Profiling plurilingual education

A pilot study of four Spanish autonomous communities

Editor
Josep M. Cots

PLURILINGUAL

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Acknowledgements

Table of contents

Prologue

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Promises, ambitions, and scholarly rigor in research on plurilingual education

Educational language policy is often a response to past states of linguistic affairs. These past states may be perceived as rather traumatic or on the contrary as ideal and worth returning to. The main goal of such policy is to influence peoples' language choices, via both acquisitional planning and what is commonly called status planning.

As scholars we like to focus on the complex relationships and management problems that almost unavoidably emerge as soon as linguists, activists, governments, or other stakeholders try to affect/alter language dynamics. Ultimately, what we would like to understand are the factors that make language management successful. Success, however, can be sought on different levels: Is the goal of our management attempt set at a relatively tangible linguistic level, for example to change the spelling norm of a language or to create and impose a common standard form of a minority language? Or are the goals more educational in nature, for example to teach languages in a way that fosters future additional language learning, or to educate bilinguals or trilinguals? Finally, language management can also contribute to a general agenda, like that proposed by the Council of Europe which aims to foster European citizenship through multilingual education. Here, the goals are far more ambitious than just linguistic or pedagogical, as they involve social change (equality, tolerance, etc.).

Often, these three levels are combined, as is the case in the chapters of this book: On the one hand, plurilingualism or multilingualism is advocated as a response to an

undemocratic and (linguistically and politically) tyrannic past. The European tradition of Institutional monolingualism and persecution of minorities typically emerges as a corollary of the political will to ascertain and concentrate the power and legitimacy of a specific social group. The multilingual policies described in this book are undoubtedly also a critique of such past or present states. However, whereas there was a time when the number of languages involved was generally two, a minorized language a majority and a majority language, language management today is more complicated: On the one hand, no continental European educational system can ignore English; on the other hand, the language rights of speakers who use other, often non-European, languages are part of the picture.

The genuinely political nature of a multilingual agenda leads to complicated and locally different language regimes, as the four chapters of this book show vividly. Many factors influencing these policies are not genuinely linguistic: changing demography, centralist or federalist regimes, public or private education systems, and social inequality in local communities. Other factors are indeed intrinsically linguistic: Does the management involve genealogically close or distant languages? Are the languages to be promoted mainly oral, or are they also traditionally codified and written languages? If the former, how big and useful is the corpus of written material for teaching in the language? Are there different dialects/varieties within the languages that somehow need to be considered?

Among the many insights gathered in the last decades of research on multiple language learning are the importance of linguistic distance or proximity of the languages in contact and of the recognition of 'internal' multilingualism, i.e. the often considerable language-internal variability among L1 speakers (let alone among bilingual and multilingual users of a given language). It is therefore important, as the present volume shows rather clearly, also to distinguish different multilingualisms along such linguistic dimensions. Plurilingual regimes such as receptive multilingualism, in which speakers may develop rather unbalanced – often merely receptive – skills in different languages, are easier to implement with closely related languages. On the other hand, the efforts necessary to impose a minority language such as Valencian can be much greater precisely because the languages are close and immigrants don't see the point in learning the 'weaker' language (everybody also understands and uses the stronger language, so why bother?) although this is not always the case, as the Basque autonomous community shows. Paradoxically, depending on the local language ecology, multilingual immigration can thus also lead to less multilingualism in the locally, historically legitimate languages. A similar phenomenon can be observed in the historically bilingual town of Fribourg/Freiburg where I live and work: The German-speakers, who are the national majority in Switzerland, are locally the minority: they are also a declining percentage of the population and today there are almost the same number of Portuguese speakers living in town. The Portuguese speakers generally choose French and not German as their second language, but nonetheless

their (heritage) language does not have the same local legitimacy as the 'autochthonous' German. Such configurations lead to sociolinguistically rather interesting – politically and pedagogically challenging – situations with different processes of minorization and accommodation in different speech communities.

