Andalucía se mueve con Europa

Innovación e investigación educativa para la formación docente

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Salvador Mateo Arias Romero
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Junta de Andalucía

UNIÓN EUROPEA
Fondo Europeo de Desarrollo Regional

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INTRODUCCIÓN

En las tres últimas décadas, se ha observado un cambio en las instituciones educativas a raíz del desarrollo tecnológico y "la emergencia del capitalismo cognitivo" (Zambrano, 2014). En todos los niveles del sistema educativo se ha visto emerger nuevos fines y funciones (Zambrano, 2021). Precisamente, uno de los principales objetivos de la reforma de la Educación Superior en Europa, es adoptar un nuevo paradigma de enseñanza-aprendizaje en el que el centro de este proceso sea el alumnado. Es decir, pasar de la metodología tradicional, en la que el protagonista era el docente, a una metodología más innovadora, en la que el estudiante tenga un papel activo (Bautista-Vallejo, 2005; citado en Peralta-Jaén, et al., 2020).

Para poder alcanzar este objetivo, cabe considerar que el contexto educativo carece de recetas mágicas, pero sí cuenta con los ingredientes y las experiencias necesarias para demostrar que sí se pueden realizar distintos cambios y tener éxito, y que estas diferentes visiones se alcanzan mejor trabajando en grupo, a través de la colaboración, responsabilidad compartida y la plena participación (Ortiz-Jiménez et al., 2021).

A partir de lo expuesto, surge la idea de realizar este trabajo con el objetivo de recoger experiencias y reflexiones de docentes, de diferentes etapas educativas, sobre sus prácticas educativas y de esta manera contribuir en las tomas de decisiones de cada colectivo escolar. A su vez, presentan elementos teóricos sobre la innovación educativa y su relación con la práctica docente, para una mejor comprensión del paso de la formación pedagógica a la formación didáctica del profesorado (Caldeiro-Pedreira, et al., 2020). La necesidad de contar con docentes con la formación necesaria, en función de las necesidades del alumnado del siglo XXI, justifica el diseño de la obra que a continuación se presenta.

Se trata de un estudio compuesto por 119 capítulos en los que se desarrollan experiencias de todos los niveles educativos sobre innovación, investigación y

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metodologías activas y por docentes de distintas partes del mundo, por lo que los trabajos se presentan en diferentes idiomas: italiano, inglés, portugués y español.

En esta obra se recogen experiencias que nos hacen comprender la necesidad de conectar los distintos saberes que se producen en las aulas de diferentes países.

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1. INTRODUCTION

The use of English in Europe, including in Spain, is an omnipresent communication method that has been facilitated due to globalisation and international trade, as well as political, technological and cultural dominance from countries such as the US (García, 2013). Therefore, the importance of English as a lingua franca and its incorporation in our education system is undeniable.

Amongst European countries, Spain introduces English as a compulsory subject at the age of 6 in primary school; one of the earliest educational stages of English language teachingin Europe (Caraker, 2016). However, Spain is often criticised for its poor English language levels and teaching, to the extent that it is labelled with a low level of English. Furthermore, it is not uncommon to be exposed to the stigma of embarrassment, shame and lack of confidence in English language capacities on a personal and national level. Many students report feeling embarrassed of their English (Kocaman, 2017) and in the European Commission Special Eurobarometer 386 in 2012, 78% of Spanish citizens were reported to feel unable to engage in an English conversation confidently compared to figures of a mere 10% in the Netherlands and 14% in Denmark and Sweden.

To investigate English proficiency levels and factors surrounding the topic of English language teaching in vocational education, a study will be carried out in which 50 students from a middle vocational cycle in Administration will take part. The main objectives of the study are to explore the socio-emotional ties related to language learning and speaking English, and the factors that contribute to a positive, or negative, language learning experience.

The investigation will be completed during the first term in which 55 pupils from the vocational school will take part in a short conversation in English with a native speaker. In conjunction with the conversation which will be recorded in an audio format, all

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the students will be asked the same questions in a short survey with regards to their own individual English language learning experience.

