



# FINAL REPORT ON DEVELOPING FL LITERACY IN POLAND, SLOVENIA AND SPAIN<sup>1</sup>

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## 1. INTRODUCTION

Literacy is one of the basic skills, emphasised in many documents, e.g. according to UNESCO (2014) it is a fundamental human right and the foundation for lifelong learning.

In the last decades, many countries across the world have lowered the national compulsory starting age for foreign/second language learning to the start of compulsory schooling or even earlier. Many experts agree that this is a global phenomenon and possibly the world's biggest policy development in education. With FL introduction into the early years, the age at which FL literacy is introduced to children has lowered as well. Literacy is not simply viewed as the development of reading and writing skills, but as a complex process that includes listening and oral skills as well. Furthermore, it includes a lot of sub-skills, from decoding the letters, grammar and vocabulary, looking for specific information, predicting the content, understanding the style, genre, purpose of the text and similar. According to Stevenson (2018) there are three theoretical paradigms in literacy; the first one is the textual paradigm, focusing on the language part (grammar, lexis, genres, discourse features, attitudes and opinions of the writers); the second one is the process paradigm, focusing on the skills and strategies that the reader or writer applies; and the third one is the social paradigm, 'in which literacy is seen as situated in social practices and embedded in contexts of use' (p. 242). This paradigm is the least used in FL literacy development.

More and more countries across Europe are applying a CLIL (Content and Language Integrated Learning) approach (Coyle, Hood and Marsh, 2010) in education, which has proven to be one of the most successful forms of language learning by the European Commission (see Eurydice, 2006). In this approach, a foreign language is used for learning the content of other subjects. Developing literacy in a CLIL context is a complex issue, due to the fact that learners need to understand and work with texts, both oral and written, from various fields, in different genres and with a variety of tasks. Literacy in a CLIL context should, therefore, be developed as a process and in a systematic way.

In Spain, Poland and Slovenia, FL literacy development has not been dealt with in a sufficiently systematic and thorough way. This is reflected in the results of the SurveyLang final report, in which reading is the least developed skill of Slovenian, Spanish and Polish 14-year-olds with 16% of Slovenian pupils failing to achieve A1 level, 26% of Polish pupils and 19% of the Spanish ones (European Commission 2012: 42). National exams in Slovenia at the end of the 6<sup>th</sup> grade have also shown that students' English reading and writing skills are the weakest among all language skills. They have problems inferring information from the text, deducing the information from the context and finding the gist of the text. These skills are also essential in developing literacy in CLIL instruction. Therefore, it is suggested by the experts that teachers work more with authentic, topical and longer texts, with which learners would develop higher-level cognitive skills.

Teachers are one of the key factors for successful foreign language instruction and they need to meet high criteria to be qualified for teaching a foreign language to children in a CLIL context. Research shows that the quality of teachers and their teaching are the most important factors in student outcomes (OECD, 2005). With foreign languages being introduced earlier and earlier into the education system, the need for qualified teachers has spurred and in many countries, there is a big gap between the demand and the supply of the CLIL teachers. Foreign language teachers in Spain, Poland and

Slovenia repeatedly report that they do not feel adequately trained to develop literacy skills in their learners, especially in CLIL context, which is a new context for many teachers. The aim of this report is to showcase the literacy practices and assessment, teacher training, and needs of the teachers related to FL literacy development in Slovenia.

On a broader scale, the aims of the Erasmus+ project »Developing FL Literacy in CLIL Contexts« of which this report is part, are the following:

- Develop a literacy approach to EFL that is suitable for primary CLIL contexts.
- Train and promote “literacy mentors” that are able to work with a literacy-based approach to English language teaching.
- Contribute to on-going training in literacy-based English language teaching for language teachers across Europe and beyond, both pre-service and in-service.
- Develop transnational cooperation and promote lifelong learning among preservice and in-service teachers, university lecturers and researchers.

The project objectives are consistent with the priorities of the Erasmus Strategic Partnerships and are relevant to two fields of education, i.e. school education and higher education. The project will support teachers in acquiring basic teaching skills and key competences for their professions, i.e. developing FL literacy in a CLIL context. By creating a course on literacy teaching for pre-service teachers and a blended course on literacy teaching for in-service teachers, the project aims to tackle the skills gap through designing and developing curricula that meet the learning needs of students and are relevant to the labour market and societal needs. The project develops basic skills (i.e. literacy) and transferable skills (the developed skills can be transferred to and from MT and to other languages, as well as across the curriculum to other subjects).

The target groups addressed by the project are primary school teachers and teacher trainers. Indirectly, the target group affected by the project will be primary school learners. The project aims to enhance professional development and strengthen the professional profile of FL teachers as well as to reinforce cooperation between schools and higher education institutions.

The project is carried out transnationally because each country can contribute to the success of the project in its way. Spain has had a long tradition of CLIL primary education and can contribute in guiding teachers in effective CLIL FL instruction; Slovenia has been a part of an international literacy project during which it has developed some materials for initial FL literacy and Poland has been carrying out an MA programme for teachers of English to young learners, where it has been working on training teachers to teach young learners. All countries have had experience with FL teacher training, especially training teachers for teaching at the primary level.

The following report covers the first phase of the project, focusing on gathering information about current Primary teachers’ practices in developing FL literacy in their schools. It is intended to use the results of the questionnaire to establish patterns and trends in all three countries participating, but also to be informed about significant differences that may help connect and enrich each countries’ literacy practice. Data obtained will be used to design the online course for teachers on developing FL literacy skills in CLIL contexts with their learners, which corresponds to the second stage of the present project.

## **2. METHODOLOGY**

The first phase of the project is based on exploratory and descriptive research. The main aim is to provide information about current conceptualizations, practices, difficulties and teachers' training and needs in each of the countries. The first step consisted in the design of a needs analysis questionnaire, which was piloted using three different procedures. First, a pilot study was conducted using a sample of the population targeted (namely, EFL Primary Teachers delivering English in years 3, 4 and 5). Teacher volunteers completed the questionnaire and provided information about two fundamental issues: the length of the questionnaire and the need for clarification of some of the questions included. The second procedure conducted was the Delphi Method, as the questionnaire was sent to a panel of experts in the area, who contributed to improving the original version adding more questions and considering the need to group them in clear sections. Finally, the Slovenian division of the project was in charge of ensuring the validity and reliability of the survey.

The final version of the questionnaire consisted of 47 questions and sections covering general information, conceptualization of literacy, reading and writing resources and practices, teacher assessment, difficulties, teacher training and teachers' needs. Questions combined multiple-choice format with Likert-scale statements and open questions. Respondents to the needs analysis questionnaire were self-selected, as the online questionnaire was made available to all teachers of English in the three countries through the email, social media and personal contacts of the partners in the project. The questionnaire was made available on the website <https://ww.1ka.si/> from December 2018 to March 2019.

Data was extracted from the web-questionnaire by individual countries and analysed with SPSS programme. Results are presented in frequency tables and means and standard deviations were calculated where scales were in case. Also, in some cases, inferential statistics was performed and differences between different groups were calculated. In the second part differences between Poland, Slovenia and Spain data are presented in graphs and tables on the descriptive level.

### 3. COUNTRY REPORT ON FL LITERACY – POLAND

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#### 3.1 Respondents

This section of the report summarizes the data gathered about the Polish teachers who took part in the Needs Assessment Questionnaire (hereafter called NAQ for short) regarding the dominant EFL teaching approach regarding literacy and teachers' prior training in the area of literacy.

##### General information

There was a total of 116 respondents from Poland, with the majority of them being female, as shown in Figure 1.

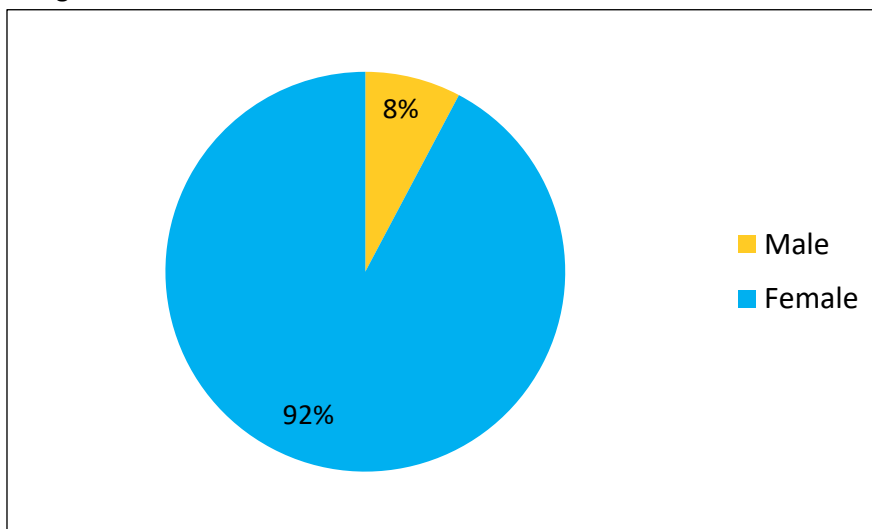


Figure 1 Respondents by gender.

The age of respondents was between 24 and 63 years old, with the mean being 39.29 years old. The distribution of age is shown in Figure 2.

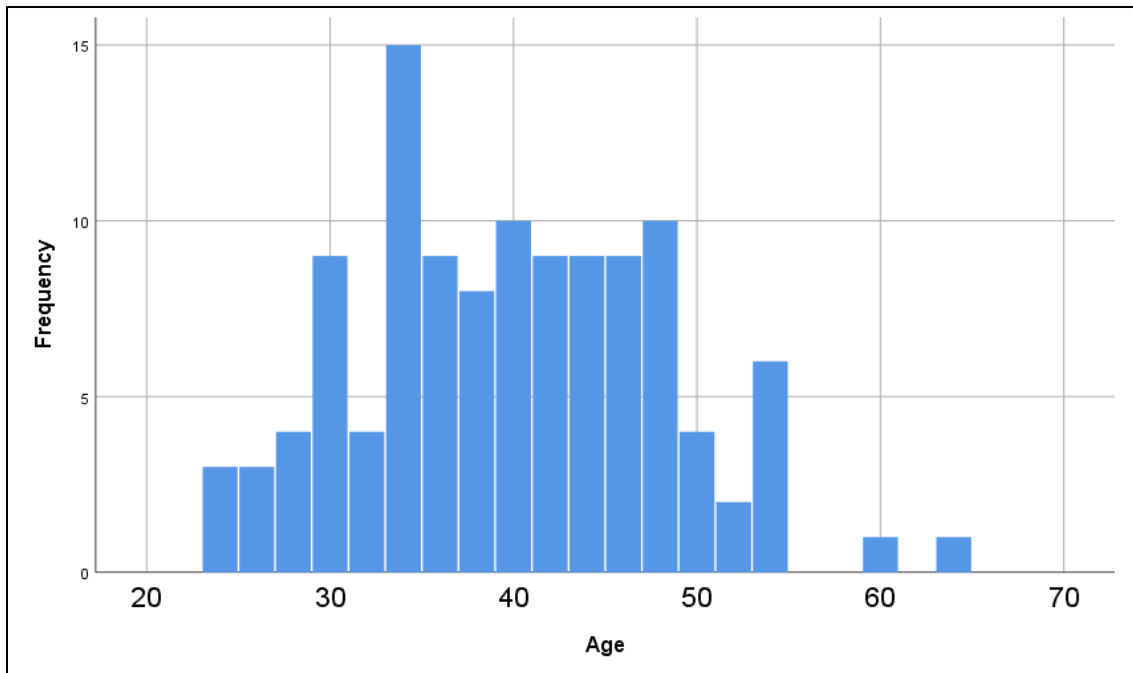


Figure 2 Respondents' frequency of age.

The respondents varied significantly in their teaching experience. Here, the results also varied significantly between respondents – from 1 year to 32 years of teaching experience, with the mean for all being 14.18 years of experience. The distribution of number of teaching experience years is shown in Figure 3.

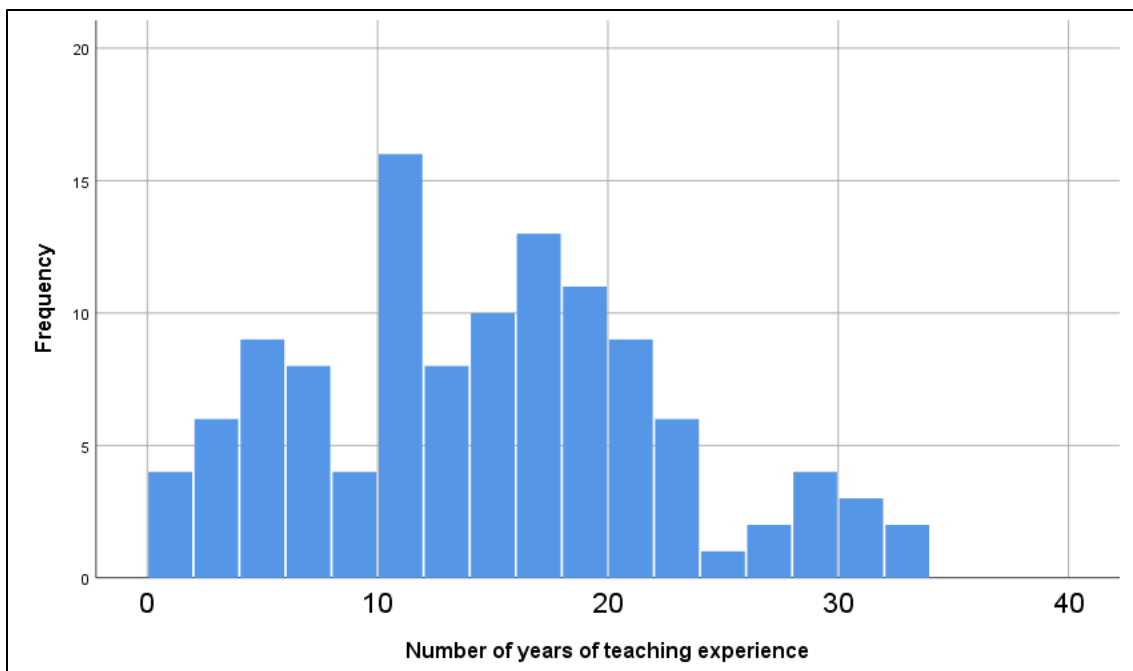


Figure 3 The frequency of the number of years of teaching experience among respondents.

### Professional background

Through the NAQ the information about participants' professional and educational background was also gathered, i.e. type of school in which they work, their qualifications, professional position, and

everyday teaching experience. The majority of respondents declared working in public schools in Poland, with minority working in private sector or other non-public institutions (for example language schools).

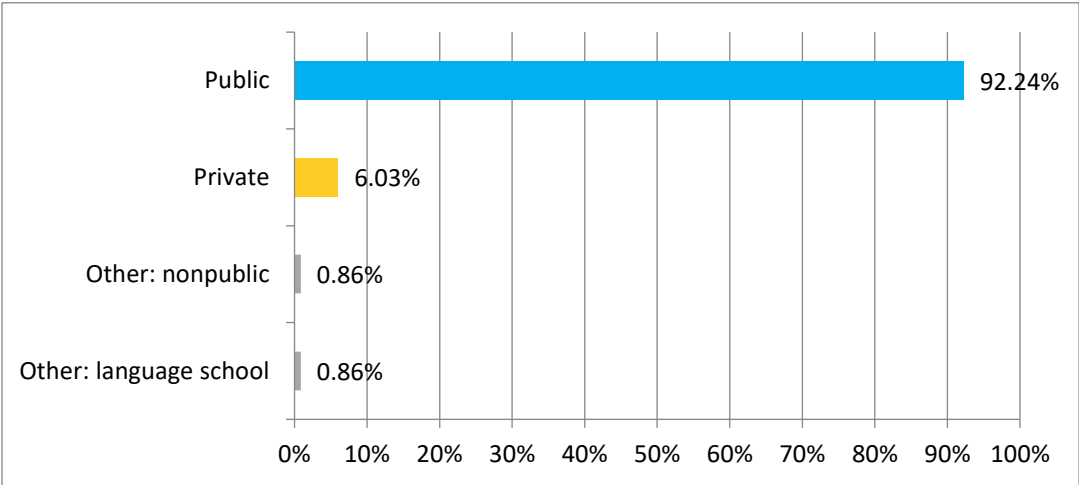


Figure 4 Type of school in which the respondents work on a daily basis.

In Poland, one can possess different types of qualifications that allow a person to become an English teacher in public institutions. The regulations are different for early and primary childhood education than they are for secondary level education, and they are also different for public and private facilities. The sample shows that the majority of respondents were English teachers (80.17%), primary education teachers (9.48%), and primary education teachers with English (6.9%). The remaining teachers had alternative qualifications e.g. language certificate (3.45%).

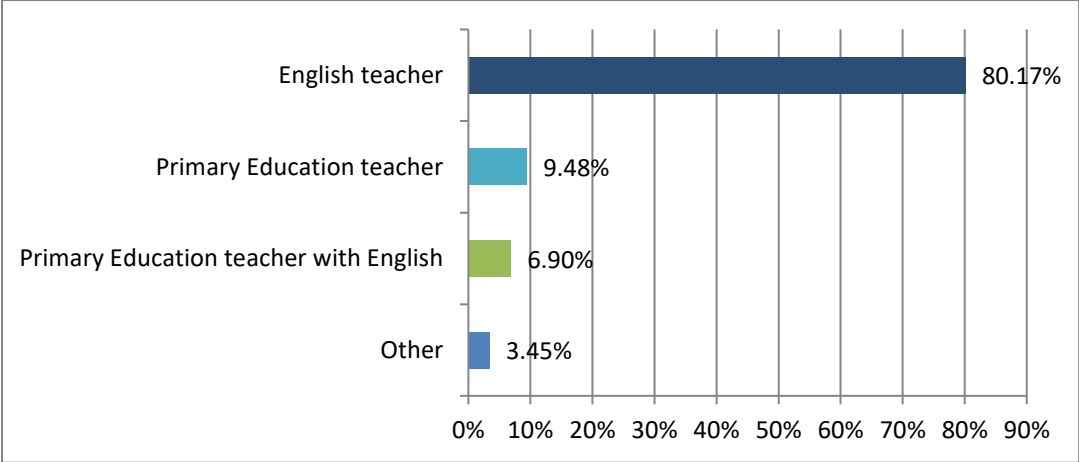


Figure 5 Possessed qualifications declared by NAQ's respondents.

Furthermore, all 116 respondents stated that they work as EFL teachers, while 3 of them also work as teachers who lead other themed courses in English (CLIL/bilingual projects). Some participants work also as Polish, Informatics, German or other subjects' teachers.

**Types of bilingual programmes indicated by the respondents**

The most typical types of bilingual programmes indicated by the respondents were the following:



1. Additional language class frequently described by respondents as “soft CLIL” led by an English teacher (described as innovation).
2. Bilingual education in grades 1-3 led by one teacher who teaches early education in both languages.
3. Bilingual education in grades 0-3 conducted bilingually by two teachers (Polish and English curriculum teachers), in grades 4-8 bilingual workshops also conducted by two teachers in various subjects: science, mathematics, social studies or literacy
4. Combining Polish Curriculum with international or foreign curricula (two teachers)
5. Bilingual classes in grades 7-8 taught by one teacher (most common)

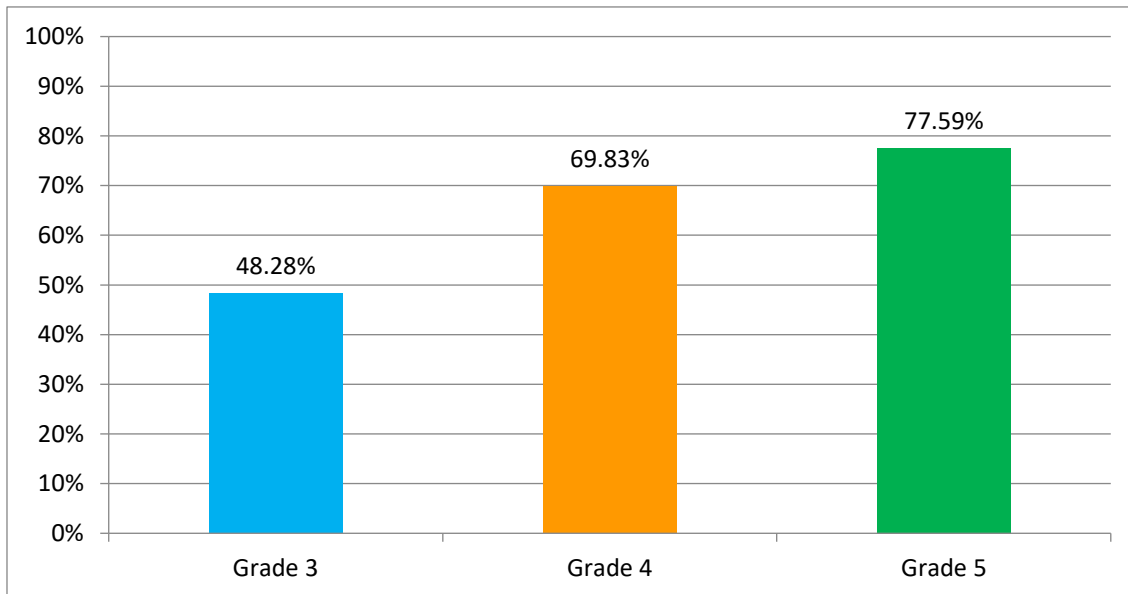


Figure 6 Grades of students taught by respondents.

The NAQ has shown that many participants chose more than one grade level of students (Figure 6) that they teach, meaning that they have the opportunity to work with children aged between 9/10 to 11/12 years old.

### 3.2 Research Questions and Results

#### How do the teachers perceive/conceptualise “literacy teaching”? (translation and categorisation into codes)

Survey question: What is your understanding of the concept of *literacy*?

#### Qualitative Data

In this question, participants were asked to provide a definition of “literacy”. The qualitative data was categorized according to the definitions. The same definitions were used to analyse the data from all three countries. The most common definition among the Polish teachers was definition 3 as the majority of teachers connected literacy as an ability to read and write.

1. Definitions which include the information which is wrong, non-pertinent, or no definition is provided

1	literary education
2	ability to use
3	literature
4	good knowledge or the ability to

2. Definitions which are non-pertinent but contain some elements which can be associated with literacy development (excluding recognition of learning as an ability or mentioning communicative abilities)

1	the ability to understand and create written responses in English
2	alphabetization
3	obtaining knowledge through reading, using multiple media
4	knowing how to read and write
5	literacy is an ability to obtain knowledge with the help of written books, journals, texts and media pictures
6	popularization of reading and writing in the place of low levels of education

3. Definitions which recognize the literacy concept as learning to /ability to read and write

1	ability to read and write
2	ability to read and write in a foreign language;
3	mastering reading and writing in a foreign language
4	reading and writing
5	mastering reading and writing in a foreign language
6	ability to gain the skill of reading and writing
7	development of reading and writing
8	ability to read with comprehension
9	ability to read and write
10	ability to read and write
11	reading and writing
12	reading and writing
13	developing reading and writing skills in a foreign language
14	developing reading and writing skills in a foreign language
15	ability to read and write
16	ability to gain the skill of reading and writing
17	ability to write and read with comprehension
18	advancing when it comes to reading and writing
19	ability to read and write
20	ability to cope with reading and writing
21	ability to read and write
22	the ability to read and write
23	ability to read and write
24	ability to read and write in a foreign language
25	ability to read and write

26	ability to read and write
27	ability to read and write
28	reading and writing
29	ability to read and write
30	ability to read and write
31	ability to read and write
32	the ability to express oneself through writing and gaining information through reading
33	generally understood ability to read and write, understood as a general education
34	ability to read and write. also using computer
35	ability to read and write, ability to do something, using something (computer literacy and media literacy)
36	ability to read and write with comprehension
37	ability to read and write in terms of the reception of a text and creating one's own text
38	literacy refers to learning how to write and read, but also to general acquisition of information, its evaluation and comprehension of the world.
39	comprehension/ability to read and write
40	ability to read

4. Definitions which recognize literacy only as the development of initial literacy skills at the beginning of the process of education (such as phonological awareness, distinction between sounds and letters, knowing the alphabet, spelling)  
In Polish data there were no examples related to this definition.

5. Definitions which recognize complexity of the process development of literacy, sometimes the need to focus on grammar and vocab, but focus mainly on reading and writing (other skills are not mentioned)

1	ability to read and write, logically and correctly as well as analytically,
2	this term consists of much knowledge, skills and language competences, which lead to the development of reading and writing

6. Definitions which connect literacy development with the process of communication and the development of all 4 skills

1	ability to communicate with a written word
2	ability to communicate in a language in writing and in speaking
3	ability to write and read in a way, which allows appropriate flow of information between a sender and the receiver.
4	the ability to express oneself through writing and gaining information through reading
5	literacy refers to learning how to write and read, but also to general acquisition of information, its evaluation and comprehension of the world.
6	ability through effective communication through writing and reading

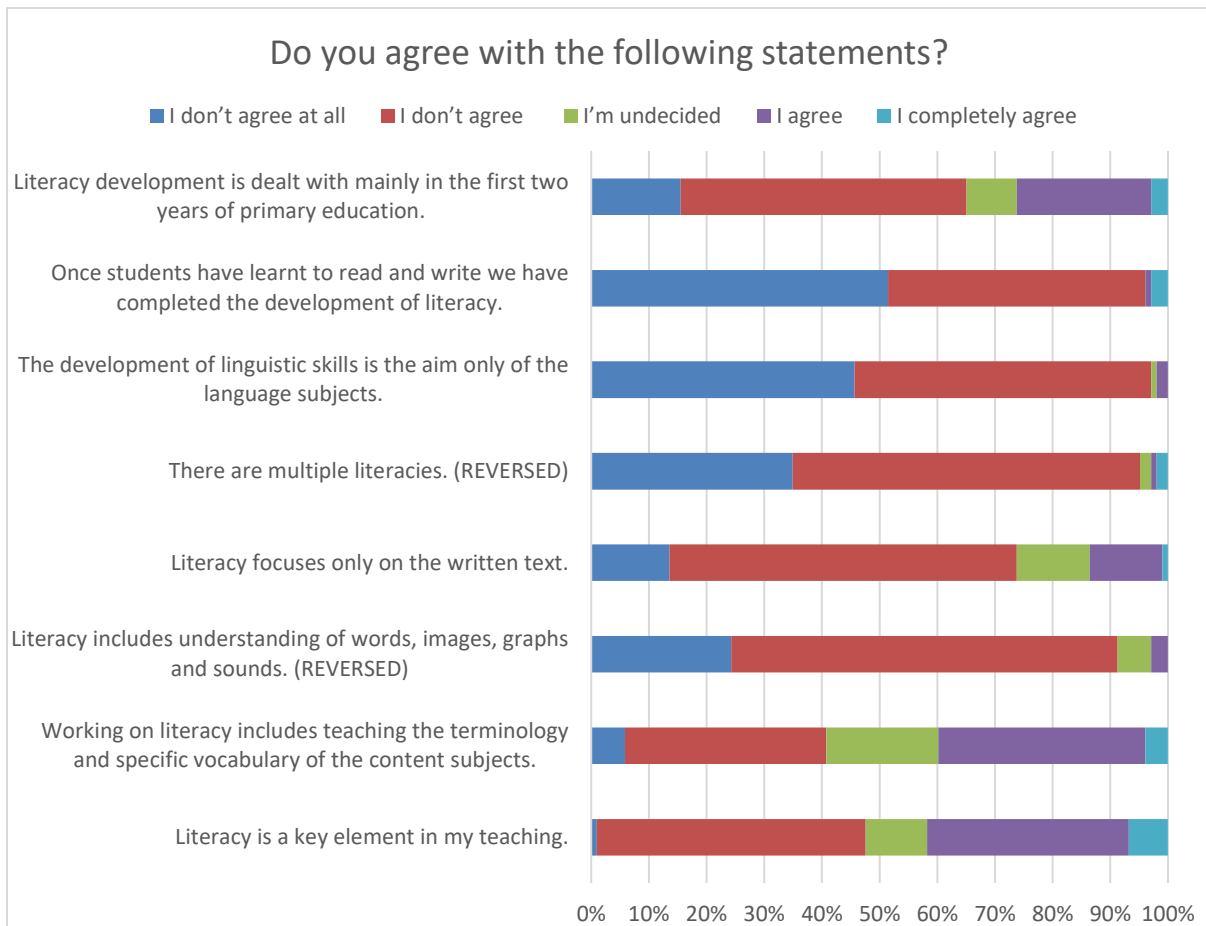
7. Definitions which recognize literacy as a complex process, including other skills and other coherent elements such as cognitive processes, the relationship with information processing and text interpretation

1	ability to write and read in a way, which allows appropriate flow of information between a sender and the receiver.
2	in the most general term ability to read and write, but for me it is a much wider term
3	the ability to express oneself through writing and gaining information through reading
4	ability to read and write, interpreting the text, written responses, the ability to create multiple text responses, planning the written texts, reading with comprehension, mastering the reading technics and working with a text
5	literacy refers to learning how to write and read, but also to general acquisition of information, its evaluation and comprehension of the world.
6	ability to read and write-text analysis, recognizing the type of a text, looking for specific information, ability to create logical and written cohesive response
7	broadly understood the ability to read and write, used in all aspects of life. the ability to analyze and comprehend a text. literacy is present at all subjects, not only in language classes.
8	ability to read and write- but I understand it not only as technical ability to recognize letters, etc., but also as text interpretation, prediction of characters experiences, creating own texts
9	ability to read and write at the level which allows free communication. reading: fluently with understanding. writing: logical construction of text, without the errors which could lead to the problems with understanding the written text.
10	ability to read and write in terms of the reception of a text and creating one's own text

### Factor Analysis

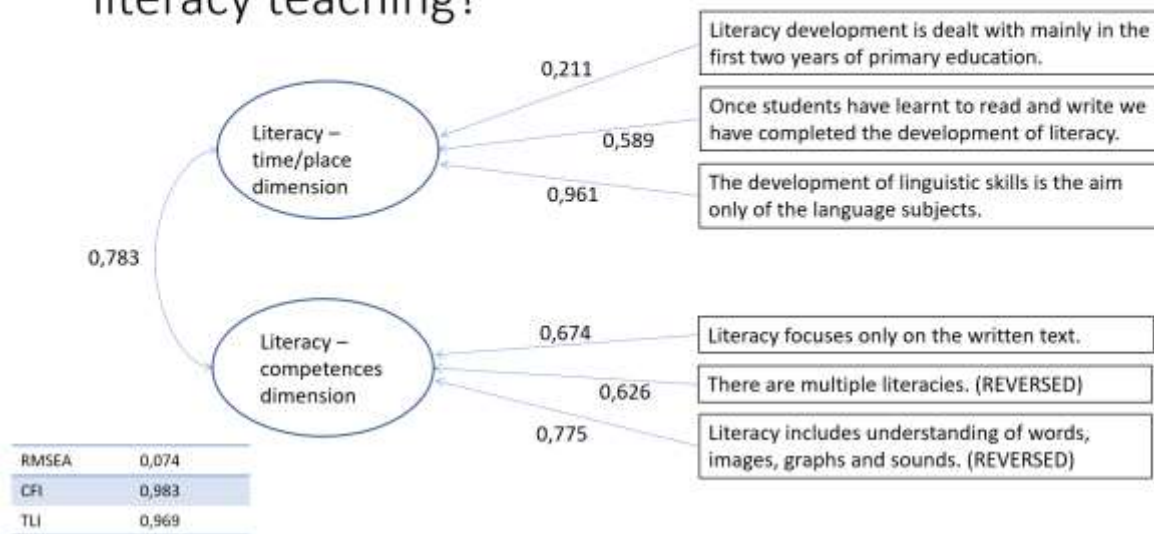
The figure shows frequency distributions of teachers' answers on questions concerning literacy development. Teachers were the least convinced that "Once students have learnt to read and write we have completed the development of literacy" and that "The development of linguistic skills is the aim only of the language subjects." Almost all teachers did not agree or did not agree at all with those statements. Teachers were also convinced that there are multiple literacies and that literacy includes understanding of words, images, graphs and sounds.

But one fourth of the teachers surveyed agreed that literacy development is dealt with mainly in the first two years of primary education. And almost 15% of respondents agreed that literacy focuses only on the written text. We observed the greatest variation in teacher responses in the last two statements with which about half of the respondents agreed and half did not.



The aim of this analysis was to better understand the teachers' conceptualizations of the development of literacy. The analysis showed that it is difficult to find one dimension of their understanding of literacy. The Exploratory Factor Analysis showed multidimensional structure of the data measuring the perceived literacy teaching. The analysis indicated that we can identify two dimensions of the teachers' conceptualizations. These include the dimension of time and place of literacy development and the dimension of competences which are involved. Each dimension has been supported by three items. The analysis could indicate that teachers who have low level of understanding of literacy development connect literacy development only with language classes both native and foreign language. They also think that once students know how read and write, literacy development is completed. They also are more likely to think that it happens during the first two years of education. In the dimension of literacy competences, they seem to think more often that literacy focuses on the written text and more rarely that there are multiple literacies, and that literacy development includes words, sounds and graphs.

## How do teachers perceive/conceptualize literacy teaching?



### ***How do teachers develop their students' FL literacy skills?***

A part of NAQ focused on reading and writing activities that teachers organise for children. There are a few observations that are important in the aspect of developing students' literacy skills.

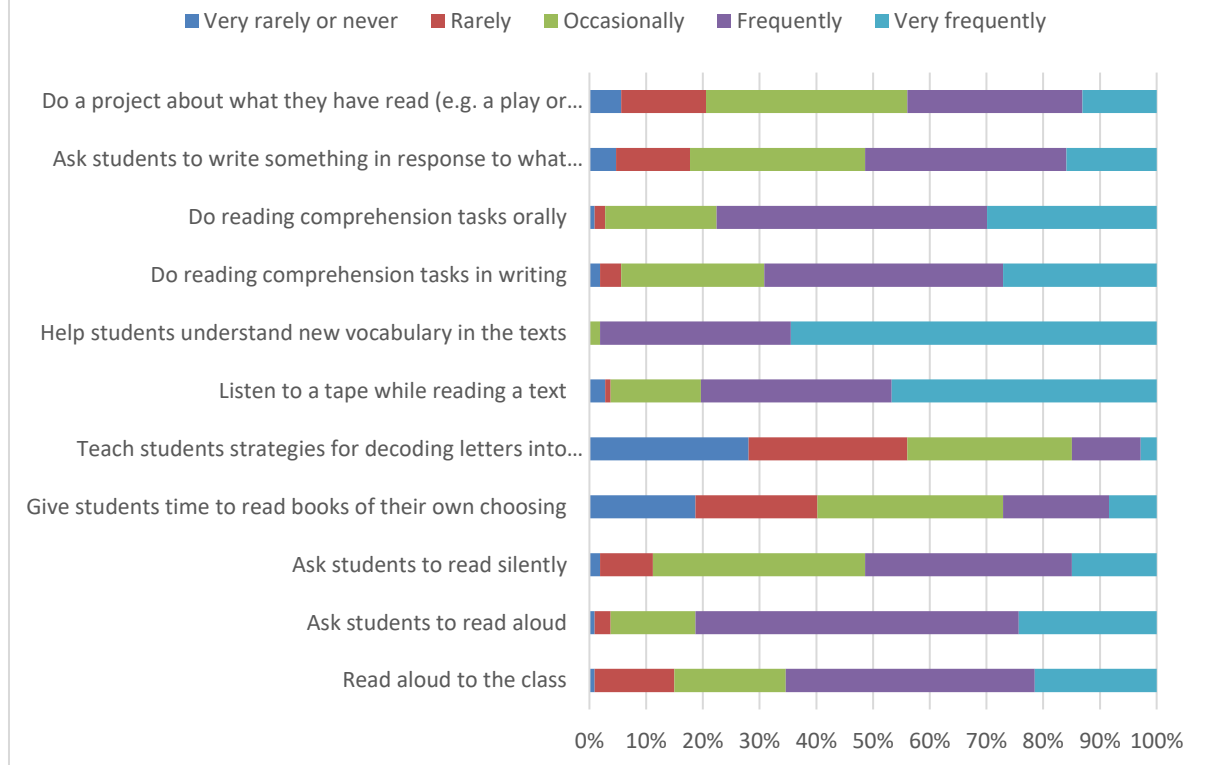
#### **Reading skills: types of activities**

Almost all teachers (98.13%) reported helping students to understand new vocabulary in the texts either frequently or very frequently. No other activity in the given set achieved such a level of agreement, suggesting a predominant aspect in developing students' FL literacy skills in Poland.

Other frequently or very frequently organised activities were: asking students to read aloud (81.31%), listening to a tape while reading a text (80.37%), reading comprehension tasks orally (77.57%), reading comprehension tasks in writing (69.16%), and reading aloud to the class (65.42%).

Interestingly, many teachers declared organising two activities "very rarely or never": giving students time to read books of their own choosing (18.69%), and teaching students strategies for decoding letters into sounds (28.04%), suggesting a potential aspect for professional development in the context of planned open access MOOC course.

## When you do reading activities with students, how often do you do the following?



### Participants also included the following activities:

interactive language games, for example Bingo,

project work about the British culture

journal writing

letter writing

blog writing

creating books or writing about the favourite story from a book

singing songs

creating picture dictionaries

subscribing to a children magazine

TPR

writing according to a given example

writing dialogs according to a model

creating questions to a text

pronunciation practice

skimming and scanning

picture descriptions

ordering sentences

looking for synonyms for the words in the text

translating excerpts into Polish

changing the narrator

- writing paragraphs at home and correcting mistakes in class

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- creating posters based on a text

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- focusing on the difficult words in the text and then creating another story based on these words

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- recommending reading books in English

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- asking students to write texts by themselves

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- repeating the words in the listened text

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- asking students to give an opinion about the text, creating a new ending to the text, paraphrasing the lines in the text

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- reading aloud the text and then translating the text, posing questions to the text

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- transforming the narration into dialogs

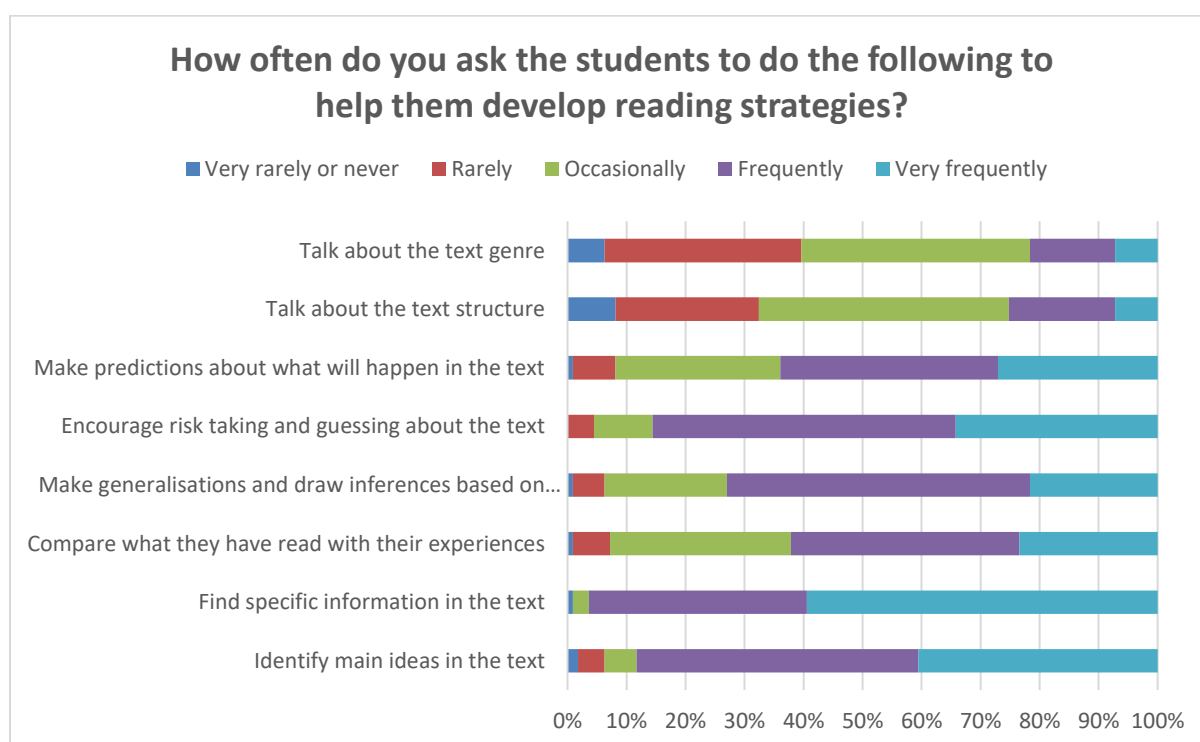
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- class projects based on readings

### Reading strategies

Regarding developing reading strategies, teachers tended to choose two main activities that they organise frequently or very frequently: finding specific information in the text (96.40%) and identifying main ideas in the text (88.29%). The least organised were talking about the text genre (39.64% of respondents chose 'very rarely or never' or 'rarely') and talking about the text structure (32.43%).

The above can indicate that teachers in Poland tend to put more value in understanding the text and gathering information from it, than on discussing the texts' structural features or the characteristics of the given genre. However, these options are also the ones with the highest percentage of the 'occasionally' option being chosen (38-42%), which may indicate that they are not totally excluded from class activities.

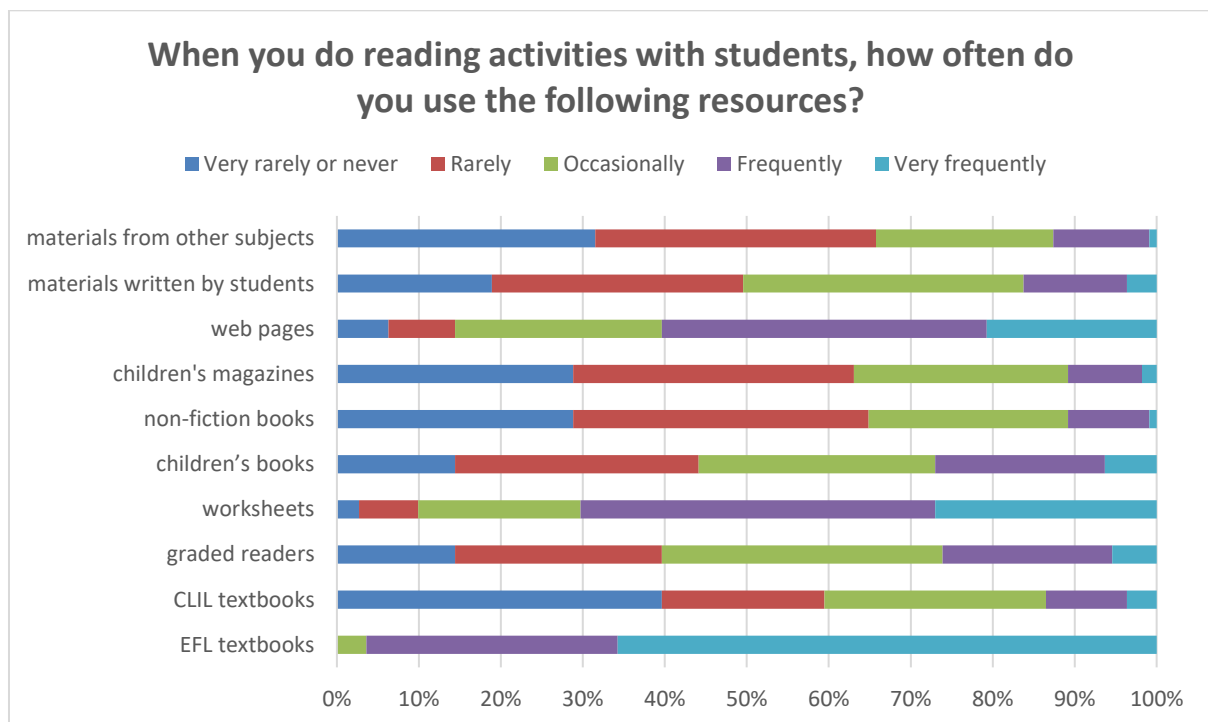




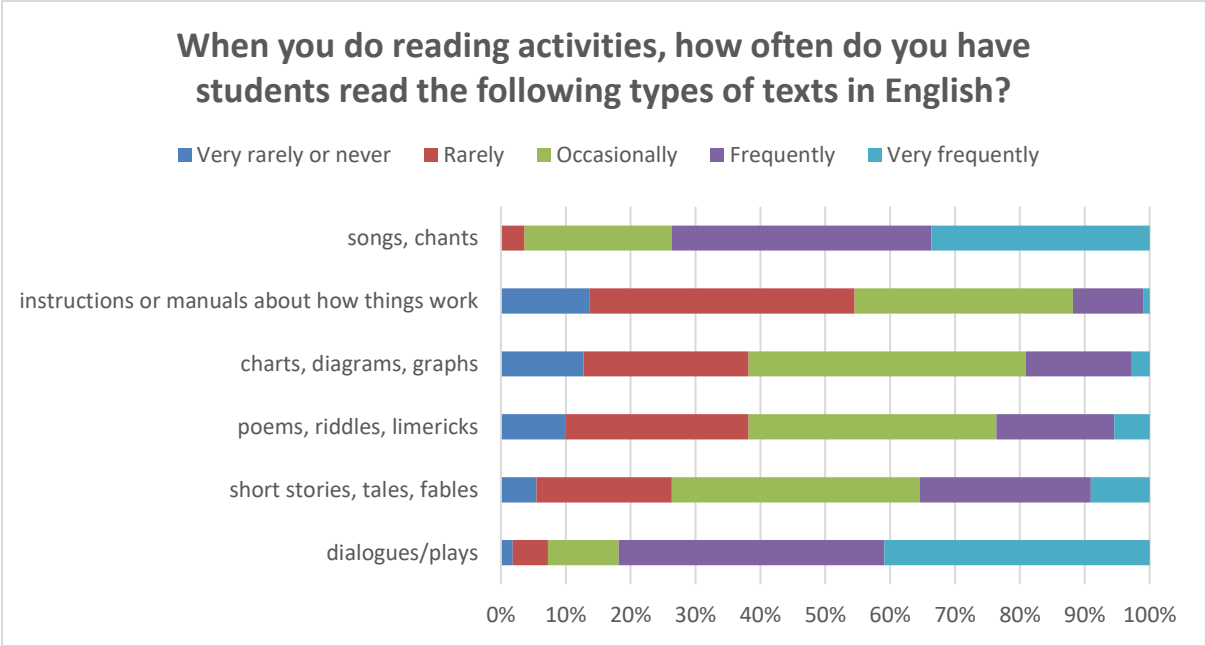
### Reading skills: materials and types of texts used

In the NAQ respondents were also asked to indicate the resources and texts that they most commonly use during FL literacy development classes.