Educational language management in contexts such as those described in this book unavoidably are a balancing act between cosmopolitanism, with big, international languages such as Castilian or English as vectors, and loyalty regarding local (minority) ways of speaking (and writing). Here is another interesting tension: We want our students and ourselves to benefit from the (almost) universal codes of big standard languages, while we also maintain our allegiance to local ways of expressing identities. Moreover, the immigrated languages are also part of their speakers' identity and thus deserve their place in our educational world. While the number of languages to be nurtured thus increases rather impressively, the number of teaching hours remains limited. The promises of plurilingualism, for example regarding positive transfer across languages and thus more efficient language learning in multilinguals, seem thus a welcome solution.

Scientific endeavour involves, among other things, organized criticism. This means that there are no sacred claims, and that all our assumptions need to undergo constant scrutiny and questioning. Given the political nature of our field, this is difficult to ensure: The reaction to historical or ongoing injustice is, understandably, advocacy rather than cold rational disinterest. The field of plurilingual education is particularly affected by this problem. However, despite the seemingly self-evident claims of the plurilingualist agenda, it is in our best interest to apply maximum scrutiny to our own practices. How robust is the evidence for the 'miraculous' plurilingual advantages due to positive transfer and heightened metalinguistic awareness? How strongly may we rely on the promise that plurilingual education will lead to more social justice outside the classroom?

Expressing such scepticism does not exactly make one popular in the field. However, it is precisely those who share the underlying values of the plurilingual agenda who must strive for scholarly rigor: If the plurilingual ambitions are set too high, this prepares the ground for a return to monolingual regimes. It is not lofty promises that will help foster multilingualism sustainably, but robust evidence from research on multilingual language learning end teaching.

This volume shows that the different policy contexts covered by the EDUPLUS network provide a perfect laboratory for the scholarly investigation of plurilingual education. What are the policy makers' declared or hidden goals, for example in the rapid succession of programs (PIP, PEV, PIL, PEPLI) in the Valencian community? How do teachers interpret plurilingual teaching practices: what do they implement; what do they ignore? To what extent does a plurilingual agenda really change teaching practices? Is translation into L1 a plurilingual innovation, or old wine in new skins? What are the effects of plurilingual practices (code-switching or translanguaging) on learning outcomes? What exactly are the conditions under which the very diverse immigrant

languages can be an asset in (language) learning? In other words: Is the skepticism, as reported in the chapter on Catalunya, of certain teachers regarding the effects of such attempts justified or not? These and many more questions deserve rigorous and impartial investigation, and I am confident that the seeds that have been sown in networks such as EDUPLUS will bear fruit!

A framework for analysing plurilingual education

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EDUPLUS: Networking research in plurilingual education

EDUPLUS is the acronym used to refer to the *Educación Plurilingüe* research network, a project funded by the Spanish Ministry of Science, Innovation and Universities between 2020 and 2022 (RED2018-102774-T). The project aimed to strengthen the links among the following research teams from different universities in Spain, all known for their work on establishing a sound scientific basis for the promotion of plurilingual education:

- *Cercle de Lingüística Aplicada* (CLA, Universitat de Lleida)
- *Donostia Group on Education and Multilingualism* (DREAM, Universidad del País Vasco / Euskal Herriko Unibertsitatea),
- *Grup de Recerca en Competència Interlingüística i Intercultural en l'Ensenyament i Aprenentatge de les Llengües* (CILCEAL, Universitat Ramon Llull)
- *Grup de Recerca en Educació, Interacció i Plurilingüisme* (GREIP, Universitat Autònoma de Barcelona)
- *Grup de Recerca en Lingüística Aplicada a l'Ensenyament de la Llengua Anglesa* (LAELA, Universitat Jaume I)

- *Grupo de Lingüística Aplicada de la Universidad de La Rioja* (GLAUR, Universidad de la Rioja)

The creation of the EDUPLUS network responded to the need felt within the different research groups to exchange their knowledge and experiences related to their common research interest: the process of simultaneous learning of three (or more languages) and the development of theoretically-founded teaching models that promote "plurilingual competence", as understood by The Common European Framework of Reference for Languages (CEFRL; Council of Europe, 2018: 28). The CEFRL defines "plurilingual competence" as "the ability to call flexibly upon an inter-related, uneven, plurilinguistic repertoire" in order to do the following: switch between languages (or dialects or varieties); express oneself in one language (or dialect, or variety) and understand a person using a different one; activate knowledge of a number of languages (or dialects, or varieties) to understand a text, recognize lexical relations, mediate between individuals who do not share a language (or dialect, or variety), experimenting with alternative forms of expression based on the individual's whole linguistics repertoire, exploit paralinguistics (mime, gesture, facial expression, etc.).