Once the results have been collected and the conversations have been evaluated using a rubric, an analysis of the learners' needs and their language acquisition process can be made. This information will also enable us to confirm the students' personal security in terms of confidence and expression ability when speaking English. Moreover, an indication of language levels and educational productivity will also be given using the data collected.

2. MATERIAL OR METHOD

The methodology used to collect data for this study consisted of recording a 5-minute conversation in audio format and evaluating the expression and comprehension of students using a rubric. The rubric aims to allocate students on a language communication scale based on expression and comprehension without labelling them numerically. Instead, students were able to achieve a level of language expression and comprehension. Following the conversation, a survey was taken in order to correlate evaluation results with survey information accordingly, to analyse learners' needs as well as English language education experience both in and out of school.

2.1. Investigation process

The main part of the investigation was the conversation of up to 5 minutes with a native English speaker from the UK. It should be noted that the UK dialect of the native speaker is considered to be standard English and the accent fluctuates between RP and Estuary, often linked to South English accent variants.

There was no time limit given to students, as the main objective was to talk about the topics in the conversation dialogue planned for the study without creating an overexaggerated exam environment. The main concerns as to creating a minimum or maximum time limit were that they would shape the conversation in an unnatural way, given that when we talk on a day- to-day basis habitually, we are unaware of the time or minutes we spend talking about a certain topic. Therefore, no minimum or maximum time limit was given. Instead, the conversation dialogue aimed to guide the conversation in a more natural way yet enabled symmetry to be kept between all conversations.

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After having finished the conversation and audio recording, pupils were asked a series of questions in a survey to further understand their English language education. This survey information could then be correlated with the results of their language expression and comprehension level to investigate the extent to which pupils study English in order to achieve certain language levels.

The survey did not aim to analyse pupils' English language levels and therefore, whilst the main objective was to complete the survey in English, allowances were made for Spanish translations, particularly for pupils who found it difficult to express themselves in English. This decision was made in order to prioritise the quality of the survey data. The survey questions asked were all the same and also asked in the same order. They were not recorded in audio format. Instead, answers were registered immediately into the pre- prepared excel. They were then transferred to a Google Forms survey which was connected to the same excel. In this way, a table could be generated automatically to display the data collectively.

Students were asked to keep information and conversation topics private as to prevent them from sharing conversation topics or information about the survey. This variable of the study was more difficult to control, given that it is impossible to keep conversation topics entirely confidential or know to which extent information has been shared. However, it was important to ask pupils to keep information and conversations from the study confidential nonetheless.

Prior to taking part in the study, pupils were required to give a consent form to a parent/legal guardian to sign. This was predominantly due to the audio recording that would be taken but also to notify parents/legal guardians that their children were taking part in the study. It was decided that it would be better to notify parents and receive granted consent for the audio recordings.

Due to the COVID-19 pandemic, various adaptations had to be made in order to make the environment safe. Initially, it was decided that the study could take place outside on the school grounds which was the case for most of the study, until December became too cold and a classroom which was not used often and had many windows for ventilation was approved for use.

The disadvantages of carrying out the study in the open air were often noise and distraction, by and large coming from the main road in front of the centre, as well as passersby. Furthermore, time management became even more important due to the school timetable affecting the recording schedule and the outdoor location of the study entailing

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longer transitions between pupils.

2.2. Conversation dialogue

It was fundamental to create a conversation dialogue that could be used for every conversation with students in order to regulate dialogue topics and equalise opportunities given to pupils. Each conversation was had in the same order. Furthermore, pupils were asked to keep information disclosed and to keep the conversation confidential.

Questions were repeated or reworded for pupils who had difficulty understanding. In addition, phrases such as “oh really?”, “why?”, “that’s cool”, were used to spur on dialogue and to ensure that it was a two-way conversation without seeming like an interview. To evaluate pupils on a scale of English language communication, a rubric consisting of three language levels was used. Whilst the objective of the language communication levels was primarily to assess expression and comprehension, other factors such as vocabulary use, syntax, grammar and pronunciation were also taken into account in order to evaluate language communication as a whole.