Among resources, the most frequently used are EFL textbooks and worksheets, with EFL textbooks being the only material that all teachers indicated using at least occasionally - no one chose 'very rarely or never' or 'rarely'. Regarding them, 96.40% of respondents chose that they used them either frequently or very frequently. Worksheets were also commonly chosen – with 70.27% of teachers using them frequently or very frequently. From among the least frequently used materials one can distinguish materials from other subjects (65.77%), non-fiction books (64.86%), and children magazines (63.06%).

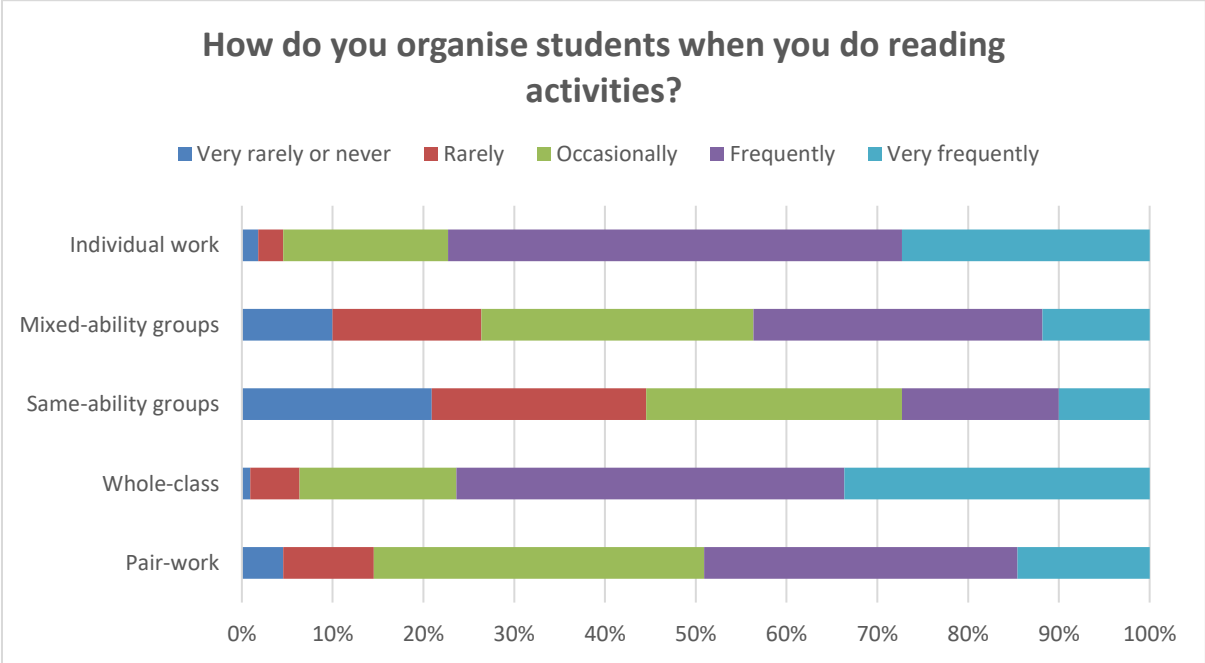


Dialogues and plays turned out to be the most frequently used types of texts (81.82%), followed by songs and chants (73.64%). Other types, such as short stories, tales and fables, or poems, riddles and limericks were less popular among teachers, with instructions or manuals about how things work being the least frequently used – 54.55% of teachers chose that they use them 'very rarely or never' or just 'rarely'.



**Reading activities: forms of classroom organisation**

Another important aspect of FL literacy skills development might be the forms of classroom organisation used by teachers. As one can observe on the graph below, respondents most frequently organise individual work (77.30% frequently or very frequently), followed by whole-class activities (76.40%). Same-ability groups turned out to be the least frequently used type of classroom organisation – almost half of respondents indicated that they organise them rarely or very rarely.

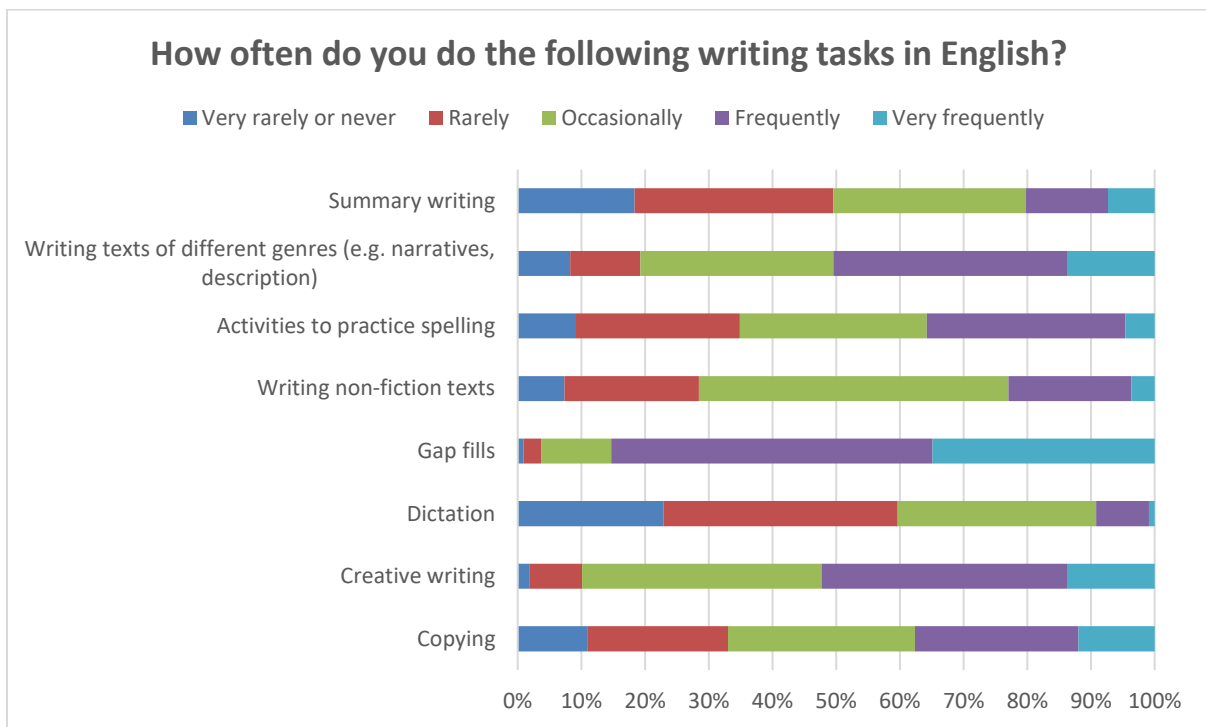


**Writing skills: types of activities**

Regarding writing skills, the NAQ focused on the types of activities organised and the forms of classroom organisation used.

Again, one type of activity seems to dominate among Polish teachers – gap fills turned out to be the most frequently organised type of activity, with 85,30% of teachers stating that they organised them at least frequently. This type is followed by creative writing (52.30%) and writing texts of different genres (narrative, description – 50.50%).

The least frequently organised types are dictation and summary writing – around 50% of respondents indicated that they use these types of activities rarely or very rarely.

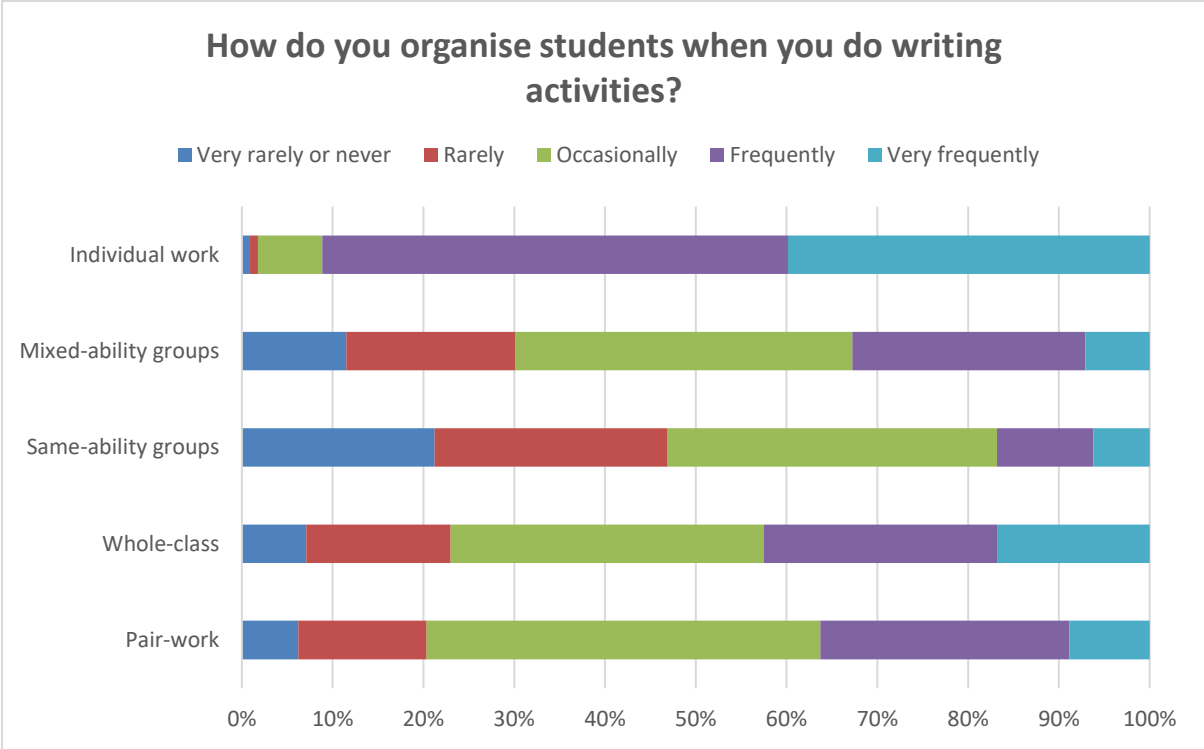


Participants also added the following writing activities:

- creating new text introductions and new endings;
- recognizing the text structure;
- searching for new lexis and grammar.

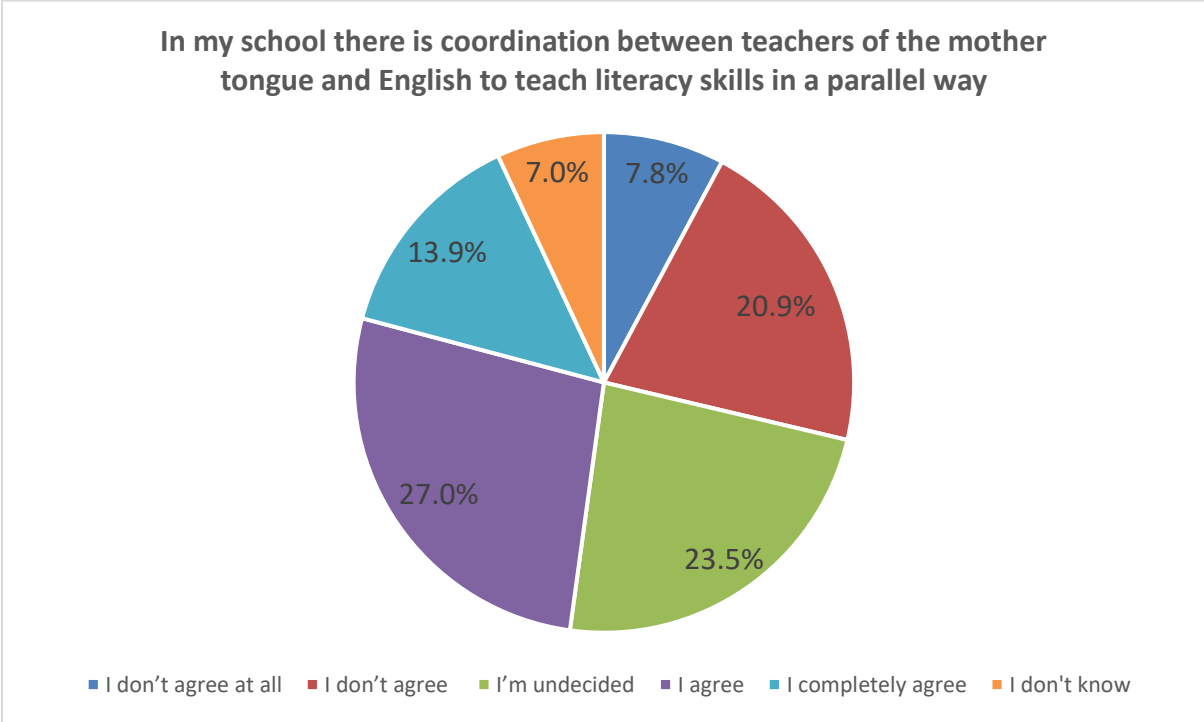
#### **Writing skills: forms of classroom organisation**

The most common form of classroom organisation for both reading and writing skills seems to be individual work. During writing, over 90% of teachers organise individual work frequently or very frequently. It is again followed by whole-class activities; however, here it is less frequent than during reading activities. The least frequent, once again, are same-ability and mixed-ability groups.



**Teachers' cooperation opportunities**

The results from the NAQ suggest a variety of answers regarding the opportunities of collaboration and coordination between teachers of mother tongue and English.



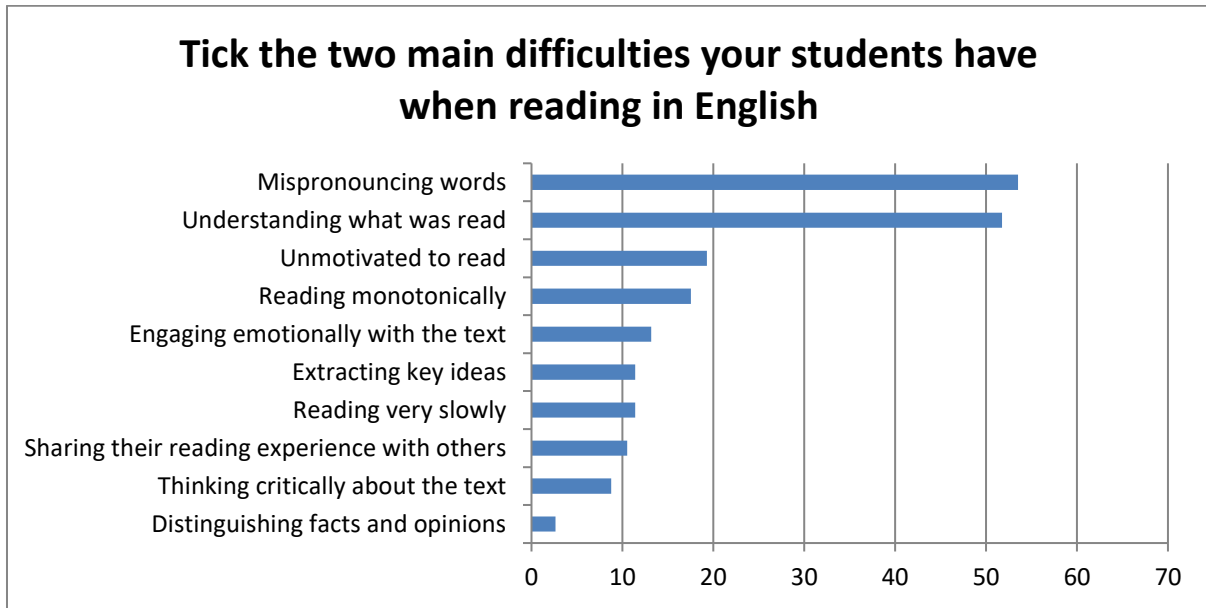
As seen on the graph above, the amount of people who agree that they coordinate (40.9%) is greater than the amount of people who do not agree (28.7%), however, a lot of respondents stated that they are undecided about this matter (23.5%).

### ***Students' literacy difficulties***

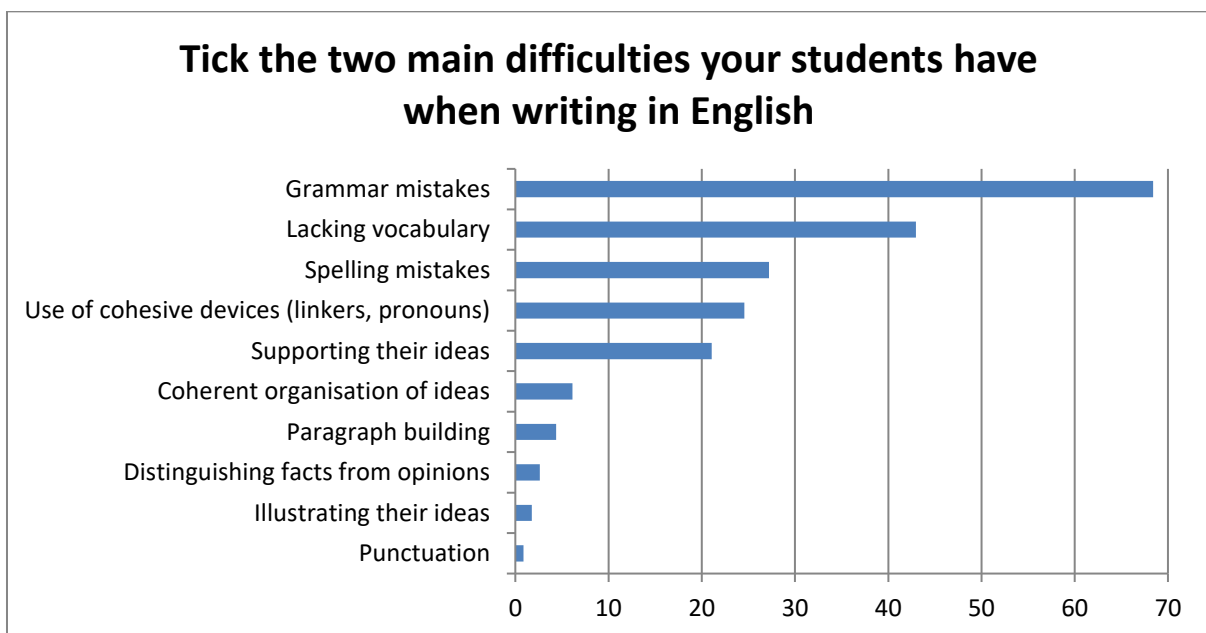
In the aspect of students' literacy difficulties, the NAQ focused on types, mother tongue speaking and writing, and schools' support.

#### **Types of difficulties: reading and writing**

As seen on the graph below, teachers in Poland observe two main types of difficulties during reading: mispronouncing words and understanding what was read.



Among them, the problem of understanding seems more complex and more difficult to resolve. It might be connected to the known phenomenon of focusing so much on reading correctly that we tend to forget what we have read, thus making understanding impossible.



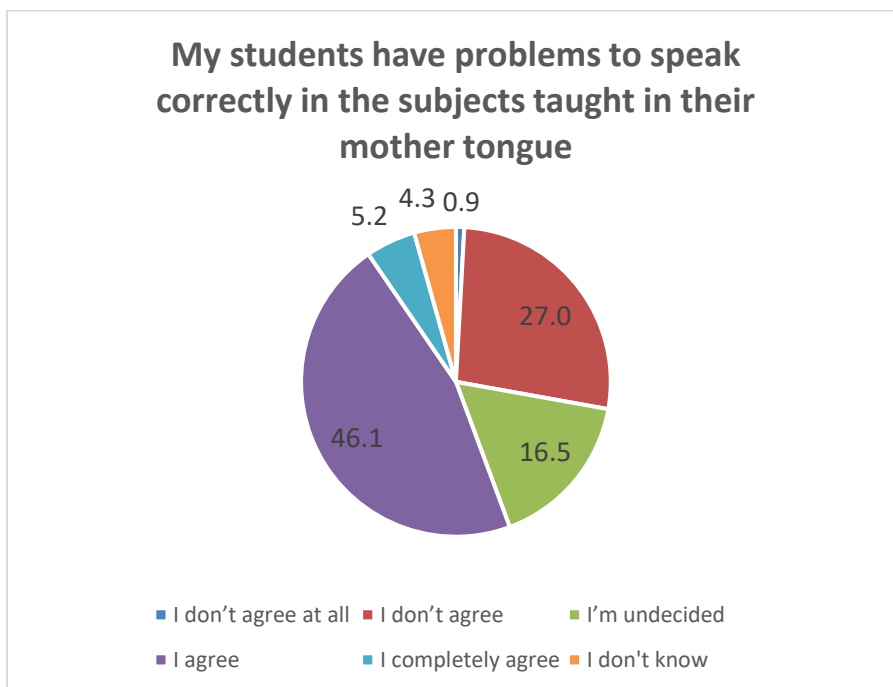
Two main types of writing difficulties were also indicated: grammar mistakes and lacking vocabulary. Here the difficulties could be more easily overcome with the right sets of exercises.

Additionally, teachers mentioned the following reasons for students' difficulties in writing in English:

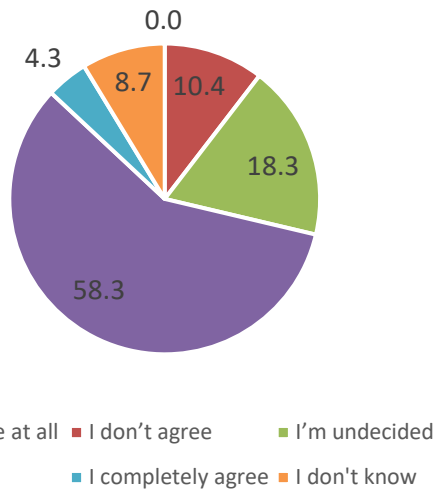
- the lack of motivation to describe their thoughts;
- lexical problems;
- the lack of ideas as what to write about;
- the lack of cohesion;
- the limited language proficiency; students in grades 3-5 can write very simple texts based on a model;
- lack of grammar and lexis;
- the transfer of Polish grammar;
- they do not know how to start and therefore they think that they cannot;
- wrong grammar;
- problems in writing their own creative texts.

### MT speaking and writing

Over 50% of respondents state that they believe their students have difficulties with speaking correctly in the subjects' taught in their mother tongue, and over 60% state they have problems to write in that tongue. See the graphs below for more detailed information.



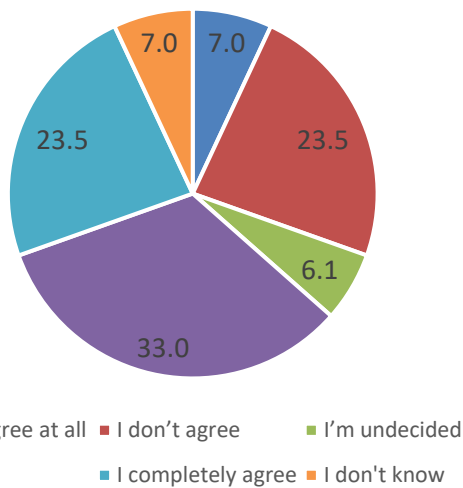
**My students have problems to write correctly in the subjects taught in their mother tongue**



**Schools' support**

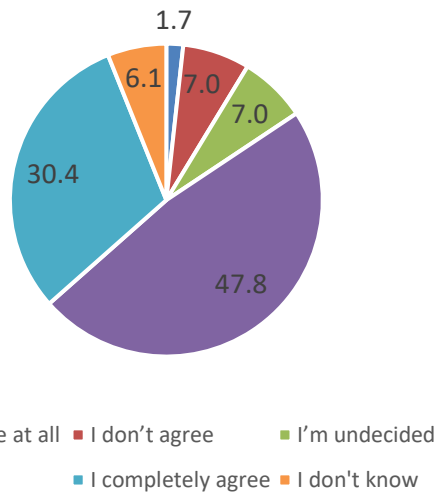
With the difficulties among students with using English and their mother tongue, it is interesting to see whether they get any support from their schools.

**In my school students are offered extra lessons if they have problems reading and writing in English**



As you can see above, the situation may vary between schools. Over 50% of teachers agree that students get the support regarding their reading and writing in English, but also over 30% of them state that they do not.

**In my school students are offered extra lessons if they have problems reading and writing in their mother tongue**



However, the results are different for extra lessons for students having problems with reading and writing in their mother tongue. As seen above, almost 80% of teachers believe that their students are offered extra classes, with only 8% stating that they do not.

Although English is taught in most schools now, the school can organise classes of other modern languages as foreign language. What is more, even though students can enrol for extra lessons regarding their second language, such classes are usually for skilled students, not those who have trouble learning – such lessons would have to be organised by language teachers themselves.

***Literacy assessment practices***

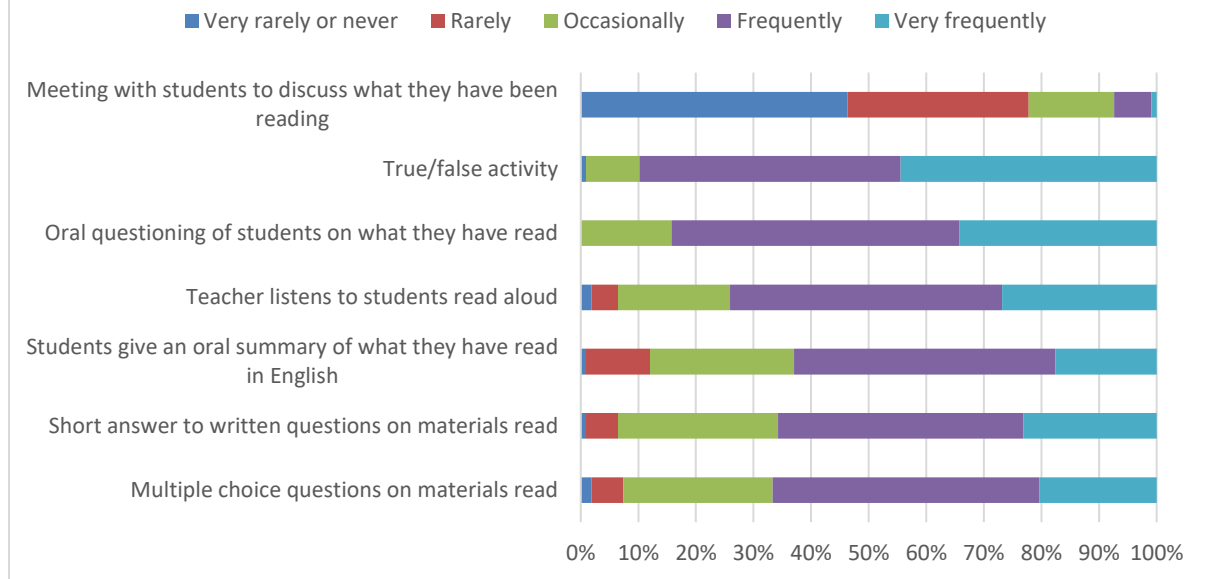
Assessment of students' performance is an important part of teachers' work. Thus, in the NAQ teachers were asked to indicate their assessment practices regarding reading and writing of their students.

**Reading skills**

The most frequently used types of assessment, when it comes to students' reading abilities, were true/false activities (89.90%), orally questioning students on what they have read (84.30%), and situations in which the teacher listens to students reading aloud (74.10%).



## When you assess students' performance in reading, how often do you use each of the following?

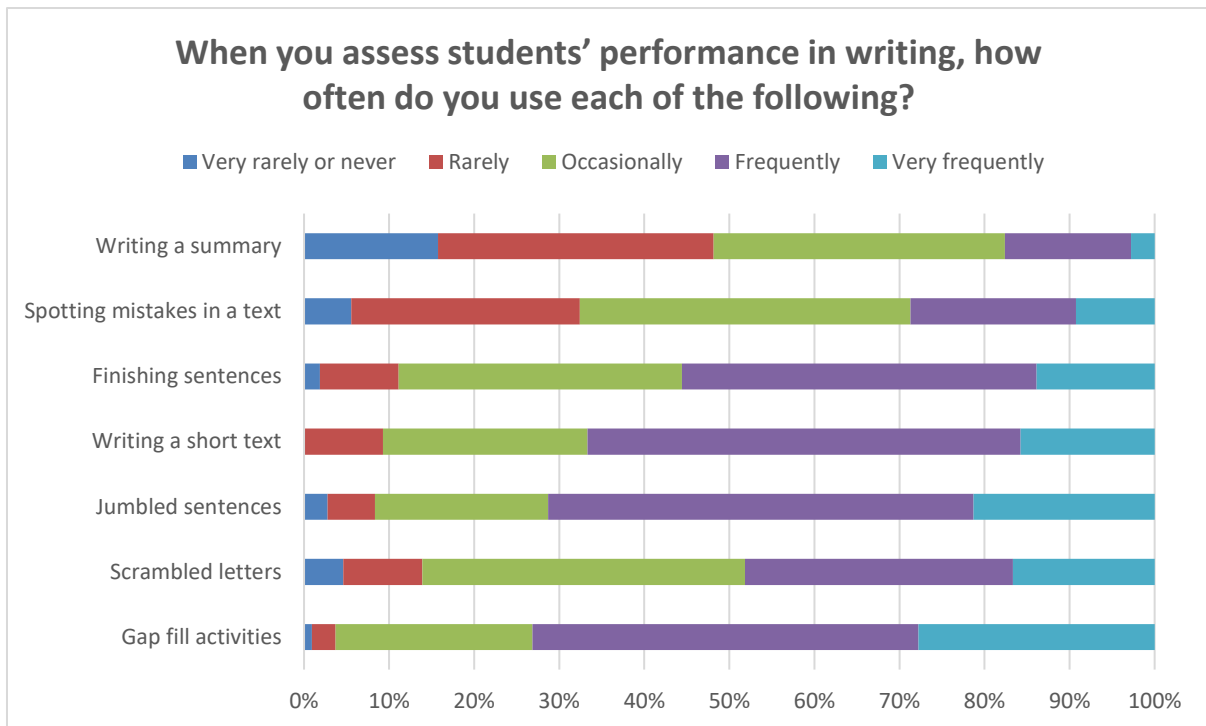


The least frequently used technique of assessment, which may come as a surprise, was meeting with students to discuss what they have been reading – 77.8% of teachers stated that they use it rarely or very rarely.

These results might indicate that in Poland the emphasis is still put on questioning students, rather than engaging them in a discussion during classroom activities.

### Writing skills

Activities regarding the assessment of students' writing abilities also seem to have one type of activity that is least frequently used – writing a summary. Almost half of respondents stated that they use it rarely or very rarely. Spotting mistakes in a text is also used occasionally or rarely in this context.



The most frequently used methods are gap fill activities (73.1% of respondents use it at least frequently), and jumbled sentences (71.3%).

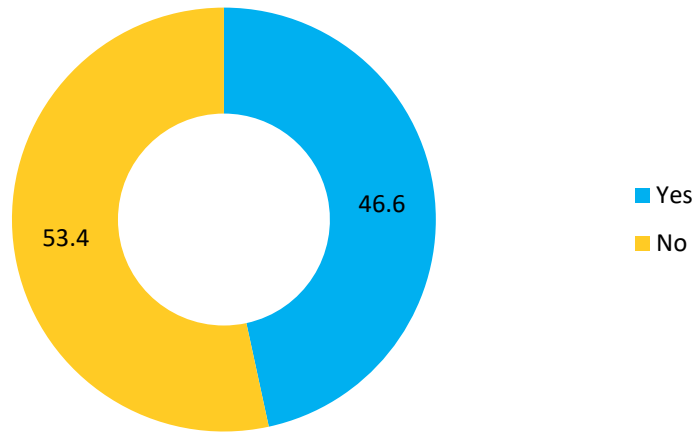
Additional forms of writing assessment mentioned by the teachers are:

- text discussion, searching for the key sentences with an additional justification;
- translating a text into Polish.

#### ***Professional development***

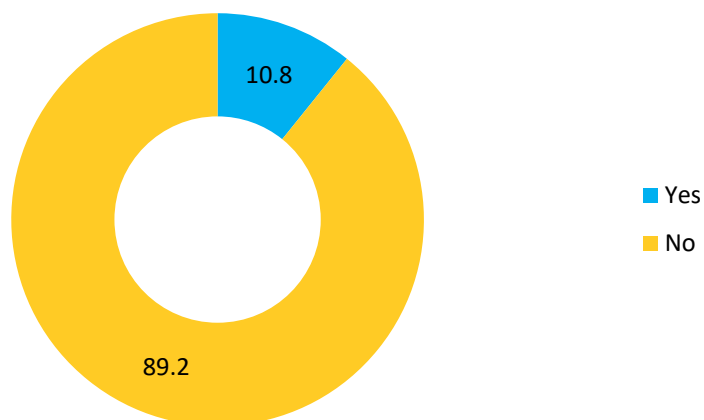
More than half of respondents did not take any professional development course regarding literacy (53.4). 46.6% have declared that they have taken some courses in this area.

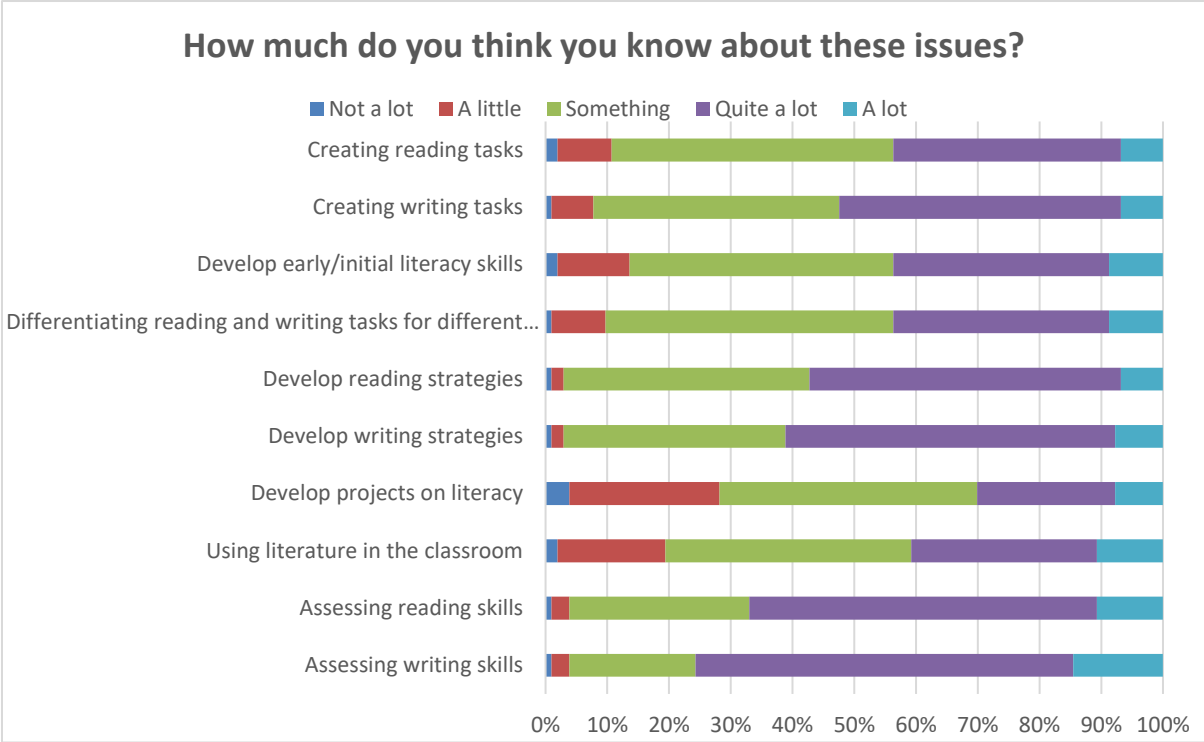
**Have you taken any course on the development of FL literacy skills as part of your in-service training?**



The majority of teachers mentioned that their schools do not have any literacy programme which is shared by more than one teacher.

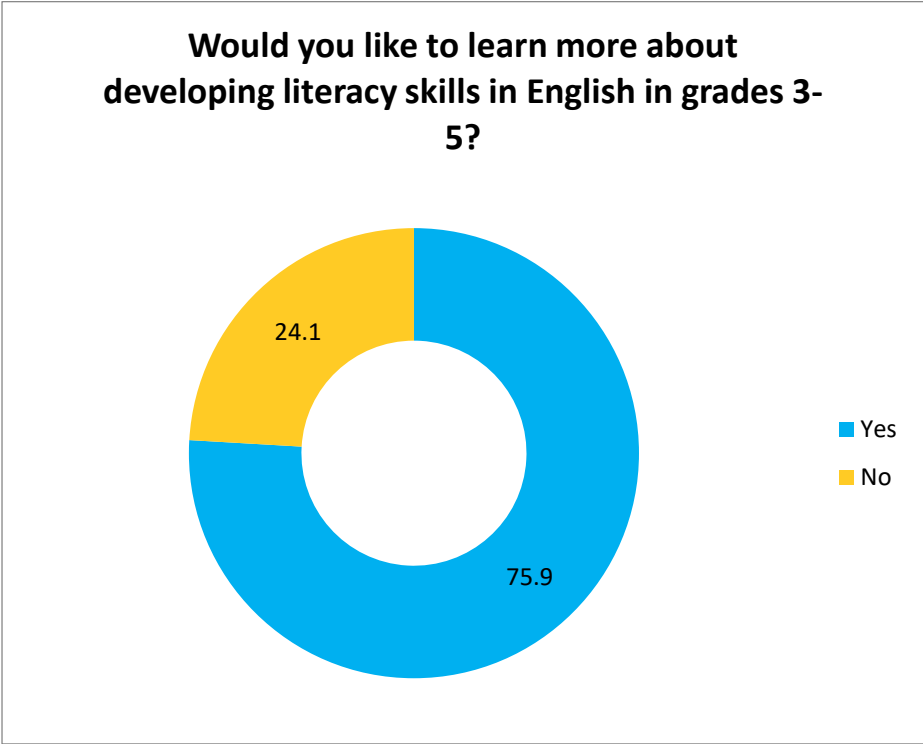
**Does your school have any programme to develop literacy that is shared by more than one subject and teacher?**





**Teachers' needs**

The great majority of respondents (75.9) indicated that they would like to learn more about developing literacy skills in grades 3-5.



Areas of development indicated by the respondents related to professional development in the area of literacy:

Areas of development indicated by the respondents related to professional development in the area of literacy

1. reading and writing for earlier grades
2. creating activities, which develop reading skills and reading strategies
3. global reading
4. reading for general and specific understanding
5. reading for general understanding, detail understanding, summarizing,
6. making conclusions, focus on the eight's grade exam
7. phonetics, phonological awareness, phonics
8. how to work with students with mixed ability levels and various motivation?
9. how to plan classes so that each student can develop their weak areas?
10. how to get students interested in the topic of literacy?
11. how to get students interested in reading in a foreign language?
12. how to motivate students to reading, interesting activities which develop reading and writing?
13. an ability to connect facts
14. creative writing, choosing topics, which are interesting for teachers
15. motivating students to reading, editing short writing assignments
16. motivating students to reading and writing.
17. increasing the pace of reading and writing, as I find the slow pace of reading and writing the main obstacle in the next stages of working on a written text.
18. motivating, engaging, making literacy activities more attractive
19. how to teach appropriate intonation and pronunciation, how to teach quick reading with comprehension, how to teach reading between the lines,
20. how to teach cohesive, logical writing, how to find arguments for an interesting written assignment, how to avoid grammar mistakes?
21. assessment
22. classroom organization, how to better use the time for English lessons: 2 times for 45 minutes, methods of including cilil into teaching English
23. practical ways of developing reading and writing skills
24. developing the skill of writing longer pieces
25. developing reading and writing strategies. designing projects concerning
26. developing reading and writing
27. developing abilities of reading and writing based on children literature
28. developing ability to read and write for the eighth grade
29. developing reading and writing for early grades
30. developing ability to read and write for the in eighth grade exam
31. creating activities, which develop reading and writing
32. creating projects which develop reading and writing skills
33. creating projects and art projects, which develop an ability to read and the ability of creative writing
34. creating tasks, which develop ability to read and write
35. ability to read and write among the youngest students, and when to introduce and which elements

36. ability to write summary of the read text in a foreign language

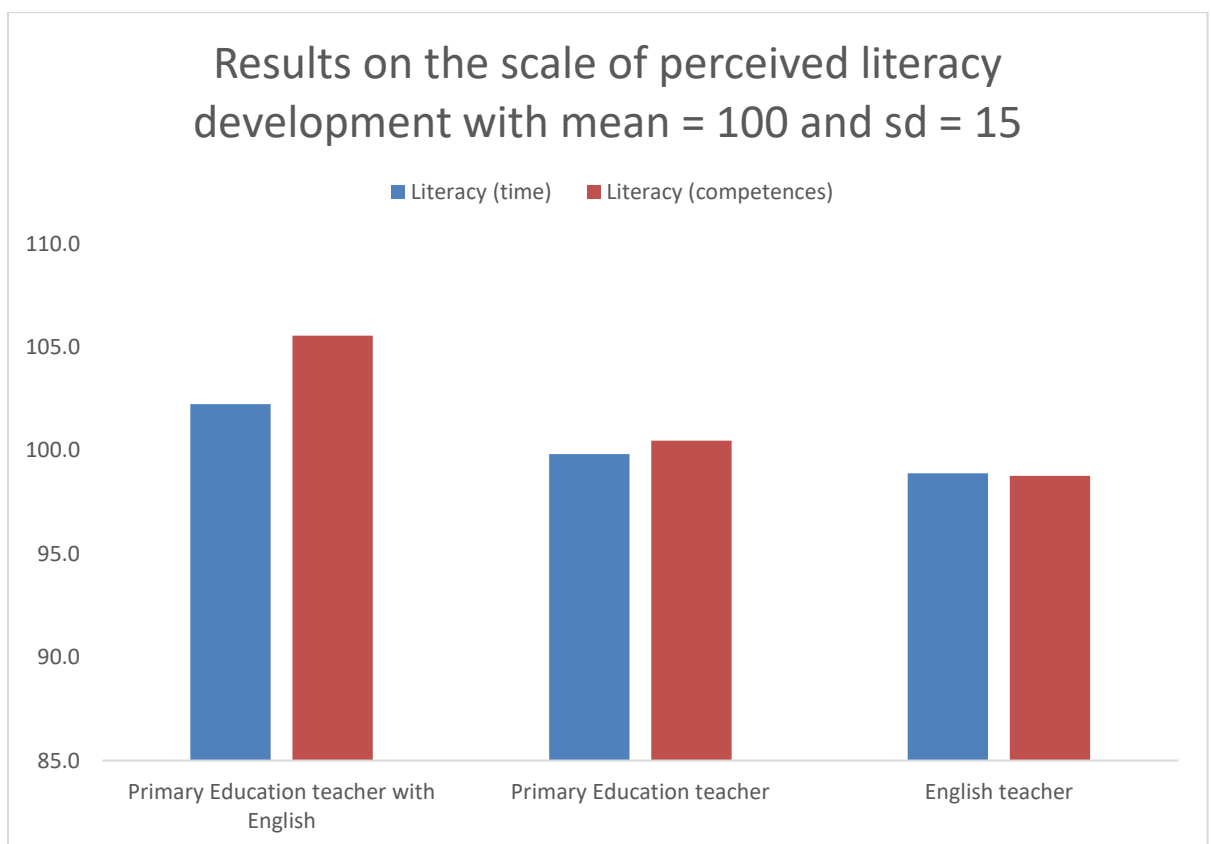
37. how to encourage students to develop all skills through appropriate assessment?

38. searching for appropriate information

### 3.3 Differences

#### What is the difference between teachers' educational background and the way they perceive literacy development?

As seen on the graph below, the differences between teachers with various educational background are not high. Primary education teachers with English achieved the best results among all teachers from Poland, but the differences are not statistically significant.



#### What is the difference between teachers' age and the way they develop their students' reading skills?

For each of the relations with teachers' age, a Spearman's rho has been calculated. The tables below list all of them, with those in which at least the level of low correlation ( $\pm 0,20$ ) was achieved marked.

