

How is EFL perceived by secondary school learners? A study of the role of EIL in a Catalan secondary school

Mireia Llopart Bentanachs

Tutora: Berta Torras Villa

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Abstract:

EFL has traditionally focused on native models and target culture materials. English, however, has spread all over the world and the ownership of the language has been discussed in recent literature, talking about World Englishes and the perception of English as an International Language. This piece of research has explored whether the notion of EIL was introduced in a public Catalan high school and whether the introduction and promotion of this concept had any impact on the learners' imagined identities and, thus, their possible investments in the EFL classroom. The findings of this dissertation suggest that the promotion of EIL had an impact on the students' perception of the language and thus, on their possible investments in class. To a better understanding of the changes in the learners' imagined identities and participation in class, a study with a larger number of students and longer monitoring of their responses to the tasks should be conducted.

L'anglès com a llengua estrangera s'ha centrat, tradicionalment, en models nadius i materials culturals de la llengua d'estudi. L'anglès, però, s'ha estès per tot el món i la propietat de l'idioma s'ha discutit en la literatura recent, parlant sobre llengües angleses del món i la percepció de l'anglès com a llengua global [EIL]. Aquest estudi ha explorat si la noció d'EIL havia estat introduïda en un institut públic català i si la introducció i promoció d'aquest concepte tenia algun impacte en les categories identitàries imaginades dels aprenents i, per tant, en les seves possibles inversions a l'aula d'anglès com a llengua estrangera. Les conclusions d'aquesta dissertació suggereixen que la promoció d'EIL va tenir un impacte en la percepció de la llengua per part dels estudiants i, per tant, en el seu possible compromís a l'aula. Per a una millor comprensió dels canvis en les categories identitàries imaginades i la participació dels estudiants a classe, s'hauria de realitzar un estudi amb un major nombre d'alumnes i un seguiment més llarg de les seves reaccions a les tasques.

Key words: EFL, EIL, TEFL, speaker legitimacy, imagined identities, culture

Paraules clau: EFL, EIL, TEFL, legitimitat dels parlants, categories identitàries imaginades, cultura

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1. Introduction

1.1 Objectives and research questions

The aim of this dissertation is to find out whether the concept of English as an International Language [EIL] is present in English as a Foreign Language [EFL] classes in a secondary school and to assess whether addressing this notion in EFL classes has an impact on the learners' conceptual understanding of English. For this reason, an in-class activity that promotes the conception of English as a means to participate in a wider international community was carried out. Furthermore, the implementation of this activity intended to eradicate the dichotomy of native vs. non-native speakers of English in the eyes of the students and to advocate for other ideas such as that of language expertise instead. This dissertation, hence, intended to confirm whether the acknowledgement of the learners' L2 usage impacts in a positive way in their imagined identities and, thus, in their possible investments during EFL classes. The main objective of this dissertation is to find out whether addressing the notion of EIL in an EFL class has an impact on the students. In addition, this research intended to have an impact on personal professional development.

More specifically, the outcome of this dissertation should answer the following research questions:

RQ.1: 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?

RQ 1.1. How do students perceive English in EFL classes at T1, before the implementation of a task addressing the international role of English?

RQ 1.2. What is the students' degree of legitimacy as regards to the use of English at T1, before the implementation of the EIL task?

RQ 1.3. 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?

RQ 1.4. To what extent do teachers' perceptions of English influence learners?

1.2. Context

The school in which the task was implemented is a secondary school in a city near Barcelona. Students from all neighbourhoods in the city attend the school, since there are only two public secondary schools in the municipality. Hence, there are all kinds of learners from

different socio-economical backgrounds and contexts. However, it is a city that does not stand out for having citizens on the extremes in terms of social class - that is, most of the population is middle class. Furthermore, the unemployment rate is very low in the area, since there are several enterprises located there.

The school participates in different projects and gives special importance to the learning of foreign languages: as it is specified in their PGAC, one of its objectives is fostering foreign language competence. It is, in fact, the only school in the area that offers German as an optional subject for ESO students. The school also participates in a couple of international projects in English: Global Scholars and Erasmus+. The former is implemented with students from 1st and 2nd year, (between 12 and 14 years old). Schools from all around the world participate in this project, so the language of instruction is English. Its aim is to raise awareness among students about issues related to the environment. The latter, Erasmus+, is carried out with students of third year, that is, 14-15 year-olds. In this subject students work mainly in groups to complete tasks that usually revolve around talking about feelings, emotions and mental health. The school is in contact with another school in Scotland and the main objective is to have the students meet each other face-to-face, that is, making a trip to Scotland and getting to know it. At the same time, the Scottish students would make a trip to Spain and get in contact with Spanish culture. This year the trips may not be possible due to the Covid-19 pandemic, so the students may get in contact with each other through digital tools.

2. Theoretical framework

This section aims to present the theoretical framework that this dissertation is based on. The articles have been chosen because of the relevance of the topics for this piece of research. The articles in section 2.1. define and explore imagined identities and their relevance in L2 acquisition. The notion of imagined identities is meaningful for this piece dissertation because it is directly linked to the learners' perceptions of their degree of legitimacy as English users. In section 2.2., the role of English in the EFL classroom is examined. The articles also introduce the notion of EIL and why it is important to promote it in the EFL class. Finally, section 2.3. discusses why it is relevant to introduce different culture materials in English lessons, which is what was done in the activity implemented. More details about the task are explained in section 3.2.

2.1. Imagined identities and L2 acquisition

In the article *Imagined Communities, Identity, and English Language Learning in a Multilingual World* (Norton, Pavlenko, 2007) the authors discuss the role of imagined identities on second language acquisition. It first gives an introduction to the theoretical framework of imagined identities and then exemplifies how imagined identities “may influence agency, investment, and resistance in the learning of English in terms of five identity clusters: postcolonial, global, ethnic, multilingual, and gendered identities” (Norton, Pavlenko, 2007, p.704). The article, thus, illustrates how it is not only the face-to-face interaction that takes place between the teacher and the learners during the ESL classes what creates opportunities for them to learn the language and build their identities, but also imagination: “We argue that the notion of imagination as a way to appropriate meanings and create new identities, developed by Anderson (1991) and Wenger (1998), allows us to transcend the focus on the learners' immediate environment” (Norton, Pavlenko, 2007, p.704-705) Furthermore, the learners' investment in specific imagined communities and their access (or lack of access) to these communities may explain their participation in a particular language usage. Furthermore, globalisation, British colonial history and American cultural and linguistic imperialism have made English a wide-world used language, which makes it central in the process of re-imagination. The questioning of who is a legitimate English speaker is another key construct regarding imagined identities and communities: it is assumed that native speakers are the ones that have the ownership of English. The article, thus, concludes by hoping that ESL teachers shift the way in which English is regarded in class and

reflect on how classrooms can be “re-imagined as places of possibility for students with a wide range of histories, investments, and desires for the future.” (Norton, Pavlenko, 2007, p.715). These ideas relate to this research in the sense that the aim of the dissertation is to draw students’ attention to the fact that English is not only spoken by natives and that they will use it when speaking to other non-native users. The theory of imagined identities and the spread of English as a second language becomes, therefore, the basis of this dissertation.

The article *Non-participation, imagined communities and the language classroom*. (2001) by Norton examines “the relationship between non-participation” and “the imagined communities’ of two ESL learners in Canada, linking the discussion to the learners’ changing expectations of ESL courses, their shifting identities and their unique investments in the target language.” (159) Norton’s idea of non-participation is drawn from Wenger (1998, p.164), who states that identity is not only shaped by the activities we engage in, but also by those we do not participate in. This article, thus, examines Wenger’s theory of non-participation, then exposes the two ESL learners’ stories and, finally, proceeds to analyse the data compiled taking into account their imagined communities. Norton’s hypothesis is that a learner’s imagined community offers explanatory potential to their non-participation in the ESL class, since it seems like, in the two cases that are analysed, the students’ acts of non-participation were acts of protection of their imagined identities. Norton argues that “language learners’ non-participation in a second language class may result from a disjuncture between the learner’s imagined community and the teacher’s curriculum goals.” (2001, p.170). Following this affirmation, it can be stated that language teachers should know their students’ imagined identities very well and take them into account in class so as to avoid their loss of interest – that is, their non-participation. Norton also maintains that students may participate more in language practices with people they are invested in, and that “the people in whom learners have the greatest investment, my research suggests, may be the very people who represent or provide access to the imagined community of a given learner.” (2001, p.170). This article was chosen to help analyse the results of this dissertation since the activity was implemented in a group of students where non-participation was spotted from some of the learners. They had given up on English classes a while ago and, even though they did go to class, they barely participated. This situation is further explained in section 3.3.