2.3 Survey questions

It was necessary to create the following survey questions in order to correlate data between the language levels drawn from the evaluation rubric and the information supplied regarding the pupils’ language education experience. Furthermore, it enabled aforementioned issues such as the sense of embarrassment or insecurity of speaking English to be confirmed, or not, and understood to a certain degree.

Table. Survey questions

1.	Do you feel comfortable speaking English?	Yes/No/Sometimes
2.	Have you ever had private English lessons or gone to anEnglish school/academy?	Yes/No
3.	If so, for how long?	
4.	Have you ever been on an exchange or	

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holiday in anEnglish-speaking country?	Yes/No
5. If so, where and for how long/how many times?	
6. What is the thing that has helped you learn English themost?	
7. What would you like more opportunities to do in class?	
8. Do you think you are given enough opportunities to talk andexpress yourself in English in class?	Yes/No
9. When you are given opportunities to speak English in class,do you actually speak English?	Yes/No/Sometimes
10. If you don't, why don't you use the opportunities that youare given in class?	

Source: Own elaboration

3. RESULTS

As mentioned in the previous section, the data was collected using a spreadsheet and Google Survey Form that was automatically linked to the same spreadsheet. This data collection method enabled all data, from both the conversation and survey to be kept in one document. After collecting all the data, English language communication levels were evaluated and then correlated with the survey results. Furthermore, the Google Form provided pie charts that indicate clear survey results. And to take into account further factors regarding data collection, the quality and limitations will also be considered.

To analyse all data accordingly, firstly, an analysis of the communication levels will be made. Secondly, the survey results will be analysed separated. Lastly, a correlation of

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results from both the conversation recordings and the survey results will be made in order to identify factors that influence levels of language comprehension and expression.

According to the table, only 13% of pupils achieved the highest communication level: expressive and comprehensive English communication after taking English classes at school 2–3 times a week for 10 years. 11% of pupils were able to reach a medium between expressive and comprehensive English communication and basic English communication, while 48% of pupils achieved a basic English communication level. Therefore, 28% of pupils achieved less than a basic language communication level with 4% reaching a medium between basic English communication and lack of English comprehension and expression level and as a result, 24% of pupils showing a lack of English comprehension and expression.

It should be noted that pupils who participated earlier on the study were more likely to achieve a higher band of English language communication. This was due to pupils participating in a voluntary order. Therefore, it could be concluded that those who were among the first to participate had a higher rate of confidence speaking English. The survey results will be analysed individually in chronological order, using percentages to understand the importance given to certain topics surrounding English language learning experiences amongst all 55 students.

Only 37% of pupils replied that they felt comfortable speaking English after receiving approximately 3 hours of English lessons a week throughout 10 years of school education. 28.3% of pupils said that they did not feel comfortable speaking English at all whereas 34.8% of pupils replied that they only felt comfortable speaking English sometimes.

However, 80.4% said that they had received private English classes or tuition during their primary and/or secondary education. Hereby, less than half of those who have received some form of English language education outside of school feel comfortable speaking English.

35/55 pupils (63.6%) said that they had never been on holiday or on exchange to an English-speaking country. Out of the 20 pupils who had been abroad to an English-speaking country, only 4 pupils had stayed for longer than a month. These results complied with the hypothesis given regarding this survey question.

When asked what has helped to learn English the most, 13 pupils (23.6%) related to either watching series, TV, videos online or listening to music in English. In addition, and not linked to the aforementioned statistic, 5 pupils said that playing video games in

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English was one of the things that had helped them to learn English the most. Out of all 55 students who took part in the survey, 25 pupils (45.4%) mentioned that school was also one of the things that has helped them to learn English. 15 pupils (27.2%) made a reference to speaking, either at school or with native speakers and said that it helped them to improve their English. 15 pupils considered that attending an English language school outside of school was one of the things that helped to improve their English, although out of all, only 1 attributed private tuition as the sole factor that has helped to improve their English the most. Hereby, it can be confirmed that the use of ICT and modern technology has had a significant positive impact in various senses of English language learning, although the most valued factor according to this survey is in fact attending English classes at school.

