



Plurilingualism and education. The case of Secondary Education students in Catalonia.

Judit Janés and Clara Sansó

BILINGUAL AND PLURILINGUAL EDUCATION

BILINGUAL EDUCATION (BE)

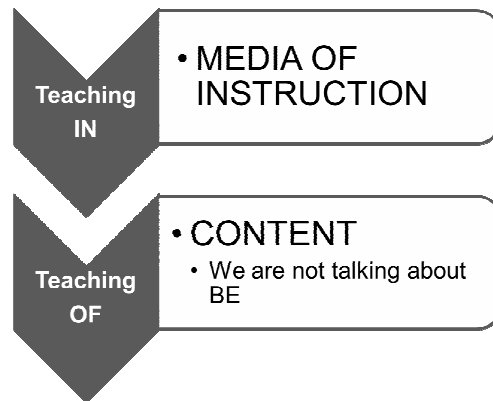
Objective

- The process of learning a different language than the L1, that could be acquired with difficulties in the environment (social and/or family one)

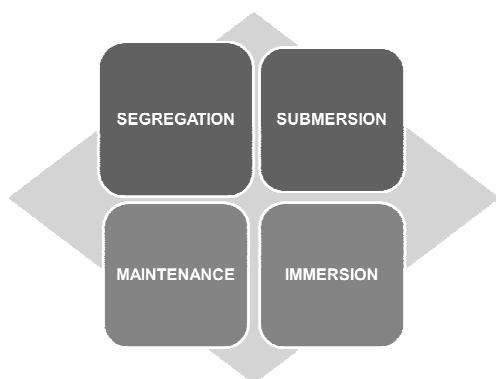
Characteristics of the BE

- The use of 2 languages as media of instruction
 - 1 of them is the L1 of the students
- It is assumed that as the contents are learned/thought in a certain language, the instrument of transmission is learned at the same time

The programs of BE use two languages as tools of instruction



PROGRAMS OF BE



SEGREGATION

- L1 = language of instruction
- L2 = subject (social prestige)

SUBMERSION

Objective:
assimilation

- L2 = language of instruction(it imposes culture)
- Loss of his/her own language and culture

MAINTENANCE

Objective:
bilingualism+
biculturalism

- Linguistical and cultural minorities
- L1 = language of instruction
- L2 = it's gradually incorporated
- L1 + L2

IMMERSION

Objective:
bilingualism+
biculturalism

- Students of majority language and culture
- Classroom: native speakers of L1
- Instruction in L2, at least 1 year

ADDITIVE BILINGUALISM AND SUBSTRACTIVE BILINGUALISM (LAMBERT, 1974)

ADDITIVE B.

Incorporation of an L2 without affecting the L1

The acquisition of the L2 does not represent a threat for the status of the L1

ATTITUDE+ towards the languages and the communities

The linguistic competence in L2 is added to the one the student already has in L1

Immersion programs

SUBSTRACTIVE B.

Students from an ethnolinguistic group of low prestige, with a weaker L1 that have to acquire the dominant language

The acquisition of the L2 comes with the transmission of superior values towards it and towards the culture

Denigration of their own sociocultural values

Substitution of L1 for L2

Ethnic minority/ immigrants

LINGUISTIC INTERDEPENDENCE HYPOTHESIS (CUMMINS, 1979)

Psycholinguistic model

- There are no separate compartments for each language
- General linguistic competence

"to the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly" (Cummins, 1981: 29).

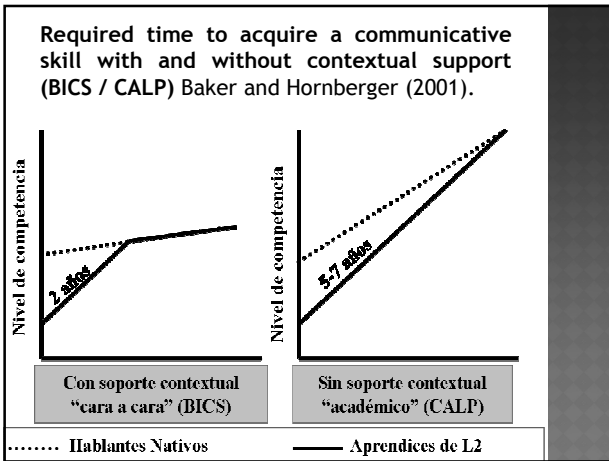
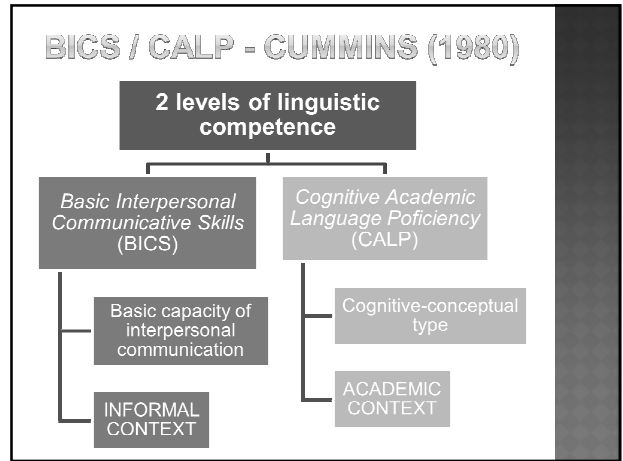
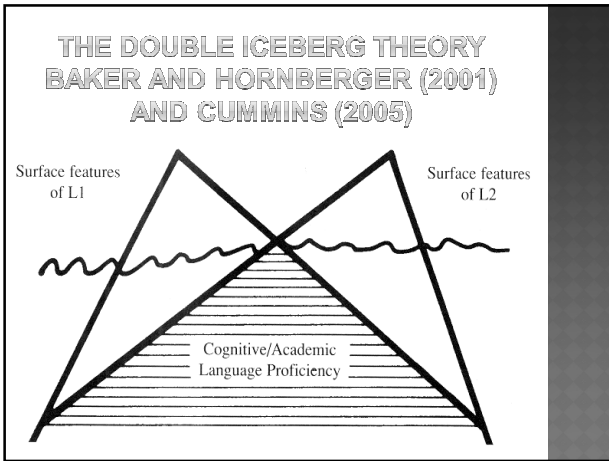
The existence of a *common underlying proficiency* (CUP)