2.2. The role of English in the EFL classroom

Caine's article *Do You Speak Global?: The Spread of English and the Implications for English Language Teaching* aims to explore the spread of English and its significance for English language teaching. Caine speaks about the "need to re-examine pedagogical practices and assumptions attendant to these changes." (2008, p. 1) The article first exposes the spread of English drawn from the work by Kachru (1996), who divides it into several phases that go from the spread all over the British Isles and Ireland during the 16th and 17th centuries to when English spread to places such as South Asia, Southeast Asia, South, West, and East Africa, where there was already an official language that now coexists with English. The use and the role of English in society has changed, but ELT has not been adapted to the new reality. Caine affirms that, in order to introduce the notion of EIL into EFL classes, a shift should be made in terms of acquisition, theory, pedagogy, sociolinguistics and ideology. All together, questioning notions such as the ownership of English, the division between native and nonnative speakers and the materials and methods used in ESL classes, as well as endorsing world Englishes [WE] would result in the recognition and promotion of EIL in ESL courses. Furthermore, Caine exposes two possible solutions to realising "English language teachers and learners from the oppressive hold of native speaker norms and models" (p.6): the first one, proposed by Cook (1999) is that of creating an artificial but successful ESL profile as a standard to look up to, instead of using native speakers as the model. The other, offered by Leung et al (1997), is simply to shift the terms "native speaker" and "mother tongue" by those of language expertise, language inheritance, and language affiliation. The two proposals would abolish the native/nonnative dichotomy, "thus freeing language teachers and learners from a "static model of language acquisition" (Brutt-Griffler & Samimy, 2001) incompatible with the dynamic, international nature of English today." (Caine, 2008, p.7).

All in all, the first article introduces a theory of imagined identities and imagined communities, the second one offers an example on how it might affect learners' participation in class and the last one points at how EFL teachers should add the notion of EIL in class. These articles are interesting for this dissertation since they help to examine the role of English in the EFL class and whether the notion of EIL is introduced by the teacher or not. Furthermore, they helped analyse each learner's role – that is, participation and non-participation - during the activity proposed and how these roles may or may not be linked to their imagined identities.

2.3. Culture materials in the EFL classroom

Finally, in McKay's *Teaching English as an International Language: Implications for Cultural Materials in the Classroom* (2000) the author discusses the idea of using culture to teach English. It discusses whose culture should be taught and it exposes three main types of cultural information:

- “1. *target culture materials* that use the culture of a country where English is spoken as a first language
2. *source culture materials* that draw on the learners' own culture as content
3. *international target culture materials* that use a great variety of cultures in English and non-English-speaking countries around the world” (2000, p.9)

On the one hand, the article states that drawing on source culture materials can be interesting when getting the students to speak to someone from a different culture (in the article, the teacher itself) that becomes “an interested listener, creating a real context in which students can tell others about their culture in English.” (2000, p.10). This would motivate students and help them see that English sometimes may be useful to talk about their daily lives. On the other hand, international target culture materials would be useful to help students see that nonnative speakers from all countries are using English to communicate as well;

They could also exemplify the manner in which English is being used effectively by NNSs to communicate with others for international exchange. Finally, they would demonstrate that English today is being used globally by bilingual speakers, who have chosen not to internalize the norms of native-English speaking countries” (2000, p. 10)

In other words, students may mirror themselves into those people and shift their imagined identities for better.

3. Methodology

3.1. Methodological approach

This piece of research follows a mixed methods approach for data collection and data analysis.

On the one hand, the qualitative method of data collection and data analysis is interesting for this piece of research since “it has an unrivalled capacity to constitute compelling arguments about how things work in particular contexts.” (Mason, 2002, p.1). This dissertation wants to know how the role of English and EIL work in EFL classroom contexts, thus this method is the most appropriate to create a bigger picture of the target analysis. Moreover, “qualitative research is capable of producing very well-founded cross-contextual generalities,” (Mason, 2002, p.1), which makes it suitable for the dissertation since this piece of research aims to corroborate whether the introduction of the notion of EIL in the EFL classroom has an impact on students’ imagined identities and their possible investments in EFL classes. The qualitative data was analysed through codes, that is, assigning topics to pieces of data. The labels are further explained in section 4.2.

On the other hand, some quantitative data, that is, numerical data, was collected. Quantitative data was chosen because “The aim here is to determine whether the averages obtained from the groups differ in terms of the measured feature.” (Şahin, M. D. & Öztürk, G. 2019, p. 301). This dissertation aimed to see whether the activity addressing the international role of English had had any impact on the learners, which is why the quantitative approach was used to compare the students’ impressions before and after the task. The quantitative data was analyzed by downloading the results of a Google Forms questionnaire in the form of an Excel spreadsheet document and by, later, creating graphics to better represent the results. This information is further extended in section 4.1.1.

Moreover, this dissertation is Action-based Research, for in order to collect the data a task was proposed to students. Action Research is “is a systematic, informed, data-driven approach to educational change and professional development based on teacher-led enquiry.” (Escobar, 2020, p.48). This research intends to have a personal professional development outcome, thus Action Research is most appropriate.

3.2. Context of data collection

The data was collected during the month of April 2021 in a 2nd of ESO (13-14 years-old) group of 28 students from a high school located in a city Barcelona. The activity was implemented in this class because it was a group that had been highly observed (twice a week during one month prior to the implementation of the task).

Following McKay's (2000) idea of using cultural materials in EFL classes, the activity designed had the purpose of having the students explain cultural aspects from the country they live in to a listener from a different cultural background (in this case, the person they talked to was someone from Hungary). The activity took place during two different sessions of 1 hour each. In the first session, the students were divided in 5 groups to work on a specific cultural element (festivities, gastronomy, architecture, traditions and language). They gathered information and prepared about 5 sentences each. In the second session, the students could read and explain the information to the Hungarian listener through a video-conference. There were some opportunities to ask questions about Hungarian culture as well. This task, thus, contains a mix of "source culture materials" and "international target culture materials" (McKay, 2000, p.9), which makes students both reflect on their own culture and see someone from a different cultural context being successful in explaining their culture in English.

As discussed by Caine, English has spread all around the world and has become a global language, which "requires not only a shift in our conception of English, but also a shift in ELT practice." (2008, p.9). Introducing the concept of EIL in EFL classes is, thus, essential to get the students closer to nowadays reality. In addition, using cultural information in class could help students see that "English today is being used globally by bilingual speakers" (McKay 2000, p.10). All together, it could foster the students' investments in EFL classes and lead them to be more profitable for the students.

3.3. Participants

First of all, to be able to implement the activity a Hungarian girl was invited to connect through video-conference in one of the classes. This person has been living in Spain for about 4-5 years and has an overall impression of the culture, but does not have a deep knowledge. For this reason, she became a truly interested listener to what the students had to explain about their culture. Not only did the students have the opportunity to read the texts they had prepared, but she also asked some questions about the topics. This way, students felt they

were being listened to and could explain experiences from their daily lives (the festivities they celebrate, the food they eat, etc.) more in detail.