The present notions of plurilingualism and plurilingual competence are the result of a long tradition of research that has its origins in the work of scholars such as Cummins (1979), Grosjean (1989) Cook (1995), Jessner (1997), and Cenoz and Genesee (1998). This tradition is characterized by a holistic conception of the simultaneous or successive learning of two or more languages. Within this conceptualization, individuals develop a dynamic plurilingual competence in which adjustments between the different linguistic subsystems are constantly made. However, despite the psycholinguistic soundness of the tradition, it seems that the ideology of language separation tends to predominate in language teaching, often as a means of preventing interferences between the learners' languages and maximizing their exposure to the target language. Therefore, there is a considerable gap between what research has revealed about the development of plurilingual competence and the guidelines and teaching materials that are usually followed for language teaching.

The notion of plurilingual education is of special relevance in the context of many bilingual communities whose educational systems need to face the reality of including a minimum of three languages (two local languages + one foreign language) as part of their curricula. It is also important to acknowledge that the notion of plurilingual competence involves an explicit acknowledgement of the "other" languages with which the pupils and their families approach the educational system, considering them as springboards, rather than hurdles, for the learning of the "school languages".

Given the diversity of sociolinguistic contexts and the decentralization of education in Spain (decisions on policy and practice can be made at local and regional levels), there are three main lines of research on plurilingual education in which it would be important

to concentrate and coordinate efforts as a first step toward generalizing plurilingual practices in the education system. These broad research areas are educational language policies, attitudes towards language use and plurilingual education, and plurilingual methodologies.

Educational language policies have generally been researched in Spain from the perspective of researchers based in a specific bilingual community, but there has been little systematic comparison of the impact of different language-in-education policies on the minority language and, by extension, on the linguistic ecology of an autonomous community as a whole. There is also a need to reflect on the main challenges and dilemmas faced by the different school systems as they transition from bilingual to multilingual language policies, to consider the impact of the arrival of pupils from migrant families, and to assess the measures that have already been put in place and their results. The role of English as an international language also needs to be considered as an essential aspect of educational language policies in Spain, since it has contributed not only to a decrease in the knowledge of other foreign languages but also to a significant investment of public funding in the development of language-integrated curricula and the introduction of English as a medium of instruction through an approach known as CLIL (Content and Language Integrated Learning) or AICLE (*Aprendizaje Integrado de Contenido y Lenguas Extranjeras*), in which language and subject or thematic curriculum areas are integrated.

The attitudes of teachers, learners, parents and society in general towards language use and plurilingual education is another area of research which needs to be considered in plurilingual education. It seems clear that teachers negotiate and appropriate institutional language policy in accordance with their circumstances and beliefs, some of which may originate in the specific training they have received. On the other hand, it is important to consider the language attitudes of the learners, both as "language actors" inside and outside the school, but also as representatives of their families and communities. In this sense, it is relevant to bear in mind the distinction that Cenoz (2009) makes between a micro- and a macro-level analysis of a school's sociolinguistic context. Whereas the micro-level focuses on the learners' habitual social networks (e.g., family, peers, neighbors, etc.), the macro-level is concerned with variables such as the number of speakers of the different languages, their social prestige and their presence in the media or in the physical environment.

The third relevant aspect of research on which the development of plurilingual education must be founded is the development of teaching methods and resources. In this sense, it seems clear that it is necessary to characterize specific plurilingual "models" of language teaching and learning so that they can be adopted and tested. These models can be based on the development of metalinguistic awareness as a means to accomplish three main educational strategies that promote language learning and intercomprehension: (a) welcoming language diversity, (b) establishing connections among languages and (c)

contrasting as a way to learn (Palou and Fons, 2019). The models also need to acknowledge the essential connection between plurilingual and pluricultural competence and the ideological and practical challenges involved in designing and implementing a language-integrated curriculum, including aspects such as terminology, teachers' perceptions and the implementation of project-based learning approaches in which the boundaries between specific language subjects and specialists become blurred.