Relationship between teachers' age and activities which teachers use to develop their students' reading skills: correlations coefficients

When you do reading activities with students, how often do you do the following?	Spearman's rho	N
read aloud to the class	-0.05	115
ask students to read aloud	-0.11	112
<b>ask students to read silently</b>	<b>-0.20</b>	<b>110</b>
give students time to read books of their own choosing	0.00	110
teach students strategies for decoding letters into sounds	-0.02	111
listen to a tape while reading a text	0.15	111
help students understand new vocabulary in the texts	-0.11	111
do reading comprehension tasks in writing	-0.07	111
do reading comprehension tasks orally	-0.07	112
ask students to write something in response to what they have read	0.03	112
do a project about what they have read (e.g. a play or an art project)	-0.12	112

Significant correlations are bolded ( $p < 0,05$ ).

Relationship between teachers' age and different activities teachers use to develop their students' reading strategies: correlations coefficients

How often do you ask the students to do the following to help them develop reading strategies?	Spearman's rho	N
identify main ideas in the text	-0.06	116
find specific information in the text	0.05	111
<b>compare what they have read with their experiences</b>	<b>-0.21</b>	<b>112</b>
make generalisations and draw inferences based on the text	-0.10	112
encourage risk taking and guessing about the text	-0.06	113
make predictions about what will happen in the text	-0.13	113
talk about the text structure	-0.18	113
<b>talk about the text genre</b>	<b>-0.21</b>	<b>113</b>

Significant correlations are bolded ( $p < 0.05$ ).

No correlations were found for other relationships, such as the relationship between teachers' age and materials used, or teachers' age and classroom organisation.

### **What is the difference between teachers' years of teaching experience and the way they develop their students' reading skills?**

For each of the relations with teachers' years of teaching experience, a Spearman's rho has been calculated. The table below lists some of them with those in which at least the level of low correlation ( $\pm 0,20$ ) was achieved marked.

Relationship between teachers' years of teaching experience and different activities teachers use to develop their students' reading strategies: correlations coefficients

How often do you ask the students to do the following to help them develop reading strategies?	Spearman's rho	N
identify main ideas in the text	0.04	116
find specific information in the text	0.10	111
compare what they have read with their experiences	-0.10	112
make generalisations and draw inferences based on the text	-0.02	112
encourage risk taking and guessing about the text	0.04	113
make predictions about what will happen in the text	-0.10	113
talk about the text structure	-0.16	113
<b>talk about the text genre</b>	<b>-0.20</b>	<b>113</b>

Significant correlations are bolded ( $p < 0.05$ ).

No correlations were found for other relationships, for example between teachers' years of teaching experience and materials used, or between years of teaching experience and different kinds of texts they use to develop their students' reading skills.

#### **What is the difference between teachers' years of teaching experience and the way they develop their students' writing skills?**

For each of the relations with teachers' years of teaching experience, a Spearman's rho has been calculated. The table below lists some of them with those in which at least the level of low correlation ( $\pm 0.20$ ) was achieved marked.

Relationship between teachers' years of teaching experience and activities which teachers use to develop their students' writing skills: correlations coefficients

How often do you do the following writing tasks in English?	Spearman's rho	N
copying	0.09	115
creative writing	0.06	113
dictation	0.12	113
<b>gap fills</b>	<b>0.20</b>	<b>113</b>
writing non-fiction texts	0.01	113
activities to practice spelling	0.11	112
writing texts of different genres (e.g. narratives, description...)	0.01	113
summary writing	-0.11	113

Significant correlations are bolded ( $p < 0.05$ ).

No correlations were found for the other relationship, between teachers' years of teaching experience and different forms of classroom organisation they use when developing students' writing skills.

#### **What is the difference between teachers' educational background and the way they develop their students' reading skills?**

First significant difference can be observed for the activity in which teachers teach students strategies for decoding letters into sounds – while the majority of Primary Education teachers with English use it



frequently, none of the Primary Education teachers, and only 14.0% of English teachers declared they use it frequently.

Activities which teachers use to develop their students' reading skills	Teachers' educational background	How often do teachers do the following						Total N
		Rarely, very rarely or never		Occasionally		Frequently or very frequently		
		N	%	N	%	N	%	
Read aloud to the class	Primary Education teacher with English	1	12,5	1	12,5	6	75,0	8
	Primary Education teacher	1	11,1	1	11,1	7	77,8	9
	English teacher	14	16,3	19	22,1	53	61,6	86
Ask students to read aloud	Primary Education teacher with English	1	12,5	1	12,5	6	75,0	8
	Primary Education teacher	0	0,0	1	11,1	8	88,9	9
	English teacher	3	3,5	14	16,3	69	80,2	86
Ask students to read silently	Primary Education teacher with English	0	0,0	3	37,5	5	62,5	8
	Primary Education teacher	1	11,1	3	33,3	5	55,6	9
	English teacher	11	12,8	32	37,2	43	50,0	86
Give students time to read books of their own choosing	Primary Education teacher with English	2	25,0	5	62,5	1	12,5	8
	Primary Education teacher	4	44,4	3	33,3	2	22,2	9
	English teacher	34	39,5	27	31,4	25	29,1	86
Teach students strategies for decoding letters into sounds	Primary Education teacher with English	4	50,0	0	0,0	4	50,0	8
	Primary Education teacher	6	66,7	3	33,3	0	0,0	9
	English teacher	46	53,5	28	32,6	12	14,0	86
Listen to a tape while reading a text	Primary Education teacher with English	1	12,5	1	12,5	6	75,0	8
	Primary Education teacher	0	0,0	2	22,2	7	77,8	9
	English teacher	3	3,5	14	16,3	69	80,2	86
Help students understand new vocabulary in the texts	Primary Education teacher with English	0	0,0	0	0,0	8	100,0	8
	Primary Education teacher	0	0,0	0	0,0	9	100,0	9
	English teacher	0	0,0	2	2,3	84	97,7	86
Do reading comprehension tasks in writing	Primary Education teacher with English	2	25,0	1	12,5	5	62,5	8
	Primary Education teacher	1	11,1	2	22,2	6	66,7	9
	English teacher	3	3,5	23	26,7	60	69,8	86
Do reading comprehension tasks orally	Primary Education teacher with English	0	0,0	3	37,5	5	62,5	8
	Primary Education teacher	0	0,0	5	55,6	4	44,4	9
	English teacher	3	3,5	13	15,1	70	81,4	86
Ask students to write something in response to what they have read	Primary Education teacher with English	2	25,0	2	25,0	4	50,0	8
	Primary Education teacher	3	33,3	1	11,1	5	55,6	9
	English teacher	13	15,1	28	32,6	45	52,3	86
Do a project about what they have read (e.g. a play or an art project)	Primary Education teacher with English	0	0,0	3	37,5	5	62,5	8
	Primary Education teacher	3	33,3	3	33,3	3	33,3	9
	English teacher	16	18,6	32	37,2	38	44,2	86

*Table 1 Relationship between teacher's educational background and activities which teachers use to develop their students' reading skills. Interesting differences based on teachers' educational background are marked in green.*

A similar relationship can be observed for doing a project about what students have read. While the majority of Primary Education teachers with English uses such an activity frequently (62.5%), only 33.3% of Primary Education teachers and 44.2% of English teachers declared the same frequency. Among materials used, differences can be observed for children's books. 75.0% of Primary Education teachers with English declared they use them frequently, while only 11.1% of Primary Education teachers, and 24.4% of English teachers declared the same.

The kind of materials/resources which teachers use for developing their students' reading skills	Teachers' educational background	How often do teachers use the following resources						Total N
		Rarely, very rarely or never		Occasionally		Frequently or very frequently		
		N	%	N	%	N	%	
EFL textbooks	Primary Education teacher with English	0	0,0	0	0,0	8	100,0	8
	Primary Education teacher	0	0,0	0	0,0	9	100,0	9
	English teacher	0	0,0	3	3,5	83	96,5	86
CLIL textbooks	Primary Education teacher with English	2	28,6	3	42,9	2	28,6	7
	Primary Education teacher	5	55,6	1	11,1	3	33,3	9
	English teacher	54	62,8	22	25,6	10	11,6	86
graded readers	Primary Education teacher with English	2	28,6	1	14,3	4	57,1	7
	Primary Education teacher	4	44,4	4	44,4	1	11,1	9
	English teacher	33	38,4	30	34,9	23	26,7	86
worksheets	Primary Education teacher with English	0	0,0	2	25,0	6	75,0	8
	Primary Education teacher	1	11,1	2	22,2	6	66,7	9
	English teacher	9	10,5	16	18,6	61	70,9	86
children's books	Primary Education teacher with English	0	0,0	2	25,0	6	75,0	8
	Primary Education teacher	5	55,6	3	33,3	1	11,1	9
	English teacher	39	45,3	26	30,2	21	24,4	86
non-fiction books	Primary Education teacher with English	5	62,5	2	25,0	1	12,5	8
	Primary Education teacher	5	55,6	2	22,2	2	22,2	9
	English teacher	55	64,0	22	25,6	9	10,5	86
children's magazines	Primary Education teacher with English	6	85,7	1	14,3	0	0,0	7
	Primary Education teacher	7	77,8	1	11,1	1	11,1	9
	English teacher	52	60,5	24	27,9	10	11,6	86
web pages	Primary Education teacher with English	2	25,0	0	0,0	6	75,0	8
	Primary Education teacher	1	11,1	4	44,4	4	44,4	9
	English teacher	12	14,0	22	25,6	52	60,5	86
materials written by students	Primary Education teacher with English	3	37,5	3	37,5	2	25,0	8
	Primary Education teacher	4	44,4	4	44,4	1	11,1	9
	English teacher	43	50,0	27	31,4	16	18,6	86
materials from other subjects	Primary Education teacher with English	3	37,5	4	50,0	1	12,5	8
	Primary Education teacher	4	44,4	2	22,2	3	33,3	9
	English teacher	58	67,4	18	20,9	10	11,6	86

Table 2 Relationship between teachers' educational background and different kinds of materials/resources which teachers use for developing their students' reading skills. Interesting differences based on teachers' educational background are marked in green.

Regarding the texts used to develop students' reading skills, there is a difference between Primary Education teachers and the two other educational background groups. Only 55.6% of Primary Education teachers declared that they use dialogues/plays frequently, while 75.0% of Primary Education teachers with English and 84.9% of English teachers declared the same level of frequency.

The kind of texts which teachers use to develop their students' reading skills	Teachers' educational background	How often do teachers have students read the following types of texts in English						Total N
		Rarely, very rarely or never		Occasionally		Frequently or very frequently		
		N	%	N	%	N	%	
dialogues/plays	Primary Education teacher with English	2	25,0	0	0,0	6	75,0	8
	Primary Education teacher	1	11,1	3	33,3	5	55,6	9
	English teacher	4	4,7	9	10,5	73	84,9	86
short stories, tales, fables	Primary Education teacher with English	0	0,0	5	62,5	3	37,5	8
	Primary Education teacher	4	44,4	3	33,3	2	22,2	9
	English teacher	25	29,1	30	34,9	31	36,0	86
poems, riddles, limericks	Primary Education teacher with English	3	37,5	3	37,5	2	25,0	8
	Primary Education teacher	6	66,7	0	0,0	3	33,3	9
	English teacher	31	36,0	36	41,9	19	22,1	86
charts, diagrams, graphs	Primary Education teacher with English	5	62,5	2	25,0	1	12,5	8
	Primary Education teacher	3	33,3	6	66,7	0	0,0	9
	English teacher	30	35,3	37	43,5	18	21,2	85
instructions or manuals about how things work	Primary Education teacher with English	5	62,5	2	25,0	1	12,5	8
	Primary Education teacher	3	33,3	4	44,4	2	22,2	9
	English teacher	46	54,1	29	34,1	10	11,8	85
songs, chants	Primary Education teacher with English	0	0,0	1	12,5	7	87,5	8
	Primary Education teacher	1	11,1	4	44,4	4	44,4	9
	English teacher	3	3,5	20	23,5	62	72,9	85

Table 3 Relationship between teachers' educational background and different kinds of texts which teachers use to develop their students' reading skills. Interesting differences based on teachers' educational background are marked in green.

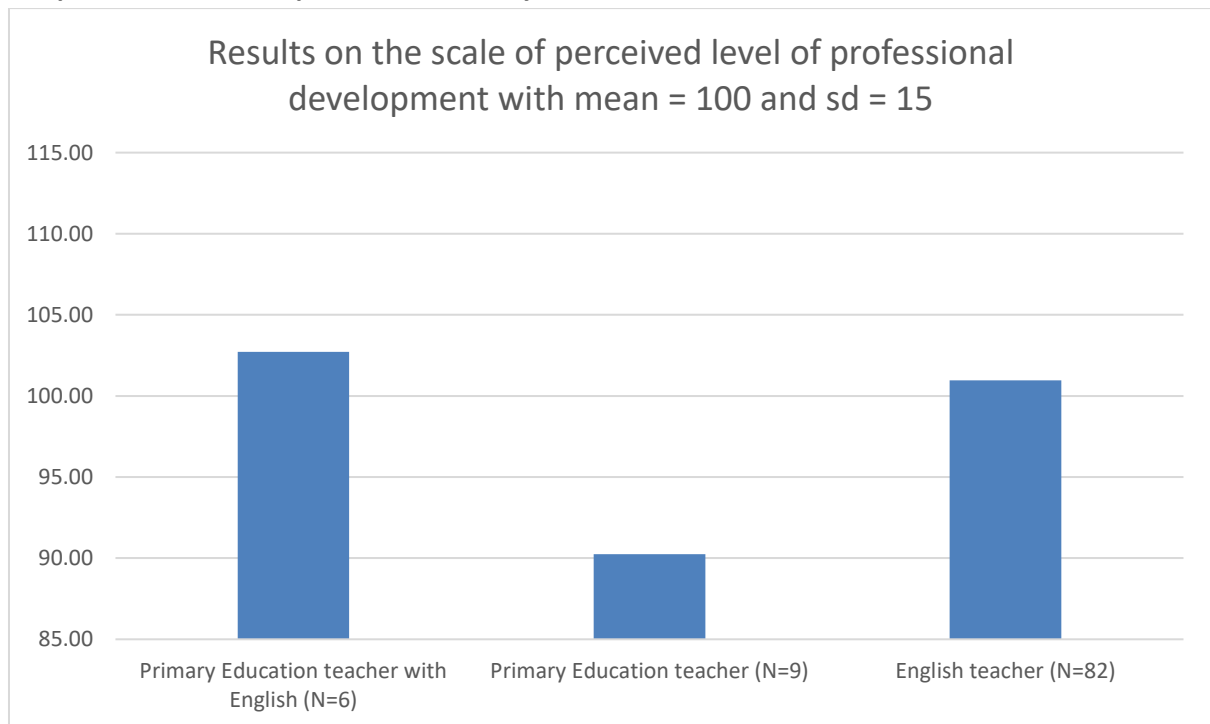
**What is the difference between teachers’ educational background and the way they develop their students’ writing skills?**

The only significant difference can be observed for mixed-ability groups. While the majority of Primary Education teachers declared they use it rarely or never, 62.5% of Primary Education teachers with English, and 35.3% of English teachers declared they use it at least frequently.

The form of classroom organisation which teachers use when developing their students’ writing skills	Teachers’ educational background	How often do teachers organise students in that way						Total
		Rarely, very rarely or never		Occasionally		Frequently or very frequently		
		N	%	N	%	N	%	
Pair-work	Primary Education teacher with English	1	12,5	5	62,5	2	25,0	8
	Primary Education teacher	4	44,4	4	44,4	1	11,1	9
	English teacher	17	19,8	37	43,0	32	37,2	86
Whole-class	Primary Education teacher with English	3	37,5	1	12,5	4	50,0	8
	Primary Education teacher	2	22,2	1	11,1	6	66,7	9
	English teacher	17	19,8	32	37,2	37	43,0	86
Same-ability groups	Primary Education teacher with English	4	50,0	3	37,5	1	12,5	8
	Primary Education teacher	3	33,3	5	55,6	1	11,1	9
	English teacher	39	45,9	31	36,5	15	17,6	85
Mixed-ability groups	Primary Education teacher with English	2	25,0	1	12,5	5	62,5	8
	Primary Education teacher	5	55,6	4	44,4	0	0,0	9
	English teacher	21	24,7	34	40,0	30	35,3	85
Individual work	Primary Education teacher with English	0	0,0	1	12,5	7	87,5	8
	Primary Education teacher	0	0,0	1	11,1	8	88,9	9
	English teacher	2	2,3	5	5,8	79	91,9	86

Table 4 Relationship between teachers’ educational background and different forms of classroom organisation which teachers use when developing their students’ writing skills. Interesting differences based on teachers’ educational background are marked in green.

**What is the difference between teachers’ educational background and their opinion on their professional development in FL literacy?**



As seen in the graph above, primary education teachers with English declared they know the most from various areas listed in question 38 from the survey – “How much do you think you know about these issues?”, with a 5-point scale from “not a lot” to “a lot” (areas: creating reading tasks, creating

writing tasks, developing early/initial literacy skills, differentiating reading and writing tasks for different levels, developing reading strategies, developing projects on literacy, using literature in the classroom, assessing reading skills, assessing writing skills).

### What is the difference between teachers' educational background and the way they assess their students' writing skills?

Spotting mistakes in a text turned out to be used in different frequencies among teachers with various educational backgrounds. While only 10.0% of Primary Education teachers declared they use it at least frequently, 28.6% of Primary Education teachers with English, and 31.8% of English teachers declared the same level of frequency.

Tasks which teachers use to assess their students' reading skills	Teachers' educational background	How often do teachers use the following						Total N
		Rarely, very rarely or never		Occasionally		Frequently or very frequently		
		N	%	N	%	N	%	
Gap fill activities	Primary Education teacher with English	0	0,0	2	28,6	5	71,4	7
	Primary Education teacher	1	10,0	4	40,0	5	50,0	10
	English teacher	4	4,5	18	20,2	67	75,3	89
Scrambled letters	Primary Education teacher with English	0	0,0	3	42,9	4	57,1	7
	Primary Education teacher	3	30,0	1	10,0	6	60,0	10
	English teacher	12	13,5	35	39,3	42	47,2	89
Jumbled sentences	Primary Education teacher with English	0	0,0	2	28,6	5	71,4	7
	Primary Education teacher	2	20,0	2	20,0	6	60,0	10
	English teacher	6	6,9	18	20,7	63	72,4	87
Writing a short text	Primary Education teacher with English	2	28,6	3	42,9	2	28,6	7
	Primary Education teacher	2	20,0	3	30,0	5	50,0	10
	English teacher	6	6,8	18	20,5	64	72,7	88
Finishing sentences	Primary Education teacher with English	0	0,0	2	28,6	5	71,4	7
	Primary Education teacher	2	20,0	4	40,0	4	40,0	10
	English teacher	9	10,2	29	33,0	50	56,8	88
Spotting mistakes in a text	Primary Education teacher with English	3	42,9	2	28,6	2	28,6	7
	Primary Education teacher	3	30,0	6	60,0	1	10,0	10
	English teacher	26	29,5	34	38,6	28	31,8	88
Writing a summary	Primary Education teacher with English	4	57,1	3	42,9	0	0,0	7
	Primary Education teacher	6	60,0	3	30,0	1	10,0	10
	English teacher	39	44,3	31	35,2	18	20,5	88

Table 5 Relationship between teachers' educational background and the way in which teachers assess their students' writing skills. Interesting differences based on teachers' educational background are marked in green.

### What is the difference (correlation) between teachers' perceptions of literacy and how they develop their students' reading skills?

For each of the relations with teachers' perceptions of literacy, a Spearman's rho has been calculated. The tables below list all of them with those in which at least the level of low correlation ( $\pm 0,20$ ) was achieved marked.

Relationship between teachers' perceptions of literacy and different kinds of materials/resources which teachers use for developing their students' reading skills: correlations coefficients

When you do reading activities with students, how often do you use the following resources?	Perceptions of literacy (time)		Perceptions of literacy (competences)	
	Spearman's rho	N	Spearman's rho	N
<b>EFL textbooks</b>	<b>0.28</b>	<b>109</b>	<b>0.24</b>	<b>111</b>

CLIL textbooks	-0.07	108	-0.01	110
graded readers	-0.11	108	-0.01	110
worksheets	-0.10	108	-0.07	110
children's books	-0.11	108	-0.08	110
non-fiction books	-0.06	108	0.00	110
<b>children's magazines</b>	<b>-0.26</b>	<b>107</b>	<b>-0.25</b>	<b>109</b>
web pages	0.00	108	0.04	110
<b>materials written by students</b>	<b>-0.20</b>	<b>108</b>	<b>-0.21</b>	<b>110</b>
materials from other subjects	-0.04	108	-0.01	110

Significant correlations are bolded ( $p < 0.05$ ).

Relationship between teachers' perceptions of literacy and different activities teachers use to develop their students' reading strategies: correlations coefficients

	Perceptions of literacy (time)		Perceptions of literacy (competences)	
	Spearman's rho	N	Spearman's rho	N
How often do you ask the students to do the following to help them develop reading strategies?				
<b>Identify main ideas in the text</b>	<b>0.20</b>	<b>109</b>	<b>0,23</b>	<b>111</b>
Find specific information in the text	0.15	106	0,18	108
Compare what they have read with their experiences	0.07	107	0,11	109
Make generalisations and draw inferences based on the text	0.04	107	0,04	109
<b>Encourage risk taking and guessing about the text</b>	<b>0.22</b>	<b>107</b>	<b>0,17</b>	<b>109</b>
Make predictions about what will happen in the text	0.10	107	0,09	109
Talk about the text structure	0.01	107	-0,01	109
Talk about the text genre	0.01	107	0,03	109

Significant correlations are bolded ( $p < 0.05$ ).

### ***Differences in FL literacy development among grades***

#### **How do teachers develop their students' reading skills in 3rd grade, 4th grade, 5th grade?**

In Table 6, one can see an interesting phenomenon regarding materials used by teachers: in 3<sup>rd</sup> and 4<sup>th</sup> grade, they use children's books more often, but in 5<sup>th</sup> grade this frequency drops. Regarding web pages, in 3<sup>rd</sup> grade the majority (66.7%) of teachers uses them frequently, in 4<sup>th</sup> grade less frequently (44.0%), but in 5<sup>th</sup> grade the percentage rises again to 62.5%. It might suggest a trend that the higher the grade, the more frequently web pages are used, however the differences between teachers and their IT skills might moderate this particular relationship.

The kind of materials/resources which teachers use for developing their students' reading skills	The grade	How often do teachers use the following resources						Total N
		Rarely, very rarely or never		Occasionally		Frequently or very frequently		
		N	%	N	%	N	%	
EFL textbooks	3	0	0,0	0	0,0	15	100,0	15
	4	0	0,0	1	4,0	24	96,0	25
	5	0	0,0	3	5,3	54	94,7	57
CLIL textbooks	3	9	60,0	4	26,7	2	13,3	15
	4	16	66,7	3	12,5	5	20,8	24
	5	31	55,4	18	32,1	7	12,5	56
graded readers	3	6	40,0	6	40,0	3	20,0	15
	4	11	45,8	8	33,3	5	20,8	24
	5	21	37,5	19	33,9	16	28,6	56
worksheets	3	0	0,0	2	13,3	13	86,7	15
	4	4	16,0	4	16,0	17	68,0	25
	5	4	7,1	12	21,4	40	71,4	56
children's books	3	3	20,0	4	26,7	8	53,3	15
	4	12	48,0	4	16,0	9	36,0	25
	5	28	50,0	19	33,9	9	16,1	56
non-fiction books	3	10	66,7	3	20,0	2	13,3	15
	4	18	72,0	3	12,0	4	16,0	25
	5	35	62,5	15	26,8	6	10,7	56
children's magazines	3	11	73,3	2	13,3	2	13,3	15
	4	12	48,0	9	36,0	4	16,0	25
	5	36	64,3	15	26,8	5	8,9	56
web pages	3	5	33,3	0	0,0	10	66,7	15
	4	3	12,0	11	44,0	11	44,0	25
	5	6	10,7	15	26,8	35	62,5	56
materials written by students	3	7	46,7	6	40,0	2	13,3	15
	4	12	48,0	8	32,0	5	20,0	25
	5	25	44,6	22	39,3	9	16,1	56
materials from other subjects	3	8	53,3	4	26,7	3	20,0	15
	4	16	64,0	7	28,0	2	8,0	25
	5	36	63,2	11	19,3	10	17,5	57

*Table 6 Relationship between the grade and different kinds of materials/resources which teachers use for developing their students' reading skills. Interesting differences based on teachers' educational background are marked in green.*

In Table 7, dialogues and plays turned out to be used very frequently in grades 4<sup>th</sup> and 5<sup>th</sup>, but significantly less frequently in 3<sup>rd</sup> grade.

The kind of texts which teachers use to develop their students' reading skills	The grade	How often do teachers have students read the following types of texts in English						Total N
		Rarely, very rarely or never		Occasionally		Frequently or very frequently		
		N	%	N	%	N	%	
dialogues/plays	3	4	26,7	3	20,0	8	53,3	15
	4	1	4,0	1	4,0	23	92,0	25
	5	2	3,5	8	14,0	47	82,5	57
short stories, tales, fables	3	2	13,3	7	46,7	6	40,0	15
	4	8	32,0	12	48,0	5	20,0	25
	5	17	30,4	18	32,1	21	37,5	56
poems, riddles, limericks	3	6	40,0	4	26,7	5	33,3	15
	4	13	52,0	7	28,0	5	20,0	25
	5	22	39,3	21	37,5	13	23,2	56
charts, diagrams, graphs	3	9	64,3	4	28,6	1	7,1	14
	4	12	48,0	8	32,0	5	20,0	25
	5	16	28,6	28	50,0	12	21,4	56
instructions or manuals about how things work	3	10	66,7	3	20,0	2	13,3	15
	4	13	54,2	8	33,3	3	12,5	24
	5	28	50,0	23	41,1	5	8,9	56
songs, chants	3	1	6,7	1	6,7	13	86,7	15
	4	0	0,0	9	36,0	16	64,0	25
	5	3	5,4	14	25,0	39	69,6	56

Table 7 Relationship between the grade and different kinds of texts which teachers use to develop their students' reading skills. Interesting differences based on teachers' educational background are marked in green.

Table 8 below suggests that there are significant differences regarding talking about the texts' structure in different grades. In 3<sup>rd</sup> grade such activities are less frequent than in 4<sup>th</sup> or 5<sup>th</sup> grade.

The kind of activities do teachers use to develop their students' reading strategies	The grade	How often do teachers ask the students to do the following						Total N
		Rarely, very rarely or never		Occasionally		Frequently or very frequently		
		N	%	N	%	N	%	
Identify main ideas in the text	3	3	20,0	2	13,3	10	66,7	15
	4	1	4,0	1	4,0	23	92,0	25
	5	3	5,3	4	7,0	50	87,7	57
Find specific information in the text	3	1	6,7	2	13,3	12	80,0	15
	4	0	0,0	0	0,0	24	100,0	24
	5	0	0,0	1	1,8	54	98,2	55
Compare what they have read with their experiences	3	1	6,7	3	20,0	11	73,3	15
	4	1	4,0	8	32,0	16	64,0	25
	5	6	10,9	20	36,4	29	52,7	55
Make generalisations and draw inferences based on the text	3	2	13,3	5	33,3	8	53,3	15
	4	1	4,0	4	16,0	20	80,0	25
	5	4	7,3	12	21,8	39	70,9	55
Encourage risk taking and guessing about the text	3	0	0,0	3	20,0	12	80,0	15
	4	1	4,0	2	8,0	22	88,0	25
	5	4	7,1	7	12,5	45	80,4	56
Make predictions about what will happen in the text	3	3	20,0	2	13,3	10	66,7	15
	4	2	8,0	9	36,0	14	56,0	25
	5	3	5,4	19	33,9	34	60,7	56
Talk about the text structure	3	10	66,7	4	26,7	1	6,7	15
	4	10	40,0	10	40,0	5	20,0	25
	5	14	25,0	27	48,2	15	26,8	56
Talk about the text genre	3	9	60,0	6	40,0	0	0,0	15
	4	9	36,0	9	36,0	7	28,0	25
	5	23	41,1	22	39,3	11	19,6	56

Table 8 Relationship between the grade and different activities teachers use to develop their students' reading strategies. Interesting differences based on teachers' educational background are marked in green.

### How do teachers develop their students' writing skills in 3rd grade, 4th grade, 5th grade?

Firstly, the difference between grades can be observed regarding creative writing. The frequency of using such an activity to develop students' writing skills increases with the grade level.

Secondly, writing non-fiction texts turned out to be a rarely used activity, with frequency also increasing with the grade level. It might suggest that teachers consider those activities to require more skills and thus leave them for older students.

Activities which teachers use to develop their students' writing skills	The grade	How often do teachers do the following						Total N
		Rarely, very rarely or never		Occasionally		Frequently or very frequently		
		N	%	N	%	N	%	
Copying	3	6	40,0	2	13,3	7	46,7	15
	4	5	20,0	7	28,0	13	52,0	25
	5	20	35,1	19	33,3	18	31,6	57
Creative writing	3	5	33,3	5	33,3	5	33,3	15
	4	3	12,0	10	40,0	12	48,0	25
	5	3	5,4	19	33,9	34	60,7	56
Dictation	3	10	66,7	4	26,7	1	6,7	15
	4	18	72,0	6	24,0	1	4,0	25
	5	32	57,1	18	32,1	6	10,7	56
Gap fills	3	1	6,7	4	26,7	10	66,7	15
	4	0	0,0	2	8,0	23	92,0	25
	5	3	5,4	6	10,7	47	83,9	56
Writing non-fiction texts	3	10	66,7	2	13,3	3	20,0	15
	4	8	32,0	10	40,0	7	28,0	25
	5	7	12,5	36	64,3	13	23,2	56
Activities to practice spelling	3	8	53,3	2	13,3	5	33,3	15
	4	11	44,0	5	20,0	9	36,0	25
	5	15	26,8	20	35,7	21	37,5	56
Writing texts of different genres (e.g. narratives, description...)	3	7	46,7	2	13,3	6	40,0	15
	4	9	36,0	6	24,0	10	40,0	25
	5	5	8,9	22	39,3	29	51,8	56
Summary writing	3	10	66,7	4	26,7	1	6,7	15
	4	11	44,0	6	24,0	8	32,0	25
	5	27	47,4	20	35,1	10	17,5	57

Table 9 Relationship between the grade and activities which teachers use to develop their students' writing skills. Interesting differences based on teachers' educational background are marked in green.



#### 4. COUNTRY REPORT ON FL LITERACY – SPAIN

Prof. Blanca Paz Arteaga Martínez  
Prof. Raquel Fernández Fernández

##### 4.1 Respondents

The on-line questionnaire was filled out by 106 valid respondents in Spain. In what follows, information about the profile of the participants is provided.

##### Age and number of years working as a teacher

Participants' age ranges from 24 years to 60. The average age was 38.84 years. As for the number of years working as a teacher, the minimum was one year, the maximum was 37 years, and the average was 13.75 years.

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Age/Number of years working as a teacher:

	N	Minimum	Maximum	Mean	Std. Deviation
Age	105	24	60	38.84	9.053
Number of years working as a teacher	106	1	37	13.75	9.043
Valid N	105				

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When looking at the distribution of responses (see figures 1 and 2), we can observe that responses are grouped below 40 years of age and 15 years of experience.

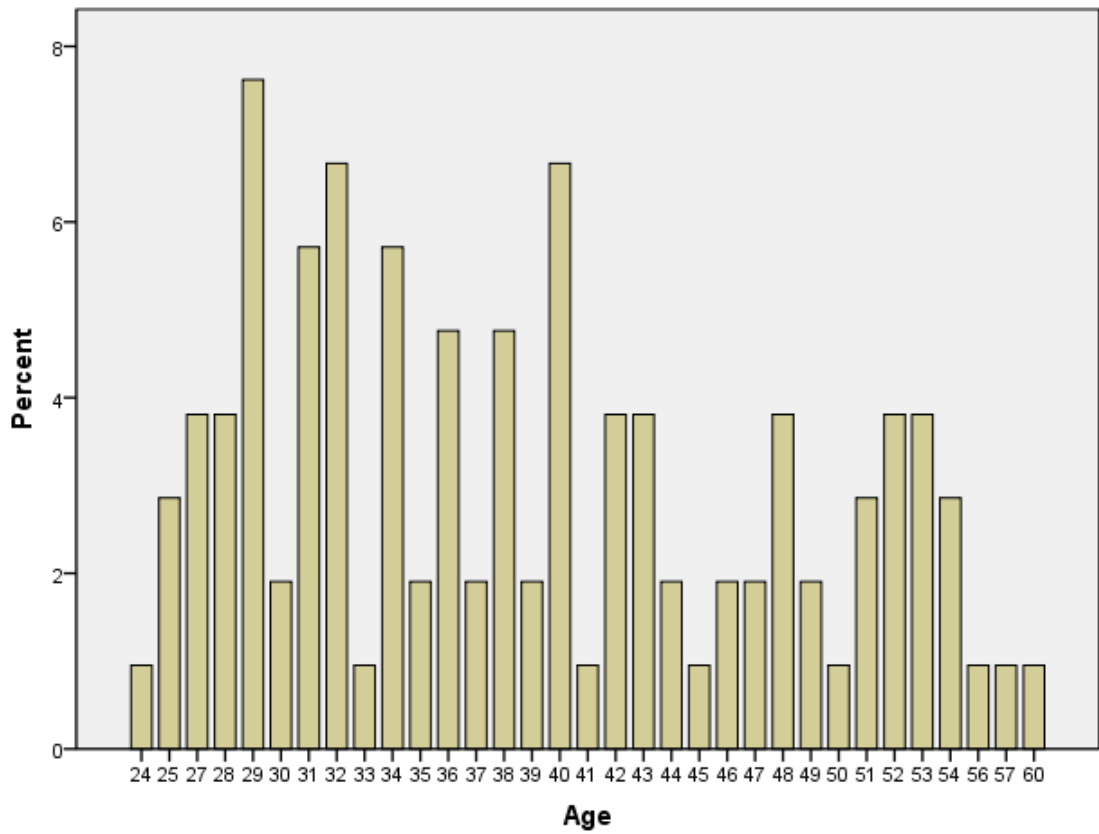


Figure 7. Age: Distribution of responses

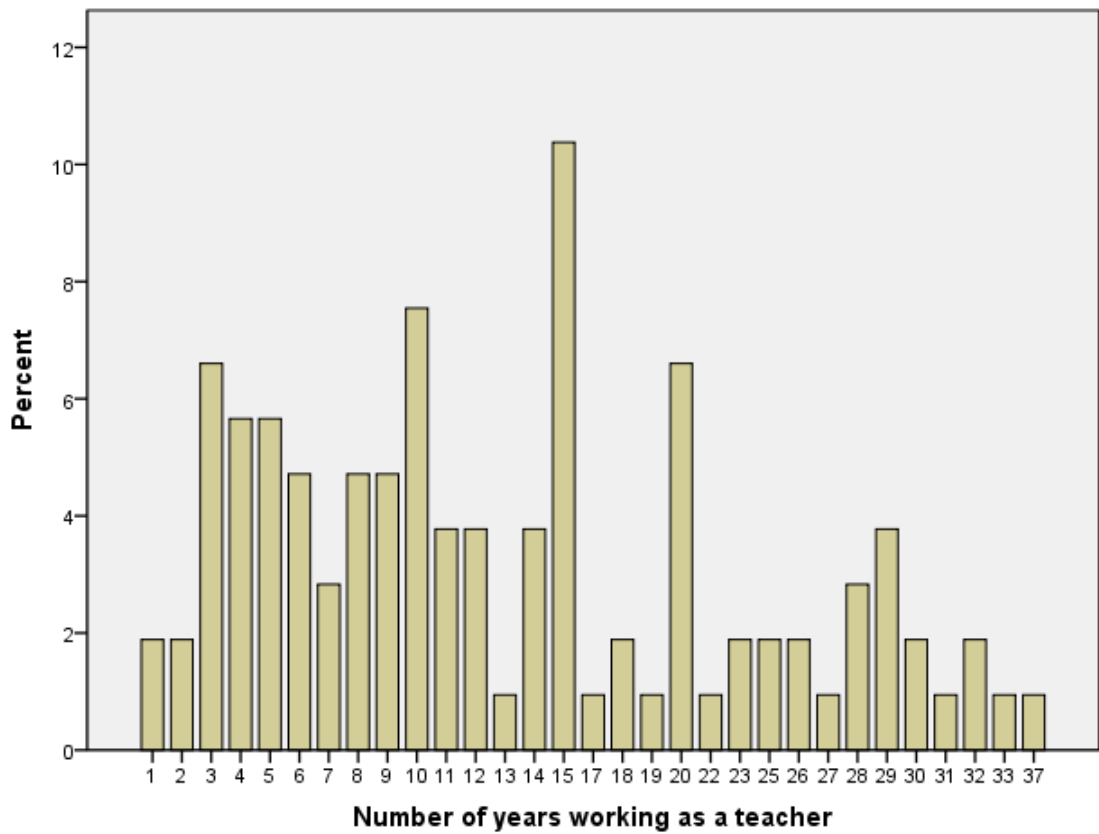


Figure 8. Numbers of years working as a teacher: distribution of responses

### Gender

Out of 106 participants, there were 23 male (21.7%) and 83 female (78.3%) participants. These numbers run parallel with EUROSTAT report (2016), which indicates that the population of female Primary Teachers reaches 76% in Spain.

Gender:		Frequency	Percent
Valid	Male	23	21.7
	Female	83	78.3
Total		106	100.0

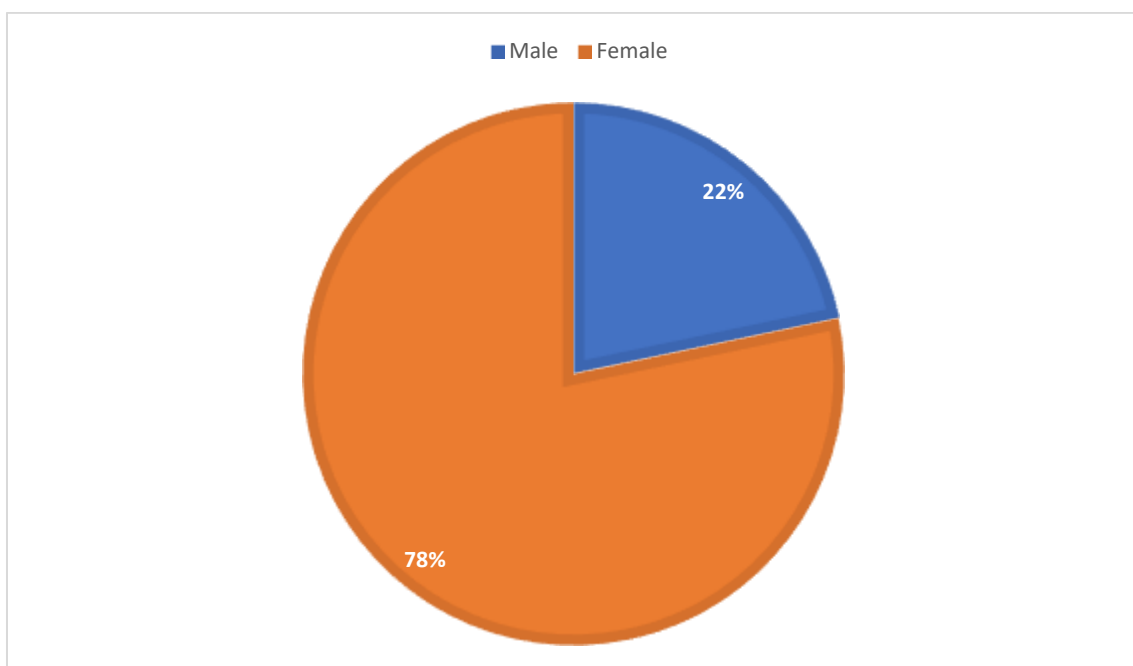


Figure 9. Participants' gender

### Type of school

The sample shows that participants generally come from state-granted schools (80, 75.5%), with a smaller representation of public centres (21, 19.8%) and just 5 (4.7%) private schools (see Figure 4). The sample does not represent the population in this case, as state or public schools represent 62.6% of the schools, whereas private and state-granted centres account for 30.6% of the centres. It was thus expected to have more participants coming from public/state schools than chartered centres. These results may be explained due to the fact the survey was sent to several private educational organisations which may well have spread the word better among their associates, achieving more responses in the data gathered.

Type of school in which you work:		Frequency	Percent
Valid	Public	21	19.8

	Private	5	4.7
	Chartered	80	75.5
Total		106	100.0

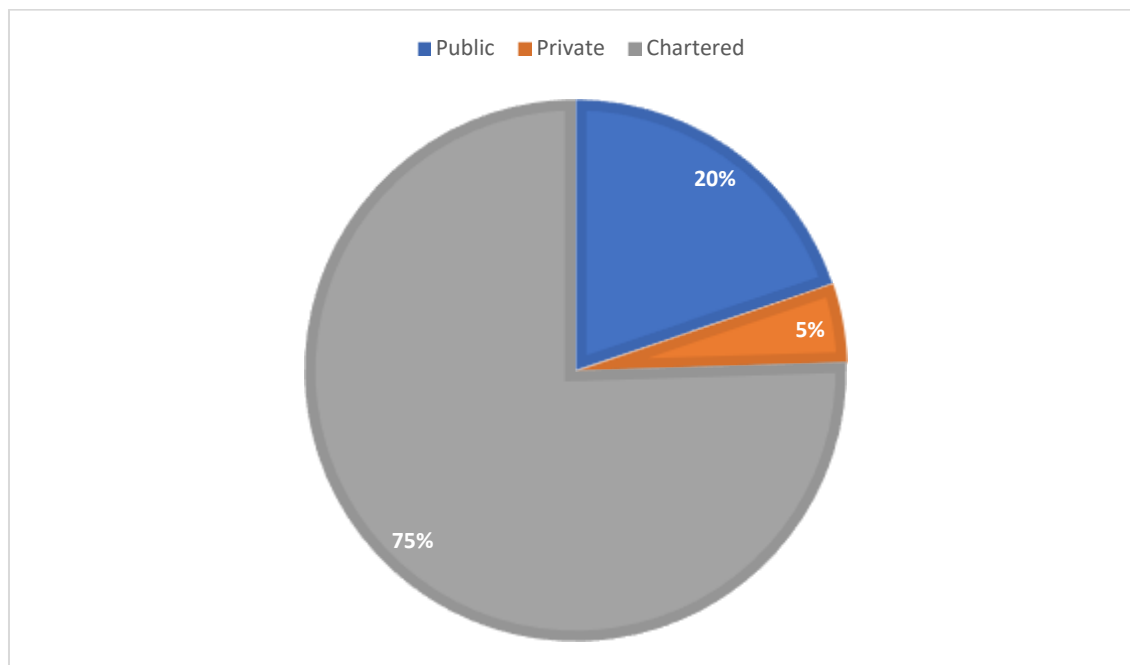


Figure 10. Type of school

### Teaching qualifications

English teachers and Primary Education teachers with English both represent the same percentage in the study (34.9% each). Almost 10% of the sample are Primary Education teachers, while 20.8% selected the option 'Other'.

Which qualifications have you got?

		Frequency	Percent
Valid	Primary Education teacher with English	37	34.9
	Primary Education teacher	10	9.4
	English teacher	37	34.9
	Other:	22	20.8
Total		106	100.0

The 22 participants who claimed they did not fit into the qualifications indicated, even though in some occasions their responses matched the options given, described their training as:

- Primary teacher degree with C1 English (6)
- Primary teacher degree with a specialization in English (5)
- English philology and Old-plan Primary teacher degree (English) (4)
- Primary teacher with specializations in P.E. and EFL (3)
- Infant teacher degree and Primary teacher degree with a specialization in English (2)
- English philology (2)
- Both Primary and English teacher (1)

- Infant teacher degree and Primary teacher degree (English) (1)
- Bilingual Teacher Education Degree with EFL specialization (1)
- Bachelor in Physical Education (1)
- Infant Teacher (1)
- Degree in EFL Teacher (1)
- Primary and English (1)
- Primary and Special Educational Needs Teacher (1)
- P.E. Teacher (1)
- Secondary Teacher (1)

### Participants' teaching profile

67 participants (63.2%) stated that they were EFL teachers, whereas 63 (59.4%) were teachers in a CLIL/bilingual project. From those teachers working in a CLIL/bilingual project, 54.0% (34 teachers) are also working as English teachers.

Do you work as:

	f	f %	N
An EFL teacher	67	63.2	106
A teacher in a CLIL/bilingual project	63	59.4	106

### Levels taught in the present school year (2018-2019)

Most teachers are in 5th-grade classes (32.7%), with 16 participants (15.4%) teaching in the 3<sup>rd</sup> grade, and 19 (18.3%) in the 4<sup>th</sup> grade. There is also a representative number of teachers who are involved in the teaching of the three courses (16.3%). However, teachers in two courses are rarer, with percentages ranging from 2.9% to 8.7%. We can conclude that teachers dealing with the highest level, year 5, constitute more than half the teachers in the sample.