Regarding survey question 7, more opportunities that pupils would like to have in class, 8 pupils reflected specifically on the fact that there is a heavy focus on grammar and vocabulary and little practice or activities that enable them to use their English. In general, 26 pupils said that they would like to speak in English more. Therefore, over half of the pupils (56.5%) who took part in this study claimed that speaking was something that they would like more opportunities to do in class. In addition, 1 student commented on the idea of separating English classes according to language ability and level, as they do not feel able to express themselves in class due to lower comprehension levels. Furthermore, 15 pupils (27.2%) made numerous references to taking part in more activities, projects or dynamic classes that would enable them to put their English into practice. Out of all 55 students, 6 pupils claimed that they would not change anything or did not know what they would change or like more opportunities to do in class.

The data collected from question 7 reoccurs in a different format in question 8, given that many students made references to speaking voluntarily. Survey answers from question 8 reveal that 36 pupils (65.4%) feel that they are indeed given enough opportunities to speak English in class, although 19 pupils (34.5%) reported that they do not feel that they are given enough opportunities to speak English in class. Therefore, it could be concluded that whilst 36 pupils are currently satisfied with the amount of speaking done in class, 19 pupils are not satisfied.

Subsequently, approximately a quarter of pupils (26.1%) replied that they use the opportunities given in class to speak and practise their English. 25 pupils (45.4%) said that they sometimes used the opportunities to speak in English in class, signifying that 15 pupils (27.2%) do not speak English in class when others or the teacher interact

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with them in English.

According to survey question 10, 18 pupils (32.7%) made reference to feelings of embarrassment or nervousness when speaking English in class. 25 pupils (45.4%) stated that they either were not able to speak English, found it difficult or didn't know how to speak English in class. 10 pupils (21.8%) said that speaking Spanish was easier or that they spoke Spanish naturally in class without thinking about it.

When comparing communication levels and survey question 9 (when you are given opportunities to speak English in class, do you actually speak English?), no pupil who achieved lower than a basic communication level said yes. In addition, this group of pupils also answered that they did not feel comfortable speaking English. A conclusion can consequently be drawn regarding self-esteem and progress levels: pupils with low levels of English are likely to feel uncomfortable speaking English and therefore, do not speak English or practise in class, even when asked questions in English first.

4. DISCUSSION

It is of fundamental importance to analyse the quality of the data provided in this study in order to judge whether it is credible. There were many ways of conducting the study but due to the global pandemic and other factors, there were some limitations of the study. It can be argued that due to the conversation dialogue and the 5-minute time limit, an element of approximation was able to be maintained amongst all conversations held. Furthermore, all questions were asked in the same order. However, survey answers may have varied more, had they been given in a private online survey that pupils had to complete themselves. Although, it could also be argued that the more personal approach that was taken allowed pupils to verify that they understood the questions. It also encouraged pupils to answer in depth.

Upon reflection of both the conversation dialogue questions and the survey questions, various modifications could have been made in order to analyse certain areas of the study more accurately. Firstly, the conversations varied heavily depending on the week. It was difficult for pupils to talk about what they did over the weekend or what their plans were for the following week. Hereby, pupils answered differently according to the data and the then-current restrictions. In addition, whilst confidentiality was maintained in most senses, it is likely that pupils who participated later on were more likely to understand the investigation procedure, as well as which questions may be asked. This could have affected the comprehension variable of the evaluation rubric.