- Transfer of abilities from one language to another
- Experiences had in one of the two languages promote the development in the proficiency of both.

UNDERLYING PROFICIENCY OF THE BILINGUAL

Image 1: Models of separate underlying proficiency (SUP) and common underlying proficiency of the bilingual person (CUP)

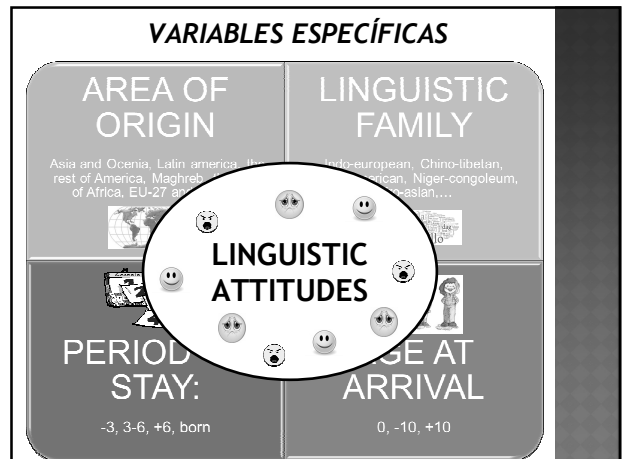




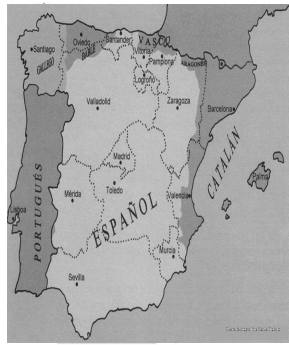
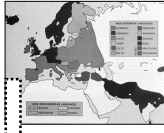
CONTEXTUALIZATION

GENERAL INFLUENTIAL VARIABLES

	IMMIGRANTS	NATIVES
WITHOUT STUDIES	3,60%	0,00%
PRIMARY	7,10%	16,10%
SECONDARY	39,30%	40,90%
UNIVERSITARY	50,00%	43,00%



LANGUAGES SPOKEN IN SPAIN



Fuente: [en línea] http://commons.wikimedia.org/wiki/Category:Linguistic_maps_of_Spain [Consulta 27 de abril de 2013].
[en línea] <http://www.guyanand.com/news/08/dec/ledo-European-Languages-map.jpg> [Consulta 27 de abril de 2013].

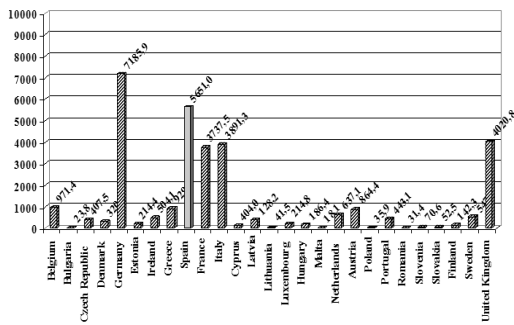
LANGUAGES SPOKEN IN SPAIN



Fuente: Huguet, Á; Lacagabaster, D. y Vila, I. (2008). Bilingual education in Spain: present realities and future challenges. En J. Comellas y N. H. Hombberger (ed.), *Encyclopedia of Language and Education*, Vol. 5 - Bilingual Education (pp. 235-235). Nueva York: Springer.