Levels taught in this school year:

	F	f %
3º	16	15.4
4º	19	18.3
3º & 4º	9	8.7
5º	34	32.7
3º & 5º	3	2.9
4º & 5º	6	5.8
3º & 4º & 5º	17	16.3
Total	104	100.0

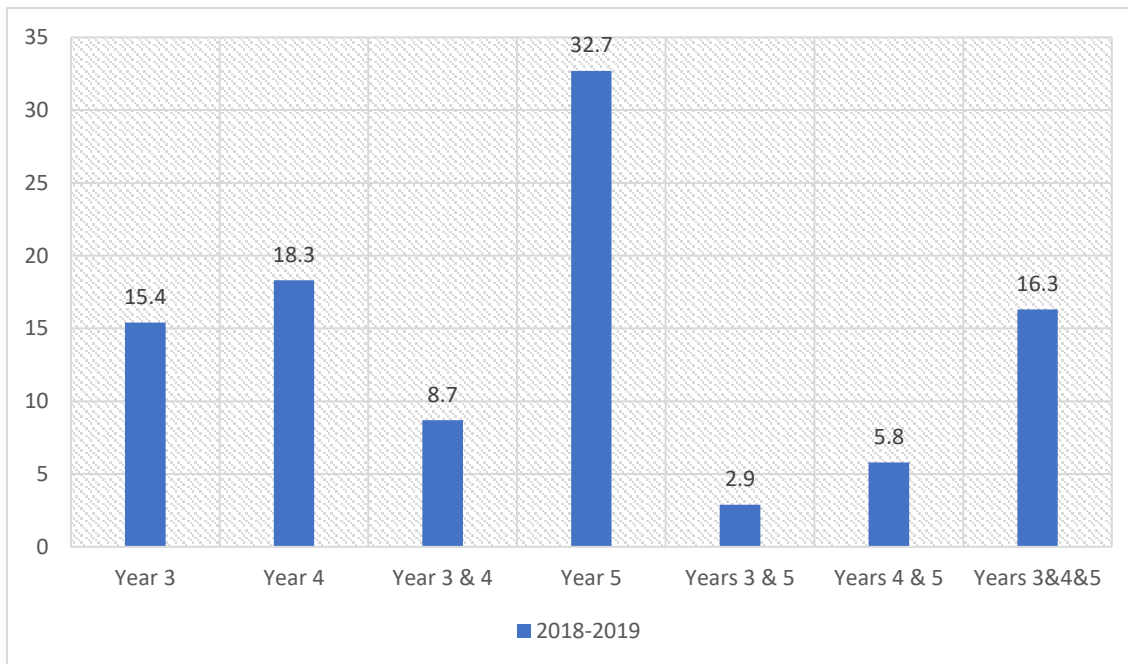


Figure 11. Levels taught in the present school year

### The last course taught

96.3% of the participants have taught the levels targeted (3rd, 4th, and 5th grades) in the last school year. Again, most of them had been delivering English lessons in Year 5, showing that the sample is not new to teaching these levels. Just one teacher had previously taught in Year 1, and two in Year 6, which are levels that lie outside the scope of the present research.

### Last course taught

		Frequency	Valid Percent
Valid	1	1	1.2
	3	18	22.2
	4	22	27.2
	5	38	46.9
	6	2	2.5
	Total	81	100

### Autonomous Community where participants are working

10 out of 17 autonomous communities in Spain are represented in the sample. There are not any participants from Galicia, Cantabria, Catalonia, Extremadura, Murcia, Balearic Islands or Canary Islands. The two autonomous cities, Ceuta and Melilla, do not have any representation in the study either. The most represented one is Madrid (41.4%).

### Origin of responses (autonomous communities)

	F	f %
Andalusia	7	8.0
Aragon	5	5.7

Asturias	2	2.3
Castilla-La Mancha	8	9.2
Castile and León	7	8.0
La Rioja	4	4.6
Madrid	36	41.4
Navarre	9	10.3
Basque Country	6	6.9
Valencia	3	3.4
Total	87	100.0

### Subjects delivered

In the case of Spain, CLIL contexts often involve the teaching of a number of content subjects in the foreign language. Teachers were asked about which subjects they were teaching in the school year 2018/2019. Results show that most teachers are delivering Natural Sciences combined with another subject, more commonly Artistic Education (N=67).

	Social Sciences	Physical Education	Artistic Education	Civic and Social values
Natural Sciences	47	38	67	3
Social Sciences		33	46	3
Physical Education			42	2
Artistic Education				3

## 4.2 Research questions and results

### Which teaching approaches are used in EFL and CLIL contexts in primary schools in Spain?

As it can be seen in Figure 6, 84 (79.2%) participants stated that their school runs a CLIL/Bilingual programme whereas 22 (20.8%) participants are teachers in non-bilingual schools.

Does your school run a CLIL/bilingual programme?		Frequency	Valid Percent
Valid	Yes	84	79.2
	No	22	20.8
	Total	106	100.0

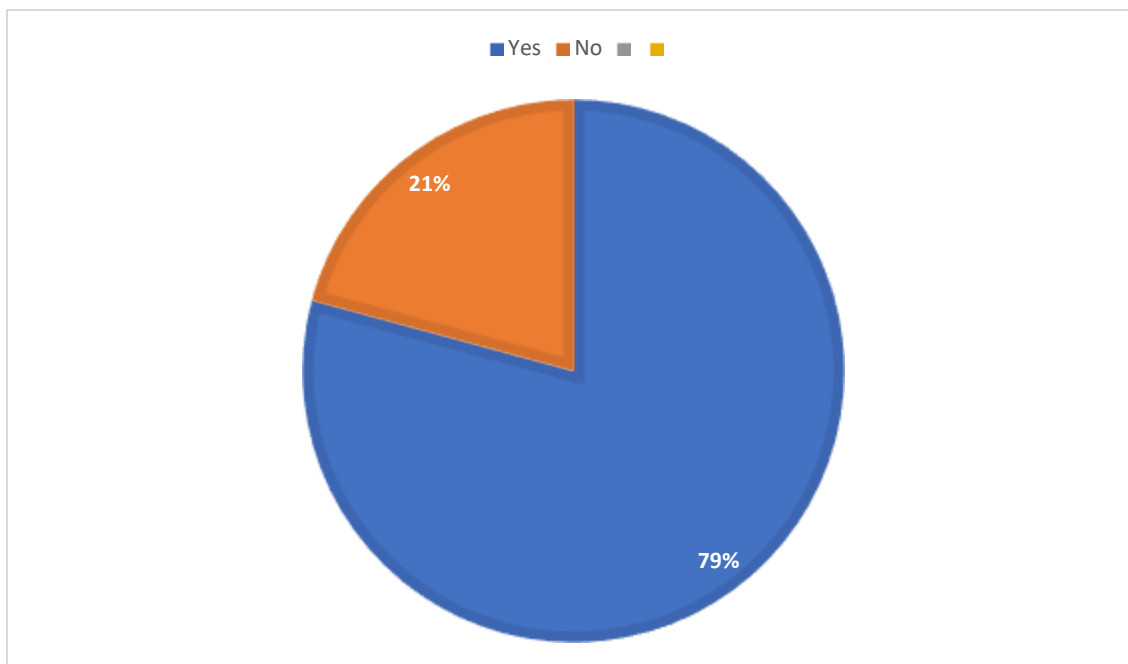


Figure 12. School running a CLIL/bilingual programme

***How do the teachers perceive/conceptualise “literacy teaching”?***

**What is your understanding of the concept of literacy?**

In this question, participants were requested to write a definition of ‘alfabetización’, the closest equivalent to ‘literacy’ in the Spanish language. 104 participants completed this section. The definitions were categorized according to 6 different categories designed by Halbach & Fernández (2018) and later revised and classified further by the LIT4CLIL team in 7 strands as follows:

- **Category 1.** Definitions which include information which is wrong, non-pertinent or no definition is provided.
- **Category 2.** Definitions which are non-pertinent but contain some elements which can be associated with literacy development (excluding recognition of learning as an ability or mentioning communicative abilities).
- **Category 3.** Definitions which recognize the literacy concept as learning to /ability to read and write.
- **Category 4.** Definitions which recognize literacy only as the development of initial literacy skills at the beginning of the process of education (such as phonological awareness, the distinction between sounds and letters, knowing the alphabet, spelling).
- **Category 5.** Definitions which recognize the complexity of the process development of literacy, sometimes the need to focus on grammar and vocabulary, but focus mainly on reading and writing (other skills are not mentioned).
- **Category 6.** Definitions which connect literacy development with the process of communication and the development of all four skills.
- **Category 7.** Definitions which recognize literacy as a complex process, including other skills and other coherent elements such as cognitive processes, the relationship with information processing and text interpretation.

The classification shows that most definitions provided belong to categories 2 & 3 (see Figure 7). In these categories, definitions were often incomplete, containing some, but not all, elements related to



literacy. It is the case that, generally, the definitions provided do not include the words ‘ability’ or ‘skill’ and rather identify literacy with teaching methodologies or processes. When it is defined as an ability, teachers often forgot to include listening and speaking as communicative skills needed to develop literacy. However, it is also positive to have 20 definitions fulfilling the requirements to be classified as belonging to categories 6 or 7. These definitions show that teachers consider literacy an ability, encompassing more than the skills of reading and writing, and consider its value to communicate and, in some cases, to foster the development of cognitive skills.

Literacy conceptualization – categories			
		Frequency	Valid Percent
Valid	1	9	8.6
	2	37	35.6
	3	29	27.9
	4	4	3.8
	5	5	4.8
	6	13	12.5
	7	7	6.7
	Total	104	100.0

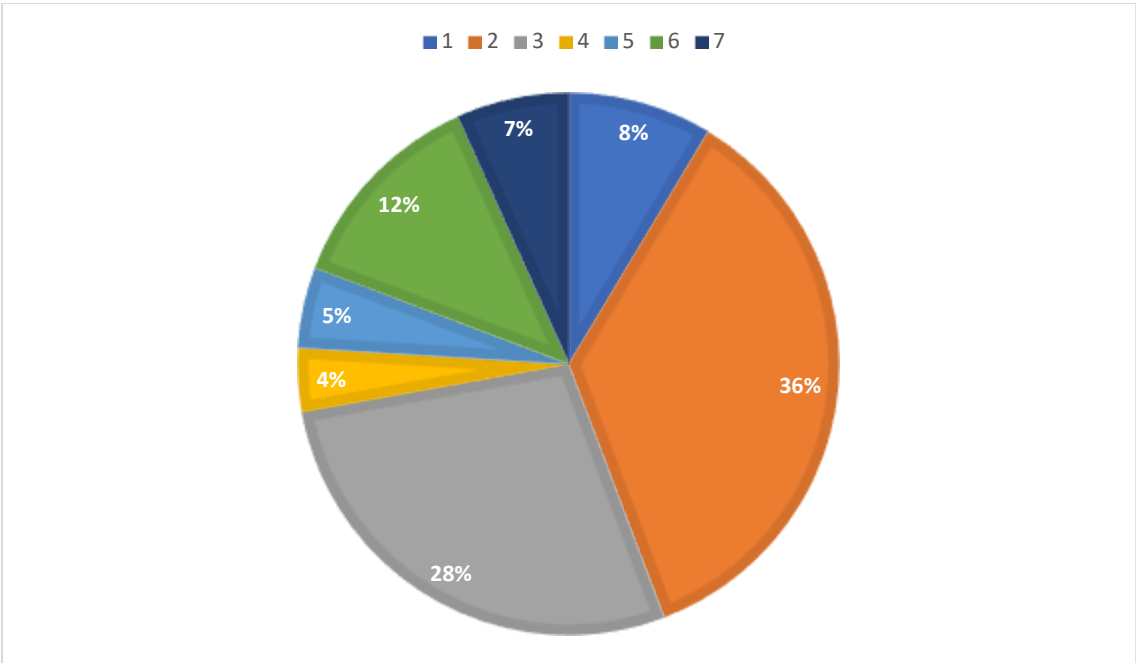


Figure 13. Literacy conceptualization using pre-determined categories

In what follows, the definitions provided were translated into English as accurately as possible and were classified into 7 different categories. Figure 8 shows the distribution in a bar graph.

Category 1. Definitions which include the information which is wrong, non-pertinent or no definition is provided. (N=9)

1	Learning and knowledge of a content-matter.
2	Teaching of the English language to native-speakers or foreign speakers as if they were native speakers.

3	Teach basic concepts of linguistic competences in a determined language.
4	The use of a literary work in the classroom to teach or consolidate different concepts in the language.
5	The competences and knowledge that students should acquire during their schooling.
6	Be aware of the world.
7	Learn how to manage in a first language.
8	A specific knowledge, especially reading and writing, which are basic, but I think that also other more specific knowledges in a given area.
9	Be competent in all skills and abilities.

Category 2. Definitions which are non-pertinent but contain some elements which can be associated with literacy development (excluding recognition of learning as an ability or mentioning communicative abilities). (N=37)

1	To provide the students with the necessary tools and abilities to read and understand a text.
2	To enable students to understand the written language in one or more language.
3	A set of skills that enable you to communicate in a language.
4	The basic linguistic knowledge that allows a basic performance of your task in that language
5	The development of skills to achieve linguistic and non-linguistic competence.
6	The process of learning how to write in a language.
7	The process which allows students to develop their reading comprehension and oral production.
8	I understand "literacy" as the use of English as a natural resource, not as a school subject, but as a useful support applied in multiple contexts. A resource seen as something natural rather than a book I have to study.
9	It is the process of teaching/learning reading and writing
10	It is the process of teaching/learning reading and writing
11	The activity that is developed so that a person can learn to read and write in a language.
12	Literacy, from the most basic perspective, is based on the development of reading skills (and its comprehension), and speaking skills.
13	The ability to communicate with others in the same language.
14	To understand an oral or written text.
15	To teach the necessary strategies to acquire fluent reading skills in English.
16	The ability to properly read and understand English, in this case, in order to communicate.
17	Comprehensive reading.
18	Reading of texts adapted to language teaching.
19	The process of teaching reading and writing.
20	The process of teaching reading/writing.
21	Know how to read.

22	I understand that it is teaching of writing and reading of a language.
23	I understand that literacy is the introduction to a foreign language achieving a minimum capacity of oral and written communication.
24	Teach writing and reading in a language.
25	Teach reading and writing in a language.
26	To teach how to communicate (read and write) in a language to effective functioning in everyday life situations.
27	To teach how to read and write.
28	To teach how to read and write in English.
29	To teach how to read a write in a language, in this case, English.
30	It is the process through which reading and writing is taught.
31	Reading and writing ( <i>lectoescritura</i> ) teaching.
32	The process of teaching and learning a language.
33	The process of teaching and learning reading and writing.
34	The process by which students learn how to read and write.
35	The knowledge of written language as decoding and blending signs and understanding the message conveyed in the process.
36	Provide students with oral and written linguistic competences as to reach communicative goals.
37	The teaching of a language covering the four or five skills: reading, writing, listening, speaking, and interaction/communication.

Category 3. Definitions which recognize the literacy concept as learning to /ability to read and write.  
(N=29)

1	Acquisition of comprehension and expression aptitudes (in the different registers) of a language.
2	Optimal understanding and creation of messages of a language.
3	Knowledge and use of a language in all the contexts.
4	Achievement of an adequate level of a language so that you can express and understand ideas.
5	Have tools to deal with oral and written comprehension and expression in English.
6	Reading and writing ( <i>lectoescritura</i> ) learning process.
7	The process of learning reading and writing correctly.
8	To know reading and writing had had knowledge about different areas.
9	Acquisition of the communicative competence required for the year and about reading and writing.
10	Ability to read and write, in this case, in a second foreign language.
11	Children's capacity to read, write and understand different types of texts in their language or in a different one.
12	The concept of knowing how to read, write and understand the language that has to be used.
13	Learning of reading and writing in a language
14	Learning reading and writing ( <i>lectoescritura</i> )

15	Optimal development of what literacy ( <i>lectoescritura</i> ) refers to.
16	Development of reading and writing skills ( <i>lectoescritura</i> ).
17	The process by which a person learns to read and write.
18	I understand that it is the ability of children to read, write and understand texts in their mother tongue and in others.
19	Ability to read and write.
20	The ability to communicate orally, read and write in another language (English).
21	The ability to correctly speak, read and write.
22	Ability to read and write.
23	Ability to read and write, knowledge of a field.
24	Ability to read and write.
25	Mastery of reading and writing skills.
26	They are the different linguistic abilities of a language. Such as reading and writing.
27	The group of skills used to read and write in a specific language.
28	The acquisition of linguistic skills to learn a foreign language (reading, writing, vocabulary, etc.).
29	Enable students to read, write and communicate in a language.

Category 4. Definitions which recognize literacy only as the development of initial literacy skills at the beginning of the process of education (such as phonological awareness, the distinction between sounds and letters, knowing the alphabet, spelling) (N=4)

1	The teaching of spelling and pronunciation in a language.
2	Knowledge and recognition of the different phonemes of the English language both in written texts (reading) and in their production (writing).
3	Teaching of reading and writing ( <i>lectoescritura</i> ) in English, based on phonics.
4	It is the process of acquiring reading and writing ( <i>lectoescritura</i> ) that takes place in Primary Education.

Category 5. Definitions which recognize complexity of the process development of literacy, sometimes the need to focus on grammar and vocab, but focus mainly on reading and writing (other skills are not mentioned). (N=5)

1	To introduce the student to the English language, increasing his/her vocabulary and grammar in a progressive way and considering all the skills.
2	Acquisition of the skills to communicate in a language, especially related to reading and writing. Lately, it has also been applied to other fields, such as computer literacy, for example, which allows us to use ICT tools and programmes.
3	To be competent in communication, orally and in written form. This implies to be able to communicate fluently and appropriately in different situations.
4	All. The ability to read, write, understand and become fully developed in the world.

5	It is the process by which children acquire the reading and writing concepts from their beginning to a subsequent production (from the sound level to the production of complex texts).
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Category 6. Definitions which connect literacy development with the process of communication and the development of all four skills. (N=13)

1	The capacity to communicate to interact with the context using abilities such as reading, writing, speaking and 'hearing'.
2	The way or methodology used to start students in the literacy process (lectoescritura).
3	The process of language acquisition from elementary oral production and comprehension to the most complex written comprehension and production level.
4	The process of learning English considering all the abilities.
5	To achieve the 4 basic skills of a language
6	Students' ability to read, write, listen and speak autonomously, carrying out properly all the processes that intervene in that ability.
7	To develop the oral and written competences to communicate in that language.
8	To develop oral and written skills.
9	Command of the oral and written skills of a language to be able to communicate in that language.
10	A basic command of the four skills: speaking, listening, reading and writing. Especially writing skills.
11	The ability to read, write, listen and speak autonomously, carrying out properly all the processes that intervene in that ability.
12	Students' ability to read, write, speak and listen to autonomously, properly carrying out all the processes that intervene in that ability.
13	The ability to produce language in any of the skills for a communicative purpose (traditionally, it has always been referred to reading and writing)

Category 7. Definitions which recognize literacy as a complex process, including other skills and other coherent elements such as cognitive processes, the relationship with information processing and text interpretation. (N=7)

1	The ability to understand and know how to express (in a written and oral way), following the rules accepted in the area (e.g. think like a scientist in Science).
2	Language teaching as a tool to communicate, not merely focused on the learning of grammar structures or vocabulary, teaching them resources that will help them in situations where they do not completely understand the language.
3	Literacy includes the ability to read and interpret texts, sounds and media, to reproduce data and media through digital manipulation, in addition, to evaluate and to apply new knowledge.
4	Even though we have always considered it basically as reading and writing, nowadays it is seen from a broader perspective. I consider literacy as the ability to use the language in all scopes of daily life.

5	To get students to read, write and understand messages, texts and so on of daily life both orally and in writing. This means, to get students to have a good command of the four skills of every language (oral and written expression and oral and written comprehension) in social, family and school contexts.
6	To teach reading, writing and the linguistic and cognitive abilities to be able to learn other knowledge.
7	It is a directory of competences that allow people to analyze, assess and create messages in a wide range of communication modes, genres and formats.

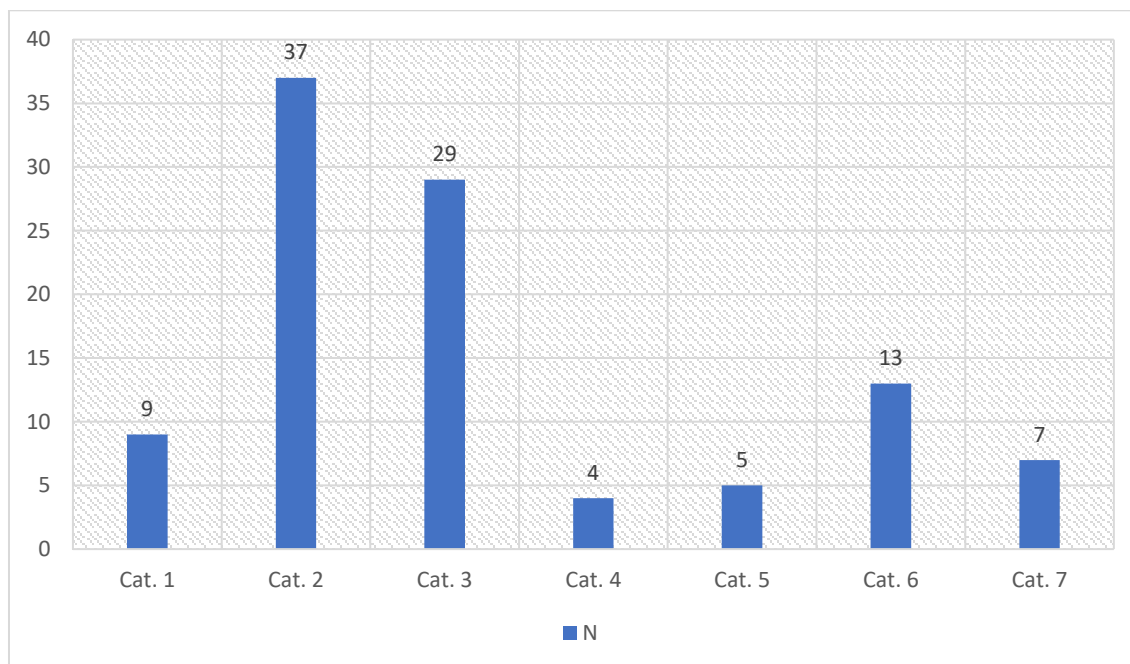


Figure 14. Classification of definitions of literacy

**Literacy statements. Do you agree with the following statements?**

		I don't agree at all	I don't agree	I'm undecided	I agree	I completely agree	I don't know	Total
Literacy development is dealt with mainly in the first two years of primary education.	f	3	32	13	35	21	0	104
	f%	2.9	30.8	12.5	33.7	20.2	0	100.0
Working on literacy includes teaching the terminology and specific vocabulary of the content subjects.	f	1	11	16	41	23	1	93
	f%	1.1	11.8	17.2	44.1	24.7	1.1	100.0
	f	25	50	5	9	2	0	91

Once students have learnt to read and write we have completed the development of literacy.	f%	27.5	54.9	5.5	9.9	2.2	0	100.0
There are multiple literacies.	f	0	3	14	39	29	2	87
	f%	0	3.4	16.1	44.8	33.3	2.3	100.0
Literacy focuses only on the written text.	f	41	42	0	1	1	1	86
	f%	47.7	48.8	0	1.2	1.2	1.2	100.0
Literacy includes understanding of words, images, graphs and sounds.	f	0	2	5	40	37	3	87
	f%	0	2.3	5.7	46	42.5	3.4	100.0
The development of linguistic skills is the aim only of the language subjects.	f	39	35	7	2	4	1	88
	f%	44.3	39.8	8	2.3	4.5	1.1	100.0
My students' learning difficulties in the subjects I teach are clearly linked with their linguistic and communicative skills.	f	12	0	21	35	20	1	89
	f%	13.5	0	23.6	39.3	22.5	1.1	100.0
Having students with low literacy levels in the language in which a subject is taught is the main learning difficulty in the subjects I teach.	f	5	20	20	31	10	1	87
	f%	5.7	23	23	35.6	11.5	1.1	100.0
Having students with low levels in understanding and producing orally the language in which a subject is taught is the main learning difficulty in the subjects I teach.	f	2	16	18	44	8	1	89
	f%	2.2	18	20.2	49.4	9	1.1	100.0
My students have problems to speak correctly in the subjects taught in English.	f	0	25	29	28	7	0	89
	f%	0	28.1	32.6	31.5	7.9	0	100.0
My students have problems to write correctly in the subjects taught in English.	f	0	21	17	29	23	0	90
	f%	0	23.3	28.9	32.2	25.6	0	100.0
Literacy is a key element in my teaching.	f	0	1	16	38	33	1	89
	f%	0	1.1	18	42.7	37.1	1.1	100.0

A vast majority of teachers participating in the study (79.8%) consider that ‘Literacy is a key element in their teaching’, which may be indicating that they give a high importance to language work in their subjects. In the same line, 84.1% of the sample disagrees with the view of considering linguistic skills development as taking place only in language subjects. Teachers are also aware about the presence of literacy work in the first years of education (53.9% of participants agree or completely agree with the statement). However, it seems that they are aware that literacy development continues beyond the initial stages of teaching, as 82.4% disagrees with the sentence ‘Once students have learnt to read and write, we have completed the development of literacy’. They also agree with the idea of the existence of multiple literacies (78.1%) and the use of different modes of communication beyond the text (88.5%).

It is also worth noting that participants are aware of the role of language in content subjects (84.1%) and they indicate that students’ learning difficulties are linked to linguistic and communicative skills (61.8%), even stating that low literacy levels in the language the subject is taught in is the main learning difficulty in their subjects (47.1%). In relation to the development of productive communicative skills in English, teachers indicate that writing poses a higher difficulty for students (57.8%) in comparison to speaking (39.4%).

***How do teachers develop their students’ FL literacy skills?***

**How often and which activities do teachers use to develop their students’ reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	Mean	Median	SD
Teachers read aloud to the class	103	3.66	4	1.015
Ask students to read aloud	90	4.02	4	0.861
Ask students to read silently	88	3.03	3	0.928
Give students time to read books of their own choosing	91	2.73	3	1.165
Teach students strategies for decoding letters into sounds	90	2.73	3	1.16
Listen to a tape while reading a text	91	3.64	4	1.32
Help students understand new vocabulary in the texts	90	4.42	4	0.599
Do reading comprehension tasks in writing	90	3.87	4	0.939
Do reading comprehension tasks orally	90	4.13	4	0.778
Ask students to write something in response to what they have read	90	2.93	3	1.015
Do a project about what they have read (e.g. a play or an art project)	90	3.06	3	1.115

The activity most frequently used to develop students’ reading skills is helping students understand new vocabulary in the text (M=4.42), followed by doing reading comprehension tasks orally (M=4.13)



and asking students to read aloud (M=4.02). The activity showing the highest standard deviation is listening to a tape while reading the text.

Participants also included the following activities:

We work on two reading comprehension strategies (clarifying, literal questions, etc.) each trimester. We use a notebook. (2 responses)

---

Find unknown words in the text that may correspond to a list of synonyms or definitions the teacher prepares for them.

---

Search for information about the text topic to expand contents that may be of interest to students.

---

Reading comprehension in English. Texts with questions at KET level.

---

Answer questions related to a text or do activities related to the text comprehension. For example, a drawing related to prepositions.

---

Dramatizing

---

Dramatizing, creating stories, presenting, using 'show & tell' activities and linking them to previous contents covered in the subject.

---

Listening activities with fill-in-the gaps lyrics to songs.

---

Mind-maps creation with the most important contents of the unit. Test with ICT: plickers or Kahoot. Watching a video with questions to demonstrate comprehension of contents.

---

Writing 4 stanzas in group, using rap beat and including new vocabulary. Create cards with definitions to play and guess.

---

English films, stories, poetry, myths, legends, grammar songs, etc.

---

Graded books

---

Guessing from context. Scanning, skimming ... making predictions. Getting info from the title or pictures.

---

Cooperative work writing ideas and letting partners complete them. Watching videos, commenting on them and acting them out. Play with puppets after reading a book or writing to a pen friend with English or Turkish penpals.

---

Games: Simon Says and others. Using videos in English with questions about what has been seen. Telling jokes in English.

---

Games with questions using kahoot.

---

Shared reading: in pairs, they read part of a text each and the other summarizes the story orally. They try to solve doubts about vocabulary and if neither of them knows, they ask the teacher. When they finish, they write a summary individually and, finally, they read both summaries and write a final one together.

---

Reading English stories with a simple questionnaire to check reading comprehension.

---

Listening and phonics.

---

Oral, based on videos.

---

Predict what can happen, watch images and write (in pairs) sentences about these images and then compare them to the story.

---

Oral and written questions and responses. Comprehension activities about the text (fill in the blanks, matching, etc.)

---

Watch new movies

---

Creating stories using a template. Oral presentation and answering questions.

---

We have a book with reading comprehension strategies that is used regularly.

Test.

They watch the movie version of the book.

**How often and which activities do teachers use to develop their students' reading strategies? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

The most frequent activity used to develop students' reading strategies is identifying main ideas in the text (M=4.15), followed by finding specific information in the text (M=4.27). The least frequent and showing the highest standard deviation is talking about text genre (M=2.72; SD=1.198).

	N	Mean	Median	SD
Identify main ideas in the text	100	4.15	4	0.833
Find specific information in the text	95	4.27	4	0.675
Compare what they have read with their experiences	92	3.57	4	1.009
Make generalisations and draw inferences based on the text	92	3.51	4	1.064
Encourage risk taking and guessing about the text	92	3.53	4	1.084
Make predictions about what will happen in the text	92	3.86	4	0.897
Talk about the text structure	92	3.22	3	1.137
Talk about the text genre	92	2.72	3	1.198

Some of the teachers also stated other activities they use for developing their students reading strategies:

- Match pictures and text.
- Look for keywords, summarize general ideas in their words, work in groups to get the main idea of the text, questions and answers in groups (they formulate their doubts and the rest helps until they find a satisfactory answer).
- Grammar songs.
- Games to help them link words.
- There is a weekly hour assigned to reading. In the first trimester we did activities in the reading corner. Right now, we read an adapted novel with the group divided into levels.

**How often and what kinds of materials/resources do teachers use for developing their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

For developing their students' reading skills, participants use mainly EFL textbooks (M=3.84). They also show frequent use of worksheets (M=3.71) and CLIL textbooks (M=3.66). However, the use of CLIL textbooks shows one of the highest standard deviations (SD= 1.238), probably reflecting that teachers come from bilingual and non-bilingual contexts, and when the first is the case, they opt for this type of materials. The least frequently used materials for reading are children's magazines (M=2.05) and non-fiction books (M=2.45).

	N	Mean	SD
EFL textbooks	98	3.84	1.068
CLIL textbooks	93	3.66	1.232
Graded readers	92	3.52	1.049
Worksheets	92	3.71	0.882
Children's books	93	2.83	1.179
Non-fiction books	93	2.45	1.170
Children's magazines	92	2.05	1.136
Web pages	92	3.20	1.096
Materials written by students	92	2.54	1.166
Materials from other subjects	91	2.64	1.245

21 participants also contributed these responses regarding the materials and resources they use to improve their students' reading skills:

- Songs and song lyrics (2).
- Materials for native-speaking children in Great Britain, Australia (2).
- Diagrams, graphs. It is not just about decoding the written text, but also decoding other content.
- We use written comprehension and production material. It is created by the teaching staff. With this material we work with diagnostic tests developed by the Navarra government and web pages to do project-based work in the EFL classroom.
- Staging .
- Film English. Stories. Poetry. Myths and Legends. Grammar songs, etc.
- Internet.
- Internet and photocopies of Cambridge exam papers.
- Games like Kahoot. Quizizz. Breakouts. Etc.
- KET-type reading test.
- Graded readers. Selected texts.
- Materials created by us, focused on strategies. We also use texts from the diagnostic texts developed by the Navarra Government. Also, Internet webpages to create projects.
- Interactive whiteboard games.
- Interactive whiteboard videos and audios.
- Tablet, mini-laptops.

- Tablet.
- Videos.
- Videos, texts created by us, ONE-note contents.

### How often and what kinds of texts do teachers use to develop their students' reading skills?

As can be seen in the table below, teachers often use songs and chants, followed by short stories, tales and fables. They rarely use non-fiction texts, such as instructions or manuals, or other modes of communication, such as charts, diagrams and graphs. These modes of representation are fundamental in the development of students' literacy skills in content subjects where information is organised using different text types and modes of communication.

	N	Mean	Median	SD
Dialogues/plays	99	3.18	3	1.078
Short stories, tales, fables	92	3.39	3.5	0.956
Poems, riddles, limericks	92	2.65	3	0.999
Charts, diagrams, graphs	91	2.45	2	1.148
Instructions or manuals about how things work	93	2.27	2	1.023
Songs, chants	92	3.89	4	1.010

Respondents also included 11 materials such as:

- Articles.
- Articles, stories.
- Reading comprehension texts based on celebrations, seasons, animals.
- Descriptions, emails, letters, informative texts, etc.
- Reading books and comics.
- Listening and reading books on Youtube.
- Mails, short stories, adapted novels, reading an English book.
- Web pages.
- Poetry, stories.
- Scientific texts.
- Tongue twisters.

### How often and what forms of classroom organisation do teachers use when developing their students' reading skills?

When developing students' reading skills, participants mostly use whole-class groupings (M=3.96), followed by mixed-ability groups (M=3.73) and individual work (3.62). They rarely use same-ability groups.

	N	M	SD
Pair-work	100	3.39	0.973
Whole-class	93	3.96	0.859
Same-ability groups	87	2.41	1.106
Mixed-ability groups	93	3.73	1.044
Individual work	93	3.62	0.846

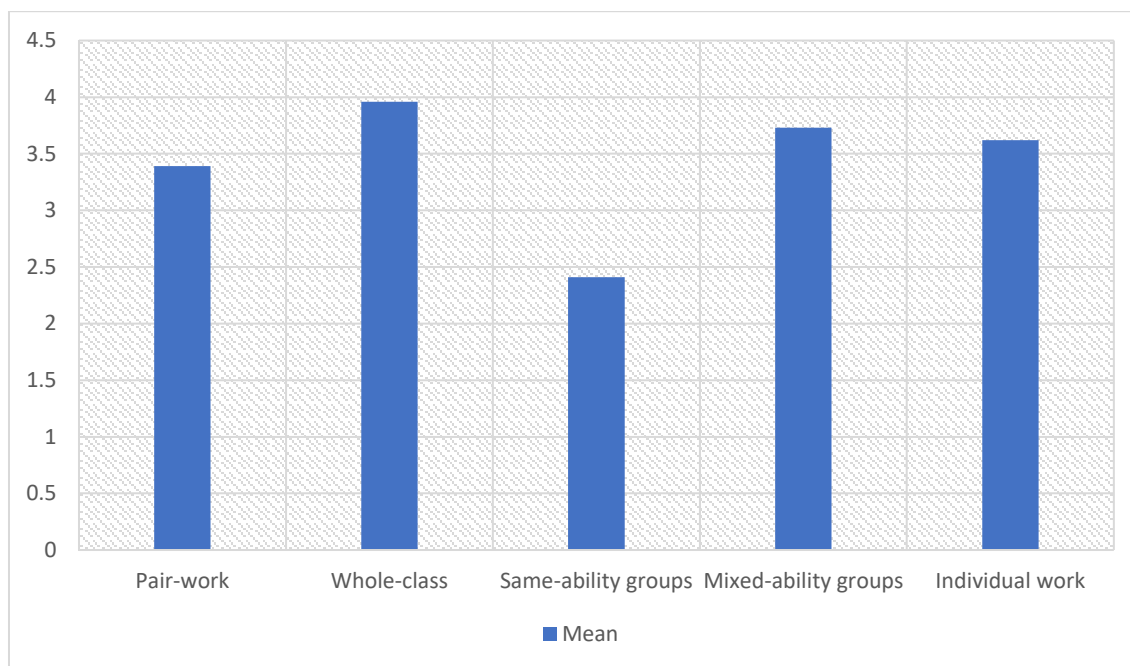


Figure 15. Classroom organisation used for developing reading skills

#### How often and which activities do teachers use for developing their students' writing skills?

Concerning the frequency with which participants used a series of activities for developing students' written skills, gap fills were the most frequently used (M=3.72), followed by spelling activities (M=3.61) and creative writing (M=3.45). The least frequent option is dictation (M=2.72), also showing the highest standard deviation (1.132).

	N	Mean	Median	SD
Copying	100	2.97	3	1.185
Creative writing	94	3.45	3.5	0.838
Dictation	92	2.72	3	1.132
Gap fills	92	3.72	4	1.093
Writing non-fiction texts	92	2.92	3	0.940
Activities to practice spelling	93	3.61	4	1
Writing texts of different genres (e.g. narratives, description...)	92	3.22	3	0.936
Summary writing	92	2.82	3	1.099

Participants also offered these alternatives:

- Classroom surveys, descriptions (people, animals and places).
- Dialogues.
- Use a strategy notebook for written production. It contains the information needed to write descriptive texts.
- In groups, write dialogues to stage later on.
- Write sentences and paragraphs.
- Outlines.

- Explain a concept in their own words (for example, choose a stage of the water cycle and explain it using their own words).
- Free writing in a notebook they keep for this.
- Create mind maps.
- Write a book review for other classmates to use.
- Mind maps.
- Posters with information extracted from the book and the notebook.
- Order words to create sentences.
- Read and write.
- Different types of texts are worked on in the three trimesters.
- We have a notebook to develop work on writing strategies. It contains information to work on descriptive texts. They use an outline to write this description.
- Writings.
- Writings at the end of each unit. Activity book. Defining words in the notebook.

**How often and what forms of classroom organisation do teachers use when developing their students' writing skills?**

Individual work is the most common classroom organisation when working on writing skills (M=4.05), followed by mixed-ability groups (M=3.37) and pair-work (M=3.07). As it can be seen in Figure 10, the least frequent grouping is same-ability groups. When compared with groupings for reading activities (see 4.3.5. in this document), it becomes apparent that teachers' preferences are quite different. Whole-class is preferred for reading, whereas writing is mostly developed through individual activities. This may indicate that students' reading activities are more focused on storytelling and reading-aloud sessions, while writing is probably focused more on product-oriented activities, as pair-work and group work is more typical for process-oriented writing activities.

	N	Mean	SD
Pair-work	101	3.07	1.079
Whole-class	95	2.85	1.271
Same-ability groups	92	2.17	1.085
Mixed-ability groups	93	3.37	1.111
Individual work	92	4.05	0.761

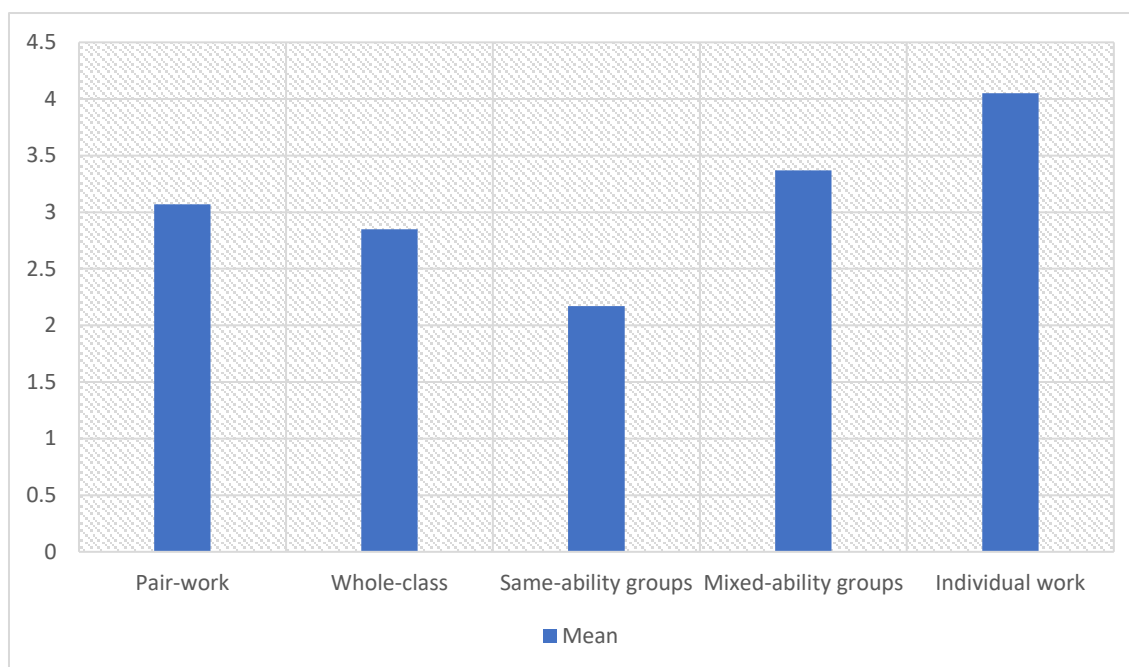


Figure 16. Classroom organisation used for developing writing skills

**Do the schools offer coordination between teachers of the mother tongue and English to teach literacy skills in a parallel way? (1 meaning I don't agree at all and 5 I completely agree; Tick 'I don't know' in case you are not familiar with the situation described.)**

In my school there is coordination between teachers of the mother tongue and English to teach literacy skills in a parallel way.

		Frequency	Valid Percent
Valid	I don't agree at all	17	18.9
	I don't agree	21	23.3
	I'm undecided	18	20.0
	I agree	26	28.9
	I completely agree	7	7.8
	I don't know	1	1.1
	Total	90	100.0

Almost 30% of the participants claim that in their schools there is coordination between teachers of the mother tongue or official languages (Catalan, Basque, Galician) and English to teach literacy skills in a parallel way. However, 42.2% disagree or do not agree at all with this statement. More than a fifth of the participants was undecided.

### ***Students' difficulties with literacy***

**According to teachers, what kinds of difficulties do students have when reading in English?**

Tick the TWO main difficulties your students have when reading in English.

	f	f%	N	R
--	---	----	---	---

Mispronouncing words	52	52	100	2
Reading very slowly	14	14	100	4
Reading monotonically	29	29	100	3
Understanding what was read	54	54	100	1
Unmotivated to read	10	10	100	6
Extracting key ideas	10	10	100	6
Distinguishing facts and opinions	9	9	100	7
Thinking critically about the text	11	11	100	5
Sharing their reading experience with others	8	8	100	8
Engaging emotionally with the text	3	3	100	9

The option most frequently chosen was 'understanding what was read' (54%). The second option chosen was mispronouncing words (52%) and reading monotonically (29%). The options chosen least frequently are 'sharing their reading experience with others' (8%) and 'engaging emotionally with the text' (3%) which are related to a more social and aesthetic view of reading.

20 participants completed the section 'others' with the following difficulties:

- All the other options. (4)
- Almost all the problems mentioned before, depending on the student.
- Not understanding what they are reading is a great difficulty in itself. It involves having difficulties in the development of any of the skills asked about before.
- I can find all the difficulties that appear in the question before.
- Especially the ones I have indicated, but they correct their mistakes and learn with ease.
- Lack of vocabulary.
- The main difficulty is that they do not understand, but that happens with just a few of them who get blocked.
- The main difficulty the majority of my students have (and I believe this is common) is the fear of making mistakes and that their peers laugh at them. It is something many of us, teachers, are fighting against, and I think that this must be one of the objectives to achieve in our teaching process. If our students are fearful when they finish Primary, it will be very difficult for them to overcome this when they get to higher courses. I'm sure that if they lose their fears, all the students will be able to read well in English.
- The same they have in Spanish, they misunderstand the punctuation marks, they do not make pauses correctly when commas, full stops are used. They read questions without appropriate intonation, and when they reach the question mark they repeat the whole sentence with a question or exclamation intonation.
- They find it difficult to pay attention to reading. They get absent-minded. I have to design ludic activities related to reading so that they get motivated towards it and extract information from the text.
- They feel embarrassed.
- They are afraid of making mistakes, above all, reading aloud.
- They don't understand what they read.
- Pronunciation.
- If they focus on pronunciation, they don't comprehend.



### According to teachers, what kinds of difficulties do students have when writing in English?

Tick the TWO main difficulties your students have when writing in English.

	f	f%	N	R
Grammar mistakes	60	59.4	101	1
Lacking vocabulary	41	40.6	101	2
Punctuation	3	3	101	7
Spelling mistakes	25	24.8	101	5
Coherent organisation of ideas	32	31.7	101	3
Use of cohesive devices (linkers, pronouns)	29	28.7	101	4
Paragraph building	1	1	101	8
Supporting their ideas	1	1	101	8
Illustrating their ideas	8	7.9	101	6
Distinguishing facts from opinions	1	1	101	8

The main difficulty in participants' opinion regarding their students' writing in English is grammar mistakes (59.4%), followed by lack of vocabulary (40.6%). The least frequently observed difficulties are the ones related to distinguishing facts and opinions (1%), together with paragraph building (1%) and supporting their ideas (1%). Some teachers also described other difficulties:

- Lack of vocabulary (4).
- When they don't know a word, they make it up using Spanish as a reference, they use or misuse false friend many times, such as using 'actually' or inventing words.
- I can see these difficulties when they write in English.
- Instead of thinking about the general idea in the text and its structure, as they do in Spanish, they make simple sentences which are neither connected nor coherent.
- Grammar mistakes.
- This year I have groups with writing difficulties. They feel insecure and my key objective is to overcome this insecurity.
- Lack of grammar structure.
- Spelling mistakes, badly constructed arguments.
- They don't follow the instructions given.
- The organisation of ideas.
- The organisation of ideas. Paragraphs.
- To put their ideas on paper in a coherent way plus all the ideas mentioned before.
- All the rest.
- All the options given in the previous point.
- Literal translations of all the sentences from Spanish. Lack of connectors.

### According to teachers, do students have problems in mother tongue speaking/writing?

Most teachers (66.3%) don't agree or don't agree at all with the statement 'My students have problems to speak correctly in the subjects taught in their mother tongue'. 17.9% agree or completely agree with it, and 14.9% are undecided. Therefore, teachers generally do not consider that speaking is a problem when they have to use their mother tongue.

