



**Universitat Autònoma  
de Barcelona**

**Addressing Students' Imagined Identities in the EFL  
Classroom: Investment and the Role of English in the Context  
of a Catalan Secondary High School**

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## Abstract

Previous research found that addressing students' imagined identities in the EFL class can provide teachers with improvement plans on how to focus their lessons and on how it is directly connected with the students' investment in learning a foreign language. This dissertation aims to explore which might be the benefits of addressing students' imagined identities in the context of a Catalan secondary high school. According to researchers, globalisation and the process of imagining play a major role on the concept of investment. Two lessons were implemented in a fourth of ESO group so as to investigate students' perceptions regarding a few issues where imagined identities, the role of English and investment framed the whole investigation. A guided debate, linguistic autobiographies and a questionnaire were the data collection tools used to obtain different data and information from participants. Results suggest that this research is essential both for teaching improvement and to have a deeper knowledge on students' personal perceptions and how participants' investment relates to their imagined identities and the role English may have in their future projects.

**Keywords:** *EIL, EFL, Imagined Identities, Investment, Globalization, Professional Development.*

## Resum

Segons recerca prèvia en aquest àmbit, tractar les identitats imaginades de l'alumnat a la classe d'anglès com a llengua estrangera pot proporcionar al professorat plans de millora sobre com focalitzar les sessions i com es relaciona directament amb la inversió de l'alumnat en l'aprenentatge d'una llengua estrangera. Aquest treball de final de màster té com objectiu explorar quins podrien ser els avantatges de tractar les identitats imaginades dels estudiants en el context d'un institut de secundària de Catalunya. Segons els investigadors, el procés de globalització i el procés d'imaginar tenen un efecte fonamental cap a la inversió. Dues sessions van ser implementades en un grup de quart d'ESO per tal d'investigar les percepcions dels estudiants sobre algunes qüestions on les identitats imaginades, el rol de l'anglès i la inversió emmarquen la recerca. En aquest cas, els instruments d'obtenció de dades utilitzats han estat un debat guiat, l'escriptura d'una biografia lingüística i un qüestionari. Els resultats obtinguts suggereixen que aquest tipus d'investigació és essencial tan per millorar la docència com per tenir un coneixement més profunditzat de les percepcions personals de l'alumnat i de quina manera es relaciona la inversió dels participants amb les seves identitats imaginades i el rol que tindrà l'anglès en els seus projectes de futur.

**Paraules clau:** *Anglès com a llengua internacional, Anglès com a llengua estrangera, Identitats Imaginades, Inversió, Globalització, Formació del professorat.*

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## **1. Introduction, objectives and research questions.**

The aim of this dissertation is to analyse the role of English in students' future expectations. To do this, it is crucial to explore how imagined identities can be addressed during EFL lessons in the context of a public high school. Researchers Pavlenko and Norton (2007) claim that "the process of imagining and reimagining one's multiple memberships may influence agency, motivation, investment and resistance in the learning of English" (p.589). It is important that teachers include tasks where students can engage themselves in their own imagined identities. Their investment, defined by Early and Norton (2012) as "the relationship between student-teacher interaction and student commitment to learning" (p.197), in learning the language is also related to their life projects involving English, for instance, students who imagine themselves participating in an English-speaking community or where English plays a major role in their future expectations. If these questions are correctly approached by teachers, students might feel more engaged and, thus, their engagement could increase. This paper aims to find out how addressing imagined identities in the EFL class can be beneficial for the future investment of students regarding the English language. This would be the general research question that is going to frame the whole TFM. Moreover, this dissertation also aims to provide teachers and trainees a different point of view regarding the topics that could or could not be addressed in an EFL classroom. So, in order to have a more detailed view of this topic, the dissertation is also focused on three sub research questions that are be linked to the collected data.

Bearing in mind the relevance of this dissertation, the sub-research questions that frame my dissertation are:

These three sub-questions are the following:

- Are students' identities as English speakers/users present in the EFL class before the implementation of a series of activities designed to encourage autonomous thinking and self-knowledge?
- What is the 'role' of English in their future projects before a class and after implementing a lesson focusing on their life expectations?
- Finally, the last sub-question is: To what extent can addressing students' imagined identities in the EFL class can improve students' investments in the language?

Firstly, the first sub-research question is used to analyse how students regard their English lessons. The data that used to answer this question is a questionnaire shared with the participants and some parts of the debate we had in T1. This question is relevant in terms of what topics are addressed in their EFL classes before the implementation of specific lessons where students can express themselves freely.

Secondly, the second sub-research question is answered with the help of both by the deep analysis of the videorecording of the debate and some of the questions of the survey. It is essential for this research to study whether students regard themselves using English or investing more time learning this language in their future projects and which are the aspects that frame this choice.

Thirdly, this last sub-question is crucial for this TFM to the extent that is one of the conclusions aimed to reach: whether addressing these students' imagined identities in a conventional EFL class in high school can change the feelings and thoughts of students regarding the learning of English.

The main objective is not to provide professional or academic orientation to the students, but to give them the chance to debate and express themselves regarding who

they imagine themselves to be in the future and what would the role of English be. As an international language, English can be the starting point for students to become what they desire to be. During this process of globalisation that we live in, intercultural communications are crucial for our personal development. So, from the lessons proposed, students have not received orientation towards their academic future. Instead, they have been able to reflect on the role of English and how investing on learning this language might affect or change their projects.

To carry out this investigation, two lessons were be prepared. In these lessons, students were asked to debate whether their identities are discussed in class and how it might affect their investment in the English language. The classes were videorecorded so as to gather data regarding their engagement during the lessons. Moreover, a questionnaire was designed with the objective of having a more personalised view on how students regard English in their future plans. A deeper description on how the research was done has been provided in the methodology section.

As McKay affirms, an educational goal is to “enable learners to communicate their ideas and cultures to others” (2000, p.7). Interaction is essential for communication, so teachers should prepare students to communicate their ideas in a fluent and comprehensible way. Teaching an international language should allow teachers to present input from a different perspective. In other words, English lessons are often focused in teaching the ‘standard’ language of the United Kingdom or the United States. Yet, English is spoken and used in many other different contexts that students may identify themselves with.

In conclusion, the purpose of this study is to gather data to explore whether students’ imagines identities are present in the EFL class of their high school and whether these could benefit their English learning investments. This is useful to point out educational

gaps that are present in our education system and to gather data on their reactions when these aspects are approached in class.

### **1.1 Research context.**

For this dissertation, the data was gathered in a public secondary school located near the city of Barcelona. The name of the high school will not be mentioned throughout this TFM. The environment around the school is mainly industrial, as the city is known for its industrial activity and its growth due to a high rate of immigration. Students in this high school come from five different public schools located in the same village. According to the PGAC<sup>1</sup>, some of the characteristics regarding the students are: “few absenteeism, moderated conflicts, around 30% students have not passed primary school, total understanding and comprehension of the two official languages of the school and moderated use of digital tools for cultural and academic purposes” (2020-2021, p.10). Near the school there is another secondary high school and a primary school and a sports centre. What is more, the school is well-connected and is accessible by foot, by car, by train and by tram. So, students come from different neighbourhoods and villages.

The studies offered in this high school are from 1<sup>st</sup> to 4<sup>th</sup> grade of compulsory secondary education. Later, students are also given the opportunity to continue their optional training (Batxillerat) in four fields: social studies, humanities, technology and science. Apart from this, the school stands out for its formation on vocational training which includes international trade, commercial activities, sales management and commercial spaces, health emergencies and nursing auxiliary care.

