language is not only at the forefront of scientific and technical knowledge, but also leads consumer culture" (as cited in Caine, 2008, p. 4).

In relation to this, there is the conception that L2 English learners have to become native speakers of the language or at least they have to achieve monolingual native proficiency. Therefore, "language professionals often take for granted that the only appropriate models of language's use come from its native speakers" (Cook, 1999, p. 185). That is the reason why most of the traditional teaching methodologies are concerned with the monolingual native speaker figure, rather than relating L2 students' backgrounds with the use of English outside the classroom. As Cook (1999) states: "L2 users have to be looked at in their own right as genuine L2 users, not as imitation native speakers" (p. 195). This means that L2 users are multicompetent language users who dominate both L1 competence and L2 interlanguage (Cook, 1999); that is, the author describes the term *Multicompetence* as "the compound state of a mind with two grammars" (Cook, 1992, p. 557). In other words, L1 constantly affects the acquisition of the L2, and that is why language teaching should set accurate goals to L2 users as the following proposed by Cook (1999): appropriate goals related to the students' lives, situations and roles which do not underestimate L2 users, and teaching methods that acknowledge the students' L1.

2.2.   Towards a multicompetent model of EFL

Cook (2007) also discusses the concept of *Multicompetence* in his article "The goals of ELT: Reproducing Native-speakers or Promoting Multicompetence among Second Language Users?". The author states that learning a second language, in this case English, is not just a tool to communicate, because teaching communication "is only one role of the language in human life" (p. 239). Therefore, learning an L2 also provides an endless list of benefits, as Cook (2002) explains: "enabling students to use an L2 does not just give them a tool for talking to people through a different language but changes their lives and minds in all sorts of ways" (as cited in Cook, 2007, p. 239). One of these benefits is the fact that L2 users are people from all parts of the world, who are able to interact and share different cultures and, in this way, human diversity increases (Cook, 2007). Thus, L2 users do not just use English to interact with native speakers, as a big percentage of communication in English involves non-native speakers, so it would be better to evaluate

L2 users as people who are able to speak two languages, because "L2 students have the right to become L2 users not imitation native speakers" (Cook, 2007, p. 245).

Therefore, EFL practices should leave apart the native-like acquisition of the language, because the native proficiency only refers to a mother-tongue language, that is why "someone who did not learn a language in childhood cannot be a native speaker of the language" (Cook, 1999, p. 187). Thus, both teaching approaches and teachers should get adapted to "this new paradigm where English is an international language" that requires "both pedagogical and ideological changes" (Caine, 2008, p. 5). In order to do so, Kachru (1996) assures that there are five main cows that should be eradicated, which are the following: the acquisitional cow, the theoretical cow, the pedagogical cow, sociolinguistic cow, and the ideological cow (as cited in Caine, 2008, p. 5). Therefore, if these five cows disappear, professionals will be "better-equipped to employ culturally sensitive second language teaching methodologies appropriate to the teaching context" (Bhatt, 2001, as cited in Caine, 2008, pp. 5-6).

2.3. Legitimacy and learners' imagined identities

Pavlenko (2003) states that "the self-positioning as a NNS and, oftentimes, as a perpetual L2 learner is an unavoidable corollary of internalization of the dominant SLA discourse, which portrays L2 learning as a never-ending elusive quest for NS competence" (p. 259). In other words, the author refers to the idea that EFL approaches are mainly based on the perception of L2 learners as non-native English speakers that cannot achieve a native English level. Consequently, students adopt a non-native speaker identity which directly affects their participation in EFL contexts. As Pavlenko (2003) explains, "classroom discourses play an important role in shaping students' memberships in imagined communities and legitimizing new identity options" (p. 266).

Moreover, Pavlenko & Norton (2007) assure that imagined identities linked to English are different depending on the context. Concretely, these authors state that people who learn English as a foreign language are seen as "non-native speakers, limited English proficiency students, interlanguage speakers, or language learners" (p. 96). Therefore, pedagogical approaches should position students as multicompetent users of English, rather than L2 speakers. McKay (2000) explains that we live in a global world where there are between 100 to 1000 million learners of English, in contrast to 320-380 million

of native speakers, that is why classroom contexts should be "re-imagined as places of possibility for students with a wide range of histories, investments, and desires for the future" (Pavlenko & Norton, 2007, p. 598). Thereupon, language teaching does not need to include cultural content of countries where English is the official language, as McKay (2000) proceeds: "it is not necessary for language learners to acquire knowledge about the culture of those who speak it as a native language" (p. 7). On the contrary, it would be better to include information about the L2 learners as well as a variety of cultures for two main reasons. On the one hand, students would have the opportunity to learn their own culture and be able to explain it to others, and on the other hand, the fact of knowing new cultures provides interculturalism which "assumes a knowledge of, rather than acceptance of, another culture" (McKay, 2000, p. 8).

Taking all these issues into account, a shift in the way English is perceived in language teaching approaches should be made in order to consider that English is an IL used by more non-native than native speakers all around the world. Therefore, there is no need to include cultural content of native-English-speaking countries and to achieve monolingual proficiency; that is, eradicate the belief that a second language learner is not an L2 speaker, but an L2 user of English who knows and uses this second language at any level. As Cook (2007) states: "Most importantly L2 users have to be credited with being what they are – L2 users" (p. 245).

3. METHODOLOGY

3.1. Methodological approach

The primary purpose of this research is to discover students' perception of English after the implementation of an activity addressing the international role of the language, therefore it is based on a qualitative, quantitative and an interpretative methodology.

On the one hand, qualitative analysis involves "making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities" (Cohen et al., 2007, p. 461), that is why this approach suits in this research as it aims to take into account participants' reflections. Moreover, a qualitative approach "is broadly 'interpretivist' in the sense that it is concerned with how the social world is interpreted, understood, experienced, produced or constituted" (Mason, 2002, p. 3), which fits into the need to corroborate whether this notion of English as an IL impacts on students' degree of legitimacy in relation to the language.

On the other hand, quantitative data was also used for this research as "standardized measurement tools are used to measure latent variables" (Şahin & Öztürk, 2019, p. 301). Moreover, Şahin & Öztürk (2019) also explain that in this type of research, "the theory-concept relation must be confirmatory or falsifying" (p. 301). That is, in this piece of research there is a small percentage of data collection tools which took the form of closed-ended questions in order to obtain objective values in relation to participants' perception of English in EFL contexts and the degree of legitimacy after the implementation of an activity addressing the role of culture.

Furthermore, this dissertation is based on an interpretative methodology which aims to understand what happens at one time and in a particular place (Cohen et al., 2007). Following, this type of approach also refuses "the imposition of external form and structure [...] since this reflects the viewpoint of the observer as opposed to that of the actor directly involved" (Cohen et al. 2007, p. 21), which makes it suitable for this research as it aims to discover how students perceive English and the influence of that perception on their imagined identities.

