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The influence of Socioeconomic Status on the acquisition of English as a Foreign Language

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“Education is the most powerful weapon which you can use to change the world”

—Nelson Mandela.¹

¹ Quote from Mandela’s speech at the launch of Mindset Network 16.07.2003, Johannesburg, South Africa. In Murphy (2018).

Abstract

In a globalised world, English is regarded as a lingua franca, the door to the global market and the code that allows those who master it to access to unlimited resources of information, culture, science, technology and entertainment. English is also perceived as a tool for social mobility that fosters equality of opportunities. English as a foreign language has become a key competence in most education systems. However, the access to the resources which allow the acquisition of the language is not always egalitarian and can be influenced by the socioeconomic background. In order to examine such influence, this study reviews the existing literature regarding the influence of the socioeconomic status on educational achievement in general and on English as a foreign language in particular. The analysis includes a global view but it is mostly focused on the Catalan education system. The effects of the socioeconomic status on the acquisition of English as a foreign language in specific high schools and communities are examined through the data collected by surveys, which show a correlation between the examined variables. After discussing the results and the conclusions, measures and policies are suggested in order to mitigate the problem as well as to veer towards a more egalitarian and fair education system.

Key words

English as a Foreign Language, Socioeconomic Status, Education System, Social and Education inequality.

Resum

En un món globalitzat, la llengua anglesa és vista com una llengua franca, la porta cap al mercat global i el codi que permet, a aquells qui el dominen, accedir a una infinitat de recursos d'informació, cultura, ciència, tecnologia i entreteniment. L'anglès s'entén com una eina per a la mobilitat social que impulsa la igualtat d'oportunitats. L'aprenentatge de l'anglès com a llengua estrangera ha esdevingut una competència clau en la majoria dels sistemes educatius. Nogensmenys, l'accés als recursos que permeten l'adquisició d'aquesta llengua no sempre és igualitari, sinó que pot estar influït per l'entorn socioeconòmic. Per tal d'analitzar aquesta influència, aquest estudi repassa la literatura existent sobre la influència de l'estatus socioeconòmic en l'assoliment educatiu en general i en l'aprenentatge de l'anglès com a llengua estrangera en particular. L'anàlisi inclou una visió global, tot i que està enfocat cap al sistema educatiu català. Els efectes de l'estatus socioeconòmic en l'adquisició de l'anglès com a llengua estrangera en unes escoles de secundària concretes han estat examinats mitjançant dades recollides en enquestes que han mostrat una correlació de les variables. Un cop valorats els resultats i extretes les conclusions, es suggereixen mesures i polítiques de cara a reduir l'impacte del problema i a impulsar que el sistema educatiu esdevingui més igualitari i just.

Paraules clau

Anglès com a llengua estrangera, estatus socioeconòmic, sistema educatiu, desigualtats socials i educatives.

Resumen

En un mundo global, la lengua inglesa es entendida como una lengua franca, la puerta hacia el mercado global y el código que permite, a los que lo dominan, acceder a un sinfín de recursos de información, cultura, ciencia, tecnología y entretenimiento. El inglés se percibe como una herramienta para la movilidad social que fomenta la igualdad de oportunidades. El aprendizaje del inglés como lengua extranjera se ha convertido en una competencia clave en la mayoría de los sistemas educativos. Sin embargo, el acceso a los recursos que permiten la adquisición de esta lengua no siempre es igualitario, ya que puede estar influido por el entorno socioeconómico. Para analizar dicha influencia, este estudio repasa la literatura existente sobre la influencia del estatus socioeconómico en el logro educativo en general y en el aprendizaje del inglés como lengua extranjera en particular. El análisis incluye una visión global, aunque está mayormente enfocado hacia el sistema educativo catalán. Los efectos del estatus socioeconómico en la adquisición del inglés como lengua extranjera en unas escuelas de secundaria concretas han sido examinados mediante datos recogidos en encuestas que han mostrado una correlación de las variables. Una vez valorados los resultados y extraídas las conclusiones, se sugieren medidas y políticas orientadas a reducir el impacto del problema y a impulsar que el sistema educativo sea más igualitario y justo.

Palabras clave

Inglés como lengua extranjera, estatus socioeconómico, sistema educativo, desigualdades sociales y educativas.

1. Introduction

Education is often regarded as a powerful tool to overcome social inequality. The benefits of achieving full access to education are beyond discussion, hence the efforts of governments to provide citizens with free and public access to basic schooling. Nevertheless, this tool does not work magically and providing full access to education is not enough to guarantee equity. Moreover, the already existing inequalities are sometimes reproduced and perpetuated. Socioeconomic status (SES) is a key determinant of the performance —both individual and collective— in the education system.

Many studies have established the connection between socioeconomic factors and academic performance, however only a few focus on its influence on learning English as a foreign language (EFL) in particular. In addition, EFL is a highly polarised school subject, with the biggest level of disparity, not only inside the classroom, but also between schools when compared to other subjects, since it is strongly influenced by an uneven exposure to external factors, such as extracurricular lessons.

Furthermore, in a globalised world English has become a lingua franca, as a consequence, more opportunities are given to those who successfully achieve to master it. Therefore, if the relation between socioeconomic factors and English acquisition is proven to be relevant, it will imply that the reproduction of social inequalities is intensified by EFL, when its aim is supposed to be quite the opposite.

Acknowledging the causes of the problem would allow the quest for mechanisms to overcome it and aim towards an education system which truly boosts social mobility, and offers equality and fair opportunities.

2. Objectives and Research Questions

The aim of the present study is to identify the influence of the socioeconomic background of the Catalan high school learners on their acquisition of English as a foreign language. In order to find out, the following questions are raised:

- Is the performance in EFL related to the pupils' SES and background?
- Are pupils from different SES exposed differently to English outside the school?
- Is EFL performance at high school influenced by external factors?
- Is EFL an asset which helps foster social mobility?
- Which policies and measures should be taken to reduce SES effects on EFL acquisition?

3. Theoretical Framework

In this section, first, there will be an overview of the importance of learning English as a Foreign Language in the modern society, its increasing relevance over the years and the beneficial outcomes of mastering it. Secondly, the idea of Social Class and Socioeconomic Status will be defined through the factors that conform it. Then, the influence of the parents' SES on the academic achievement of their children will be explored. Furthermore, the state of equity in education will be examined both at a global and a local scale. Finally, the influence of SES in EFL learning will be discussed in conjunction with the factors that make it particularly worthy of being analysed on their own.

3.1. The importance of learning English as a Foreign Language

It is well known that English has become the most important and international language. Globalisation and multicultural communication have contributed to the expansion of English as the main international language: a lingua franca. (Oliver et al., 2018). Learning English has

become a necessity for most people around the world, as Pinilla (2018) describes it is the *de facto* language that people are employing as the default means of communication, and he refers to both native and non-native English speakers.

The global position English has reached has created a high economic, technological, scientific, cultural and political value which affects the socioeconomic development and social mobility of thousands of people worldwide (Pennycook, 2014; Wee, 2003; in Pinilla, 2018). It is also discursively linked to competitiveness and modernisation (Clemente, 2007). Such statements come as no surprise as we can see how EFL in Spain is considered a fundamental skill and policies to improve it have been recently made, namely the introduction of EFL in earlier education stages, the implementation of CLIL (Content and Language Integrated Learning) and bilingual streams or the recent requirement of the B2 level for all university graduates.

English skills are often associated with social and economic opportunities and a modern self-image (Butler, 2018a). Many authors refer to these opportunities as a perceived opening door to becoming active participants in a global economy and accessing to the information (Pinilla, 2018; Toledo & González, 2016), a resource to increase opportunities for socioeconomic development and social mobility to overcome social inequalities.

Since ESL is considered not only essential to be able to take part of the globalised world, but also a tool for socioeconomic development, the question is if it is possible to achieve equality of opportunities through ESL or if SES is influential enough to avoid being overcome.

According to Pinilla (2018), sociocultural theory sustains that language is modelled by all issues embedded in learners' beings, but most studies focus on how motivation, personality, cultural background or similar topics influence language competence, while only few studies have tried to study the role of SES when it comes to learning EFL. This specific issue is what the present study intends to examine.

3.2. Socioeconomic status

Before examining the effects of socioeconomic status on academic achievement and English as a Foreign Language competence, it is necessary to set the scene and clarify the concept of socioeconomic status. SES and Social Class have been main concepts to explain how the world works through multiple disciplines, therefore a lot of literature about them can be easily found —although not so much when it comes to education matters. Some authors rather talk of social class, while other prefer the use of Socioeconomic Status, this study opted for the latter since social class tends to refer to a more economic approach and SES embraces a wider view. Notwithstanding this, discussing the nuances between these concepts is not what concerns this study and some of the references that have been used are either examining social class or SES indistinctly.

Multiple elements conform the idea of SES. It has been described as the social prestige among individuals or groups, sometimes using terms such as social stratification or socioeconomic background (Shin & So, 2017). Positivist-oriented researchers view SES as a category which represents the relative economic resources of an individual or a group and can be quantified by accounting the features that correlate with the resources of this person or group, these features being income, education attainment and type of employment (Butler, 2018).

In essence, SES can be determined by combining education level, occupational status and income level (Jeynes, 2002 in Ariani & Ghafournia, 2016), although Block (2014) also adds place of residence and social networking. As it will be presented in this study, most studies relating SES and education attainment include other SES indicators such as eligibility for government assistance or subsidies (Shin & So, 2017), the number of books at home or the highest educational level of the parents (OECD, 2017). OECD and PISA use the Socioeconomic and Cultural Index referred to the economic, social and cultural capital possessed by a family in order to define the context from which students come and assess the impact they have on their academic performance, showing relevant gaps on the equity and quality of education (PISA, 2018).

3.3. The influence of the parents' SES

Important attention should be placed on parents' SES when examining the effects on students. Parents are responsible to build and manage the home environment, a concept that includes the aforementioned SES factors as well as parents' attention (Akhtar, 2010 in Akram & Ghani, 2013). There are many ways in which parents' SES can influence their children's education attainment. Goldberg (et al., 2008 in Butler, 2017) found that lower-SES parents' assistance on their children's learning, even though they are willing, tends to have limited effects due to mismatches between their assistance and the school's expectations, while higher-SES parents are more likely to facilitate language and literacy development by being able to create a richer home literacy environment by having more books at home or greater verbal interaction with children. SES background also has an influence in the motivation to learn (Yuet, 2008 in Akram & Ghani, 2013) since low-income parents have little time to consider how to promote their children's cognitive development as they are often so preoccupied covering the basic needs of life.

The influence has also been linked to parents' expectancies and transmission of expectancies, since learners are aware that their home's socioeconomic circumstances will not allow them to accomplish higher education (Choi, 2018). This may be more evident in countries where access to higher education is expensive, but it is also true in Catalonia, where most university students (58%) rely on parents' support to fund their studies, including the living expenses (Molina-Luque, 2016).