The school has three main objectives to achieve during this academic year (2020-2021): “improve academic results, improve group relationships and improve the school’s

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<sup>1</sup> Official document where it is described the planning and organization of the high school. The PEC (Projecte Educatiu de Centre) where the educational project is described is not available.



prestige” (2020-2021, p. 15). Moreover, it is also stated that the school wishes to become “an active, enterprising, innovative centre that hopes for the improvement of results throughout the use of ICT, foreign languages, working in social, group and personal competencies. We would also like to become a model centre in vocational training in Catalonia so as to provide with qualified workers to the national and international business market” (2020-2021, p. 15). In other words, this high school is very concerned with the objectives and the methodology they want to follow to achieve them.

Even though it has been impossible to access the official document where it is stated the linguistic plan of the high school, the researcher has observed that English plays a crucial role in this high school, as it is member of the Erasmus + programme and another international project named Global Scholars. These are two instances of optional subjects that are taught in English and where teachers practice co-teaching. In addition, the school also practices innovation projects such as CLIL, as some of the curricular subjects taught in Catalan are now taught in English<sup>2</sup>. Students are constantly exposed to English which is part of the aim of the educational project of the institute. The main goal is to train solidary and global citizens, so there is an important focus on values and equality. Furthermore, two characteristics that make this high school a reference amongst other high schools nearby is that German is offered as an optional subject during secondary school and, the fact that the school organizes exchanges to Germany and Scotland so that students can interact with native speakers.

Regarding the English classes, it is a compulsory subject as it is established this way in the curriculum of the Education Department of Catalonia. Even though the school encourages innovative practices, there is still the traditional part of using textbooks for this subject. It is true that all classrooms are equipped with a computer and a projector,

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<sup>2</sup> Since the academic year 2017/2018 the school is part of the “Grup d’Experimentació per al Plurilingüisme” which encourages to incorporate foreign languages in non-linguistic subjects.

but the dynamics of the lessons are still traditional. Apart from the coursebooks, students have the chance to practice their digital skills through the platform “Google Classroom”, where students are sometimes asked to do tasks. Assessment is done through exams that students take after each unit and dossiers that include tasks and writings. The students’ behaviour, motivation and hard work are also considered when being graded.

## **2. Theoretical framework.**

To start gathering information for this dissertation, the author of this research has closely read a few articles focusing on ‘imagined identities’, ‘imagined communities’ and English as an international language (EIL). A series of core constructs related to the topic which arise different concerns on how the notion of imagined identities should be addressed in EFL classrooms have been identified. All these articles are relevant to the research question stated in the first part of this proposal as they analyse how the concept of imagined identities needs to be discussed in classrooms and its importance.

### **2.1 EIL and Globalization:**

Firstly, in his article, Block goes through the topic of globalization. English is regarded as an international and global language that allows communication between people from different locations. So, it is essential that teachers also change their view on how English should be taught in schools and high schools, as it is a great opportunity for students to learn more than the ‘standard’ version of the language.

Secondly, McKay also explores the idea of globalization and English as an international language that people around the world study. Her main goal is to point out at the cultural knowledge and how education should address culture. The author claims that the function of an international language such as English is for speakers to communicate their ideas. So, she also affirms that learning from one culture does not

mean that one should adopt it. McKay, later in her article, encourages EFL teachers to adopt an interculturalist<sup>3</sup> point of view: “in the EIL classroom, in which the language belongs to its users, interculturalism rather than biculturalism should be the goal” (2000, p.8). In addition, she also asserts that teachers can use cultural knowledge to help learners have a deeper overview of their own culture.

Thirdly, Darvin and Norton (2016) also state the importance that globalization has had over language learners: “the mechanisms of globalization and advancements in technology have transformed the social world” (p.21). In the same article, the researchers also explore on how this process we are living in might affect the concept of identities that speakers may have, as they claim that “social media platforms, by promoting the notion that all space is potentially public, has become the arena in which identities are perpetually performed, curated, and transformed” (p.22).

## **2.2 EFL and Imagined Communities:**

Kanno & Norton (2003) go through the concept of imagined communities and how learners may feel a connection with people they do not already know but hope to meet in the future. Since English is the *lingua franca* used by billions of people to communicate, learners may envision themselves going through different life experiences. In those expectations, English plays a very important role. They also argue whether learners’ participation in class can be related to their imagined communities and how the teacher explores them during the lessons.

Following the same field of study, Norton & McKinney go through different aspects in their article: motivation, identity and investment. In relation to identity, Norton & McKinney claim that “a focus on imagined communities in SLA enables us to explore

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<sup>3</sup> According to McKay, interculturalism “assumes a knowledge of, rather than acceptance of, another culture” (p.8).

how learners' affiliation with such communities might affect their learning trajectories" (2011, p.76). Moreover, Pavlenko & Norton talk about imagined identities as a process, or "desire of learners to expand their range of identities to reach out the wider world" (2007, p.590).

### **2.3 Investment in English as an International language:**

The internationalization of the English language is a phenomenon that researchers have studied in depth. Its connections with learning this language are major since nowadays more people speak English than it was forty years ago. According to Llorca, "language researchers and educators are increasingly embracing the fact that English is spoken by more people as an L2 than as a mother tongue" (2004, p.314).

In their study, Early & Norton investigate how language learners are affected by migrations and their personal background. They also claim that imagined identities of students change over time. Furthermore, they also introduce the concept of investment. They define investment as "the relationship between student-teacher interaction and student commitment to learning" (2012, p.197). Investment is a crucial concept in this wider topic of imagined identities because it may determine the learner's behavior towards the language that is being learned.

The last article I would like to comment on is Caine's. In this article, the author references Kachru's three circles of English. This diagram shows how English, apart from being the official language of many countries, it has highly spread and it is now a praised language all over the world. Additionally, from my point of view, what is interesting about this paper is that it affirms that communicative competence should be the one that English teachers should spend more time practicing in their classes.

To conclude, all these articles used to write this literature review share the key concepts that are later used to shape this dissertation. We can see how both Block and McKay talk about the effects of globalization and how English is part of this process. Culture also plays an essential role in this process, as learners of English are often presented with some cultural celebrations from the considered 'standard' English-speaking countries. Caine's article also mentions this process of spread of the language that is also linked with the concept of globalization. Finally, these three articles can also be linked with the two others included in this literature review where the concepts of imagined identities and imagined communities are introduced and analysed as they all provide a general overview on how these identities are present in students and how it might affect their progress while learning English.

#### **2.4 Retelling stories: the use of linguistic autobiographies:**

A great number of researchers claim that retelling one's own story can be beneficial and it can provide with crucial information when it comes to personal experiences in relation to language learning. Researchers Posada-Ortíz and Garzón-Duarte (2019) suggest that "through the implementation of autobiographies in the EFL classroom, teachers can feel connected to their students and understand their learning needs and interests from a more personal perspective" (p.161). Aneta Pavlenko (2007) also focuses on the benefits of implementing such activity, as, according to her, these writings tell us "life stories that focus on the languages of the speaker and discuss how and why these languages were acquired, used, or abandoned" (p.165).

### **3. Methodology.**

#### **3.1 Methodological approach.**

As far as the methodology is concerned, the method used is to analyse the collected data is qualitative and interpretative. Yet, some of the data collection tools are analysed using a quantitative method. Qualitative research has been decided and the main method to frame this investigation because “we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationship work, and the significance of the meanings that they generate” (Mason, 2002, p.1). In this case, the main objective and the relevance of this research focuses on how participants may react when addressing imagined identities and discussing the role of English in the EFL classroom and this involves analysing their personal experiences towards the English language. Additionally, this investigation also includes action research which has been described as a “powerful tool for change and improvement at the local level” (Cohen et al., 2007, p. 297). This method also offers reflection and analysis of the data that is being collected. According to Cohen et al., action research “involves keeping a *personal journal* in which we record our progress and our reflections about two parallel sets of learnings about the process (the practice) of studying them” (2007, p.300). Research based on action is crucial for this research because the data might provide aspects that could be useful as an improvement plan on this field.