Moreover, the method employed here is also Action Research, as "it is a systematic study that combines action and reflection with the intention of improving practice" (Ebbutt, 1985, as cited in Cohen et al., 2007, p. 297). Following, Corey (1953) argues that "it is a process in which practitioners study problems *scientifically* […] so that they can evaluate, improve and steer decision-making and practice" (as cited in Cohen et al., 2007, p. 297); that is, the researcher implemented an activity based on the role of English as an IL, in order to discover whether these types of activities influence on students' acquisition of English, and, in this way, improve researcher's professional development.

3.2.   Context of data collection

This research was conducted in a 1st of ESO class during the second practicum, in a high school located in a city near Barcelona – as it was explained in section 1 – characterised by being a middle-class neighbourhood.

In order to collect the data, we needed two different sessions, during English lessons. The first session took place on the 16th of April and the second one on the 19th of April. In the first session, participants had to answer an initial questionnaire and they participated in a Focus Group Interview addressing students' degree of legitimacy and perception of English in EFL contexts, because as presented in the literature review "both language teachers and students have traditionally seen their goal as getting close to native speaker competence" (Cook, 2007, p. 241).

During the second session, students had to do an activity addressing the role of culture in the process of learning a foreign language, as the main focus of this research is to explore the notion of English as an IL in EFL contexts. The available evidence seems to suggest that "the language must be taught as a means of intercultural communication, critical analysis and indeed, where necessary resistance" (Erling, 2005, as cited in Caine, 2008). Following, McKay (2000) states that "the varieties of English that exist today within many countries are just one indication of the diversity that is present within many national borders" (p. 8). Therefore, introducing an activity addressing learners' own culture (see Appendices 1 & 2) is a way of introducing the notion of English as an IL in EFL contexts, in order for students to be able to use the language as a way "to establish a sphere of

interculturality" (Kramsch, 1993, as cited in McKay, 2002, p. 8). That is, introducing cultural content allows learners to be able to reflect on and explain their own culture in English. Hence, this task was designed on the basis of Cortazzi and Jin's idea of using *source culture materials* "that draw on the learners' own culture as content" (1999, as cited in McKay, 2000, p. 9). Therefore, students were presented with a short video from a non-native English speaker who wanted to visit Barcelona, that is why students were asked to explain to that person the following things: an emblematic building of the city – Sagrada Familia –, a festivity – Sant Jordi – and a typical dance – Sardanes –. Participants were divided in three different groups, and each group was assigned one topic in order to write the short letter; in this way, writing, reading and speaking skills were used in the activity. Finally, once the activity was done, participants were asked to answer a final questionnaire in relation to the cultural activity they did previously.

Both the questionnaires and the Focus Group Interview were carried out in participants' L1 (Catalan and/or Spanish), as there is overwhelming evidence corroborating the notion that using the L1 in EFL contexts is better for students, as Pan (2010) states, "students use L1 to facilitate their process of comprehension and to reduce any insecurities that may arise from their limited language proficiency" (p. 93).

Figure 1 *Context of data collection*

Session 1
- **Date:** 16th April
- **Implementation:**
  - Initial questionnaire
  - Focus Group Interview
- **Language(s) used:** Catalan

Session 2
- **Date:** 19th April
- **Implementation:**
  - Activity addressing the role of culture
  - Final quesitonnaire
- **Language(s) used:** Catalan & English
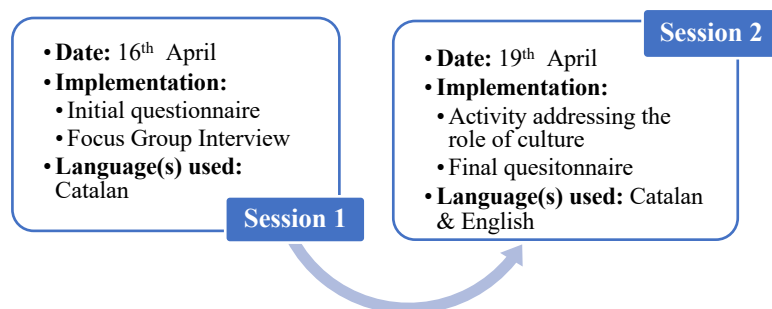
3.3. Participants

The data for this research was collected from a total of 25 students of the first year of ESO (between 12-13 years old), who are bilingual Catalan/Spanish speakers. There are some students that do English as an extracurricular activity, whereas other students just study it in high school, which may account for the different levels of proficiency observed in the group. That is the reason why we focused on that class, in order to discover whether different students' profiles influence on the perception of English.

3.4. Data collection tools

In order to capture the students' perception and legitimacy as regards English as an IL at T1 and T2, a multi-method approach was used because as Cohen et al. (2007) state, "triangulation is a powerful way of demonstrating concurrent validity" (p. 141). Therefore, two different instruments were used for data collection: two questionnaires and a Focus Group Interview. Hence, this section aims to describe each instrument in detail.

3.4.1. Questionnaires

According to Cohen et al. (2007), "the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data" (p. 317). Therefore, two questionnaires (see Appendix 3) were used in order to compare participants' perception of English before and after the implementation of a Cultural Activity.

Both questionnaires were characterised by being semi-structured questionnaires in which "a series of questions, statements or items are presented and the respondents are asked to answer, respond to or comment on them in a way that they think best" (Cohen et al., 2007, p. 321). Therefore, the questionnaires contained a combination of open-ended questions which "enable respondents to answer as much as they wish" (Cohen et al., 2007, p. 321), and closed-ended questions which are "useful in that they can generate frequencies of response amenable to statistical treatment and analysis" (Cohen et al., 2007, p. 321).

The Initial Questionnaire (Q1) was used to get some general information about the participants and their perceptions and legitimacy of English in EFL contexts; that is, it helps discover what students think about the textbooks and materials used in the classroom, the way they are taught the language, and how they feel when learning English as an L2. Whereas the Final Questionnaire (Q2) was used to analyse participants' legitimacy of English after the implementation of an activity addressing the role of culture, in order to see whether addressing these types of tasks in EFL contexts impact on students' perception of English as an IL.

3.4.2. Focus Group Interview

Interviews "enable participants […] to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view" (Cohen et al., 2007, p. 350). Moreover, interviews are perceived as one of the most used instruments in qualitative research (Mason, 2002). Therefore, after the initial questionnaire, participants were invited to take part in an Interview Guide Approach (see Appendix 4), in which the interview remained "fairly conversational and situational" (Cohen et al., 2007, p. 353).