Additionally, the group in which the task was carried out is a group that was highly observed and was interesting for this activity since there were very different types of students. On the one hand, there were some learners with a very high level of English that had a clear interest in learning it: they collaborated in class, participated in the activities, did their homework and obtained good results. On the other hand, some students had difficulties understanding the basics and seemed to have thrown in the towel in class: they did not listen to the teacher, they did not do the exercises, and some days they did not even open their textbook. For this reason, it became an interesting group to implement an activity of this sort and observe whether the students' perception of English was different after the task and whether their interest in the language seemed to be fostered through the promotion of the notion of EIL.

3.4. Data collection tools

The data was collected through two digital questionnaires that contain some close-ended and some open-ended answers. The form of questionnaire was chosen for its ability to provide “structured, often numerical data, being able to be administered without the presence of the researcher,” (Cohen, 2007, p.317) as well as because they are usually “comparatively straightforward to analyse” (cited in Cohen, 2007, p.317) Taking into account that this piece of research aims to compare the students' notion of EIL and investment in the school subject at T1 (before the implementation of the task) and at T2 (after the implementation of the task), the data collection tools had to be designed to be easily comparable. For this reason, the questionnaire form was chosen.

Close-ended questions were chosen because they “enable comparisons to be made across groups in the sample” (cited in Cohen, 2007, p.321) which makes it possible to compare the initial and the final questionnaire. Open-ended questions, meanwhile, “enable participants to write a free account in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response.” (Cohen, 2007, p.321) and thus makes them very useful when “the questionnaire is exploratory” (Cohen, 2007, p.321). The data collected through the latter was codified and categorised in labels in order to better analyse it.

Keeping in mind the research questions that need to be answered, the following table has been designed to illustrate what data was needed to answer each RQ and which data collection tool were used to assemble the data:

Research question	Data needed	Data collection tool
RQ 1. 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?	Students' perception of their English classes, their English teacher, the teaching materials (textbook, etc.), Students' perception of their own use of English. Students' perceptions on the importance of their own ideas and their own culture related to English use (both before and after the implementation of the activity). Students' perception of their teacher's perception. Students' thoughts on their teacher's perspectives.	Comparing and analysing the different questionnaires done to students.
RQ 1.1. How do students perceive English in EFL classes at T1, before the implementation of a task addressing the international role of English?	Students' perception of their English classes, their English teacher, the teaching materials (textbook, etc.)	Initial questionnaire
RQ 1.2. What is the students' degree of legitimacy as regards to the use of English at T1, before	Student's perception of their own use of English. Students' perceptions on the importance of their own	Initial questionnaire

the implementation of the EIL task?	ideas and their own culture related to English use. Before the implementation of the activity	
RQ 1.3. 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?	Student's perception of their own use of English. Students' perceptions on the importance of their own ideas and their own culture related to English use. After the implementation of the activity.	Final questionnaire
RQ 1.4. To what extent do teachers' perceptions of English influence learners?	Students' perception of their teacher's perception. Students' thoughts on their teacher's perspectives.	Initial questionnaire Final questionnaire

Table 1: *RQ, data needed and data collection tools*

In order to be able to answer the research questions, two different surveys were conducted with the students. The surveys were designed to collect data about the students' opinions on English, their English classes at school, the material they use (such as the class book) and to see whether they know about the concept of English as an International Language. Furthermore, some questions were aimed at discovering their degree of legitimacy as English speakers and their imagined identities regarding the use of the English language. The information regarding their degree of legitimacy was collected twice: once before the implementation of a task aimed at addressing the international role of English and another time after the task. The answers were afterwards compared so as to see whether explicitly addressing the notion of EIL in EFL classes had an impact on the learners and their imagined identities. (table 1)

The following table has been designed to clarify this information, better exemplifying which data was collected with each of the questionnaires. Needless to say, theoretical concepts such as "imagined identities" and "EIL" were avoided so as not to bias students' answers. The learners were indirectly asked about the topics without explicitly mentioning the concepts.

Initial questionnaire (at T1, before the implementation of the activity)	Sociodemographic data	Statistical data
	Use and utility of English	The students' general opinions on English, whether they know about the concept of EIL or not, the students' degree of legitimacy as English speakers, their imagined identities regarding the use of the English language
	Material and methodologies	Students' opinion on their English classes at school, the material they use (the textbook, the worksheets, etc.)
Final questionnaire (at T2, after the implementation of the activity)	Teacher	The students' perception of their English teacher, their perceptions on their teacher's perspectives and their perceptions on their teacher's perceptions
	Sociodemographic data	Statistical data
	Use and utility of English	The students' general opinions on English, the students' degree of legitimacy as English speakers, their imagined identities regarding the use of the English language

Table 2: data collected with each questionnaire

3.5. Data collection procedures

The data was collected during two different sessions in a class of 28 students from a public secondary school in April 2021. The students were in their second year of secondary school (13-14 years old). In the first session, they were asked to do the initial questionnaire before being told anything about the task they were going to do. Afterwards, they were explained the main activity (the video-conference with a Hungarian listener) and they were told that they had to prepare some things about their cultural background to explain in the following session during the video-conference. The students worked in groups to prepare this. In the second session, the students were asked to choose a spokesperson in their group to explain to the Hungarian guest the information they had prepared. In addition, whenever the guest had questions, the whole group was asked to help answer them and, thus, persuaded to participate. Finally, after the discussion with the Hungarian girl, students were prompted to reflect and were asked to fill in the final questionnaire. After the data was collected, the different questionnaires were analysed and compared to see whether the activity had had any impact on their imagined identities.

The questionnaires were given to the students in the form of Google Form questionnaires that they had to answer in class. Students were also sent the link so the ones who hadn't brought their mobile phones or had connection problems could fill it in at home. The English teacher of the group helped collect the data, in the sense that they allowed some minutes of their classes and they were present to help the students with difficulty understanding any of the questions. Moreover, the English teacher helped foster students' participation by asking them to fill in the questionnaire. The following diagram has been designed to better exemplify the procedures followed:

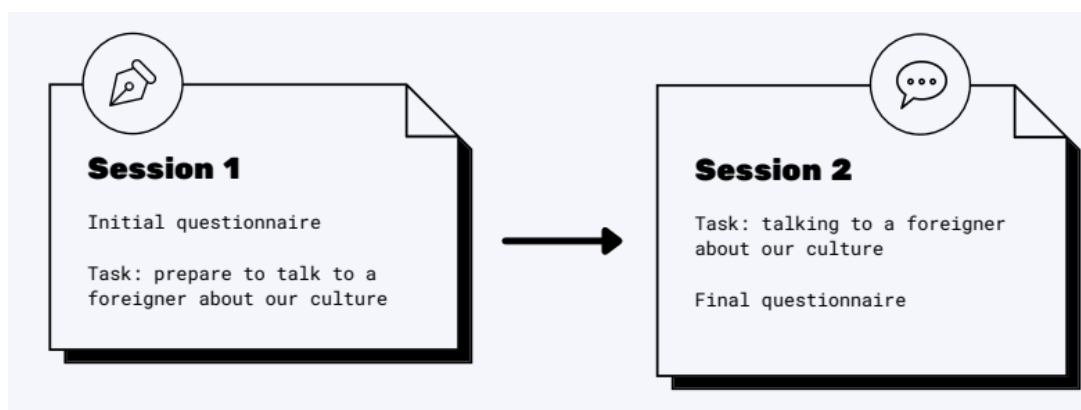


Figure 1: *Data collection timeline*

3.6. Ethical procedures

All of the data was collected by the researcher with some help from their internship colleagues to solve some technical difficulties and the cooperation of the Hungarian guest. The school director was informed about the need for data collection. Moreover, permission to conduct the survey was asked for both to the director and to the group's English teacher. The survey was conducted during an English class hour. The questionnaire contained an initial paragraph that served as an informed consent (see annex III), so the students knew what the data was for and how it would be treated. In this paragraph, they were also informed about the anonymous nature of the questionnaire. The students were made familiar the use of the data collected and the purpose of the task verbally as well, before they had the Google Forms link. They were told that the data would be anonymous so that they could be completely honest. The purpose of collecting the data anonymously is that of protecting personal and confidential data as well as that of having the most honest answers possible and, thus, acquiring information that is as less biased as possible.