Finally, this research is structured following a codification method. In order to answer the research questions that have been stated at the first section of the essay, results are divided into different topics for this research that have emerged from the collected data. This division into sub-sections aims to make the analysis easier, clear, and complete.

### **3.2 Context of data collection.**

The data gathered to carry out his investigation was collected in the month of April 2021 in a public secondary high school. The group chosen was one of the four groups of 4<sup>th</sup> of ESO. The choice was made considering their age and their proximity to deciding on their academic and professional future. A quick reminder of the aim of this dissertation and the research questions that have been answered will be useful at this point of the TFM. The main objective of this dissertation is to analyse to what extent can addressing imagined identities in an EFL classroom can be beneficial for the investment of English. Moreover, another aspect that is being deeply investigated is the role of English in the participants' future projects.

### **3.3 Participants and data collection tools.**

The participants were 22 fourth of ESO students from a high school located in a small city near Barcelona. Students in that group of age are starting to choose their academic or professional path. So, the answers may be more focused on the research aim. Their age range is fifteen to seventeen years old.

The data that has helped the researcher answer research questions that lead this TFM are:

- A videorecorded debate.
- Linguistic autobiographies.
- A questionnaire<sup>4</sup>.

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<sup>4</sup> Questions can be found in Appendix 3.

The first data collection tool used in lesson 1 was a videorecorded debate where topics such as speakers' legitimacy, why participants think English is important nowadays or the role they believe this language will have in their future projects were addressed. Having the debate recorded is useful to analyse participants' contributions.

Then, to carry out this research on how addressing imagined identities in an EFL class, the participants were asked to write a brief linguistic autobiography. This method to collect data has been described by researchers as "a means to understand how people see life and construct meaning out of their experiences" (Posada-Ortiz & Garzón-Duarte, 2019, p.165). The choice of including this data collection tool comes after reading that through linguistic autobiographies a lot of information regarding personal experiences, motivation and investment in learning a language can be obtained. As Pavlenko (2007) states as far as linguistic autobiographies is concerned:

First of all, they offer insights to people's private worlds, inaccessible to experimental methodologies, and thus provide the insider's view of the processes of language learning, attrition, and use. Secondly, they highlight new connections between various learning processes and phenomena, and in doing so, point to new directions for future research. (p. 164-165).

Linguistic autobiographies are useful to analyse their reactions when talking about their imagined identities and the role of English now and in their future projects. Even though the term was not explicitly stated to the students, the main objective was to see if their participation and their willingness to express themselves was positive to the input they received.

To end up, a questionnaire was used as the last data collection tool since, according to Cohen et al (2007), "the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analysis" (p.317). So, qualitative and quantitative data has been



obtained from this tool. The questionnaire was also used to obtain more focused answers on some aspects that could not be fully obtained through the debate or the linguistic autobiographies. Therefore, the questionnaire contained both close-ended and open-ended questions related to their 'relationship' with English, the role of this language might have in their future projects and their reflections after the lessons. In addition, some of the questions had to be answered using a graded system where 1 meant 'completely disagree' and 5 meant 'completely agree'. The combination of different types of questions provides different aspects. While closed-ended questions are easier and faster to go through and they "are useful in that they can generate frequencies of response amenable to statistical treatment and analysis" (Cohen et al, 2007, p.321), open-ended questions are the ones where participants can fully express themselves and write how much as they want. This last type of questions "are particularly suitable for investigating complex issues, to which simple answers cannot be provided" (Cohen et al, 2007, p.321). As mentioned above, open-ended questions focus on more personal issues.

Students were allowed to answer the questions from the questionnaire in their mother tongue (either Catalan or Spanish) to let them express freely. Researchers such as Pavlenko justify the choice of language when collecting data from participants who do not speak English as their L1: "it is well known that even in one language different renderings of the 'same' story may vary in the amount of detail, reported speech, emotional intensity, episodic structure, and framing of particular episodes" (2007, p.171). The researcher decided to let them speak and write in their mother tongue in order to obtain more detailed answers.

### **3.4 Data collection procedure.**

To collect the necessary data for the present research, the author of this study asked the 4<sup>th</sup> of ESO English teacher for permission to implement two lessons. The lessons took place at the regular scheduled English class as in the research question is stated, the study focuses on addressing imagined identities in the EFL classroom. To videorecord the lessons, two colleagues helped the researcher, who was the one guiding and leading the lesson. The first lesson was implemented the 13<sup>th</sup> April 2021. Students, after listening to three different audios where three non-native speakers explain their journey as English-language learners and speakers, were asked to answer questions related to English, how they envision themselves and how they consider that investing in learning the English language may be useful in their future projects. This debate (see script in Appendix 1) aimed to explore some aspects regarding participants' point of view in relation to the English language and their future. Then, during the second lesson, implemented the 19<sup>th</sup> April 2020, participants worked on their linguistic autobiographies following some prompts<sup>5</sup> given at the beginning of the session. The last task consisted of individually answering a questionnaire.

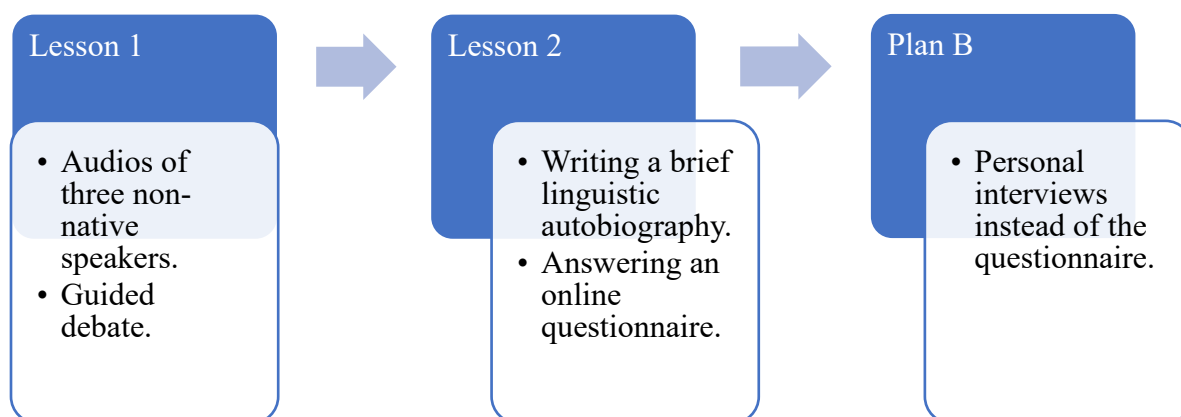
Finally, to organize the data, relevant fragments from the video recordings and written linguistic autobiographies have been chosen. To end up, the answers from the questionnaire were downloaded in an Excel document to be analysed. As a conclusion, the researcher thought that a potential plan B was needed in case the stated one had not worked. Plan B consisted of introducing personal interviews that would be recorded (audio only) in order to have this more individualised point of view.

To sum up, a diagram has been included so as to clarify how data was collected:

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<sup>5</sup> See Appendix 2.

Diagram 1: *Data collection procedure*



### **3.5 Ethical issues.**

The purpose of the data collected for this MA dissertation has always been shared with the participants. Before each task they have been informed of the issues and the content of each activity and has been always reminded their anonymity. In the questionnaire shared with participants they were informed that the results would only be seen by me, author of this dissertation and my supervisor, if necessary. In the three main instruments used to gather data: the debate, the writing of a linguistic autobiography and the online questionnaire the students' names were not asked. Pseudonyms are used to refer to specific linguistic autobiographies. Only in the questionnaire participants were asked for their gender and age.

In the two implemented lessons, the researcher had the help of two colleagues. They were not allowed to participate nor record anything so as to protect the participants.

Videorecording was allowed the high school had previously signed a permission form where it was stated that videorecording was permitted for research purposes.