This interview was guided by some established topics which were not exposed explicitly by the interviewer; that is, it took the form of a semi-structured Focus Group Interview, as for students be able to share their personal opinions in a comfortable way. Moreover, this type of interview allows participants to expose a variety of points of view on the issues analysed in this thesis (Torras, 2016).

According to Mason (2002), interviews are the perfect tool that can be used simultaneously with another instrument when doing methodological triangulation. Therefore, this Focus Group Interview was used in order to "ensure validity of observations" (Bogdan & Biklen, 2006, as cited in Torras, 2016, p. 105). That is, participants were asked about their perceptions of the use of English in EFL contexts and their own use of the language, their perceptions of English as an IL, their imagined identities, and whether participants are influenced by teachers' perceptions of the language.

3.5. Data collection procedures
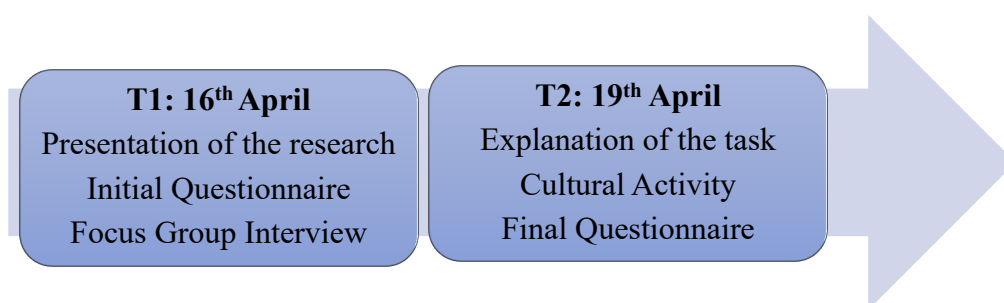
As it was explained in section 3.2, context of data collection, a 1st of ESO class of 25 students was used for this research. The data collection process took place in April 2021. Specifically, the first data collection process took place the 16th of April and the last data collection process took place three days after, the 19th of April. The process was divided in two different times:

- **Time 1 (T1):** April 16th. In T1 the research was introduced, and data sets were collected: an Initial Questionnaire and a Focus Group Interview.
- **Time 2 (T2):** April 19th. In T2 the task was introduced, and a data set was collected: a Final Questionnaire.

Figure 2 summarizes the procedures for the data collection at each time:

Figure 2 *Procedures for data collection*

T1: 16th April	T2: 19th April
Presentation of the research	Explanation of the task
Initial Questionnaire	Cultural Activity
Focus Group Interview	Final Questionnaire

The data collection procedures included the following stages. As it was already mentioned, T1 took place the 16th of April and consisted of a presentation of the research, an Initial Questionnaire, and a Focus Group Interview. These three stages were implemented by the author of this research and were explained and carried out in Catalan, due to the participants' L2 low proficiency level; therefore, "the choice of L1 as the language of data collection is justified" (Pavlenko, 2007, as cited in Torras, 2016, p. 112).

The second session, which took place the 19th of April, was subdivided in two different sessions; that is, participants were divided in two different groups. In the first stage, students were presented the task that had to do. Students worked in three different groups in order to write a short letter. Once the activity was done, participants were asked to complete a Final Questionnaire. The two different stages were also implemented by the researcher with the help of the English teacher, who explained to them the importance of answering the questionnaire.

Both questionnaires were given in the form of Google Forms. Participants were given a link to fill it in with their mobile phones. There were some participants

that did not possess Internet connection, that is why WIFI connection was shared. Moreover, students could ask any question in relation to the meaning of some of the questions asked. Lastly, both questionnaires were used to extract quantitative data – from the closed-ended questions– and qualitative data –from the open-ended questions–.

3.6. Ethical procedures

All this data was collected ensuring the compliance with best ethical practice. To do so, we asked for the consent of the school mentor and the school's director. Participants were also informed about this research before starting it, as the researcher must "negotiate publication rights with the sponsor in advance of the research and what confidentiality the researcher must respect" (Cohen et al., 2007, p. 74). Once they accepted to participate in the study, they were sent an informed consent (see Appendix 5), which stated that all the sensitive information would be anonymous and used exclusively for this research, and that participants will be assigned numbers (e.g., Student 1) in order to mention them in the research.

To ensure this anonymity, both questionnaires were totally anonymous; that is, participants were not asked to provide either their names or pseudonyms, because evidence assures that "questionnaire respondents are not passive data providers for researchers; they are subjects not objects of research" (Cohen et al., 2007, p. 317). Likewise, when doing the Focus Group Interview, the researcher used a voice recording, as for students not to feel nervous. Moreover, the researcher tried not to make participants feel pressured by taking an *epistemological* position (Mason, 2002); that is, interacting with participants, to construct knowledge rather than excavating facts (Mason, 2002, p. 64) and make participants feel that there were no right or wrong answers. Finally, the activity addressing the role of culture was also anonymous and adjusted to their preferences, as for students feel motivated.

The data was implemented and collected exclusively by the author of this dissertation with the help of other researchers and the school's mentor. Lastly, this data will be shared with another researcher in order to compare possible different conclusions extracted from different participants' profiles and ages.

3.7. Chapter summary

Chapter 3 presented the methodological approach used for this research. Therefore, the following table has been designed to illustrate the relationship between the research questions and the methodology used.

Table 1 *Relationship between RQs and methodology*

Research questions	Data sources and methods	Justification	Ethical issues
RQ1.1. How do students perceive English in EFL classes at T1, before the implementation of a task addressing the international role of English?	Initial questionnaire + Focus Group Interview	The questionnaire and the interview will provide accounts of how students are influenced by the way English is taught in EFL contexts.	Anonymous + Nicknames
RQ1.2. What is the students' degree of legitimacy as regards to the use of English at T1, before the implementation of the EIL task?	Initial questionnaire + Focus Group Interview	The questionnaire and the interview will provide accounts of whether students perceive themselves as users or speakers of English.	Anonymous + Nicknames
RQ1.3. What is the students' degree of legitimacy as regards to the use of English at T2, after the implementation of a task addressing the international role of English?	Final questionnaire	The questionnaire will provide accounts of how students perceive English after the implementation of a cultural activity.	Anonymous + Nicknames
RQ1.4. To what extent do teachers' perceptions of English influence learners?	Final questionnaire + Focus Group Interview	The questionnaire and the interview will provide accounts of how teachers' perceptions of English influence students.	Anonymous + Nicknames

Note. Adapted from *Qualitative Researching* (p. 30), by J. Mason, 2002, SAGE Publications. Copyright Licensing Agency.