The cultural status of the parents is also strongly correlated with the performance of the learners, it explains the 13% of the variation in scores for mathematical comprehension in Spain results in PISA 2000 and, according to Calero (2005) it is probably a factor that helps understand the modest results of Spanish pupils, as the levels of education of previous generations (highly probable their parents) are below the rest of the UE-15. Regarding Catalonia, pupils with at least one of the parents in possession of a university degree have double the chances to graduate in compulsory secondary education (ESO, for its acronym in

Catalan) than students' whose parents have post-obligatory studies, and three times more chances than those with just mandatory studies or no studies at all (Subirats et al., 2009).

The educational achievement gap related to SES has been consistently increasing over the last 50 years according to Chmielewska (2019) in the majority of the countries examined in her study, which she observed through three different measures of SES: the gap based on parents' education increased by about a 50%, the one based on parents' occupation increased by about 55% and the gap based on household books has undergone an increase of about 40%. With a gender perspective, mothers' educational attainment has more influence than fathers' due to the fact that mothers are still the ones assuming greater part of the reproductive and domestic unpaid tasks —especially in the early years of maternity— therefore having a greater influence on the child's neurodevelopment. (González et al., 2018).

3.4. Equity in education

It is said that education is one of the most effective ways of reducing poverty, a way to minimise children's health risks, help bring equity between boys and girls, economic progress and even a precursor to peace (Murphy, 2018). An education system is considered equitable as long as it is capable of allowing students achieve according to their capacities independently from the circumstances defined by their social, economic and cultural context (Sicilia & Simancas, 2018 in PISA, 2018). Moreover, it would be expected that two individuals with the same qualifications should have the same probabilities of success in the labour market regardless of their SES. However this is not always the case, as those who come from higher-SES backgrounds tend to have advantage when compared with others with the same level of education coming from a lower-SES. (Murphy, 2018).

Despite the fact that education can be considered a powerful tool to overcome inequality, schools do not always act as promoter of social opportunities for individuals from different socioeconomic backgrounds. Sometimes education is not the 'social lift' that helps improve people's living conditions and expectancies. Instead, school can also contribute to uphold and sometimes even enhance pre-existing social inequalities (Tarabini, 2012). The availability of

resources is relevant for the education success, but these resources are not equally distributed, hence education can become a double-sided sword regarding social inequality (Dronkers, 2018).

As Bourdieu (1977 in Tarabini, 2015) explains in his Theory of Social Reproduction, social class is a key factor to understand the access, process and results in education. He considers schools to be far from neutral institutions, but an institution aimed —through the hidden curriculum— at reproducing class positions in an unequal social structure, transmitting the culture of the higher classes as the correct one, exerting symbolic violence towards the lower classes. Despite Bourdieu using the concept ‘social class’ and the fact that nowadays peoples’ association with social classes is not as clear as it used to be, it does not mean that the influence of social structures on opportunities, decisions and education strategies has become any weaker (Tarabini & Curran, 2015).

Other authors like Jean Anyon (in Sayer, 2017) sustain that for working class children, school is a training ground for them to occupy the same kinds of jobs as their parents, thus working as a force of social reproduction instead of an equalizing force that promotes social mobility. In fact, SES-based inequalities in reading competences are already present at the ages of 9 and 10 years old and appear to increase in lower secondary education (Choi et al., 2018), meaning that the gap is not reduced through the school, but increased. This gap increase is differently pronounced according to the type of school. As learners with a lower SES tend to be distributed unevenly in a territory they end up grouping in specific schools —school segregation.

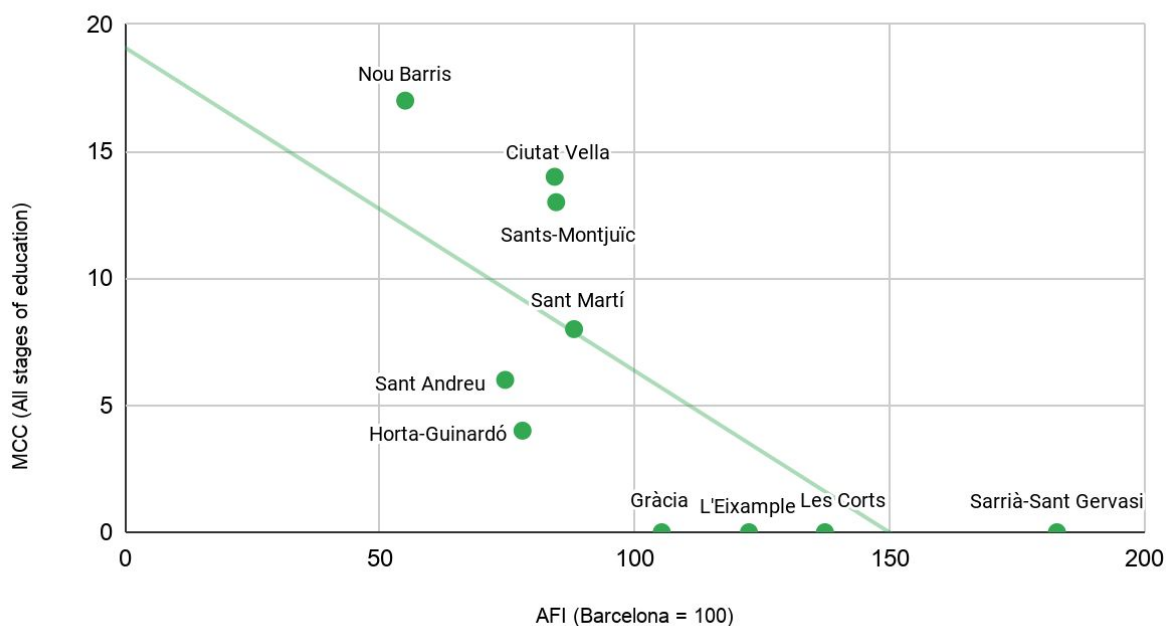
In the Catalan education system, which is one of the 8 EU countries with higher levels of school segregation (Segurola, 2020), schools can be state schools, private or publicly-subsidised private. These are classified in groups according to their complexity: high, medium or low complexity schools². Some of them are then listed as maximum

² The complexity index is calculated not only using data regarding the learners (number of students with special needs, rate of newcomers) but also their parents (educational level, job qualification, receivers of subsidies, rate of unemployment). (*Resolució de 14 de maig de 2014*). These factors are very similar to the ones used to determine SES as seen in the section 3.2 of this study, therefore a relation between type of school and SES can be established.

complexity centres. Although the complexity classification includes either state, private and publicly-subsidised private schools, an 85% of the maximum complexity secondary schools and a 91% of the primary ones are state schools (Riera, 2018). Taking Barcelona as an example, the location of the maximum complexity schools reflects the phenomenon of segregation when compared against the average available family income of every district (Figure 1).

Segregation has also an effect on the equity and the access to education (Ibid). Moreover, studies found that the differences observed in primary education within the schools become more pronounced at the end of secondary education in high complexity schools than in medium or low complexity ones. (Institut Infància i Adolescència de Barcelona, 2019).

Figure 1: Maximum Complexity Centres in Districts and Available Family Income



A clear example of school segregation and its impact on students' achievement are the results of the tests of basic competences that all schools undertake in 6th grade —last year of primary education— and in 4th ESO —last year of mandatory secondary education— which in Barcelona show a strong correlation with the average income level of the district of each school (Institut Infància i Adolescència de Barcelona, 2018).

Nevertheless, according to Mancebón-Torribia (2010) public schools tend to be more efficient when compared to their publicly-subsidised equivalents once differences of students' backgrounds, school resources and individual inefficiencies are removed. The examination of PISA scores could lead to the opposite conclusion, since the [spanish] results are lower for the public schools than the publicly-subsidised ones.

Although not being of the concern of the present study, other determinants of inequality worth mentioning are, gender, grade repetition, not having attended pre-school education (Choi & Calero, 2013), and factors related to immigration and country of origin (Bonal et al. 2015).

3.5. Socioeconomic status and EFL learning

After exploring the effects of SES on education in general, in this section attention will be placed on the learning of English as a foreign language and its relation with SES.

According to Pinilla (2018), most studies on language performance and competence focus on how it is affected by topics such as motivation, beliefs, engagement, personality or cultural background, while few have examined the role of SES and its relationship with learning and using EFL. This does not mean that these two trends are not related or entangled, for instance, Shin & So (2017) found that higher-SES learners generally showed higher levels of effort, goal orientation, self-efficacy and use of cognitive and metacognitive strategies. Butler (2017) found that both parental income and educational level are positively related to students' English performance. Ghani (2003, in Akram & Ghani, 2013) found that SES has 'an overwhelming effect' on English learning success [in Pakistan]. Arani & Ghafournia (2016) stress SES as one of the most important factors and a significant influence on foreign language learning academic outcomes, and Sayer (2017) talks about Mexico as a 'prime example' of such influence, since the country relies on a model of elite bilingualism where access to extended English instruction is restricted to students in private schools.

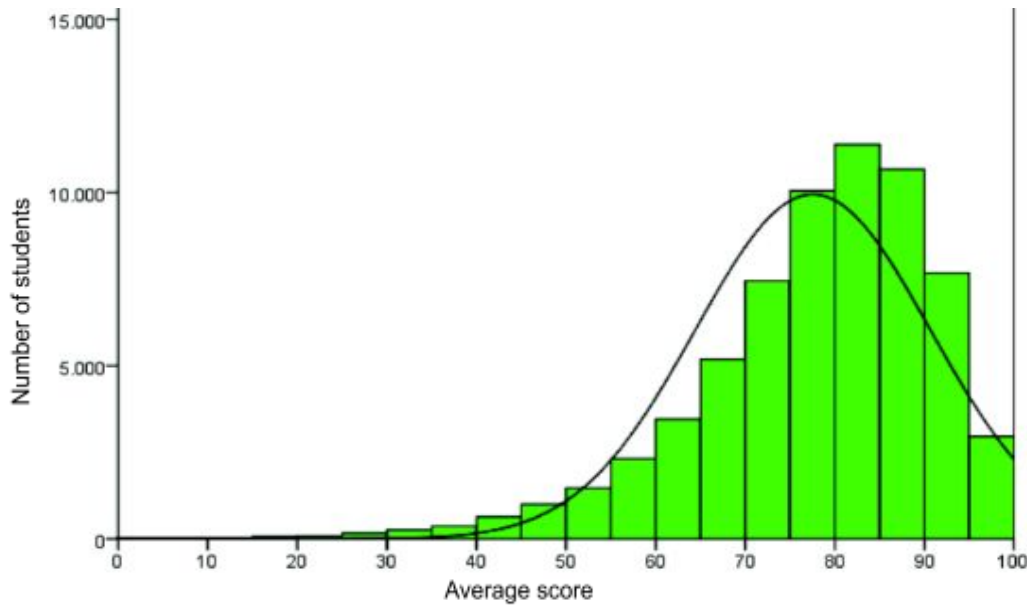
This variable access to EFL according to existing SES and the resulting acquisition of the language competence by those who already possess a higher economic, cultural and social capital, enhances and perpetuates the dominant positions in societies (Block, 2014). As seen before, English has been approached as a tool for socioeconomic growth. However, learners' SES characteristics influence their perceptions, attitudes, performance and competence during EFL learning, thus the socioeconomic outcomes that EFL can bring to the students may not be guaranteed, especially for those in socioeconomically disadvantaged contexts. (Hamid & Baldauf, 2011 in Pinilla, 2018).