## **4. Results**

### **4.1 Results obtained from data collection.**

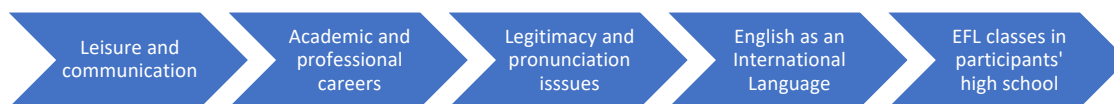
The aim of this sub-section is to state and describe how results obtained from data collection tools and procedure are analysed in the following sub-sections and to present the results analysed as quantitative that are considered useful to answer the research questions. As commented in section 3 of this dissertation, the results are analysed using a qualitative and interpretative method. However, some collected data is analysed using a quantitative method.

Results have been codified to provide a more focused interpretation of the different aspects that were considered important for my research and that have emerged from the different data collection tools used. Furthermore, the questionnaire's close-ended questions and the few quantitative data extracted provided further information regarding the themes under investigation.

During data collection procedure, students' imagined identities were treated as something simple and plain during the two implemented lessons so as to let participants express freely and not interfere in their answers by using research terms. Since they were asked to answer and give their opinion of some aspects, the topics that came up the most are the ones analysed in the following subsections.

From now on, the following subsections explore the results obtained from data collection tools organised in different topics that emerged during data collection procedure. As discussed above, a codification system is used. The diagram shows the organisation of the next subsections of this paper:

Diagram 2: *Organisation of topics in the results section.*



#### **4.2 Leisure and communication.**

One of the first topics that emerged after the analysis of the data was that participants believe that English has and will have a special and important role in their lives. Leisure includes travelling, videogames and communicating with people with other countries. In this subsection these three aspects will be described according to what data suggests. Questions regarding the importance of learning English, what participants do to learn English out of the context of high school and how students imagine themselves in 20 years will be analysed from the debate. In addition, in the linguistic autobiographies participants also described their relationship with the English language. Finally, questions from the survey also contain crucial information regarding this topic.

Data suggests that English is used or is considered important by students when it comes to leisure. Ona<sup>6</sup>, in her linguistic autobiography, states that “English has become more important in my personal life rather than in my academic life because of my relationship with the English entertainment and culture. Often, the conversations I have with people include English words”. Another claim, this time made by Jan<sup>7</sup> explains that

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<sup>6</sup> Ona: “L’anglès s’ha convertit en un idioma important més a la meua vida personal que acadèmica ja que en consumir entreteniment i cultura angloparlants, moltes vegades les conversacions amb gent propera a mi incorporen moltes paraules angleses”.

<sup>7</sup> Jan: “Yo creo que el inglés sirve para bastante”. “Para hablar con extranjeros o usar programas en el PC”.

“I believe English is useful”, then, he states that he uses it “to speak with foreign people or to use computer programs”. Eduard<sup>8</sup> also uses English when he plays videogames: “I speak in English three hours a day when playing videogames”. When we talk about leisure, travelling also comes to our minds. Participants also consider this important where English plays a major role as it is considered the language chosen to communicate when travelling or meeting foreign people. For example, Joel<sup>9</sup> writes “I have travelled abroad with the school thanks to English”. In the debate<sup>10</sup>, students were asked whether they think learning English is important. The answers obtained point both at the possibility to find a job, a topic that will be analysed in the next subsection, travelling and communication. Likewise, travelling, communication and other types of leisure (see Appendix 4) are also present in the answers of question 12 of the questionnaire. Five students are taking into consideration the possibility of travelling or living abroad. In these cases, they believe that English will be necessary to communicate:

Fragment 2, appendix 5:

- 1 T: Pero per que ↓ (.) per què és important ↑ (1.2) apart de si voleu anar a treballar a fora ↓ ((T points at a S)) per que ↓
- 2 S: Todo el mundo sabe inglés XXX casi todos los países saben inglés y es como una forma de comunicarte con otros países ↓
- 3 T: Val ↓ (.) doncs per vosaltres la possible comunicació amb gent d’altres països és una possibilitat ↓ (.) no ↑
- 4 Ss: Sí (2)
- 5 T: So what do you think ↑ (.)
- 6 S: Es que es eso ↓ (.) si te quieres comunicar con alguien de otro país pues puedes usar el inglés porque es una lengua intermedia de los dos países ↓

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<sup>8</sup> Eduard: “Parlo anglès unes 3 hores diàries per els jocs”.

<sup>9</sup> Joel: “He pogut viatjar a l’estranger amb l’escola gràcies a l’anglès”.

<sup>10</sup> See Appendix 5 fragment 1.

Communication with people from other countries or being able to express oneself is one of the aspects that participants value the most.

To sum up, in this section a few sub-topics have been taken into account: free time, hobbies, travelling and communicating with other people. These results provide confirmatory evidence that participants believe that using the English language is useful for many reasons now, and in the future.

### **4.3 Academic and professional careers.**

The second topic that has emerged multiple times in the three data collection tools is the possibility to find a job or a better job. In this case, a closer look to the data seems to suggest that participants strongly agree with the idea that speaking English and having a good level of mastery in this language can be beneficial for their professional careers. In appendix 5, fragment 1, the data provides evidence that participants are aware of the need of speaking English if they want to move to another country or the benefits of showing in their CV that they can use English in a fluent manner. One of the questions of the debate had the aim to obtain data regarding the claim that people who speak English well have better jobs. This question revealed that participants, as an overall, bear in mind that people who speak English or other languages may have more opportunities to find a job as can be seen in appendix 5, fragment 3:

1 T: Do you think that people who speak English have better jobs ↑

2 S: [yes]

3 S: [sí]

4 S: [claramente]

5 Ss: XXX

6 S: Pues depende del país porque en su país es como hablar español en España ↓

7 S: En todos los países ↓

8 S: [pues vale]

9 Ss: XXX

10 S: La gente que sabe inglés tiene la posibilidad de escoger trabajo que otra porque sabe hacer más cosas ↓

Some of the linguistic autobiographies also refer to the use of English for academic and professional purposes. Jordi<sup>11</sup> describes that he believes that English will play an important role in his life: “I believe English can be useful to get a job or to communicate, and the best part is that I don’t have any problems to speak in English”. Furthermore, Marta, one of the participants would like to become a doctor. She claims that she finds English difficult<sup>12</sup>: “I have never been good at English”. Yet, she is aware that if she wants to be a doctor, she will need to communicate in English: “I want to work as a doctor, since I will have to communicate with people, English will be important”. Results show that students were more open to discuss this through the questionnaire. In question number 12 (see Appendix 4), there is some evidence of the importance participants give to find a job and the role that English may have.

Last but not least, data also suggests that participants may also need English in their academic careers. There seems to be a significant correlation between studies and jobs. Half of the participants mention that they think they will either need English to complete their academic studies or to find a job. Others just mention that English is needed in more than one field. Moreover, the possibility to study or live abroad also appears in question 12 of the questionnaire, where two participants state that they would like to do an Erasmus or live abroad.

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<sup>11</sup> Jordi: “Crec que l’anglès em pot servir per aconseguir treball o per comunicar-me, i lo millor és que ara no tinc cap problema per parlar-lo”.

<sup>12</sup> Marta: “El inglés nunca se me ha dado bien”. “Quiero trabajar en medicina así que como me tendré que comunicar con gente será importante”.



In conclusion, on the basis of the evidence currently available, it seems fair to suggest that when participants are asked whether they think they will use English in their future projects, most of the answers seem to follow the pattern of jobs and studies.

#### **4.4 Legitimacy & pronunciation.**

One of the questions that were discussed in the debate was: “Do you believe is it essential to have an excellent pronunciation when using English? What do you think after listening to the audios?”