Bilingual communities and the legal status of the languages

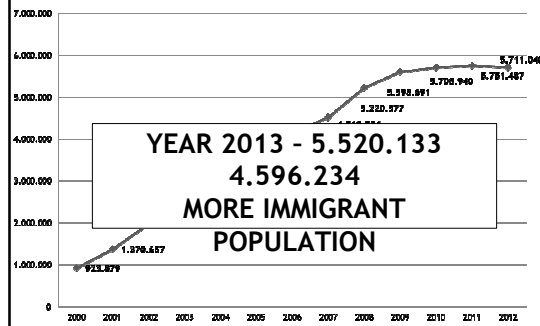
The migration phenomenon in Europe



Fuente: Eurostat (2010). *Population of foreign citizens in the EU27 in 2009. News releases*, 129 [en línea].
http://app.eurostat.ec.europa.eu/cache/TYV_PUB/3/3/47952010-AP/EN/3-47952010-AP-EN.PDF [Consulta: 7 de marzo de 2013]

Foreign citizens in European Union countries (in miles)

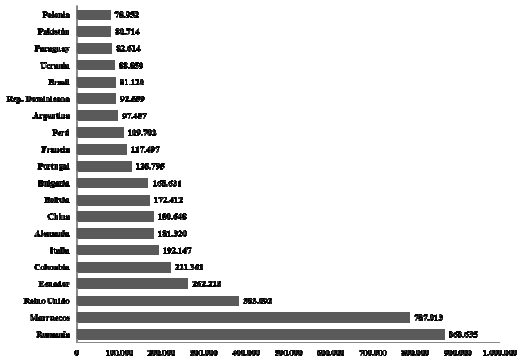
The migration phenomenon in Spain



Fuente: Instituto Nacional de Estadística (2013). *Anuncio del Padrón Municipal a 1 de enero de 2013. Datos provisionales* [en línea].
<http://www.inec.es/press/0710.pdf> [Consulta 23 de abril de 2013].

Evolution of the foreign population in Spain (last decade)

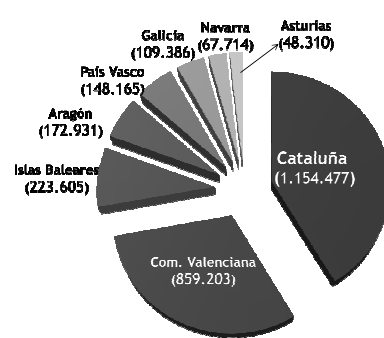
The migration phenomenon in Spain



Fuente: Instituto Nacional de Estadística (2013). *Anuncio del Padrón Municipal a 1 de enero de 2013. Datos provisionales* [en línea].
<http://www.inec.es> [Consulta 23 de abril de 2013].

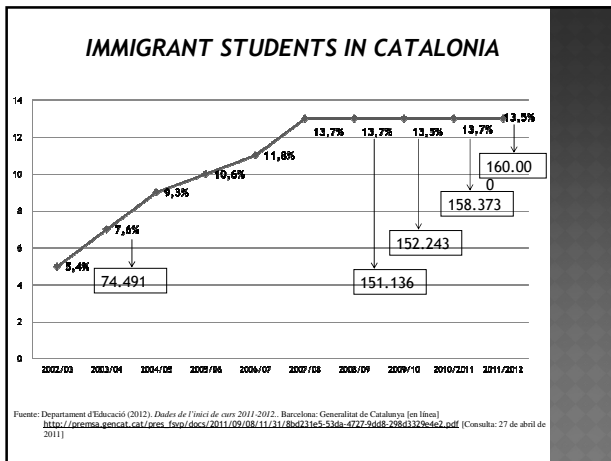
Foreign population and countries of origin


The migration phenomenon in Spain



Fuente: Instituto Nacional de Estadística (2013). *Anuncio del Padrón Municipal a 1 de enero de 2013. Datos provisionales* [en línea].
<http://www.inec.es> [Consulta 23 de abril de 2013].

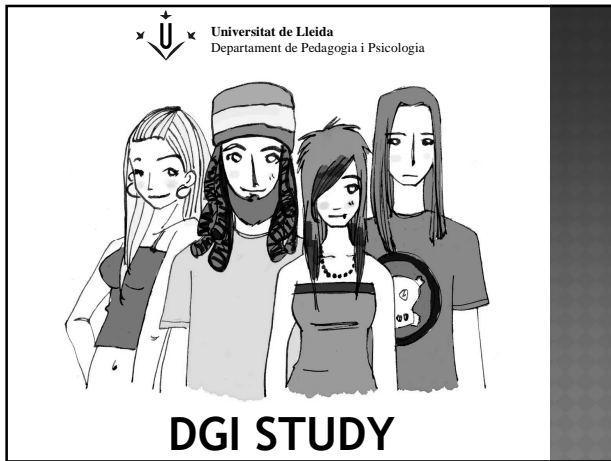
Foreign citizens in Spain (the case of bilingual Autonomous Communities)