---

My students have problems to speak correctly in the subjects taught in their mother tongue.

---

		Frequency	Valid Percent
Valid	I don't agree at all	21	20.8
	I don't agree	46	45.5
	I'm undecided	15	14.9
	I agree	15	14.9
	I completely agree	3	3.0
	I don't know	1	1.0
	Total	101	100.0

---

In relation to writing, 46.2% of participants don't agree or don't agree at all with the fact that their students have problems to write correctly in the subjects taught in their mother tongue. 35.2% agree or completely agree, and 17.4% are undecided. Most teachers do not consider that students have problems when writing in their mother tongue. However, more than a third of the teachers do agree that writing is a problem for students, a much higher percentage than in the case of speaking (see above).

---

My students have problems to write correctly in the subjects taught in their mother tongue.

---

		Frequency	Valid Percent
Valid	I don't agree at all	10	11.0
	I don't agree	32	35.2
	I'm undecided	16	17.6
	I agree	26	28.6
	I completely agree	6	6.6
	I don't know	1	1.1
	Total	91	100.0

---

When compared (see Figure 9 below), there is a higher percentage of teachers who consider that writing in the L1 is more of a problem than speaking. In any case, there are more teachers who do not consider any of the skills a problem than those who do.

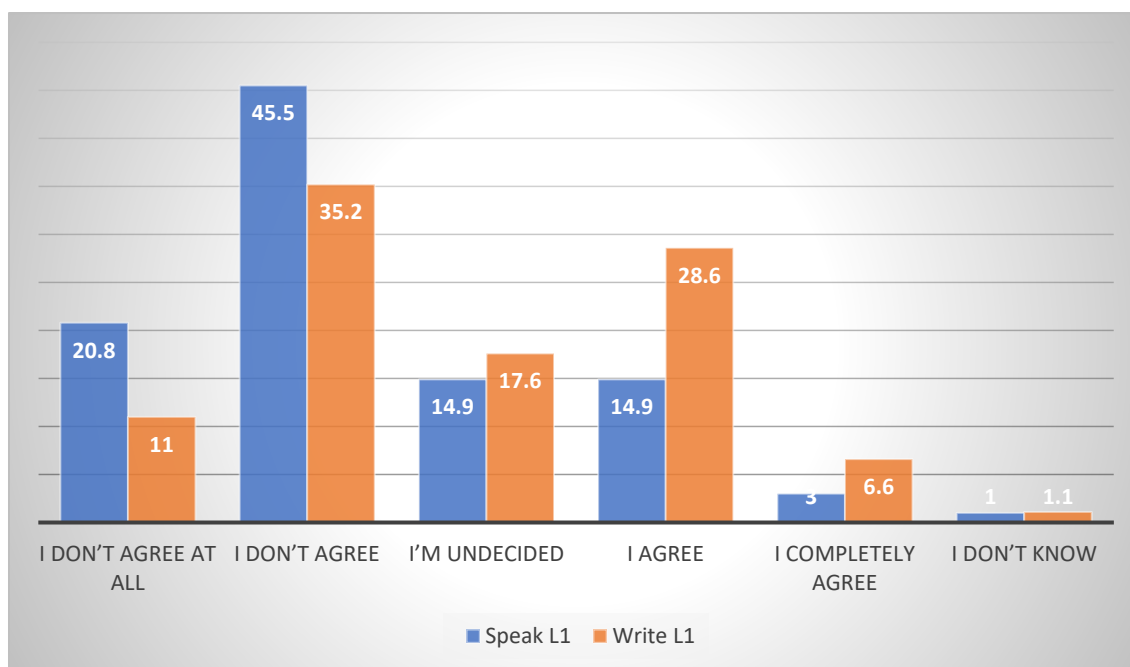


Figure 17. Comparison between teachers' perceptions of difficulties in speaking and writing in the L1 (percentages)

To analyse the responses to these two questions in relation to the Spanish autonomous community, the Kruskal Wallis Test was used. Results indicate there exists a relation between each of these questions and the autonomous community teachers are working in. It is worth noting that not all Spanish communities are represented in the study.

	'My students have problems to speak correctly in their mother tongue'	'My students have problems to write correctly in their mother tongue'
Chi-Square	28.483	18.062
Df	9	9
Asymp. Sig.	.001	.034

Considering in detail the origin of the responses (see Figure 12), it is worth highlighting that teachers working in the Principado of Asturias rate this response very high (Mean=4, out of 5), followed by teachers in the Comunidad Valenciana. The so called speaking problem in the mother tongue is, however, a minor concern for teachers in Navarre. The results thus do not show a clear difference in the difficulties students experience depending on whether they come from an autonomous community that is bilingual in comparison to those living in a monolingual autonomous community.

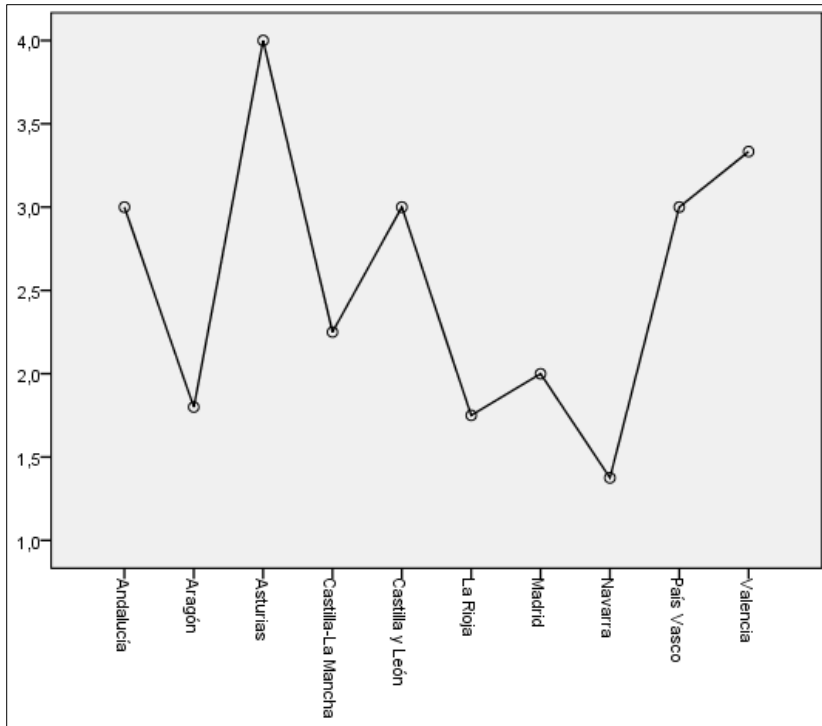


Figure 18. Mean of degree of agreements with the sentence 'My students have problems to speak correctly in their mother tongue'/ Spanish autonomous community where participants work

In relation to writing, results are similar, with teachers in Asturias rating writing problems as the highest and Navarre the lowest (see Figure 13).

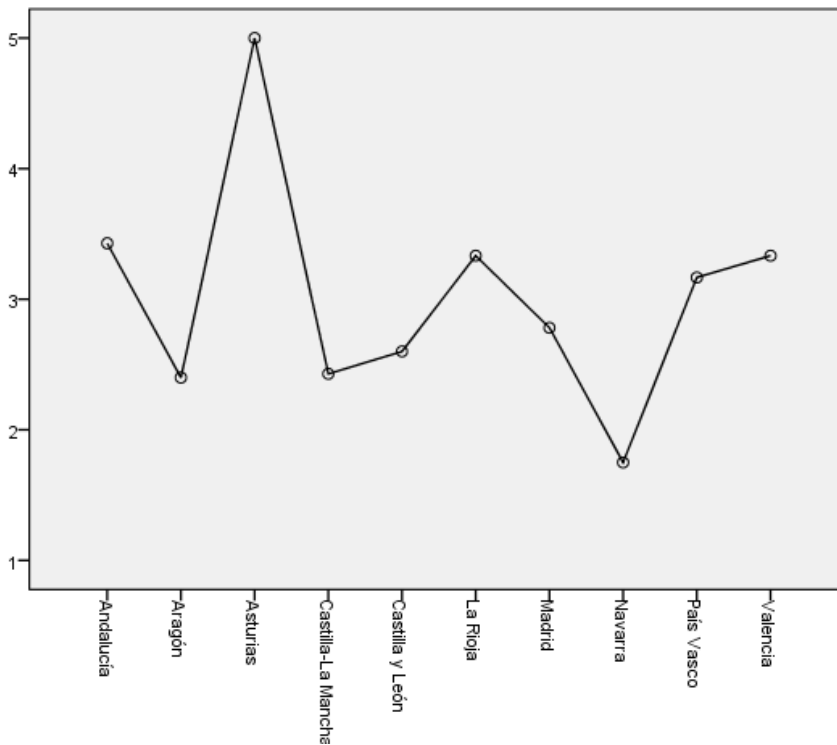


Figure 19. Mean of degree of agreement with the sentence 'My students have problems to write correctly in their mother tongue'/ Spanish autonomous community where participants work

**How much help are students offered at school when they have problems with reading in FL/MT?**

More than a half of the participants responding to this question (53.2%) state that their school does not offer extra lessons for students with reading and writing problems in English. 41.3% state that their schools do, 5% are undecided.

In my school students are offered extra lessons if they have problems reading and writing in English.

		Frequency	Valid Percent
Valid	I don't agree at all	22	23.9
	I don't agree	27	29.3
	I'm undecided	5	5.4
	I agree	19	20.7
	I completely agree	18	19.6
	I don't know	1	1.1
	Total	92	100.0

The majority of teachers participating (88.9%) indicates that their school offers extra lessons to students having reading and writing problems in their mother tongue, with a 3.3% of participants stating that this is not the case in their schools, and 3.3% being undecided.

In my school students are offered extra lessons if they have problems reading and writing in their mother tongue.

		Frequency	Valid Percent
Valid	I don't agree at all	3	3.3
	I don't agree	2	2.2
	I'm undecided	3	3.3
	I agree	32	35.6
	I completely agree	48	53.3
	I don't know	2	2.2
	Total	90	100.0

***Literacy assessment practices***

**What kinds of tasks do teachers use for assessing their students' reading skills?**

	N	Mean	Median	SD
Multiple choice questions on materials read	96	3.76	4	0.964
Short answer to written questions on materials read	89	3.90	4	0.844
Students give an oral summary of what they have read in English	90	3.15	3	1.026
Teacher listens to students read aloud	90	3.96	4	0.925
Oral questioning of students on what they have read	90	4.09	4	1.148
True/false activity	89	3.97	4	0.979
Meeting with students to discuss what they have been reading	89	2.85	3	1.216

When assessing students' performance in reading, teachers often use oral questioning of students on what they have read (M=4.09). However, this response shows one of the highest standard deviations, indicating that respondents are often choosing the extreme options (a high frequency of use but also the lowest frequency), and thus that the use of this kind of activities is very uneven. Participant teachers also use true/false activities (M=3.97) and they listen to students reading aloud (M=3.96). Assessment activities such as meeting with students to discuss what they have been reading or having students give an oral summary of what they have read in English are used less often. Teachers also use the following assessment practices:

- Answering specific things.
- Make a drawing with what they have understood.
- Draw or role-play what they have read.
- KET-type tests.
- Dramatizations.

#### **What kinds of tasks do teachers use for assessing their students' writing skills?**

The most common task to assess students' writing skills is writing a short text (M=3.73) together with gap-fill activities (3.70). Generally speaking, all the tasks suggested in the activity are used often, and the least common task is writing a summary (M= 2.80).

	N	Mean	Median	SD
Gap fill activities	92	3.70	4	1.193
Scrambled letters	89	3.07	3	1.166
Jumbled sentences	88	3.67	4	1.069
Writing a short text	90	3.73	4	0.845
Finishing sentences	90	3.37	3	1.096
Spotting mistakes in a text	89	3.13	3	1.036
Writing a summary	89	2.80	3	1.057

4 participants also included the following tasks:

- Dictations.
- We use a writing production notebook with descriptive texts they have to write based on an organiser/template created previously and with grammar, connectors, and specific vocabulary in each topic to help them describe.
- Write texts with some guidance and assessed with rubrics they can see beforehand.
- Fill in a writing template for a photo and write the description using it.

#### **Professional development**

##### **To what extent do the teachers know particular areas of FL literacy development? (1 meaning not a lot, 2 a little, 3 something, 4 quite a lot and 5 a lot)**

In general terms, participants do not show a high level of knowledge in any of the areas listed. They believe they know the most about assessing writing skills (M=3.59), developing reading strategies (M=3.55), creating writing tasks (M=3.51) and developing writing strategies (M=3.51). However, they struggle with developing projects on literacy (M=2.88), and dealing with early/initial literacy skills (M=2.96). It is also worth noting that the standard deviations show that most teachers' responses

revolve around the mean, therefore, indicating there is a small percentage of teachers who do not agree with the responses given.

	N	Mean	Median	SD
Creating reading tasks	93	3.29	3	0.893
Creating writing tasks	88	3.51	4	0.753
Develop early/initial literacy skills	89	2.96	3	0.942
Differentiating reading and writing tasks for different levels	88	3.42	3	0.719
Develop reading strategies	89	3.55	4	0.820
Develop writing strategies	88	3.51	4	0.768
Develop projects on literacy	88	2.88	3	0.934
Using literature in the classroom	88	3.26	3	0.848
Assessing reading skills	88	3.48	4	0.824
Assessing writing skills	88	3.59	4	0.790

**Have teachers taken part in a workshop or any other form of training on developing literacy?**

There is a similar number of teachers who have received and have not received training on FL literacy skills as part of their in-service training.

Have you taken any course on the development of FL literacy skills as part of your in-service training?

		Frequency	Valid Percent
Valid	Yes	49	50.5
	No	48	49.5
	Total	97	100

**What kind of a programme/project is there to develop literacy skills across the curriculum at school where teachers work (if any) and are the teachers aware of it and use it?**

21 teachers (22.3%) claim that their schools have a literacy programme shared by more than one subject and teacher. Out of those only 18 participants consider that the programme is really working at the moment. The percentage is quite low considering that they have stated that literacy is an essential component in their teaching and that the bilingual school context demands for programmes to support students' learning.

Does your school have any programme to develop literacy that is shared by more than one subject and teacher?

		Frequency	Valid Percent
Valid	Yes	21	22.3
	No	73	77.7
	Total	94	100.0

If you answered yes to the question above, would you say this is a programme that teachers are aware of and using?

		Frequency	Valid Percent
Valid	Yes	18	85.7
	No	3	14.3
	Total	21	100.0

Some participants added information about the nature and characteristics of their programmes:

- CLIL.
- We develop an approach to learning literacy based on objectives and assessment criteria that are distributed along the terms and years of infant and primary education, so the vocabulary, the grammar, the literature, as well as the oral and written skills in Spanish (mother tongue) and English are taught.
- In our library, a reading promotion plan is being implemented. However, due to the school's dimensions and the time invested in moving to the library, the activities are carried out in the classroom (much time of the 45-minute class would be spent on the transfer).
- Some years, two teachers of different languages have taught a module together, having both decided to work on a reading text, and they have tried hard that the production of specific texts was coordinated in the different languages. In any case, teachers' willingness is always more significant than a school programme.
- Three languages are involved. In descending order of importance and weekly teaching hours, they are: Spanish, English and French. We look for writing activities on reading books, and we work on different literary genres, at three levels: showing models, looking at the structure, and production and self-assessment with rubrics.
- All teachers work coordinately in all of the main modules. Area-coordinators supervise all classes and modules, so they work correlatively through several specific activities and along the years of the course.
- Writing Improvement Plan in sixth year of primary.
- Improvement Plan in reading comprehension and problem-solving.
- Reading plan.
- There are 4 literacy teachers who work together with the English teachers in the coordination of this area.
- We are a British center.
- Synthetic phonics.
- We use phonological awareness and phonics in Infant Education.
- Methods in Primary Education. We do not use textbooks and we try to teach with a cross-curricular approach as much as possible.

### ***Teachers' needs***

**What are the needs of teachers in FL literacy teaching?/Which areas of FL literacy development would teachers like to know more about?**

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Would you like to learn more about developing literacy skills in English in grades 3-5?

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		Frequency	Valid Percent
Valid	Yes	86	90.5
	No	9	9.5
	Total	95	100

A great majority of the participants (90.5%) stated that they would like to learn more about developing literacy skills in grades 3-5. The areas they would like to know more about are (N=47):

- Activities to improve writing skills (10) (creative writing, assessing writing).
- In English (6).
- Reading comprehension and reading promotion (4).
- Reading and writing (3) (for all levels).
- In all of them (3).
- In Spanish (2).
- English and Science (2).
- Reading comprehension and creative writing.
- Reading and writing in early years.
- How to face school failure.
- How to choose different genres and different texts. How to assess text production and the degree of literacy development.
- How to teach through literature.
- About English, writing and grammar.
- In the four skills.
- In all the literacy areas which bring practical improvement into the classroom to improve students' competences.
- In all of them that allow students to improve in this process.
- Oral and written expression.
- In English and Spanish.
- The ones established by my school.
- I would like them all so that it can be done in an integrated way.
- I'm interested in the acquisition of reading and writing, as well as the teaching of skills (oral, written, vocabulary, telling) in the language of primary students.
- Get into depth with knowledge, real techniques we can apply in the classroom which use an active methodology based on the learning model and not on 'teaching'.
- Reading comprehension and writing (creative, without guidelines).
- Using authentic materials from everyday life in the classroom.

### 4.3 Differences

The research group established their interest to consider the relation between the number of variables included in the study, as they may indicate patterns, tendencies and relations worth considering in the following steps of the project. Also, they may be useful to compare the situations and contexts in the three countries involved in the research. In this section, the differences found in the Spanish sample are analysed and explained.

**What is the difference between teachers' teaching experience and the way they perceive literacy development?**

Years in categories			
		Frequency	Per cent
Valid	1-5 years	23	21.7
	6-15 years	50	47.2
	16 and more	33	31.1
	Total	106	100.0

Further on, when comparing teachers with different teaching experience we created the following categories according to Huberman.

Huberman's teachers' life cycle

Huberman (1989, 2001) defined three main phases in teachers' life cycles:

1. Novice
2. Mid-career
3. Late-career

Following Unruh and Turner (1970), teachers' professional periods are expressed as follows:

- Initial teaching period (approximately 1-5 years)
- Period of building security (approximately 6-15 years)
- Maturing period (approximately 16 years and more)

In our sample, there were 23 (21.7%) teachers that would fall into the Initial teaching period, 50 (47.2%) into the period of building security and 33 (31.1%) into the maturing period.

Regarding teachers' perception of literacy development, the only statistically significant differences ( $F=16.800$ ,  $df=2$ ,  $p=0.001$ ) between different periods of teaching experience were observed in the agreement with the statement that 'My students have difficulties in writing at the expected level in the subjects delivered in English'. Bonferroni tests prove that the youngest teachers tend to agree with this statement more than the teachers in the middle and higher age groups.

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
My students have difficulties when writing at the expected level in the subjects delivered in English.	Between Groups	16.800	2	8.400	7.875	.001
	Within Groups	92.800	87	1.067		
	Total	109.600	89			

Multiple Comparisons

Dependent Variable: My students have difficulties when writing at the expected level in the subjects delivered in English.

Bonferroni

(I) Number of years working	(J) Number of years working	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
From 0 to 5	From 6 to 15	.971*	.281	.002	.29	1.66
	16 or more	1.114*	.302	.001	.38	1.85
From 6 to 15	From 0 to 5	-.971*	.281	.002	-1.66	-.29
	16 or more	.143	.252	1.000	-.47	.76
16 or more	From 0 to 5	-1.114*	.302	.001	-1.85	-.38
	From 0 to 5	-.143	.252	1.000	-.76	.47

\*. The mean difference is significant at the 0.05 level.

			Literacy development is dealt with mainly in the first two years of primary education					
			I don't agree at all	I don't agree	I'm undecided	I agree	I completely agree	Total
Working experience	1-5 years	f	0	11	2	5	4	22
		f%	0.0%	10.5%	1.9%	4.8%	3.8%	21.0%
	6-15 years	f	2	9	6	22	11	50
		f%	1.9%	8.6%	5.7%	21.0%	10.5%	47.6%
	16 and more	f	1	12	5	9	6	33
		f%	1.0%	11.4%	4.8%	8.6%	5.7%	31.4%
Total	f	3	32	13	36	21	105	
	f%	2.9%	30.5%	12.4%	34.3%	20.0%	100.0%	

Mid-career teachers tend to agree more with the statement 'Literacy development is dealt with mainly in the first two years of primary education' than their novice and veteran counterparts. This may indicate that the training provided during this period of time could have been based on wrong or inadequate premises related to literacy development, or that teachers did not have any training or experience on this topic whatsoever.

**What is the difference between teachers' educational background and the way they perceive literacy development?**

Regarding teachers' educational background the only statistically significant differences ( $F(2,102)=5.382$ ,  $df=3$ ,  $p=0.023$ ) between different educational backgrounds were observed in the agreement with the statement that literacy is one of the key elements in teaching. Bonferroni tests show that there is a difference between Primary teachers and 'others'. Primary teachers tend to rate this sentence higher than the teachers labelled as 'others'.

## Multiple Comparisons

Dependent Variable: Indique su grado de acuerdo co: Literacy is a key element in my teaching.

### Bonferroni

(I)	Teachers' (J)	Teachers' Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
educational background	educational background				Lower Bound	Upper Bound
Primary teacher with English specialization	Primary teacher	-.664	.306	.199	-1.49	.16
	English teacher	.000	.186	1.000	-.50	.50
	Others:	.351	.213	.620	-.23	.93
Primary teacher	Primary teacher with English specialization	.664	.306	.199	-.16	1.49
	Primary teacher	.664	.306	.199	-.16	1.49
	Others:	1.015*	.324	.014	.14	1.89
English teacher	Primary teacher with English specialization	.000	.186	1.000	-.50	.50
	Primary teacher	-.664	.306	.199	-1.49	.16
	Others:	.351	.213	.620	-.23	.93
Others:	Profesor de primaria con mención de inglés	-.351	.213	.620	-.93	.23
	Primary teacher	-1.015*	.324	.014	-1.89	-.14
	Primary teacher	-.351	.213	.620	-.93	.23

\*. The mean difference is significant at the 0.05 level.

### What is the difference between teachers' years of teaching experience and the way they develop their students' reading skills?

Regarding teachers' teaching experience, the only statistically significant differences ( $\hat{\tau}=10.060$ ,  $df=2$ ,  $p=0.053$ ) with the way they develop their students' reading skills were observed in the agreement with the sentence: 'Listening to a recording and reading the text at the same time'. Bonferroni test shows that there is a difference between teachers with a teaching experience between 6 and 15 years and the veteran teachers, with the first group rating this sentence lower than the second.

### ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.	
Listening to a recording and reading at the same time	Between Groups	10.060	2	5.030	3.043	.053
	Within Groups	147.103	89	1.653		
	Total	157.163	91			

## Multiple Comparisons

Dependent Variable: Listening to a recording and Reading at the same time.

Bonferroni

(I) Número de años trabajando	(J) Número de años trabajando	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
De 0 a 5	de 6 a 15	.303	.338	1.000	-.52	1.13
	16 o más	-.471	.366	.606	-1.36	.42
de 6 a 15	De 0 a 5	-.303	.338	1.000	-1.13	.52
	16 o más	-.774*	.314	.047	-1.54	-.01
16 o más	De 0 a 5	.471	.366	.606	-.42	1.36
	de 6 a 15	.774*	.314	.047	.01	1.54

\*. The mean difference is significant at the 0.05 level.

**What is the difference between teachers' educational background and the way they develop their students' reading skills?**

Regarding teachers' educational background the only statistically significant difference ( $F=13.355$ ,  $df=3$ ,  $p=0.049$ ) in the way they develop their students' reading skills were observed in the agreement with the sentence: 'Listening to a recording and reading the text at the same time'. Bonferroni test does not show any significant differences.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Listening to a recording and reading at the same time	13.355	3	4.452	2.724	.049
Between Groups					
Within Groups	143.808	88	1.634		
Total	157.163	91			

**What is the difference between teachers' educational background and the way they develop their students' writing skills?**

Regarding the teachers' educational background and the way they develop their students' writing skills, there is a significant relationship with creative writing ( $F=13.355$ ,  $df=3$ ,  $p=0.049$ ), writing texts of different genres ( $F=11.745$ ,  $df=3$ ,  $p=0.003$ ), and writing summaries ( $F=13.637$ ,  $df=3$ ,  $p=0.008$ ).

Regarding creative writing, the Bonferroni test shows that there are differences between teachers with the new (Bologna) English specialization and 'others', with teachers in the first group using more often creative writing as a written task than 'others'. With writing texts of different genres, the test shows that teachers with the new (Bologna) English specialization and Primary teachers use this activity more than 'others'. Regarding the summary writing, the Bonferroni test shows that Primary teachers and EFL teachers use this activity more than those in the group 'others'. As it can be seen, the category 'others' shows differences, however, it is a category where all other responses apart from the

predetermined are included. For this reason, these differences should be considered carefully. It is, therefore, necessary to observe the responses in this category from a qualitative point of view.

#### ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Frequency of use of...Creative writing	Between Groups	7.581	3	2.527	3.881	.012
	Within Groups	59.908	92	.651		
	Total	67.490	95			
	Within Groups	89.803	90	.998		
	Total	92.213	93			
Frequency of use of...Writing texts in different genres (for example, narrative, description...)	Between Groups	11.745	3	3.915	5.128	.003
	Within Groups	67.954	89	.764		
	Total	79.699	92			
Frequency of use of...Writing summaries	Between Groups	13.637	3	4.546	4.176	.008
	Within Groups	96.879	89	1.089		
	Total	110.516	92			

#### Multiple Comparisons

##### Bonferroni

Dependent Variable	(I) What's your teaching qualification?	(J) What's your teaching qualification?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Frequency of use of...Creative writing	Primary Teacher with specialization	Primary Teacher	.061	.358	1.000	-.91	1.03
		English Teacher	.345	.197	.502	-.19	.88
		Otros:	.727*	.219	.008	.14	1.32
	Primary Teacher with specialization	Primary Teacher	-.061	.358	1.000	-1.03	.91
		English Teacher	.284	.357	1.000	-.68	1.25
		Otros:	.667	.370	.449	-.33	1.66
	English Teacher with specialization	Primary Teacher	-.345	.197	.502	-.88	.19
		Primary Teacher	-.284	.357	1.000	-1.25	.68
		Otros:	.382	.218	.496	-.21	.97
	Otros:	Primary Teacher with specialization	-.727*	.219	.008	-1.32	-.14
		Primary Teacher	-.667	.370	.449	-1.66	.33
		English Teacher	-.382	.218	.496	-.97	.21

Frequency of use of... Writing texts in different genres (for example, narrative, description...)	Primary Teacher	Primary Teacher	-.365	.389	1.000	-1.41	.68
	English Teacher	English Teacher	.226	.217	1.000	-.36	.81
	Otros:	Otros:	.832*	.242	.005	.18	1.49
	Primary Teacher	Primary Teacher	.365	.389	1.000	-.68	1.41
	with English specialization	with English specialization					
	English Teacher	English Teacher	.591	.388	.787	-.46	1.64
	Otros:	Otros:	1.197*	.402	.023	.11	2.28
	English Teacher	Primary Teacher	-.226	.217	1.000	-.81	.36
	with English specialization	with English specialization					
	Primary Teacher	Primary Teacher	-.591	.388	.787	-1.64	.46
	Otros:	Otros:	.606	.241	.081	-.04	1.26
	Otros:	Primary Teacher	-.832*	.242	.005	-1.49	-.18
	with English specialization						
	Primary Teacher	-1.197*	.402	.023	-2.28	-.11	
	English Teacher	-.606	.241	.081	-1.26	.04	
Frequency of use: Writing summaries	Primary Teacher	Primary Teacher	-.750	.464	.658	-2.00	.50
	with English specialization	with English specialization					
	English Teacher	English Teacher	-.371	.259	.930	-1.07	.33
	Otros:	Otros:	.523	.289	.443	-.26	1.30
	Primary Teacher	Primary Teacher	.750	.464	.658	-.50	2.00
	with English specialization	with English specialization					
	English Teacher	English Teacher	.379	.463	1.000	-.87	1.63
	Otros:	Otros:	1.273	.481	.057	-.02	2.57
	English Teacher	Primary Teacher	.371	.259	.930	-.33	1.07
	with English specialization	with English specialization					
	Primary Teacher	Primary Teacher	-.379	.463	1.000	-1.63	.87
	Otros:	Otros:	.894*	.287	.015	.12	1.67
Other:	Primary Teacher	-.523	.289	.443	-1.30	.26	
	with English specialization						
	Primary teacher	-1.273	.481	.057	-2.57	.02	
	English teacher	-.894*	.287	.015	-1.67	-.12	

\*. The mean difference is significant at the 0.05 level.

**What is the difference between teachers' school context (CLIL. non-CLIL) and the way they develop their students' reading skills?**

Statistical measures show significant differences just in one item, as schools with CLIL projects tend to use more 'reading silently' as a way to develop their students' reading skills than non-CLIL schools do ( $\chi^2=3.715$ .  $df=87$ .  $p=0.032$ ).

Working years	N	M	SD	Levene test		Brown-Forsythe test			
				F	p	F	df	p	
1-5	45	3.24	.908	4.740	0.011	4.023	2;	76.656	0.022
6-15	35	2.69	.832						
16 and more	30	3.33	1.269						
Total	110	3.09	1.028						

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ask students to read silently	Equal variances assumed	3.715	.057	2.182	87	.032	.495	.227	.044	.946
	Equal variances not assumed			1.884	27.427	.070	.495	.263	-.044	1.034

**What is the difference between teachers' school context (CLIL. non-CLIL) and the way they develop their students' writing skills?**

The type of groupings used in class (individual, in pairs, homogeneous groups, heterogeneous group or whole class) was associated with the type of project. Differences were found for CLIL schools, as they tend not to use homogeneous groups as much as non-CLIL schools do ( $\chi^2=2.627$ .  $df=92$ .  $p=0.041$ ).

Working years	N	M	SD	Levene test		Brown-Forsythe test			
				F	p	F	df	P	
1-5	45	3.24	.908	4.740	0.011	4.023	2;	76.656	0.022
6-15	35	2.69	.832						



16 and more	30	3.33	1.269
Total	110	3.09	1.028

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Homogeneous groups (same level)	Equal variances assumed	2.627	.108	-2.078	92	.041	-.565	.272	-1.105	-.025
	Equal variances not assumed			-1.818	24.146	.081	-.565	.311	-1.206	.076

#### What is the difference between teachers' teaching experience and their opinion about their professional development in FL literacy?

Regarding the teachers' teaching experience and the way they develop their students' writing skills, there is a significant relationship with their knowledge about creating reading tasks ( $\hat{2}=4.814$ .  $df=2$ .  $p=0.047$ ), and creating writing tasks ( $\hat{2}=4.201$ .  $df=2$ .  $p=0.023$ ). When applying Bonferroni, results show that in creating writing tasks, teachers with a medium experience (6-15 years) know more about this topic than novel teachers and experienced teachers.

#### ANOVA

		Sum Squares	of df	Mean Square	F	Sig.
Creating reading tasks	Between Groups	4.814	2	2.407	3.160	.047
	Within Groups	70.070	92	.762		
	Total	74.884	94			
Creating writing tasks	Between Groups	4.201	2	2.100	3.947	.023
	Within Groups	46.288	87	.532		
	Total	50.489	89			
	Total	60.489	89			

#### Multiple Comparisons

##### Bonferroni

Dependent Variable	(I) Number years working	of(J) Number of years working	of	Std. Error	Sig.	95% Confidence Interval
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			Mean Difference (I-J)			Lower Bound	Upper Bound
Creating reading tasks	From 0 to 5	From 6 to 15	-.532	.229	.067	-1.09	.03
		16 or more	-.536	.245	.093	-1.13	.06
	From 6 to 15	From 0 to 5	.532	.229	.067	-.03	1.09
		16 or more	-.005	.208	1.000	-.51	.50
	16 or more	From 0 to 5	.536	.245	.093	-.06	1.13
		From 6 to 15	.005	.208	1.000	-.50	.51
Creating writing tasks	From 0 to 5	From 6 to 15	-.548*	.195	.018	-1.02	-.07
		16 or more	-.376	.212	.241	-.89	.14
	From 6 to 15	From 0 to 5	.548*	.195	.018	.07	1.02
		16 or more	.172	.180	1.000	-.27	.61
	16 or more	From 0 to 5	.376	.212	.241	-.14	.89
		From 6 to 15	-.172	.180	1.000	-.61	.27

\*. The mean difference is significant at the 0.05 level.

### What is the difference between teachers' educational background and the way they assess their students' reading skills?

Regarding the teachers' educational background and the way they assess their students' reading skills, there is a difference in the option 'True or False activities'. ( $\chi^2=6.407$ ,  $df=3$ ,  $p=0.024$ ). Bonferroni tests show EFL Primary teachers from the new Bologna Plan using this activity more frequently than Primary teachers.

#### ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
True/false activities	Between Groups	6.407	3	2.136	3.289	.024
	Within Groups	56.494	87	.649		
	Total	62.901	90			

#### Multiple Comparisons

Dependent Variable: Cuando evalúa la competencia : Actividades de verdadero/falso

Bonferroni

(I) Teaching background	(J) Teaching background	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Primary teacher with English specialization	Primary teacher	1.059*	.359	.025	.09	2.03
	English teacher	.257	.203	1.000	-.29	.81
	Otros:	.408	.225	.438	-.20	1.01

Primary teacher	Primary teacher with English specialization	-1.059*	.359	.025	-2.03	-.09
	English teacher	-.802	.358	.167	-1.77	.17
	Otros:	-.652	.371	.496	-1.65	.35
English teacher	Primary teacher with English specialization	-.257	.203	1.000	-.81	.29
	Primary teacher	.802	.358	.167	-.17	1.77
	Otros:	.151	.223	1.000	-.45	.75
Otros:	Primary teacher with English specialization	-.408	.225	.438	-1.01	.20
	Primary teacher	.652	.371	.496	-.35	1.65
	English teacher	-.151	.223	1.000	-.75	.45

\*. The mean difference is significant at the 0.05 level.

### What is the difference (correlation) between teachers' perceptions of literacy and how they develop their students' writing skills?

Despite having found some significant correlation, this is not strong enough to be considered. It may be argued, though, that those who agree more with the sentence 'literacy is one of the key elements in my teaching' tend to use the task 'writing non-fiction texts' more frequently. Therefore, there may be a tendency to associate literacy with texts beyond fictional creations, which may mean that they are working on different text types and contents.

#### Symmetric Measures

	Value	Asymptotic Standard Error <sup>a</sup>	Approximate T <sup>b</sup>
Ordinal by Ordinal Spearman Correlation	.299	.094	2.859
N of Valid Cases	85		

#### Symmetric Measures

	Approximate Significance
Ordinal by Ordinal Spearman Correlation	.005 <sup>c</sup>
N of Valid Cases	

- Not assuming the null hypothesis.
- Using the asymptotic standard error assuming the null hypothesis.
- Based on normal approximation.

## 5. COUNTRY REPORT ON FL LITERACY – SLOVENIA

assist. prof. Mateja Dagarin Fojkar  
Tina Rozmanič  
Mira Metljak

### 5.1 Respondents

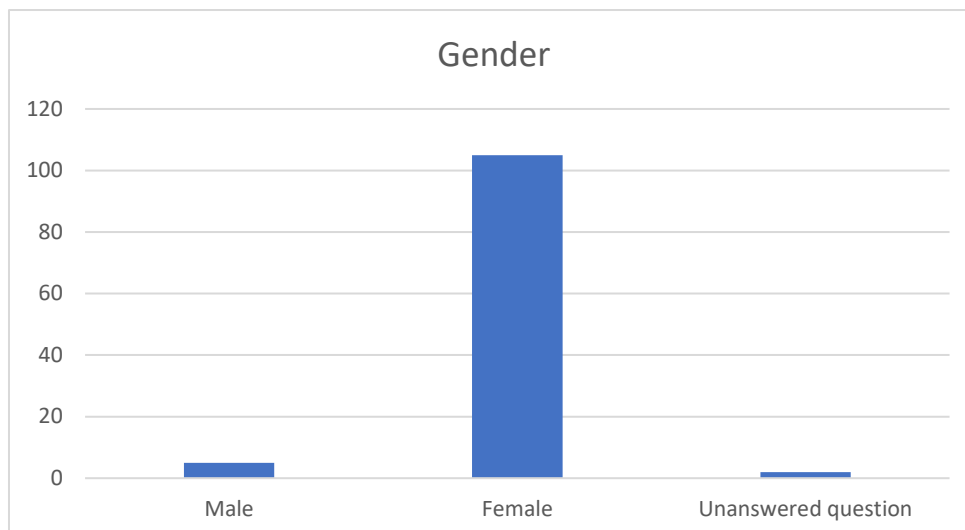
112 respondents from Slovenia participated in the survey.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age:	109	24	55	36.01	7.391
Number of years working as a teacher:	110	1	33	10.24	7.362
Valid N	109				

The minimum age of the participants was 24 years, the maximum age was 55. The average age was therefore 36.01 years. As for the number of years working as a teacher, the minimum was 1 year, the maximum was 33 years and the average was 10.24 years.

Gender:		Frequency	Percent
Valid	Male	5	4.5
	Female	105	93.8
	Total	110	98.2
Missing	Unanswered question	2	1.8
Total		112	100.0

Out of 112 participants there were only 5 male (4.5%) and 105 (93.8%) female participants. 2 participants did not respond to this question.




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Type of school in which you work:

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		Frequency	Percent
Valid	public	108	96.4
	private	2	1.8
	Total	110	98.2
Missing	Unanswered question	2	1.8
Total		112	100.0

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Most of the participant (108; 96.4%) worked in a public school, only 2 stated that they work in a private school. 2 participants did not respond to this question.

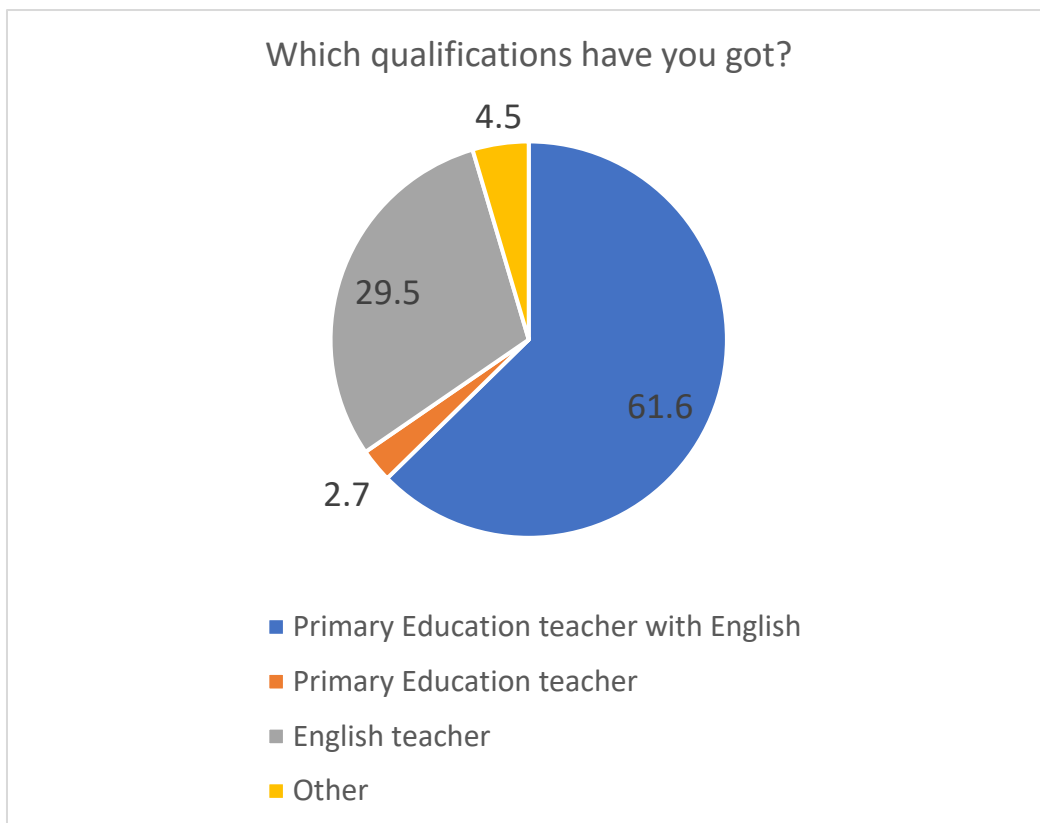
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Which qualifications have you got?:

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		Frequency	Percent
Valid	Primary Education teacher with English	69	61.6
	Primary Education teacher	3	2.7
	English teacher	33	29.5
	Other:	5	4.5
	Total	110	98.2
Missing	Unanswered question	2	1.8
Total		112	100.0

---



69 (61.6%) participants were primary education teachers with English, 3 participants (2.7%) were primary education teachers, 33 (29.5%) were English teachers. Some stated that they have other qualifications, which are given below:

- MA in science (English and German professor).
- BA in arts, MA in primary teacher education with English.
- Translator.
- BA in Slovene, enrolled in MA in primary teacher education with English.
- BA in English and German.
- BA in English.
- BA in English with early English language teaching module.
- BA in English with pedagogical exams.

Do you work as: (you can circle more than one answer)

	f	f %	N
An EFL teacher	67	61.5	109
A teacher in a CLIL/bilingual project	0	0%	109
Primary education teacher with English	41	37.6	109
Other:	6	5.5	109

67 (61.5%) stated they were an EFL teacher, 41 (37.6%) were primary education teacher with English, none of the participants was a teacher in a CLIL/bilingual project. 6 of them worked either as:

- a Slovene and English teacher,
- an English teacher, OPB (extended-stay),
- an arts and English teacher,

- an English and German teacher,
- an English teacher in Grades 1-4,
- a Slovene teacher for native speakers and an arts teacher.

Which grades do you teach? (You can circle more than one answer)

	f	f %	N
3	80	72.7	110
4	67	60.9	110
5	64	58.2	110

80 (72.7%) participants worked in the 3<sup>rd</sup> grade, 67 (60.9%) in the 4<sup>th</sup> grade, and 64 (58.2%) in the 5<sup>th</sup> grade. The participants could teach in more than one grade, as they had the option to choose more than one answer.

## 5.2 Research questions and results

### Which teaching approaches are used in EFL and CLIL contexts in primary schools?

Does your school run a CLIL/bilingual programme?		Frequency	Valid Percent
Valid	yes	6	5.5
	no	103	94.5
	Total	109	100.0

Only 6 (5.5%) participants stated that their school runs a CLIL/bilingual programme. The following descriptions of the programmes were given:

- German, because it is the first foreign language.
- in preschool as a part of the daily routine and one extra lesson (usually story-time), in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year in connection with the content of other subjects (according to the curriculum).
- English (TJA).
- partially we have a bilingual/CLIL programme, and partially we have integrated English lessons (TJA).
- during the lessons in foreign languages.
- Slovene-Hungarian.
- language guided.

### ***How do the teachers perceive/conceptualise 'literacy teaching'?***

What is your understanding of the concept of *literacy*?