In order to contribute to these three lines of research and to harness some of the theoretical advances achieved by the research groups in EDUPLUS, the network has set as one of its goals the development of a framework for data collection and analysis (see Appendix). The goal is to achieve a certain degree of homogeneity in terms of the data to be collected in different educational systems. This would make it possible to adopt a comparative approach to the processes and the products of plurilingual education. The framework includes three levels of analysis: the autonomous community, the school, and the classroom. At the first level, the model relies on specific quantitative data provided by the educational authorities as well as other sociolinguistic data available about a given educational context. At the second and third levels of analysis, the model is based on qualitative data involving ethnographic observation and interviews. The framework is intended as a tool to obtain sample information which is necessary in order to arrive at a description of a specific "plurilingual education profile". The framework follows very closely proposals made by Cenoz (2009), in *The Continua of Multilingual Education,* and González-Davies (2018), in *The Integrated Plurilingual Approach to Language Learning*, which we will discuss in the next two sections.

The framework

Autonomous community and school: The Continua of Multilingual Education

The framework used here to compare plurilingual/multilingual education in different communities takes into consideration *The Continua of Multilingual Education* (Cenoz, 2009, 2012) for the first two levels of analysis, namely, the autonomous community, and the school. In each case, the framework poses five groups of questions: languages taught, languages of instruction, teachers' knowledge of languages and training in plurilingual education, language use in the school context, and language use in the home context.

The *Continua of Multilingual Education* was developed as a tool to analyze and compare different plurilingual or multilingual education programs. The model can accommodate many different types of multilingual education and can be used by schools to analyze their own situation and programs.

The *Continua of Multilingual Education* goes beyond existing taxonomies of bilingual education that do not always capture the complexity and diversity of different programs that involve two or more languages. The use of continua offers a more dynamic account, because it allows for fluidity of movement along each of the lines (Hornberger, 2007). The *Continua of Multilingual Education* links the educational context to the sociolinguistic context in which schools are located and highlights the interactions that occur among linguistic, sociolinguistic, and educational variables. The model can be represented as a triangle with the school continua at its center. There is a relation between the school variables, linguistic distance and the sociolinguistic context (Figure 1).
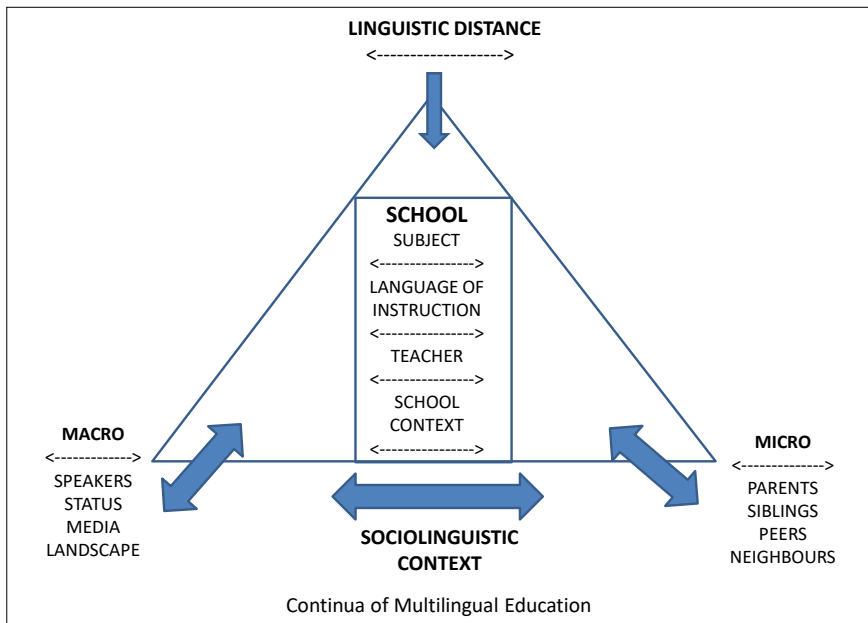
Figure 1. The Continua of Multilingual Education

The school-level variables are measured along four continua: school subject, language of instruction, teacher and school context. Each of these variables can be represented as a continuum that goes from "less multilingual" to "more multilingual". Table 1 shows the four school continua.