4. RESULTS

The following section describes all the data results and provide an analysis on what this data appears to suggest. This data was analysed following a mixed-methods approach which involves the use of qualitative and quantitative data (Şahin & Öztürk, 2019). On the one hand, qualitative data took the form of a narrative approach which "involves inquiry directed at narratives of human experience" (Butina, 2015, p. 190). On the other hand, quantitative data was analysed in the form of statistical analysis through a Google Forms document. At the same time, this approach consisted of four stages based on Butina's (2015) approach: "(a) organization of the data, (b) obtaining a general sense of the information, (c) the coding process […] and (d) interpretation of the data" (p. 193). During the coding process, defined by Cohen et al. (2007) as "the ascription of a category label to a piece of data" (p. 369), four main codes were assigned to the data with the aim to find answers to the research questions:

(a) **Perception of English in EFL classes:** the code used to refer to the way English is perceived by students; that is, whether students think that language is important and how they learn it.

(b) **Students' degree of legitimacy:** the code used to refer to whether students feel L2 users or speakers.

(c) **Teachers' perception of English:** the code used to refer to teachers' influences on students as regards the use of English.

(d) **Materials used in EFL contexts:** the code used to refer to those materials used to learn English, such as textbooks and whether students enjoy learning the language through these materials or, on the contrary prefer others, such as the cultural activity.

The codes in which the data was classified are interconnected between each other and are also related to the literature review presented in section 2. These codes were used for both qualitative and quantitative data, as the results from closed-ended questions addressed specific issues that have been coded in the same way as the qualitative data. Moreover, the data collected from the Initial and the Final Questionnaires, and the Focus Group Interview led to the emergence of the new category "Materials used in EFL contexts".

Figure 2 shows the codes and the data used to make that classification. Four main codes raised from the data, which will be explained in the following sections.

Table 2 *Codes and data used*

Codes	Data
Perception of English in EFL classes	- Closed-ended questions in Q1 - Closed-ended questions in Q2 - Focus Group Interview
Students' degree of legitimacy	- Closed-ended questions in Q1 - Closed-ended questions in Q2 - Focus Group Interview
Teachers' perception of English	- Closed-ended questions in Q2 - Focus Group Interview
Materials used in EFL contexts	- Closed-ended questions in Q1 - Open-ended questions in Q2 - Focus Group Interview

4.1. Perception of English in EFL classes

This section presents an analysis of all the data tools used in this research: closed-ended questions in Q1, closed-ended questions in Q2 and the Focus Group Interview. The objective is to observe whether students see themselves as speakers or users of English and how they are influenced to have one conception or another. Participants had to answer a series of questions related to the way they are taught English, and how they feel when learning English as an L2.

The Initial Questionnaire was composed of 21 questions (see Appendix 3). Question 6 provided basic information on when students started learning English. A closer look at the data indicates that all the participants started learning the language before ESO. Concretely, more than half of the students (54.5%) began in primary school, whereas less than a half (45.5%) began in kindergarten. Moreover, there is just 27.3% of participants who study English as an extracurricular activity.

In relation to this, in questions 8 and 9, students were asked whether they practice English outside high school and how they practice it, respectively. The data appears to suggest that English is hardly practiced outside high school. There is just a small percentage of participants who indicate that practice the language by listening to music, watching films or TV series, and studying with materials. However, most of the participants think that it is a very important language and it should be learnt (question 10), as illustrated in Example 1 by Student 3 and Example 2 by Student 9:

> (1) "It is important to study English as it is a language necessary to work and have better career opportunities" (ST 3 male).
>
> (2) "It is important to study English as it is useful in order to communicate with people from other countries" (ST 9 female).

Regarding the perception of English, in both questionnaires, participants were asked whether they think English is just related to native-speaking countries and they had to answer in a scale from 1 to 4. Nevertheless, different results appeared in the Initial and the Final Questionnaires. In the former one, more than a half of the participants (54.5%) answered that English is not just related to native-speaking countries, such as the United States or the United Kingdom, and there was a 9.1% that agree on the fact that English is linked to these countries. On the contrary, in the Final Questionnaire, none of the participants answered that English is only related to native-speaking countries.

In relation to this, students do not mind learning the language through these cultures, as it is seen in Example 3 by Student 11:

> (3) "I like learning the culture of native-speaking countries" (ST 11 female).

However, the data also appears to suggest that the incorporation of other cultures in English lessons would be positive, as McKay (2000) argues, "it is important in the teaching of English as an international language (EIL) for learners to be asked to reflect on their own culture in relation to other cultures" (p. 8). As it is illustrated in the following graphic:

Figure 3 *Studying non-native speaking cultures*

Would you like to study other culture or your own culture in English lessons?

22 answers

Category	Value
Yes	9
No	4
I do not mind	10
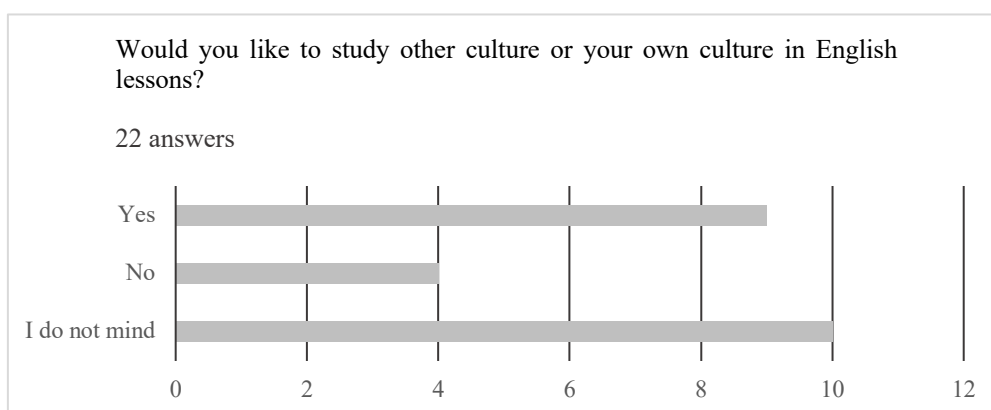
In the Focus Group Interview, participants were asked similar questions to those of the questionnaires. Thus, students had the opportunity to answer more freely and, in this way, that data could be compared with the quantitative data of both questionnaires. To begin with, participants were asked whether they feel they are learning English or not. Most of the students assured that they are acquiring the language very slowly and, concretely, students 1 and 2 explained that this language will be useful for their future career, that is the reason why they want to learn the language.

