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Low English Proficiency in the Valencian Community.
A Case Study Exploring the Possible Causes

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List of abbreviations

EF: Education First.

ELF: English as Lingua Franca.

PEBE: Programa d'Educació Bilingüe Enriquit.

PEV: Programa d'Educació en Valencià.

PII: Programa d'Immersió Lingüística.

PIP: Programa d'Incorporació Progressiva.

VC: Valencian Community.

Abstract

To the best of our knowledge, research about what may cause a low level of English proficiency among people in the Valencian Community (henceforth VC) is limited. In order to remedy the absence of literature on this matter, the aim of this paper is twofold. On the one hand, to ascertain the presence of English in the VC currently. On the other hand, to analyse what the causes provoking a low level of English proficiency in the VC might be. In so doing, six primary education teachers were selected to respond to some questions in a semi-structured interview and one of their lessons were observed in order to triangulate the data previously collected. The results obtained suggested that the presence of English in the VC is not evident in everyday life, although this foreign language seems to receive more attention in the educational setting than it did in the past. In addition, some historical, cultural and sociolinguistic aspects of the region, such as the absence of the necessity to use English as a means to communicate or how foreign films are broadcast (dubbed and not in the original version) have been identified as possible causes of a low level of English proficiency in the VC, together with some inefficient laws, materials and methods addressed to the teaching of English. Thus, the present study sheds some light on some of the hindrances preventing students in primary education from attaining a proficient level of English in the VC.

Keywords: English, level of proficiency, communicative approach, Valencian Community.

1. Introduction

The present paper is a sociolinguistic study that examines the presence of English in the VC together with the possible causes leading to a low level of English proficiency in this region. In so doing, the aim of this research is twofold: on the one hand, to ascertain the presence of English in the VC currently. On the other hand, to analyse what the causes provoking a low level of English proficiency in the VC might be. In order to conduct this research, some literature on the presence and importance of English in Spain and in the VC will be reviewed. Subsequently, the level of English proficiency in Spain and particularly in the VC will be addressed. Then, two kinds of factors affecting the acquisition of English will be considered, namely internal and external variables. The former category includes some historical, cultural and sociolinguistic factors, such as the broadcast of dubbed films instead of original versions and education. The second category deals with individual variables such as students' motivation and age and teachers' beliefs. It must be noted that, in order to ascertain why the English level in the VC seems to be low, the focus of the present study is on primary education since it is considered the period in education where the English instruction becomes formalised and, in turn, the possible origin of some methodological problems such as the transition from songs and games to training the four skills and exams.

2. Theoretical framework

2.1. Presence of English in Spain

The world-wide process known as globalisation has brought together many distant and remote places from around the globe, a fact that probably would have not been possible without the existence of a common channel of communication. In this context, the role English plays is that of lingua franca (ELF). To offer a definition, Seidlhofer (2001) describes ELF as “an additionally acquired language system that serves as a means of communication between speakers of different first languages” (as cited in Majanen, 2008, p. 4).

What is distinctive about English fulfilling this function is that it does not resemble any other language that has been in a similar position previously. Authors such as Chevillet (1994) acknowledged the position occupied by English as unprecedented, defining it not as an international language, but as a world language. Factors such as the specific purposes it serves or the diverse cultural backgrounds of its speakers have been suggested as an explanation for its expansion (Dewey, 2007). In fact, the presence of English in many aspects of our everyday life is proof of that. It has become the language of business and commerce, science and technology, the media and communication (including the internet, television, films, radio and the press) and is also growing in education (Berns et al., 2007). According to the philosopher Wittgenstein, “the limits of my language mean the limits of my world” (Wittgenstein, 2007, p. 88), that is, my world ends wherever I cannot communicate. However, English seems to be breaking this barrier.

This pattern is generally repeated in all those countries tied together by the network of globalisation, particularly the European ones. The presence of English in

this continent has been so strong that even Modiano in 1996 suggested the rise of a unique version of English, named *Euro-English* (Luján-García, 2012). The arrival of popular music from the United States in the 1960s together with the incorporation of the UK to the Common Market in the 1970s are some of the most recent factors explaining the growth of English in European lands (Berns et al., 2007).

Spain is one of these countries in Europe where the presence of English has increased in recent decades. Despite some authors acknowledging the scarce literature investigating the Spanish context in this regard (Caraker, 2016; Reichelt, 2006), some studies on means of communication and the linguistic landscape in Spain have demonstrated that English is more present now in this country than ever before, to the point of acknowledging “the anglicisation of leisure in contemporary Spain” (González-Cruz, 2015, p. 350).

English is also highly present in the Spanish educational setting. Spain obeys the European agreement on teaching at least two foreign languages, which is known as *El objetivo de Barcelona* (Baïdak, Balcon & Motiejunaite, 2017). This agreement, however, does not state which two foreign languages must be taught, although English is one of these two languages in most cases (Caraker, 2016). Thus, Spaniards study English, at least, during the years of obligatory education (i.e. from 6 to 16 years old).

Such a presence of the English language in Spain coincides with Spaniards’ opinions on the relevance of this language. That is to say, it is not only that English is highly represented in the daily life in Spain, but also Spaniards regard it as important and useful. According to the study Cambridge Monitor conducted in 2017, Spaniards consider English more important to get a job (80%) than Germans (58%) and Danish (47%) (Cambridge Monitor 4, 2017). Similarly, this same study revealed that English

seems more important for the development of a country in Spain (73%) than in Germany (57%) and in Denmark (68%) (Cambridge Monitor 4, 2017).

A radical change is found, however, when taking into consideration the actual level of English proficiency of Spaniards. The international education company Education First (EF), by means of the EF English Proficiency Index aims at ranking countries in terms of the level of proficiency of adults who take the EF test. In this ranking, Spain is number 32 out of the 88 countries and/or regions from around the world included in the research. This position is considered “moderate proficiency” (Education First, 2018, p. 8). Nevertheless, Spain occupies position number 23 out of 32 in the ranking when the study is delimited to European countries.

Considering, in addition, the data from the *Centro de Investigaciones Sociológicas* (Spanish for Centre for Sociological Research), the situation is not different. Spaniards regard knowing foreign languages as something extremely important (64.2%), and the most studied of these is English (77.9%), followed by French (11%). Still, 59.8% of the interviewees in the survey stated their inability to speak, write or read English (Centro de Investigaciones Sociológicas, 2016). Furthermore, in terms of how proficient in English Spaniards would declare themselves, they are the European Union country with the lowest level of English proficiency (Cambridge Monitor 4, 2017). These are not only the results offered by some surveys, but some academic articles (Luján-García, 2012; Caraker, 2016; González-Villarón, 2017) also give support to this fact: the level of English proficiency in Spain is among the lowest in Europe.

2.2. Presence of English in the VC

Focusing now on the setting that is the context of the present study, we need to analyse the presence of English in the VC. In this area, Spanish is not the only official language since Catalan (or Valencian, which is the name given to Catalan in this area) is the co-official language in the territory. The use of these two languages in the VC has been characterised by “asymmetric bilingualism” (Portolés, 2015, p. 11) since Valencian is the minority language and Spanish could be regarded as having a higher social prestige. The linguistic situation as regards Spanish and Valencian is reflected in a study carried out by Lado (2011). That study deals with the Linguistic Landscape of two cities in Valencia and reveals this historical division between Valencian and Spanish (which was reinforced during the Francoist dictatorial regime) and makes evident the lack of consistency between institutional norms and language practices.

With reference to English in this community, it could be thought that, as part of Spain, the trends observed in this country concerning the presence of English are repeated in the VC. However, there are different points of view in this regard. On the one hand, Safont (2007) stated that “the presence of a third language in the community is not self-evident, despite its role as a lingua franca both in Europe and in many other parts of the world” (p. 110). On the other hand, though, some authors as for example Cuenca (2008) acknowledge that English is much more present in Spain than the regional languages of this country. This is supported by the number of published books in different languages: “and yet the quantity of books published in English (979) outnumbering those published in Valencian (605) seems to be a surprise for the publishing world” (my translation. - p. 35).

The manifestation of this foreign language in the VC, though, as is the case in Spain, seems to be increasingly present in the academic field. When it comes to publishing in academic journals, the major language of diffusion is English, a fact that may compel scholars to use this language if they want their papers to reach a larger audience (Luján-García, 2012). In education, English has also become progressively more present as it is the most common foreign language at schools in two different ways: as a subject *per se* and as a working language or medium of instruction (for example in CLIL classrooms) in primary and secondary education (Juan-Garau & Pérez-Vidal, 2011).

Some studies have suggested that parents give more importance to their children learning English than to the community's official language, i.e. Valencian (Safont, 2015). As regards tertiary education, the implementation of the Bologna Process made English a necessary language for Spain to become part of the European Higher Education Area, and in turn, for students to graduate. Some authors' comments make this evident. For example, Hernández (2011) stated that "the only relevant language in the international higher education right now perhaps is the English language" (p. 144).

2.3. English proficiency level in the VC

Despite the presence of English in education, people's level of proficiency in the VC is among the lowest in Spain. According to the EF English Proficiency Index referred to above, the VC is, within Spain, the 11th community (out of 17) in the ranking, which is regarded as a moderate level of English proficiency (Education First, 2018). Considering now some data published by l'*Observatori Valencià de la Cultura*, some interviews conducted in 2017 revealed that English was the preferred foreign

language in the VC (42.4%), followed by French (21.1%) and German (3.5%). However, and in a similar trend to Spain, despite English being the most present foreign language, only 25.6% of interviewees stated that they could speak it and only 31.4% of them could write it (Observatori Valencià de la Cultura, 2017).

The idea that inhabitants in the VC have a low level of proficiency in English is not only supported by surveys, but some studies also make this fact evident. Ruiz-Garrido (2007) acknowledges the low level of proficiency of some graduate students from Jaume I University in Castelló in this foreign language: “[w]e, as teachers and researchers, have identified a continuing language gap in the English proficiency of graduates entering the workforce” (p. 74). In addition, Safont (2007) posits that “the lack of competence and low proficiency level of students in English is not exclusive to the Valencian Community but common to other areas in Spain” (p. 110). The words of the latter in her work on language use and attitudes in the Valencian region constitute the basis for two important ideas: (i) the English proficiency level in the VC is low; (ii) this seems not to be an isolated situation happening in this community, but a generalised trend in Spain.

2.4. External factors influencing English proficiency in the VC

Once a brief overview on the presence and use of English in Spain and in the VC has been presented, it is relevant here to consider some historical, cultural and sociolinguistic factors in an attempt to shed some light on the possible causes explaining the current linguistic situation in the VC as regards English. They are: the broadcast of dubbed films instead of original, subtitled versions, the number of speakers of the Spanish language, and education.

2.4.1. Dubbing vs. subtitles

One determining factor involved in the level of English proficiency has to do with leisure and watching TV. First of all, two groups of countries can be distinguished according to translating methods when dealing with TV broadcasts, namely those dubbing films and those using subtitles (Rupérez-Micola, Aparicio-Fenoll, Banal-Estañol & Bris, 2019). Generally, those countries where films and TV programmes are broadcast in the original version (and thus subtitled) have demonstrated higher levels of English proficiency, some of these countries being Portugal, Sweden, the Netherlands and Denmark (Rupérez-Micola et al., 2019). On the other hand, countries such as Spain, Germany and Austria dub foreign TV programmes and films into their respective official languages, thus depriving their citizens of a valuable source of input in English.

In the case of the VC, this territory lost the means to broadcast in its own language in 2013, and has only recently recovered them. However, as regards the presence of English on TV, the tendency is similar to that of the rest of Spain: films and TV series are dubbed into Spanish and, in some cases, into Valencian (but only on the new regional TV channel *À Punt*). Still, no original versions in English are available. Nevertheless, it must be said that even though innovative devices might allow for TV programmes to be seen in the original language they were recorded in, the cultural tradition of dubbing or subtitling is deeply rooted in each country. As a consequence, those territories broadcasting original version films with subtitles have made English a language which has a utility outside the classroom, a factor that promotes its use and, in turn, its acquisition.

Considering English as a useful tool within our language repertoire (i.e. internalising it) and not simply regarding it as a school subject may make the difference.

The former is not, however, the case in Spain since English is still regarded as a foreign language, whereas in other European countries its status is that of a second language (Jessner, 2006). In the VC, the same problem (scarce, informal input in English) is also present: “[u]nlike in northern European countries [...], input in English outside formal contexts (i.e. school or language centre) is extremely low, not to mention opportunities for using the language” (Safont, 2007, p. 110). This is also visible in the comments by sociolinguist Flors-Mas in an interview to the electronic weekly newspaper *El Temps*, where he highlighted that the key aspect when dealing with language acquisition lies in understanding that a language cannot survive if it is only restricted to school (Tena, 2017).