Moreover, the perception of the lower-SES learners regarding language study has been that it is not relevant to their lives. Social mobility increases motivation to learn EFL, however social mobility is rather facilitated by having a higher SES than by learning EFL (Gayton, 2010). If the access to EFL is not equal and nor is the learning outcome we can say that English mediates in inequality —despite not being the cause of it— and in reproducing the hierarchies in societies where knowledge of English has become “a must-have for all citizens in the nation to prosper” (Block, 2014).

It seems then that the relation between SES and EFL goes beyond the aforementioned causes in SES related to academic attainment in general. Moreover, looking at the results of the Catalan Test of Basic Competences (TBC), they display a clearer idea of it when comparing the outcomes of EFL to other subjects.

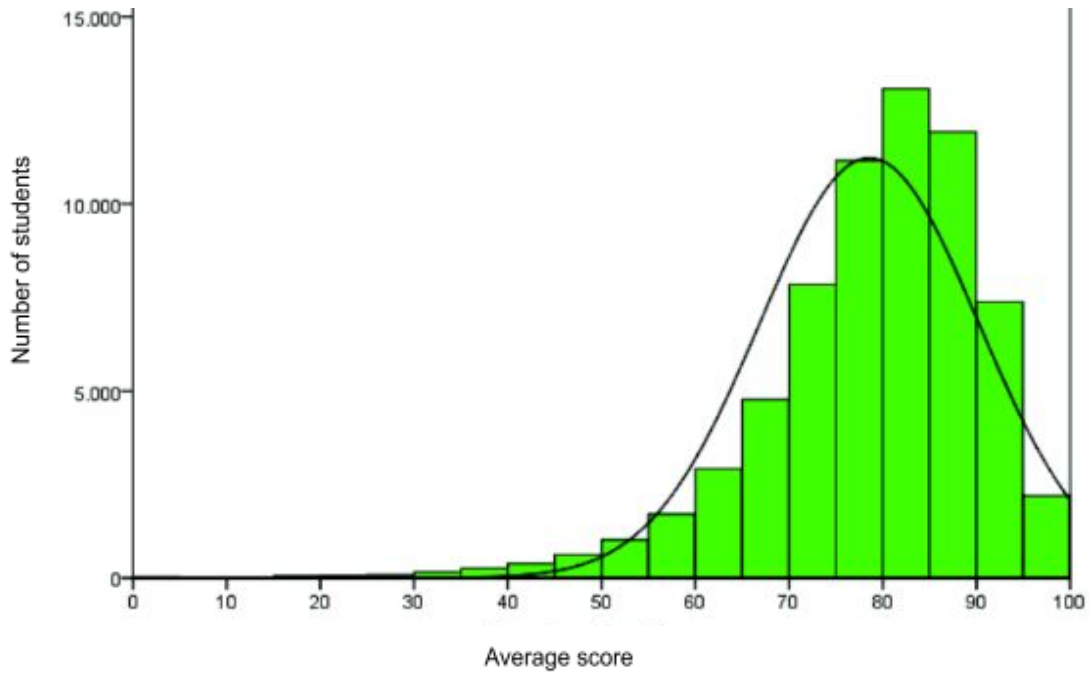
Figures 2, 3 and 4 show the way the scores are distributed in number of students scoring in every interval. The shape of the distribution of results in the English test chart (Figure 4) is significantly different compared to the other language tests. Catalan (Figure 2) and Spanish (Figure 3) have only few students in the lowest and the highest marks and most of them are grouped around the average. In contrast, in the English chart (Figure 4) we can see a totally different shape. The scores are more sparsely distributed not only towards the highest scores but also to a much lower intervals than the other languages.

Figure 2: Histogram of competence in Catalan language 2019



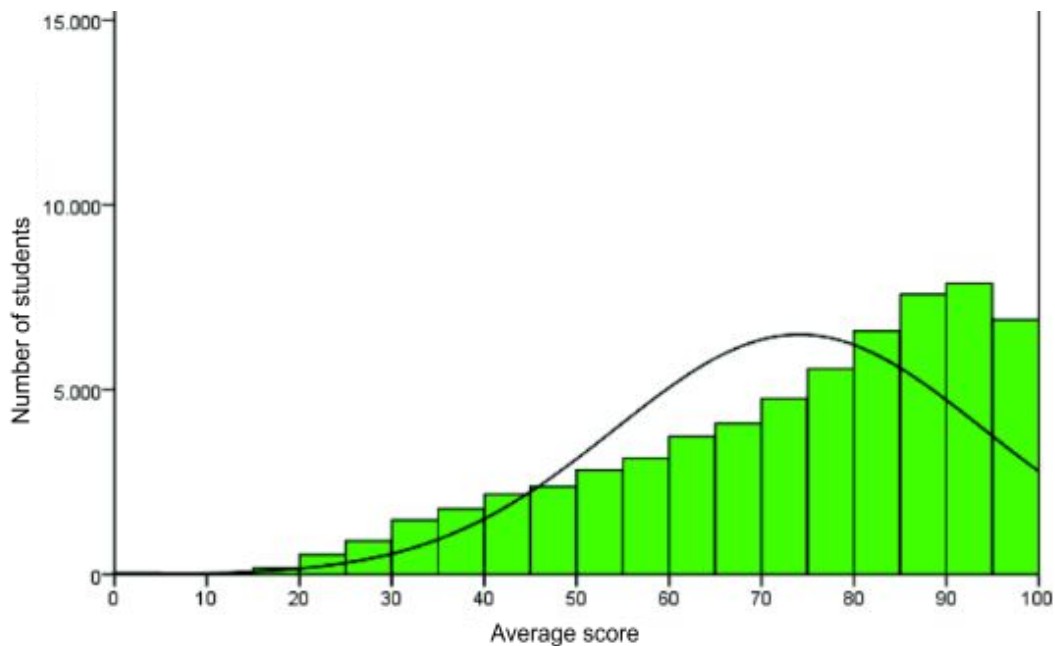
Source: Generalitat de Catalunya, Departament d'educació, 2019

Figure 3: Histogram of competence in Spanish language 2019



Source: Generalitat de Catalunya, Departament d'educació, 2019

Figure 4: Histogram of competence in English language 2019



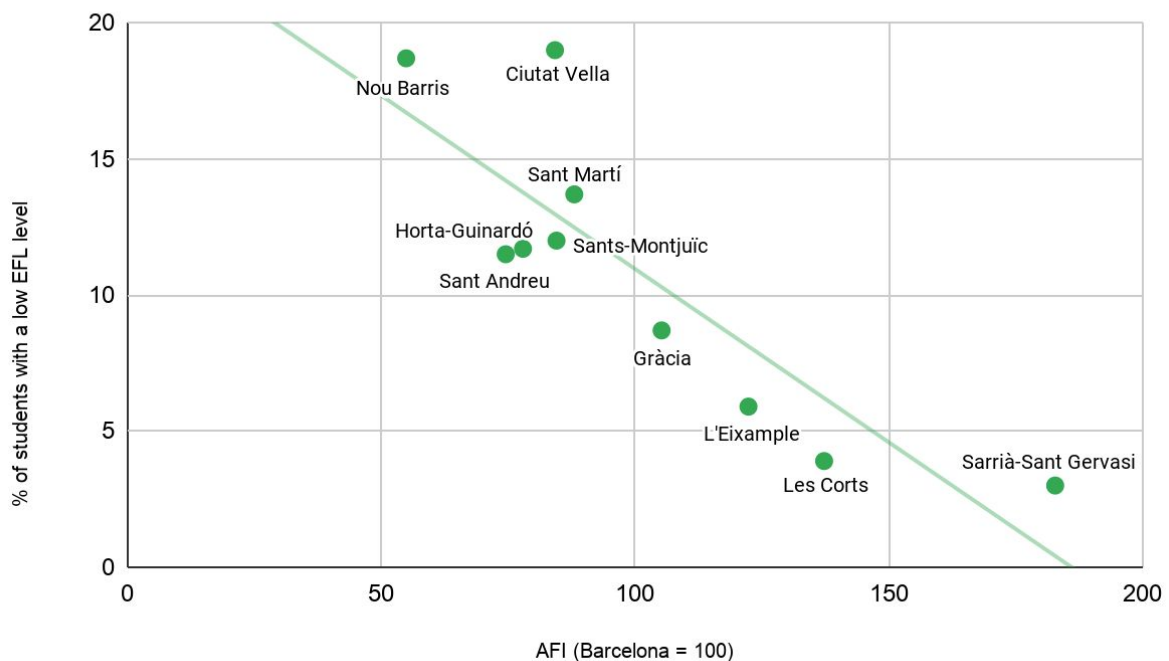
Source: Generalitat de Catalunya, Departament d'educació, 2019

A possible explanation to these values is—to some extent—the lack of ability of the schools to compensate external factors which exert an influence to the results in EFL, such as the attendance to extracurricular English lessons (Síntesi de resultats, 2019). This phenomenon can be easily linked to the influence of SES, since such lessons are mostly private. Research on foreign language education has been mostly focused on examining what happens inside the classrooms, assuming that learners have limited exposure to the target language outside the classrooms. This assumption is not true in the case of English, ‘a powerful lingua franca’ (Butler, 2017). In his study, Butler found that the majority of the students who received extra English lessons [in China] came from a high SES background. Despite all SES parents believed that English was important for their children’s future, the higher-SES parents had more resources to directly assist their children’s English learning. However, exposure does not only takes place in extracurricular lessons, there are also other forms. In Korea, for instance, parents use various means—other than private lessons—to help their children’s performance in English, such as English Kindergarten or study abroad to English-speaking countries. This means that English proficiency becomes a marker of families’ SES, as higher-SES families have access to the most efficient resources (Song, 2017). In Spain, differences in EFL performance are largely motivated by external elements. Children from

lower backgrounds rarely attend private English lessons or travel abroad, while students from higher SES have more support outside the education system (Fernández-Sanjurjo, 2017). There also significant differences between urban and rural students, urban learners attend private lessons more frequently (ibid). Oliver (et al., 2018) found that children who had acquired a level of a communicative competence in English language had done it outside school time. Other resources to support EFL exposure outside school are English summer camps, which again cannot be afforded by poorer families (Garcia, 2008 in Block, 2014).