At the very beginning of the first lesson, three short audios were played where participants heard three non-native English speakers describing their journey with the English language and when and how they use it nowadays. Two of the speakers are from Mallorca while the third one is from Tunisia. Consequently, their pronunciation is different and so is their accent. While addressing students’ imagined identities in an EFL class it can also be advisable to some research on how they feel when they are asked to listen to non-native speakers. Even though they commented on their accents and fluency while the audios were being played, one of the questions of the debate directly pointed at this issue. The answers to this question were more or less similar: while some participants admitted that having a proficient pronunciation is not essential, some stated that a good pronunciation can be helpful when it comes to making yourself understood.

The audios had the aim to directly observe the reactions that participants had when they noticed that the speakers are not natives. While for some students it was easier to understand the audios, for other it was difficult since they might not be used to hearing non-native accents. Then, during the debate (see appendix 5, fragment 4) it was stated by a participant that it can sometimes be useful to listen to non-native speakers because it is

easier to understand. Nonetheless, another participant claimed that having a good pronunciation is essential for a proper communication with other speakers.

To conclude, results regarding legitimacy and pronunciation issues point at the different opinions that participants have. Reactions were also different at the moment when the audios were played, and the level of participation decreased at the moment of the debate when this issue was suggested to the students.

#### **4.5 English as an International Language and the process of globalisation.**

The question of globalisation and EIL enabled the study to investigate how participants react and feel towards this question. It is essential for the development of this research to know what participants think regarding this question. During the last two decades, a rapid process of globalisation has taken, and is taking, place. Participants rapidly stated, with doubt, that English is a “universal” language. The term international did not come out in the debate, but when asked about why they think is important to learn English one student rapidly said that he considers it important because English is “universal” and you can use it all around the world (see Appendix 5, fragment 1)

The role of English is changing with globalisation. Results from data collection show that participants’ relationship with English has a crucial report with nowadays where communication and interaction with people from different nationalities is present in more than one context of our daily lives. Some participants mention that English is the language spoken when playing videogames and speaking with other players. Moreover, the English language is also seen by participants as the language that allows people to communicate in different contexts: leisure, professional careers, academic careers or travelling. The results obtained from these topics have already been stated, but they all share a similar connection: the role of the language as a “mediator”, as an intermediate

point between two different countries or societies. A global language that is not so strongly related to English-speaking countries.

As it can be observed from the answers <sup>13</sup> obtained in question number 12 that was asked to participants in the questionnaire (see Appendix 4), some participants admit that English is a global language that may be useful to them in the future: “because it is the international language”, “because it is an intercontinental language”, “because it is necessary for everything you want to do in the future”, “because we live in a globalised world and the prevailing language is English.

All in all, results indicate that participants consider that English is useful because of the importance this language has in a great deal of situations and the benefits that speaking this language may have to them in their future projects.

#### **4.6 EFL classes in high school.**

This last section aims to focus on the perceptions and feelings that participants have when asked about their conventional<sup>14</sup> English lessons in high school. In this study, the question under discussion is whether it can be beneficial to implement activities such as a debate, writing a linguistic autobiography and answering an online questionnaire where students’ imagined identities are addressed in the EFL classroom. This subsection is relevant for this study because it aims to discover a more personal approach to how participants feel before and after the implementation of two lessons where their imagined identities are addressed and discussed.

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<sup>13</sup> “Perquè és l’idioma internacional”, “perquè és un idioma intercontinental”, “perquè actualment és necessari per tot el que vols fer en un futur”, “perquè vivim en un món cada vegada més globalitzat i la llengua que hi predomina és l’anglès”.

<sup>14</sup> Not implementing activities where students can get to express themselves regarding their imagined identities.

To check whether students feel their learning process in being effective and how it might relate to motivation and investment, some questions were asked to participants. To do so, participants asked to some questions both during the debate and in the questionnaire.

As we can observe from the transcription (fragment 4) in appendix 5, students highlight that they do not always have the feeling they are learning something useful. In addition, participants also claim that English lessons tend to be repetitive throughout secondary school. Nevertheless, some contributions state that students are not always motivated or do not want to invest in learning this language. Another interesting aspect that emerges from this part of the debate is the fact that students believe that in high school they hardly ever receive individual attention, which sometimes makes it difficult if a student who does not feel confident in English wants to follow the lessons.

As for the questionnaire is concerned, the following are the results obtained from the questions that aimed to find out how participants feel regarding English lessons and the English language itself. To start, question number 11 of the questionnaire asked whether participants believe English will be part of their future. The answer to this question could be answered in different degrees (1 is completely disagree while 5 is completely agree).

The results were:

Table 1:

*Results question number 11.*

Degree	Number of answers
1	0
2	0
3	4
4	9
5	9

Data suggests that more than the half of participants consider that English will play an important role in their future life

Regarding the debate that was carried out in lesson 1, a closer look at the data suggests that participants, even if imagined identities are not addressed in their usual EFL lessons, that they bear in mind the importance of the English language, especially nowadays.

Table 2:

*Results obtained in question <sup>15</sup> 5 of the questionnaire: “I believe English classes in high school are useful.”*

Scale	Number of answers
1 (completely disagree)	4
2	4
3	9
4	5
5 (completely agree)	0

Table 3:

*Results obtained in question<sup>16</sup> 6 of the questionnaire: “I like English classes”*

Scale	Number of answers
1 (completely disagree)	2
2	5
3	7
4	5
5 (completely agree)	3

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<sup>15</sup> “Trobo que les classes d’anglès a l’institut són útils”.

<sup>16</sup> “M’agraden les classes d’anglès”.

Table 4:

*Results obtained in question<sup>17</sup> 7 of the questionnaire: “I feel motivated to learn English”.*

Scale	Number of answers
1 (completely disagree)	1
2	6
3	9
4	6
5 (completely agree)	0

The answers to these questions revealed that, in general, participants in this research feel that, probably because they do not feel motivated enough, English lessons are not always profitable. As commented above, participants agree with the fact that syllabuses tend to be repetitive. As a consequence, their motivation or investment is not very high.

Finally, another question that was included in the questionnaire was whether participants found the two sessions useful and interesting. Results in questions number 8 and 9 (See Appendix 4) suggest that, as an overall, participants found useful having these two sessions, and some of them even mention that they have reflected on the importance on English and the role the language has now and the role it may have in the future.

## **5. Discussion of results.**

Now that results have been stated and described, I would like to relate what researchers have claimed with regards to what happened during data collection. In this

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<sup>17</sup> “Em sento motivat/motivada per aprendre anglès”.

case, results are not organised using the same codification method followed in section number 4 of this TFM. Yet, each paragraph of this section studies and discusses in depth the previously stated results and a report is made together with the literature that has already been written. A closer reading to a variety of articles, essays and investigations has been made so as to provide relevant answers to the research questions that frame this study.

First, results have shown that students have felt comfortable and have found useful addressing these topics in their EFL class. Answers obtained from the questionnaire reveal that some of the participants have reflected on the major role that English has both in our society and in their personal life. In her essay, Cook (2007) goes through the external and internal goals of ELT. While “external goals relate to the students’ use of language outside the classroom” (p.238), and internal goals “relate to the students’ mental development as individuals” (p.239). The two implemented lessons to obtain data aimed to explore both goals. Students, through a variety of topics, discussed the role this language has to them and explored their potential investment in learning and using English in the future. As Norton and Toohey (2002) state, “language learners are not only learning a linguistic system; they are learning a diverse set of sociocultural practices” (p.115). This leads us to a major question that frames this research which is why it is important that teachers address students’ imagined identities in class. Kanno and Norton (2003) claim that “humans are capable of connecting with communities that lie beyond the local and immediate and that investment in such imagined communities strongly influences identity construction and engagement in learning” (p.247). As commented in the previous section, different topics emerged from the data collection tools. All these topics have a connection with participants’ imagined identities and the investment they have in learning English. Leisure, communication and globalisation are some of the topics

that came to light when having an open debate with participants. As far as teaching is concerned, results suggest that, by addressing students' imagined identities, teachers can get valuable information about their students' points of view. Caine (2008) explores Kachru's Three Concentric Circles of English, and declares that "professionals must alter their methods, materials, and models to better reflect a sensitivity toward local contexts, rather than only reflecting Inner Circle <sup>18</sup>norms" (p.5). In other words, teachers should not only give students input with materials that focus on the Inner Circle but also include materials where students might identify with their imagined communities.