Moreover, in the Focus Group Interview, participants discussed the role of English as an IL as illustrated below (see Appendices 6 for the annotation conventions & 7 (a) for the translation):

1. T: When you hear someone speaking in English ↑ which is the first culture that comes to your mind ↓
2. S1: England ↑
3. T: England ↓
4. S2: The USA ↑
5. T: The USA ↓
6. Ss: The USA ↑

Most of the students concur that this associations are due to the way English is taught, as Block (2004) explains, "there seemed to be an implicit hyperglobalism which envisaged the entire world learning English via […] one particular type of pedagogical material" (p. 76).

4.2.   Students' degree of legitimacy

This section presents another code, which received the name of "students' degree of legitimacy". This code emerged from the data obtained of closed-ended questions in Q1 and Q2, and the qualitative data of the Focus Group Interview. The objective is to discover how much confidence they feel as regards English.

In the Initial Questionnaire, students were asked the following questions:

(1) Do you feel comfortable when you have to speak in English?

(2) Do you feel identified with English?

As for question (1), only 18.2% of them feel comfortable when using English. On the contrary, around a 50% assure that they do not like speaking in English for the following reasons:

- Low level of dominance (22.7%)

- Embarrassment (18.2%)

- Level of difficulty (9.1%)

In question (2), most of the participants (54.6%) agree on the fact that English is an IL useful to communicate with people around the world, which is related to the idea that "the language belongs to no-one culture" (McKay, 2000, p. 11).

In the Final Questionnaire, participants were asked the same questions as in Q1, but referring to the cultural material. Therefore, different responses emerged from those questions, as participants agreed on the fact that they would feel more comfortable and identified with the language doing different types of activities in EFL contexts. For example, Student 20 (female) answered the following: "In this way, I would learn more English".

Moreover, coded data obtained from the Focus Group Interview allowed for more specific responses related to this issue. Students were asked how they will use English in the future. Student 1 answered the following:

(4) "I will use the language to find a job, to travel and things like that" (ST 1 male).

Besides, Student 2 responded something similar:

> (5) "I will use the language to communicate universally, to have more job opportunities and to have it in my CV" (ST 2 male).

That is, participants perceive English as a language "used by different nations to communicate with one another" (Smith, 1976, as cited in McKay, 2000, p. 7).

4.3. Teachers' perception of English

This section presents the influence that teachers' perception of English has on learners. The objective is to observe, on the one hand, whether students have been influenced in their conception of English as an IL; and on the other hand, whether the EFL approach implemented has helped change that perception. Therefore, quantitative data was obtained from the closed-ended questions in Q2 and qualitative data from the Focus Group Interview.

Students were asked in the Final Questionnaire how much influence they have from their teachers, and the responses show that almost all the candidates think that teachers totally influence their perception of the language. Moreover, this influence is seen positively, as illustrated in Examples 6 and 7 by Students 5 and 6:

> (6) "Teachers make me understand that English is used everywhere" (ST 5 male).
> (7) "Teachers make me understand that English is used everywhere, as it is useful to communicate with people and it is also useful to communicate anything" (ST 6 female).

Moreover, coded data obtained from the Focus Group Interview also allowed for specific responses related to this issue. Students were asked whether their associations of English with native-speaking countries were related to the way they are taught that language at high school, as illustrated in Fragment 1 (see Appendices 6 for the annotation conventions & 7 (b) for the translation):

7. T: A:nd do you think that the fact of <u>associating</u> the <u>language</u> with that <u>countries</u> > is relate:d ↑ to the way you are taught at school ↓

8. Ss: [Yes ↓

9. S1: A little bit ↓

10. T: Yes ↑ Why ↓]

11. S1: Because ↑ the listenings or the materials that appear in the books ↓ all of them are English or American ↓ But we have never listened to a Spanish talking in English ↓

12. T: A:nd you said yes ↓ right ↑ That you think you are influenced↓

13. S2: Yes ↑ because for example ↑ if there are different ways of speaking in English ↓ I think they teach you the English of the biggest country ↓

Most of the students assured that teachers influence the way they learn English due to the materials used in EFL contexts, which "rely on recordings of English native speakers talking about themselves and carrying out tasks with each other, such as giving directions and identifying photos" (Cook, 1999, p. 199).

Lastly, after the implementation of the cultural activity, students were asked in the Final Questionnaire, with an open-ended question, whether they would like to do these types of activities in EFL contexts, and some of the most repetitive answers were the following:

- "In this way, I can learn more things"
- "I like learning things of other cultures"
- "In this way, I can learn about other cultures and English at the same time".

4.4. Materials used in EFL contexts

This section presents a description of the materials used by students in EFL contexts. The objective is to observe, on the one hand, whether these materials influence in students' perception of English, and on the other hand, whether participants prefer

using other materials, such as the Cultural Activity implemented. Therefore, this code was analysed by the data obtained from the closed-ended questions in Q1, and qualitative data of the open-ended questions in Q2 and the Focus Group Interview.

To begin with, in the Initial Questionnaire, participants were asked to answer in a Likert scale (1= *very little* to 4= *a lot*) whether they like the materials used in classroom when learning English. The data suggests that most of the participants (59.1%) do not quite like or totally reject using materials such as textbooks, listenings or writings among others. However, there is also a considerable number of students 36.4% who like learning the language in this way, and just one participant agrees on using these materials in English lessons, as illustrated in the following table:

Table 3 *Materials used in EFL contexts*

Do you like the materials used in EFL contexts?				
Scale	**1**	**2**	**3**	**4**
Nº of answers	6	7	8	1

However, in the Final Questionnaire participants were asked an open-ended question related to the use of other materials in EFL contexts. Most of the students agreed on changing the way of teaching English and proposed dynamic activities and games in order to make the classes more motivating and entertaining, as it is seen in Examples 8, 9 and 10 by Students 6, 14 and 15:

(8) "In order to do motivating classes and have fun while learning the language" (ST 6 female).

(9) "I would like to play games in English" (ST 14 female).

(10) "I would like to do dialogues and interact with students" (ST 15 male).

Moreover, participants were also asked to answer whether they would learn more English using the materials they proposed. More than half of the students (54.5%) think that English would be easily acquired; however, there is a 40.9% of participants that are not completely sure.

In relation to this, after the implementation of the cultural activity, participants were asked a closed-ended question illustrated in the following table:

Table 4 *Introducing cultural activities in EFL contexts*

In relation to the cultural activity you have done, would you like to learn other cultures or your own culture in EFL contexts?		
Yes	**No**	**I do not mind**
16	1	5

Most of the students agree on the fact of including these types of activities in the classroom, as they think they would feel more comfortable and identified when using English. For instance, Student 14 answered the following:

(11) "In this way, I can learn more things and I can explain my culture in another language" (ST 14 female).

(12) "We do not need to be native speakers to dominate the language" (ST 14 female).