If we look at the EFL results of the Test of Basic Competences again, but this time grouping the results by districts in Barcelona, it can be seen a correlation between scores and district-average family income. The percentage of students scoring a low level is greater in the districts with a lower average income (see Figure 5).

Figure 5: Percentage of students with a low level of EFL in Districts and Available Family Income

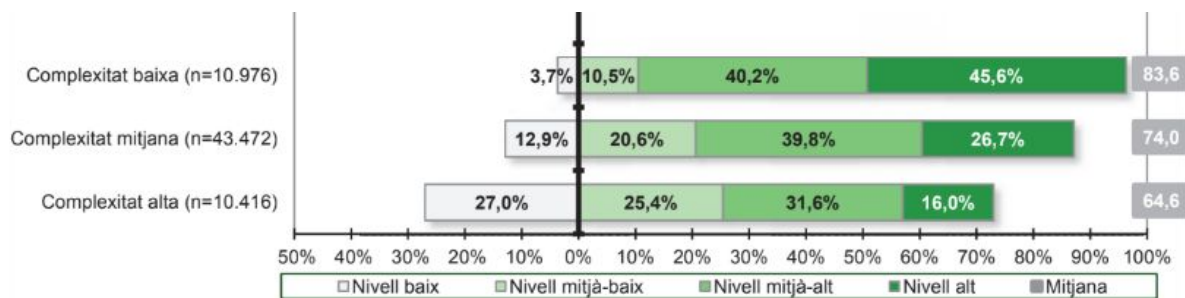


Source: Generalitat de Catalunya, Departament d'educació, 2019

Furthermore, the EFL results of TBC 2019 in terms of complexity of the school (Figure 6) show a wide disparity of students' performance, where in low complexity schools most students obtain high and middle-high scores and the low level scores are merely anecdotal. In

contrast, there is a higher number of students in high complexity schools that obtain lower than higher results.

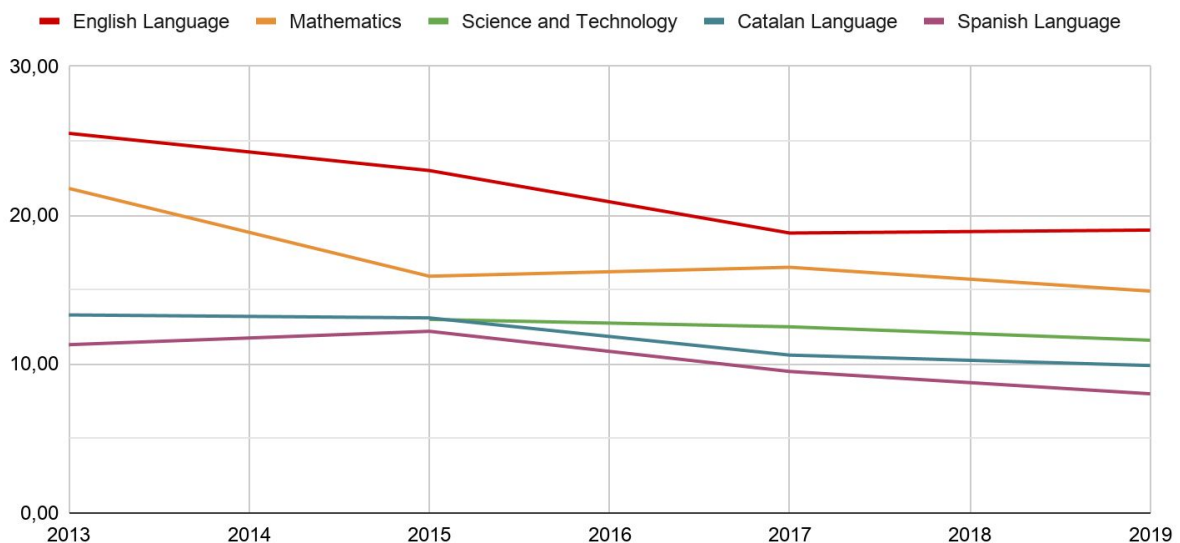
Figure 6: TBC EFL results and complexity of schools 2019



Source: Generalitat de Catalunya, Departament d'educació, 2019

The disparity of results does not only concern EFL, it also affects the other tested competences. However, this disparity between centres of different complexity is more pronounced in the case of EFL than the other competences. Figure 7 shows the evolution of the disparity over the last years. The evolution shows a clear tendency towards the reduction of the gap in all subjects. Nevertheless, the disparity of EFL in 2019 (19.0) is still higher than in 2017 (18.8), being the only subject inverting the tendency.

Figure 7 - TBC results disparity between high and low complexity high schools (evolution)



It is for all these reasons that the influence of SES on EFL performance should be a matter of study in the Catalan education system with the purpose of identifying and tackling the factors

that have a stronger impact on the disparity of performance, therefore on equality of opportunities.

4. Methodology

Ideally, the methodology to gather the relevant information to study the influence of the SES on EFL would be the use of school records of grades or results of the tests of basic competences of different schools and then link them to the SES of the pupils attending those schools, using information regarding their family income levels. However, due to the impossibility to access to such information, other instruments have been designed. The first one is a survey for high school students, the second one is a survey for pupils in language schools, both aimed at collecting information about SES and EFL performance. On the other hand, two qualitative semi-structured interviews have been designed, one to the Catalan Minister of Education and the other to the spokesperson of a majority union of teachers USTEC, both inquiring about their perception regarding the issue, the existence of policies or demands aimed at tackling it and the roadmap for the future.

4.1. The surveys

Two anonymous online surveys have been designed. The aim of both surveys is to gather information about the pupils' SES, their performance in EFL, their extracurricular EFL exposure and other relevant information regarding their perception of the importance of learning EFL. Although being slightly different, the surveys share most of the questions and the aim is the same in both, the differences they present are basically to adapt them to the specifications of the target subjects: pupils in high schools or pupils attending extracurricular EFL lessons.

The surveys are based on PISA's Index of Economic, Social and Cultural Status (the ESCS). The ESCS is built by the following indicators: parental education (PARED), highest parental occupation (HISEI), and home possessions (HOMEPOS) including books in the home

(OECD, 2017). Nevertheless, as well as these, the surveys include other items. For instance, to learn about the SES there are questions such as the aforementioned as well as number of electronic devices (computers, laptops or tablets) at home or languages spoken at home, which can easily be linked to the migration factor. In order to find out about their EFL performance, the answers rely on participants' self-perception. For example, their EFL grades being "very good, good, average or bad" —although subjective—, or the self-perceived difficulty of the EFL TBC, which tends to be concordant with the real performance (Generalitat de Catalunya, Departament d'Educació, 2019). Regarding their exposure to the target language, they are asked about their participation in extracurricular EFL lessons, English camps or Au Pair hosting. There is also a question about the non-academic exposure, such as music, video games or books in English. Finally, questions about beliefs about English learning and motivation (Butler, 2017).

Pupils who attend extracurricular EFL centres are inquired about the main reasons to do so (extension, reinforcement or other) and asked to compare extracurricular to high school lessons and evaluate which ones are more effective and why.

4.1.1. Participants

The survey addressed to high school pupils was sent via Google Forms to students of 4th of ESO in two high schools of different typology. The first one, Institut XXV Olimpíada is a high complexity municipal³ high school in the neighbourhood of La Font de la Guatlla, in the Sants-Montjuïc district, Barcelona. The community around and in the high school it mainly consists of working class families. The second one is Institut Can Margarit, a low complexity state high school in a residential area in the town of Corbera de Llobregat. The fact that high schools with different milieux were chosen is aimed at being able to gather a wider range of SES. The reason behind limiting the sample to 4th ESO was to be able to ask about the self-perceived difficulty of the English test in Test of Basic Competences. The survey was completed by 32 participants in XXV Olimpíada and 31 in Can Margarit, which stands around 40% of participation.

³ Municipal schools / high schools are state schools (public education) which depend on the city council instead of the government. They are widespread in Barcelona.

On the other hand, the participants in the survey for language schools are pupils of Castellbisbal School, a small private after-school language academy in Castellbisbal. In order to extend the sample, the limitation of 4th ESO was expanded to all grades of ESO. This survey was sent to a contact in the language school who forwarded it to about 50 participants and was completed by 39 of them.

4.1.2. Procedure

After selecting the relevant questions the surveys were designed. Since they are intended to be voluntarily answered by teenagers, they are concise and mostly multiple choice. They include clarifications to make them easier to understand and they are in Catalan for the same reason. The forms were sent to contacts in each of the centre who were asked to forward them to the participants, which had 2 weeks to answer. Google Forms automatically sends the results when answered. Once gathered, the data were analysed and compared, first as a whole, then between high schools and finally adding the data from the second survey. After being organised and compared, the most relevant data were represented in figures to facilitate understanding and interpretation. The figures can be found interpreted in the Results and Discussion section.

4.2. The interviews

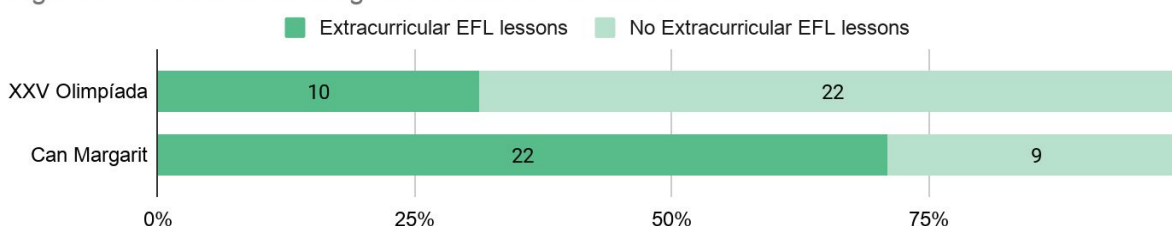
The interviews are semi-structured, they feature a set of questions for the Catalan Minister of Education, Mr. Josep Bargalló and the spokesperson of the majority union of teachers USTEC, Mr. Ramón Font, but they are a guide for a conversation on the subject with the interviewees. Both interviews are aimed at finding out the level of awareness of the Department of Education and the teachers union regarding the topic of this study. Furthermore, the Minister is inquired about the policies and measures currently being developed in order to tackle the issue as well as the vision of the Department regarding both the near and distant future of education in Catalonia. Similarly, the union spokesperson is asked about their demands regarding those aspects. Despite having been designed, the interviews have not been carried out.

5. Results and Discussion

The charts presented in this section are the result of the collection of data through the surveys and the selection of those considered most relevant. They are presented as charts instead of grids of values in order to facilitate the visualisation of trends and making comparisons easier and more understandable at a glance. Nevertheless, all the data can be found through a link in the annexes.