The data collected was stored in Google Drive and downloaded in the form of an Excel spreadsheet document to better analyze it afterwards. It was kept until the completion of the dissertation and destroyed (deleted from any device) afterwards for privacy policy and ethical reasons.

4. Results

This section presents the results of the data that was collected through the two questionnaires. Both questionnaires were designed with a mix of likert scale questions and open-ended questions. Likert-scale questions were aimed at collecting some quantitative data that could afterwards allow comparison between the initial and the final questionnaire. Open-ended questions, meanwhile, were addressed at collecting qualitative data on the students' perceptions on their own legitimacy as English speakers and their perceptions on their English classes at school.

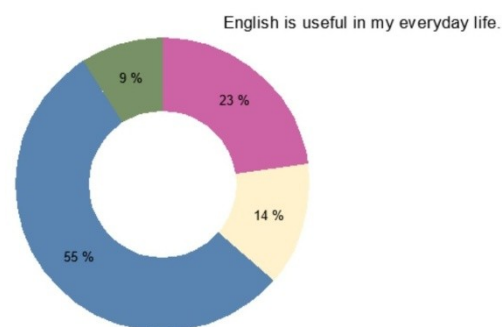
4.1. Quantitative data

The quantitative data was collected through likert scale questions. In both questionnaires (annexes I and II), students had to answer with a scale from 1 (totally disagree) to 4 (totally agree). In the middle, 2 would mean that they partially disagree with the statement and 3 that they partially agree.

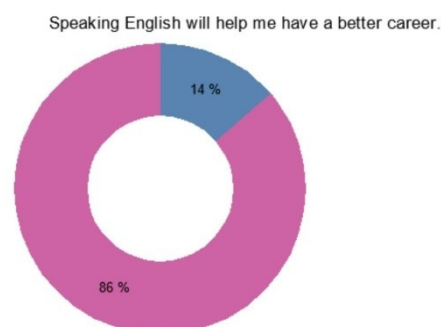
4.1.1. Initial questionnaire

The likert questions from the initial questionnaire were classified depending on what they aimed to collect: the students' perception on use and utility of English (Set 1), EIL (Set 2), the level of legitimacy as an English speaker (Set 3), materials and methodology (Set 4) and the teacher (Set 5). Information has been organised in paragraphs according to the sets created. To see how questions were organised in the different sets, refer to Annex IV. The answers were grouped according to the degree of agreement (1-4) and percentages were made to see the bigger picture of the students' perceptions. Graphics were made to better illustrate the percentages.

Firstly, regarding the use and utility of English, most students (54.55%) partially agreed to the statement "English is useful in my everyday life." (graphic 1) Moreover, 86.36% of pupils totally agreed with the statement "Speaking English will help me have a better career." (graphic 2). 77.27% of the students totally agreed to English being useful to meet people from different cultural backgrounds and to make new friends, while 22.73% partially agreed. No students disagreed or partially disagreed with the statement (graphic 3).

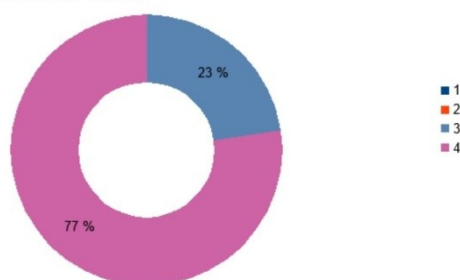


Graphic 1



Graphic 2

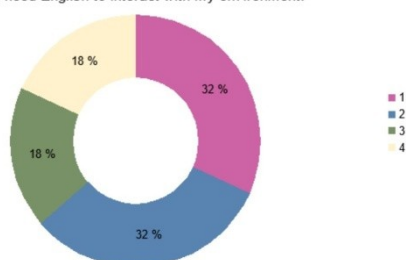
Speaking English could help me meet people from different cultural backgrounds and to make new friends.



Graphic 3

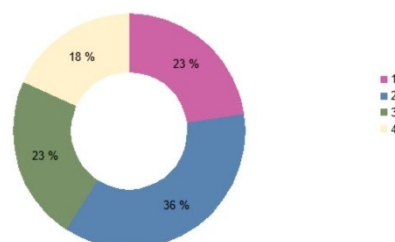
When asked about the need of English to interact with their environment, 31.82% of students totally disagreed and 31.82% of students partially disagreed. Only 18.18% agreed partially and 18.18% totally. (graphic 4) Meanwhile, when asked about the utility of English in their personal relationships, 22.73% of students totally disagreed with it being useful, while 36.36% partially disagreed. 22.73% partially agreed and 18.18% totally agreed.

I need English to interact with my environment.



Graphic 4

Speaking English is useful in my social relationships (to make new friends, etc.)

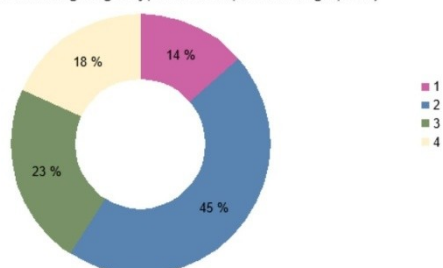


Graphic 5

Regarding the concept of EIL, the questions focused on cultural information. 45.45% students partially disagreed with having learnt about traditions from both the UK and other countries. (graphics 6 and 7) 18.18% totally agreed with having learnt about traditions in the UK (graphic 6), whereas only 4.55% agreed with having learnt about other cultures (graphic 7). However, 40.91% of students totally agreed with the statement “I would like to learn

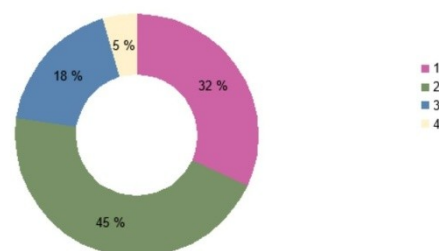
about other cultures around the world (India, Germany, Thailand, Poland, Morocco, Argentina or any other country) in English classes.” (graphic 8).

Thanks to English classes in school I have learnt a lot about the UK and their traditions (such as Thanksgiving Day, Halloween, Bonfire Night, etc.)



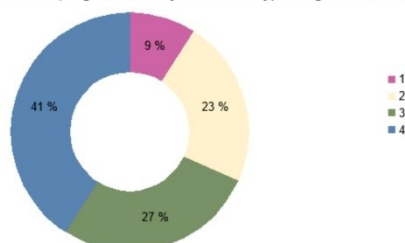
Graphic 6

Thanks to English classes in school I have learned a lot about other world cultures (India, Germany, Thailand, Poland, Morocco, Argentina or any other country).



Graphic 7

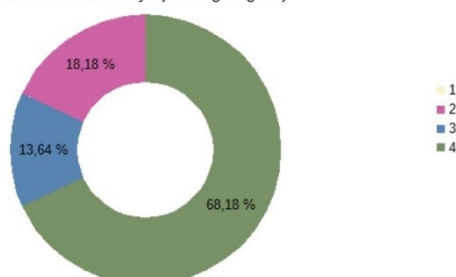
I would like to learn about other cultures around the world (India, Germany, Thailand, Poland, Morocco, Argentina or any other country) in English classes.



Graphic 8

As to the level of legitimacy, students were asked “I think I still have a lot to learn before I can express myself in English in public (e.g.: to make international friends by speaking English)”, and 68.18% totally agreed. 13.64% partially agreed, 18.18% partially disagreed and no students disagreed totally.