Table 1. School continua

	School subject	
Less multilingual	←————————→	More multilingual
	Language of instruction	
Less multilingual	←————————→	More multilingual
	Teachers	
Less multilingual	←————————→	More multilingual
	School context	
Less multilingual	←————————→	More multilingual
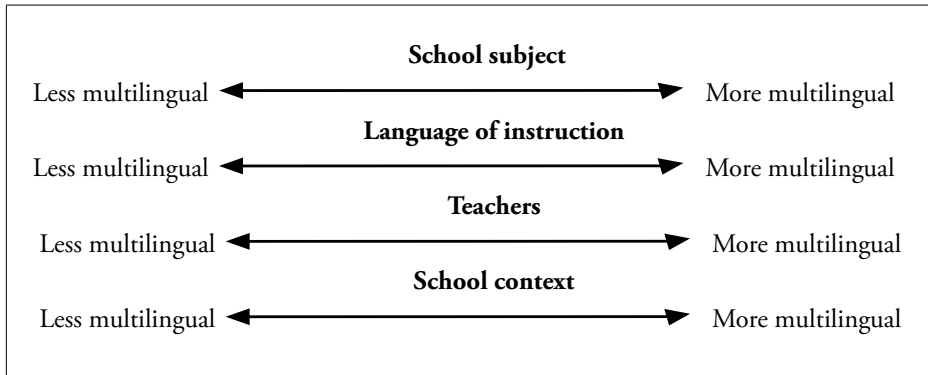
Schools can be placed on different points on each of the continua depending on their level of multilingualism. "School subject" refers to the number of languages taught as academic subjects at a school. Other elements that are also considered to make a school more or less multilingual are the use of an integrated language curriculum (involving the coordination of the teaching of various languages), the intensity of the teaching of different languages, and the age at which languages are introduced. A school that teaches more languages, teaches them more intensively at different ages, and integrates the teaching of the different languages is more multilingual than a school that teaches fewer languages, does so for a more limited time and lacks any coordination between the syllabi of the different language classes.

The second continuum, "Language of instruction", refers to the use of different languages as the medium of instruction in immersion and CLIL programs, their degree of integration within the school's overall educational program and the level of coordination between teachers. Schools with several languages of instruction will be located towards the "more multilingual" end of the continuum, particularly if the syllabi are integrated. Schools that only teach second and additional languages as subjects will be towards the "less multilingual" end of the continuum.

The third continuum refers to teachers. Schools are deemed more or less multilingual depending on the teachers' level of proficiency in different languages and the specific training they have received in multilingual education. A school will be "more multilingual" if teachers are multilingual and have had specific multilingual education training. In contrast, a school in which most teachers are monolingual will be placed toward the "less multilingual" end of the "teachers" continuum.

The fourth school variable represented as a continuum measures the "School context," and a school will be classified as more or less multilingual depending on the use of one or several languages for communication between teachers, supporting staff, students and parents. This includes informal conversations, meetings and written information. An important aspect of the school context is how languages are used throughout the school's linguistic landscape, both inside and outside the classroom (Gorter & Cenoz, 2021). The more languages that are present in a given school's context, the farther this school or educational program would be placed towards the "more multilingual" end of the continuum. When only one language is used for communication and in the linguistic landscape, the school would be "less multilingual."

The questionnaire that was developed to define the profiles of plurilingual/ multilingual education in the four autonomous communities (Basque Autonomous Community, Catalonia, La Rioja and the Valencian Community) included questions about the four school continua at two levels: the autonomous community and the school. The specific questions about schools at the two levels are given in table 2:

Table 2. Questions on school continua

Continua	Specific questions at the autonomous community and school levels
School subject	What language subjects are taught in primary and secondary schools in the autonomous community/at the school?
Language of instruction	What languages are used to teach other subjects?
Teacher	What languages do most of the teachers know?
School context	In what language(s) is communication between the teaching staff carried out?

The *Continua of Multilingual Education* also considers the variable of linguistic distance. This variable refers to the degree of similarity or difference between the languages involved in multilingual education, because of differences in origin and historical contact. The languages involved may be relatively more or less distant (see Table 3).