2.4.2. Number of Spanish speakers

This necessity of employing English outside the classroom is also related to the number of speakers each language has. In this sense, Swedish and Finnish are languages with a reduced international scope in that they are only spoken in their respective countries. Therefore, English becomes the language that allows communication and contact with outer territories. Still, Spanish, which is one of the most spoken languages in the world (De la Rica & González-de San Román, 2012), is one of the co-official languages in the VC. As a consequence, people in the Valencian region who can speak Spanish might be able to communicate in this language wherever they go, with no necessity to resort to English. As De la Rica and González-de San Román (2012) suggest, the number of speakers of a mother tongue might urge them to become proficient in a foreign language. Nevertheless, this does not seem to be the case in the VC.

2.4.3. Education

After a brief overview on some possible historical, sociolinguistic and cultural causes explaining the low English proficiency in the VC, it is necessary to review some features of the educational setting in the Valencian region since we consider that context to be the main source of acquisition of English in this community. To begin with, there are two well-delimited areas within the VC in terms of the predominant language used by their inhabitants: the Spanish-speaking area and the Valencian-speaking area. The former would correspond to the western part of the community, in contact with Aragón, Castile and Murcia, whereas the latter would make reference to the eastern part of the Valencian region. It must be noted that some northern areas in the community, despite being in contact with Aragón, also use Valencian (Casanova, 2001).

This internal division in terms of language use determined the creation of laws regarding what language to use in education and how to use it within each region. The *Llei d'Ús i Ensenyament del Valencià*, published in 1983, stipulates that Valencian and Spanish are mandatory subjects at all educational levels (except for university). However, for students in Spanish-speaking regions, Valencian is progressively introduced. It is here where, in an attempt to both foster bilingualism and adapt to the specific linguistic characteristics of students in each of these two areas, different linguistic programmes were created (Portolés, 2015):

On the one hand, in the PIP (*Programa d'Incorporació Progressiva*) Spanish is the main language for teaching and learning. In the first years of mandatory education, all subjects are taught in Spanish except for the *Valencian language* subject. However, subjects taught in Valencian are progressively introduced over the years. This model is adequate for Spanish-speaking children.

Moreover, the PIL (*Programa d'Immersion Lingüística*) has also been devised for Spanish-speaking children. Still, Valencian as a means of instruction is introduced earlier in this case by means of immersion, whereas lessons in Spanish start later (first or second cycle of primary education).

On the other hand, the PEV (*Programa d'Educació en Valencià*) is principally based on Valencian as the means of instruction while Spanish is only employed in the subject *Spanish language*. Therefore, this programme has been designed for Valencian-speaking children (Conselleria d'Educació, Investigació, Cultura i Esport, 2018).

Multilingual education was introduced in the Valencian region through the PEBE (*Programa d'Educació Bilingüe Enriquit*), in which English can be used as the language of instruction from an early age. PEBE can be combined with any of the three aforementioned bilingual programmes (Conselleria d'Educació, Investigació, Cultura i Esport, 1998).

As a measure to introduce foreign languages to the curricula of primary and secondary education and baccalaureate in the VC, a decree on plurilingualism was presented in 2012. This legal text was received with great opposition by many sectors of the society, as for example *Escola Valenciana* (a federation that aims at fostering linguistic normalisation in the VC), which claimed that such a law would be harmful for the linguistic normalisation of the territory by hindering the presence of Valencian in education (Olivé & Gómez, 2016). It was also argued that this intended law, despite reducing the teaching hours in Valencian, would not guarantee good training in the foreign language (Vila-Vaello, 2012).

More recently, in 2016, a new proposal entitled *Programa Plurilingüe Dinàmic* (Valencian for *Dynamic Multilingual Programme*) would establish the two co-official

languages of the territory together with English in a six-level system in an attempt to reconcile Spanish, Valencian and English, including: Basic I, Basic II, Intermediate I, Intermediate II, Advanced I and Advanced II (Almenar, 2016). Its aim was to avoid some languages being used more in the classroom than others. Therefore, the teaching of these three languages should be combined so that a certain level was achieved, *Advanced* being the equivalent level of B1 in English and C1 in Valencian (Almenar, 2016). It is therefore necessary to acknowledge the great influence policymakers exert on how represented a language is in a territory (Wilton & Stegu, 2011 in Safont, 2015).

2.4.3.1. The English lesson context

After a brief review on the Valencian context as regards education and language policies, we consider necessary the examination of some factors intervening in language learning. As stated in Pica (2000), three conditions are necessary for the acquisition of a language to take place, namely “exposition to input, possibilities for output and feedback” (Safont, 2007, p. 110). This is made evident in some theories such as the Interaction Hypothesis, which suggests that a second or foreign language is acquired out of interaction and negotiation of meaning with other interlocutors (Long, 1996). Thus, learners are given the opportunity to learn the language from the output they produce as well as from the input and feedback they receive. Similarly, Tragant et al. (2014) suggest motivating learning environments, active participation, opportunities to practice, feedback and opportunities for students to interact as necessary factors for a lesson to be beneficial.

Nevertheless, the English lesson atmospheres are usually described as inadequate due to a series of factors, such as the number of students per class (i.e. crowded classrooms), time and resources limitations and (in some occasions) the

insufficient preparation of English teachers (Safont, 2007; Ruiz-Garrido, 2007; Akbari, 2015). As an example, we can point to the decision taken by *Conselleria d'Educació* according to which teachers using English as the working language in class will not have to accredit a C1 level of proficiency until 2026 (De la Torre, 2017).

In addition, written skills have been said to usually receive more attention in class, to the detriment of listening and speaking activities. Some studies acknowledge that 75% of the class hours are devoted to written tasks, leaving only 25% of the time to the practice of oral skills (Rubio & Martínez, 2008). In fact, students in some cases are not taught how to communicate in English, but how to pass their exams: “[t]he mistake is in [the] educational system itself as the teacher’s target is to ‘prepare’ his students for the examination and not to make them skilled in the use of the language they are learning” (Subramanian, 1985 as cited in Akbari, 2015).

Despite these being the ideal conditions for a language lesson to be successful, and in line with Flors-Mas’ remarks above, a language cannot survive if it is only used at school, and the Second Language Socialisation theory (SLS) proves it. This theory posits socialisation as a variable that also fosters the acquisition of a second language (Sánchez-Hernández, 2017). Accordingly, students who use English habitually will most probably acquire it more quickly and most effectively than students who are exposed to the target language only at school.

As an example, we can take the interview the online Catalan newspaper *VilaWeb* conducted with a primary education teacher. He acknowledged that some of his Maghrebi 5th grade students could learn Catalan in relatively brief periods of time (three to four months), while they (like most other students) spent ten years studying English and were unable to use it afterwards (Olivé & Gómez, 2016). The explanation

might be the fact that these foreign students learned and used Catalan every day, whereas they only studied –and at best, used- English in the classroom. In a similar vein, the VC (and as opposed to other regions in Europe) only offers the conditions posited by Pica (2000) within the formal context of the classroom, thus reducing the opportunities to learn English to the two or three hours per week devoted to English as a subject.

2.4.3.2. Materials

The materials employed in the English classroom are as important as the teachers' competence since “about 99 per cent of teaching is making the students feel interested in the material” (Chomsky, 1988, p. 181). Even though teachers use textbooks as a guide to teach the subject contents, English lessons are in most cases completely based on these activity books, a factor that reinforces the aforementioned emphasis of written tasks over oral ones. In this sense, some teachers have made textbooks the main source of language input for learners in the lesson (O'Neill, 1982 in Kirkgöz, 2009).

The type of activities included in textbooks is also a relevant aspect within materials. Exercises requiring students to fill in the blanks will probably make them learn grammatical rules, for example the third person singular –s that is to be added in the present simple tense. Still, these out-of-context activities are simply preparing them to pass the exam and not to become proficient users of the English language, as mentioned above. In an interview to the newspaper *El País*, the bilingualism expert David Marsh posited that teachers tended to ask students irrelevant questions (e.g. what would you do if you won the lottery?). Thus, if artificial things are taught, the outcome of the learning process might also be artificial (Torres, 2018).

2.4.3.3. Sociocultural and socioeconomic status

The number of hours of exposure to a foreign language, besides those received at school, may also be determined by a family's position on the basis of their education or purchasing power, which have also been documented to have an impact on how children learn a foreign language. To begin with, Muñoz (2008) states that “[the] socioeconomic background may determine [...] the amount of extracurricular exposure learners can enjoy (in the form of extracurricular lessons, technological devices in the home, and studies abroad, mainly)” (p. 589). Therefore, families with limited economic resources cannot provide their children with an out-of-school context in which English is used as a language to communicate.

Nevertheless, the sociocultural status of a family has been said to exert an influence on second language learning which is even greater than that of the socioeconomic level (Laurén, 1994 in Lasagabaster, 1998). A possible explanation could be that if a family do not value the learning of English because of their background education, their purchasing power (even if it is high) will have no impact on children since they will not receive more exposure to the foreign language. As a consequence, the sociocultural and/or socioeconomic status of a family could be considered as a factor influencing the type of education children receive which, in turn, affects how they learn a foreign language.

2.5. Internal factors influencing English proficiency in the VC

It is not only external factors such as the materials employed in the classroom or the laws addressed at teaching languages that have an effect on the language learning process. Instead, affective factors and other variables that change from student to student have also been considered to exert an influence on foreign language acquisition.

In this section, and following Dewaele's (2009) exhaustive compilation of individual differences affecting foreign language learning, we deal with motivation, language attitudes and students' age as possible variables exerting some influence on the learning of English. Furthermore, we also include teachers' beliefs in this section (since beliefs also change from individual to individual) as an important component impacting language lessons.

2.5.1. Students' motivation

Attention to affective factors as related to language acquisition had usually been left aside (Garrett & Young, 2009). Still, authors such as Van Lier (1996) argued that the degree of motivation students experience during the language learning process was possibly one of the most important variables determining success (Van Lier, 1996). In this sense, the more motivated learners are, the better the learning outcome might be. Skehan (1989) suggested four sources of motivation for students, namely the activities they are presented with, their outcomes, intrinsic motivation and extrinsic motivation. Therefore, teachers need to create the necessary interest in students to learn the language by means of appropriate materials and classroom atmosphere. This needs to be done not only at the beginning of the learning process (in order to provide the trigger to make students start learning that new language) but also throughout the entire procedure (to keep motivation high enough so as to persist in the language acquisition endeavour).

On the other hand, some other factors such as students' beliefs can also influence their motivation. According to Skehan (1989), their own beliefs on language learning, personal goals and even their parents' influence may shape how they perceive this process and, in turn, may determine how motivated they are in order to learn a foreign language.

2.5.2. Students' age

The age factor also needs to be taken into account when considering foreign language learning. Some studies such as those conducted by Davies and Brember (2001) and Cenoz (2001) suggested that younger learners showed more positive attitudes towards foreign languages. The possible reason behind this might be the differences in how English lessons are taught to children and how they are taught to teenagers, i.e. methodology (Cenoz, 2001). English in preschool is usually transmitted by means of games, songs and arts and crafts. However, once students start primary education (which could be regarded as the point where English instruction is formalised) the materials and teaching methods used by some teachers may become less appealing and stricter respectively.

Another possible explanation for younger learners holding more positive attitudes towards foreign language could be the disillusion they experience the longer they study a foreign language (Davies & Brember, 2001 in Nightingale, 2012). This idea is again related to the shift in methodology as children change from preschool to primary education. Other studies such as Onwuegbuzie, Bailey and Daley (1999) found a relationship between age and foreign language anxiety, the result being a negative correlation between these two variables (i.e. the younger the learners, the less anxiety they felt in the foreign language classroom). That is to say, the pressure of facing exams as compared to singing and telling stories makes the English lesson a rather different environment for younger learners than for older ones.

2.5.3. Language attitudes

Attitudes towards a language may also influence how a lesson unfolds (Ianos, Huguet, Janés & Lapresta, 2014). Thurstone (1931) defined *attitude* as “affect for or against a psychological object” (as cited in Garrett, 2010, p. 19) and Eagly and Chaiken (1993) considered attitude to be “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (as cited in Ianos et al., 2014, p. 332). Both these definitions include the idea that attitudes towards an “object” can be either positive or negative. In this sense, when this object is a language, the speaker can express a positive or a negative attitude towards it, even though it may change (Ianos et al., 2014).

As regards studies on language attitudes in the VC, Safont (2007) stated that none of the studies conducted on this topic until 2007 considered language attitudes towards a foreign language in this community. Still, her work with higher education students (i.e. Safont, 2007), which includes the participants’ attitudes towards Spanish, Valencian and English, shows that Valencian (despite being one of the co-official languages in the VC) received a higher percentage of unfavourable attitudes than English (the language participants had the lowest level of proficiency in).

However, the highest percentage the foreign language received made reference to neutral attitudes, which could therefore mean that English was neither useless nor important for the participants in the study. In the words of Safont (2007): “the importance attributed to a language by members of a given speech community might reflect their attitudes towards that language” (p. 103). More recently, however, the number of studies analysing the topic of language attitude towards a foreign language in

the VC has increased (Lasagabaster & Safont, 2008; Nightingale, 2012, 2016; Portolés, 2011, 2015).