The data obtained from the Focus Group Interview allowed for similar responses in relation to the questionnaires. Participants were asked whether they like learning English the way they do it, and the responses were unanimous as illustrated below (see Appendices 6 for the annotation conventions & 7 (c) for the translation):

1. S1: Sometimes ↑ I think it's boring ↓

2. T: [But do you think it's boring <the way it is taught> that is ↑ doing exercises in the book ↓

3. S2: We don't always do this ↓]

4. S1: I think it's boring the way we study it ↓

5. T: Ok ↓ And what would you like doing ↓

6. S3: More talking activities ↑ a:nd things like that ↓

7. T: Ok more interactive activities ↓ right ↑

8. Ss: Yes ↓

9. S4:   Drawing ↑

This excerpt shows that students are not comfortable with the materials used in EFL contexts. Therefore, participants contribute other ways of learning English; that is, doing more interactive and dynamic activities in which they can work collaboratively.

5. DISCUSSION

All the issues discussed in the forgoing section have a close relationship with the role of English as an IL and how participants are aware of this notion. All the instruments used for this research – questionnaires, an interview, and a cultural activity – were designed to discover whether students shared similar conceptions. On these grounds, we can argue that almost all the themes were shared by the participants.

To begin with, participants' answers clearly reflect that English is taught using materials related to native-speaking cultures. As McKay (2000) explains, "many teachers use cultural content in their classroom, believing that such a focus will motivate their students" (p. 7). However, the data provides strong evidence that English is used to communicate with people from non-native speaking countries, that is why it should be better to promote interculturalism rather than bilingualism in EFL contexts (McKay, 2000), due to the role that English has as an IL.

Moreover, these results provide confirmatory evidence that students' degree of legitimacy as regards the use of this language is very low, as they feel that they do not have an appropriate level. This feeling may be caused by the fact that they perceive themselves as L2 speakers rather than users, as "the native speaker model remains firmly entrenched in language teaching" (Cook, 1999, p. 188); that is, students are compared with the native-speaker figure in EFL contexts, and as a consequence, this goal can cause demotivation and/or frustration, as Cook (2007) states, "phrasing the goal in terms of the native speaker means L2 learning can only lead to different degrees of failure, not degrees of success" (p. 240).

Therefore, EFL contexts should promote a different perception of English, by teaching the language as an EIL and, as Caine (2008) states, "the need to eradicate the native speaker model, thereby honouring the current pluricentricity of English" (p. 9). Moreover, it is also important to take into account students' imagined communities in order to increase their participation in class, as Pavlenko & Norton (2007) explain, "if we do not acknowledge the imagined communities of the learners, we may exacerbate their non-participation and impact their learning trajectories in negative ways" (p. 598).

In relation to this, students' imagined identities play a crucial role when learning English. The data suggests that participants want to learn this language, mainly, to have better job opportunities, to travel and meet people from other countries and cultures. Therefore, participants are influenced by external goals related to "the students' use of language outside the classroom" (Cook, 2002, as cited in Cook, 2007, p. 238). This conception is related to the role that English has as an IL and to the interconnected world where we live, as Rizvi (2005) states, "globalization disrupts this logic of national 'belonging', as people are able to imagine themselves as belonging to several places at once" (p. 4).

Students' perception of English is also influenced by the materials used in EFL contexts. According to Kachru (1986, 1996), there are three different groups of English. The first group, known as the *Inner Circle*, corresponds to "those countries where English is spoken as a first or native language" (as cited in Caine, 2008, p. 3), such as the UK or the USA. The materials used in classroom are mainly based on the characteristics of these countries. However, in a globalised world where there is a "generalized spread of sociocultural and economic patterns" (Blommaert, 2003, p. 611) there is no need to transmit the cultures and norms of the *Inner Circle* group, on the contrary, "professionals must alter their methods, materials and models to better reflect a sensitivity toward local contexts" (Caine, 2008, p. 5).

Moreover, these findings also suggest that other types of practices based on interactive and dynamic activities should be used in EFL contexts. Participants seem to share two similar goals when learning the language that are the following: an internal goal which is "the promotion of intercultural understanding" and an external goal, "a means of communicating with those who speak another language" (Cook, 2007, p. 238). Therefore, English classes should focus on students' needs to become L2 competent users and "teach the aspects of language appropriate to the students' anticipated uses" (Cook, 2007, p. 246).

In relation to EFL materials, the data seems to suggest that teachers' perception of English also has a direct impact on students. According to McKay (2000), "whether or not the target cultural content should be included in language classrooms is highly dependent on what one sees as the role of culture in language learning" (p. 8); that is, teachers do not transmit the role that English has as an IL, as

the teaching approaches used in the classroom are based on the acquisition of English as a native speaker of the language. However, there is overwhelming evidence corroborating the notion that including students' cultural content in EFL contexts "provides students with the opportunity to learn more about their own culture and to acquire the English to explain their own culture to others" (McKay, 2000, p. 11).

In sum, data indicates that students perceive the importance of learning English as an IL. In other words, acquiring a native speaking accent does not have to be the central point in L2 teaching approaches, as on the one hand, "it is impossible for an L2 user to become a native speaker, since by definition you cannot be a native speaker of anything other than your first language" (Cook, 2007, p. 240); and on the other hand, globalisation has caused a "universal shift in the nature of societies, semiosis or identities" (Blommaert, 2003, p. 611); that is, citizens and cultures live interconnected and English has become the main language used for interaction. As Torras (2006) explains, "the notion of English as a lingua Franca entails that the status that this language has achieved leaves behind the old idea that the learning of English had to be based on native speaker norms, as they were the ones who owned the language" (p. 192).

Lastly, Cook (2007) introduced the term *Multicompetence* defined as "the knowledge of two or more languages in the same mind" (p. 241). That is, the fact of learning a second foreign language and, in this way, be competent in more than one language differs from monolingual people, as the L2 affects directly the L1 knowledge (Cook, 1992). Moreover, "the knowledge of the L2 increases the L2 user's capabilities beyond those of monolingual, rather than being a defective L1 knowledge" (Cook, 1992, p. 578). Therefore, L2 students should be seen as L2 users instead of being taught the language through native-speaking models.

6. CONCLUSIONS

6.1. General issues

This study was an attempt to address the issue of English as an IL. Therefore, the findings seem to suggest three main issues in this research: the perception of English, the influence of the EFL materials and students' imagined identities.