Definitions which include the information which is wrong, non-pertinent, or no definition is provided

1	- to get access to pupils' ability to read and write in a foreign language
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Definitions which are non-pertinent but contain some elements which can be associated with literacy development (excluding recognition of learning as an ability or mentioning communicative abilities)

1	- getting to know a language
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2	- learning how to write down words properly
3	- getting to know grammar and vocabulary

Definitions which recognize the literacy concept as learning to /ability to read and write

1	- learning how to write correctly
2	- that pupils can read English texts and understand them, and write short texts
3	- all the steps that lead to reading and writing
4	- learning and teaching how to read and write
5	- learning how to write letters, words, sentences; also reading and reading comprehension
6	- it is a path that pupils take to gain reading and writing skills in a language
7	- children get to know a new language, they read it, write it and are aware of it
8	- to know how to read and write
9	- the ability to understand and form English texts
10	- the ability to read and write
11	- introducing reading and writing
12	- developing reading and writing skills
13	- developing reading and writing skills in English
14	- reading and writing skills/competencies
15	- reading and writing
16	- to help children get able to read and write in their mother tongue or foreign language
17	- learning to (read) and write
18	- learning to read and write
19	- learning to read and write and all those skills that help an individual to gain different information
20	- reading and writing in English
21	- gradual process to write in a foreign language and also teaching about the difference between written and spoken words
22	- the ability to read and write
23	- developing reading and writing skills
24	- teaching reading-writing
25	- gradually getting to know English sounds, later connection into words, reading individual words, reading sentences, and then writing
26	- learning to read and write
27	- a process when learning to read and write begins
28	- the ability to read and write in a foreign language
29	- the process where an individual learns the necessary skills needed to write in a certain language
30	- the ability to write words, sentences and short texts in a foreign language
31	- developing the ability to write words, sentences with all symbols
32	- learning to read and write



Definitions which recognize literacy only as the development of initial literacy skills at the beginning of the process of education (such as phonological awareness, distinction between sounds and letters, knowing the alphabet, spelling)

1	- teaching pupils letters of the alphabet, words and reading, which equals reading and writing
2	- phonological awareness of the words, the position of sounds, the connection between the sound and letter, how to write letters, words and sentences, which is actually writing
3	- it consists of getting to know sounds, symbols to write and the connection of symbols into sounds that form words
4	- familiarizing students with the differences between the written and spoken words
5	- the correlation between pronunciation and the written word
6	- for pupils to get familiar with the written English words and different ways of how they are written
7	- pupils learn the spoken and written forms of words
8	- reading to students, books, finding rhymes, initial sounds, building sentences with the help of pictures
9	- the beginnings of reading and writing (alphabet, sounds, reading short sentences, syllables, finding rhymes, final sounds, reading shorter sentences, all leading towards short written words, sentences and texts
10	- getting to know the differences between English and Slovene alphabet, pronunciation and writing
11	- literacy is getting to know sounds, letters, words ... including gradual development of all four language skills (listening, speaking, reading and writing)
12	- hearing different sounds, forming sounds, writing down words after hearing them
13	- gaining the necessary skills for further fluent reading and writing (being aware of sounds, identifying letters, connecting letters and sounds, fine motor skills)
14	- getting to know letters of the alphabet, and their spelling according to the pronunciation; to understand what they have read, and to write
15	- developing the ability to connect sounds with letters in order to learn how to read, understand and write
16	- understanding letters and sounds to learn how to read, understand and write
17	- getting to know English written words, and the connection between the written and spoken word
18	- learning to read and write, connection letters – sounds
19	- to prepare students to hear different sounds and to recognize them when they are written and form simple words and then texts
20	- reading, writing, decoding (sound-letter)
21	- teaching and learning the correlation between pronunciation and spelling, learning to write sounds and letters
22	- literacy contains processes which we use to prepare pupils to read and write (learning sounds ...), learning about letters

Definitions which recognize complexity of the process development of literacy, sometimes the need to focus on grammar and vocab, but focus mainly on reading and writing (other skills are not mentioned)

1	- it is acquiring reading and writing skills and expanding one's own vocabulary, and developing skills to understand written texts and to write them
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Definitions which connect literacy development with the process of communication and the development of all 4 skills

1	- gaining skills to communicate through written word
2	- gaining reading and writing skills, also through speaking and listening
3	- gaining language knowledge that we need for communication, understanding
4	- it is a process that evolves through writing, reading, speaking and listening; it is present all the time that pupils are at school
5	- it is a long and difficult process that includes all four skills: listening, speaking, reading and writing
6	- it is a process when a child learns the basic communications skills
7	- literacy is the ability to read and write, which starts in the early preschool stage with listening, expanding vocabulary and reading pictures at first, developing speaking skills, which is all part of communication
8	- basically teaching to read and write, otherwise a long process, where all four communication skills are involved (also speaking and listening)
9	- literacy means strengthening key points of successful communication: listening, speaking, writing, thinking in (target) language, reading, understanding
10	- the ability to communicate in foreign languages
11	- it is the process of learning to communicate (speaking, writing, reading)
12	- developing communication skills, especially reading and writing
13	- developing reading, writing, speaking and listening skills
14	- is learning to read and write, which is a part of all four activities: reading, writing, speaking and listening
15	- pupils developing all four skills (SRWL)
16	- the ability to communicate thorough the written word in the language; it includes writing skills (how to properly hold a pen), and listening skills; the students first hear words/sentences and then transform them (and write them down) on paper
17	- systematically and gradually develop pupils' four communication skills; 1) receptive skills – listening and reading, 2) productive skills – speaking and writing; it starts with the sounds in the foreign language, words, simple and more complicated phrases, simple texts
18	- speaking skills, reading, writing in a foreign language, which enables an individual the basic communication
19	- teaching writing and communication in a foreign language
20	- the process of gaining communication skills
21	- to enable the pupil to understand a language, to speak it and especially read and write it
22	- to teach pupils the English language in different forms (reading, speaking, listening)

23	- the ability to develop SRWL in a language
24	- a long process that involves all four communicative skills
25	- learning all four communicative skills (SRWL)
26	- to develop SRWL
27	- the process of developing all four skills (SRWL)

Definitions which recognize literacy as a complex process, including other skills and other coherent elements such as cognitive processes, the relationship with information processing and text interpretation

1	- I understand literacy in the narrow sense of the word as learning to read and write; in the broader sense I understand it as a life process in which an individual gets able to read and write different texts, which help him or her in everyday life (and he or she knows how to use them)
2	- learning and gaining skills and abilities to understand and use written language
3	- to help children so that they are able to use all language forms on their own
4	- I understand the terms literacy as developing all four skills (reading, writing, speaking and listening) with children when teaching foreign languages; “make” them literate in a way, so that they will eventually (through many and many years) develop all four skills; ways of literacy (how, in what way) and materials (that help develop all four abilities) are very diverse and vast
5	- the ability to understand a text that you have read
6	- the ability to understand and interpret what they have read
7	- in its basic meaning it is learning to read and write, but otherwise it is a much wider term with many definitions
8	- to teach a pupil to read and write in a foreign language, and to understand what they have read
9	- a long and difficult process that helps us to define and maybe write down some concepts
10	- the ability to decode oral information into symbols, in written texts and vice versa; the ability in connection with developing communication skills, focusing on writing skills and understanding written texts
11	- reading, writing, understanding sentences, texts, pictures
12	- a child spontaneously imitates sounds from birth, when they are growing up they start to show interest for spelling, to sign their name, to read on their own, first with the help of pictures then words; with planned literacy we shift their attention to recognize sounds in words, to write letters and then words, afterwards to connect words into sentences and read them
13	- reading and writing with the ability to understand written texts and use them in everyday life
14	- it is a process that teaches reading and writing using all four skills (SRWL) and helps an individual become functionally literate
15	- the ability to understand English texts

Do you agree with the following statements?

		I don't agree at all	I don't agree	I'm undecided	I agree	I completely agree	I don't know	Total
Literacy development is dealt with mainly in the first two years of primary education.	f	18	56	6	28	4	0	112
	f%	16.1	50.0	5.4	25.0	3.6	0	100.0
Working on literacy includes teaching the terminology and specific vocabulary of the content subjects.	f	10	45	19	32	4	2	112
	f%	8.9	40.2	17.0	28.6	3.6	1.8	100.0
Once students have learnt to read and write we have completed the development of literacy.	f	38	68	3	2	1	0	112
	f%	33.9	60.7	2.7	1.8	0.9	0	100.0
There are multiple literacies.	f	0	2	9	59	39	2	111
	f%	0	1.8	8.1	53.2	35.1	1.8	100.0
Literacy focuses only on the written text.	f	39	66	3	3	0	1	112
	f%	34.8	58.9	2.7	2.7	0	0.9	100.0
Literacy includes understanding of words, images, graphs and sounds.	f	2	3	0	59	47	1	112
	f%	1.8	2.7	0	52.7	42.0	0.9	100.0
The development of linguistic skills is the aim only of the language subjects.	f	49	54	4	5	0	0	112
	f%	43.8	48.2	3.6	4.5	0	0	100.0
My students' learning difficulties in the subjects I teach are clearly linked with their linguistic and communicative skills.	f	2	39	31	33	5	2	112
	f%	1.8	34.8	27.7	29.5	4.5	1.8	100.0
Having students with low literacy levels in the language in which a subject is taught is the main learning difficulty in the subjects I teach.	f	2	28	28	46	7	1	112
	f%	1.8	25.0	25.0	41.1	6.3	0.9	100.0
Having students with low levels in understanding	f	7	57	25	19	4	0	112
	f%	6.3	50.9	22.3	17.0	3.6	0	100.0

and producing orally the language in which a subject is taught is the main learning difficulty in the subjects I teach.								
My students have problems to speak correctly in the subjects taught in English.	f	9	71	23	7	1	0	111
	f%	8.1	64.0	20.7	6.3	0.9	0	100.0
My students have problems to write correctly in the subjects taught in English.	f	7	54	27	18	2	2	110
	f%	6.4	49.1	24.5	16.4	1.8	1.8	100.0
Literacy is a key element in my teaching.	f	1	17	21	56	15	1	111
	f%	0.9	15.3	18.9	50.5	13.5	0.9	100.0
I have books/magazines in the classroom that pupils can borrow and read during the breaks.	f	8	22	9	43	24	2	108
	f%	7.4	20.4	8.3	39.8	22.2	1.9	100.0

Most (66.1%) participants did not agree or did not agree at all with the statement that literacy development is dealt with mainly in the first two years of primary education. 40.2% did not agree with the statement that working on literacy includes teaching the terminology and specific vocabulary of the content subjects, 28.6% agreed and 17.0% were undecided. Most of the participants also did not agree or did not agree at all with the statements that once students have learnt to read and write the development of literacy is completed (94.6%), that literacy focuses only on the written text (93.7%), that the development of linguistic skills is the aim only of the language subjects (92.0%) and that their students have problems to speak correctly in the subjects taught in English (72.1%). Most participants agreed or completely agreed that there are multiple literacies (88.3%) and that literacy includes understanding of words, images, graphs and sounds (94.7%). 34.8% did not agree, 29.5% agreed, 27.7% were undecided about the statement that their students' learning difficulties in the subjects they teach are clearly linked with their linguistic and communicative skills. The participants' response was unevenly distributed for the statement that having students with low literacy levels in the language in which a subject is taught is the main learning difficulty in the subjects they teach – 41.1% agreed, 25.0% were undecided and 25% did not agree. More than a half of the participants did not agree or did not agree at all with the statement that having students with low levels in understanding and producing orally the language in which a subject is taught is the main learning difficulty in the subjects they teach (57.2%; 22.3% were undecided) and that their students have problems to write correctly in the subjects taught in English (55.5%; 24.5% were undecided). 64.0% agreed or totally agreed that literacy is a key element in their teaching but almost a fifth (18.9%) were undecided. Also most of the participants (62.0%) stated that they agree or totally agree that they have books/magazines in the classroom that pupils can borrow and read during the breaks, but more than a quarter (27.8%) stated they did not agree or did not agree at all.

With further questions teachers focused on the grade that they have taught last and answered questions regarding their work in that grade, which is important in case teachers taught in more than one grade at the time. 42.0% of the participants last taught 3<sup>rd</sup> grade, 32.1% 5<sup>th</sup> grade and 20.5% 4<sup>th</sup> grade. 6 participants did not state clearly the grade they taught last.

Last taught grade		
	Frequency	Percent
3	47	42.0
4	23	20.5
5	36	32.1
Missing	6	5.4
Total	112	100.0

***How do teachers develop their students' FL literacy skills?***

**How often and which activities do teachers use to develop their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	M	SD
Read aloud to the class	112	3.98	0.849
Ask students to read aloud	111	3.62	0.991
Ask students to read silently	111	3.30	0.987
Give students time to read books of their own choosing	112	3.03	1.069
Teach students strategies for decoding letters into sounds	111	3.39	1.011
Listen to a tape while reading a text	112	3.72	0.988
Help students understand new vocabulary in the texts	112	4.32	0.774
Do reading comprehension tasks in writing	112	3.31	1.139
Do reading comprehension tasks orally	112	3.90	0.880
Ask students to write something in response to what they have read	111	2.64	1.263
Do a project about what they have read (e.g. a play or an art project)	111	3.18	1.146

The most frequent teachers' activity to develop their students' reading skills is helping them understand new vocabulary in the text (M=4.32), the second most frequent is reading aloud to the class (M=3.98) and the third is doing reading comprehension tasks orally (M=3.90). The three top down activities are asking students to write something in response to what they have read (M=2.64), giving students time to read books of their own choosing (M=3.03) and doing a project about what they have read (e.g. a play or an art project) (M=3.18). Noting that standard deviation was not neglected in each task. Some teachers stated also other activities they do for developing their students' reading skills:

- connecting short sentences with the correct picture, connecting reading with movement

- preparation for a play in English that includes reading a text, using ICT – online exercises, google translate
- writing stories, poems/songs, mind maps, essays, unknown words, building sentences from unknown words, writing more difficult words, finding paragraphs in a text, explaining phrases, information about the author, reading articles in children’s magazines, presentation of a ‘news’ that they’ve read, ICT
- the comparison between Slovene and English texts
- different games connected with sounds and syllables and many activities connected with rhythm that we form with words
- role play, EPI Reading Badge, English drama club
- finding rhymes, finding words that begin/finish with the same sound, putting together sentences, building words (letters written on bottle caps / corks)
- game – one reads something, the other has to show it to the class
- completing what the teacher has read out loud, repeating what the teacher has read (echo game), reading in groups, selective listening, finding specific words
- during oral exams (so that they are busy), I give instructions to prepare their own (child) worksheet; I then collect them and grade them; as a reward they get shiny stars
- in Grade 3 (at the beginning of the 2<sup>nd</sup> cycle) I start with reading words, phrases, sentences and short texts accompanied with pictures (rebus stories) that I prepare and develop on my own
- role play, illustration of the texts, preparing questions about the text, ending/completing the text, writing new stories with the help of key words, finding rhymes
- talking and debating about the text we’ve read
- reading magazine Click (in connection with the relevant topics), borrowing books from the library, reading books at home
- phonics method, reading rhymes
- pupils read in pairs to each other, and then write down the summary
- pupils read cards that I prepare (either cards with words only or card that already have rhymes, songs, descriptions); the cards contain known vocabulary, but some are more difficult, some less
- reading picture texts
- phonics
- group out loud reading; student cooperate more as they are not put on the spot
- EPI Reading Badge
- ending/completing a story, writing a new beginning
- connecting words and pictures
- pupils prepares their own reading comprehension exercises for their school mates
- finding the first and last sound in a word
- reading badge, reading out loud in groups, reading dominoes, ABC book (prepared by the teacher)
- fast reading, slow/careful reading, reading with understanding – finding the answer in the text, underlining it, circling words that describe someone or something, explaining the meaning of a sentence/paragraph, role play, comic books
- reading activities connected with famous board games, movement, dialogues and language signs
- nonverbal response, sequencing events with pictures, connection sentences/paragraphs with pictures, building new dialogues after reading some existing ones
- didactic games

**How often and which activities do teachers use to develop their students' reading strategies? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	M	SD
Identify main ideas in the text	112	3.60	1.086
Find specific information in the text	111	3.93	0.979
Compare what they have read with their experiences	111	3.40	1.056
Make generalisations and draw inferences based on the text	111	3.34	1.083
Encourage risk taking and guessing about the text	111	3.72	0.955
Make predictions about what will happen in the text	110	3.45	1.089
Talk about the text structure	110	2.61	1.076
Talk about the text genre	111	2.38	1.104

The most frequent activity teachers' use for developing their students' reading strategies is finding specific information in the text (M=3.93). They also frequently encourage risk taking and guessing about the text (M=3.72) and ask students to identify main ideas in the text (M=3.60). But they rarely talk to students about the text genre (M=2.38) and the text structure (M=2.61). They occasionally make generalisations and draw inferences based on the text (M=3.34). Some of the teachers also stated other activities they use for developing their students reading strategies:

- summarizing texts, they say them or write them down in their own words, some creative tasks connected with the topic of the text, completing the text with their own ending
- completing the text with missing words, answering questions about the text
- writing titles for different texts/paragraphs, completing the text with their own ending, presenting the text through role play
- labelling the length of titles, words, sentences, putting words into correct word order
- learning step-by-step reading technique (reading the whole text first, finding the main idea, what the paragraphs are about, stressing the main idea of the paragraph, finding answers in the text – learning how to find them
- summarizing the text in their own words, writing down words that they learnt or understood, talking about the text
- finding rhymes, words that begin/end with the same letter, finding the same words

**How often and what kinds of materials/resources do teachers use for developing their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	M	SD
EFL textbooks	112	3.21	1.555
CLIL textbooks	111	1.48	0.989



graded readers	111	3.26	1.093
worksheets	111	3.77	0.931
children's books	111	3.59	1.012
non-fiction books	111	2.21	1.037
children's magazines	111	2.28	1.063
web pages	111	3.27	1.035
materials written by students	111	2.33	1.098
materials from other subjects	110	2.12	1.107

For developing their students' reading skills teachers most frequently use worksheets (M=3.77). They also frequently use children's books (M=3.59) and some less frequent graded readers (M=3.26). Since we have little CLIL schools and only a few participants with CLIL background it is expected that the most rarely used materials are CLIL textbooks (M=1.48). They also rarely use materials from other subjects (M=2.12) and non-fiction books (M=2.21). Some of them also stated other resources they use during their class for developing reading skills of their students:

- different didactic and motion games
- handouts, short newspaper articles, online materials, EPI Reading Badge books
- didactic games in foreign languages, language flash cards, posters
- flashcards with words on one side; my own materials e.g. pictures that pupils have to transform into texts
- comic books
- my own materials appropriate for interactive white board and handouts
- video clips
- rebus (picture stories) – my own material
- songs
- magazines
- Sounds and Letters
- video clips with English subtitles, sing-along songs
- songs
- EPI Reading Badge
- Internet
- English books, songs
- DVD about England (culture, habits, food ...)
- audio books
- comic books

**How often and what kinds of texts do teachers use to develop their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	M	SD
dialogues/plays	112	3.80	1.012
short stories, tales, fables	111	3.29	1.107
poems, riddles, limericks	110	3.56	1.113
charts, diagrams, graphs	111	2.75	0.986
instructions or manuals about how things work	111	2.17	1.135

songs, chants	111	3.92	0.916
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Regarding the types of texts that teachers use to develop their students' reading skills the most frequently used are songs, chants (M=3.92), dialogues/plays (M=3.80) and poems, riddles, limericks (M=3.56). Not as frequently they use short stories, tales, fables (M=3.29) and charts, diagrams, graphs (M=2.75) and the least frequently used are instructions or manuals about how things work (M=2.17). Other stated types of texts regularly used for developing reading skills were:

- picture texts
- short texts, songs, tongue twisters, motivational quotes, sentences
- tongue twisters, motivational quotes
- shopping lists, wish cards, announcements
- comic books
- picture books
- additional work book materials (Grade 4 and 5)
- talking about pictures and cards (descriptions)
- handouts with simple sentences used to describe themselves, handouts with simple sentences that contain sound that we covered
- authentic texts from English magazines
- Internet
- songs that they listen, lyrics, texts that pupils come up with/prepare
- my own texts on a specific topic
- comic books, audio-visual method (come and play)
- short articles about relevant topics
- descriptions
- brochures, menus, maps, fill-out forms, letters

**How often and what forms of classroom organisation do teachers use when developing their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	M	SD
Pair-work	112	3.66	0.855
Whole-class	111	4.09	0.793
Same-ability groups	111	2.54	1.110
Mixed-ability groups	111	3.56	0.998
Individual work	111	3.59	0.857

When developing their students' reading skills the most common classroom organisation is whole-class form (M=4.09), followed by pair-work (M=3.66). Frequently used are also individual work (M=3.59) and mixed-ability groups (M=3.56). The least used form is same-ability groups organisation.

**How often and which activities do teachers use for developing their students' writing skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	M	SD
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Copying	112	3.13	0.963
Creative writing	112	2.64	1.244
Dictation	111	2.15	1.097
Gap fills	112	3.45	1.003
Writing non-fiction texts	112	1.79	1.006
Activities to practice spelling	111	3.24	1.064
Writing texts of different genres (e.g. narratives, description...)	112	2.56	1.258
Summary writing	112	2.06	1.149

Among given activities used for developing students' writing skills gap fills were most frequently used (M=3.45). Occasionally teachers use activities to practice spelling (M=3.24) and copying (M=3.13). The least used was writing non-fiction texts (M=1.79). Summary writing (M=2.06) and dictation (M=2.15) activities are performed rarely. The teachers also suggested some other activities that they use in order to develop their students' writing skills:

- pupils insert words
- creative writing, made-up news, articles, descriptions (people, animals, objects, activities), dialogues
- didactic games connected with writing
- students prepare their own tests
- copying texts, inserting words
- copying, writing on 'plastic' words (write-erase)
- copying titles
- mind maps with important information
- ending stories, comic books, creating their own handouts for other students
- dictation, building sentences (out of random words), prepare stories in pairs, describing people, animals, monsters (mins map, poster)
- to develop writing skills we first write summaries on posters, we read this summary many times, we search for words that we know then almost by heart, then pupils make their own summaries – this way many pupils have reached a satisfactory writing degree/structure
- writing according to some forms/examples
- writing according to some forms/examples (description, dialogue), describing graphs, diagrams

**How often and what forms of classroom organisation do teachers use when developing their students' writing skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	M	SD
Pair-work	112	3.10	1.022
Whole-class	112	3.66	1.036
Same-ability groups	111	2.38	1.137
Mixed-ability groups	112	3.12	1.206
Individual work	112	3.79	0.941

When developing their students' writing skills most often used form of class organisation is individual work (M=3.79). The least used form of class organization in the case of writing skills is also same-ability groups (M=2.38).

**Do the schools offer coordination between teachers of the mother tongue and English to teach literacy skills in a parallel way? (1 meaning I don't agree at all and 5 I completely agree; Tick 'I don't know' in case you are not familiar with the situation described.)**

In my school there is coordination between teachers of the mother tongue and English to teach literacy skills in a parallel way.

		Frequency	Valid Percent
Valid	I don't agree at all	9	8.0
	I don't agree	44	39.3
	I'm undecided	22	19.6
	I agree	28	25.0
	I completely agree	5	4.5
	I don't know	4	3.6
	Total	112	100.0

About 30% of teachers agreed or completely agreed that in their school there is coordination between teachers of the mother tongue and English to teach literacy skills in a parallel way. 47.3% did not agree or did not agree at all and almost a fifth of the participants was undecided.

***Student's literacy difficulties:***

**According to teachers, what kinds of difficulties do students have when reading in English?**

Tick the TWO main difficulties your students have when reading in English.

	f	f%	N	R
Mispronouncing words	81	74.3	109	1
Reading very slowly	17	15.6	109	3
Reading monotonically	10	9.2	109	7
Understanding what was read	56	51.4	109	2
Unmotivated to read	12	11.0	109	5
Extracting key ideas	11	10.1	109	6
Distinguishing facts and opinions	5	4.6	109	9
Thinking critically about the text	15	13.8	109	4
Sharing their reading experience with others	7	6.4	109	8
Engaging emotionally with the text	3	2.8	109	10

Participants had to mark two main difficulties their students have when reading in English. The most common chosen option was mispronouncing words (74.3% of the participants), the second was understanding what was read (51.4%), and the third was reading very slowly (15.6%). The least chosen difficulties were engaging emotionally with the text (2.8%), distinguishing facts and opinions (4.6%)

and sharing their reading experience with others (6.4%). Some other difficulties that teachers expressed were:

- weak reading techniques, also in their mother tongue, which they transfer onto reading in foreign language (not considering punctuation marks, no intonation), also in older students – consequently their understanding is weak
- not fluent reading
- slow reading
- comparing English to Slovene (letter – sound), they want to adapt English so that it would be more similar to Slovene
- no, but difficulties in Grade 3 are very different to those in Grade 5
- that after reading the same word multiple times pupils still cannot connect pronunciation with spelling
- very low reading self-esteem (no motivation, fear when reading out loud)
- reading words wrong, trouble concentrating, reading words as they want (pronunciation and spelling not connected), fear/shame when reading out loud because they are afraid they will not read right
- not enough books in the library
- difficulties when reading in Slovene, which consequently reflects onto reading in English; students do not read enough, they expect an award for every effort (grade, prize); they do not find sense in reading; very few read, because they enjoy reading (not because they have to); but there are always some exceptions; sometimes it seems that students like to write more than to read
- reading on the whole (in every language)
- deducting meaning (what a word means according to the context)
- unconnected reading, wrong pronunciation/stress, reading ‘Slovene’ sounds
- when someone else reads, they do not listen
- difficulties have especially those that have problems in their mother tongue as well
- in Grade 5 they are quite motivated to read, later on they lose that motivation

**According to teachers, what kinds of difficulties do students have when writing in English?**

Tick the TWO main difficulties your students have when writing in English.

	f	f%	N	R
Grammar mistakes	49	45.0	109	3
Lacking vocabulary	55	50.5	109	2
Punctuation	2	1.8	109	10
Spelling mistakes	68	62.4	109	1
Coherent organisation of ideas	13	11.9	109	5
Use of cohesive devices (linkers, pronouns)	3	2.8	109	8
Paragraph building	3	2.8	109	8
Supporting their ideas	14	12.8	109	4
Illustrating their ideas	7	6.4	109	6
Distinguishing facts from opinions	3	2.8	109	8

The main difficulty in teachers’ opinion regarding their students’ writing in English is spelling mistakes (62.4%). Approximately 50% estimate that the main difficulties are also lacking vocabulary (50.5%) and grammar mistakes (45.0%). The least observed difficulties were punctuation (1.8%), distinguishing

facts from opinions (2.8%), paragraph building (2.8%) and the use of cohesive devices (linkers, pronouns) (2.8%). Some teachers also described other difficulties they come across in class when students write in English:

- very modest texts, no depth in their written tasks
- they do not know enough grammar (Grade 5)
- not much writing in Grade 3 (only at the end of the school year)
- they focus on mistakes and think they cannot do it, because this is the first time they have to write
- mistakes when writing sentences (wrong structure)
- their sentences do not make sense
- some find words completely different than Slovene ones and they have trouble figuring out that the alphabet is very similar and so they get scared and think they cannot do it
- practice
- more or less everything that was written above
- they do not analyse the idea/thought/description
- the same mistakes as in Slovene, capital letters, punctuation marks
- in my opinion everything written above is too difficult for Grade 5, so 'problems' are everywhere
- resentment towards writing

**According to teachers, do students have problems in MT speaking/writing?**

My students have problems to speak correctly in the subjects taught in their mother tongue.			
		Frequency	Valid Percent
Valid	I don't agree at all	3	2.7
	I don't agree	40	35.7
	I'm undecided	26	23.2
	I agree	35	31.3
	I completely agree	1	.9
	I don't know	7	6.3
	Total	112	100.0

32.2% of participants agreed or totally agreed that their students have problems to speak correctly in the subjects taught in their mother tongue. 38.4% did not agree or did not agree at all. Almost a quarter was undecided.

My students have problems to write correctly in the subjects taught in their mother tongue.			
		Frequency	Valid Percent
Valid	I don't agree	20	18.0
	I'm undecided	30	27.0
	I agree	49	44.1
	I completely agree	5	4.5
	I don't know	7	6.3
	Total	111	100.0

The majority of them agreed or completely agreed (48.6%) that their students have problems to write correctly in the subjects taught in their mother tongue, less than a fifth did not agree. A good quarter of them was undecided.

**How much help are students offered at school when they have problems with reading in FL/MT?**

In my school students are offered extra lessons if they have problems reading and writing in English.

		Frequency	Valid Percent
Valid	I don't agree at all	5	4.5
	I don't agree	20	17.9
	I'm undecided	13	11.6
	I agree	53	47.3
	I completely agree	16	14.3
	I don't know	5	4.5
	Total	112	100.0

If students have problems with reading in FL/MT, most teachers (61.6%) agreed or completely agreed that at their school students are offered extra lessons if they have problems reading and writing in English. A good fifth did not agree or did not agree at all.

In my school students are offered extra lessons if they have problems reading and writing in their mother tongue.

		Frequency	Valid Percent
Valid	I don't agree at all	1	.9
	I don't agree	4	3.6
	I'm undecided	7	6.3
	I agree	64	57.1
	I completely agree	28	25.0
	I don't know	8	7.1
	Total	112	100.0

If students have problems with reading and writing in their mother tongue most teachers (82.1%) agreed or completely agreed that in their school students are offered extra lessons. We can see that more help is provided for problems in mother tongue than in English.

***Literacy assessment practices***

**What kinds of tasks do teachers use for assessing their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	M	SD
Multiple choice questions on materials read	105	3.08	1.062
Short answer to written questions on materials read	105	3.16	1.309

Students give an oral summary of what they have read in English	105	3.15	1.199
Teacher listens to students read aloud	105	3.27	1.195
Oral questioning of students on what they have read	105	3.39	1.148
True/false activity	105	3.57	0.979
Meeting with students to discuss what they have been reading	104	3.09	1.216

For assessing students' performance in reading, teachers most often use true/false activities (M=3.57). The second used practice is oral questioning of students on what they have read (M=3.39). Less used activities are meeting with students to discuss what they have been reading (M=3.09) and multiple choice questions on materials read (M=3.08). Also other activities were given by some teachers:

- pupils prepare their own questions about the text, they re-create
- written instructions that students read and then follow; written sentences that they have to put in correct order; each pair gets their own sentences and they have to write a meaningful dialogue, they have to justify their choice
- draw, colour according to the instruction; they have to make a table with information they have read, they connect the appropriate information
- reading their own written texts
- finding and correcting wrong sayings connected with the text
- multiple choice tasks
- finding information, answers to the questions
- connecting pronunciation and spelling (choose the correct word out of the spoken ones); I have had the chance to evaluate reading
- ending the story/text, they prepare their own tasks/exercises for their school mates on the text/story they have read; they pretend to be a person/character from the story/text and write from their point of view
- e.g. reading a text about a city, putting pictures with buildings on the right place (understanding place adverbs), or physical response (they read something and show it)
- pupils read the text and draw or colour what they have read

**What kinds of tasks do teachers use for assessing their students' writing skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	N	M	SD
Gap fill activities	106	3.17	1.253
Scrambled letters	106	2.76	1.151
Jumbled sentences	104	2.91	1.239
Writing a short text	105	2.78	1.308
Finishing sentences	105	2.89	1.243
Spotting mistakes in a text	105	2.31	1.041
Writing a summary	105	1.98	1.143

Gap fill activities (M=3.17) were assessed as most used activity for assessing students' performance in writing. The second and third most used activity were jumbled sentences (M=2.91) and finishing



- sentences (M=2.89). Writing a summary was used very rarely or never and was ranked as last (M=1.98). Some other activities for assessing students' performance in writing were given by some teachers:
- writing dialogues, short texts in their mother tongue – correcting what they have written and translating it into English (comparative explanation of the languages)
  - project work, where a student prepares for the oral presentation with the help of a written text
  - key points writing
  - we do not assess writing abilities in Grade 3
  - simple translation of words or sentences
  - describing pictures (what are people doing, what are they wearing)
  - I have never assessed their writing abilities
  - we do not assess writing abilities in Grade 3

### ***Professional development***

**To what extent do the teachers know particular areas of FL literacy development? (1 meaning not a lot, 2 a little, 3 something, 4 quite a lot and 5 a lot)**

	N	M	SD
Creating reading tasks	107	3.29	0.752
Creating writing tasks	106	3.32	0.900
Develop early/initial literacy skills	105	3.21	0.885
Differentiating reading and writing tasks for different levels	106	3.09	0.951
Develop reading strategies	106	3.16	0.852
Develop writing strategies	106	3.04	0.883
Develop projects on literacy	105	2.47	0.931
Using literature in the classroom	105	3.33	0.957
Assessing reading skills	106	3.25	0.829
Assessing writing skills	106	3.25	0.895

The issue of using literature in the classroom is the one that teachers believe they know the most about (M=3.33). Also creating writing tasks (M=3.32) and creating reading tasks (M=3.29) ranked high. They think they know the least about developing projects on literacy (M=2.47), developing writing strategies (M=3.04) and differentiating reading and writing tasks for different levels (M=3.09).

**Have teachers taken part in a workshop or any other form of training on developing literacy?/  
What experience do the teachers have in FL literacy training?**

Have you taken any course on the development of FL literacy skills as part of your in-service training?			
		Frequency	Valid Percent
Valid	Yes	72	67.3
	No	35	32.7
	Total	107	100.0

67,3% of participants stated that they have taken at least one course on the development of FL literacy skills as part of their in-service training. A third of them has not taken the mentioned course.

**What kind of a programme/project is there to develop literacy skills across the curriculum at school where teachers work (if any) and are the teachers aware of it and use it?**

Does your school have any programme to develop literacy that is shared by more than one subject and teacher?

		Frequency	Valid Percent
Valid	Yes	12	11.3
	No	94	88.7
	Total	106	100.0

A good tenth of the participants (11.3%) answered that their school has at least one programme to develop literacy that is shared by more than one subject and teacher.

If you answered yes to the question above, would you say this is a programme that teachers are aware of and using?

		Frequency	Valid Percent
Valid	Yes	9	75.0
	No	3	25.0
	Total	12	100.0

Nine (75.0%) of those that said that their school has at least one programme to develop literacy that is shared by more than one subject and teacher answered that it is a programme that teachers are aware of and using. Below are the descriptions of those programmes:

- reading literacy (project Bralna pismenost)
- project BUS reading strategies, project OBJEM, developing reading literacy is one of our main priorities, also in kindergarten (which is located next to our school)
- reading-learning strategies
- self-evaluation
- literacy development
- internal project dedicated to reading literacy (each teacher uses his or her own ideas)
- programme developing functional literacy, where we plan and do activities, and evaluate students' progress in functional literacy of students in all grades
- project reading literacy (all teachers in all subjects); I teach Grade 1, where we focus on getting to know small and capital letters, and on fluent reading at the end of Grade 1
- convergent teaching method
- project Knjiga z mano šiba (Book runs with me), one hour a week regardless the subject; it is dedicated to reading (pupils read silently whatever they want)

### ***Teachers' needs***

#### **What are the needs of teachers in FL literacy teaching?/Which areas of FL literacy development would teachers like to know more about?**

Would you like to learn more about developing literacy skills in English in grades 3-5?			
		Frequency	Valid Percent
Valid	Yes	88	82.2
	No	19	17.8
	Total	107	100.0

Most of the participants (82.2%) stated that they would like to learn more about developing literacy skills in English in grades 3-5. The areas within literacy where they would like to gain more knowledge are:

- developing reading and writing strategies
- developing reading and writing strategies, assessing reading and writing skills
- reading, writing
- preparing exercises
- different procedures and their usage
- using different genres/texts when developing reading strategies
- developing writing strategies
- I put a lot into my professional development (constantly), new-old ideas are always useful
- pre-literacy development (with the youngest pupils)
- assessing written texts
- preparing appropriate materials, since there is no workbook in Grade 3
- English in Grade 4 and 5
- early literacy development, with children who are starting to get literate in their mother tongue
- early reading of unknown words/texts, also writing strategies
- early literacy development (how to start)
- early literacy
- everything
- reading and writing
- reading and writing
- reading
- writing
- preparing tasks/exercises, assessing pupils' abilities
- especially how to "make" pupils literate in the first cycle, where we focus on speaking and listening
- preparing tasks/tests, assessing reading comprehension
- about everything, every knowledge can be useful
- concrete examples how to start with literacy in the 1<sup>st</sup> cycle
- literacy in the 1<sup>st</sup> cycle, especially writing in English (yes or no?)
- how to present and implement reading and writing in Grade 4
- in all areas, there is never too much knowledge

### 5.3 Differences

#### What is the difference between teachers' numbers of years of teaching experience and the way they perceive literacy development

Years in categories			
		Frequency	Percent
Valid	1-5 years	45	40.2
	6-15 years	35	31.3
	16 and more	30	26.8
	Total	110	98.2
Missing		2	1.8
Total		112	100.0

Further on when comparing teachers with different years of working as teachers we created the following categories according to Huberman.

#### Huberman's teachers' life cycle

Huberman (1989<sup>2</sup>, 2001) has defined three main phases in teachers' life cycles:

1. Novice
2. Mid-career
3. Late-career

The concept of career stages was further developed in the 1970s with different researchers proposing various nomenclatures for similar notions: for example Unruh and Turner (1970) proposed the following periods:

- Initial teaching period (approximately 1-5 years)
- Period of building security (approximately 6-15 years)
- Maturing period (approximately 15 years and more)

In our sample there were 45 (40.2%) teachers that would fall into the Initial teaching period, 35 (31.3%) into the Period of building security and 30 (26.8%) into the Maturing period.

Regarding teachers perception of literacy development, the only statistically significant differences ( $\chi^2=20.651$ ,  $df=8$ ,  $p=0.008$ ) between different periods of working age were observed in the agreement with the statement that literacy development is dealt with mainly in the first two years of primary education.

Literacy development is dealt with mainly in the first two years of primary education					
	I don't agree at all	I don't agree completely	I agree	I completely agree	Total

<sup>2</sup> Huberman, M. (1989) The professional life cycle of teachers, Teachers College Record, 91(1).

Working experience	1-5 years	f	2	19	2	19	3	45
		f%	4.4%	42.2%	4.4%	42.2%	6.7%	100.0%
	6-15 years	f	7	19	3	5	1	35
		f%	20.0%	54.3%	8.6%	14.3%	2.9%	100.0%
	16 and more	f	8	17	1	4	0	30
		f%	26.7%	56.7%	3.3%	13.3%	0.0%	100.0%
Total	f	17	55	6	28	4	110	
	f%	15.5%	50.0%	5.5%	25.5%	3.6%	100.0%	

With the statement that literacy development is dealt with mainly in the first two years of primary education did not agree or did not agree at all most of the teachers with 6-15 years of working experience (74.3%) and more than 16 years (83.4%) and less teachers with 1-5 years of working experience (46.6%). More of them agreed or completely agreed (48.9%) in comparison with the ones that have more working experience (6-15 years – 17.2%; 16 and more – 13.3%).

**What is the difference between teachers' educational background and the way they perceive literacy development?**

There are no statistically important differences between teacher's educational background and the way they perceive literacy development.

**What is the difference between teachers' school context (CLIL, non-CLIL) and the way they perceive literacy development?**

The difference could not be estimated due to the low number of participants in CLIL school contexts.

**What is the difference between teachers' years of teaching experience and the way they develop their students' reading skills?**

Within the scope of questions what is the difference between teachers' years of teaching experience and the way they develop their students' reading skills statistically significant differences ( $F=3.774$ ,  $df=2$ ,  $p=0.026$ ) were shown only in one answer i. e. how often do teachers teach students strategies for decoding letters into sounds when they do (pre-, while-, post-) reading activities with students (measured on the 5 point scale 1 meaning very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently).

Working years	N	M	SD	Levene test		ANOVA		
				F	p	F	df	p
1-5	45	3.27	1.095					
6-15	34	3.76	.855					
16 and more	30	3.13	.973	2.059	0.133	3.774	2	0.026
Total	109	3.39	1.018					

Tukey HSD post hoc test showed that statistically significant differences were between teachers of 6-15 years of working experience and the ones with more than 16 years of working experience. The ones that have 6-15 years of working experience more often teach students strategies for decoding letters into sounds ( $M=3.76$ ) than the ones with more years of working experience ( $M=3.13$ ).

**What is the difference between teachers' years of teaching experience and the way they develop their students' writing skills?**

Within the scope of questions regarding the development of students' writing skills, the only statistical significance between teachers with different years of working experience occurred with the question of the frequency of form of class work that is used when doing that, and only regarding pair-work (F=4.023, df=2/76.656, p=0.022). Games Howell post hoc test showed statistically significant differences between the ones with 1-5 years of working experience and the ones with 6-15 years (p=0.015). The ones with less working experience more frequently use pair-work (M=3.24) than the ones in the middle of their career (M=2.69).

Working years	N	M	SD	Levene test		Brown-Forsythe test		
				F	p	F	df	p
1-5	45	3.24	.908					
6-15	35	2.69	.832	4.740	0.011	4.023	2; 76.656	0.022
16 and more	30	3.33	1.269					
Total	110	3.09	1.028					

**What is the difference between teachers' educational background and the way they develop their students' reading skills?**

Since there were only two significant groups with enough number of teachers we compared the primary education teacher with English and English teachers. Below the table for mean values and significance value of t-test are presented for the items where differences were statistically significant in developing students' reading skills regarding the educational background of teachers'.

	My qualifications:	N	Mean	Std. Deviation	p
When you do (pre-, while-, post-) reading activities with students, how often do you ask students to read silently?	Primary Education teacher with English	68	3.12	.970	0.022
	English teacher	33	3.61	1.029	
When you do (pre-, while-, post-) reading activities with students, how often do you give students time to read books of their own choosing?	Primary Education teacher with English	69	2.84	1.158	0.016
	English teacher	33	3.39	.827	
When you do (pre-, while-, post-) reading activities with students, how often do you listen to a tape while reading a text?	Primary Education teacher with English	69	3.57	.992	0.004*
	English teacher	33	4.12	.820	
When you do (pre-, while-, post-) reading activities	Primary Education teacher with English	69	4.23	.750	0.039

with students, how often do you help students understand new vocabulary in the texts?	English teacher	33	4.58	.830	
When you do (pre-, while-, post-) reading activities with students, how often do you do reading comprehension tasks in writing?	Primary Education teacher with English	69	3.09	1.108	0.000
When you do (pre-, while-, post-) reading activities with students, how often do you ask students to write something in response to what they have read?	English teacher	33	3.91	.980	
When you do reading activities with students, how often do you use EFL textbooks?	Primary Education teacher with English	69	2.81	1.527	0.000*
When you do reading activities with students, how often do you use children's books?	English teacher	33	4.06	1.273	
When you do reading activities with students, how often do you use instructions or manuals about how things work?	Primary Education teacher with English	69	3.83	.923	0.000
How often do you ask the students to find specific information in the text to help them develop reading strategies?	English teacher	32	2.97	.999	
How often do you ask the students to compare what they have read with their experiences to help them develop reading strategies?	Primary Education teacher with English	69	1.99	1.050	0.024*
How often do you ask the students to make generalisations and draw inferences based on the text to help them develop reading strategies?	English teacher	32	2.59	1.292	
	Primary Education teacher with English	69	3.80	.994	0.038
	English teacher	32	4.22	.792	
	Primary Education teacher with English	69	3.13	1.028	0.000
	English teacher	32	3.97	.861	
	Primary Education teacher with English	69	3.13	1.136	0.005
	English teacher	32	3.78	.832	

How often do you ask the students to talk about the text structure to help them develop reading strategies?	Primary Education teacher with English	68	2.44	1.042	0.027
	English teacher	32	2.94	1.014	
How often do you ask the students to talk about the text genre to help them develop reading strategies?	Primary Education teacher with English	69	2.13	1.123	0.002
	English teacher	32	2.84	.920	
When doing reading activities we organize students in the same-ability groups.	Primary Education teacher with English	69	3.39	1.018	0.005*
	English teacher	32	3.97	.897	

\*marks the significant values where homogeneity of variances was not reached and approximative t-test was performed

We can see that with almost all statements where significant differences were shown English teachers perform given activities more often than Primary Education teachers with English. When they do (pre-, while-, post-) reading activities with students they more often ask students to read silently; give students time to read books of their own choosing; listen to a tape while reading a text; help students understand new vocabulary in the texts; do reading comprehension tasks in writing; ask students to write something in response to what they have read. When they do reading activities with students English teachers more often than Primary Education teachers with English use EFL textbooks; use instructions or manuals about how things work; but Primary Education teachers with English more often use children's books than English teachers. For helping students to develop reading strategies English teachers more often than Primary Education teachers with English ask the students to find specific information in the text; ask the students to compare what they have read with their experiences; ask the students to make generalisations and draw inferences based on the text; ask the students to talk about the text structure; ask the students to talk about the text genre. When doing reading activities English teachers more often organize students in the same-ability groups than Primary Education teachers with English.

#### **What is the difference between teachers' educational background and the way they develop their students' writing skills?**

Since there were only two significant groups with sufficient number of teachers we compared the primary education teacher with English and English teachers. Below the table for mean values and significance value of t-test are presented for the items where differences were statistically significant in developing students' writing skills regarding the educational background of teachers'.

	My qualifications:	N	Mean	Std. Deviation	p
How often do you write creatively in English?	Primary Education teacher with English	69	2.35	1.223	0.001
	English teacher	33	3.21	1.139	
How often do you do dictation in English?	Primary Education teacher with English	69	1.93	1.034	0.009
	English teacher	33	2.55	1.201	



How often do you write non-fiction texts?	Primary teacher	Education teacher with English	69	1.64	.939	0.050
	English teacher		33	2.06	1.144	
How often do you write texts of different genres (e.g. narratives, description ...)?	Primary teacher	Education teacher with English	69	2.33	1.280	0.012
	English teacher		33	2.97	1.104	
How often do you write summaries?	Primary teacher	Education teacher with English	69	1.80	1.065	0.002
	English teacher		33	2.55	1.148	
When doing writing activities we organize students in pairs.	Primary teacher	Education teacher with English	69	2.91	.981	0.026
	English teacher		33	3.39	1.059	
When doing writing activities we organize students in the same ability groups.	Primary teacher	Education teacher with English	69	2.96	1.156	0.011
	English teacher		33	3.61	1.223	

As we can see in the table above English teachers statistically significantly than Primary Education teachers with English more often write creatively in English; do dictation in English; write non-fiction texts; write texts of different genres (e.g. narratives, description ...); write summaries. When doing writing activities with students they also more often organize them in pairs and in the same-ability groups.

**What is the difference between teachers' school context (CLIL, non-CLIL) and the way they develop their students' reading skills?**

The difference could not be estimated due to the low number of participants in CLIL school contexts.

**What is the difference between teachers' school context (CLIL, non-CLIL) and the way they develop their students' writing skills?**

The difference could not be estimated due to the low number of participants in CLIL school contexts.

**What is the difference between teachers' educational background and their opinion on their professional development in FL literacy?**

Since there were only two significant groups with sufficient number of teachers we compared the primary education teachers with English and English teachers. Below the table for mean values and significance value of t-test are presented for the items in professional development in FL literacy of teachers where differences were statistically significant regarding teachers' educational background.