Portolés (2015) offers in her work a summary of the most remarkable research carried out on language attitudes in the VC. Some of these studies conclude that students at the university of Castelló (the same university of Safont's (2007) study) displayed the most unfavourable attitudes towards English. Additionally, Masgoret and Gardner (2003) concluded in their study that attitudes towards a second language influenced the acquisition of that language, although in an indirect way. In other words, our attitudes towards a language influence how motivated we are to learn that language. This, in turn, affects the level of acquisition. As a consequence, we can say that these neutral (Safont, 2007) and unfavourable (Portolés, 2015) language attitudes towards English might also be a variable to bear in mind when analysing the possible causes explaining the low level of English proficiency in the VC.

2.5.4. Teachers' beliefs

Together with some of the factors involved in the acquisition of a foreign language mentioned above, the teachers' performance during the lessons may determine the degree of attention the students pay in class and, in turn, their degree of achievement, as pointed by David Marsh in an interview (Torres, 2018). As a consequence, knowing what the teachers' beliefs are might become useful in order to know how their lessons work: "because teachers' beliefs are such a strong predictor of what occurs in the classroom, researchers in the field argue that insight into teachers' beliefs is necessary to understand and improve language teaching and students' learning" (Borg, 2006 as cited in Haukås, 2016, p. 3).

The way how professors teach could be considered a cycle in which they apply to their lessons what they experienced during their own schooling. This is known as *apprenticeship of observation* (Lortie, 1975 as cited in Portolés & Martí, 2018). Therefore, this could in part explain the persistence of traditional methodologies in current lessons despite the existence of more communicative and innovative approaches to teaching languages. This relationship between beliefs and practice has been shown to be restricted (Arocena, Cenoz & Gorter, 2015). That is to say, what teachers believe about teaching and their actual teaching practice may not coincide. Sometimes factors which are out of the teachers' control as for instance the students' behaviour may lead professors to adopt practices which are different from those they believed in.

However, there seems to be a possibility for change since, in the same way that beliefs can influence practices, these actions may also affect the teachers' conceptions or ideas (Basturkmen, 2012 in Arocena et al., 2015). Some authors, though, have stated that these beliefs hardly ever experience a transformation (Borg, 2006 in Haukås, 2016). In fact, the cultural context a teacher lives in or past experiences could also have an impact on teachers' beliefs and prevent them from changing. Still, as Arocena et al. (2015) acknowledged: "the study of beliefs is based on reported information and this has some methodological limitations" (p. 171).

In line with the ideas outlined above, the following sections of the present study attempt to explore the possible causes why the English level of proficiency in the VC is rather low by means of interviews to primary education teachers of English and observations of some of their lessons.

3. The study

3.1. Study rationale

The literature dealing with possible causes why the English proficiency level among people in Spain is low has been defined as scarce by some authors (Caraker, 2016; Reichelt, 2006). More specifically, and to the best of our knowledge, research about what may cause a low level of English proficiency among people in the VC is also limited. Therefore, and since more research on this matter is needed, the present paper attempts to remedy the absence of literature in that regard. In so doing, we look at primary education because: (i) it is the setting where people have the first formal and mandatory contact with English in the VC; and (ii) it is the period when English instruction is formalised and where possible problems as regards methodology may originate and influence the rest of the education process.

In addition, the participants selected for this study are primary English teachers because they have experienced the learning of this foreign language as students and now have to teach it. Therefore, they have experienced the same process from two different perspectives. Furthermore, the internal variables affecting language acquisition included in this study (motivation, age, language attitude) have been selected according to whether they had an effect on learners as observed in the lessons delivered by the participants in this study. Considering all the above mentioned, the aim of the present study is twofold: on the one hand, to ascertain the presence of English in the VC currently; and, on the other hand, to analyse what the causes provoking a low level of English proficiency in the VC might be. In so doing, we aim to answer the following two research questions:

RQ1: Is English more present in the VC currently than a decade ago?

RQ2: What might be the possible causes explaining the low English proficiency level in the VC?

3.2. Methodology

3.2.1. Sociolinguistic setting

Since a brief summary of the educational context in the VC has been presented above, we devote this section to a more concrete description of the context of our study. The sociolinguistic setting of the present study is the VC, which comprises the provinces of Castelló, València and Alacant. In this community, Spanish and Valencian are the co-official languages and English as a foreign language is ubiquitous in education. More specifically, the current study was conducted in three primary schools in the city of Castelló, one of the main urban areas in the aforementioned community.

The three educational centres were similar in number of students and in the language policies employed in their teaching practices. However, the socioeconomic and sociocultural status of the families whose children attended the three schools involved in this study differed considerably. School 1 could be considered as receiving medium/medium-high status students; School 2 received students who came from medium status families; and finally School 3 was mainly attended by children from medium/medium-low status families.

3.2.2. Participants

The pool of participants consisted of 6 primary education teachers of English as a Foreign Language (EFL) in the VC. More specifically, they belonged to 3 different primary education schools in the city of Castelló. That is to say, we selected 2 teachers from each of the 3 schools. Based on their students' age, two groups can be

distinguished: (i) **younger students**, i.e. participants teaching English to younger students (preschool, 1st and 2nd grades); and (ii) **older students**, i.e. participants teaching English to the elder students (3rd, 4th, 5th and 6th grades).

In order to become English teachers, the participants in this study graduated from university, although studying different degrees. All of them had studied the degree in primary education and took the civil servant examination in order to become English teachers. Furthermore, two of them had additionally studied the degree in English Philology (these teachers belonged to School 2 and School 3). All the participants had B2, C1 or C2 English level of proficiency according to their own comments in the interviews. We identify the participants according to the school they worked in as can be seen in Table 1 below:

Table 1. Participants according to the school they worked in and their students' age

SCHOOL	YOUNGER LEARNERS	OLDER LEARNERS
School 1	Teacher 1	Teacher 2
School 2	Teacher 3	Teacher 4
School 3	Teacher 5	Teacher 6

3.2.3. Instruments

In order to collect the data, this study followed a qualitative approach. On the one hand, we conducted a semi-structured interview including five questions about the topic being dealt with (see Appendix A) that took place either in Spanish or Valencian (according to the interviewees' preferences) so that they felt more comfortable throughout the process. On the other hand, we also observed one lesson per teacher

following a series of criteria devised by the researcher (see Appendix B). These observations allowed us to triangulate the data obtained in the semi-structured interviews and verify whether teachers' opinions and practices coincided.

Before starting the interviews with our participants, we showed them some information about the English proficiency level in Spain and in the VC for them to become familiarised with the topic of the interview (see Appendix C).

Before conducting the interviews with the participants, the questions were piloted with two pre-service teachers who were studying the Master's Degree for Secondary Education, Vocational Training and Language Teaching at Jaume I University. The reason for having chosen them to pilot the interview questions was their position midway between students and teachers of the English language. After piloting the questions, some of them were found not to elicit accurate information. Therefore, these were reformulated in order to elaborate a more precise interview.

3.2.4. Data collection

In order to collect the required data, first the semi-structured interviews with the participants were conducted. These were audio recorded and the most relevant sections were transcribed in order to facilitate the classification and subsequent analysis of the data collected (for transcripts of the semi-structured interviews, see Appendix E). Secondly, one lesson delivered by each one of the teachers was observed and some annotations were made. For those participants teaching English to the younger learners, the observation took place in 1st grade lessons, whereas for the teachers involved in the older learners group, the lessons observed were those of 6th grade. The notes taken on the teaching-learning aspects of the lessons observed can be found in Appendix B.

3.2.5. Data analysis

Before classifying the data, the recordings from the interviews were listened to and some notes were taken on the most relevant aspects. Then, the most relevant parts were transcribed and coded according to the topic they dealt with. Therefore, the groups we created were: (i) English language presence in the VC; (ii) causes of low English proficiency in the VC; (iii) materials, methodology and laws addressed to teaching English; and (iv) student motivation in English lessons. These four categories served, in turn, to answer the two research questions posed by the present study. Therefore, the data categorised within the first group (English language presence in the VC) were used to answer Research Question 1, whereas responses classified in the second, third and fourth groups answered Research Question 2. It must be noted that we gathered together the second, third and fourth groups of answers because, although only the second one asked directly about possible causes for a low level of English proficiency, we considered that the third and fourth groups would also elicit some related responses.

Once the relevant data from the interviews had been coded according to the topic, we classified them by school. That is to say, for data classified within the first group (English language presence in the VC) we created three tables, one including the most relevant comments by teachers in School 1, another table displaying the most relevant information conveyed by teachers in School 2 and a third table summarising the most relevant comments by teachers in School 3. This classification process was repeated for each one of the four groups mentioned above and as a result twelve tables were compiled (see Appendix D). These tables allowed us to contrast information across schools but also across teachers on the basis of their students' age. As regards observations, we reviewed the data collected and contrasted them with the information

gathered from the interviews with the participants. Observations were only used to triangulate those interviewees' responses classified in order to answer Research Question 2 in the present study.

In the following section, the data collected by means of the methods here mentioned are presented and discussed following the order of the research questions the present paper attempts to answer.

4. Results and discussion

In this section, the data obtained from the semi-structured interviews with the participants is discussed together with the notes taken during the observation of each one of the lessons. First, the results which respond to the Research Question 1 in this study are discussed together with excerpts from the teachers' interviews. Then, data collected to answer the Research Question 2 in the present paper are discussed together with the annotations from the observations. Some excerpts from both interviews and observations are included so as to support the information presented.

4.1. Results and discussion related to RQ1

The first research question asked whether English is currently more present in the VC than it was a decade ago. After analysing the participants' responses in the interviews, three main ideas can summarise their comments in this respect. First of all, the English language in the VC seems to be more present nowadays than it used to be a decade ago. However, this only seems to be so in the educational setting. Secondly, the presence of English on the street is apparently the same these days as it used to be a decade ago (i.e. scarce and not remarkable). Finally, this foreign language has a relevant presence in regions of the VC which receive a great influx of tourists.

To begin with, all participants in the present study agreed on the idea that English is more present nowadays in education than it was ten years ago. According to the interviewed teachers, the reasons behind this change were the introduction of the English language earlier at school, parents' raising awareness on the importance of learning this foreign language and the appearance of new technologies, which facilitated access to input in English. This is reflected in the following extracts from the interviews:

Nowadays [English] is more present because parents are more aware of the fact that English is important. Ten years ago, English was limited, at least in this school, [...] to a maximum of one or two hours, beginning in 3rd grade of primary education. It was not included in preschool or lower primary education (my translation). (Teacher 4)

[English is more present] thanks to new technologies. [...] They [students] can make use of TV in original version or get books written in the original language through Amazon [...], something unbelievable some years ago. [...] There is a great social value awarded to English because parents want their children to learn English (my translation). (Teacher 2)

Nevertheless, the presence of English on the street, i.e. out of the educational setting, is not different as compared to that of a decade ago according to the informants in the present study. As an explanation for this, interviewees suggested the lack of necessity to use a foreign language in this community. In this sense, since English is not considered to serve a communicative purpose, it is regarded as unnecessary and, consequently, it is not used:

I used to live in Alicante and in the Altea area there was a strong presence of foreigners. [...] They hired people who spoke English too. [...] In other places I

have been to this necessity [to speak English] was not so extreme because here we use our language in our everyday life (my translation). (Teacher 1)

Still, the English language is highly present in the linguistic landscapes of those areas in the VC which receive international tourism, as indicated by some interviewees:

On the street...there has been no change. [...] If you go to Benicàssim when they celebrate *FIB* [*Festival Internacional Benicàssim*], everything is in English. Then they remove it. Therefore, it [English] is not present on the street (my translation). (Teacher 4)

Hence, as a response to the first research question of the present study, we can conclude that, according to interviewees, the situation has not apparently changed as regards the presence of English in the VC since Safont (2007) conducted her study, more than a decade ago, in which she concluded that the presence of this foreign language was not self-evident in the aforementioned community. Some interviewees suggested that since this language was not necessary to communicate in the VC, its presence had not increased. However, English may have become more present in the educational setting, as more teaching hours have been included in curricula as a result of English being introduced earlier. In addition, it seems that parents give English a strong social value. That is to say, parents want their children to learn English because they consider it a relevant language. This strong social value parents endow English with is in line with Safont's (2015) research, according to which some parents give more importance to their children learning English rather than the community's official language, i.e. Valencian.