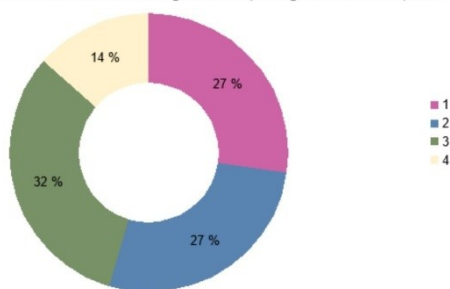
I think I still have a lot to learn before I can express myself in English in public (e.g.: to make international friends by speaking English)



Graphic 9

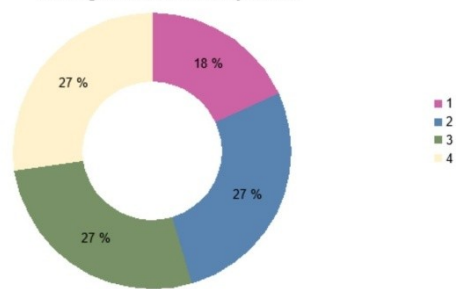
As to the materials and methodology, 13.64% of the students totally agreed with the statement “I like working with the textbook(...)”, (graphic 10) whereas 27.27% totally agreed with the textbook being useful (graphic 11). 27.27% totally disagreed with liking the textbook (graphic 11), and 18.18% with finding it useful (graphic 11).

I like working with the textbook: reading the texts, doing the exercises, etc.



Graphic 10

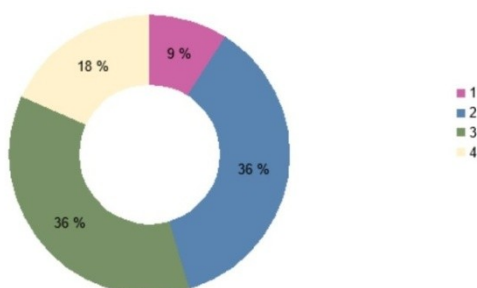
The English textbook is very useful.



Graphic 11

To the statement “the activities that we do in English lessons are very interesting to me at a personal level”, 18.18% of the pupils totally agreed and 36.36% partially agreed. 36.36% of the surveyed partially disagreed and 9.09% totally disagreed (graphic 12). Meanwhile, when asked whether the activities make them want to continue learning the language, 27.27% of the students totally agreed and 31.82% partially agreed; 27.27% of the pupils partially disagreed and 13.64% totally disagreed (graphic 13).

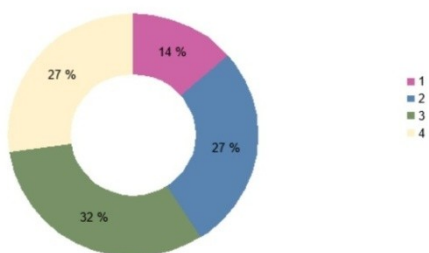
The activities that we do in English lessons are very interesting to me at a personal level.



Graphic 12

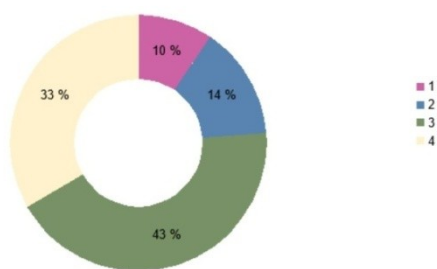
Finally, when asked about the teacher, 33.33% of the pupils totally agreed with “the teacher’s vision on English makes me want to continue learning this language.” 42.86% partially agreed, 14.29% partially disagreed and 9.52% totally disagreed (graphic 14).

The activities that we do in English lessons make me want to continue learning this language.



Graphic 13

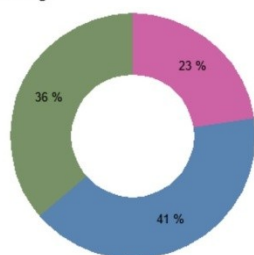
The teacher’s vision on English makes me want to continue learning this language.



Graphic 14

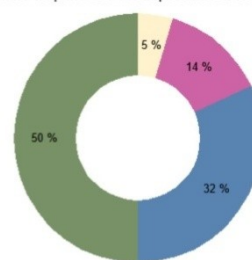
Regarding whether the teacher's vision on English influences their classes, 36.36% of students totally agreed and 40.91% partially agreed. 22.73% of the enquestees partially disagreed and no one totally disagreed (graphic 15). To finish with, 50% of the students agreed with the fact that English teachers help them see the importance of learning the language, while 31.82% partially agreed, 13.6% partially disagreed and 4.55% totally disagreed (graphic 16).

I think that the way of seeing and living English that the teacher has influences a lot her way of teaching.



Graphic 15

English teachers help me see the importance of learning this language.



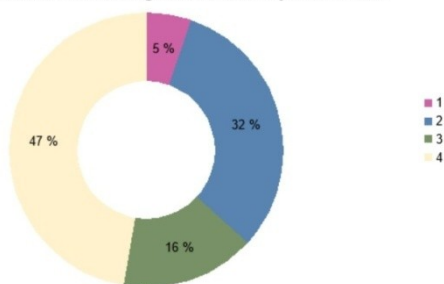
Graphic 16

4.1.2. Final questionnaire

For the final questionnaire, some likert scale questions were included in the same way as in the initial questionnaire (they were to be answered with the parameters 1 (totally disagree) to 4 (totally agree)) to collect quantitative data. The questions have been grouped in sets regarding the information that they were targeting to collect: the students' perception on Use and utility of English (SET 1), on EIL (SET 2), and on their level of legitimacy as English users (SET 3). The results obtained are presented in paragraphs which are organised according to the sets created. To see how the questions were distributed in the different sets, please refer to Annex V.

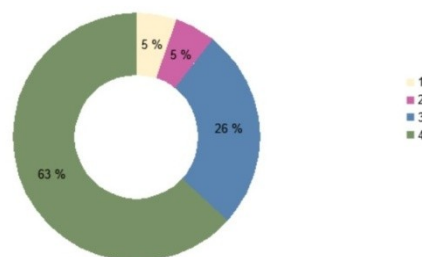
As for the results obtained, regarding the use and utility of English, 43.37% of students totally agreed with the statement "I think I need or will need English to relate to my environment.", whereas 15.79% partially agreed, 31.58% partially disagreed and 5.26% totally disagreed (graphic 17). To the statement "I think that speaking English might be useful for my social relationships (making friends, etc.)", 63.16% totally agreed, 26.32% partially agreed and the rest disagreed: 5.26% partially and 5.26% totally (graphic 18). When asked about speaking English as bringing opportunities to meet people from diverse cultural contexts and make new friends, 73.68% of students totally agreed and 21.05% partially agreed. Only 5.26% of the participants partially disagreed and none disagreed totally (graphic 19).

I think I need or will need English to relate to my environment.



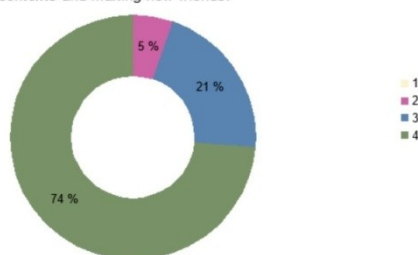
Graphic 17

I think that speaking English might be useful for my social relationships (making friends, etc.)



Graphic 18

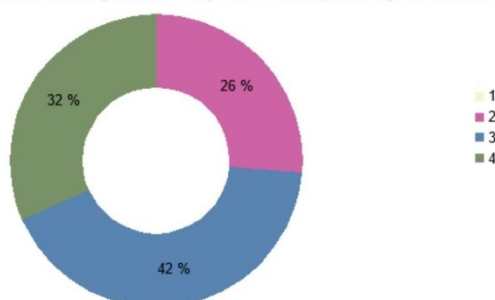
I think that speaking English may bring me opportunities to meet people from diverse cultural contexts and making new friends.



Graphic 19

Regarding the notion of EIL focused on culture, 31.58% of the pupils totally agreed to wanting to learn about world cultures in English classes, whereas 42.11% partially agreed. 26.32% partially disagreed and no students disagreed totally (graphic 20).

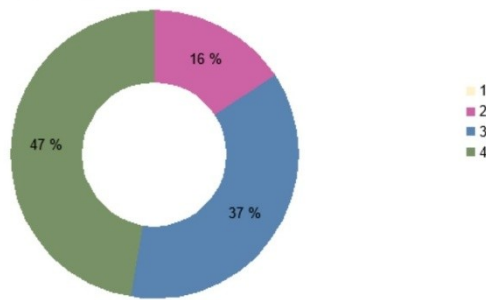
I believe I would like to learn about other cultures in the world (India, Germany, Thailand, Poland, Morocco, Argentina or any other country) in English classes.