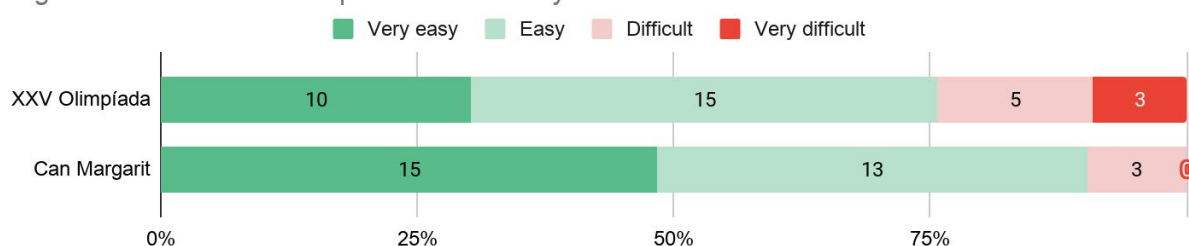
In spite of the sample being rather limited, the results of the surveys show interesting results at first sight. Even though the analysed high schools are both state schools, XXV Olimpíada (XO) and Can Margarit (CM) present a different milieu. XO is located in a neighbourhood in Barcelona consisting of mainly working class families from diverse origins, while CM is placed in a residential area in the town of Corbera de Llobregat with an 8% of their students coming from migrant families. The differences between them are expected to be reflected in the charts. A clear example of this different outcome is when it comes to the attendance of their pupils to extracurricular EFL lessons (figure 8). While in XO 10 out of 32 participants attend extracurricular EFL lessons, 22 out of 31 of the participants in CM do.

Figure 8 - Students attending extracurricular EFL lessons



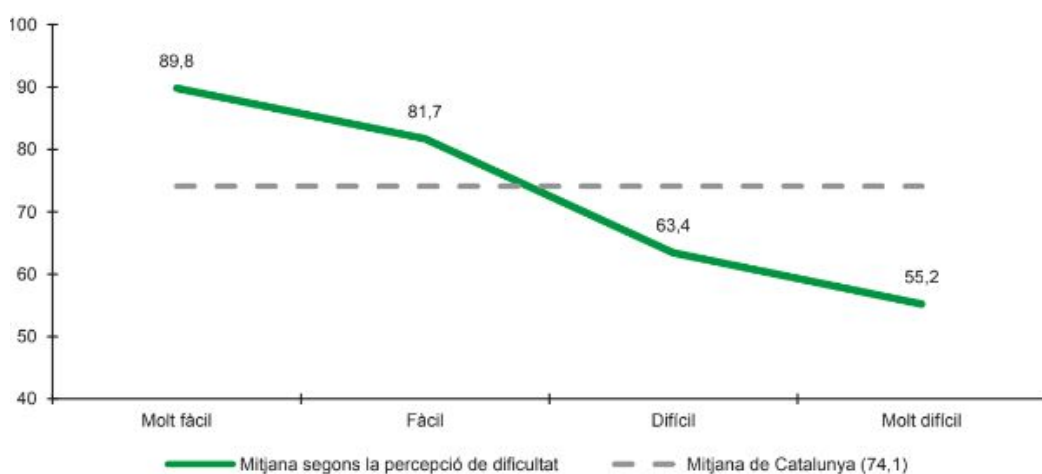
Another remarkable difference between the high schools is the different perception of the difficulty of the EFL test in the Test of Basic Competences (TBC) (figure 9).

Figure 9 - TBC in EFL self-perceived difficulty



Although the actual results of the TBC disaggregated by school are not publicly available, it is possible to have an estimate through the information provided by the Catalan Department of Education, as it shows a correlation between the results and the self-perceived difficulty (figure 10).

Figure 10 - TBC in EFL self-perceived difficulty and results 2019

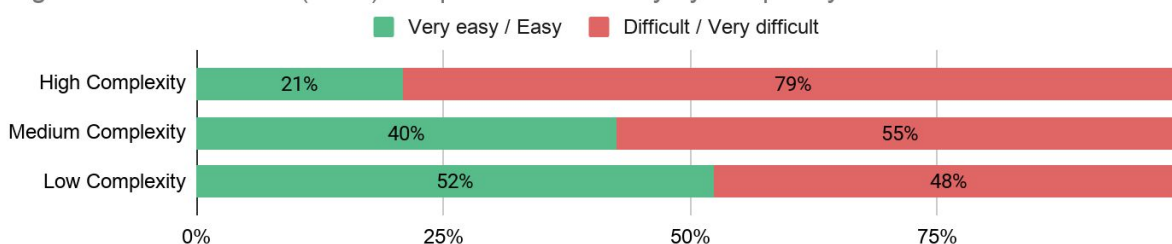


Source: Generalitat de Catalunya, Departament d'educació, 2019

The Catalan Department of Education also provides information of the self-perceived difficulty of the EFL test grouped by complexity of the centre (figure 11). This chart can be compared with the answers given by the participants of the survey (figure 9b⁴).

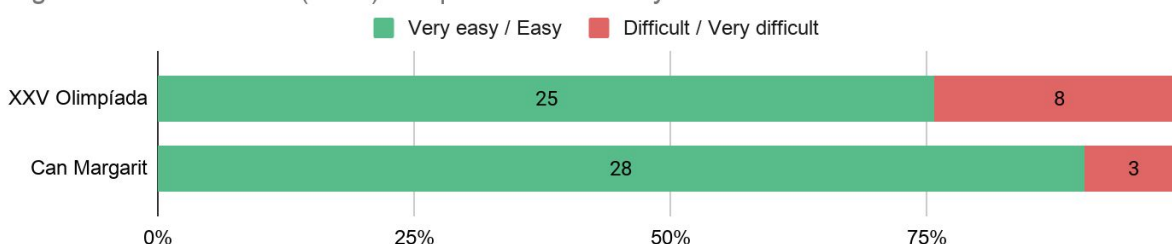
⁴ Figure 9b equals Figure 9 with the four answers rearranged in two as it is done in Figure 11.

Figure 11 - TBC in EFL (2019) self-perceived difficulty by complexity



Source: Generalitat de Catalunya, Departament d'educació, 2019

Figure 9b - TBC in EFL (2020) self-perceived difficulty



The difference between the two charts is clear. Given the complexity of the participant high schools (XO = High complexity, CM = Low complexity) the TBC should have been perceived difficult or very difficult by a larger number of the participants. Two main reasons can explain such differences. The first one is the possibility that the 2020 TBC was perceived to be much easier than the 2019 TBC and the second one is the bias caused by the sample. The survey for high schools was answered online with an estimated participation between the 30% - 40%. It is very likely that the students who voluntarily decided to participate were those with fewer academic difficulties—in general and in EFL. This suggests that there might be a hidden part of 4th ESO students who are left out of the sample and whose participation would significantly vary the results of this research.

Other aspects which can be considered from the data collected from the high schools are those regarding the EFL marks obtained at high school compared with other variables, such as the attendance to extracurricular EFL lessons (figure 12), the academic attainment of the parents (figure 13), the parents' level of English proficiency (figure 14) or the number of books at home (figure 15).

Figure 12 - EFL marks and extracurricular ESL lessons attendance

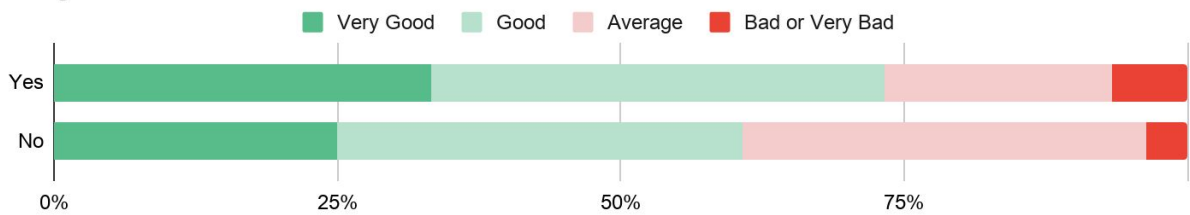


Figure 13 - EFL marks according to parents' academic attainment

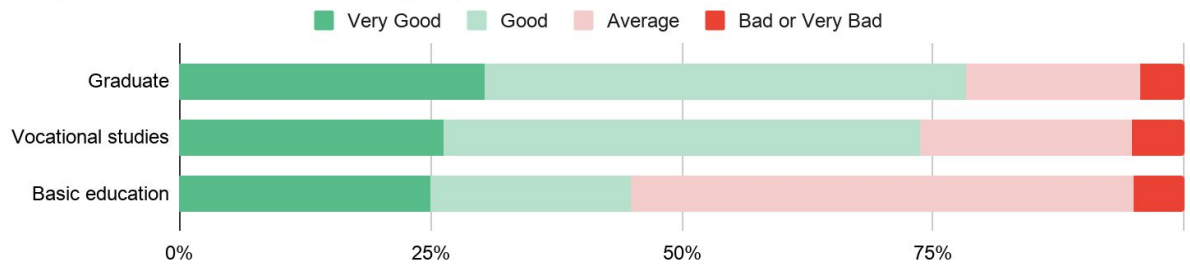


Figure 14 - EFL marks according to parents' English level

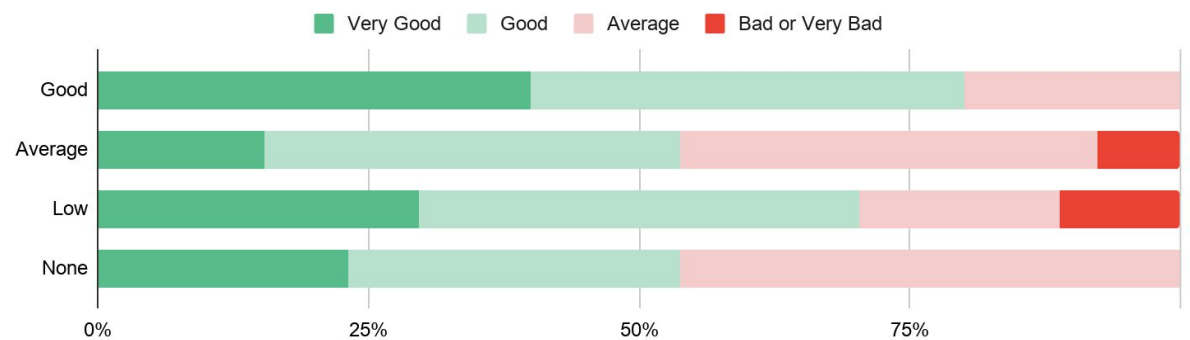


Figure 15 - EFL marks according to household books



These variables are related with the social capital of the participant families. Despite the fact that the EFL marks are self-reported —therefore the answer highly depends on each one’s level of self-demanding personality—, a correlation between the social capital and a better performance in the EFL subject at high school can be seen. Nevertheless, this influence

seems to be not as relevant when it comes to the English level of the parents. The number of books chart (figure 15) shows no significant variation between the results provided by the intervals 20 to 50 and 50 to 100, this is likely to be due to an incorrect choice of intervals on the design of the surveys. In spite of that, the differences in the other intervals are remarkable.