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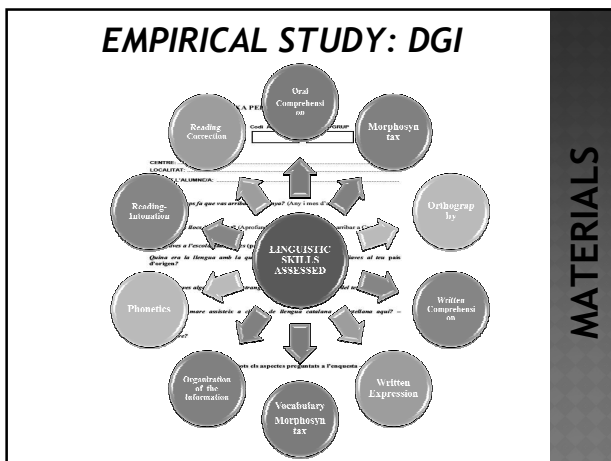
THE CASTILIAN AND CATALAN LINGUISTIC COMPETENCE OF THE NATIVE AND IMMIGRANT STUDENTS WHEN FINISHING THE SECONDARY EDUCATION IN CATALONIA:

TWO STUDIES OF REFERENCE



EMPIRICAL STUDY: DGI

- 
 Analyses the Castilian and Catalan linguistic competence of the native and immigrant students schooled in 4th grade of Secondary Education
- 
 603 students of 4th grade of Secondary Education: 262 immigrants and 341 natives, schooled in 10 Secondary Education Schools of Catalonia during the academic year 2006/2007
- 
INDEPENDENT VARIABLES
 O, LF, SPS, SCL, PS and A
- 
QUESTIONNAIRE
 CASTILIAN AND CATALAN PSYCHOLINGUISTIC TEST



EJERCICIO 5
 Transforma las frases siguiendo el modelo.

EJERCICIO 15
 Escribe un texto sobre una de las opciones siguientes:

- Una niña de Sevilla se ha matriculado en tu escuela para estudiar con vosotros el próximo curso. Escribe y da información sobre vosotros y tu escuela.
- Has recibido información del camping "Los otros" cerca del río Tago. Escribe y pide información sobre algunas actividades concretas.
- Una familia de Murcia vendrá a vivir a tu barrio, escríbeles dándole información sobre tu barrio y explícale los medios de transporte que hay.

¿Qué opción has escogido? _____
 Antes de escribir puedes organizar las ideas de lo que escribirás en esta página.

Escribe el texto en la página siguiente.

lagunas hay unos: _____

MATERIALS: GROUP TEST (PGT)

Les formigues

Renoi els deures. Em passo la mà per la panxa, intentant oblidar els dibuixos animals, i m'adono que m'han quedat els dies plens d'unes formiguetes malcarades: amb cara de divisió de quatre xifres amb decimals. Jo intento espolsar-me-les, ignorar-les. Però no hi ha res a fer.

La truita amb patates de tres ous que em fa la mare per aparar les esmorciets una mica, i me'n vaig a l'habitació amb la cartera plena de llibres i de formigues processors.

Però llavors l'ordinador em fa l'ullet i m'implora:
- Vols jugar amb mi?

I jo hi vull jugar, i tant, i penso que només serà una estoneta. Empaïem marcianets una bona estona, verds, petits i lluminosos.

Lavors la mare pica a la porta:
- Val més que vagis a dormir, que ja és molt tard!

I ja, me'n vaig a dormir, intentant oblidar la cartera plena de deures intncies. Però les formigues amb peus feines em deixen dormir, em corren pels dits dels peus i completen els meus somnis d'exàmens, de proves, de zeros panxuts, de capitals del món i de rius de noms impossibles.

MATERIALS: INDIVIDUAL TEST (PG2)

RESULTS

EMPIRICAL STUDY: DGI

DEPENDING ON THE ORIGIN

• The linguistic competence of the immigrant students is significantly inferior to the one of their native peers

AVERAGE PUNCTUATION IN CASTILIAN AND CATALAN

Group	Autòctono	Immigrante
PG1 Castellano	78,9	62,15
PG2 Castellano	66,59	55,4
PG1 Catalán	84,37	61,71
PG2 Catalán	75,3	54,94

EMPIRICAL STUDY: DGI

DEPENDING ON THE SOCIOCULTURAL LEVEL

Both the native and the immigrants with parents of an University SCL get superior punctuations in the two languages

AVERAGE PUNCTUATION IN CASTILIAN AND CATALAN

Group	Native Students	Immigrant Students
PG1 Castellano	80,3	66,8
PG2 Castellano	70,8	62,7
PG1 Catalán	82,1	62,7
PG2 Catalán	70,2	54,8

EMPIRICAL STUDY: DGI

DEPENDING ON THE LINGUISTIC FAMILY

The Indo-European group positively stands out for his Castilian linguistic competence in comparison with the other groups. The Chino-Tibetan group gets the lowest punctuations in both languages