4.2. Results and discussion related to RQ2

4.2.1. Necessity of using English

The second research question of the present study asked what the possible causes explaining the low English proficiency level in the VC might be. To begin with, the most recurrent response given by interviewees was the role played by English in the VC sociocultural setting. That is to say, there is no need to use English as a means to communicate within the VC. Therefore, this foreign language is limited to the educational setting. The following interview excerpt is an example of this:

Out of the academic context, that is school or English academies, there is little interaction in English. [...] I see there is a deficit of real communication experiences for children out of the school setting (my translation). (Teacher 2)

This coincides with Safont (2007) in that input in English out of school is rather low in the VC and there are no real opportunities to practice it in real life, contrary to the situation in northern Europe. If, on the contrary, English were given a real usage, this situation would probably change. As an anecdote reflecting this, one of the participants in the present study who had been teaching in an area of Alicante where many foreigners live recounted the following:

There was a mum from a humble family who worked cleaning foreigners' houses and she communicated with them through me. [The house owners] wrote on a paper what they wanted her to do, the mum gave it to me and I translated what it was. The son gave the paper to his mum in the afternoon, the mum read it and wrote what she wanted me to translate. Then, in the evening I transcribed it for the family she worked for... and that is how... [she made do with it]. [...] Therefore,

that kid had a great stimulus to learn English because he was aware of how necessary English was in his home to get a job (my translation). (Teacher 1)

In addition, there seemed to be another factor closely related to this idea of communicative necessity. Spanish is a co-official language (together with Valencian) in the VC, and as it is one of the languages with most speakers in the world, inhabitants in this region might be able to speak Spanish in a wide range of locations in the international setting, with no need to resort to English. One of the participants highlighted this during the interview:

People feel comfortable because we know that wherever we go, we will be able to make ourselves more or less understood [in Spanish], therefore... interest [in learning English] is also lower (my translation). (Teacher 3)

Consequently, the great presence of Spanish in the international scope seems to serve, in some cases, that communicative purpose usually fulfilled by English. This idea is apparently in line with De la Rica and González-de San Román's (2012) study, in which they stated that the number of speakers of a mother tongue might urge them to become proficient in a foreign language. However, this seems not to be the case in the VC due to the extended presence of Spanish speakers abroad, be they native or non-native.

On the other hand, and according to participants in the present study, dubbing TV series and films into Spanish or Valencian could be regarded as another factor contributing to the low English proficiency in the VC, since these audiovisual resources could be valuable sources of input in English that we are deprived of. In fact, students who attend English academies as an extracurricular activity or those who watch TV or

listen to music in English were reported by participants in the present study to show higher proficiency levels of English:

I know there are some countries in which cinema or films are not translated, or advertisements of some English or American brands... are not translated either. And here we translate everything. [...] That is very important because I know some children who only watch TV in English and they can speak English (my translation). (Teacher 5)

There are children who have been going to English academies for many years, and if you ask them, they can answer in English. But a child who has never been in an academy will not reply in English (my translation). (Teacher 4)

Several ideas can be distinguished from the two excerpts above. First, it seems that, according to some of our participants, dubbing English-language TV series into Spanish deprives people in the VC of a valuable source of input in English. This is in line with Rupérez-Micola et al. (2019), according to which countries using subtitles instead of translating films demonstrated higher levels of English proficiency. This directly relates to a second idea mentioned in the excerpts above: for those students for whom English has a utility outside school (e.g. watching TV in English or going to academies) the status of the English language changes from school subject to communication tool, as stated by Flors-Mas in an interview (Tena, 2017) when arguing that a language cannot survive if it is only studied or used at school.

Up to this point as regards Research Question 2, we have been able to see that, according to our participants, the main aspect apparently provoking a low level of English proficiency might be the lack of opportunities to use English outside the school

setting or, in other words, the lack of necessity to use English as a communication tool in the VC. The elevated number of Spanish speakers around the world and the TV dubbing tradition instilled in the VC have been suggested as possible explanations for this lack of necessity to learn English in the region.

4.2.2. Methods, laws and materials addressed to teaching English

Within Research Question 2, we also asked our participants about the English lesson and curricula. Several comments arose in this regard during the interviews, and two main factors affecting the quality of teaching were highlighted by the majority of the interviewees, namely the number of students per class and the hours included in the curricula devoted to teaching English:

Children need more opportunities out of school to use the foreign language. Otherwise, the impact we can have on them is very limited [...] but in classrooms with 25-28 students... working on oral skills is very difficult. [...] If students are not divided into two classrooms, with two teachers, there will be no opportunities for them to practice oral skills (my translation). (Teacher 2)

Children learn English during the two and a half or three hours devoted to English at school and they do not receive more input in English. [...] Therefore, it is a language limited to three hours per week, twelve hours per month. A language cannot be learned in twelve hours per month (my translation). (Teacher 4)

Even though English seems to be more present in the primary education curricula in the VC than it used to be, as seen in responses to Research Question 1 above, there are apparently not enough instruction hours in English considering that the acquisition/learning of this language is restricted to the school setting. In addition, the elevated number of students per classroom hinders the development and training of oral

skills since the teacher cannot devote sufficient time to monitor the oral production of each student. To this problem, the deficit in human resources (i.e. only one teacher per 25-28 students) has to be added. These ideas are in line with Safont (2007) and Ruiz-Garrido (2007), according to which the number of students per class and time and resources limitations lead to inadequate learning environments.

When asked about methodologies, materials and laws addressed to teaching English in the VC, an interviewee emphasised the insufficient preparation of some English teachers:

I think the training we receive when we are pre-service teachers [...] when I was studying to become a teacher... I am supposedly an expert in English but I only had four subjects in English. [...] With my classmates at university... I couldn't hold a conversation in English with them. Then... what is our preparation as English teachers? We have to get by out of the university (my translation).
(Teacher 3)

This factor is supported by Akbari (2015) but is also visible in some of the measures adopted in the VC. According to De la Torre (2017), *Conselleria d'Educació* stated that teachers using English as the working language in their lessons would not have to accredit a C1 level of proficiency until 2026. Consequently, during the interim period, English teachers might not have the appropriate English level in order to teach.

Still on the subject of laws, according to some interviewees education in Spain (and so in the VC) is extremely politicised, since laws tend to change when the parties in the government do, a factor that does not seem to bring stability:

The problem we have in Spain is that we depend on politics. Then, every four years politicians legislate differently and laws are changed one after the other. This does not bring stability to the system. Therefore, I believe laws regulating education should not be as politicised as they are because it is like going back and forth once and again (my translation). (Teacher 2)

More specifically, those laws that will supposedly promote trilingualism in the VC do not seem effective since the programmes they plan to instil are optional. Therefore, only children who want to attend these programmes (or, more specifically, those students who do better in English) receive more input in the foreign language. This could eventually cause a serious imbalance in education:

About the laws... they do and undo and there is not much agreement. There are many trilingual projects in the VC... I used to work in a school in which this [trilingual programme] was implemented but in the end... I don't think these are effective because only those children who wanted to be trilingual were part of this. That is, only those children who were good in English joined this programme, and those who were not that good... left it. Then, it was like natural selection (my translation). (Teacher 3)

Regarding the materials and methodologies employed when teaching English, a wide range of opinions were collected during the interviews with the teachers. In the first place, the majority of interviewees agreed on the idea that other resources besides textbooks were more employed in the English lesson these days than they were in the past. Nevertheless, textbooks were still used in most of the lessons. The reason was given by one of the interviewees:

The richness of materials available on the internet in the case of foreign languages, [...] the amount of blogs... I mean [...] people share what they have. So, it is easy to take advantage of these resources. [...] However, if you ask me 'how can you

teach English without a textbook?’ I see it as difficult. [...] You can’t find vocabulary, grammar and everything unified on the internet unless it is a didactic unit, which after all is like a textbook but on the internet (my translation).
(Teacher 2)

Consequently, it seems easier and faster for teachers to follow already prepared materials than creating some by themselves. In fact, all the participants in the present study except for one (Teacher 1) used textbooks in their lessons, although some teachers used them more frequently than others and combined them with internet resources such as worksheets, which broadened the textbook activities but kept the same typology.

Only two teachers were observed to introduce more communicative activities. Teacher 1 made students in the 1st year of primary education work on lapbooks (i.e. a big cardboard folder that serves as the base to paste all sorts of crafts and activities about a particular topic in a visual way) instead of using textbooks. These students created their own materials as regards vocabulary and grammar by means of flashcards at the same time as they watched videos related to these topics. Then, these cards were used to play and learn the vocabulary interactively. This can be seen in the notes taken during Teacher 1’s lesson observation in Table 2 below (for the complete table of the lesson observations, see Appendix B):

Table 2. Extract from observation of Teacher 1's lesson

About the lesson/materials	Materials employed: no textbook, a folder for each student where they keep their arts and crafts. Flashcards and envelopes made by themselves in order to create a final project (a lapbook). Audiovisual materials to reinforce pronunciation and learn vocabulary.
	Predominant skills: listening skills (the teacher speaking to them in English and internet videos).

Teacher 2 implemented activities such as random acts of kindness, in which students had to do some kindness acts (e.g. hug somebody, donate money or read a book to somebody) and then explain why they did them and what they felt. Also, she implemented an activity in which students had to write letters in English to other students in the European Union. She explained the utility of this activity as follows:

I want to implement eTwinning because, even though we will carry this out within the school setting, it will allow students to have a twinning with other schools in the European Union and practice English [...] with children from around Europe. Then, this activity gives them a dimension of reality or of real language use (my translation). (Teacher 2)

Therefore, in the cases of Teacher 1 and Teacher 2, their responses in the interviews as regards materials to teach English coincided with our observations in one of their lessons. The rest of the participants in the present study also stated that they had introduced more communicative exercises in their lessons. However, although they used some audiovisual aids such as videos, we could see in the observations that the activities carried out in class were those in the textbook. The following excerpts from the interviews and from the observations demonstrate that their comments do not coincide with their practice:

In first and second grades I use the textbook. But I use it as one of many other materials. I mean, I don't use the textbook and that's it. It's a material that helps me in most of the cases to reinforce some concepts but I also extend on my own (my translation). (Teacher 5)

Nowadays materials are more adapted to what students need. Now textbooks are more communicative [...] and new technologies are more present in the classroom [...] or textbooks also provide the link to their own webpage including exercises to practice more (my translation). (Teacher 6)

Table 3. Extract from observation of Teacher 5's lesson

About the lesson/materials	Materials employed: audiovisual (songs and videos). Also the textbook to do activities.
	Predominant skills: listening and speaking (repetition above all). A bit of written production (parts of the body on a picture).

Table 4. Extract from observation of Teacher 6's lesson

About the lesson/materials	Materials employed: textbook and a song from the electronic version of the textbook.
	Predominant skills: oral skills (check activities and the teacher asks about irregular verbs orally. However, not real production. Only read the activities). Written activities to be done at home.

From Table 3 presented above, we can see that Teacher 5 used audiovisual materials such as songs and videos, but these were simply repeated by the students. That is to say, even though more emphasis was given to audiovisual materials, the activities the students eventually worked on were those in the textbook (naming the parts of the body), which did not seem to promote communication among them.

Also, from the interview excerpt by Teacher 6 above, we can observe that there seems to be a misconception between more communicative materials and the use of new technologies. That is, playing a song about the materials a robot is made of might not be

a more communicative activity if students are then required to do textbook exercises in which they have to complete sentences with materials lexicon. This coincides with David Marsh's comments in an interview in which he argued that if students are asked artificial things (e.g. what would you do if you won the lottery?) the outcome is superficial learning (Torres, 2018).

Teacher 4, on the other hand, overtly stated that her lessons mainly followed the traditional method, even though she was aware of other methodologies employing new technologies:

The traditional method is the one employed, although there are some others I've heard of but I haven't paid much attention to those... I'm just passing through in this school. [...] If we could make children use tablets... I could probably see the difference. Otherwise I can't know it (my translation). (Teacher 4)

Table 5. Extract from observation of Teacher 4's lesson

About the lesson/materials	Materials employed: textbook and worksheets from the internet about the same topic being dealt with in the book.
	Predominant skills: writing, in the activities the teacher asks the students to do (fill in the gaps, complete the sentence).

As can be noticed from Table 5 above, Teacher 4 based her lessons on the traditional method and the textbook, arguing that since new technologies could not be used in the school, her methodology when teaching English could not be changed either. In addition, she seemed to demonstrate a discouraging attitude towards teaching English. This was apparently transmitted to students, as will be seen later in the present paper.

The majority of the participants in the present study also conveyed the importance of working on oral skills in the English lesson. In fact, the observations conducted revealed that this seemed to be implemented in the different classrooms, an idea that would contradict Rubio and Martínez's (2008) study, in which written skills were said to receive more attention in class than oral skills. More specifically, we could say that students received more oral input since a large amount of videos and songs were played in the lessons, although they did not train the speaking skills (i.e. students were not required to produce any oral language by themselves). Also, these audiovisual materials were used as a complement to the activities included in the textbook (e.g. a song about the materials a robot was made of to complement a written activity about materials). Therefore, it seems true that oral skills have increased their presence in some English lessons, but only receptive ones (listening). Speaking activities were still scarce, with the exception of the tasks prepared by Teacher 1 and Teacher 2 (i.e. flashcards, eTwinning and random acts of kindness).