	My qualifications:	N	Mean	Std. Deviation		
How much do you think you know about creating reading tasks?	Primary teacher	Education teacher with English	67	3.15	.723	0.006
	English teacher		32	3.59	.756	
	Primary teacher	Education teacher with English	66	3.20	.915	0.017

How much do you think English teacher you know about creating writing tasks?	32	3.66	.787	
How much do you think Primary Education you know about teacher with English developing early/initial English teacher literacy skills?	66	3.36	.816	0.027
	31	2.94	.998	

Regarding the professional development in FL literacy regarding the teachers' educational background we can see that English teachers know more than Primary Education teachers with English about creating reading tasks and creating writing tasks. But Primary Education teacher with English know more about early/initial literacy skills.

**What is the difference between teachers' numbers of year of teaching experience and their opinion on their professional development in FL literacy?**

When asked about their professional development the teachers needed to assess how much they know on some issues (1 not a lot, 2 a little, 3 something, 4 quite a lot, 5 a lot). Regarding the differences in the years of working experience statistically significant differences showed in the assessment of how much they know on creating writing tasks ( $F=7.047$ ,  $df=2$ ,  $p=0.012$ ) and developing projects on literacy ( $F=7.617$ ,  $df=2$ ,  $p=0.011$ ).

Creating writing tasks

Working years	N	M	SD	Levene test		ANOVA		
				F	p	F	df	p
1-5	43	3.19	.824	1.950	0.148	7.047	2	0.012
6-15	35	3.14	1.061					
16 and more	28	3.75	.645					
Total	106	3.32	.900					

In assessing how much they know on creating writing tasks Tukey HSD post hoc test showed statistically significant differences between the ones with least and most years of working experience ( $p=0.024$ ) and between those in the middle of their career and the most experienced ones ( $p=0.019$ ). The most experienced ones think they know more on creating writing tasks ( $M=3.75$ ) than those less experienced (1-5 years  $M=3.19$ ; 6-15 years  $M=3.14$ ).

Develop projects on literacy

Working years	N	M	SD	Levene test		ANOVA		
				F	p	F	df	p
1-5	43	2.40	.929	2.642	0.076	7.617	2	0.011
6-15	34	2.21	.978					
16 and more	28	2.89	.737					
Total	105	2.47	.931					

When it comes to developing projects on literacy Tukey HSD post hoc test showed statistically important differences between the ones with 6-15 years of work and ones with 16 and more years ( $p=0.010$ ). The ones with 6-15 years of working experience think they know less on developing projects on literacy ( $M=2.21$ ) than the ones with 16 and more years ( $M=2.89$ ).

**What is the difference between teachers' school context (CLIL, non-CLIL) and the way they assess their students' reading skills?**

The difference could not be estimated due to the low number of participants in CLIL school contexts.

**What is the difference between teachers' school context (CLIL, non-CLIL) and the way they assess their students' writing skills?**

The difference could not be estimated due to the low number of participants in CLIL school contexts.

**What is the difference between teachers' educational background and the way they assess their students' reading skills?**

Since there were only two significant groups with sufficient number of teachers we compared the primary education teacher with English group and English teachers. Below the table for mean values and significance value of t-test are presented for the items in assessing students' reading skills where differences were statistically significant regarding teachers' educational background.

	My qualifications:	N	Mean	Std. Deviation	p
When you assess students' performance in reading, how often do you use short answer to written questions on materials read?	Primary Education teacher with English	65	2.88	1.364	0.001
	English teacher	32	3.69	.965	
When you assess students' performance in writing, how often do you meet with students to discuss what they have been reading?	Primary Education teacher with English	65	2.88	1.111	0.008
	English teacher	32	3.56	1.294	

In the scope of assessment of reading skills of students we can see that statistically significant difference between Primary Education teachers with English and English teachers is in how often they use short answers to written questions on materials read and how often they meet with students to discuss what they have been reading. In both cases English teachers stated that they do this more often than Primary Education teachers with English.

**What is the difference between teachers' educational background and the way they assess their students' writing skills?**

Since there were only two significant groups with sufficient number of teachers we compared the primary education teachers with English and English teachers. Below the table for mean values and

significance value of t-test are presented for the items in assessing students' writing skills where differences were statistically significant regarding teachers' educational background.

	My qualifications:	N	Mean	Std. Deviation	p
When you assess students' performance in writing, how often do you use gap fill activities?	Primary Education teacher with English	66	2.98	1.330	0,014*
	English teacher	32	3.56	.914	
When you assess students' performance in writing, how often do you use jumbled sentences?	Primary Education teacher with English	65	2.69	1.345	0,002*
	English teacher	32	3.41	.798	
When you assess students' performance in writing, how often do you write a short text?	Primary Education teacher with English	65	2.55	1.381	0,002*
	English teacher	32	3.31	.965	

In the scope of assessment of writing skills of students we can see that statistically significant difference between Primary Education teachers with English and English teachers is in how often they use gap fill activities, how often they use jumbled sentences and how often they write a short text. In all three cases English teachers stated that they do this more often than Primary Education teachers with English.

#### **What is the correlation between teachers' perceptions of literacy and how they develop their students' reading skills?**

Checking the correlation between teachers' perceptions of literacy and how they develop their students' reading skills we can see that almost all correlations between statements of literacy perception and developing reading skills are around and mostly below (+/-) 0.20. So we can not speak about any important correlation.

#### **What is the difference (correlation) between teachers' perceptions of literacy and how they develop their students' writing skills?**

Checking the correlation between teachers' perceptions of literacy and how they develop their students' writing skills we can see that almost all correlations between statements of literacy perception and developing writing skills are around and mostly below (+/-) 0.20. So we can not speak about any important correlation.

#### **What is the difference (correlation) between teachers' perceptions of MT literacy development and their perception of the development of linguistic skills?**

		The development of linguistic skills is the aim only of the language subjects.
My students have problems to speak correctly in the subjects taught in their mother tongue.	Spearman's rho Correlation	-0.004
	Coefficient	
	Sig. (2-tailed)	.965

	N	112
My students have problems to write correctly in the subjects taught in their mother tongue.	Spearman's rho Correlation	-.022
	Coefficient	
	Sig. (2-tailed)	.821
	N	111
In my school there is coordination between teachers of the mother tongue and English to teach literacy skills in a parallel way.	Spearman's rho Correlation	.045
	Coefficient	
	Sig. (2-tailed)	.640
	N	112
In my school students are offered extra lessons if they have problems reading and writing in their mother tongue.	Spearman's rho Correlation	-.140
	Coefficient	
	Sig. (2-tailed)	.141
	N	112

We can see that there is no correlation between teachers' perceptions of MT literacy development and their perception of the development of linguistic skills.

#### 5.4 Conclusion

The needs analysis regarding developing FL literacy skills among Slovene teachers has shown some positive outcomes and some challenges that need to be faced in the future. It is reassuring to read that teachers believe there are multiple literacies and they do not agree with the fact that literacy deals only with the written text. Similarly, they believe that literacy is a long process and they feel comfortable using literature in the classroom. In addition to that, they encourage risk taking and guessing about the text among their learners. They also want to develop their professional skills.

One of the challenges that need to be faced is that literacy is still mostly perceived as developing reading and writing skills. The focus in the classroom is mostly on whole class activities; pair work and group work in developing literacy are not encouraged among learners. The majority of activities focus on finding specific information in the text and pupils are not often given a choice to select what they want to read. In developing writing there is still a big focus on activities that include copying and gap fill. Another issue that needs to be addressed is the lack of coordination between mother tongue teachers and foreign language teachers in developing literacy at the school level.

This report will serve teachers and teacher educators as a springboard to develop FL literacy more systematically and effectively.

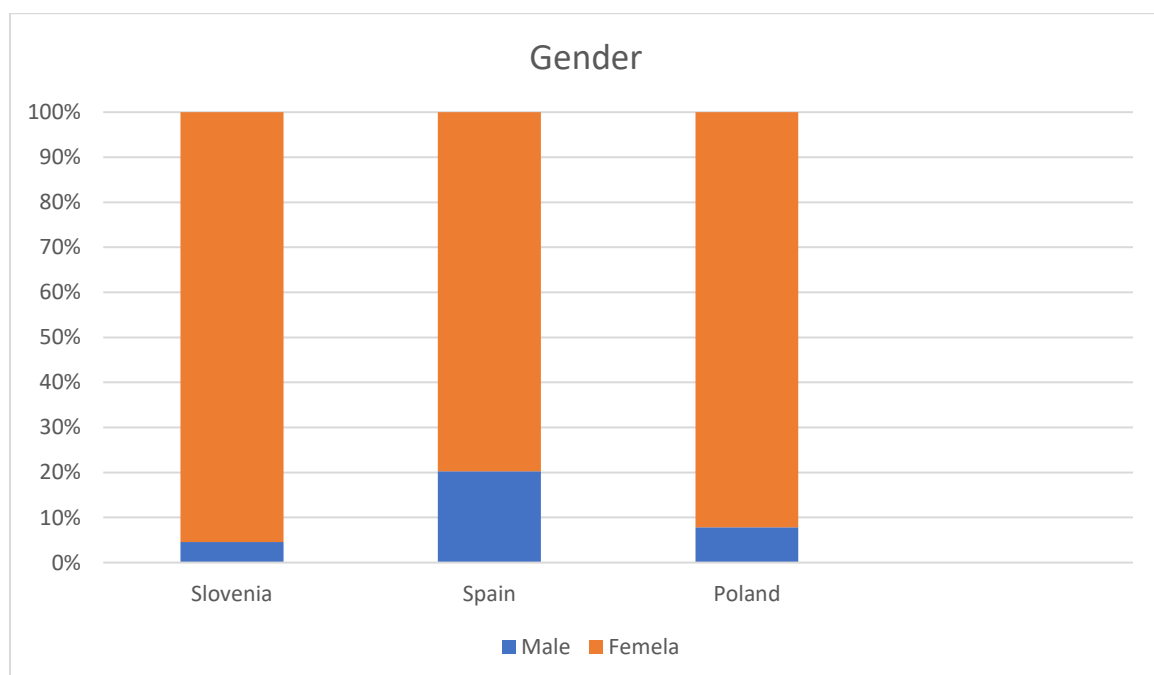
## 6. COMPARISON OF DATA FROM THE 3 COUNTRIES

assist. prof. Mateja Dagarin Fojkar  
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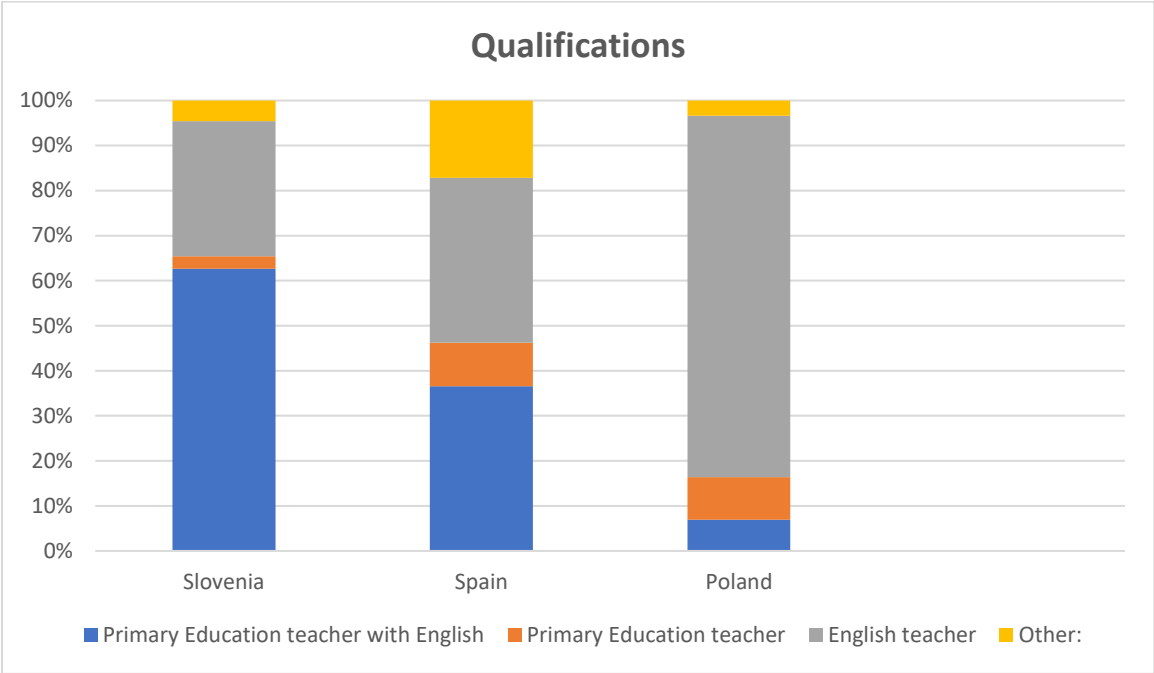
### 6.1 Respondents

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Age:</b>					
Slovenia	109	24	55	36.01	7.391
Spain	105	24	60	38.84	9.053
Poland	116	24	63	39.29	
<b>Number of years working as a teacher:</b>					
Slovenia	110	1	33	10.24	7.362
Spain	106	1	37	13.75	9.043
Poland	116	1	32	14.18	

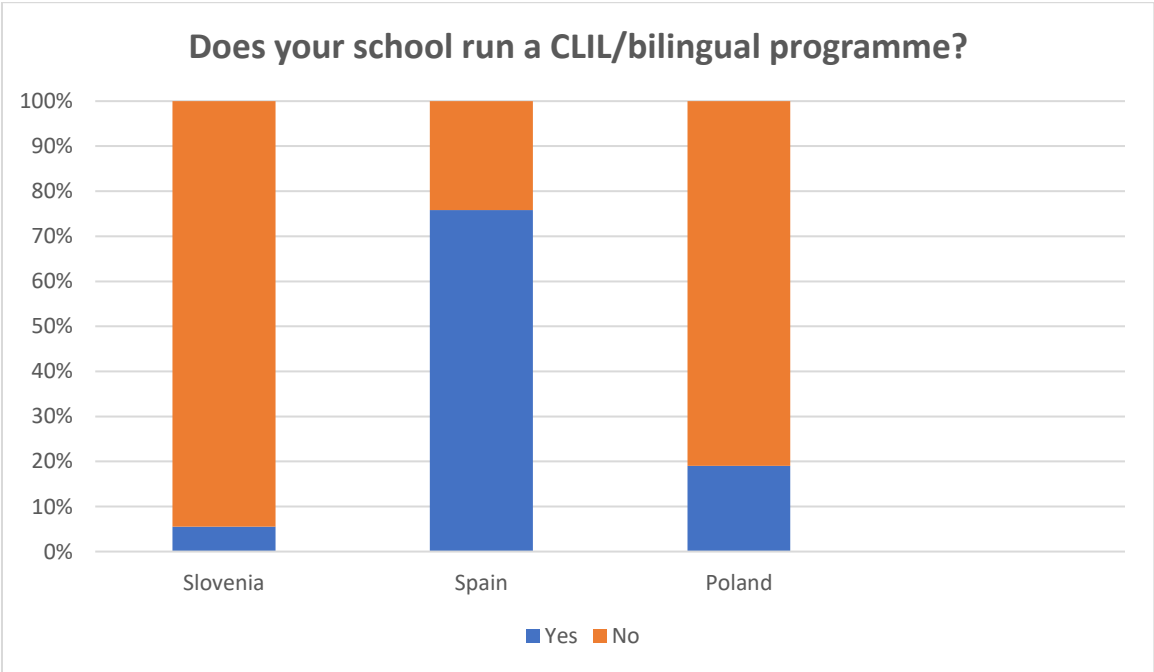
We can see that the average age of all teachers in all three countries is between 35 and 40 years and the average number of years working as a teacher between 10 and 15 years. In both cases the Polish teachers are in average the oldest and have the most experience working as a teacher and the Slovenian in average the youngest and least experienced.



The majority of all three countries were female teachers. But Spain has more male teachers than Slovenia and Poland.



The majority of the Slovenian teacher participants are Primary Education teachers with English, in Poland English teachers and in Spain the proportion of both backgrounds of education is quite equal but have some more other profiles than in Slovenia and Poland.

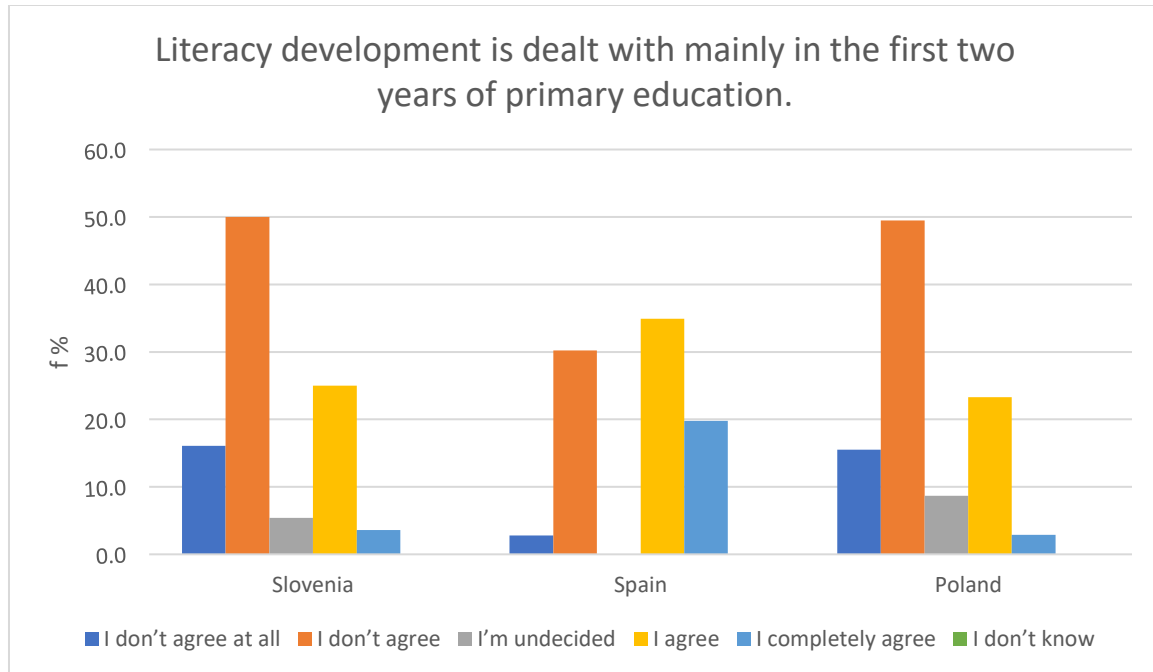


In Slovenia and Poland the majority of teachers answered that their school does not run a CLIL/bilingual programme, but in Spain the majority of participant schools does.

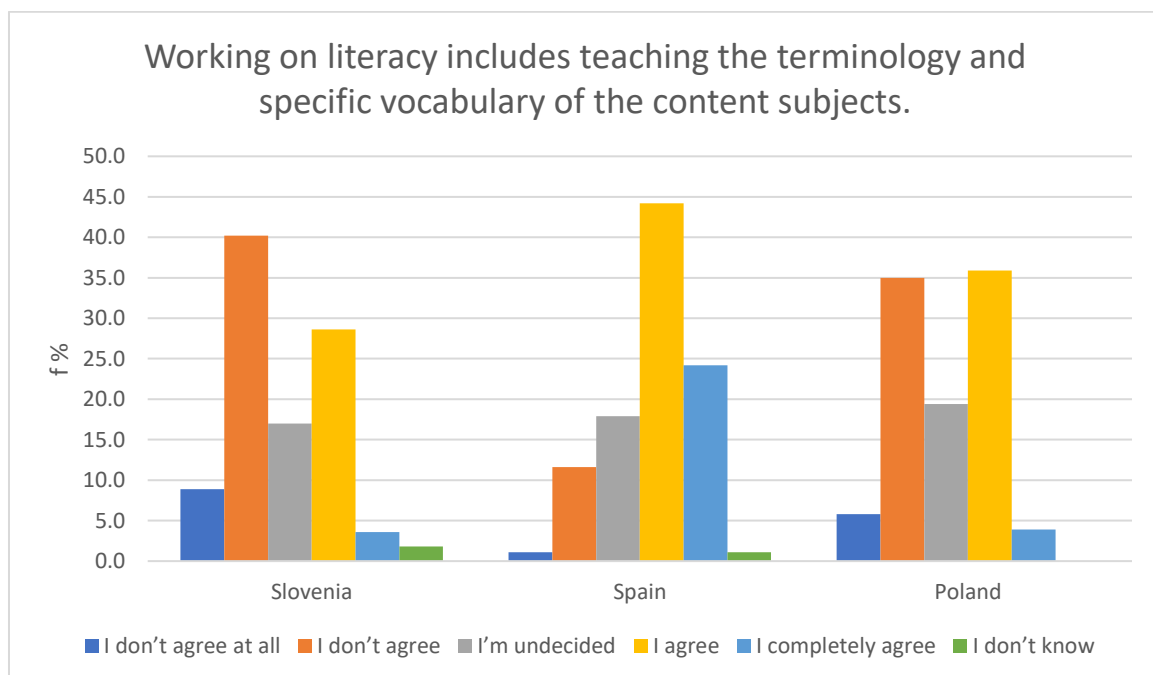
## 6.2 Research questions and results

### How do the teachers perceive/conceptualise 'literacy teaching'?

Participants from all three countries answered how much they agree with the statements given below.

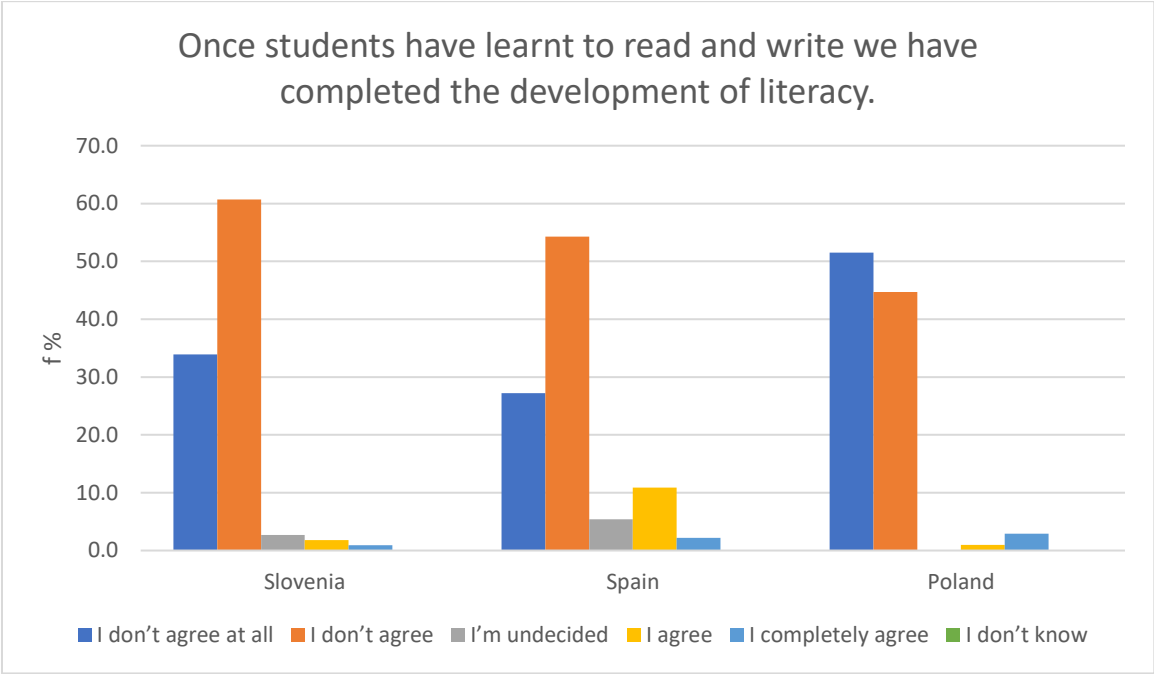


Slovenian and Polish teachers gave similar answers about the statement that literacy development is dealt with mainly in the first two years of primary school education. Majority does not agree (at all) with this and about a quarter of them agrees. In Spain a good third doesn't agree (at all) but more than a half agrees or completely agrees.

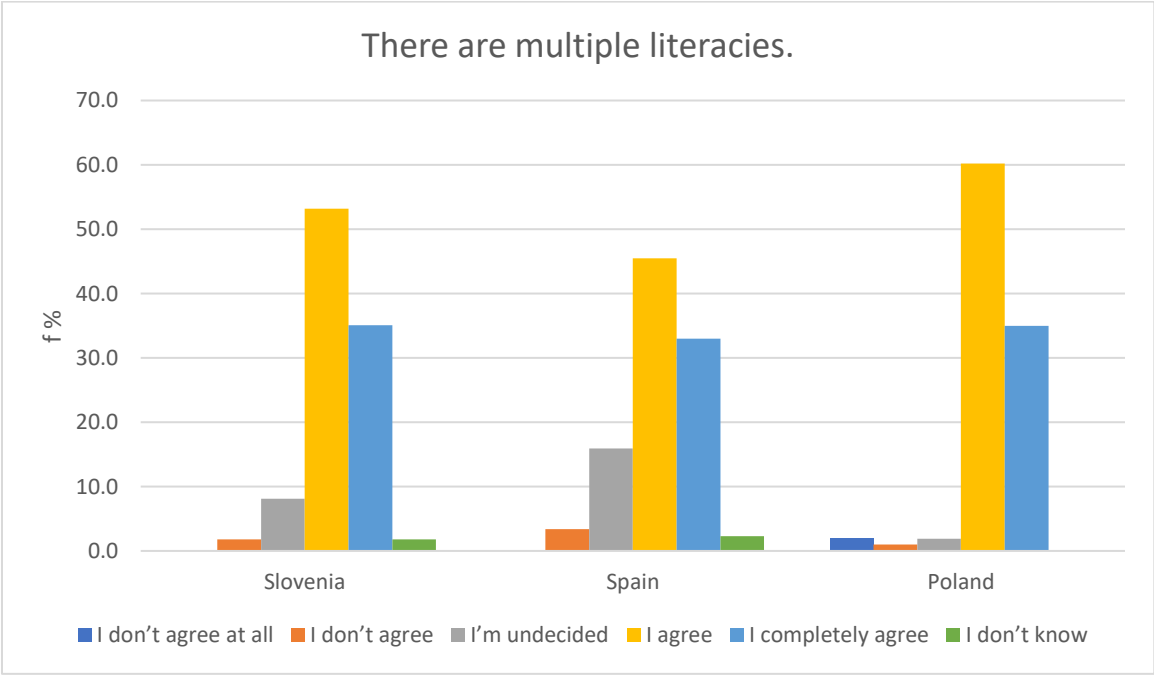




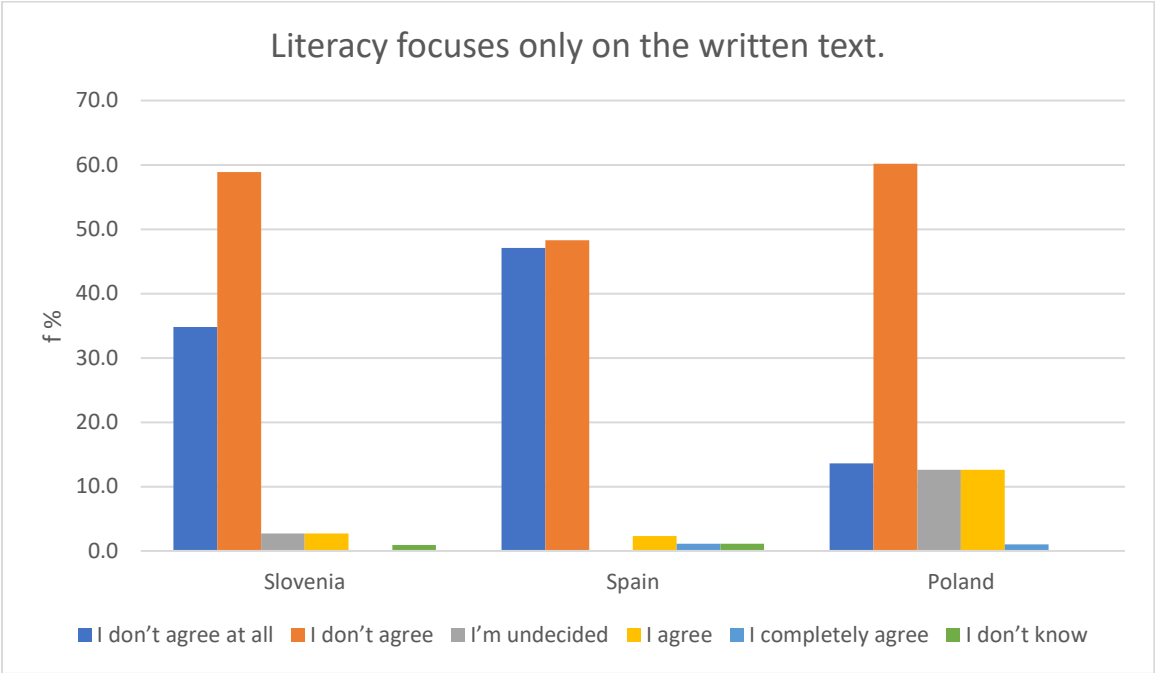
Similarly, in the statement ‘working on literacy includes teaching the terminology and specific vocabulary of the content subjects’ Polish and Slovene answers are more similar than the Spanish ones. The Spanish teachers agree more with this statement than others. We can also notice that in Slovenia and Poland teachers are not unified, since they are on both sides of the agreement. The Spanish ones are more on the agreeing side (almost 70 %).



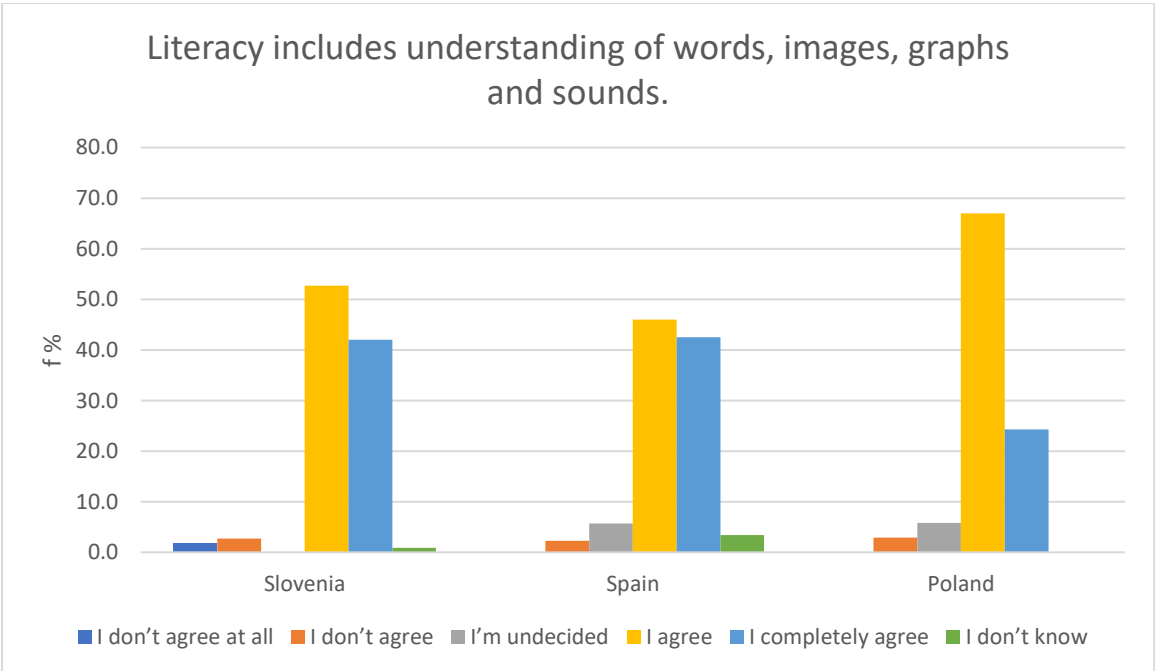
The majority of teachers in all three countries doesn't agree or doesn't agree at all that once students have learnt to read and write they have completed the development of literacy.



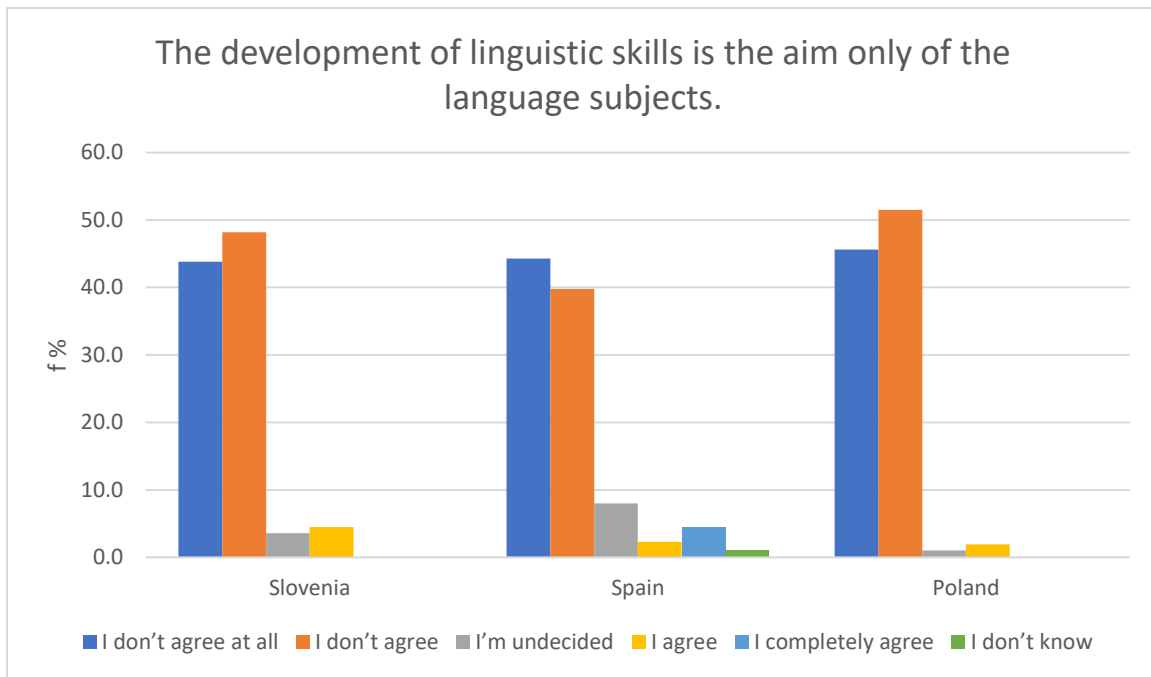
Also with the statements that there are multiple literacies teachers from the three countries are unified. The majority agrees or completely agrees with this statement.



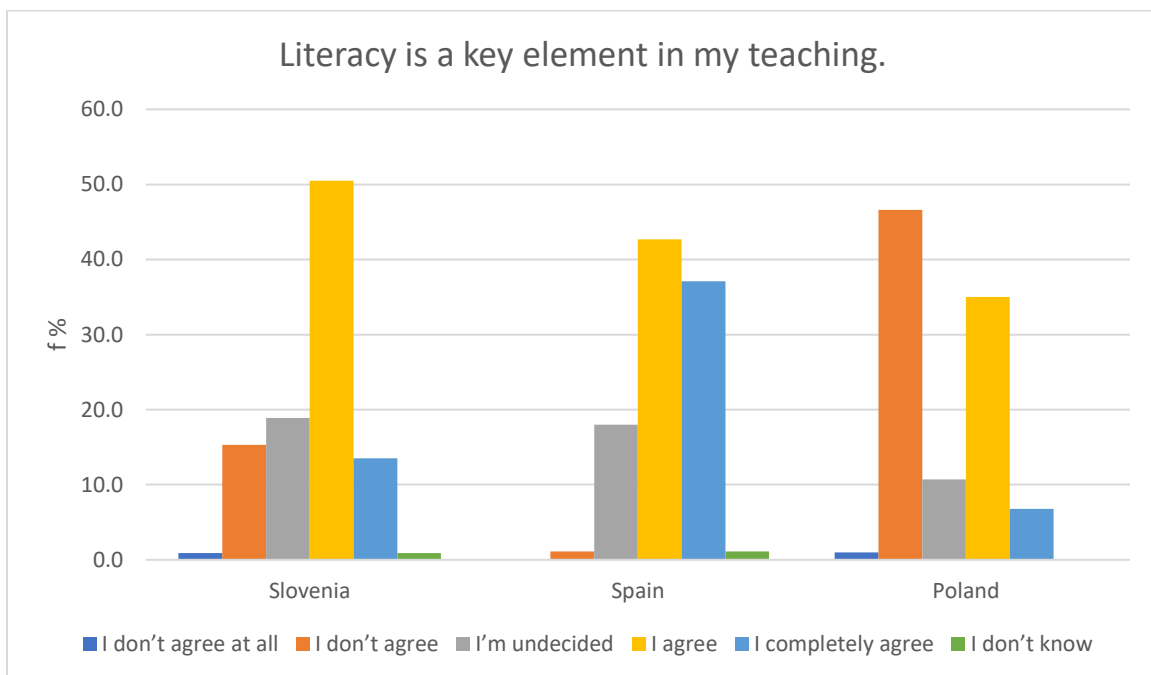
That literacy focuses only on the written text the majority of Slovene, Spanish and Polish teachers doesn't agree or doesn't agree at all.



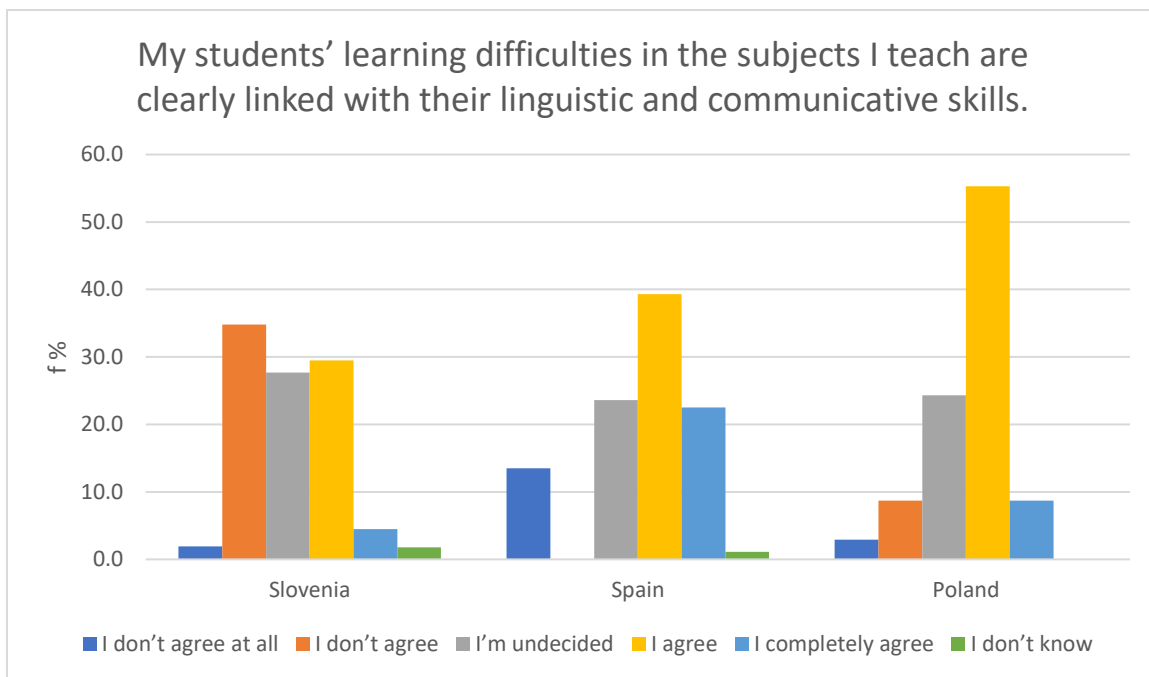
Similarly, the majority of teachers in all three countries agrees or completely agrees that literacy includes understanding of words, images, graphs and sounds.



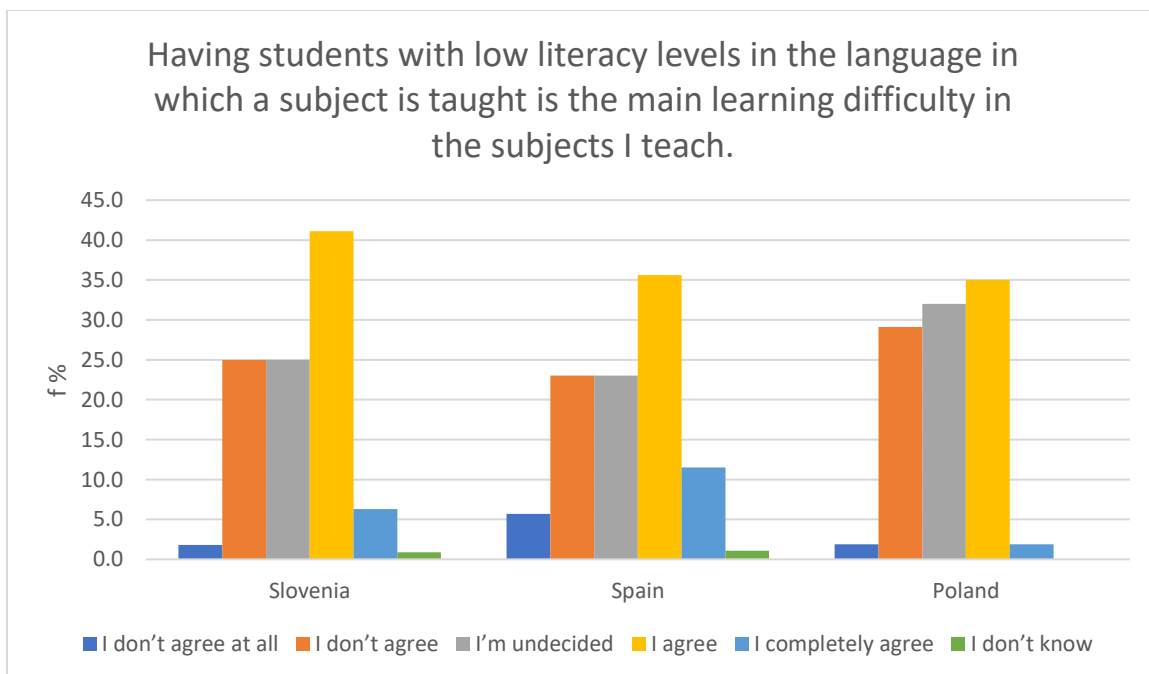
I don't agree at all or I don't agree was the most often chosen answer regarding the statement that development of linguistic skills is the aim only of the language subjects.



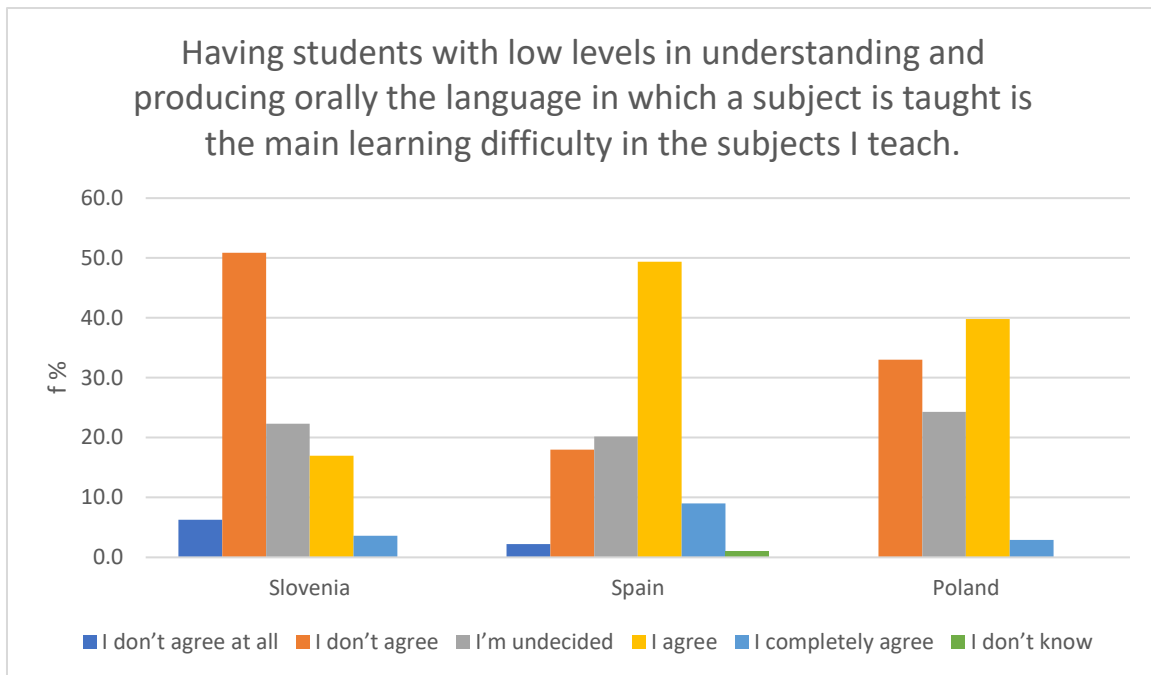
With the statement 'literacy is a key element in my teaching' we can notice some differences between teachers in Slovenia, Spain and Poland. The majority of teachers from Slovenia and Spain agrees or completely agrees with the statement. In Poland teachers are divided, almost half of them don't agree and about 40% agrees.