AVERAGE PUNCTUATION IN CASTILIAN AND CATALAN

Group	Familia Chino-Tibetana	Familia Indoeuropea	Familia Afroasiática	Familia Nigerocongolésa
PG1 Castellano	41,83	67,3	51,51	53,78
PG2 Castellano	36,78	58,79	47,15	47,52
PG1 Catalán	48,3	62,79	60,59	63,88
PG2 Catalán	45,83	56,02	54,14	55,88

EMPIRICAL STUDY: DGI

DEPENDING ON THE PERIOD OF STAY

«Evolutione» pattern: for a smaller PS a more reduced linguistic competence and for a bigger PS more developed linguistic competence, in both languages

AVERAGE PUNCTUATION IN CASTILIAN AND CATALAN

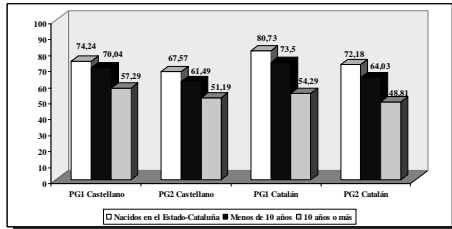
Group	Menos de 3 años	De 3 a 6 años	Más de 6 años	Nacidos en el Estado-Cataluña
PG1 Castellano	51,73	63,71	69,64	74,24
PG2 Castellano	45,82	57,2	61,28	67,57
PG1 Catalán	44,32	65,83	73,02	80,73
PG2 Catalán	40,68	57,62	64,1	72,18

EMPIRICAL STUDY: DGI

DEPENDING ON THE AGE AT ARRIVAL

Immigrant students that came to Catalonia at 10 or more years of age have a linguistic competence significantly inferior to the rest of the boys and girls analysed

AVERAGE PUNCTUATION IN CASTILIAN AND CATALAN



CONCLUSIONS: DGI

LINGUISTIC COMPETENCE OF NATIVES VS IMMIGRANTS

- The Castilian and Catalan linguistic competence of the immigrant students is significantly inferior to the one of their native peers and considerably more dispersed

LINGUISTIC FAMILY

In the case of the Indo-European, the Castilian and Catalan linguistic competence can be conditioned by its linguistic proximity

The students of Indo-European origin, even without taking into consideration the Spanish-speaking ones, present better linguistic competences

CONCLUSIONS: DGI

SOCIO-PROFESSIONAL SITUATION AND SOCIOCULTURAL LEVEL

Significant differences between the SPS of the natives and the immigrants

For a bigger SCL, a more developed linguistic competence and for a smaller SCL, less developed is their linguistic competence

PERIOD OF STAY AND AGE AT ARRIVAL

The PS and A condition the linguistic competences in the languages of the school

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LONGITUDINAL STUDY

EMPIRICAL STUDY: LONGITUDINAL



Analyse the evolution of the Castilian and Catalan linguistic competence of the immigrant students between the 2nd and 4th grade of Secondary Education



72 immigrant students, schooled in 5 Secondary Education Schools of Catalonia, coming from 7 different AO (Academic years 2006/2007 and 2008/2009)



INDEPENDENT VARIABLES
AO, LF, SCL and SPANISH-SPEAKING



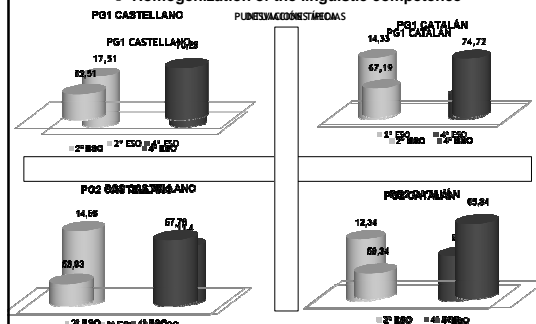
QUESTIONNAIRE
CASTILIAN AND CATALAN SOCIOLINGUISTIC TEST

EMPIRICAL STUDY: LONGITUDINAL

LINGUISTIC COMPETENCE EVOLUTION

Positive evolution in both rates and languages analysed

- Homogenization of the linguistic competence

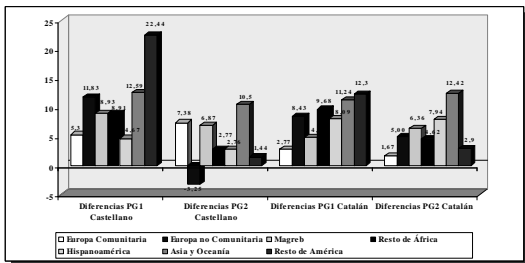


EMPIRICAL STUDY: LONGITUDINAL

DEPENDING ON THE AREA OF ORIGIN

Positive evolution regardless of the AO. There are no significant differences between the groups

AVERAGE PUNCTUATIONS IN CASTILIAN AND CATALAN

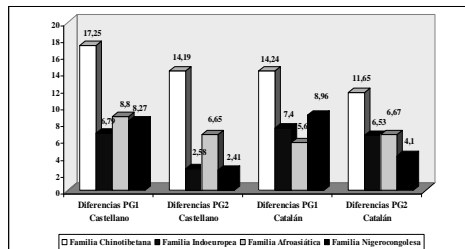


EMPIRICAL STUDY: LONGITUDINAL

DEPENDING ON THE LINGUISTIC FAMILY

The Chino-Tibetan group evolves positively more than the other groups as far as their linguistic competence is concerned. There are no significant differences