At this point in the present paper, a continuum could be established based on the appropriateness of materials and methodology employed by our participants in order for students to learn English. As mentioned above, Pica (2000) states that three conditions are necessary for the acquisition of a language to take place, namely "exposition to input, possibilities for output and feedback" (as cited in Safont, 2007, p. 110). Bearing this in mind when considering the methods and materials employed by our participants, and focusing on those that promoted interaction and real communication, students only had the opportunity to produce real communicative output with the materials and methods implemented by Teacher 2 and Teacher 1 (School 1).

At the opposite end of the continuum we could find Teacher 4, who completely based her lessons on the textbook activities and left aside oral skills. Teacher 3, Teacher 5 and Teacher 6 would be within these two extremes, since they tried to introduce more audiovisual input in an attempt to improve their students' oral skills but their activities were still based on the textbook and no opportunity was left for students to practice speaking skills or interactive activities (i.e. communicative output). It must be said that feedback was provided by all teachers.

From the interviews, we notice that teachers seemed to be aware of the fact that there are more communicative approaches to teaching and learning a foreign language and they considered them more effective than the traditional methods. Still, in the observations we could see that these new methods and materials seemed difficult to implement in the classroom. The reason why this occurs might be a combination of two factors: (i) new, communicative materials designed by the teacher and adapted to students might be more time consuming for the teacher than simply using a textbook. Also, time restrictions and institutional obligations in order to stick to a syllabus may urge teachers to choose the easy and fast path and simply prepare students to pass the exam, rather than teaching English in order to communicate, an idea highlighted in Akbari (2015); (ii) the so-called *apprenticeship of observation* (Lortie, 1975) may have also come into play, teachers thus applying to their teaching what they experienced during their own schooling (i.e. they were influenced by the tradition in which they had been educated). As a consequence, it was important to observe the participants' lessons because then we were able to notice their genuine beliefs about teaching English, thus realising that what for them might be communicative may still be rather traditional.

All in all, and having seen that from 6 participants only 2 were able to implement original, interactive activities in the English classroom reducing the central

role of the textbook, it could be said that the decisions taken by teachers on what materials and methods to use in the classroom could have an impact on the knowledge acquired by learners. More specifically, and reinforcing the idea that David Marsh suggested in an interview to *El País*, if students are taught superficial concepts, the outcome is artificial learning (Torres, 2018). That is why, if they are not taught English communicatively, they cannot be expected to communicate in English afterwards. Consequently, the low level of English proficiency in the VC could be more linked to the idea that people in this community know English (e.g. some grammar and vocabulary) but they cannot communicate using it.

4.2.3. Students' motivation and linguistic attitude in the English lesson

Furthermore, how interested students are in what they are learning is also something to be considered. As previously mentioned, “about 99 per cent of teaching is making students feel interested in the material” (Chomsky, 1988, p. 181). That is why we asked the participants in this study about how motivated their students were in the English classroom. The answers we obtained ranged from very positive to quite discouraging:

The vast majority are motivated, [their behaviour] is good. [...]. Students participate, interact... I'm very happy (my translation). (Teacher 2)

Table 6. Extract from observation of Teacher 2's lesson

About the students	English level: able to communicate in English and understand what they are being told. Also, they can write a composition about the topic being dealt with (Easter). One student even wrote a rhyming poem. Good pronunciation (-ed endings) and their compositions are coherent. They work in groups and interact among themselves.
	Participation/motivation/attitude towards English: highly participative and positive attitude towards the language. Also, really good behaviour. If they do not know a word, they either ask the teacher or use dictionaries.

30 per cent of the students are motivated, 70 per cent of them are not. Generally, they aren't motivated... English is like the relaxing class for them. [...] [Students think] '[t]he teacher will play a song, I will be told a story...' They don't take it seriously (my translation). (Teacher 4)

Table 7. Extract from observation of Teacher 4's lesson

About the students	English level: cannot communicate in English with the teacher, sometimes difficulties to understand her explanations in English. A student is given different activities because he had never studied English before.
	Participation/motivation/attitude towards English: except for the students sitting in the first row of the class, no attention paid to the teacher, no interest and negative attitude towards English ("but explain it in Spanish").

The two excerpts from the interviews and from the observations presented above belong to Teacher 2 and Teacher 4 respectively. According to Teacher 2, students are highly motivated and participative in the English lesson. However, Teacher 4 stated

that only 30 per cent of the students were motivated in the English lessons, arguing that they did not take the English class seriously. Also, their attitude towards English could be regarded as negative due to reluctance to speak in English and to listen to the teacher if she spoke in English. Apparently, there seems to be a relationship between students' motivation and attitude towards English and the teachers' practices in the classroom (i.e. the more communicative the teaching method, the more motivated students seem to be).

In the two tables above representing excerpts from the observations we conducted for this study, we have also included our notes on the English level of students as they were being observed. These *English level* sections in the tables show that the level of those learners in Teacher 2's class was significantly (and apparently) higher than that of Teacher 4's students. These results seem to be in line with Van Lier's (1996) idea that motivation is one of the most influential variables in determining language learning success. Furthermore, these results also seem to be in line with Skehan (1989). According to this study, one of the four sources of motivation for students is the type of activities they are required to do, and apparently from the results obtained in the present study, the more communicative the activities, the more appealing for students and, in turn, a higher level of motivation.

As regards language attitude, it also seemed to correlate positively with the students' use of English in the class. Students attending Teacher 2's lessons showed a more positive attitude towards English than Teacher 4's students. Accordingly, and in line with Masgoret and Gardner (2003), those students who apparently had a more positive attitude towards English demonstrated a more proficient use of English in the observed lesson.

4.2.4. Socioeconomic and sociocultural status

Another relevant aspect mentioned by two participants during the interviews was the effect that the socioeconomic and/or sociocultural status of families had on the students' English proficiency level. Interestingly, one of the teachers who commented on this belonged to School 1 (in which students came from high-status families) but had been teaching in schools attended by low-status families. On the other hand, the other teacher who mentioned this taught in School 3 (the one attended by the most low-status families). That is to say, both these teachers were in contact or had been in contact with students coming from low-status backgrounds:

There are families who probably cannot afford... some children go to private English academies besides the hours of English taught at school. Then, that is something important too. If the socioeconomic status is not really high... obviously these families cannot afford it either (my translation). (Teacher 6)

At this school... families are so good, and that has an influence too because these families give English a great value, and so students absorb it from home. Then, when they come to school they know it [English] is valuable, that this subject is important. [...] However, I was teaching in another school [...] in a marginal area and I spent most of the time dealing with coexistence in the classroom. They don't allow you to teach. [...] The family variable has an extremely big influence. And not only that, the social context of the families, the socioeconomic status (my translation). (Teacher 2)

Both these teachers, as can be observed from the interview excerpts above, seem to coincide on the idea that the socioeconomic and sociocultural status of the families influences the out-of-school opportunities for children to learn English and children's linguistic attitudes towards the foreign language respectively. These ideas

coincide with Muñoz (2008) and Laurén (1994), for whom a family's position on the basis of their educational background and/or purchasing power play a decisive role in how children approach the acquisition of a foreign language.

In this case, it is also relevant that we consider the environments in which Teacher 2 and Teacher 6 taught and had taught. On the one hand, both these teachers dealt with older learners (3rd, 4th, 5th and 6th grades), thus it seems that the socioeconomic and sociocultural variables play a more decisive role on students in higher grades of primary education. On the other hand, as regards the school environment, we could see that the older learners lesson observed in School 1 demonstrated that students appreciated the English lesson and were able to understand the teacher speaking in English. However, when observing the older learners lesson in School 3 (the one attended by lower-status families) the difference was not remarkable as compared to School 1. Still, what caught our attention was the observation that took place in the older learners lesson at School 2 (medium-status families), where students were apparently unable to understand the teacher when speaking English. In this case, the source of misunderstandings was probably the teacher's methodology, as has been discussed above in this paper.

4.2.5. Students' age

So far, the teacher's choice in terms of methodology seems to have an impact on older learners' use of English. In younger learners, though, this distinction concerning motivation and attitudes towards English did not seem dissimilar. Probably because the methodology employed in the class was not significantly different across the three different younger learners lessons observed (mainly based on playing videos, songs and reviewing vocabulary).

Nevertheless, it must be noted that as regards age, one of the participants in the present study highlighted a problem in methodology and the change from preschool to primary education:

When they [students] are so young, they see it [English] as a game, it's fun... but then when they are in primary education, methodology changes because there are marks, they have to be assessed. [...] At preschool it's like 'let's play', but when they are in lower primary, where there is something that doesn't work properly (which is the change in methodology), they see it as 'I have to do it' (my translation). (Teacher 1)

This abrupt change in methodology from preschool and lower primary to the rest of primary education could be considered one of the reasons why students lose motivation when learning English. In line with this idea are studies such as Cenoz (2001), who suggested that younger learners showing more positive attitudes towards foreign languages could be due to the methodology employed in each grade. Still, it must be noted that some participants in our study also suggested that since older learners could see the utility of English when listening to music or when watching TV series, they would be, in some cases, more motivated than younger learners, who once the English class becomes formalised (i.e. changing songs and games for textbooks and exams) may lose interest in the lessons:

Maybe older students are more motivated because they see the utility of English for songs, TV series... [...] that is very motivating for them. When they are younger...it's like... 'OK, I have to study it' (my translation). (Teacher 1)

As a summary on these last sections, we could say that, according to the data gathered from the interviews and observations, the materials, methods and laws addressed to teaching English seem to be related to the learning outcome of students and, in turn, to their English proficiency level. On the one hand, the laws regulating education apparently change too often, thus bringing instability to teachers and students and affecting the learning outcome. In addition, these regulations only seem to be paying lip service since some of them instil optional trilingual programmes. This allows students (or parents) to choose if they want to receive more input in English or not at school, a factor that may eventually lead to even more disparate levels of English among students (very proficient English learners and basic users of the foreign language).

In consideration of the methods and materials employed by our participants, we noticed that teachers were aware of more communicative approaches to teaching a foreign language, but these were not implemented in their classrooms as we could see during the observations conducted. Instead, they introduced audiovisual materials such as videos and songs yet the activities students worked on were those from the textbook. As a consequence, learners trained listening but not speaking skills. Teacher 1 and Teacher 2 were the exception since they used more interactive activities in their lessons, such as writing letters to other European students or creating lapbooks.

When observed, the participation, motivation and use of English of those students exposed to more communicative and interactive environments (i.e. School 1) seemed more positive and proficient than that of students whose context was more traditional and textbook-based. Also, the socioeconomic and sociocultural status of the families they came from was observed to play a decisive role on the predisposition students showed to learning English. We could therefore conclude from these results

that inefficient educational laws together with a traditional approach based on unrealistic activities might be two possible causes provoking a low English proficiency level in the VC.

5. Conclusion

The aim of the present paper was twofold: on the one hand, to ascertain the presence of English in the VC currently. On the other hand, to analyse what the causes provoking a low level of English proficiency in the VC might be. According to the responses provided by the participants in this study together with the observations conducted, and regarding the first purpose, we can conclude that English is not more present in the everyday context of the VC these days than a decade ago. The reason behind this could be that English does not serve a communicative purpose in this community. However, this foreign language has increased its presence in education, where it is taught earlier than in the past.

As regards the second purpose of the present study, we could suggest some possible causes of the low level of English proficiency in the VC: the lack of communicative purpose that English serves in this region; the inappropriate laws, materials and methods addressed to teaching English; crowded classrooms and reduced time devoted to instruction; and the effects all these have on students' attitude and motivation to learn the foreign language. If we consider these separately, first, there is no need to use English in the VC to communicate because Valencian and Spanish fulfil this function. In addition, the politicization of education in Spain and in the VC means that the laws regulating educational matters change too often, a factor that brings instability and, in some cases, uncertainty. Furthermore, some of the laws aimed at promoting trilingualism in the VC seem ineffective since students can choose whether

they become part of these programmes or not. Consequently, this would only improve the English level of some students in the region.

In the matter of the methods and materials employed in the English lesson by our participants, new technologies seemed to be more present in the majority of classrooms, which promoted the use of audiovisual materials and, in turn, more oral input. Still, the lessons were mainly based on the textbook, the activities of which did not encourage interaction among students. However, in two cases in which the activities implemented were more communicative, students' motivation and use of English seemed higher and more proficient than in the other observed contexts.

Therefore, we can conclude that the situation in the VC as regards English proficiency seems to be a circle: since this language is not used as a means to communicate, English is only employed in the educational setting, where some drawbacks such as an elevated number of students per class or the insufficient preparation of some English teachers hinder the acquisition of this language. Also, since the majority of teachers seem to follow a rather traditional approach in their lessons and, consequently, do not teach their students how to use the language in real life, learners may know some vocabulary and grammar rules, but not how to communicate in English. Still, no matter how much they practice in the formal context of the classroom, once they face the out-of-school setting, they will find no real opportunities to practice this foreign language. Therefore, if English is not used in the VC, it is not present in this context, and so, we have no opportunity to practise it. This, in turn, will not contribute to increasing its presence, which leads us again to a reduced use of this language.