All participants seem to agree that English is a language associated with native-speaking countries, such as the UK or the USA – before the implementation of the cultural activity –. Therefore, students position themselves as illegitimate L2 users of English, as there is the perception that they are compared with the native speaker figures, as Cook (2007) states, "students are judged on success according to how close they resemble native speakers" (p. 239). This spread of power of the native-speaking countries is mainly political and cultural, which Bhatt (2001) attributes to "the economic conditions that created the commercial supremacy of the United Kingdom and the United States" (p. 533, as cited in Caine, 2008); and consequently, the native-speaking model becomes the center point in many language-teaching approaches. This attempt to convey this model to students has been discovered in this research, as the data clearly states that most of the materials used in EFL contexts are based on British or Americans interacting between each other, as Cook (1999) explains, "the model situations met in course books almost invariably involve native speakers interacting with native speakers, apart from the typical opening lessons in which students introduce each other and exchange personal information" (p. 189).

However, data also demonstrates that students are aware of the important role that English has in globalisation, as there are more non-native speakers of the language than native ones (McKay, 2000). In other words, participants' imagined identities are related to this paradigm of globalised world where people from different cultural backgrounds are interconnected. That is, students see themselves as future L2 users who will have more social, cultural and economic opportunities with the possession of an IL such as English. As Kanno & Norton (2003) explain, "to envision an imagined identity within the context of an imagined community can impact a learner's engagement with educational practices" (p. 246); therefore, teaching

approaches should include activities that enable learners to become aware of different cultural backgrounds. After T2 data collection, participants seem to change their perception towards the role of English; that is, there is an increasement in students' degree of legitimacy, as the EFL context establishes a sphere of interculturality (McKay, 2000) in which English becomes the language used to interact. In this way, learners' engagement in learning the language increases and they start perceiving themselves as L2 users rather than L2 speakers.

6.2. Future prospects

This research arises three main issues which are the following. Firstly, data does not demonstrate whether the fact of introducing cultural materials in EFL contexts improves students' engagements in long-term. However, participants are very critical when discussing about the way English is taught, as students argue it is monotonous. Therefore, this research leads to investigate new teaching approaches based on learners' cultural backgrounds.

On the other hand, this research emphasizes the importance of perceiving English as an IL. In this way, it is important to cease the EFL approaches based on the acquisition of cultural and social traits of the Inner circle groups, and to stop measuring the L2 learner level by their foreign accent (Cook, 1999), as students are L2 users capable to communicate and interact in English. As Torras (2016) states, "EIL is the patrimony of its users and thus, language pedagogies should be based on such premise, as it would allow learners to encounter possibilities of legitimacy that would eventually lead them to invest in the target language" (p. 371).

Moreover, this research is also useful for future teachers. Whether the fact of including different cultural backgrounds or not in EFL contexts depends on each professional. However, the notion of English as an IL is a reality that should be considered when designing teaching materials. To change the materials and the objective of EFL classes should be the most appropriate thing in order to help students "function as multilingual individuals in whatever capacity they choose in the diverse situations of L2 outside the classroom" (Cook, 2007, p. 237).

Finally, this thesis has also been useful for the researcher for the following reasons. Firstly, it has been proved that EFL classes should focus on the students in order to help them become competent L2 users of English, instead of addressing materials based on native-speaking cultural traits. Secondly, we live in a globalised world where different cultures live together and including teacher approaches based on students' cultural backgrounds can enrich EFL lessons as both the teacher and the students can "understand a particular culture from the perspective of members of that culture" (McKay, 2000, p. 8), and at the same time, acquire the language.

6.3. Limitations

For the sake of discussion, it is important to notice that this study has some limitations. On the one hand, this research is comprised in a very limited time –less than a year– that is the reason why the data collected has not provided all the information needed for the research. That is, RQ 1.3 (see section 1) related to the changes in the degree of legitimacy at T2 has only been analysed in short-term. More extra sessions could have been useful in order to see the progression of the participants.

On the other hand, the questionnaires used for data collection were totally anonymous, and this has always limited the research. Students' answers could not have been compared with the ideas that arose from the Focus Group Interview. In this way, general and most repetitive ideas have been used to analyse and discuss the data. However, the Focus Group Interview provided richer information than the questionnaires, as both were mainly composed by closed-ended questions.

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Appendix 1 – Cultural Activity

Group 1: Write a short letter about the Sagrada Familia with the information provided below:

- Roman Catholic Basilica
- Designer: Antoni Gaudí
- Location: district of Eixample (Barcelona)
- Style: Gothic and Modernism
- Your own opinion

Group 2: Write a short letter about the Sant Jordi with the information provided below:

- Traditional festivity in Catalonia
- Date: 23rd of April
- Tradition: boys give girls a red rose & girls give boys a book
- Roses and books sold in the streets (mention the Rambles of Barcelona)
- Your own opinion

Group 3: Write a short letter about the Sardana with the information provided below:

- Traditional dance in Catalonia
- Origin: 16th century in the province of Girona
- Danced in circles following some steps
- Espardenyes (traditional shoes used to dance it)
- Your own opinion

LANGUAGE BOX

You can start and finish your letters using the following expressions:

- **Starting the letter**

    o Hi Blanca!...   - Thanks for your letter
                             - Lovely to hear from you
                             - How are you?

- **Ending the letter**

    o Well, that's all for now
    o Looking forward to hearing from you again!
    o All the best
    o Hope you enjoy the city!

Appendix 2 – Cultural Activity: Letters

Session 1

Group 1:

Hi Blanca! How are you?

We listened that you want to know things about the Sagrada Familia.

The Sagrada Familia is located in the district of Eixample (in the centre of Barcelona).

The designer was Antoni Gaudí, a very important architect in Barcelona.

It is a Roman catholic basilica, a Gothic and Modernism monument.

In general, we think it's a very beautiful and it's important monument in the history of Barcelona.

Hope you enjoy the city!

Group 2:

Hi Blanca! How are you?

We're going to explain to you the festivity of Sant Jordi. It's a traditional festivity in Catalonia, that it celebrated the 23rd of April.

The legend says that a knight killed a dragon, and from the blood was born a rose and from this day, men give roses to women, and women give books to men.

In our opinions, it is a beautiful festivity because it is a story of love.

Hope you enjoy the city!

Group 3:

Hi Blanca! How are you? I hope you are fine.

The origin of the Sardana is in the province of Girona at the 16th century. It is the traditional dance in Catalonia. The espardenyes are the traditional shoes used to dance it.

The Sardana is danced in circles following some steps.

I like the Sardana, it's my favourite activity.

Well, that's all for now!

All the best.

Session 2

Group 1:

Hi Blanca! How are you?

We are going to explain you ideas about "The Sagrada Familia".

It is located in the district of Eixample.

Sagrada Familia is a Roman Catholic basilica and it style is gothic and Modernist.

The designer of it is Antoni Gaudí.

We think that it's a very beautiful cathedral and a very interesting place to visit.

Well, that's all for now,

Hope you enjoy the city.

Group 2:

Hi Blanca,

How are you?

We are going to talk of Sant Jordi. It is traditional festivity in Catalonia, it's celebrated on the 23rd of April.