AVERAGE PUNCTUATIONS IN CASTILIAN AND CATALAN

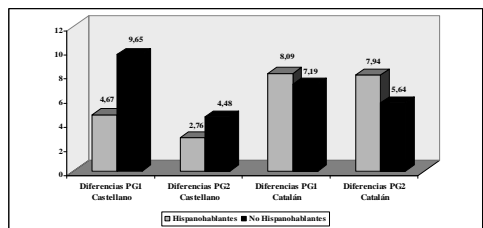


EMPIRICAL STUDY: LONGITUDINAL

DEPENDING ON BEING OR NOT BEING SPANISH-SPEAKER

Castilian language: Higher linguistic evolution of the Non Spanish-speaking group
Catalan language: Higher linguistic evolution of the Spanish-speaking group
There are no significant differences

AVERAGE PUNCTUATIONS IN CASTILIAN AND CATALAN

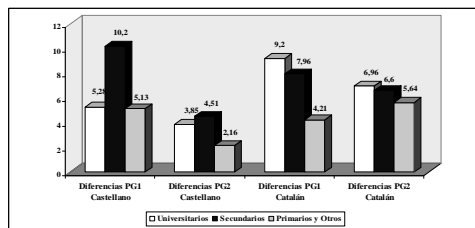


EMPIRICAL STUDY: LONGITUDINAL

DEPENDING ON THE SOCIOCULTURAL LEVEL

The students from the category Primary and Others evolve linguistically less than the others. There are no significant differences

AVERAGE PUNCTUATIONS IN CASTILIAN AND CATALAN



CONCLUSIONS: LONGITUDINAL

The linguistic competence of immigrant students between the 2nd and the 4th grade of Secondary Education positively evolves and becomes homogeneous in Castilian as well as Catalan

There is a lack of significant differences in the evolution of Castilian and Catalan linguistic competences regardless of the analysed variable

In the Catalan context there could exist social and educational aspects that interfere with the process of acquisition of the two vehicular languages and, consequently, cause the importance of the variables AO, LF or SCL to diminish

TEACH AND LEARN A NEW LANGUAGE



THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Functional communication between people	Adapting the language to the abilities	Creating situations of interaction and dialogue between the subjects involved
Cooperative learning	Integrating the systems of development to the process of learning (family, school, community,...)	Progressive transfer of the responsibility Adjusting the help given Development of common meanings
Organise the objectives Educational organisation from the contents of the different fields		Agent-students active and participatory Competence mediated by a professor and in a private context

From teaching a language to teaching a and in a language as instrument of communication

THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Teaching contexts: rich INPUT	Interact with expert speakers: producing their own OUTPUT	Contextualise the language
Not pointing out the linguistic mistakes – normalise it as part of the process	Retrofeed the mistakes: <i>feedback with positive examples</i>	Working with the PDZ of language

PROPOSAL OF COELHO (2005)

Coelho, E. (2005). La transversalidad del aprendizaje lingüístico en el currículo: el proceso de andamiaje en la educación. En D. Lasagabaster y J.M. Sierra (Eds.), *Multilingüismo, competencia lingüística y nuevos tecnologías* (pp. 91-109). Barcelona: Horsori.

OTHER CONSIDERATIONS TO TAKE INTO ACCOUNT

HOW TO APPROACH THE LINGUISTIC LEARNING IN THE MIGRATORY CONTEXT

	THE ROLE OF INPUT AND OUTPUT <ul style="list-style-type: none"> Provide a good input Necessity of output or linguistic production
	THE ROLE OF THE MOTHER TONGUE <ul style="list-style-type: none"> A good command of the L1 can favour the learning of L2 Favour and value the learning of the L1 - <i>Interlengua</i>
	THE ROLE OF THE AGE OF ACQUISITION <ul style="list-style-type: none"> Scientific community divided: critical period – end of puberty and there is NO critical period (emotional, educational influences, personality,...) The age of exposure to the L2 does not equally affect all the aspects of the language

2 STUDIES REGARDING THE LINGUISTIC ATTITUDES

Immigrant children in Catalonia. Language Attitudes towards Catalan and Spanish (2006)

Spain - Catalonia

The district of Osona has more tradition in immigration than Lleida.