On the other hand, the data of the participant high schools can also be compared with the data collected by the survey for the language academy Castellbisbal School (CS). For instance, those related with the socioeconomic status of the participants and their families, such as the academic attainment of the parents (figure 15), the number of books at home (figure 16) and the number of electronic devices —other than mobile phones— at home (figure 17). The differences are visible, especially in the number of available devices at home. Regarding the academic attainment of the parents (figure 15), there is a higher rate of graduates among the parents of the language school, but also of parents with basic studies. The survey also offered the choice of “No studies” which was chosen by none of the participants.

Figure 15 - Parents' academic attainment

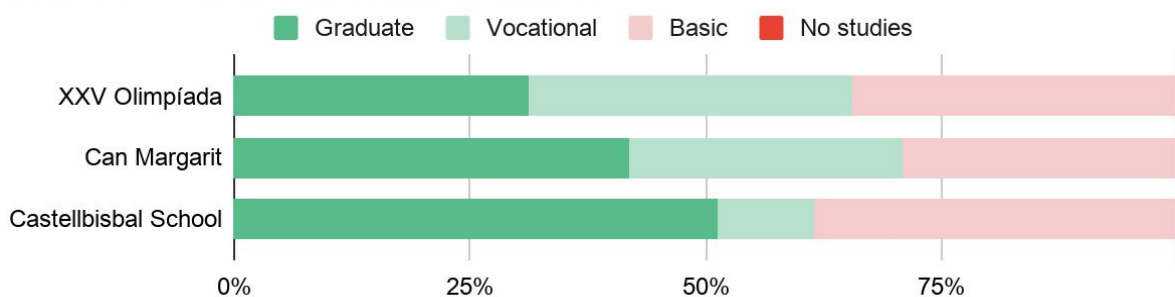


Figure 16 - Household books

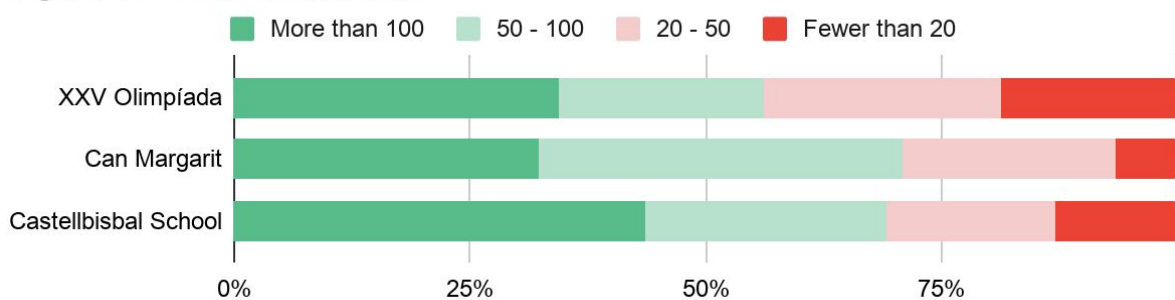
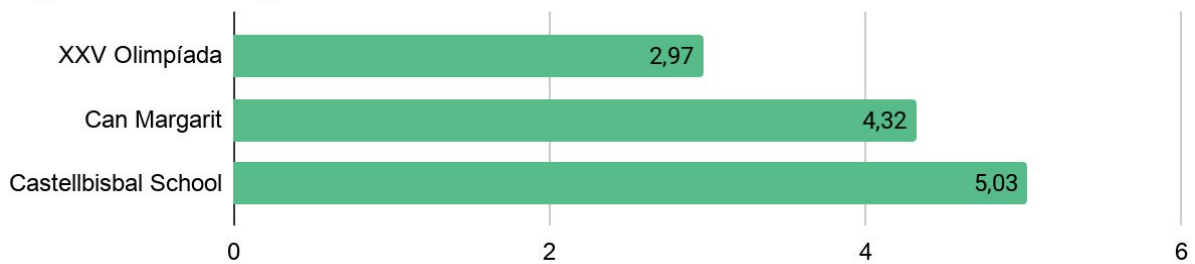
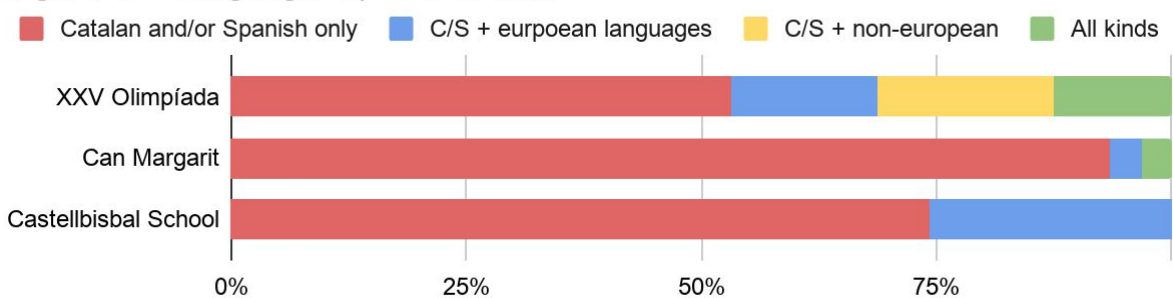


Figure 17 - Average Household electronic devices



The languages spoken at home (figure 18) can provide information about the migrant background, a variable which is often related to the SES and the complexity of the centre. The participants were asked to list all the languages spoken by their families at home, they were then grouped as those speaking Catalan and/or Spanish, those who also spoke European languages, those whose family languages were non-european and finally, the families whose language repertoire included both european and non-european languages. This classification entails certain bias as, for instance, the south american migration cannot always be made visible. Moreover, the “All kinds” category includes families whose origins are mostly former european colonies which still preserve european languages as official along their original languages.

Figure 18 - Languages spoken at home



Notwithstanding that, the results are very interesting as they still reflect the reality of each of the participant centres, showing a relevant disparity not only between the language school and the high schools, but also between the high schools of different complexity. However, migrant-origin participants are likely to be still underrepresented due to the participation bias.

Other items which can be related to the SES but also to the exposure of the participants to the target language are the participation on EFL camps (figure 19) or in Au Pair programmes (figure 20). The participation is very little and probably in need of a larger sample, nevertheless, a trend can still be seen in the same direction as he results up to this point.

Figure 19 - Pupils who have attended EFL camps

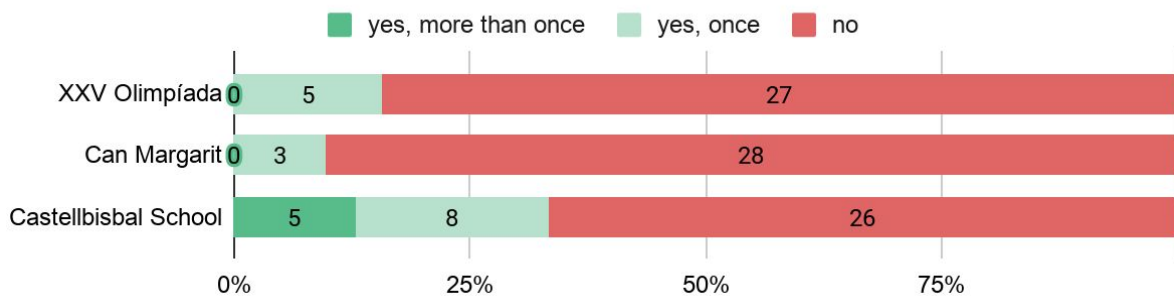
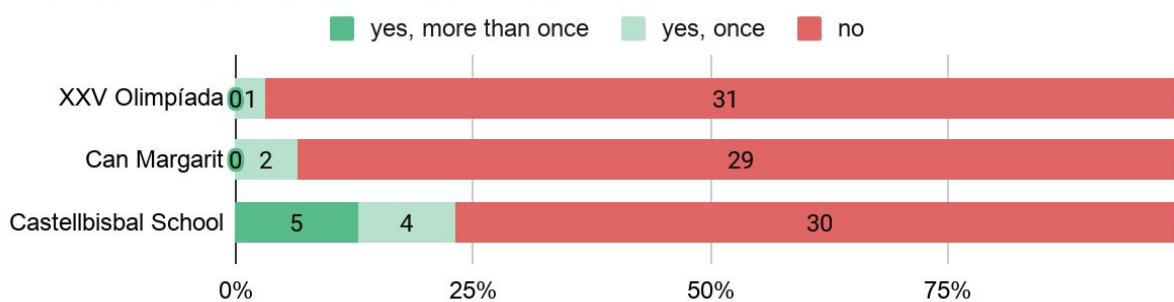


Figure 20 - Pupils who have hosted Au Pair



When it comes to the EFL performance at their high schools (figure 21), the participants self-reported mostly good results, similarly to what figure 9 showed about the self-perceived difficulty of the TBC tests. However, the difference between the high schools and the language school is remarkable. A possible reason for this is that language schools help their pupils perform better at school. Another reason is the possibility that language schools are mostly attended by pupils who already perform well at high school. For this reason, the participants who attend extracurricular lessons were also asked whether they do it to improve their performance beyond the level of their high school or to reinforce it so to keep up with the high school EFL level instead (figure 22). A part from a few participants whose purpose is to reinforce their English level and an anecdotal number of participants who answered the third option —labeled as “Other” although it could have been named “forced by parents”—, extension is undoubtedly the main purpose of the enrollment in EFL courses. This phenomenon might be due to high schools being able to fulfill the basic needs of the EFL students of lower levels and fail at accommodating those with higher English levels, which

seek to find a more according level outside the school. Therefore, the already existing disparity of English level becomes even more polarised.