Table 3. Linguistic distance continuum

LINGUISTIC DISTANCE

Less distant ⟵————————————⟶ More distant
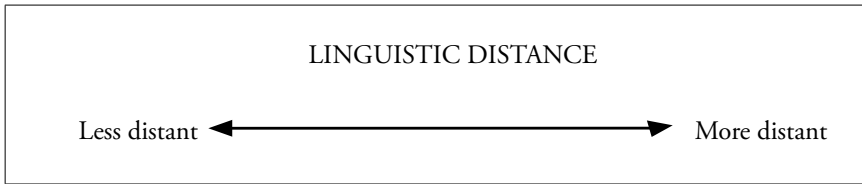
Each of the four contexts of the studies presented here involves at least two Indo-European languages, namely, a Romance language (Spanish) and a Germanic language (English). The autonomous communities of Catalonia and the Valencian Community also have another Romance language, Catalan, and the Basque Country has a non-Indo-European language, Basque. When the contexts are compared, the Basque context would be regarded as "more distant" on the linguistic distance continuum than the other three contexts. Linguistic distance not only refers to the origin of the languages but also to the distance between the languages in terms of their historical contact. Basque is genetically very far from Spanish and English, but it has had extended contact with Spanish and French and has been influenced by these languages. The Basque Autonomous Community, with Basque, Spanish and English as the main school languages, would be "less distant" than a school context involving languages such as Arabic, Hebrew and English as exists in Israeli schools, for instance.

Linguistic distance is relative when comparing different combinations of languages, and a continuum gives researchers the flexibility to place languages at different points depending on the languages that are being compared. Learning a language that belongs to the same family and has been in contact with one's first language is generally easier than learning a completely different language, although admittedly the acquisition of second and additional languages is complex and depends on a large number of factors. Linguistic distance can affect different aspects of multilingual education, including teachers' and students' degree of multilingualism, but this relationship cannot be bidirectional, because schools cannot change the existing language distance between the languages in the curriculum. Some schools also take into account the linguistic distance between the languages in the curriculum and other home languages. The profiles of the four different contexts studied here indicate a substantial number of immigrant students who speak other languages at home. Even if these languages are not in the curriculum, linguistic distance between home languages and school languages can be an important factor when immigrant students are learning school languages as subjects or languages of instruction. The questionnaire designed to identify the plurilingual/multilingual profile had no specific questions about linguistic distance aimed at individual schools, because the distance between the languages in the curriculum in each of the four communities was already known.

The sociolinguistic continua highlight the relationship between schools and society. This relationship is bidirectional, because schools are shaped by the sociolinguistic characteristics of a specific society, such as its linguistic diversity, the level of knowledge of different languages and the home languages brought to school by the students. At the same time, schools have a strong influence on the sociolinguistic characteristics of their societies, because languages are learned and used at school. The sociolinguistic continua are presented in Table 4.

Table 4. Sociolinguistic continua

SOCIOLINGUISTIC CONTINUA

MACRO
speakers, status, media, landscape

Less multilingual ⟷ More multilingual

MICRO
parents, siblings, peers, neighbours

Less multilingual ⟷ More multilingual
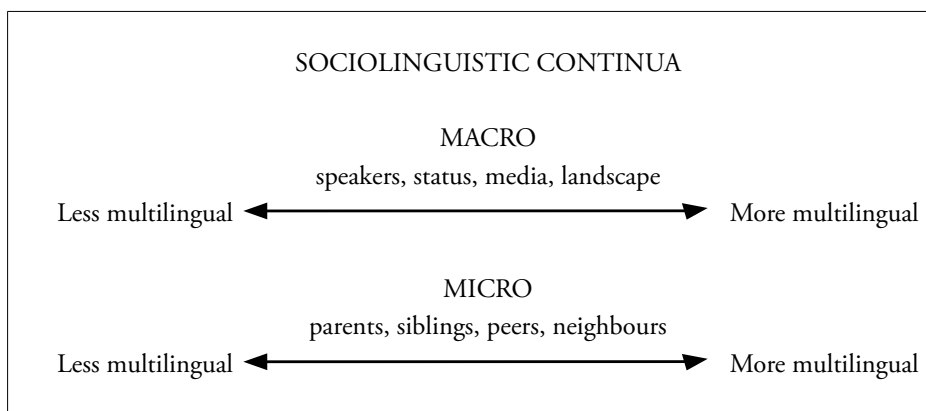
There is a distinction between the macro and the micro levels in the sociolinguistic continua. The macro level refers to the vitality that the languages taught at school have in society. In order to compare the vitality of different languages and situations, attention can be drawn to variables such as the total number of speakers of each language, the status of the languages nationally and internationally, their use in the media and their use in the linguistic landscape. The context in which specific schools are located will be considered "more multilingual" at the macro level when several languages are used in society. As Cenoz (2009) points out, most countries are multilingual, and it would be very difficult to identify countries that could be regarded as monolingual if we used a dichotomy between monolingual and multilingual. However, if we use the continuum, we can distinguish between a more multilingual country such as South Africa (with 11 official languages) and a less multilingual country such as Iceland (which officially only has one). Regarding the four contexts analyzed here, we could say that the autonomous communities with two official languages (Catalonia, the Basque Country and the Valencian Community) are more multilingual than the community of La Rioja.