We celebrate it in the streets, people sell roses and books. The tradition says that boys give girls a red rose and girls give boys a book.

We think that Sant Jordi is a good tradition of Catalonia.

Lots of love.

Appendix 3 – Questionnaires

Initial Questionnaire (Q1)

1. Edat
2. Gènere
3. Quins idiomes saps parlar? Esmenta'ls
4. Dels idiomes que has mencionat abans, amb quin us sentiu més còmode?
5. Quin idioma parles amb els amics/amigues?
6. Quan vas començar a estudiar anglès?
7. Estudies anglès com activitat extraescolar?
8. Practiques l'anglès fora de l'institut?
9. Si el practiques, com ho fas?
10. Creus que és important estudiar anglès?
11. Per què?
12. Creus que l'anglès només està relacionat amb països on es parla aquest idioma (Estats Units, Regne Unit...)?
13. T'agrada aprendre la cultura d'aquests països a les classes d'anglès?
14. T'agradaria aprendre altres cultures o la teva pròpia cultura a les classes d'anglès?
15. T'agraden les classes d'anglès?
16. T'agraden els materials que s'utilitzen a les classes d'anglès? (Llibres de text, listenings, readings, activitats...)
17. Creus que estàs aprenent molt amb els materials que s'utilitzen a classe?
18. Et sents còmode/a quan has de parlar en anglès?
19. Per què?
20. Et sents identificat amb l'anglès?
21. Per què?

Final Questionnaire (Q2)

1. Gènere

2. Com practiques l'anglès fora de l'institut?

3. Si has triat "Altres", explica com el practiques.

4. Per què creus que és important estudiar anglès?

5. Si has triat "Altres", explica per què creus que és important.

6. T'agradaria utilitzar altres materials a les classes d'anglès? Per què?

7. Creus que aprendries amb més facilitat?

8. Creus que l'anglès només està relacionat amb països on es parla aquest idioma (Estats Units, Regne Unit...)?

9. T'agrada aprendre la cultura d'aquests països a les classes d'anglès?

10. Creus que els professors t'influencien a l'hora d'aprendre l'anglès?

11. Per què?

12. T'ha agradat l'activitat que hem realitzat?

13. A partir de l'activitat que has fet en grup, t'agradaria aprendre altres cultures o la teva pròpia cultura a les classes d'anglès?

14. Per què?

15. Si es realitzessin activitats com la que has fet, et sentiries més còmode/a parlant en anglès?

16. Per què?

17. Si es realitzessin activitats com la que has fet, et sentiries més identificat amb l'anglès?

18. Per què?

Appendix 4 – Focus Group Interview Questions

- Us agrada aprendre l'anglès?
    - o Us agrada la manera com l'apreneu?
    - o Us agraden els materials i els llibres que s'utilitzen a classe?
- Us sentiu a gust aprenent l'idioma?
    - o Percebeu que l'esteu aprenent?
- De quina altra manera us agradaria aprendre l'anglès?
- Quan sentiu alguna persona parlant l'anglès, quina és la primera cultura que us ve al cap, és a dir, amb quin país o països relacioneu l'anglès?
    - o Per què creieu que feu aquestes associacions?
    - o Creieu que els professors us influencien a fer-vos pensar això?
- Creieu que és important introduir altres cultures a les classes d'anglès? Per què?
    - o Exemple: us agradaria ser capaços d'explicar la vostra pròpia cultura a través de l'anglès?
- Per a què creieu que utilitzareu l'anglès?
    - o L'utilitzareu només per comunicar-vos amb gent anglesa o creieu que l'utilitzareu amb més gent que no és anglesa?
    - o Creieu que us servirà per tenir un millor futur professional, és a dir, creieu que l'anglès us obrirà més portes?

Appendix 5 – Informed Consent

Hola! He dissenyat aquest qüestionari per un treball que estic fent al màster. M'agradaria saber la vostra opinió en relació a l'assignatura d'anglès. Si us plau sigueu sincers amb totes les vostres respostes! I no us preocupeu, aquesta informació només la veuré jo i la meva professora! Un cop acabat el treball, aquest qüestionari s'eliminarà un cop hagi acabat el treball. Si teniu qualsevol dubte, podeu preguntar el que vulgueu! Gràcies.

Hi! I have designed a questionnaire for a research project I am doing at university. I would like to know your opinion on the English subject. Please, be honest with all your answers! And do not worry, this information will only be seen by me and my university teacher! Once the research is done, I will delete this form. If you have any doubt, you can ask whatever you want! Thank you.

Appendix 6 – Jeffersonian Transcript Notation

Symbol	Meaning
T	Teacher
S1	Student 1
S2	Student 2
S3	Student 3
S4	Student 4
Ss	Students
↑	Rising pitch or intonation
↓	Falling pitch or intonation
[ ]	Overlapping speech
Underline	Emphasized word
:	Lengthening of sound
< word >	The enclosed speech was delivered more slowly than usual for speaker

Appendix 7 – Translation of the fragments

(a)

1. T: Quan sentiu alguna persona parlant l'anglès ↑ quina és la primera cultura que us ve al cap, és a dir, amb quin país o països relacioneu l'anglès ↓

2. S1: Anglaterra ↑

3. T: Anglaterra ↓

4. S2: Estats Units ↑

5. T: Estats Units ↓

6. Ss: Estats Units ↑

(b)

7. T: Creieu que el fet <d'associar l'idioma amb aquests països> està relaciona:t ↑ amb la manera com us ensenyen a l'institut ↓

8. Ss: [Sí ↓

9. S1: Una mica ↓

10. T: Sí ↑ per què ↓]

11. S1: Perquè ↑ els *listenings* o els materials que apareixen als llibres ↓ tots són anglesos o americans ↓ Però mai hem sentit a un espanyol parlar en anglès↓

12. T: I: tu has dit que sí ↓ veritat ↑ Que penses que esteu influenciats ↓

13. S2: Sí ↑ perquè per exemple ↑ si hi ha diferents maneres de parlar l'anglès ↓ jo penso que t'ensenyen l'anglès del país més gran ↓

(c)

1. S1: A vegades ↑ penso que és avorrit
2. T: [Però creieu que és avorrida <la manera d'ensenyar-lo> és a dir ↑ fent exercicis del llibre ↓
3. S2: No sempre fem això ↓]
4. S1: Jo crec que és avorrida la manera com l'estudiem ↓
5. T: D'acord ↓ i què us agradaria fer ↓
6. S3: Més activitats ↑ de parlar i: coses com aquestes ↓
7. T: D'acord, més activitats interactives ↓ veritat ↑
8. Ss: Sí ↓
9. S4: Dibuixar ↑