Second, this last idea leads us to an issue that is nowadays studied and discussed: the process of globalisation and English as an International Language (EIL). Results obtained from data collection lend support to the claim that "English assumes the role of an international language" (McKay, 2000, p. 7). Participants show that they are aware of the internationalisation of the English language, and they suggest that it is the language that may allow them to get a job, communicating with other people or living or studying abroad. As Llurda (2004) asserts, "English is no longer exclusively owned by the native-speaking communities but that its ownership by the native-speaking communities" (p.314). Therefore, due to globalisation, English is now spoken as the L2 or L3 in most of the countries around the world. Speakers of this language are constantly increasing due to the benefits or power that speaking this language might give you: "if learners 'invest' in learning a language, they do so with the understanding that the social and economic resources they accrue will increase the value of their cultural capital and social power" (Early & Norton, 2012, p.198). In this global world where everything is connected, mobility plays an important role. When asked about why participants think they would use English in their future, the idea of travelling and studying abroad appeared in the three

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<sup>18</sup> According to Caine (2008), "the Inner Circle, represents those countries where English is spoken as a first or native language (L1) in countries including English-speaking Canada, USA, UK, Australia, and New Zealand" (p.3).



tools used to gather data. According to Darvin and Norton (2016), this mobility is nowadays connected to the digital world, “social media platforms, by promoting the notion that all space is potentially public, has become the arena in which identities are perpetually performed, curated, and transformed” (p.22). Investment also plays an important role here, as it subconsciously guides the learner into the way he/she learns a language and why. After carrying out the investigation, a closer look to the data indicates that even though the vast majority of students do not feel motivated in their EFL classes in high school, they consider English as a language they should know if they want to apply for a job or communicate with other people. As Norton and McKinney (2011) affirm, “*instrumental motivation* references the desire of language learners to learn an L2 for utilitarian purposes, such as employment, while *integrative motivation* references the desire to learn a language successfully integrate with the target language community” (p.74). As commented in the results section, some students state they use English when playing videogames or consider it useful in case they need to travel or interact with other speakers either if they are native or non-native. Finally, as stated in the introduction, the last sub-research question focuses on the possibility that addressing students’ imagined identities may affect their investment. On the basis of the evidence currently available, it seems fair to suggest that, having more sessions where students can express themselves could probably affect the investment of some students. As Darvin & Norton (2016) suggest when referring to investment, “to what extent teachers recognize the linguistic or cultural capital of learners- their prior knowledge, home literacies, and mother tongues- as symbolic capital can impact the extent to which learners will invest in the language and literacy practices of a given classroom” (p.24-25) Thus, for teachers, it might be interesting to get to know more about students’ investment.

Third, another topic that was discussed was the legitimacy and pronunciation issues that English learners may have. This issue may also affect their learning process and investment in the language that is being studied, in this case, English. According to Widdowson (1994), “we are teaching English and the general assumption is that our purpose is to develop in students a proficiency which approximates as closely as possible to that of native speakers” (p.377). When participants were asked about how they imagine themselves using English and, as has already been stated, one of the purposes is communication. So, is pronunciation and achieving a proficiency mastery of English the main goal? Cook (2007) argues that “the majority of communication in English does not involve native speakers” (p.240). Since, as we have been able to see in the results section, most of the twenty-two students that took place in this study affirmed that English would surely have an important role in their lives, they would probably benefit from addressing a communicative competence, “one’s ability to convey the intended message to the receiver of said message” (Caine, 2008, p.6). Students had time to reflect on that when listening to three audios where, as commented in the methodology section, described their journey as English language learners and speakers. Hearing to non-natives was something unusual to students, as they are often asked to listen to excellent native accents and pronunciations. Yet, if it is discussed by researchers that English is a global and international language with more non-native speakers than native ones, teaching methods should be adjusted. Caine (2008), when citing Matsuda, alleges,

Change English teaching textbooks and materials to those that better reflect Wes both in terms of English language varieties and ethnic diversity of characters represented, expose students to various Englishes via guest speakers, e-mail exchanges, movies, sound clips, and Internet-based projects, evaluate students based on their communicative competence instead of American or British norms of grammatical correctness” (p.7).

Students argued that they perceive they have been doing the same since they started secondary education. Grammar still plays a very important role while

communication is often left in a secondary position. Thus, as commented in the theoretical framework, the real purpose of learning a language is communicating ideas to others and participants are imagining themselves in different contexts or situations where they think English will be useful. Widdowson (1994) puts forward the view that “English presented in the classroom should be authentic” (p.386). This authenticity should rely on presenting different types of ‘Englishes’, so as to approach students with other points of view.

After having dealt with the analysis of the results obtained from data collection, my purpose, now, is to establish some conclusions and provide other relevant themes as further research.

## **6. Conclusions and further research.**

A close analysis of the results and a connection of what critical studies have stated has allowed me to state some conclusions. Firstly, an analysis of the conclusions obtained through this study where the aim is to analyse to what extent students can benefit from addressing their imagined identities in the EFL class is made. Secondly, a special focus is made on some aspects that could be further studied.

Firstly, current research seems to validate that addressing imagined identities in the EFL class might be engaging and useful for students. Participants in this study claimed that they find necessary to have discussions in class where they can freely express themselves with regards to the English language. Participants reflected on the importance that English has in our nowadays society and the importance they think this language will have in their future projects. Additionally, after the implementation of two lessons where, throughout a debate, writing a linguistic autobiography and answering a questionnaire, participants could freely express themselves regarding their perceptions towards English

and the role this language may have in their future, students have now changed their point of view regarding the ownership of English, and some participants are now aware that even though having a good pronunciation is something appreciated, the main purpose is being able to communicate and convey their ideas.

Secondly, in this research a special focus on the concept of investment had the aim to explore why participants in this group of age (15 to 17 years old) decide to invest or not invest in learning English. As a result, it came out that their investment is mostly due to finding a good job or having more chances to find one, travelling, studying abroad and communicating with other people. Due to the limited scope of this investigation, investment has not been able to being deeply studied. Notwithstanding, a clear pattern has been observed and results obtained from students highlight the fact that their potential investment in this language is due to the topics that were analysed in the results section.

Thirdly, as mentioned in the introduction and in the methods section, this paper also aims to provide teachers or student-teachers with some improvement regarding future practices. According to the results, imagined identities are hardly ever addressed in the specific context where this research has been carried out. So, according to what researchers have already stated and the results obtained from this investigation, it is important that teachers change the focus of their lessons and the materials used in the EFL classroom. The aim is to provide students with more than one 'English' and to make them feel they are legitimate speakers of the English language. Moreover, this might also affect their investment in the language in a positive way. Results have shown that participants perceive the English language as useful to their personal and academic lives, both now and in their future projects. Consequently, the continuation of the

implementation of lessons where students can explore their future projects might have a positive impact on their investment.

To conclude, this research has been essential to explore students' perceptions when their imagined identities are addressed using different materials where the focus is different from the ones they are used to. Findings have revealed that, by asking students to reflect on their perceptions and their 'relationship' with English, teachers can get a very powerful and crucial input on how teaching practices should be improved.

In this dissertation some issues have been introduced but have not been fully developed due to the limitations within the extension of this investigation. These aspects can be further analysed in future research so as to provide deeper knowledge on the potential benefits that addressing students' imagined identities and relating it with the role of English and investment of the language can have in the EFL class.