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Secondly, regarding the survey questions, certain study areas could have been analysed with greater quality had questions been more specific or given options from which to choose. For example, asking how many years of private tuition pupils had in order to obtain a more concrete answer instead of the general question asked. Many pupils did a few yearsof private classes in primary, stopped and took up classes again in secondary. Some pupils only took private classes when they were younger, others only when at secondary school. Therefore, there is no information as to the extent to which they are helped with their English outside of school. As opposed to asking a more specific question such as, "for how many years have you received English tuition outside of school in total?", the answers had to be revised and counted in the spreadsheet. In addition, answers which enabled pupils to answer "sometimes" generalised answers, making them vague and difficult to estimate how often, when or in which situations "sometimes" signified "yes" or "no".

Thirdly, in addition to more concrete questions and answers, options could have been givento pupils to select, such as in question 6 (what is the thing that has helped you learn English the most?). Pupils could have ranked their answers in accordance with the things that have helped them to improve their English the most, as often pupils gave more than one answer without emphasising which had been the most impactful or important in terms of their English language improvement.

And fourthly, it should be noted that only 55 students took part in this study and regardless as to it being the whole year group in the vocational cycle, it is a small-scale evaluation. Furthermore, the location and rural area of the school could affect results as pupils in more urban areas are likely to have more exposure to factors such as native speakers orteachers with higher levels of English.

There were also various limitations of data collection which may have affected data collection negatively. These limitations were mainly due to factors such as timetables or internet connection, as well as the COVID-19 pandemic and maintaining class "bubbles". Firstly, a factor that may have limited the study was that data collection was not all completed on the same day. Furthermore, towards the end of November and December, the study had to be done indoors in a ventilated classroom due to the increasingly cold temperatures outdoors. Therefore, pupils may have felt more comfortable in different environments and this may have impeded concentration, self-esteem and privacy.

Secondly, internet connection was irregular due to the outdoor location but also due to the number of classes that were using their laptops. When many classes use their

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laptops, the internet connection slows immediately. Due to the chosen method of data collection (Google Spreadsheet and Google Forms), internet connection was needed throughout the whole of data collection. As a consequence, when internet connection was slow or down, it either slowed or halted data collection.

And lastly, there were pupils who wished to explain more feedback when taking the survey. However, due to the limitation of time, whilst their main ideas or opinions were made known,it was not possible for pupils to expand on their opinions or arguments.

Reflecting upon parts of the data collection process, it is now evident that certain elements could have been more adapted or suitable for such a study. For example, the interview questions that were formed to create a model of a similar conversation with every pupil and myself did exactly that; however, given the circumstances of the pandemic, asking what someone did last weekend and what their plans are for the following weekend does not enable much conversation variety. Many pupils would reply, "nothing" or "not much", as during some of the weeks of data collection, bars, restaurants, gyms and theatres were closed, as well as extracurricular activities.

A further aspect of data collection improvement could have been finding a way to analyse more natural language such as hellos and goodbyes, as well as small talk. Often when greeting pupils and meeting them to do the interview and survey, we would ask questions or say something in English in a natural language context and it was clear that some found it difficult to understand or reply naturally. Many times, when we said, "have a nice day" or "take care", to pupils, they struggled to reply or understand the real-life language situation. A simple reply such as, "you too", was rarely given, although occasionally those with a higher level of English were able to take part in some small talk prior or after the interview. An additional way of studying this could have been by completing the survey in English and evaluating language use and participation throughout the survey, as well. This could have been incorporated into the study in the event of a more detailed investigation.

Moreover, an interesting factor that could have been developed more is enjoyment and importance in English language learning experience. The survey could have included questions asking for direct feedback concerning the education received at both primary school and secondary school. For example, do you remember learning English at primary and secondary school? Did you enjoy learning English? Do you enjoy learning English now? Do you wantto learn English? Do you think English is important?

Relating to survey question answer options, various elements could have been

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improved. As opposed to open questions in which pupils could reply anything, it could have been more effective to give a set of options, as well as permitting an open answer. This would have been particularly useful in the study of certain factors such as in question 7 for discovering which opportunities pupils would like to have in class; more speaking, less grammar, more activities in English, more games, exchange and experiences in English-speaking countries, etc.