The present study presents, however, some limitations, such as the reduced number of participants or the fact that only three primary schools in the city of Castelló

were considered. In addition, only English teachers' opinions were taken into account in order to analyse the possible causes why the English proficiency in the VC is low. Nevertheless, we believe this research study has also shed some light on some of the hindrances preventing students in primary education from attaining a proficient level of English, for which rather scarce literature seems to exist. As a suggestion for further research, considering students' opinions and viewpoints on how English is taught would allow to create a triangulation of perspectives. Furthermore, analysing other levels such as secondary and tertiary education would provide a longitudinal perspective that would probably facilitate the identification of more factors affecting English acquisition in the VC.

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Appendix A: Semi-structured interview questions

1. How do you perceive the presence of English in the VC? Is it more present nowadays than it was a decade ago?
2. Given the great necessity to learn English, what, in your opinion, could be the reason(s) for such low levels of competence in the VC?
3. Can the history and culture of a country influence how proficient we are in a language?
4. What is your opinion on the materials/methods/laws directed towards the teaching of English at school in the VC?
5. Are students motivated to learn English? Do they have a positive attitude towards the English language?

Appendix B : Notes on lessons observations

Observation of Teacher 1's lesson

Grade: 1st	Teacher 1 (School 1)
About the teacher	English level: in line with her comments during the interview (B2).
	Use of English in class: good morning greeting (they repeat the same “hello, how are you?” sentence in every English lesson); commands (although sometimes the teacher needs to repeat these orders in Valencian). No Spanish used by the teacher.
About the lesson/materials	English hours per week: 2 hours per week.
	Materials employed: no textbook, a folder for each student where they keep their arts and crafts. Flashcards and envelopes made by themselves in order to create a final project (a lapbook). Audiovisual materials to reinforce pronunciation and learn vocabulary
	Predominant skills: listening skills (the teacher speaking to them in English and internet videos).
	Exams: no exams. The teacher evaluates the students' work in class.
About the students	English level: basic (A1, pre-elementary).
	Participation/motivation/attitude towards English: high level of motivation and participation, relaxed atmosphere and good behaviour. They said they liked the English class.
	Language used in the classroom: Spanish and Valencian among themselves, sometimes a word or two to the teacher (e.g. T: do you want the scissors? S: yes, please. Thank you). They understand teacher's commands and keywords about the vocabulary dealt with in the unit.
	Socioeconomic/sociocultural level of the families: medium to high.

Observation of Teacher 2's lesson

Grade: 6th	Teacher 2 (School 1)
About the teacher	English level: in line with her comments during the interview (C2).
	Use of English in class: she only speaks in English and only allows English to be used when students address her.
About the lesson/materials	English hours per week: 3 hours
	Materials employed: handouts and PPT from SlideShare. They work on cultural topics (Easter in Anglo-Saxon countries). In other sessions, they do not only work on the textbook or handouts, but projects (e.g. random acts of kindness, and remember these projects: a student wrote on the blackboard “you are nice” and told the teacher “an act of kindness”).
	Predominant skills: speaking the most worked on, also writing.
	Exams: 4 skills are evaluated, but speaking not in the form of exam. Instead, she evaluates this skill by means of oral activities in the classroom (too many students in class to devote time to each one of them in an oral exam).
About the students	English level: able to communicate in English and understand what they are being told. Also they can write a composition about the topic being dealt with (Easter). One student even wrote a rhyming poem. Good pronunciation (-ed endings) and their compositions are coherent. They work in groups and interact among themselves.
	Participation/motivation/attitude towards English: highly participative and positive attitude towards the language. Also very good behaviour. If they do not know a word, they either ask the teacher or use dictionaries.
	Language used in the classroom: English when communicating with the teacher, Spanish/Valencian among themselves.
	Socioeconomic/sociocultural level: medium-high.

Observation of Teacher 3's lesson

Grade: 1st	Teacher 3 (School 2)
About the teacher	English level: C1, studying for C2. She uses basic English due to the students' English level. Still, good pronunciation and expressions, so probably the same level as declared in the interview.
	Use of English in class: she only speaks in English (only Valencian when students do not understand an activity).
About the lesson/materials	English hours per week: 2 h (3h from 3rd grade onwards).
	Materials employed: flashcards and electronic textbook.
	Predominant skills: listening and speaking (they repeat what the teacher says or they say out loud the name of the object on the flashcards). Students in 1st grade do not know how to write or read (the law does not force them to do so). Only towards the end of 1st grade they are required to do so.
	Exams: only oral exams. The rest of marks are awarded on the basis of their work in class.
About the students	English level: very basic (vocabulary of each unit in the textbook). The teacher plays a video about how paper is made but they only understand a few words.
	Participation/motivation/attitude towards English: motivated, participate in the activities and positive attitude towards the language. Still, quite chatty.
	Language used in the classroom: Spanish and Valencian among themselves. English only used when they need to say a word related to the vocabulary they are studying (e.g. boots, hat, jumper...).
	Socioeconomic/sociocultural level: medium.

Observation of Teacher 4's lesson

Grade: 6th	Teacher 4 (School 2)
About the teacher	English level: in line with her comments during the interview (B2 level).
	Use of English in class: she speaks in English during the class. She only uses Valencian when she needs to reprimand the students or when explaining a concept that is new for students.
About the lesson/materials	English hours per week: 3 hours.
	Materials employed: textbook and worksheets from the internet about the same topic being dealt with in the book.
	Predominant skills: writing (not compositions but the activities the teacher asks the students to do).
	Exams: evaluating the 4 skills (speaking is not trained in class).
About the students	English level: cannot communicate in English with the teacher, sometimes difficulties to understand her explanations in English. A student is given different activities because he had never studied English before.
	Participation/motivation/attitude towards English: except for the students sitting in the first row of the class, no attention payed to the teacher, no interest and negative attitude towards English (“but explain it in Spanish”).
	Language used in the classroom: only 2 students could use English to address the teacher. Among themselves in Spanish.
	Socioeconomic/sociocultural level: medium.

Observation of Teacher 5's lesson

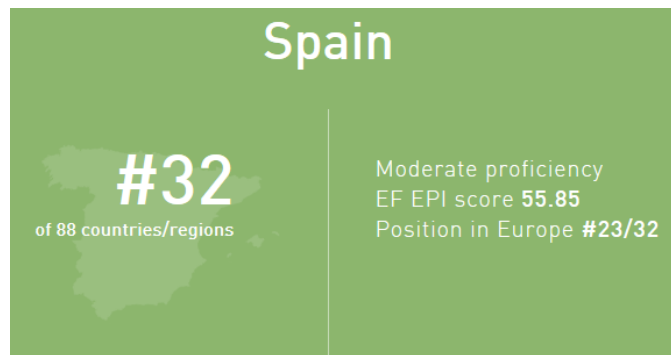
Grade: 1st	Teacher 5 (School 3)
About the teacher	English level: B2 (coincides with interview and use in class, although it is used at a very basic level).
	Use of English in class: she only uses English in class (gives very basic directions). When she has to reprimand the students, she changes to Valencian.
About the lesson/materials	English hours per week: 2h (preschool, 1st and 2nd grades).
	Materials employed: audiovisual (songs and videos). Also the textbook to do activities.
	Predominant skills: listening and speaking (repetition) above all. A bit of written production (parts of the body on a picture).
	Exams: yes, even oral exams (speaking).
About the students	English level: very basic, only repeat some words related to the topic.
	Participation/motivation/attitude towards English: highly motivated and participative (sing along with the teacher and do all the movements the songs tell them to do).
	Language used in the classroom: Spanish/Valencian. English only when repeating some vocabulary related to the unit in the textbook.
	Socioeconomic/sociocultural level: medium-low. Some children are the teachers of the centre's children.

Observation of Teacher 6's lesson

Grade: 6th	Teacher 6 (School 3)
About the teacher	English level: in the interview she said C2 level. Probably true, but she does not need that level in class.
	Use of English in class: she only speaks in English (unless students have any difficulties).
About the lesson/materials	English hours per week: 3 hours.
	Materials employed: textbook and a song from the electronic version of the textbook.
	Predominant skills: oral skills (check activities and the teacher asks about irregular verbs orally. However, not real production. Only read the activities). Written activities to be done at home.
	Exams: 4 skills (BUT instead of oral exams, activities in class. No time).
About the students	English level: they understand what the teacher says in English and can write some comments in English on their own. No oral production in English.
	Participation/motivation/attitude towards English: good atmosphere in class, participative in the activities asked by the teacher. No signs of motivation or positive/negative attitude towards English (neutral).
	Language used in the classroom: only punctual words asked by the teacher are said in English. They mainly use Spanish.
	Socioeconomic/sociocultural level: medium-low.

Appendix C: Background information for interviewees

Sweden	70.72	Switzerland	61.77	Spain	55.85
Netherlands	70.31	Romania	60.31	Italy	55.77
Norway	68.38	Croatia	60.16	France	55.49
Denmark	67.34	Serbia	60.04	Belarus	53.53
Luxembourg	66.33	Portugal	60.02	Russia	52.96
Finland	65.86	Czech Republic	59.99	Ukraine	52.86
Slovenia	64.84	Hungary	59.51	Georgia	52.28
Germany	63.74	Greece	58.49	Albania	51.49
Belgium	63.52	Slovakia	58.11	Turkey	47.17
Austria	63.13	Bulgaria	57.95	Azerbaijan	45.85
Poland	62.45	Lithuania	57.81		



Source: EF English Proficiency Index

Appendix D: Interviewees' responses classified into tables

GROUP 1 (English language presence in the V.C.), SCHOOL1

Teacher 1	English more present nowadays, mainly in touristic cities. However, in other regions within our community, English is not necessary and consequently, it is not used.
Teacher 2	English more present thanks to new technologies. English is available to anybody on TV, books, etc. however, out of school or academies, English is not used. Despite social value we give to it, there are no real opportunities to practice English out of a formal context.

GROUP 1, SCHOOL 2

Teacher 3	Yes, more present than it used to be, at least in education.
Teacher 4	Yes, English more present these days because parents have become aware of its importance. Now English is taught at preschool (in the past, until 3 rd grade English was not included in the curricula). On the street, English is not more present than it used to be. Touristic places have some signs in English (FIB) but after summer they remove these.

GROUP 1, SCHOOL 3

Teacher 5	Yes, English more present than in the past because it is taught earlier at school. Also, English language is more accessible (more resources to access English input). On the street, English remains the same, not really present.
Teacher 6	Yes, more present nowadays. More hours at school are devoted to teaching English. However, English is not more present on the street, it remains the same.

CONCLUSIONS

- English language in the Valencian Community is more present nowadays in the educational setting (more English lessons at school).
- English is as present on the street these days as it used to be a decade ago (i.e. not remarkable, scarce).

- Remarkable presence in regions receiving tourists (FIB Benicàssim).

GROUP 2 (causes of low English proficiency in the VC), SCHOOL 1

Teacher 1	No need to learn a foreign language in order to communicate, at least younger students. ANECDOTE.
Teacher 2	Despite a greater emphasis on English in the curricula, children do not have experiences in which they use the foreign language out of the school context, their learning experience is very limited. Children need more opportunities to use the foreign language outside school. Also, oral skills cannot be practiced because there are many students per class.

GROUP 2, SCHOOL 2

Teacher 3	Poor training of English teachers at universities (at least when she studied primary education specialised in English, where they only had 4 subjects in English). Low interest in learning a foreign language because wherever we go, we are sure people will understand us speaking Spanish. Also, out of school there is no habit in using English, is something isolated to school.
Teacher 4	Out of school, there is no immersion in the English language. 12 hours per month in order to learn a foreign language is not enough at all. Children attending an English academy can have a conversation in English with the teacher, not otherwise. But out of educational setting, no contact with English language.

GROUP 2, SCHOOL 3

Teacher 5	Even though English is more present than it used to be at school, we need more hours of English at school (2-3h/week to learn a language during mandatory education is not enough). Also, English is not reinforced. We translate everything into Spanish on TV. I know children who watch cartoons only in English and they can speak English.
Teacher 6	Despite an increment in the number of hours of teaching English at school in comparison to the past, 3h/week is not enough to learn a language. If they reinforced this watching TV series in English and songs... this would help. Socioeconomic and sociocultural statuses of families also have a great impact (some children can afford an English academy, some others cannot). Many students per class (25 in some cases), makes it difficult practicing oral skills. One of her students does not attend academy but she watches TV series in English and they (teacher and student) can speak in English.

CONCLUSIONS:

- The number of hours to teach English at school is not enough (2-3 hours per week).
- Crowded classrooms with 25 students in which oral skills cannot be practiced properly.
- English is only used at school (and only a few hours per week). The lack of necessity to use English out of school makes of it a simple subject taught at school. A proof is that children who watch TV or listen to music in English or attend an academy to reinforce English can speak it. Not the rest of children.
- We are also sure that Spanish is widely understood around the world, so we do not need English in the international scope in order to communicate.
- Translating everything on TV deprives us of a valuable source of input in the target language.
- Socioeconomic and sociocultural variables also affect how English is learned.