Figure 21 - EFL high school marks

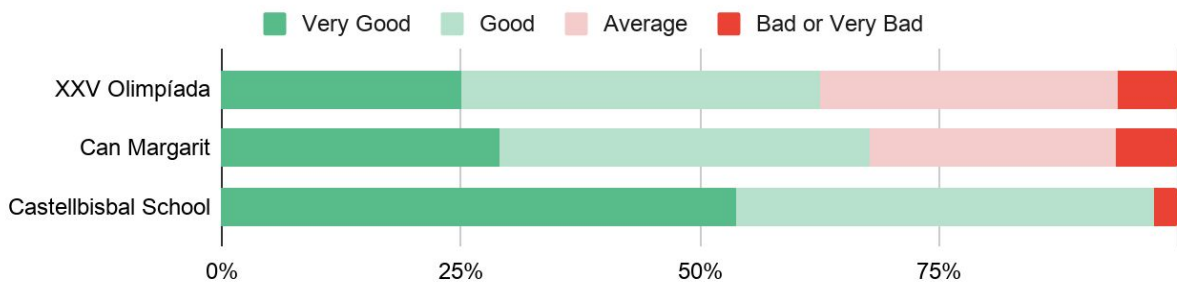
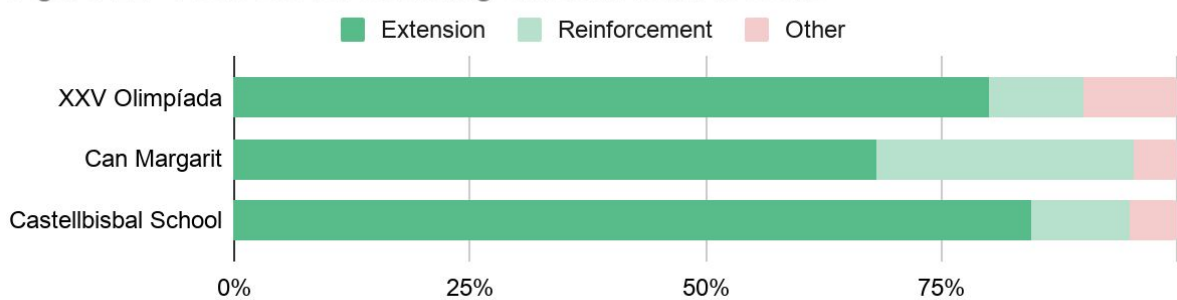
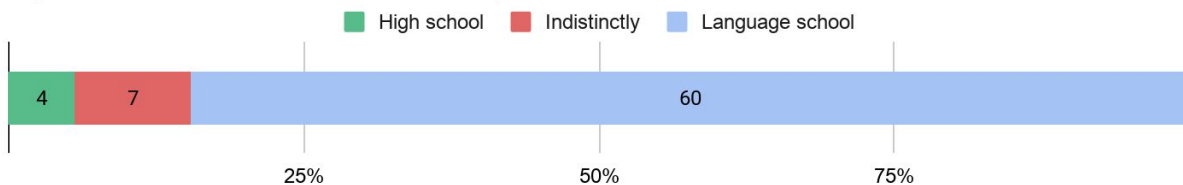


Figure 22 - Reasons for attending extracurricular lessons



The participants who attend extracurricular lessons in a language school were also asked to compare the efficiency of the EFL classes between their high school and their language school (figure 23), showing a remarkable disparity in favour of the language school. The given reasons are mostly related to a more according level and the smaller student-teacher ratio in the language schools.

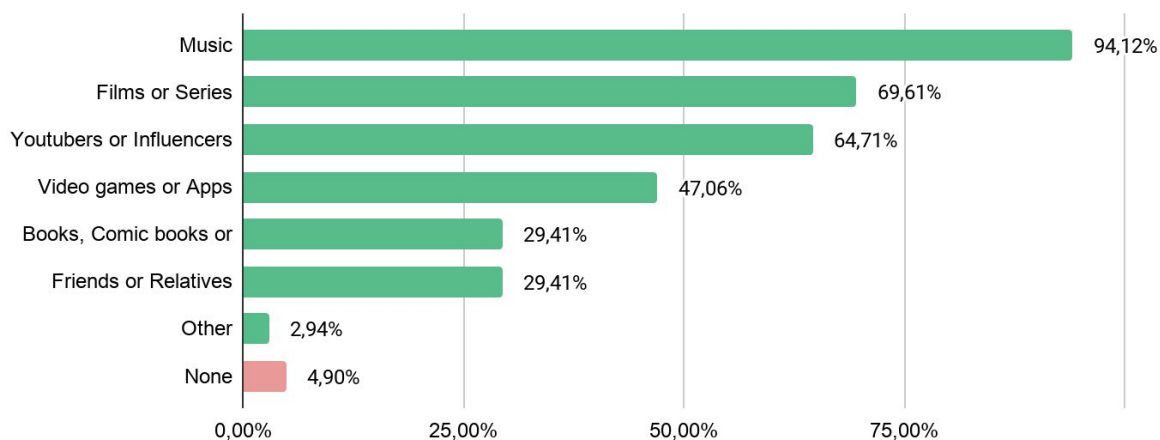
Figure 23 - Where EFL is more efficiently learnt



Furthermore, the surveys featured questions regarding the perception of the importance of learning EFL and the reason for it. Out of the 102 participants all but one acknowledged its importance. Among the reasons, the most popular were referring to English as “the most important language” and most of the answers contained a combination of the words “future” “job” and “opportunities”. Multiple answers also mentioned its importance in order to communicate abroad.

Finally, the participants were asked about exposition to English away from any educational purpose (figure 24), resulting “Listening to music in English” the most popular, followed by multimedia contents such as films, series, youtubers and influencers.

Figure 24: Exposure to English with non-educational purposes



To summarize, the data gathered show certain correlation between the variables of the surveys related to SES with the performance of the participants on EFL as well as with the attendance to extracurricular EFL lessons. The limitations due to the reduced sample and the fact that most of the information is self-perceived and self-reported by the participants cannot be neglected, nor the bias produced by the fact that a large part of the pupils of 4th ESO did not participate in the high school survey. Nevertheless, the figures show better results of performance than the expected from the Catalan Education reports. This could well mean that the correlation shown by this report is very likely to become stronger with a more complete sample.

Regarding the perception of the importance of learning EFL, the great majority of the participants share the perception that mastering English is essential to be able to access better job opportunities in the future. Thus, English appears to be widely perceived as a tool for employability.

The facts that EFL is unanimously regarded as essential for accessing future opportunities and that the EFL lessons in language academies are seen as more efficient than in high schools, should be enough reasons for everybody to enroll language schools. Nevertheless,

the fact that this is not happening can have multiple interpretations. The first one is the possibility that some believe the EFL lessons at high school are more efficient, therefore it would be rather absurd to spend their resources attending 'inefficient' language schools. Another interpretation is that most of the language schools are rather costly and some families are unable to afford them, which would mean a SES effect on EFL.

The exposure of the participants to EFL with no educational purposes comes mainly from listening to music, watching films and series and following influencers and youtubers or playing video games. Although the access to the music seems to be almost universal, the access to the other sources appears to be more limited. This could be due to the lack of interest or also to barriers of access. The number of electronic devices available can play a role in it. Keeping in mind that there is a part of the students who have been left out of the sample, the potential information provided by them is likely to be crucial in this aspect. Similarly to what happened during the period of confinement caused by the COVID-19 pandemic, the availability of electronic resources has been proven fundamental and strictly linked to the family income level, producing the 'Digital Gap'. The number of available devices at home has a positive effect on the number of hours of study, a dimension that Bonal & González (2020) measured through the OTL (Opportunities To Learn) index.

6. Conclusions

The question of EFL performance being influenced by SES can be answered affirmatively with no hesitation. The same way it has been widely proven that the SES causes an effect on any educational attainment, it is obvious that ESL cannot be immune to it. That said, it needs to be established whether EFL is particularly affected by SES, in what way and what the role of the Catalan Education System is in this play.

The aim of this study is no other than this, hence a review of the existing literature has been carried out alongside the design of instruments to gather relevant data in order to shed light on the question. Anyhow, the limitations encountered impede the generalisation of the results

and the outcome cannot be extrapolated to the whole system. Nevertheless, the results of the present study lead to interesting conclusions in spite of the size of the sample.

First, after reviewing the literature concerning the topic, the following statements can be established:

- The socioeconomic status of an individual has an impact on their academic attainment. The access to educational resources can be limited by SES even in contexts of public education.
- Education systems still reproduce and perpetuate existing inequalities. Although they are supposedly aimed at fostering social mobility, the fact is that sometimes the existing differences are not only not mitigated but also increased.
- The access and exposure to EFL is different depending on the SES. Although most studies on language acquisition set their focus inside the classrooms, the main differences of exposure to the target language happen outside. Most of the external academic resources require affording an economic expense.
- The Catalan Education System lacks of ability to fully compensate the external factors. This factors are not within reach of everybody and still cause an unbalancing effect.
- The difference of performance in EFL shows a greater polarisation than other subjects. This disparity is not only found between individuals within the same school, but especially between schools.
- The Catalan Education System is segregated. This not only refers to the existence of a triple network of schools (state, private and publicly-funded private), but also to the differences within the public network. Moreover, the distribution of schools of different complexity is closely related to the average income of the area.

Second, the existing differences between the participant high schools have appeared reflected in the results of the surveys, as well as the disparity between them and the language school. The figures show clear particularities regarding the items linked to the SES and EFL performance which can lead to the following conclusions:

- A correlation between SES and complexity of a high school can be established.
- More students from higher-SES centre are enrolled in extracurricular EFL lessons than the lower-SES one.
- The higher-SES highschool students performance in EFL is significantly better than the lower-SES ones.
- EFL is perceived by students as a key competence for future opportunities. Regardless of whether they attend EFL extracurricular lessons, teenagers acknowledge its importance.
- Pupils who attend extracurricular EFL lessons perceive them as more efficient than the lessons at school. This is attributed to the reduced ratios and the level being more adequate.
- The majority of pupils who attend extracurricular EFL lessons do it with the purpose of extending their competence rather than reinforcing it. This strengthens the already existing performance gap in EFL.
- The exposure to English outside the school is affected by SES. The digital gap plays an important role since most of the exposure comes from digital resources.

Although limited, the study proves the existence of an influence on EFL caused by socioeconomic differences. In order to quantify the dimensions of such influence further investigation is desirable. In it, the instruments should be able to embrace the whole system, including schools of all kinds, all complexities, different milieux, location, ownership and all education stages. The research should also rely on solid data even though is of limited access, both academic —TBC results disaggregated by centre—, and socioeconomic —family income. The collection of exhaustive information should lead to solid conclusions as well as a roadmap for improvement of the system, with demands of specific policies and structural changes to achieve an education system which is as egalitarian as possible.

In the meantime, there are certain measures which should be implemented diligently. These measures should be aimed at mitigating the negative impact of disadvantaged socioeconomic conditions and permit the emancipation of the students from their SES, allowing them to make decisions exclusively based on educational purposes without finding socioeconomic barriers (Choi & Calero, 2013). General measures, such as the implementation of income

equalization and wealth distribution policies should be taken (Gonzalez et al., 2018). Moreover, interventions aimed at reducing social gender inequalities should be reinforced since women have a greater impact on the cognitive development of the children (ibid).

Furthermore, interventions on the education system should be conducted after considering the role of the private and publicly-funded private in the education system regarding their dodgy strategies of selection of their pupils (Villarroya, 2001) and how it has an impact on segregation. However, segregation is not only caused by the existence of private education, it is also driven by residential segregation and the existence of singular educative projects which enhance social homogeneity (Segurola, 2020), and it endangers social cohesion, equality of opportunities and the development of the country (ibid).