Graphic 20

As for the level of legitimacy as English speakers, most students totally agreed (47.37%) to having to learn a lot more of English before being able to use it in public or to make international friends in English. Another 36.84% partially agreed, while 15.79% partially disagreed. No enquestees disagreed totally with this statement (graphic 21).

I think I still have to learn a lot to be able to use English publicly (e.g.: making international friends by using English).



Graphic 21

4.2. Qualitative data

The qualitative data was collected through open-ended questions in both the initial and the final questionnaires. The data was labeled in the following categories: feeling nervous/shy when speaking English, the level of English and speaking activities. These are drawn both from the answers obtained in the questionnaires. The following sections are, thus, organized in paragraphs according to the labels created.

4.2.1. Initial questionnaire

In the initial questionnaire there was only one open-ended question and it aimed to collect data on the students' perception on their level of legitimacy as English speakers: "How do you feel when you have to speak in English? Why?". It is important to mention here that at the beginning of the questionnaire, pupils were asked whether they study English as an extracurricular activity, and the results show that 27.27% of them do, while 72.73% of the students do not. Thus, most pupils said that whenever they have to speak English, they feel nervous or shy because they are not used to using it, as we can see in the following example:

- "A little bit nervous since it is a foreign language and I do not use it in my daily life."
(ST 1 female)
- "A little bit nervous at the beginning because I do not speak it often, but when I've been talking for a while I'm very happy." (ST 9 male)

Some students also talked about feeling shy because they believe they do not know enough English, so whenever they have to speak they have difficulty finding the words or they are

concerned about using the correct grammar, vocabulary and pronunciation. The following examples illustrate it better:

- “Ashamed, because I don’t know a lot of English” (ST 2, female)
- “Nervous, because I know almost nothing about English.” (ST 5, male)
- “A little bit nervous because I don’t know how to speak it well” (ST 10, male)
- “I feel a little insecure because pronunciation is difficult for me and I don’t always get the words I want.” (ST 14, female)
- “Strange, because I don’t know how to speak” (ST 16, female)

Finally, one student reported feeling positive emotions when using English:

- “I feel happy because I like speaking in this language.” (ST19 female)

4.2.2. Final questionnaire

For the final questionnaire four open-ended questions were asked to students targeting their perceptions on their level of legitimacy and their perceptions on their English classes and the materials they use.

Firstly, students were asked whether they think that a high level of English is necessary in order to be able to communicate to other people in English. Out of 22 students, only one answered negatively. The rest of the students stated that, indeed, a high level of English is needed. Some of them clarified their answers adding information:

- “Yes, very, very much, no, but you have to know the basics” (ST11 female)
- “Yes, enough, but mostly a lot of vocabulary.” (ST 12 male)

The students were also asked about how they had felt when talking to a foreigner that did not share their native language. Most of them felt shy or nervous, arguing two different reasons for it: because they had to use a foreign language and because they were talking to someone they had never met before. The results show that both matters issued in different answers, that is, no students stated having both difficulties at the same time. Here there is a list of some of the answers obtained as an example:

- “I was embarrassed because it was a person we didn't know and so it’s embarrassing.” (ST2 female)
- “Uncomfortable, yes because I don't know her.” (ST6 female)

- “Nervous, because speaking another language is difficult for me.” (ST8 male)
- “Yes a little bit because if the words don’t come out for you it is very embarrassing.” (ST12 male)
- “It is a little bit embarrassing because I am afraid I will say something wrong.” (ST 14 female)

Students were also asked whether they think anything about how their classes are carried out should change in order for them to learn English better. Some students said that they would not change anything, but some others pointed out that speaking to natives or foreigners would help them develop their skills. The put in in the following words:

- “I think talking to foreign people is very important to improve” (ST12 male)
- “It would be good to talk to native people to get used to how it sounds” (ST13 female)
- “We could talk to native people to hear how they talk.” (ST 14 female)

Moreover, the issue of having more dynamic activities and more practice arose, since some students feel that there is too much teacher talking time:

- “do more dynamic activities and we should talk more in class instead of just listening to the teacher.” (ST 14 female)
- “Practice and practice” (ST 4 male)
- “Yes, because that way I will be able to express myself better when I have to talk to someone who only speaks in English.” (ST 17 female)

5. Discussion

After the results have been displayed, this section aims to analyse them with the theoretical framework at the basis. This section evaluates the students' perception of their level of legitimacy as English speakers first (which was RQ.1.2 of this dissertation), then the impact that the teacher's perception of the language has on their classes (which was RQ. 1.4), then the students' perception of the utility of English is interpreted in order to explore whether the implementation of the task had any impact on their perception of English and their imagined identities. Finally, the students' perception and knowledge of the notion of EIL is evaluated (which was the general RQ of this dissertation and, thus, the main objective of the piece of research).

First of all, as it has been exposed, students, in general, do not have a good perception of their level of legitimacy as English speakers. As shown in sections 4.2.1. and 4.2.2., students feel uncomfortable when using English because they are afraid of saying something wrong. Moreover, some students suggested that talking to native English speakers would help them learn the language better, since native speakers would be a model for them to get the pronunciation, expressions and grammatical structures. As suggested by Llurda, in EFL classrooms there is a "constant encouragement on learners to imitate native norms" (2009, p.124), which would take students to internalize the idea that to speak good English they have to achieve a native-like pronunciation, grammar domination, etc. This is what fosters their uneasiness when having to use the language, since they feel they do not have a native-like intonation or domination of different structures.

Secondly, the idea of the native speaker as a model is directly linked to the teachers' perception of English and its influence in their lessons. Results show students feel that the teacher's perception of the language affects their way of teaching. The truth is that EFL teachers usually consider native English speakers as the model and neglect the notion of EIL and World Englishes (term drawn from Caine, 2008). As discussed in Llurda "The majority of NNESTs 'either explicitly or implicitly accepted the NS as a source of authority'" (Tsui & Bunton, 2000, p. 294 as cited in Llurda 2009, p.126-27). Native speakers are usually looked upon by nonnative speakers, and English teachers transfer that idea to their students rather than promoting more positive attitudes towards the ownership of the language. Authors such as Cook support this idea, stating that "Language professionals often take for granted that the only appropriate models of a language's use come from its native speakers." (1999, p.185)

English, however, has spread all around the world and there are more non-native than native speakers nowadays. Caine explains in his article that “ELT professionals continue to promote native speaker proficiency as the standard for English language learners.” (2008, p.5). Caine’s study, thus, proposes that ELT “must reconsider the definition of native speaker, and question the divide between native and nonnative speakers.” (2008, p.5) in order to better reflect the situation of English in the world. Moreover, the change must come with a change in ideology that would mean “rallying against the ideological and symbolic power of ‘killer English’ (Kachru, 1986, 1996) and instead encouraging positive applications of the power of English more beneficial to learners in Outer and Expanding Circle countries” (Caine, 2008, p.5). This would mean shifting the ideological view of RP or GA English as an imposition into a more positive view for countries where English is either L2 (Outer Circle) or a FL (Expanding Circle).

The teachers’ view of the language can be implicit in their classes, actually “the influential role of the teacher is determined not only by the explicit content of the lessons but by the type of materials incorporated into a lesson and the methods used by the teacher” (Morgan, 1995/1996, as cited in Norton, 1997, p.426). For this reason students were asked their opinions on the material and the methodology in class, as well as whether there is something they think should be changed. Some students suggested doing more dynamic and more speaking activities. As explained in section 4.3, in the group where the task was implemented there were some students who had withdrawn any attempts of making an effort at English classes and had no investment at all. As noted by Norton, sometimes non-participation arises from a disunity between the learner’s imagined identity and the curriculum goals. However, “the methods that a teacher uses in the classroom will nevertheless engage the identities of learners in diverse and sometimes unsettling ways.” (Norton, 2001, p.170). The teacher, thus, could interest the students by adapting their methodology and materials. In order to do so, it is necessary for the teacher to recognize their students’ imagined identities. The learners’ imagined identities, thus, are pedagogically relevant in the sense that their acknowledgement by the teacher can promote participation and a possible improved learning experience for the students.