GROUP 3 (materials, methods, laws addressed to teaching English in the VC)

SCHOOL 1

Teacher 1	More hours should be devoted to teaching English at school. More courses available to English teachers in order to renew the knowledge they acquired a long time ago. There are plenty of materials on the internet to get rid of textbooks. But this implies a lot of work for teachers. She does not use textbooks in 1 st and 2 nd grades. There is something wrong in the change from preschool to primary education as regards methodology. Drastic change from games and songs to marks and textbooks in some cases.
Teacher 2	Laws change every 4 years in Spain. This does not give stability to the Spanish system. Laws regulating education in Spain should not be so attached to politics. She tries to implement activities in group like random acts of kindness or ETWINNING so that students find a use for English outside the classroom and learn this language more effectively.

GROUP 3, SCHOOL 2

Teacher 3	Some English teachers are not prepared to teach English. When she finished her degree, she was unable to speak English with her classmates. She uses textbooks in 1st and 2nd grades. Some laws seem to be willing to promote multilingualism but in fact it does not work because it is not implemented effectively (only those children who wanted to belong to the trilingualism programme joined it, i.e. selecting students). More use of oral skills.
Teacher 4	Strong presence of textbook in some cases (in this school). Laws are in some cases confusing. In 5 th grade the subject sciences was about to be taught in English. However, students, who did not have the English level to follow content lessons in a foreign language, had the right to do their exams in Spanish. This makes no sense. More teachers needed if more hours or more subjects in English were to be taught.

GROUP 3, SCHOOL 3

Teacher 5	There are plenty of good materials in order to teach English. She uses textbooks in 1st and 2nd grades too. More hours to teach English are needed. More use of oral skills.
Teacher 6	She puts more emphasis on communication and oral skills in class and working on written skills at home. Materials are nowadays more adapted to students and to promoting communication (not only grammar, vocabulary...).

CONCLUSIONS:

- More hours should be devoted to teaching English at schools (2-3 hours per week is not enough).
- Consequently, more teachers are needed.
- Laws regulating education in Spain should not be so attached to politics (this brings instability).
- About the laws which try to promote multilingualism, implementing them seems ineffective (not enough resources, some are eligible and so only children who want to attend them receive more input in English –this is like selecting students and not educating them equally).
- Traditional method is still used in some schools (teaching English based on textbook, grammar and vocabulary). However, most of the teachers value more oral than written skills.
- However, there are plenty of materials on the internet, adapted to children and more communicative.
- Inadequate preparation of some teachers of the English language (the old primary education degree with specialisation in English only included a few

subjects in English. Therefore, students did not feel prepared to teach English because they were unable to use it themselves).

GROUP 4 (students' motivation in the English lesson) SCHOOL 1

Teacher 1	Younger students sometimes do not want to go to the English lesson. However, since the methodology is attractive (songs, games, stories) in the end they enjoy the lessons. This is different with older learners because they might have the motivation to learn English in order to understand songs in English. Some students simply accept the fact that they have to study English.
Teacher 2	Students very motivated and good behaviour. Positive attitude towards the English language. Socioeconomic and sociocultural status of the family plays an important role on children (if they learn at home that English is important, they take it seriously at school). She tells from previous experiences that when she was a teacher at a school in a marginal neighbourhood she spent more time dealing with students' bad behaviour than teaching English. In some cases, school failure is rooted in primary school, but teachers cannot diminish it because families do not care.

GROUP 4, SCHOOL 2

Teacher 3	Younger students seem more motivated than older ones (they show rejection towards the subject in some cases) "pff, English is so difficult. I don't get a word".
Teacher 4	More than half of students do not feel motivated to learn English. English lessons are considered a relaxing session in which we read a story, listen to songs and so it is not taken seriously. Students do not regard the English language to be a subject as important as Maths or Sciences.

GROUP 4, SCHOOL 3

Teacher 5	Yes, students like English and they are motivated in her lessons. Mainly because of the methodology (games and songs).
Teacher 6	Generally, students are motivated to learn English. Since this language is more accessible by means of TV series and songs, maybe if students have a favourite singer who sings in English, they are motivated to learn the language.

CONCLUSIONS:

- Younger learners seem to be more motivated to learn English than older learners, probably due to the methodology employed in earlier grades (songs and games).
- The English language subject is not considered an important subject like Maths by some students. Instead, it is regarded as “a subject in which we can relax”. It is not taken seriously.
- Older learners are motivated if they have a reason to use English (e.g. watching TV series or listening to singers who sing in English).
- Socioeconomic and sociocultural status of the families is greatly important and has an effect on children’s attitudes towards the language. If parents instil in their children that learning English is important, these children value English at school.

Appendix E: Transcripts of the semi-structured interviews

TEACHER 1

- ¿Cómo percibes la presencia del inglés en la CV? ¿Está más presente hoy en día que hace una década?

- Claro que está mucho más presente. Y está más presente en unas regiones que en otras. Por ejemplo en las ciudades grandes eh... quizás por el turismo y tal la gente se preocupa más en aprenderla. Pero si nos vamos a zonas del interior y a pueblos, yo que estuve en Alicante y en la zona de Altea donde había colonias muy grandes de gente extranjera que tenían sus propios restaurantes, sus propios supermercados y se movían entre ellos contrataban para trabajar a gente que se comunicara y hablara en inglés. Y entonces claro, la gente tenía mucho interés en aprender inglés porque conseguían muy buenos trabajos. Como anécdota, tenía una mamá de una familia humilde, que esta mamá limpiaba en casas de extranjeros y se comunicaba con ellos a través de mí. Se lo escribía en una hoja, la mamá me lo decía a mí, yo le ... traducía lo que era, el niño a mediodía se lo llevaba, la madre lo leía, me escribía lo que tenía que contestar y yo por la tarde se lo transcribía a la familia para la que trabajaba y así... Era la única madre que me pedía ayuda. El resto sabía sacarse bien... las castañas del fuego por así decirlo. Entonces ese niño estaba muy estimulado a aprender inglés porque veía la falta que hacía en su casa saber inglés para trabajar. En otros sitios en los que he estado esa falta no ha sido tan grande porque aquí se vive de nuestro idioma en nuestro día a día.

[...]

- Algunos niños no quieren venir a clase de inglés porque tienen que tener una atención extra hacia algo que les trae totalmente sin cuidado. Cuando son más mayores eso cambia, pero siendo tan pequeñitos no. Lo ven como un juego, es divertido pero claro,

pasan a primaria, la metodología cambia porque hay notas, hay que evaluar, no podemos estar todo el día cantando y bailando... y entonces muchos pierden el interés en aprender.

- ¿Cuál es tu opinión sobre los materiales, métodos o leyes dirigidos a enseñar inglés en primaria en la Comunidad Valenciana?

[...]

- ¿Y la manera de empezar... con los de primero de primaria? ¿Empiezas con vocabulario o empiezas con gramática?

- Empezamos septiembre igual que en 5 años, cantando y bailando. Las primeras sesiones son canciones que ya conocen, juegos que ya conocen... y ya la segunda semana ya cambio. Y empezamos siempre con vocabulario.

[...]

- ¿Crees que los estudiantes están motivados a la hora de aprender inglés?

- Quizás los más mayores sí, porque le ven la utilidad por canciones, series... por videojuegos. Cosas que ellos ven que están en inglés... eso a ellos les motiva mucho. Cuando son tan pequeñitos... pues vale. En infantil es como “vamos a jugar” y cuando llegan al primer ciclo, que ahí hay algo que no funciona, que es el cambio de metodología... simplemente es... tengo que dar inglés.

- ¿Actitud más bien positiva o negativa?

- A mí me gustaría decir que positiva, porque hasta a estos que les cuesta mucho... al final les acaba gustando.

TEACHER 2

- ¿Cómo percibes la presencia del inglés en la CV? ¿Está más presente hoy en día que hace una década?

- Lo está gracias a las nuevas tecnologías. Hoy los niños como cualquier familia estándar tienen acceso a mucha información que viene presentada en diferentes lenguas. La opción de poder tener acceso a la lengua extranjera, en este caso al inglés, la tienen. Otra cosa es que se haga uso de la televisión en versión original, o de comprarles libros en el idioma original a través de Amazon o de cualquier otra compañía de venta online. Cosa que antes era impensable. Entonces en ese sentido sí que hay más posibilidades que no sé si realidades.

- Y por ejemplo ya fuera del contexto educativo, por la calle... ¿dirías que hay más...?

- En los niveles de primaria no tanto. Los niños interactúan con niños que son valencianohablantes o castellanohablantes. Fuera del entorno más académico del aula o de las academias de inglés, poca interacción hay en inglés. Sí que hay un gran valor social y de importancia que le dan los padres a que los niños aprendan inglés. Pero yo veo un déficit en las experiencias reales de comunicación que los niños tienen fuera de lo que es el ámbito escolar. Sí veo que conforme se va subiendo en el sistema eh... sí hay más oportunidades y los adolescentes y universitarios buscan programas europeos y vías en las que ya poder hacer un intercambio y poder practicar realmente el inglés. Yo en la escuela sí tengo pensado para este trimestre hacer un eTwining que aunque sea dentro del ámbito escolar sí permitirá a los alumnos tener hermanamientos con centros escolares de la Unión Europea y practicar el inglés ya no con sus iguales de clase sino con niños en el resto de Europa. Con lo cual ya les da una dimensión de realidad o de uso lingüístico real.

- De utilidad.

-Sí de utilidad de la lengua.

[...]

-¿Cuál o cuáles son las causas de que tengamos un nivel tan bajo de inglés en la CV?

- A mí me entristece oír que sean tan bajos porque desde luego la incorporación en el currículum a través de la metodología CLIL y más horas, desde infantil, 3 años hasta los 12 años que se da la expresión oral y se trabaja... esos en teoría no debieran ser los resultados. No obstante, interpreto de los mismos que, lo que he comentado antes, fuera de lo que es el entorno escolar, el niño no tiene experiencias de uso de la lengua extranjera, con lo cual se queda muy limitado. El niño necesita fuera de aquí tener más oportunidades para utilizar la lengua extranjera. Sino, es muy limitado el impacto que tú puedas llegar a tener, a pesar de que los niños aprenden mucho y ... pero claro... en clases de ratio de 25-28, trabajar la oralidad... es muy complicado. Entonces, dependiendo del tipo de prueba que se haga también... comprensión los niños tienen mucha, producción escrita te la pueden hacer muy bien, pero producción oral hoy por hoy para mí es el déficit de la escuela. O se hacen desdobles y hay más personal, más recurso humano, o difícilmente van a tener oportunidades de practicar mucho.

[...]

- Materiales hay. La riqueza de material que hay en internet en el caso de lenguas extranjeras, la generosidad que ha habido compartiendo materiales CLIL para que el profesorado los utilice, la cantidad de blogs que hay... quiero decir, cada vez más hay comunidades de práctica que son redes horizontales, que la gente comparte lo que tiene. Con lo cual, es relativamente fácil el poder aprovechar todos esos recursos. Si bien es

cierto que en el caso del inglés, puntualmente, los puedes aprovechar, pero si me dices cómo impartir tu clase sin un libro de texto... yo lo veo... eh... una cuestión bastante compleja. Tú puntualmente o regularmente, con la frecuencia que quieras puedes romper esa dinámica y que el libro de texto sea un recurso, pero no puedes encontrar hoy por hoy el vocabulario, la gramática y todo cohesionado en internet sin que no sea una unidad al uso que al fin y al cabo es como un libro de texto pero colgado en internet. Con lo cual, que tú puedas puntualmente trabajar un tema como el día del agua o temas medioambientales... o yo por ejemplo que quiero trabajar el altruismo, valores, etc. Puntualmente tú sacas vídeos, el slideshare... puedes hacer muchas cosas. Incluso para evaluar Kahoot... tienes un montón de cosas que te facilitan las tareas. Pero yo aún no he encontrado un método que no sea el ecléctico, el coger de aquí y de allá.

[...]

- En referencia a los estudiantes, ¿crees que están motivados a la hora de aprender inglés?

- Muchísimo, la gran mayoría sí.

- El comportamiento en clase, ¿es adecuado?

- Es bueno. También en esta escuela... las familias son muy buenas. Y eso influye mucho... y las familias le dan mucho valor a la lengua extranjera, con lo cual eso lo absorben desde casa. Si desde casa absorben que eso es un valor, cuando vienen aquí tienen claro que eso es un valor, que esa asignatura es importante. Entonces en el caso de este contexto en concreto, porque he estado en otros y te daría una respuesta totalmente distinta, en este el alumnado está motivado. Participa, interactúa... yo estoy muy contenta.

- Una actitud positiva.

- Positiva. Pero estuve en otra escuela, no diré el nombre, en un barrio más marginal y te pasas la vida gestionando la convivencia. No te permiten hacer el trabajo de enseñanza. Tienes que enseñar límites, no otras cosas. Pero este contexto es fantástico.