The micro level focuses on students and the languages they use at home with parents, siblings and the extended family, as well as with their peers or neighbors in

the community. When students use more languages in these contexts, they would be placed toward the "more multilingual" end of the continuum. On the other hand, when students come from more monolingual backgrounds and their home language is the main language of instruction at school, the position on the continuum will be towards the "less multilingual" side.

There is interaction between the macro and the micro levels, but there can also be important differences between the general situation of languages in society, their use and prestige, and the languages used by students with their family, friends, and neighbors.

The questionnaire developed to define the profile of plurilingual/multilingual education in the four contexts (Catalonia, the Basque Country, La Rioja and the Valencian Community) included one question intended to gather information about the sociolinguistic continua. The question was used both at the level of the autonomous community and the school (see Table 5).

Table 5. Question on sociolinguistic continua

Continua	Specific question at the Autonomous Community and school levels
Micro level	What language(s) do the students speak at home?

There was also some information at the macro level about the language spoken in each of the contexts.

In sum, the *Continua of Multilingual Education* is an alternative to typologies and can be used to analyze and compare the complex reality of multilingual education that results from the interaction of linguistic, sociolinguistic and educational variables. It is a tool capable of describing different types of multilingual education practices, and it allows for comparisons among schools within the same country or internationally.

The classroom: Integrated Plurilingual Approach (IPA)

The third level of analysis is intended to explore the *specific characteristics of plurilingual education* in the four communities at the micro linguistic level, focusing on classroom practices and on an *Integrated Plurilingual Approach* to language learning (IPA) (González-Davies, 2018, 2020; Corcoll López & González-Davies, 2016; Esteve & González-Davies 2016).

In an integrated plurilingual approach to language learning, the languages in the teachers' and students' repertoires are made visible and connected in informed ways. Plurilingual practices that are part and parcel of plurilingual speakers' everyday lives, such as code-switching, translation or use of other languages, are brought forward so that, rather than seeking to replicate the competence of an educated native speaker, value is placed "on the ability to operate between languages" and on the capacity to reflect on the world and oneself through the lens of another language and culture (MLA, 2007). In this approach, the stakeholders take center stage in collaborative learning environments, and the syllabus is designed to include both pedagogic and real-life plurilingual tasks (González-Davies & Soler-Ortínez, 2021).

At this third level of analysis, information is gathered by means of ethnographic observation and interviews. Going beyond the questions asked at the level of the autonomous community and the school (involving the languages taught, the languages of instruction, the teachers, and the languages present in the school and home contexts) this approach focuses specifically on the plurilingual practices observed in each classroom.

The classroom-level analysis is based on three sequential steps for good plurilingual and intercultural practices to occur in the classroom, emerging from research into an integrated plurilingual approach to language learning (IPA) (Corcoll López, 2021). These are: a) making languages visible, that is, calling attention to the linguistic repertoire of teachers and students; b) using languages effectively through awareness-raising activities; and c) explicitly establishing informed connections by dealing with more abstract and complex aspects.

In terms of language visibility (Table 6), the first goal is to determine the range of languages taught as subjects per se. Once this is established, the focus moves to the languages of instruction used in other subjects, considering that three of the four contexts studied are bilingual communities with two official languages. The next focus involves looking at the informed use of languages, asking about the home languages known by the teachers and students in addition to the school languages in order to identify whether and how these languages were visible in the classroom.