Theoretical background

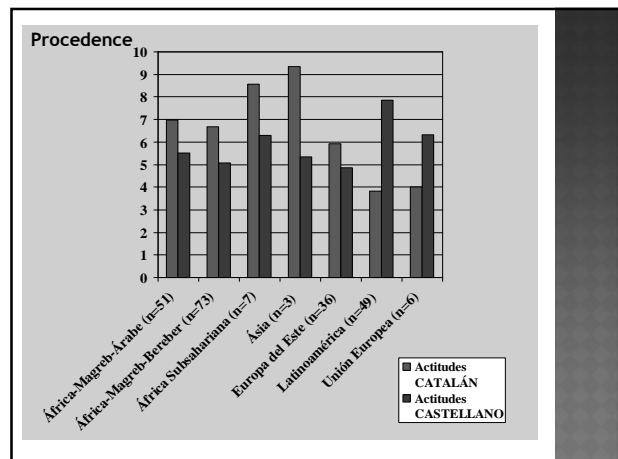
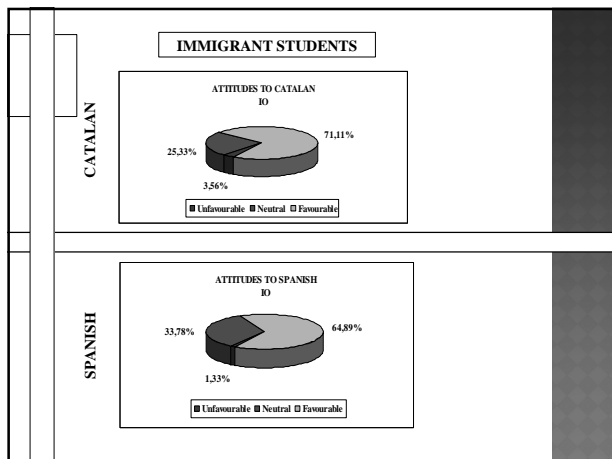
- Motivation: instrumental and integrative (Lambert, 1969).
- Influence of the explicit/implicit attitudes present in the families (Gardner, 1973).
- Parents' active/passive roles (Gardner, 1973).
- Importance of the support given by the host society towards experiences of bilingual education (Mackey, 1976).

Objectives

- ◉ To study linguistic attitudes towards:
 - Catalan and Spanish (CAT-SPA)
 - Proccedence
 - Immigrant origin students (IO), in Lleida regions and Osona region.

Methodology

- ◉ PARTICIPANTS
- ◉ Sample
 - Level of education: ESO (between 12 and 16 years old).
 - Educational centers:
 - 4 in districts of Lleida
 - 2 in district of Osona
- ◉ Sample composition
 - 225 students of immigrant origin
 - (107 boys 118 girls).



Discussion

- ◉ Attitudes towards CATALAN and SPANISH
 - Generally (AUT+IO): Favourable attitudes towards both languages.
 - Considerable presence of neutral attitudes to both languages.
 - Considering the location:
 - Clear tendency:
 - District of Osona (AUT+IO): better attitudes towards Catalan.
 - Districts of Lleida (AUT+IO): better attitudes towards Spanish.

Discussion

- ◉ Integration - favourable linguistic attitudes.
- ◉ The integration of newcomers is a responsibility of the whole society in general.
 - Role of the autochthonous population: avoid “we-you”
 - Integration = bidirectional process

Discussion

- ⊙ Appreciation of the languages and the cultures of the newcomers.
- ⊙ Importance of the role of the Educational System
 - Favoring the integration.
 - Promoting foreign languages.
- ⊙ Specific actions directed to the AUT students to improve their attitudes towards the L1, the culture, etc. of the IO students.
 - More specially in Lleida

Students descended from the Cataluña's Immigration: the linguistic attitudes of the Spanish collective in the Compulsory Secondary Education (2010)

Reference EDU2009-08669

Theoretical Bases

- ⊙ Relationship between performance level - linguistic attitudes (Gardner, 1973; Gardner y Clément, 1990; Sánchez y Sánchez, 1992; Sánchez y Rodríguez, 1997; Huguet, 2005).
- ⊙ Importance of motivational factors
 - *Instrumental* and *integration motivation* (Lambert, 1969).
- ⊙ Influence of explicit / implied attitudes coming from the family. Parent's active / passive role (Gardner, 1973).
- ⊙ Importance of being cultural, linguistic, and socially appreciated (Serra, 2002; Vila, Siqués y Roig, 2006; Huguet, 2008; Lapresta, Huguet y Janés, 2008, 2010).

Our goal

- ⊙ Study the linguistic attitudes before the Catalan and Castilian (CAT- CAS)
 - Of immigrant origin (OI) students enroll in the CSE in Cataluña
 - Latin-American teenagers

Method

- ⊙ **PARTICIPANTS**
- ⊙ **Sample**
 - Educational level
 - 2nd and 4th CSE (14 y 16 years old)
 - Centers
 - 10 SEI in Cataluña
 - 4 in Barcelona Province
 - 2 in Gerona Province
 - 2 in Tarragona Province
 - 2 in Lerida Province
- ⊙ **Sample formation**
 - 533 immigrant guys
 - 31 from Latin-America

Method

- ⊙ **Material**
 - Sociolinguistic and attitude questionnaire
- ⊙ **Procedure**
 - Permissions (*Departament d'Educació* and centers)
 - Test Application:
 - February - June during the course 2006/2007
- ⊙ **Results management**
 - Stat view for Windows version 5.0.1.
 - Descriptive Techniques and ANOVA
 - Significance level: 0.05