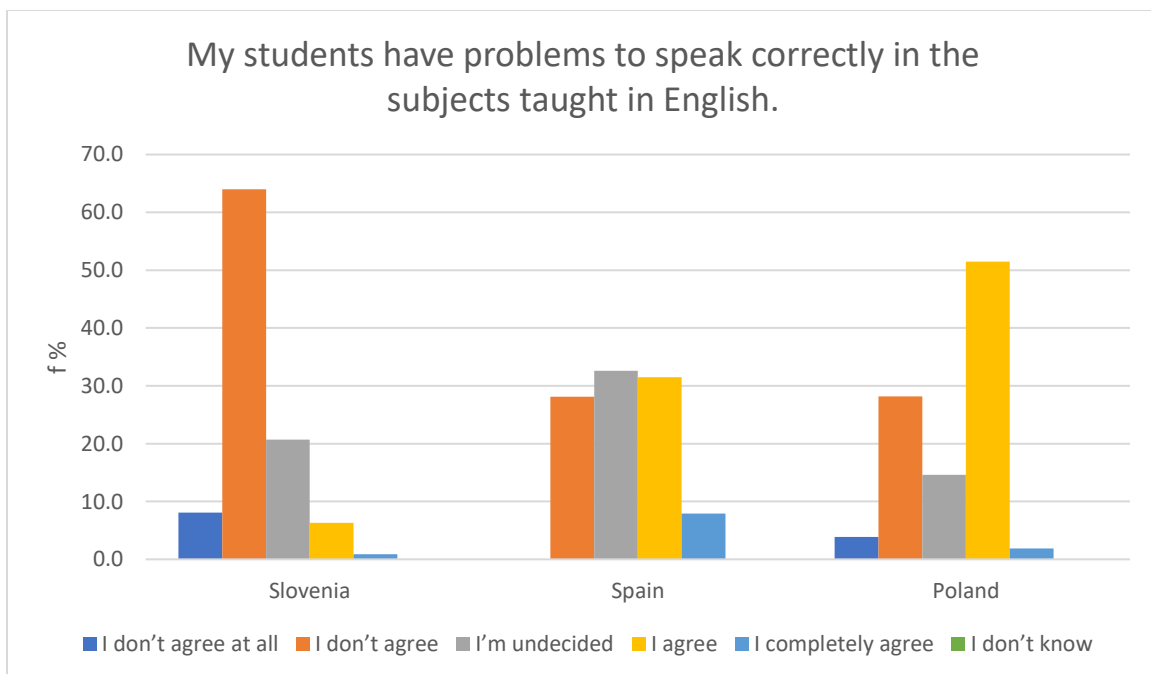
Fewer Spanish (13.5%) and Polish (11.6%) teachers don't agree or don't agree at all that their students' learning difficulties in the subjects they teach are clearly linked with their linguistic and communicative skills than Slovene (36.6%) teachers. The majority of Polish teachers (64.0%) agrees or totally agrees with the statement. In Spain, 61.8% of teachers agrees or totally agree, whereas in Slovenia a third of them (34.0%) agree or completely agree with the statement.



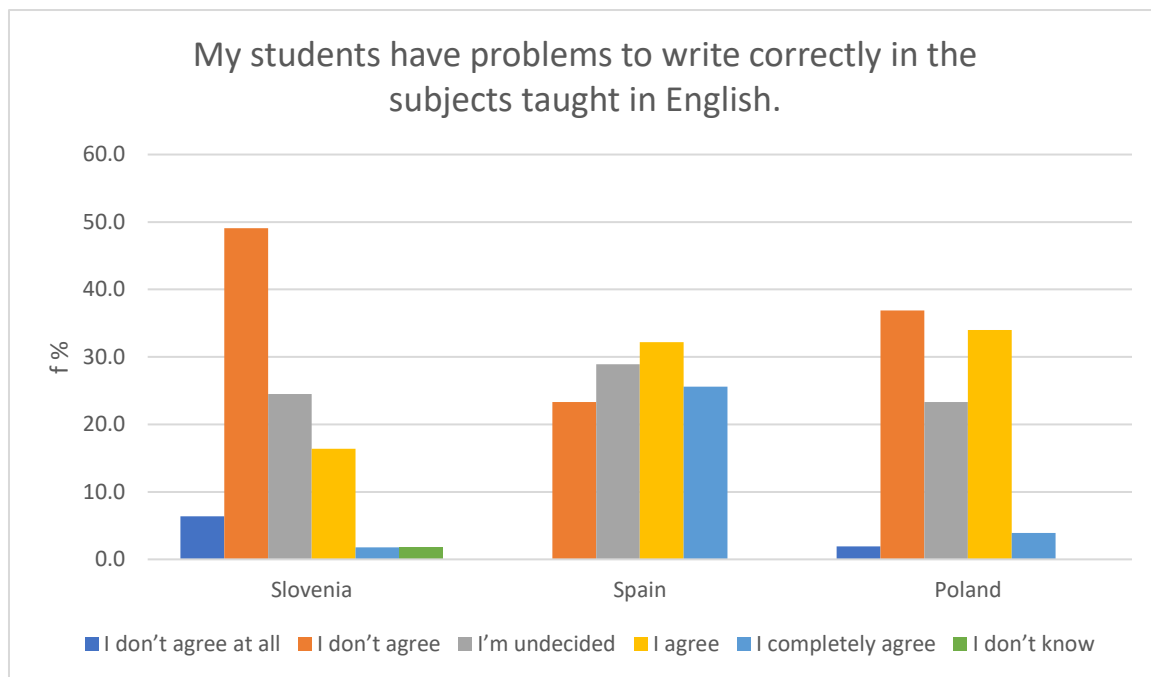
About the statement that having students with low literacy levels in the language in which a subject is taught is the main learning difficulty in the subjects they teach more Slovene (47.4%) Spanish (47.1%) and fewer Polish 36.9% teachers agree or completely agree. More Polish teachers than the others are undecided.



The majority (57.2%) of Slovene teachers doesn't agree or doesn't agree at all with the statement that having students with low levels in understanding and producing orally the language in which a subject is taught is the main learning difficulty in the subjects they teach, but the majority of teachers from Spain (58.4%) and most from Poland (42.7%) agree or completely agree. In Poland a third of teachers doesn't agree.



The majority of Slovene teachers (72.1%) doesn't agree or doesn't agree at all that their students have problems to speak correctly in the subjects taught in English but the majority of Polish teachers (53.4%) agree or completely agree. In Spain more teachers agree (39.4%) than disagree (28.1%).



Regarding the statement that their students have problems to write correctly in the subjects taught in English we can see that the most often chosen answer with Slovene teachers was that they don't agree or don't agree at all (55.5%) but in Spain this was the least often chosen answer (23.3%). In Poland 38.7% of teachers decided like that but also 37.9% decided they agree or completely agree (in Spain 57.8% in Slovenia 18.2%).

In the following questions teachers focused on the grade that they last taught and answered questions regarding their work in that grade (which is important in case teachers taught in more than one grade at the time).

Last taught grade (only answers for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade are presented, since these are the grades that are related to the study).

Last taught grade	Slovenia		Poland		Spain	
	f	f%	f	f%	f	f%
3	47	44.3	17	17.2	18	23.1
4	23	21.7	25	25.3	22	28.2
5	36	34.0	57	57.6	38	48.7
Total	106	100.0	99	100.0	78	100.0

***How do teachers develop their students' FL literacy skills?***

**How often and which activities do teachers use to develop their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
Read aloud to the class	112	3.98	106	3.69	107	3.71
Ask students to read aloud	111	3.62	91	4.02	107	4.01
Ask students to read silently	111	3.30	89	3.04	107	3.53
Give students time to read books of their own choosing	112	3.03	92	2.74	107	2.77
Teach students strategies for decoding letters into sounds	111	3.39	91	2.99	107	2.34
Listen to a tape while reading a text	112	3.72	92	3.64	107	4.21
Help students understand new vocabulary in the texts	112	4.32	91	4.42	107	4.63
Do reading comprehension tasks in writing	112	3.31	91	3.87	107	3.89
Do reading comprehension tasks orally	112	3.90	91	4.13	107	4.04

Ask students to write something in response to what they have read	111	2.64	91	2.93	107	3.45
Do a project about what they have read (e.g. a play or an art project)	111	3.18	91	3.05	107	3.31

In all three countries we can see that most often used activity to develop their students' reading skills is 'helping students understand new vocabulary in the text'. One of the top three used activities in all three countries is also 'doing reading comprehension tasks orally'. In Poland, one of the top three was also 'listening to a tape while reading a text', in Slovenia 'reading aloud to the class' and in Spain 'asking students to read aloud'. The least used activity to develop their students' reading skills in Poland is 'teaching students strategies for decoding letters into sounds', in Slovenia 'asking students to write something in response to what they have read' and Spain 'giving students time to read books of their own choosing'. All three activities were amongst least used activities in all three countries.

**How often and which activities do teachers use to develop their students' reading strategies? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
Identify main ideas in the text	112	3.60	103	4.15	111	4.21
Find specific information in the text	111	3.93	96	4.27	111	4.54
Compare what they have read with their experiences	111	3.40	93	3.57	111	3.77
Make generalisations and draw inferences based on the text	111	3.34	93	3.51	111	3.87
Encourage risk taking and guessing about the text	111	3.72	93	3.53	111	4.15
Make predictions about what will happen in the text	110	3.45	93	3.84	111	3.82
Talk about the text structure	110	2.61	93	3.20	111	2.92
Talk about the text genre	111	2.38	93	2.71	111	2.83

Most often used activity for developing students' reading strategies in all three countries is 'finding specific information in the text'. The second most often in Poland and Spain and third in Slovenia is 'identifying main ideas in the text'. The least used is 'talking about the text genre'.



**How often and what kinds of materials/resources do teachers use for developing their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
EFL textbooks	112	3.21	101	3.80	111	4.62
CLIL textbooks	111	1.48	94	3.66	111	2.18
graded readers	111	3.26	93	3.53	111	2.77
worksheets	111	3.77	93	3.70	111	3.85
children's books	111	3.59	94	2.83	111	2.75
non-fiction books	111	2.21	94	2.46	111	2.18
children's magazines	111	2.28	93	2.05	111	2.21
web pages	111	3.27	93	3.19	111	3.60
materials written by students	111	2.33	93	2.53	111	2.51
materials from other subjects	110	2.12	92	2.64	111	2.16

Most often used materials/resources that teachers' use for developing their students' reading skills in Slovenia are worksheets, ranked second in Poland and Spain. Most often used in Spain and Poland are EFL textbooks. In Slovenia second most used are children's books. The least used in Slovenia are CLIL textbooks also ranking low in Poland, but in Spain CLIL textbooks are used quite often (third ranking). The least used in Spain are children's magazines and in Poland materials from other subjects.

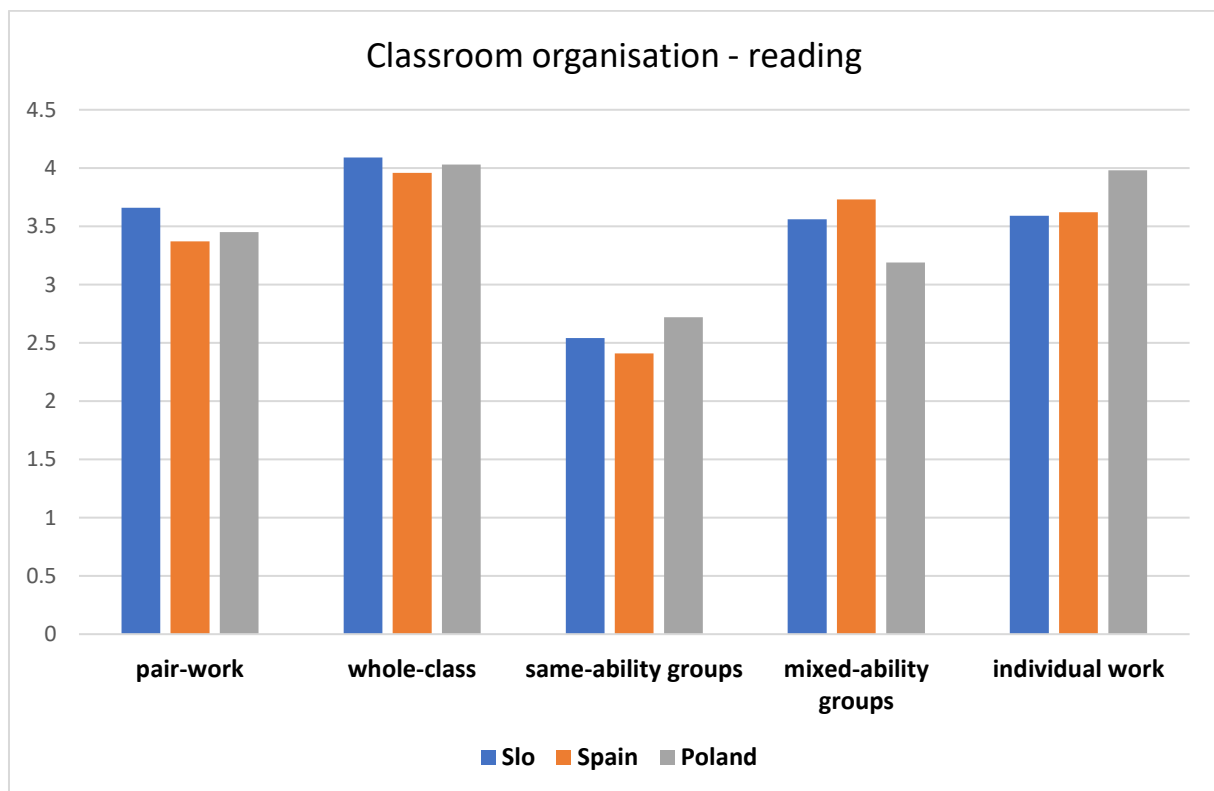
**How often and what kinds of texts do teachers use to develop their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
dialogues/plays	112	3.80	102	3.19	110	4.14
short stories, tales, fables	111	3.29	93	3.39	110	3.13
poems, riddles, limericks	110	3.56	92	2.65	110	2.81
charts, diagrams, graphs	111	2.75	91	2.45	110	2.71
instructions or manuals about how things work	111	2.17	93	2.27	110	2.45
songs, chants	111	3.92	92	3.89	110	4.04

On the question 'what kind of texts do you use to develop your students' reading skills?' in Slovenia and Spain teachers answered that they most frequently use songs, chants, in Poland dialogues/plays. The least used in all three countries are instructions or manuals about how things work.

**How often and what forms of classroom organisation do teachers use when developing their students' reading skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
Pair-work	112	3.66	103	3.37	110	3.45
Whole-class	111	4.09	94	3.96	110	4.03
Same-ability groups	111	2.54	88	2.41	110	2.72
Mixed-ability groups	111	3.56	94	3.73	110	3.19
Individual work	111	3.59	94	3.62	110	3.98



The least used form of classroom organisation that teachers use when developing their students' reading skills in all three countries is same-ability groups. Most frequently used in all three countries is whole-class form. Second ranking in Poland is individual work, in Slovenia pair-work and in Spain mixed-ability groups.

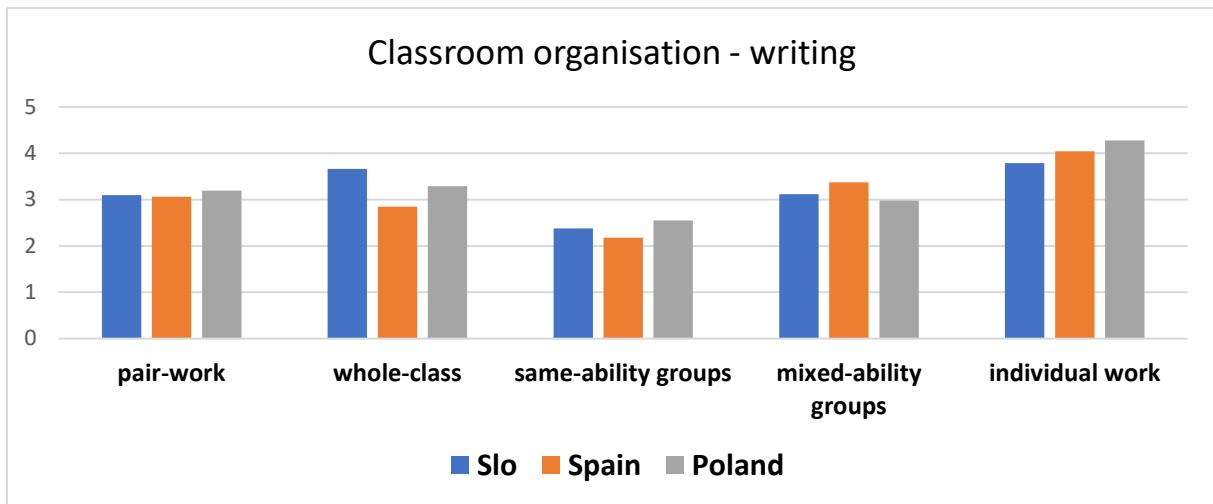
**How often and which activities do teachers use for developing their students' writing skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
Copying	112	3.13	103	2.95	109	3.06
Creative writing	112	2.64	96	3.43	109	3.54
Dictation	111	2.15	93	2.72	109	2.28
Gap fills	112	3.45	93	3.72	109	4.16
Writing non-fiction texts	112	1.79	93	2.92	109	2.91
Activities to practice spelling	111	3.24	94	3.62	109	2.96
Writing texts of different genres (e.g. narratives, description...)	112	2.56	93	3.22	109	3.37
Summary writing	112	2.06	93	2.81	109	2.60

Most often used activity for developing students' writing skills for teachers in Poland, Slovenia and Spain is gap-fill. Second most often for teachers from Slovenia and Spain is activities to practice spelling, and for teachers from Poland creative writing. Least frequently used by teachers from Spain and Poland is dictation and teachers from Slovenia writing non-fiction texts.

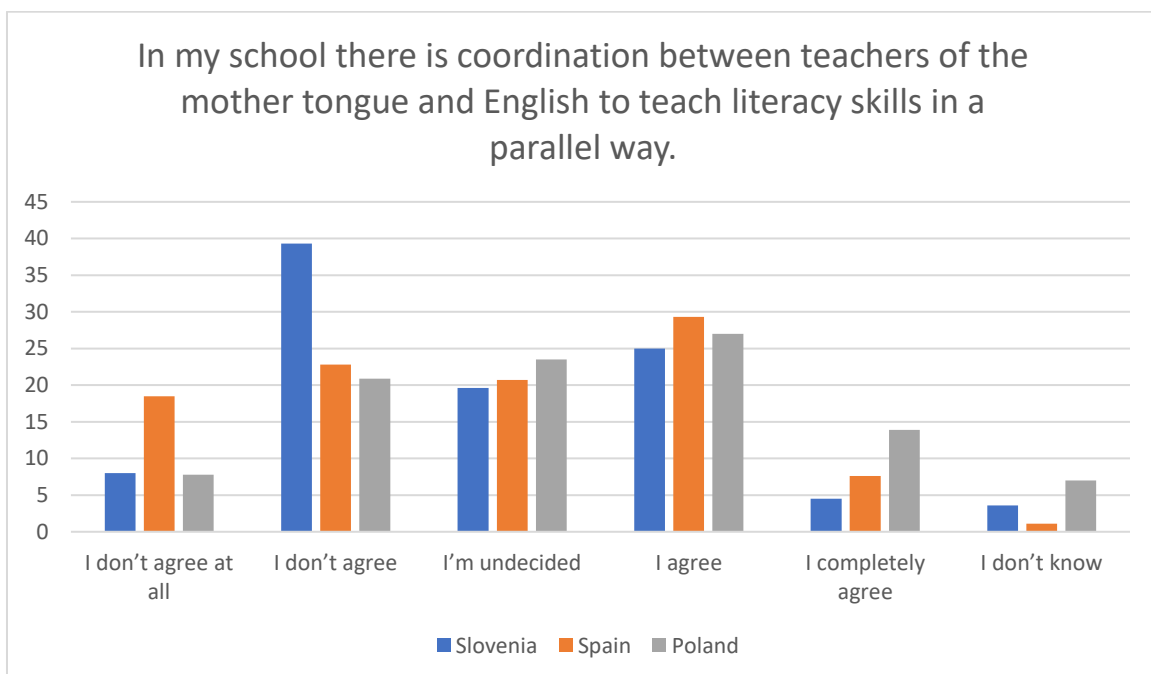
**How often and what forms of classroom organisation do teachers use when developing their students' writing skills? (1 meant very rarely or never, 2 rarely, 3 occasionally, 4 frequently and 5 very frequently)**

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
Pair-work	112	3.10	104	3.06	113	3.19
Whole-class	112	3.66	97	2.85	113	3.29
Same-ability groups	111	2.38	94	2.18	113	2.55
Mixed-ability groups	112	3.12	95	3.37	113	2.98
Individual work	112	3.79	94	4.04	113	4.28



Most frequently used form of classroom organisation for developing students’ writing skills by teachers from Poland, Slovenia and Spain is individual work (for reading skills the whole-class form was most often used in all three countries). Second most often used form in Poland is whole-class, in Spain mixed-ability groups and in Slovenia whole-class form. The least frequently used by teachers from all three countries is same-ability groups.

**Do the schools offer coordination between teachers of the mother tongue and English to teach literacy skills in a parallel way? (1 meaning I don’t agree at all and 5 I completely agree; Tick ‘I don’t know’ in case you are not familiar with the situation described.)**

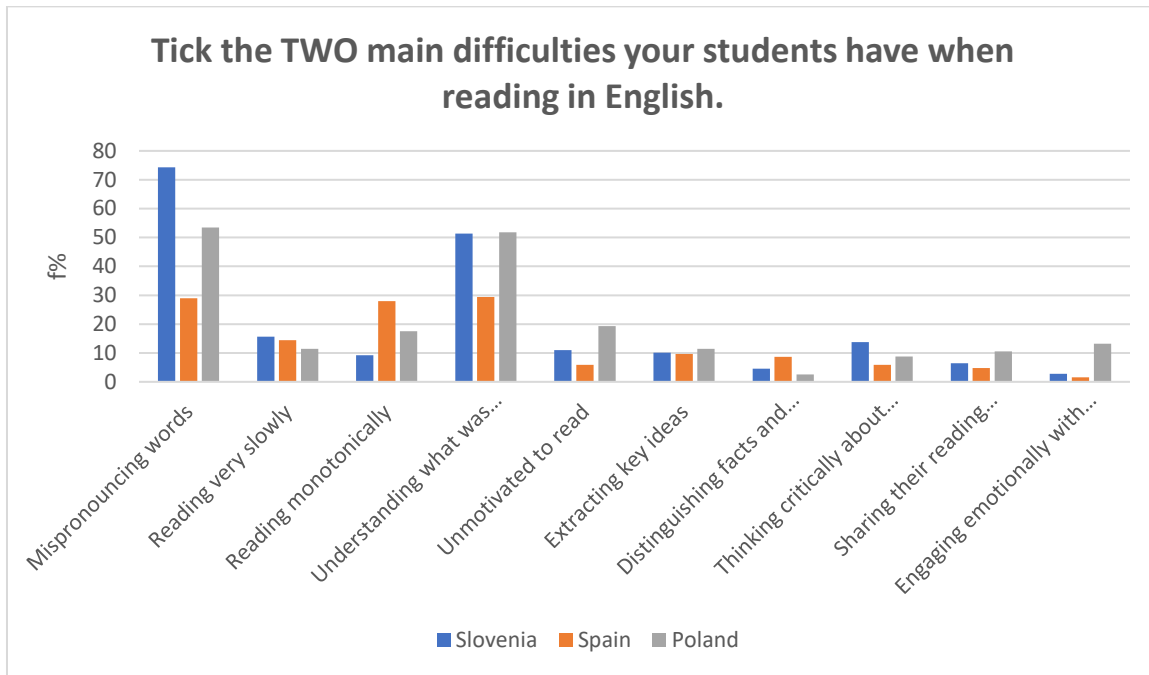


In general, teachers are not unified about agreeing on coordination between mother tongue and English teachers. Some agree and some don’t agree. But more Polish than Slovenian and Spanish teachers agree that there is coordination between teachers of the mother tongue and English to teach literacy skills in a parallel way at their school. About a fifth is undecided in all countries.

**Students' literacy difficulties:**

**According to teachers, what kinds of difficulties do students have when reading in English?**

Tick the TWO main difficulties your students have when reading in English.



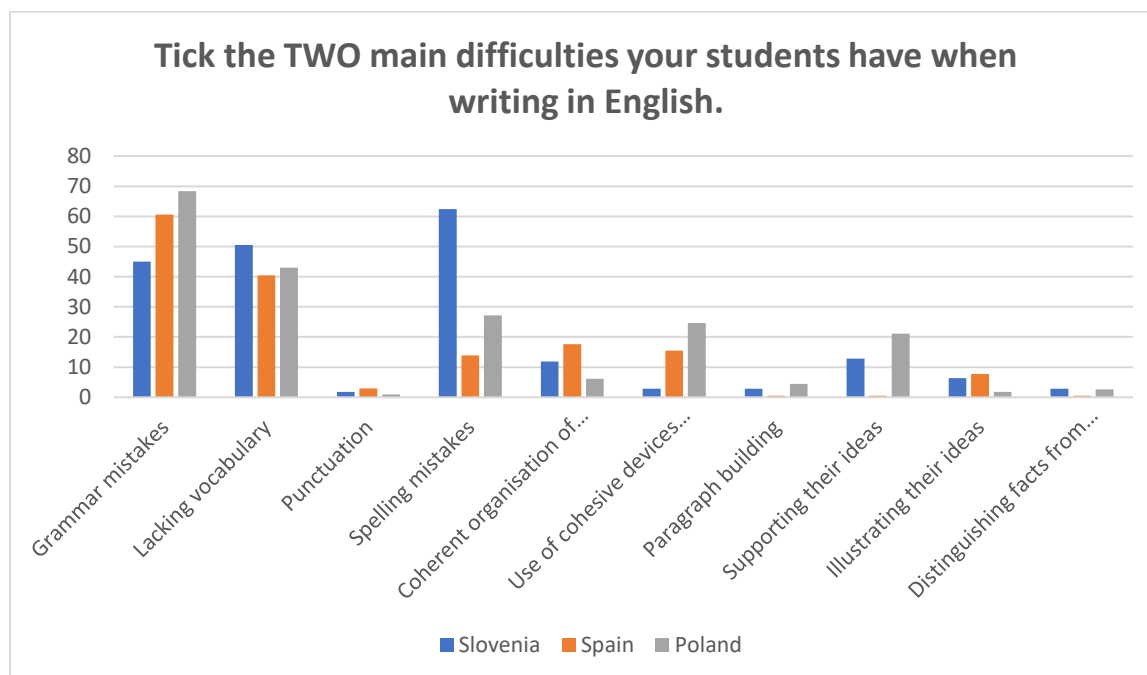
	Slovenia		Spain		Poland	
	f%	R	f%	R	f%	R
Mispronouncing words	74.3	1	28.9	2	53.5	1
Reading very slowly	15.6	3	14.4	4	11.4	6
Reading monotonically	9.2	7	27.9	3	17.5	4
Understanding what was read	51.4	2	29.4	1	51.8	2
Unmotivated to read	11.0	5	5.9	7.5	19.3	3
Extracting key ideas	10.1	6	9.6	5	11.4	7
Distinguishing facts and opinions	4.6	9	8.7	6	2.6	10
Thinking critically about the text	13.8	4	5.9	7.5	8.8	9
Sharing their reading experience with others	6.4	8	4.8	9	10.5	8
Engaging emotionally with the text	2.8	10	1.6	10	13.2	5

We can see that in all three countries two most frequent difficulties of students when reading in English are mispronouncing words and understanding what was read. In Slovenia and Spain students have

least difficulties in engaging emotionally with the text (in Poland rank 5) and in Poland students have least difficulties with distinguishing facts and opinions; which also ranked low in Slovenia (R=9) and was somewhere in the middle in Spain (R=6).

### According to teachers, what kinds of difficulties do students have when writing in English?

Tick the TWO main difficulties your students have when writing in English.



	Slovenia		Spain		Poland	
	f%	R	f%	R	f%	R
Grammar mistakes	45.0	3	60.6	1	68.4	1
Lacking vocabulary	50.5	2	40.4	2	43.0	2
Punctuation	1.8	10	2.9	7	0.9	10
Spelling mistakes	62.4	1	13.9	5	27.2	3
Coherent organisation of ideas	11.9	5	17.6	3	6.1	6
Use of cohesive devices (linkers, pronouns)	2.8	8.5	15.5	4	24.6	4
Paragraph building	2.8	8	0.5	9	4.4	7
Supporting their ideas	12.8	4	0.5	9	21.1	5
Illustrating their ideas	6.4	6	7.7	6	1.8	9
Distinguishing facts from opinions	2.8	8.5	0.5	9	2.6	8

When writing in English most difficulties for Spanish and Polish students appear in the field of grammar mistakes and the lack of vocabulary (also ranked 2<sup>nd</sup> in Slovenia). But in Slovenia spelling mistakes are the most commonly detected difficulty amongst students. In Slovenia and Poland punctuation presents the least amount of difficulties. In Spain three areas ranked as least problematic - paragraph building, supporting their ideas and distinguishing facts from opinions.

**According to teachers, do students have problems in MT speaking/writing?**

My students have problems to speak correctly in the subjects taught in their mother tongue.

	Slovenia		Spain		Poland	
	f	f%	f	f%	f	f%
I don't agree at all	3	2.7	21	20.8	1	0.9
I don't agree	40	35.7	46	45.5	31	27.0
I'm undecided	26	23.2	15	14.9	19	16.5
I agree	35	31.3	15	14.9	53	46.1
I completely agree	1	.9	3	3.0	6	5.2
I don't know	7	6.3	1	1.0	5	4.3
Total	112	100.0	101	100.0	115	100.0

We can see that in Slovenia about a third of teachers doesn't agree or they agree that their students have problems to speak correctly in the subjects taught in their mother tongue. So they are not unified in their opinion, a lot of them are also undecided. In Spain more teachers don't agree with the statement and in Poland more of them agree with it.

My students have problems to write correctly in the subjects taught in their mother tongue.

	Slovenia		Spain		Poland	
	f	f%	f	f%	f	f%
I don't agree at all	0	0.0	10	11.0	0	0.0
I don't agree	20	18.0	32	35.2	12	10.4
I'm undecided	30	27.0	16	17.6	21	18.3
I agree	49	44.1	26	28.6	67	58.3
I completely agree	5	4.5	6	6.6	5	4.3
I don't know	7	6.3	1	1.1	10	8.7
Total	111	100.0	91	100.0	115	100.0

Regarding students having problems to write correctly in the subjects taught in their mother tongue, more Spanish teachers don't agree with this and more Slovenian and Polish teachers agree.

**How much help are students offered at school when they have problems with reading in FL/MT?**

In my school students are offered extra lessons if they have problems reading and writing in English.

	Slovenia		Spain		Poland	
	f	f%	f	f%	f	f%
I don't agree at all	5	4.5	22	23.9	8	7.0
I don't agree	20	17.9	27	29.3	27	23.5
I'm undecided	13	11.6	5	5.4	7	6.1
I agree	53	47.3	19	20.7	38	33.0
I completely agree	16	14.3	18	19.6	27	23.5
I don't know	5	4.5	1	1.1	8	7.0
Total	112	100.0	92	100.0	115	100.0

More than half of Spanish teachers doesn't agree with the statement that at their school students are offered extra lessons if they have problems reading and writing in English, but in Slovenia and Poland they mostly agree with it.

In my school students are offered extra lessons if they have problems reading and writing in their mother tongue.

	Slovenia		Spain		Poland	
	f	f%	f	f%	f	f%
I don't agree at all	1	.9	3	3.3	2	1.7
I don't agree	4	3.6	2	2.2	8	7.0
I'm undecided	7	6.3	3	3.3	8	7.0
I agree	64	57.1	32	35.6	55	47.8
I completely agree	28	25.0	48	53.3	35	30.4
I don't know	8	7.1	2	2.2	7	6.1
Total	112	100.0	90	100.0	115	100.0

But when help for students is needed if problems in reading and writing in their mother tongue occur in all three countries, most teachers agree that students are offered extra lessons.

### ***Literacy assessment practices***

#### **What kinds of tasks do teachers use for assessing their students' reading skills?**

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
Multiple choice questions on materials read	105	3.08	98	3.76	108	3.78
Short answer to written questions on materials read	105	3.16	91	3.90	108	3.81
Students give an oral summary of what they have read in English	105	3.15	92	3.15	108	3.68
Teacher listens to students read aloud	105	3.27	92	3.96	108	3.93
Oral questioning of students on what they have read	105	3.39	92	4.09	108	4.19
True/false activity	105	3.57	91	3.97	108	4.32
Meeting with students to discuss what they have been reading	104	3.09	91	2.85	108	1.84

Two most often used tasks for assessing students' reading skills in all three countries are orally questioning students what they have read and true/false activity. The least often used in Spain and Poland is meeting with students to discuss what they have been reading which also ranked second bottom in Slovenia. The least used in Slovenia is multiple choice questions on materials read.



### What kinds of tasks do teachers use for assessing their students' writing skills?

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
Gap fill activities	106	3.17	94	3.69	108	3.96
Scrambled letters	106	2.76	91	3.07	108	3.46
Jumbled sentences	104	2.91	90	3.68	108	3.81
Writing a short text	105	2.78	92	3.72	108	3.73
Finishing sentences	105	2.89	92	3.35	108	3.56
Spotting mistakes in a text	105	2.31	91	3.13	108	3.00
Writing a summary	105	1.98	91	2.78	108	2.56

For assessing students' writing skills teachers in Slovenia and Poland most often use gap fill activities, ranking second in Spain. Most often used in Spain is writing a short text. Ranking second in Poland and Slovenia is jumbled sentences. The least often used by teachers in all three countries is writing a summary.

### *Professional development*

**To what extent do the teachers know particular areas of FL literacy development? (1 meaning not a lot, 2 a little, 3 something, 4 quite a lot and 5 a lot)**

	Slovenia		Spain		Poland	
	N	M	N	M	N	M
Creating reading tasks	107	3.29	95	3.27	103	3.38
Creating writing tasks	106	3.32	90	3.51	103	3.50
Develop early/initial literacy skills	105	3.21	91	2.96	103	3.37
Differentiating reading and writing tasks for different levels	106	3.09	90	3.42	103	3.42
Develop reading strategies	106	3.16	91	3.55	103	3.60
Develop writing strategies	106	3.04	90	3.52	103	3.65

Develop projects on literacy	105	2.47	90	2.88	103	3.06
Using literature in the classroom	105	3.33	90	3.28	103	3.30
Assessing reading skills	106	3.25	90	3.49	103	3.73
Assessing writing skills	106	3.25	90	3.60	103	3.85

The area of FL literacy development least known by teachers from all three countries is developing projects on literacy. For Slovenian teachers' most known areas are using literature in the classroom and creating writing tasks, for Spanish teachers assessing writing skills and developing reading strategies and for Polish teachers assessing writing skills and assessing reading skills.

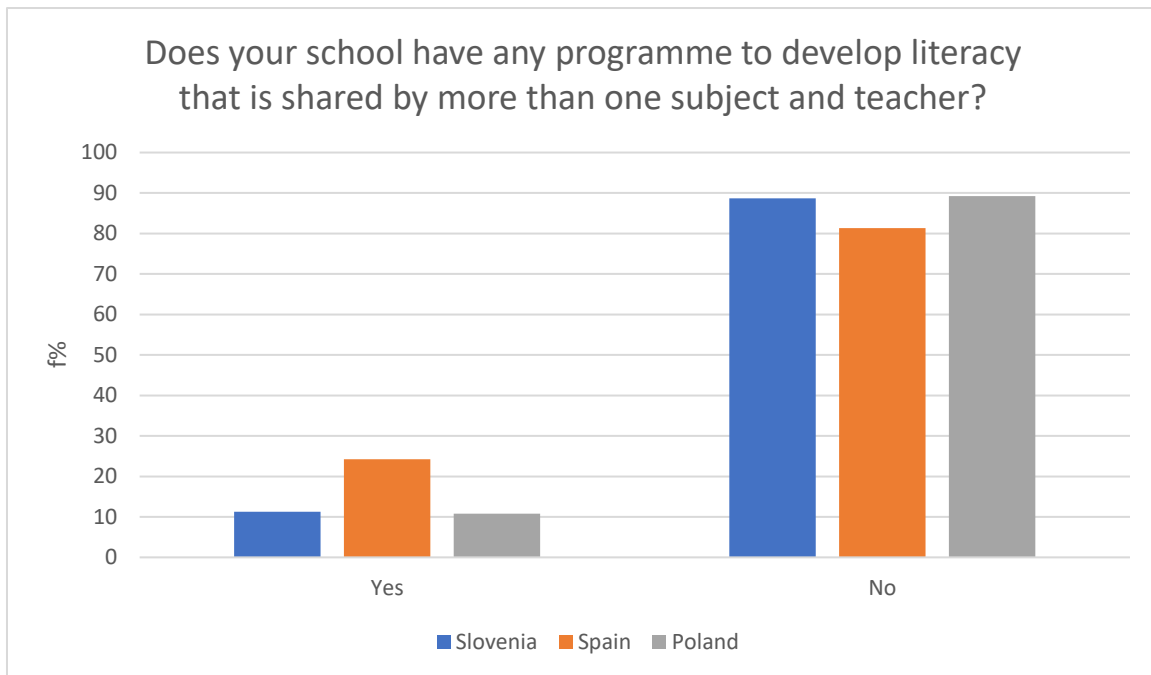
**Have teachers taken part in a workshop or any other form of training on developing literacy?/  
What experience do the teachers have in FL literacy training?**

Have you taken any course on the development of FL literacy skills as part of your in-service training?

		Slovenia		Spain		Poland	
		f	f%	f	f%	f	f%
Valid	Yes	72	67.3	49	50.5	48	46.6
	No	35	32.7	48	49.5	55	53.4
	Total	107	100.0	97	100	103	100.0

We can see that half of the Spanish teachers have taken some course on the development of FL literacy skills as part of their in-service training and half haven't. In Slovenia about two thirds have taken one or more courses and less than a half (46.6%) of Polish teachers have taken it.

**What kind of a programme/project is there to develop literacy skills across the curriculum at school where teachers work (if any) and are the teachers aware of it and use it?**



We can see that a large majority of schools from which the participants come does not have a programme for developing literacy that is shared by more than one subject and teacher. But more Spanish than Slovenian or Polish schools have it.

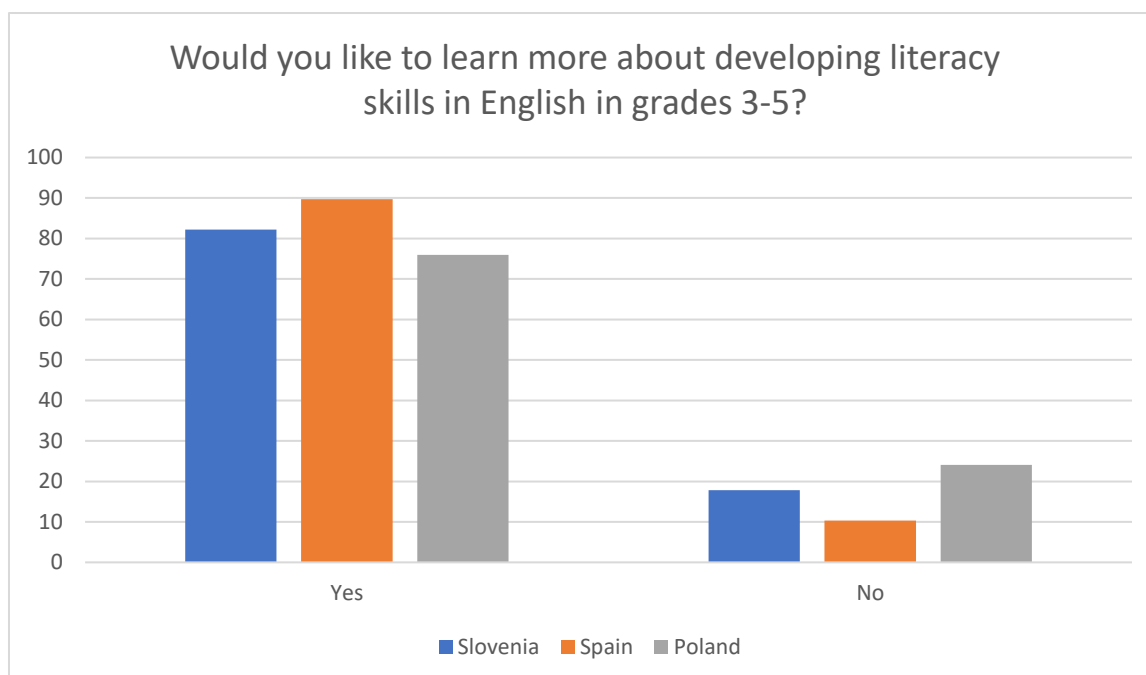
If you answered yes to the question above, would you say this is a programme that teachers are aware of and using?

		Slovenia		Spain		Poland	
		f	f%	f	f%	f	f%
Valid	Yes	9	75.0	18	85.7	8	72.7
	No	3	25.0	3	14.3	3	27.3
	Total	12	100.0	21	100.0	11	100.0

Most of the teachers that have stated that at their school they have a programme for developing literacy that is shared by more than one subject and teacher stated that teachers are aware of those programmes and use them.

***Teachers' needs***

**What are the needs of teachers in FL literacy teaching?/Which areas of FL literacy development would teachers like to know more about?**



We can see that a large majority of teachers from all three countries would like to learn more about developing literacy skills in English in grades 3-5 (about 80%). Some of the **areas within literacy** they would like to know more about are:

- Differentiating reading and writing tasks;
- Developing projects on literacy;
- Developing initial literacy skills;
- Cooperation between L1 and FL literacy teachers;
- Activities for practising and assessing writing skills;
- Developing reading strategies;
- Using different genres in developing reading and writing skills.

### 6.3 Discussion

The comparison of the data among the three countries (Spain, Poland and Slovenia) shows that there are many similarities in developing FL literacy skills in primary schools.

The results of the survey highlight that most of the teachers in all 3 countries still perceive literacy in its traditional definition, i.e. as the development of reading and writing skills. One of the questions related to the literacy perceptions in the questionnaire was 'Literacy development is dealt with mainly in the first years of primary education'. Most teachers in Poland and Slovenia disagreed with this statement, nevertheless, a lot of teachers in Spain agreed with it. We need to investigate further why this was the case.

Most teachers strongly disagreed or disagreed with the statement 'Once students have learnt to read and write we have completed the development of literacy', showing that they believe that literacy is a long process. Similarly, they believe that linguistic skills should be developed within all subjects, not only at the 'language subjects'. In addition to that, most teachers believe that literacy includes understanding of words, images, graphs and sounds, however, this result does not match their

definitions of literacy in the open question, where they mostly said literacy deals with reading and writing texts only.

Most of the teachers in all three countries use reading aloud techniques and they focus on teaching new vocabulary when they develop their students' reading skills. The activities they use the least are project work and allowing students to read books of their own choosing. Since the choice of the books is highly related to motivation in reading, this area needs to be developed in the future activities of the project. The reading strategies that teachers develop the most are finding specific information and identifying main ideas in the text. However, they do not talk about the text structure and the text genre with their students. These answers could be related to the fact that a lot of teachers use mostly EFL textbooks in developing their students' reading skills, except for Spain, where CLIL textbooks are also used. In all 3 countries worksheets and webpages are commonly used among the reading materials, whereas non-fiction books, materials from other subjects and materials written by students are rarely used.

As regards classroom organisation during reading and writing activities, most teachers use whole-class and individual work forms of organisation. They do not use same-ability groups or pair work that much, although these forms of class organisation have proven to be very effective and motivating in writing tasks. Furthermore, teachers develop their students' writing skills with quite traditional activities like gap fills and copying. Writing non-fiction texts or summary writing are rarely employed in all the surveyed countries. It is interesting to see that most teachers named mispronunciation and reading comprehension as the main problems of their students in FL reading and grammar, lack of vocabulary and spelling in FL writing. These results imply quite traditional teaching of literacy skills in all three countries. Furthermore, most schools in the surveyed countries do not have any programmes that would develop literacy across the curriculum and there is also little coordination between teachers of the first language and FL to teach literacy skills in a parallel way. Ideally, literacy would be developed in all subjects and there would be a correlation among teachers and subjects in developing students' literacy skills and a coordination among first language and foreign language teachers. However, there are some good examples presented that could be used as examples of good practice in the future project activities.

## **7. CONCLUSION**

The results of the survey are, despite three different educational contexts, strikingly similar. Even though Spain has much more CLIL provision than Poland and Slovenia, FL literacy skills at primary level are still developed in a very traditional way in all the surveyed countries. The needs analysis that was conducted shows that teachers would like to develop their FL literacy skills to a larger extent (about 80% of all the surveyed teachers stated a wish to do so) and some of the areas where they feel they would need more support are: differentiation in developing reading and writing tasks, implementing literacy project work with their students and stronger cooperation between L1 and FL teachers. These are only some of the FL literacy areas that the project intends to develop in the next years with the planned outputs, such as an online literacy course for teachers, FL literacy repository, a MOOC and an MA module for future teachers, focusing on developing primary FL literacy skills in CLIL contexts. However, we are very much aware of the fact that these are only baby steps in improving literacy skills in the three countries involved in the project. Nevertheless, we hope that the project will raise

awareness of the critical importance of the issue and will prompt more action towards the development of FL literacy skills at primary level and within the primary FL teacher education.

## 8. REFERENCES

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