Thirdly, taking a closer look at the quantitative data, the first questionnaire revealed that 63.64% of students felt that they did not need English to relate to their environment, since they totally or partially disagreed with the statement, whereas 36.36% felt they needed it. In

the final questionnaire, meanwhile, 36.84% of students disagreed either totally or partially, and 59.16% agreed. This shows that, after the activity, the students' perception of the utility of English had changed. The promotion of the language and its utility beyond the professional career and the connection to their imagined identities (their cultures) fostered the students' perception of themselves as English speakers in the future. Students' imagined communities are meaningful in FLT since they can "affect their learning trajectories, influencing their agency, motivation, investment, and resistance in the learning of English." (Norton, Pavlenko, 2007, p.703). That is, students' imagined communities are highly influential to their learning, which is why positive imagined communities must be fostered in EFL classrooms. Activities such as the implemented one for this Master's dissertation help promote a positive imagined community since they get students into contact with someone whose English is not their native language but is still able to use it to communicate their life experiences.

Finally, regarding the notion of EIL with a focus on cultural information, the results show that after the implementation of the task students were slightly more keen to learn about world cultures in English classes (73.69% of students in the final questionnaire vs. 68.18% of the answers in the initial questionnaire). As argued in Llurda, "NNESTs are naturally suited to promote EIL" (2009, p.122). This activity was carried out with a Hungarian guest in order to avoid promoting imitation of native forms, which is what was traditionally done in EFL classrooms. As Llurda suggests, in order to become "free users" of English, "the international acceptance of English as a language for international communication, rather than as a culturally loaded national language" (2009, p.131) is necessary. This would mean the inclusion of non-native models in the classroom to foster positive imagined identities and communities. Moreover, as McKay declares, "The very fact that English is an international language means that no nation can have custody over it." (2000, p.7). For this reason it was relevant for this research to have a foreigner guest: as opposed to traditional EFL materials that focus on target culture materials - that is, on culture material related to anglo-saxon countries such as the UK or the USA- that promote the idea of English being owned by natives, by having a foreigner as a guest in class students were introduced to the notion of English being an international language that can be owned by anyone and not attached to one culture. Furthermore, the activity implemented made students work on source culture instead of target culture. Encore, McKay argues that "teachers and administrators prefer to use a target rather than a source culture in their English textbooks. This, perhaps, is due to the

belief that language and culture are inseparable and that English, by definition, still belongs to the countries where English is spoken as a native language.” (2000, p.10). Working on source culture materials makes students not only reflect on their community practice and experience as opposed to someone else’s, but also fosters the detachment of English from anglo-saxon cultures and encourages the use of English to talk about any culture - that is, it hinders the idea of natives holding the ownership of English.

6. Conclusions

The main objective of this dissertation was to discover whether the perception of English of students changed in any aspect after the implementation of a task that addressed the role of EIL. To discover this, it was necessary to explore the students' perception of English before and after the task, and to see more specifically if they knew about the international role of this language before the task. This dissertation also aimed to discover the students' degree of legitimacy as regards to the use of English and to see whether carrying out a task that addressed the role of EIL had any impact on it. Finally, this piece of research aimed to discover to what extent teachers' perceptions of English influence learners.

The results revealed most students did not perceive English as an international language before the implementation of the activity. Even if they were aware about the fact that English is useful to meet people from other countries, in the initial questionnaire most students said they did not need English to relate to their environment and for their personal relationships. Some students also affirmed they were not very interested in learning about other cultures in the English class. After carrying out the task, however, results suggest that students were much more aware of the international role of this language and there was a slight shift in their perception of it. In the final questionnaire, more students said that they needed English in their environment and their personal relationships. They also seemed to be more interested in learning about other cultures in the English class. This shift in perception may lead to a change in their possible investments in the EFL classroom, since they now see English as a language they will use in the near future and in their daily lives, not only for work. This means their imagined identities have possibly changed slightly. The implementation of a task aimed at addressing the international role of the English language, thus, made students be aware of the notion of EIL. This awareness may result in an improvement of their possible investments in the EFL classroom. However, further research would be needed to be able to affirm that in a categorical manner, since a longer follow-up of the students during the course would be imperative to be able to confirm the changes in their imagined identities and their participation in the EFL class.

Secondly, this dissertation also aimed to discover the students' degree of legitimacy as regards to the use of English and to see whether carrying out a task that addressed the role of EIL had any impact on it. The results seem to indicate that the implementation of the task had no impact in their appreciation of their validity as English users. The results of the final

questionnaire do not differ much from the results of the initial questionnaire, which indicates that the impact on the students in this sense was none or very little. The activity implemented, thus, failed to foster a more positive perception on their students' degree of legitimacy in English. It should be noted that after the implementation of the task, some students still reckoned that interacting more with native English speakers would help them learn the language better. As discussed in this dissertation, the idea that English is only owned by native speakers fosters a feeling of anxiety in the learners, who do not perceive themselves as legitimate speakers because they are not native. Thus, in order to better explore the students' degree of legitimacy when speaking English, more detailed and longer research needs to be carried out, maybe introducing more activities involving non-native English speakers that are able to successfully use the language. This could help students understand that the English language is no longer owned by native speakers and that they, as learners, also are legitimate English users as well.

Finally, results imply that the English teacher is very influential and their perception of the language may strongly influence the way the classes are carried out, which leads students to build a determined perception of English. In this case, we saw that learners had not been introduced to the notion of EIL and that they relied on native models. The perception of the teacher took them to teach the learners to try to replicate native speakers and take them as the example of the standard. Moreover, the teacher failed to introduce the learners to the notion of EIL, maybe because they do not know about it themselves or maybe because of neglect. The result of this is that the students have the idea that native speakers own the English language and are the models they have to follow, as suggested by their comments in the final questionnaire. Again, students suggested that listening and speaking to native speakers would be highly useful for their language learning process, thus indicating that they have the strong idea that native speakers have the ownership of the language. Taking into account that most of them do not study or have any contact with English outside school, this idea has probably been learned throughout their academic life, that is, it has been transferred to them mainly through their teachers.

After the conclusions have been drawn, it is important to note that this piece of research has been carried out in a small group of students, so the study may not be representative of the whole Catalan system: to better understand how English is perceived by students in the Catalan public school system, a wider research should be carried out. The sample, however,

may be enough to show a tendency: teachers in public high schools do not introduce or promote EIL. Introducing this notion of English, nevertheless, could result in an improvement of the students' imagined communities and, thus, their investments in the English classroom. By being modeled exclusively by native speakers, learners develop anxiety related to the impossibility of using the language in the exact same way as a native speaker would, thus perceiving themselves as not legitimate English users. The notion of EIL and acknowledging non-native speakers could help promote a more open view of the ownership of English and the students' level of legitimacy as English speakers.

Finally, this research was conducted with the aim of it being useful for professional development. In this sense, the findings and considerations displayed in this paper might be of inspiration for teachers wanting to promote a more positive view on the ownership of the language and to help their students improve their perception of their degree of legitimacy when it comes to speaking in English. The introduction and promotion of EIL in EFL class may not solve all the complications that appear in foreign language lessons, but it may help improve the students' possible investments and, thus, contribute to lessons being more profitable for the learners.

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8. Annexes

Annex I: Initial Questionnaire

Dades sociodemogràfiques

1. Gènere:
 - Masculí
 - Femení
 - Altres:
2. Nacionalitat: **(Open question)**
3. Llengua materna (la que més parles a casa): **(Open question)**
4. Quines llengües parles? (aquelles en què et saps expressar de manera còmoda): **(Open question)**
5. Fas anglès fora de l'institut?
 - Sí
 - No

Ús i utilitat de l'anglès

6. L'anglès és útil en el meu dia a dia.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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7. Saber anglès m'ajudarà a aconseguir un millor futur professional.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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8. Saber molt anglès és útil per consumir cultura (veure pel·lícules i sèries, llegir llibres o còmics, etc.)