-Entonces dependería más bien de cómo vienen de casa...

- Influye una barbaridad la variable familiar. Y ya no familiar, el contexto social de las familias, el nivel socioeconómico.

[...]

- ¿Cuál es tu opinión sobre materiales, leyes o métodos dirigidos a la enseñanza del inglés en la escuela de primaria en la Comunidad Valenciana?

- Metodología es formación constante del profesorado. La información está. Te puedes formar a través de los CEFIRE, puedes hacer autoformación... ser autodidacta como profesional. Quiero decir, las vías actuales para que el profesorado a nivel metodológico evolucione están al alcance de cualquiera. Las leyes... han dado con las competencias clave, pero el problema que tenemos en el estado español es que depende de la política. Entonces cada cuatro años se legisla de manera diferente y se modifica una ley detrás de otra, y eso no da estabilidad al sistema. Entonces, lo que es las leyes que regulan la educación no deberían estar tan politizadas como lo están. Porque es ir adelante y atrás, adelante y atrás.

TEACHER 3

[...]

- Creus que la història i els hàbits culturals d'un territori poden influir en com de bé parlem una llengua?

- Home, jo suposo que sí. I la manera també de com ho fem, sobre tot, i perquè com lo que diem sempre de pel·lícules i tot això, els subtítols... doblar les pel·lícules i tot açò no nos beneficia. Entonces, ells tenen més exposició a lo que és la llengua anglesa i natros... poca i mal.

- També a lo millor el fet que l'espanyol és una de les llengües més parlaes del món, li lleve un poc de protagonisme a l'anglès.

- Claro, la gent està més acomodada perquè sabem que allà on anésem més o menos mos entendran, entonces... l'interés és menor també.

[...]

- Quines diries tu que són les causes de que tinguem un nivell tan baix?

- La metodologia no sé hasta quin punt és adequada, després també penso jo que la formació que tenim els mestres com a tal... no sé els que eixiu ara mateixa però quan jo estudiava, que tampoc fa tants anys... jo sóc especialista en anglès però vaig estudiar quatre assignatures en anglès, entonces...

- Tu quina carrera vas fer?

- Magisteri especialitat en llengua estrangera, però... realment... especialista en què? Si no te busques la vida... Jo per exemple en les meues companyes de carrera... no podíem mantindre una conversació. Entonces, començant per ahí... quina és la base que tenim

natros com a mestres d'anglès? Jo penso que si tu no te busques la vida i després fora de la universitat que és on se supose que tu estàs convertint-te en una especialista de algo... seguises sense ser-ho. Entonces, començant per ahí... ja és un poc una espiral. Si natros com a professorat no estem tant formats com penso que deuríem estar... després els resultats...

- I sobre les lleis?

- Sobre les lleis, que fan i desfan i ahí no hi ha mai molt d'acuerdo. Ara... no sé... hi ha molts projectes trilingües ací a la Comunitat Valenciana... jo he estat treballan a un cole on es feia però al final... no sé hasta quin punt són reals perquè on jo vaig fer el trilingüe era només per a una part, els xiquets que volien ser trilingües. És a dir ahí estaven els xiquets que podien... los roïns anaven eixint del trilingüe. Entonces ere molt de seleccionar... selecció natural de les espècies.

TEACHER 4

- Com perceps la presència de l'anglès a la CV. Consideres que està més present avui en dia que fa una dècada ?

- Sí. Hui en dia està més present perquè hi ha més consciència per part dels pares de que l'anglès és important. Fa deu anys, l'anglès es limitava, per lo menos a esta escola, a una hora, no era ni siquiera dos hores, una o dos hores màxim, a partir de tercer de primària. No estava inclòs en infantil ni estava inclòs en primer cicle. Per tant se li està donant més importància ara que abans, i hi ha més consciència per part dels pares de la importància de l'anglès.

- Pel carrer consideres que està més visible l'anglès?

- Pel carrer... ahí no hi ha canvi... no he notat cap canvi. Supose que si vas a zones on es parla, com Benidorm i això... estarà més present però aquí... pràcticament a la Santa Clara crec que hi ha un bar que fica en anglès la traducció, sinó no. Si vas a Benicàssim durant la temporada del FIB, està tot en anglès, després ho lleven. Conque present al carrer no està.

[...]

- Vale. I quines són les causes que fan que tinguem un nivell tan baix d'inglés?

- Supose que no hi ha cap tipo d'immersió després de l'escola. Vale? El xiquet aprèn les dos hores i mitja d'anglès que li toquen al cole i no rep res més en anglès. Ni crec que a casa molts vulguin vore... A lo millor podran vore els dibujos... el temps que vulga vore el xiquet els dibujos ... però després quan estan tota la família, no se veu la tele en anglès, no se parla en anglès, no hi ha res en anglès. Per tant, és una llengua que

està delimitada a tres hores i mitja setmanals a dotze hores mensuals. Dotze hores mensuals una llengua no s'aprèn.

[...]

- Tu a classe notes els xiquets que van a acadèmia o que tenen reforç fora de classe?

- Sí, sí.

- Van millor?

- Molt millor. O per exemple hi ha xiquets que, els que van a acadèmia molts anys, a l'hora de preguntar-los te poden contestar en anglès. Però un xiquet que no haja xafat una acadèmia no te contestarà en anglès.

- Difícil que mantinguen una conversa?

- Dificilíssim.

[...]

- Sobre materials, mètodes, lleis dirigides a l'ensenyament de l'anglès a la Comunitat Valenciana, què opines?

- Pues és el sistema tradicional el que hi ha, encara que hi ha altres mètodes, que jo he sentit parlar però tampoc m'he preocupat... perquè jo estic ací de paso... però hi ha més mètodes nous que treballen en tablets, ordinadors... Entonces, si això se poguera impartir ací, voria la diferència, però sinó, no puc saber-ho... però els mestres en els que he estat parlant estan contents en això.

- I sobre les lleis?

- Només sé que cada any mos fiquen en més jaleos. Ara donareu més hores, ara donareu coneixement del medi en anglès... después no s'aproba... No sabem mai... Ara havia de ser a partir de cinquè i sisè coneixement del medi en anglès. Però búscate la vida, perquè de les hores d'eixa assignatura una era en anglès i l'altra no. La sessió en anglès es limitava a conèixer quatre paraules de vocabulari perquè no podies explicar ni els animals ni el pas d'un estat sòlid a líquid en anglès. Tu podies intentar explicar-ho en anglès però després ells tenien dret a fer l'examen en castellà. Per tant... no veiem molt de sentit.

[...]

- Respecte als estudiants, consideres que estan motivats o tenen una actitud positiva de cara a l'aprenentatge de l'anglès?

- 30 que sí, 70 que no. En general no solen estar motivats... a vore, l'anglès és el relax. Acabe de fer matemàtiques i vaig a anglès, me ficaran una cançó, una historieta... es como... "la maría"... que era antes.

TEACHER 5

- Com perceps la presència de l'anglès a la CV? Diries que està més present avui en dia que fa una dècada?

- Sí, a vore, jo crec més present perquè els xiquets comencen abans a estudiar l'anglès en l'escola a banda de que a casa tenen la llengua anglesa molt més accessible que abans. Entonces jo crec que la metodologia i la manera d'ensenyar la llengua també ha canviat. Abans era només gramàtica i a nivell escrit i ara mos centrem molt més en el oral. De fet, fins a primer o segon no s'introdueix res de la llengua escrita. I en primer i segon molt poquet.

- I a nivell de carrer... el anglés diries que està més present?

- No. Pràcticament igual.

[...]

- Quines consideraries que són les causes de que tinguem un nivell tan baix?

- Jo pense que és a nivell social. O sigui, que no se reforça l'anglès. En les escoles deuria haver més hores d'anglès. Això sí. Però a banda, jo sé que hi ha països que el cine no el tradueixen, no es tradueix la publicitat d'algunes marques angleses o americanes... i ací es tradueix tot.

- És a dir, que l'anglès es redueix a les hores de classe.

-Clar, no hi ha cap altre contacte. Les pel·lícules angleses no se tradueixen als altres països... i ací se tradueix tot. I això és molt important. Conec a xiquets que veuen la tele només en anglès i saben parlar anglès. Estic segura de que això és un dels factors més importants.

[...]

- Sobre els materials, lleis i mètodes dirigits a ensenyar l'anglès a l'escola a la Comunitat Valenciana, què opines?

- Jo crec que els materials que hi ha pensats són molt adequats i positius i... ja depèn de la metodologia que tinga cada mestre en qüestió. Però materials hi ha molts i molt bons.

- Tu gastes textbook?

- A primer i segon sí. En infantil no. Però el gaste com un material més, no és llibre i ja està. És un material que m'ajuda moltes vegades a reforçar coses però jo amplie també i... ja te dic, és un material més.

- I intenteu reforçar més la part oral que l'escrita?

- Sí, sempre. Sobre tot en els primers cursos. La part oral, per a mi és la més important.

- I el canvi d'infantil a primària, com el feu? Se note molt el canvi? Se convertís en un contexto més formal? O seguiu en cançons...

- No, en anglès segueixen en cançons, jocs i tot. El que passa és que tenen el llibre, que és la única diferència i els temes els faig d'acord amb eixe llibre, però ja tens la guia més marcada.

- I d'alguna manera els fiques notes als alumnes?

- Sí, en primer i segon fem exàmens amb les quatre habilitats del llenguatge.

- Oral també?

- Sí.

TEACHER 6

[...]

- Per tant, el nivell sociocultural també seria un factor a tindre en compte?

- Home, per supost. Moltíssim, pa mi sí. És important el nivell que tenen perquè hi ha pares, famílies que si no es poden permetre a lo millor... Hi ha xiquets que apart de l'anglès que estudien en el cole van a acadèmies privades. Entonces això també fa molt. Si el nivell socioeconòmic no és molt alt pos... està clar que tampoc es poden permetre això.

- Osigue, sociocultural i socioeconòmic?

- Tot. Sociocultural i socioeconòmic. I després també depèn del cole... pos si tens un alumnat immigrant que te pot vindre a principi de curs o a final, en cinquè o en sisè... tu has de donar cabuda a tothom. Entonces, és difícil.

- Claro, sobre tot per lo que has dit del número d'alumnes en classe.

- Sí el número d'alumnes és lo que te dic. És que tu en una classe pots tindre a xiquets que van molt bé en anglès i a xiquets que van mal. Pos si tu has de fer una mitja, a lo millor això te ix al 5, els que van per damunt i els que van per baix.

- Hi ha molta diferència...

- Clar.

[...]

- I què penses sobre materials i lleis dirigits a ensenyar l'anglès?

- Home eh... jo veig que avui en dia estan molt més adaptats a lo que necessiten els xiquets. Ara els llibres són molt més comunicatius que fa uns quants anys... que només se'ls ensenyave a estudiar vocabulari i no se'ls ensenyave a comunicar-se. Ara... avui en dia estan molt més presents les noves tecnologies que fa uns anys... i les noves tecnologies estan més a l'aula i a casa. Per tant... abans no teníem en un llibre un CD-ROM, i ara els xiquets ho tenen i ja no un CD-ROM, és que encara aixina te donen la pàgina web on tu entres directament, a la pàgina web del llibre i tens moltes coses per a practicar online... o... els xiquets ja tenen internet en mòbils, en tablets... i és molt més fàcil pos això connectar-te a YouTube on pots escolatr una cançó o una sèrie... i apart ja te dic... els materials de com eren abans a com són ara... ara són molt més comunicatius.

- I personalment a classe... tu seguises un llibre de text o adaptes materials tu pel teu compte... una mescla...?

- Les dos coses. Jo tinc el llibre de text però a més també treballe en material extra per lo que te dic, perquè hi ha alumnes que no arriben al nivell que té el llibre i dius... adapte el material. I hi ha xiquets que a lo millor van més adelantats i podrien tindre un material més avançat de lo que és el propi llibre.

[...]

- I referent als alumnes, penses que estan motivats a l'hora d'aprendre anglés? Tenen una actitud positiva per lo menos de cara a la llengua?

- Jo crec que sí. En general, sí. Hi ha a qui li agrada l'anglès i hi ha a qui no li agradarà, com les matemàtiques. Li agrada més a uns que a uns altres. Però jo crec que per lo que hem dit abans. Si avui en dia hi ha una presència major d'anglès, d'escoltar cançons en anglès, de vore la tele... Xiquets que ara per exemple els agrade molt escoltar als seus cantants favorits en anglès, jo crec que és motivant el dir... Bueno, si jo puc aprendre

anglès... per a mi serà més fàcil. Als que els encanta escoltar música pues sense voler ahí, la seua agudesia auditiva pos... va molt millor. Després sí que tinc una alumna per exemple que sí que veu sèries en anglès i esta xica... pos se nota. Sense tindre una ajuda que no siga el cole, que no va a cap acadèmia, però s'empapa de sèries en anglès. I tot això influeix.