First, further investigation on the concept of investment could be made. Even though researchers claim that it is a crucial factor when learning a foreign language, results obtained from this research have shown that it is advantageous for future teaching improvement.

Second, it has been detected that not all students have responded in the same way in the tasks proposed to them. Identity approaches are also worth studying as they can provide a much more detailed view on students' imagined identities. Personal interviews could be done so as to obtain the information related to this issue.

Finally, few research has been conducted in the field of teaching practices and teachers' professional development regarding how students' imagined identities could or should be approached in the EFL class. Since teachers are the ones supposed to provide

students with all the knowledge regarding the language, they should also have detailed training on non-linguistic issues that can also be beneficial for the students' personal and academic development.

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## **Appendix 1: Script of the debate.**

1. Do you think that learning English is important?
2. What do you do to learn English apart from school? Do you find it more effective?
3. Do you like learning the culture from English-speaking countries? Would you like to find out about other cultures?
4. How comfortable do you feel when you speak in English? Why?
5. Do you think that people who speak English have better jobs? Why? Why not?
6. Why do you think English has become so international?
7. How do you imagine yourselves in 20 years? Do you think that English will be part of your life?
8. Do you believe is it essential to have an excellent pronunciation when using English? What do you think after listening to the audios?

## **Appendix 2: Prompts to write a linguistic autobiography.**

Escriu un petit text on reflecteixis:

- La teva experiència com a usuari de la llengua anglesa al llarg de la teva vida.
- Com ha evolucionat la teva relació amb aquesta llengua i amb les altres llengües que parles.
- Quin grau de confiança tens ara i si creus que ha canviat respecte al passat.
- Com de còmode et sents parlant en anglès.
- Quin paper ha adquirit aquesta llengua en la teva vida personal i acadèmica.

### **Appendix 3: Survey questions.**

1. Gènere
2. Edat
3. Quina(es) llengua(es) parles a casa?
4. Quina(es) llengua(es) parles amb les amigues/els amics?
5. Trobo que les classes d'anglès a l'institut són útils.
6. M'agraden les classes d'anglès.
7. Em sento motivat/motivada per aprendre anglès?
8. Com t'has sentit durant aquestes dues classes? Ha canviat d'alguna manera la teva visió de l'anglès? Com?
9. M'agradaria tenir més classes com aquestes.
10. Trobo que parlar sobre això a classe és important. Justifica la teva resposta.
11. Crec que l'anglès formarà part dels meus projectes de futur.
12. Per què creus que necessitaràs l'anglès als teus projectes de futur?

#### Appendix 4: Relevant answers from questionnaire.

5. Trobo que les classes d'anglès a l'institut són útils.

Scale	Number of answers
1 (completely disagree)	4
2	4
3	9
4	5
5 (completely agree)	0

6. M'agraden les classes d'anglès.

Scale	Number of answers
1 (completely disagree)	2
2	5
3	7
4	5
3 (completely agree)	3

7. Em sento motivat/motivada per aprendre anglès.

Scale	Number of answers
1 (completely disagree)	1
2	6
3	9
4	6

4 (completely agree)	0
----------------------	---

8. Com t'has sentit durant aquestes dues classes? Ha canviat d'alguna manera la teva visió de l'anglès? Com?

no
No, jo sabia per què hem servirà l'anglès
Si crec que es mes important
No
No
Me he dado cuenta de que el ingles se enseña mal
Una mica
No ha canviat la meva opinió
Una mica
No
No, perquè sempre he entés l'anglès com a un idioma important tant a nivell global com personal
Si perwue me donar conte de que es molt útil
Si, penso que les classes d'anglès a l'institut no ensenyen com haurien d d'ensenyar
Me sentit bé. Però no ha canviat res, ja que jo ja hi pensava igual.
Bé. No, ja que ja tinc en ment que ara l'anglès es molt important per la vida quotidiana.
No molta
No
Molt be
M'he sentit com que no estava fent res i no ha canviat ninguna visió
no molt, ja tenia un pensament similar al que heu defensat
Si, me gustaría hacer más cosas asi
Si, sobre el tema laboral

9. M'agradaria tenir més classes com aquestes.

	Number of answers
Yes	14
No	1
I don't care	7

10. Trobo que parlar sobre això a classe és important. Justifica la teva resposta.

si
----

Si i no, realment ja sabem això pero no ho trobem important
Si
Ns
Si, porque ayuda
Si por que saber la opinion de los alumnos es importantes
Si perque fa reflexionar tant als alumnes com el profesors
Si per resoldre alguna duda
Es important per a cambiar la visió de l'anglès
Yes
Sí, per a poder participar i opinar sobre com volem fer les nostres classes i què és el que ens ajuda més a aprendre anglès
Si per aixi donarte conté de lo important que es
si, ja que aprens a veure l'anglès d'una altra manera
Sí, perquè és útil per saber que en pensen els alumnes sobre les classes.
Si. Ja que hi ha molts adolescents i nens que creuen que l'anglès no serveix per a res i, aquestes classes poden permetre que alguns recapacitin i es donin conta que es important.
Jo crec que si perquè es una llengua universal i tots l'hem de saber parlar
Per millorar la manera de aprendre anglès
Si
Si, perquè el inglés es important
si, ja que obra la ment sobre l'anglès
Si ya que abre la mente sobre el inglés i motiba a la gente a comenzar a hacer cosas en inglés, hablar con gente, ver series...
Perquè ayuda a que els altres reflexionin i s'animin a aprendre un altre idioma

11. Crec que l'anglès formarà part dels meus projectes de futur.

Scale	Number of answers
1 (completely disagree)	0
2	0
3	4
4	9
5 (completely agree)	9

12. Per què creus que necessitaràs l'anglès als teus projectes de futur?

perqué es un idioma q necesitem
Per què vull fer medicina i necessitaré comunicarme amb la gent
Perque es molt important per a tot per als treballs per als viatges
Por si viene gente q habla inglés a mi trabajo
Porque puedo viajar a otros países
Por que la mayoría de programas de PC son en ingles
Per si faig un erasmus
Per si de cas en algun moment he de utilitzar
Perquè per als estudis que vull es necessita anglès
Per treballar
Perquè l'anglès és necessari per entrar a gran part de les feines, a més de ser necessari un First per a obtenir una carrera. També perquè vivim en un món cada vegada més globalitzat i la llengua que hi predomina és l'anglès.
Perque es l'idioma internacional
per poder trobar feina
Perquè és una llengua universal i m'agradaria anar a estudiar fora (Regne Unit/Amèrica).
Perquè, ara mateix, convivim en una societat on la llengua que més s'utilitza es l'anglès i, a més a més, segurament quan tinguis que parlar amb un company de treball estranger tindreu que parlar amb anglès perquè sinó no podreu comunicar-vos.
Perquè viatjare molt i l'he de saber parlar
Per la carrera y tenir un bon treball
Perquè és un idioma intercontinental
Si
perquè actualment és necessari per gairebé tot el que vols fer en un futur
Pero poder tenir treball
Perque si va tot bé tindre que presentar el meu projecte a altres studis



## Appendix 5: Transcripts of fragments.

*The symbols have been adapted from the Jeffersonian Transcript Notation System:*

(.)	Micro pause
(2.4)	Pause measured in seconds
↓	Falling intonation
↑	Rising intonation
(( ))	Non-verbal actions
XXX	Unintelligible material
<text>	Speech delivered more slowly than usual
>text≤	Speech delivered more rapidly than usual
<u>word</u>	Emphasis
[ ]	Overlapping
T	Teacher
Ss	Students
S	Student

### Fragment 1:

1 T: Ok so now I will ask you some questions ↓ (1.2)

2 T: Ok you can answer in Spanish or Catalan. Yes ↑ (.) If you want to speak (.) ((T raises her hand)) (.) raise your hands ↓ Okay ↑