A technical matter on the organisation of the data collection was the difficulty of the authorisation process; the consent form which was approved by the centre headteacher to give to all pupils participating in the study. Before collecting data or interviewing, each pupil was required to hand in the consent form, signed by a parent or legal guardian. The main reason for this was to have written consent in order to record audios of the conversations. At first, it seemed necessary to record the conversations, should we decide to change an evaluation factor. It was also useful to play back conversation to double-check evaluation, although after the first few conversations, the evaluation process became more fluent and we could complete the evaluation rubric within the first couple of minutes of the conversation.

In some cases, the consent forms were not problematic and pupils brought them back signed within the same week. However, in other cases, pupils lost the consent forms or forgot to ask their parents/guardians to sign them. There were several data collection sessions that were slowed down due to the collection of consent forms, as well as reminders that had to be given weekly in both classes. Whilst the initial plan was to carry out the study during each class's scheduled English lesson, the extension of data collection sessions meant that some pupils were taken out of other subject classes in order to take part in the study. This was only done on two days at two different hours and permission was always given by the teacher of the subject. As a consequence, the consent forms slowed the process of data collection and the study itself, as many more data collection sessions had to be done than originally planned.

Another aspect of data collection organisation was that the timescale for each recording and survey took between 5–15 minutes depending on the pupil. This was largely due to the survey as some pupils were able to answer quicker or in less depth, whereas other pupils shared more of their opinion and expanded their answers in depth. In addition to the varying timescale per pupil, there was also a transition period in which pupils had to summon others. This took between 2-10 minutes depending on the classroom and was also due to the location where the study was carried out.

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5. CONCLUSIONS

The aim of this study was primarily to investigate the status of the students' English language capacity after having completed primary and secondary education at school. It was also to conduct a study that would further explore the language acquisition process pupils undergo in order to achieve various language levels and abilities.

In terms of needs, this study was able to identify popular demand for more dynamic English classes, activities using English language, as opposed to rigid exercises incorporating a heavy focus on grammar; perhaps a small introduction to CLIL or more project-based activities could satisfy these demands. The subject of language groups and classes was also mentioned; language groups could be divided into different groups according to their English level in order to equalise language abilities within classes and eliminate self-esteem or self- consciousness issues in class. Furthermore, the interest in speaking with a native speaker was apparent. Essentially, demands concerning opportunities to speak English highlighted pupils' needs for more speaking-orientated language learning.

As for the language acquisition process that is undergone, many pupils acknowledged the grammar-based English language education that they had received at secondary school and the lack of experiences with native speakers, as well as few trips abroad. However, it should be noted that the COVID-19 pandemic interfered with this factor.

Results from the speaking analysis of the study show that a mere 13% of pupils have achieved an expressive and comprehensive English communication level after 10 years of in-school language education. In most cases, few of these pupils had done so without private tuition or experiences abroad with native speakers. In turn, 28% of pupils fell on the opposite end of the spectrum, attaining less than basic English communication; a result which was also hypothesised earlier on in the study.

A further topic addressed in this study was self-esteem and confidence in English language communication. Almost a third of pupils said that they did not feel comfortable speaking English, reaching the 20-50% hypothesis made earlier on in the study. Embarrassment or self- consciousness proved to be a topic of concern amongst 13% of pupils. Ties of shame in language learning are not uncommon; however, the emotions intrinsically connected to shame such as introversion, self-consciousness and embarrassment also have a negative impact on learning. It is therefore of utmost

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importance to create an environment in which pupils are able to communicate freely in English without feeling judged or shamed.

Solutions and changes that can improve English language teaching and learning experience which can be drawn from this study are the use of more dynamic classes and activities that enable pupils to use their language. In addition, the possibility of dividing pupils according to level could potentially aid those who feel uncomfortable speaking English to feel more confident in class amongst those of a similar level, as well as encourage pupils to improve their English. A pivotal change that will surely change language teaching and personal efforts to study amongst pupils is assessment methods. In the event that these assessments gave more importance to speaking, English language education would be more balanced and pupils would make more of an effort to learn and speak English in class.

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