Results

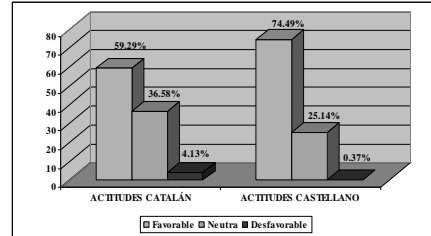
2 sections:

1. Proceeding from immigration students' attitude before the CAT and CAS.
2. Latin-American teenagers' attitude before the CAT and CAS.
 - o Comparative description and analysis with the rest of the non Latin-American foreign students.

Results

1. Attitude of proceeding from immigration students before the CAT and CAS

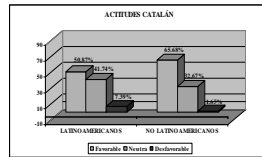
Graphic 1: Immigrant Students' Attitude before the CAT and CAS. Percentages.



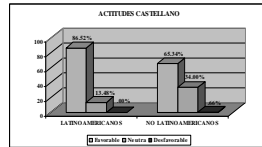
Results

2. Latin-American students' attitude before the CAT and CAS

Graphic 2: Students' attitude before the CAT whether they are or are not from Latin-America. Percentages.



Graphic 3: Students' attitude before the CAS whether they are or are not from Latin-America. Percentages.



Results

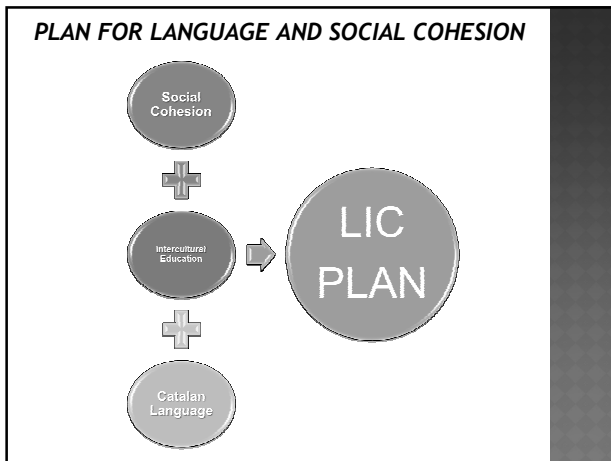
2. Latin-American students' attitude before the CAT and CAS

Chart 1: Attitude before the CAT and CAS depending on being Latin-American or not. Mean, standard deviation and significance level.

	ATTITUDE CATALAN		ATTITUDE CASTILIAN		P
	Mean	Std. Dev.	Mean	Std. Dev.	
LATIN-AMERICAN	3.8478	5.0168	7.5260	2.5330	.000
NON LATIN-AMERICAN	5.7326	4.1723	5.9306	3.4819	.000

Discussion

- o **General immigrant students**
 - Globally favorable attitudes (CAT and CAS) with a remarkable presence of neutral attitudes (mainly CAT).
- o **Latin-American and non Latin-American students**
 - Latin-Americans:
 - o CAT: acceptably balanced attitudes between favorable y neutral.
 - o CAS: clear tendency to favorable attitudes.
 - Non Latin-Americans:
 - o Favorable attitudes to both languages with a notorious presence of neutral attitudes.
- o **Latin-American:** notoriously less favorable attitudes before the CAT / remarkably more favorable to CAS.



PLAN LIC

Social cohesion

Guarantee the fairness and equality of educational opportunities.
Encourage the social and school inclusion of all students and avoid any type of marginalisation.

Interculturality

Develop a consciousness of equality and respect for cultural differences.
Promote the culture of dialogue and living together.

Catalan language

Consolidate Catalan as the vehicular language in the educational centres and as the core of a plurilingual project.
Update the methodologies, the strategies and the didactic methods in different educational stages.

PLAN PARA LA LENGUA Y LA COHESIÓN SOCIAL

Linguistic immersion: new ways of working

Language adapted to the formal command of L2	More cooperative activities	Constant retrofeed through expansion and modelling
Sensitise and encourage the teaching staff to be more sensitive and dynamic	Practice the language at all the school subjects	Take as a starting point the needs, competences and interests
OBJECTIVE ALL the students		

PLAN FOR LANGUAGE AND SOCIAL COHESION

AULA ACOGIDA

- Open work frame in interaction with the dynamic of the centre
- Emotional and curriculum customised attention
- Intensive learning of the Catalan

EDUCATIONAL PLAN ENVIRONMENT

- A community initiative which has as objective to achieve a higher rate of academic and social success for all the students, especially for those who encounter more difficulties whether that is for socioeconomic, cultural, linguistic, etc. reasons, the main goal being the social cohesion

Inmersión lingüística: nuevas maneras de trabajar

Espai Lic

Pla educatiu d'entorn