3 T: Do you think that learning English is important ↑

4 S: Yes ↓ (1.2)

5 S: Si porque XXX en plan como no sepas inglés poco vas a trabajar (.) es casi como la lengua universal no ↑ (.) como ↑

6 T: Sí (.) es una international language (.) yes ↓

7 ((T points at a S)) (3)

8 T: Volies dir alguna cosa ↑ (.) abans ↓

9 S: Es importante porque es una lengua XXX que se habla en todos sitios ↓

10 T: Vale ↓ (.) i els altres què penseu ↑ (2) ((S raises his hand))

11 S: El inglés es importante porque en un futuro (.) no te salen opciones pues dentro del país saber que si sabes inglés tienes opciones puedes ir más allá (.) del país en dónde estás XXX países extranjeros dónde puedes hablar inglés y a partir de ahí si el inglés es el primer idioma pues ya me defiende XXX ↓

12 T: Perfect ↓ (.) els altres (.) és important per vosaltres o no ↑

13 Ss: Sí (.) sí

### Fragment 2:

1 T: Pero per que ↓ (.) per què és important ↑ (1.2) apart de si voleu anar a treballar a fora ↓ ((T points at a S)) per que ↓

2 S: Todo el mundo sabe inglés XXX casi todos los países saben inglés y es como una forma de comunicarte con otros países ↓

3 T: Val ↓ (.) doncs per yosaltres la possible comunicació amb gent d'altres països és una possibilitat ↓ (.) no ↑

4 Ss: Sí (2)

5 T: So what do you think ↑ (.)

6 S: Es que es eso ↓ (.) si te quieres comunicar con alguien de otro país pues puedes usar el inglés porque es una lengua intermedia de los dos países ↓

### Fragment 3:

1 T: Do you think that people who speak English have better jobs ↑

2 S: [yes]

3 S: [sí]

4 S: [claramente]

5 Ss: XXX

6 S: Pues depende del país porque en su país es como hablar español en España ↓

7 S: En todos los países ↓

8 S: [pues vale]

9 Ss: XXX

10 S: La gente que sabe inglés tiene la posibilidad de escoger trabajo que otra porque sabe hacer más cosas ↓

### Fragment 4:

1 T: Okay ↓ next question ↓ what do you do to learn English apart from school ↑ and (.) do you find it more effective ↑

2 S: Pues si ↓

3 Ss: XXX

4 T: Okay but say that to me and speak up please ↓

5 T2: She said (.) yes <because my classes> (.) <suck> ↓

6 S: XXX

7 T: No ↓ (.) but you can say it ((gesture of rising hands)) out loud↓ (2) es la teva opinió a mi m'és igual ↓

8 S: Aquí en el cole no se hace nada↓

9 T: Aquí al cole no feu res↓

10 S: No↓

11 T: I si tu vols aprendre anglès fora del cole ↑

12 S: [Pues vas a una academia como hace todo el mundo]

12 T2: Es mejor pagar↓

13 S: XXX

14 T: I tu creus que és més efectiu que l'escola anar a l'acadèmia ↑

15 S: Sí

16 S: Está grabando ↓

17 T: Per què ↑ (2) Why do you think is more effective↑ (.) que es fa allà que no es fa aquí ↑

18 Ss: XXX

19 S: Que no lo se↑ (.) yo voy a la academia desde pequeña a hacer inglés porque es mejor que el cole y ya está ↓

20 Ss: XXX

21 T: Okay okay silence silence ((gestures to ask for silence))

22 S: XXX hacemos siempre lo mismo osea no avanzamos casi ↓ (.) lo que son las leyes gramaticales no hacemos nada ↓

23 S: Nacho ↑

24 S: XXX

25 T: Doncs tu creus que aquí si es canviés el temari o la manera de donar classe o es tractessin altres temes creus que aprendries més anglès ↑

26 S: [sí]

27 S: Sí porque llevamos desde primero de la ESO haciendo present simple ↓

28 S: Nacho ↑ (.) shut up porque tu XXX

29 T: XXX

30 S: No no

31 S: Llevamos desde primero de la ESO haciendo lo mismo ↓

32 S: Esto es una XXX como una casa ↓

33 T2: Es la seva opinió vale ↑

- 34 T: I quina és la teva ↑ per exemple dona'm la teva ↓
- 35 S: Pues que yo creo que si aquí todo el mundo quisiese pusiese de su parte se podría avanzar igual que en una academia ↓
- 36 S: [No no]
- 37 S: >Pues no pues no< ↓
- 38 S: Porque aquí la gente que va a clase de inglés está en Whatsapp ↓
- 39 S: [ No no]
- 40 S: XXX
- 41 S: Yo creo que es imposible acabar el instituto con un buen nivel de inglés (.) básicamente el temario es muy básico además unas clases XXX es muy complicado enseñar un idioma extranjero como el inglés XXX
- 42 S: XXX
- 43 S: Si ha dicho lo contrario payaso ↑ ((Ss laugh))
- 44 S: Es que te aburres ↓
- 45 T: bueno tu creus que també es problema del temari ↓ (.) no ↑
- 46 S: Ya no solo del temario pero también en una clase puedes tener niveles muy variados ↓

### Fragment 5:

- 1 T: Creieu que és molt molt molt important ↓ (.) essencial tenir una pronunciació excel·lent en anglès ↑
- 2 Ss: [No no]
- 3 S: Sí pero no ↓
- 4 T: Pero essencial (.) ((gestures)) que sinó ja no (.) ja no es pot considerar que saps anglès ↓
- 5 ((Ss shout and laugh))
- 6 S: Es necesario porque XXX
- 7 T2: Eh eh silence
- 8 Ss: XXX
- 9 T: Si us enrecordeu vam escoltar àudios ↓ (.) hi ha una noia que és de Túnez que parlava un anglès que va dir que ↓ (.) molt bé ↓ (.) i vam escoltar diferents tipus de pronunciació i accents ↓ (.) què en penseu d'això ↑
- 10 T: Per poder tenir comunicació i interacció ↓ ((S raises hand))
- 11 S: XXX a veces si no sabes inglés va mejor que pronuncien un poco más lento XXX

- 12 S: [Pero una cosa] es que pronuncien lento y otra que pronuncien mal
- 13 S: [No]
- 14 S: [No] es así porque el inglés tiene una pronunciación que es ↓ (.) muy abierto o sea (.) las letras tienen diferentes sonidos para cada una entonces ↓ (.) lo que pasa con el inglés es que si tienes una pronunciación mala mucha gente no te va a entender o sea no es que tengas que tener una pronunciación perfecta pero tienes que tener un nivel que se te entienda porque si ahora empiezas a pronunciar las palabras como lo harías en español nadie te va a entender XXX
- 15 S: Si no tienes un buen acento no van a intentar entenderte porque van a entender que tu no sabes inglés y te van a ignorar XXX
- 16 T2: Tot és qüestió de temps ↓
- 17 S: [Sí] sí sí pero cuando vas a algún sitio XXX
- 18 T: I després d'escollar els audios què penseu ↑ (.) els tres parlaven un anglès de manera fluida ↓ (.) alguns amb millor pronunciació i alguns pitjor pero què penseu ↑ els tres poden anar a un país ↓ (.) que es parli l'anglès o que no es parli l'anglès i comunicar-se de manera efectiva o no ↑
- 19 Ss: Sí
- 20 T: Doncs ↓ d'aprendre anglès sempre ↓ (.) segons vosaltres ha de ser assolir una pronunciació i una fluïdesa de nadiu ↓ (.) o si tens un nivel bo encara que es noti un poc l'accent d'aquí ↑
- 21 Ss: [No no]
- 22 T: [Vale]
- 23 S: Tienes que ser capaz de comunicar ↓
- 24 T: [Sí] doncs l'objectiu es comunicar-se ↑ (.) si surt millor o no ja veurem no ↑