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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9. Necessito l'anglès per relacionar-me amb el meu entorn.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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10. Saber anglès em serveix en la meua vida social (fer amics, etc.)

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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11. Saber anglès pot obrir-me portes a conèixer gent de diverses cultures i fer nous amics

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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12. Gràcies a les classes d'anglès de l'institut he après molt sobre la cultura del Regne Unit i les seves tradicions (com per exemple Thanksgiving Day, Halloween, Bonfire Night, etc.)

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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13. Gràcies a les classes d'anglès de l'institut he après molt sobre altres cultures del món (Índia, Alemanya, Tailàndia, Polònia, Marroc, Argentina, o qualsevol altre país).

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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14. M'agradaria aprendre sobre cultures del món (Índia, Alemanya, Tailàndia, Polònia, Marroc, Argentina, o qualsevol altre país) a les classes d'anglès.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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15. Crec que encara em falta molt per aprendre per poder expressar-me en anglès en públic (ex: fer amics internacionals parlant en anglès)

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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16. Com et sents quan has de parlar anglès? Per què? (**Open question**)

Material i metodologies

17. M'agrada com treballem a classe d'anglès.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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18. M'agrada treballar amb el llibre de text: llegir els textos, fer els exercicis, etc.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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19. El llibre de text d'anglès em resulta molt útil.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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20. M'avorreixo a les classes d'anglès.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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21. Trobo que el material didàctic (les explicacions, els exercicis del llibre, fotocòpies, etc.) és massa difícil i em costa entendre'l.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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22. Es nota que la professora es prepara molt bé les classes.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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23. Les activitats que fem a la classe d'anglès m'interessen molt a nivell personal.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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24. Les activitats que fem a la classe d'anglès em fan venir ganes de seguir aprenent aquesta llengua.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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Professorat

25. Quan em costa un exercici, sé que puc demanar ajuda a la professora, que me l'explicarà i m'ajudarà a poder resoldre l'activitat jo sol/a.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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26. Em sento còmode/a quan parlo amb la professora.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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27. La visió de la professora d'anglès em fa venir ganes de seguir aprenent aquesta llengua.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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28. Crec que la manera que té de veure i viure l'anglès aquesta professora influeix molt com fa les seves classes.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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29. Els professors d'anglès m'ajuden a veure la importància d'aprendre aquesta llengua.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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Annex II: Final Questionnaire

Dades sociodemogràfiques

1. Gènere:
 - Masculí
 - Femení
 - Altres:
2. Nacionalitat: **(Open question)**
3. Llengua materna (la que més parles a casa): **(Open question)**
4. Quines llengües parles? (aquelles en què et saps expressar de manera còmoda): **(Open question)**
5. Fas anglès fora de l'institut?
 - Sí
 - No

Ús i utilitat de l'anglès

6. Penso que necessito o necessitaré l'anglès per relacionar-me amb el meu entorn.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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7. Penso que saber anglès em pot ser útil en la meua vida social (fer amics, etc.)

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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8. Penso que m'agradaria aprendre sobre altres cultures del món (Índia, Alemanya, Tailàndia, Polònia, Marroc, Argentina, o qualsevol altre país) a les classes d'anglès.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
---------------------------	---	---	-----------------------

9. Penso que encara em falta molt a aprendre per poder expressar-me en anglès en públic (ex: fer amics internacionals parlant en anglès).

1 (totalment en desacord)	2	3	4 (totalment d'acord)
---------------------------	---	---	-----------------------

10. Penso que saber anglès pot obrir-me portes a conèixer gent de diverses cultures i fer nous amics.

1 (totalment en desacord)	2	3	4 (totalment d'acord)
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11. Creus el tipus d'activitat que hem fet és útil per millorar el teu anglès? **(Open question)**

12. Creus que cal saber molt anglès per poder utilitzar-lo per parlar amb algú? (**Open question**)
13. Com t'has sentit parlant en anglès amb una persona estrangera? T'ha fet vergonya? Per què? (**Open question**)
14. Què creus que t'ajudaria a aprendre millor l'anglès? Caldria canviar alguna cosa de les classes, tal com són ara? (**Open question**)

Annex III: Informed consent

Initial questionnaire:

*Hola! M'agradaria conèixer una mica més el vostre grup, i per això us he preparat unes preguntes molt ràpides de contestar (només seran 5 minuts!).
Són per el meu Treball de fi de Màster del Màster de Formació de Professorat d'ESO i Batxillerat que estic cursant a la UAB. Les vostres respostes seran anònimes i les eliminaré una vegada hagi acabat el treball. M'ajudeu?*

Hello! I would like to know a little more about your group, which is why I have prepared some very quick questions to answer (it will only be 5 minutes!).
They are for my final Master's Thesis of the Master's Degree in Teacher Training in ESO and Baccalaureate that I am studying at the UAB. Your answers will be anonymous and I will delete them once the paper is finished. Can you help me?

Final questionnaire:

*Després d'haver fet l'activitat, m'agradaria conèixer la teva opinió sobre l'ús i la utilitat de l'anglès, els materials i les metodologies que s'utilitzen a classe i sobre el professorat.
Les vostres respostes seran anònimes i les eliminaré una vegada hagi acabat el Treball de fi de Màster.*

After doing the activity, I would like to know your opinion on the use and usefulness of English, the materials and methodologies used in class and on the teachers. Your answers will be anonymous and I will delete them once I have finished my Master's Thesis.

Annex IV: initial questionnaire division in sets

SET 1	6. English is useful in my everyday life.
	7. Speaking English will help me have a better career.
	8. Having a good level of English is useful to consume culture (watches films and series, read books or comics, etc.)
	9. I need English to socialise.
	10. Speaking English is useful in my social relationships (to make new friends, etc.)
	11. Speaking English could help me meet people from different cultural backgrounds and to make new friends.
SET 2	12. Thanks to English classes in school I have learnt a lot about the UK and their traditions (such as Thanksgiving Day, Halloween, Bonfire Night, etc.)
	13. Thanks to English classes in school I have learned a lot about other world cultures (India, Germany, Thailand, Poland, Morocco, Argentina or any other country).
	14. I would like to learn about other cultures around the world (India, Germany, Thailand, Poland, Morocco, Argentina or any other country) in English classes.
SET 3	15. I think I still have a lot to learn before I can express myself in English in public (e.g.: to make international friends by speaking English)
SET4	17. I like the way we work in English class.
	18. I like working with the textbook: reading the texts, doing the exercises, etc.
	19. The English textbook is very useful.
	20. I get bored in English classes.
	21. I find the didactic material (the explanations, the activities in the book, the sheets, etc.) too difficult and I find difficulty understanding it.
	22. The teacher prepares the lessons very well and it shows.

	23. The activities that we do in English lessons are very interesting to me at a personal level.
	24. The activities that we do in English lessons make me want to continue learning this language.

SET 5	25. When I find an exercise difficult, I know I can ask the teacher, who will explain it to me and help me solve it by myself, for help.
	26. I feel comfortable when talking to the teacher.
	27. The teacher's vision on English makes me want to continue learning this language.
	28. I think that the way of seeing and living English that the teacher has influences a lot her way of teaching.
	29. English teachers help me see the importance of learning this language. .

Annex V: final questionnaire division in sets

SET 1	6. I think I need or will need English to relate to my environment.
	7. I think that speaking English might be useful for my social relationships (making friends, etc.)
	10. I think that speaking English may bring me opportunities to meet people from diverse cultural contexts and make new friends.
SET 2	8. I believe I would like to learn about other cultures in the world (India, Germany, Thailand, Poland, Morocco, Argentina or any other country) in English classes.
SET3	9. I think I still have to learn a lot to be able to use English publicly (e.g.: making international friends by using English).