Regarding the policies towards tackling the problem of the unequal access to extracurricular activities, such as the EFL lessons, the Catalan Ombudsman Office (Síndic de Greuges) developed a report on the issue suggesting measures such as increasing public options, place reservation for children with socioeconomic difficulties, the implementation of a social pricing system, or facilitating the access to the information regarding the extracurricular options (Síndic de Greuges, 2014). An example of publicly funded extracurricular EFL programme is 'Èxit Anglès', impulsed by *Consorci d'Educació de Barcelona* and aimed at increasing the equality of opportunities of exposure to the English language for students of the last year of primary education.

In an unequal society, aiming at full equality of opportunities is an arduous task which only depends on the willingness of the governments. Changing the society might sound utopic, but it needs to begin somewhere and a good starting point is understanding how SES affects education in order to develop policies that lead to the goal of an egalitarian education system.

It is worth noting that governments could, of course, work hard to reduce social inequity in our respective societies in the first place. No doubt developing pedagogy that is informed by research on SES differences is a more realistic goal, unfortunately (Victoria A. Murphy, 2018. p. 4).

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Annexes

Results of the Survey for High Schools:

<https://docs.google.com/spreadsheets/d/15HQIHG-LxS8skts-RWGwm7fO7FfXM99oJIA5-BOpKrs/edit?usp=sharing>

Results of the Survey for Language Schools:

<https://docs.google.com/spreadsheets/d/1fIMHU8Eqt149A8v3p9ghEWvzNxrlYo8uRDDqGBhLyqM/edit?usp=sharing>

Enquesta per l'alumnat de 4rt d'ESO

Aquesta enquesta és anònima, cap dada personal queda registrada.

L'objectiu és recollir informació sobre l'aprenentatge d'anglès com a llengua estrangera.

Gràcies per participar-hi!

* **Obligatòria**

1. Amb quin gènere t'identifiques més?

Maqueu només un oval.

Femení

Masculí

Altres: _____

2. Com es diu el teu Institut? *

3. Com són les teves notes d'anglès a l'institut? *

Maqueu només un oval.

Molt bones

Bones

Justetes

Dolentes

Molt dolentes

4. Treus millor nota d'anglès que d'altres assignatures? *

Maqueu només un oval.

Sí

Més o menys igual

No

5. Què et va semblar l'apartat d'anglès al Test de Competències Bàsiques? *

Maqueu només un oval.

1 2 3 4

Molt fàcil Molt difícil

Sobre la família

6. Quin és el nivell d'estudis dels teus progenitors? *

En cas que el nivell d'estudis sigui diferent entre ells, tria el més alt. Si no ho saps, pots explicar-ho a "Altres".

Maqueu només un oval.

Sense estudis

Estudis bàsics

Formació professional

Estudis universitaris

Altres: _____

7. De què treballen? *

8. Saben parlar anglès?

Maqueu només un oval.

No el parlen gens

Una mica

Força

El parlen molt bé

9. Quines llengües es parlen a casa habitualment? *

Marca totes les que siguin certes.

Seleccioneu totes les opcions que corresponguin.

- Català
- Castellà
- Alemany
- Amazig
- Anglès
- Àrab
- Búlgar
- Euskera
- Francès
- Gallec
- Hindi
- Hongarès
- Ilokano
- Italià
- Panjabi
- Persa
- Polonès
- Portugués
- Quechua
- Romanès
- Rus
- Tagalog
- Ucraïnès
- Urdú
- Xinès
- Wòlof

Altres: _____

10. Quants ordinadors hi ha a casa? *

(ordinadors + portàtils + tauletes)

11. Quants llibres hi ha a casa, aproximadament? *

Maqueu només un oval.

menys de 10

entre 10 i 20

entre 20 i 50

entre 50 i 100

més de 100

12. Quin contacte no educatiu tens amb l'anglès? *

Marca totes les que siguin certes.

Seleccioneu totes les opcions que corresponguin.

Miro sèries i pel·lícules en anglès.

Escolto música en anglès.

Jugo a videojocs en anglès.

Segueixo Youtubers / influencers que parlen en anglès.

Tinc Coneguts / familiars / amics amb els qui hi parlo en anglès.

Llegeixo llibres / còmics / blogs en anglès.

No faig servir l'anglès fora de temes educatius.

Altres: _____

13. Has viatjat a l'estranger algun cop? *

Maqueu només un oval.

Sí

No

14. Si has contestat que sí, on?

Posa els que més recordis i indica si hi has estat més d'un cop.

15. Fas o has fet anglès extra-escolar? *

Maqueu només un oval.

Sí. Ves a la pregunta 16

No, mai. Ves a la pregunta 20

Anglès extra-escolar

16. Quant de temps has estudiat en una acadèmia o classes particulars? *

Maqueu només un oval.

Menys d'un any.

Entre 1 i 3 anys.

Entre 3 i 5 anys.

Més de 5 anys.

17. Per quin motiu vas o has anat a l'acadèmia o classes particulars? *

Maqueu només un oval.

Per reforçar el meu nivell, ja que em costa seguir l'assignatura a l'institut.

Per ampliar el meu nivell, ja que a l'institut és massa baix.

Altres: _____

18. On aprens més anglès, a l'acadèmia o a l'institut? *

Maqueu només un oval.

- A l'acadèmia
- Més o menys igual.
- A l'institut

19. Per què creus que és així?

i per acabar...

20. Has fet alguna estada o colònies per aprendre anglès? *

Maqueu només un oval.

- No, mai.
- Sí, una vegada.
- Sí, més d'una vegada.

21. Has tingut a casa algun/a "Au pair"? *

Un/a "Au pair" és una persona d'un altre país que fa de cangur a canvi d'allotjar-se a la casa.

Maqueu només un oval.

- No, mai.
- Sí, una vegada.
- Sí, més d'una vegada.

22. Creus que és important aprendre a parlar anglès? *

Maqueu només un oval.

Sí

No

23. Per què?

Gràcies per arribar fins al final!

Google no ha creat ni aprovat aquest contingut.

Google Formularis

Enquesta per alumnes d'acadèmies d'anglès

Aquesta enquesta és anònima, cap dada personal queda registrada.

L'objectiu és recollir informació sobre l'aprenentatge d'anglès com a llengua estrangera.

Gràcies per participar-hi!

* Obligatòria

1. Com es diu la teva acadèmia d'anglès? *

2. Amb quin gènere t'identifiques més?

Maqueu només un oval.

Femení

Masculí

Altres: _____

Sobre l'institut

3. Quin curs fas a l'institut?

Maqueu només un oval.

1r ESO

2n ESO

3r ESO

4rt ESO

4. Com són les teves notes d'anglès a l'institut? *

Maqueu només un oval.

- Molt bones
- Bones
- Justetes
- Dolentes
- Molt dolentes

5. Treus millor nota d'anglès que d'altres assignatures? *

Maqueu només un oval.

- Sí
- Més o menys igual
- No

Sobre l'anglès extra-escolar

6. Quant de temps has estudiat en una acadèmia o classes particulars? *

Maqueu només un oval.

- Menys d'un any.
- Entre 1 i 3 anys.
- Entre 3 i 5 anys.
- Més de 5 anys.

7. Per quin motiu vas o has anat a l'acadèmia o classes particulars?

Maqueu només un oval.

- Per reforçar el meu nivell, ja que em costa seguir l'assignatura a l'institut.
- Per ampliar el meu nivell, ja que a l'institut és massa baix.
- Altres: _____

8. On aprens més anglès, a l'acadèmia o a l'institut? *

Maqueu només un oval.

- A l'acadèmia
- Més o menys igual
- A l'institut

9. Per què creus que és així?

10. Quin contacte no educatiu tens amb l'anglès? *

Marca totes les que siguin certes.

Seleccioneu totes les opcions que corresponguin.

- Miro sèries i pel·lícules en anglès.
- Escolto música en anglès.
- Jugo a videojocs en anglès.
- Segueixo Youtubers / influencers que parlen en anglès.
- Tinc Coneguts / familiars / amics amb els qui hi parlo en anglès.
- Llegeixo llibres / còmics / blogs en anglès.
- No faig servir l'anglès fora de temes educatius.

Altres: _____

11. Has fet alguna estada o colònies per aprendre anglès? *

Maqueu només un oval.

- No, mai.
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Un/a "Au pair" és una persona d'un altre país que fa de cangur a canvi d'allotjar-se a la casa.

Maqueu només un oval.

- No, mai.
- Sí, una vegada.
- Sí, més d'una vegada.

Sobre la família

13. Quin és el nivell d'estudis dels teus progenitors? *

En cas que el nivell d'estudis sigui diferent entre ells, tria el que sigui més alt. Si no ho saps, pots explicar-ho a "Altres".

Maqueu només un oval.

- Sense estudis
- Estudis bàsics
- Formació professional
- Estudis universitaris
- Altres: _____

14. De què treballen? *

15. Saben parlar anglès?

Maqueu només un oval.

No el parlen gens

Una mica

Força

El parlen molt bé

16. Quines llengües es parlen a casa habitualment? *

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- Italià
- Persa
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- Portugués
- Quechua
- Romanès
- Rus
- Tagalog
- Ucraïnès
- Urdú
- Xinès
- Wòlof

Altres: _____

17. Quants ordinadors hi ha a casa? *

(ordinadors + portàtils + tauletes)

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Maqueu només un oval.

menys de 10

entre 10 i 20

entre 20 i 50

entre 50 i 100

més de 100

19. Has viatjat a l'estranger algun cop? *

Maqueu només un oval.

Sí

No

20. Si has contestat que sí, on?

Posa els que més records i indica si hi has estat més d'un cop.

i per acabar...

21. Creus que és important aprendre a parlar anglès? *

Maqueu només un oval.

Sí

No

22. Per què?

Gràcies per arribar fins al final!

Google no ha creat ni aprovat aquest contingut.

Google Formularis

Interview 1: Qualitative semi-structured interview with Mr. Josep Bargalló, Catalan Minister of Education.

1. To what extent do you believe that the Catalan Education System is egalitarian?
2. In your view, do the socioeconomic status of a student has an effect on their academic performance?
3. Do you think that the performance in the subject of English as a Foreign Language is especially affected by the socioeconomic status?
4. Studies reveal that EFL is one of the most polarized subjects, with the largest gap between the best and the worst results. What do you think is the cause of this?
5. How is the Department of Education currently facing the situations of socioeconomic inequalities of the students?
6. Can you briefly outline explain the roadmap for the future regarding the matter of equality of opportunities for students in Catalonia?

Interview 2: Qualitative semi-structured interview with Mr. Ramón Font, spokesperson of the union USTEC.

1. To what extent do you believe that the Catalan Education System is egalitarian?
2. In your view, do the socioeconomic status of a student has an effect on their academic performance?
3. Do you think that the performance in the subject of English as a Foreign Language is especially affected by the socioeconomic status?
4. Studies reveal that EFL is one of the most polarized subjects, with the largest gap between the best and the worst results. What do you think is the cause of this?
5. From the union's point of view, what policies should the Department of Education take in order to tackle this issue?
6. What can teachers do —with the current resources— to mitigate the effects of inequality in education?