Table 6. Questions on the visibility of languages in the classroom

a) Make languages visible	Specific questions for the observed groups
Language subjects	What language subjects are taught to the group?
Language of instruction	What languages are used to teach other subjects to the group?
Teacher	What languages do the teachers know?
Home context	What language(s) do the students in the group speak at home?

How languages are used and presented is a key point to help answer the following questions from the framework (Table 7):

TABLE 7. QUESTIONS ON USE OF LANGUAGES

b) Effective use of languages	Specific questions for the observed groups
Classroom context	In what languages are the notices and posters in the classroom?
Teachers	Are the teachers familiar with new plurilingual educational approaches to use them effectively? Are language teachers and non-language teachers (e.g., CLIL teachers) working together within a plurilingual approach?
Teacher and students	Are the teachers and students aware of the languages they all speak?
Home context	Are the home languages included in instruction?

The third group of questions at the level of the classroom focuses on whether explicit, pedagogically-based plurilingual connections between languages are fostered.

TABLE 8. QUESTIONS ON LANGUAGE CONNECTIONS

c) Establishing informed connections between languages	Observations regarding an integrated plurilingual approach to language learning
Use of L1(s)	Use of students' L1 (e.g., integration of home languages)
Code-switching	Use of code-switching (i.e., changing languages intra- or inter-sententially)
Translation	Use of translation as mediation and communication strategy. Task example
Other plurilingual and/or inter-cultural practices	Other plurilingual and intercultural practices. Task example

The interweaving of the three levels included in the plurilingual educational framework along with the interviews and classroom observations makes it possible to reflect on the

actual perceptions and practices that are taking place in schools and establish a first comparison between them.

In this volume we present the results of piloting the framework in four Spanish regions: the Basque Autonomous Community, Catalonia, La Rioja and the Valencian Community. A total of eight schools participated in the pilot study, two of which were state-subsidized private schools and six of which were state schools. The school principals provided information to complete the plurilingual education profile questionnaire, and ethnographic observation and interviews were carried out with the teachers, in both language and CLIL subjects when possible. Owing to the COVID-19 situation, we encountered some restrictions related to classroom observations, which had to be adapted to the regulations in place. Interaction with the schools took place between January-March 2021 at grade levels that corresponded to final academic years of each stage:

- Primary education: three sixth-year groups (age: 11-12) and one fifth-year group (ages 10-11)
- Secondary education: three fourth-year groups (tenth grade, ages: 14-15) and one third-year group (ninth grade, ages: 13-14)

Each of the four following chapters is devoted to one of the autonomous communities, and each consists of the same sections, corresponding to the different components of the framework. The resulting report on plurilingual education in four Spanish autonomous communities will be of interest to public administrators, policy makers, principals, and teachers, that is, to the stakeholders who, ideally, will consider leading the way towards a plurilingual approach to learning, undoubtedly a worthwhile endeavor. It is our hope that informed teaching models may emerge from these observations in order to enrich already existing proposals.

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Appendix

THE FRAMEWORK

QUESTIONS ASKED AT THE THREE LEVELS OF ANALYSIS:
 AUTONOMOUS COMMUNITY, SCHOOL AND CLASSROOM

1. SUBJECT
1.1. What language subjects are taught in the school?

Basque/Catalan	
Spanish	
English	
French	
German	

1.2. Are other languages taught? Please indicate which languages.

2. LANGUAGE OF INSTRUCTION
2.1. What languages are used to teach other subjects?

Language	Percentage of subjects
Basque/Catalan	
Spanish	
English	

2.2. Are classes in other subjects taught in other languages? Please indicate in which languages.

2.2. Do you work with an integrated language curriculum?

2.4. Are there protocols / provisions for coordination between teachers of different languages?

3. TEACHERS

3.1. What languages do most of the teachers know?

3.2. Have language teachers received specific training on bilingual or plurilingual education? What type?

3.3. Have teachers of other subjects (mathematics, social sciences, etc.) received specific training in bilingual or plurilingual education? What type?

4. SCHOOL CONTEXT

4.1. In which language(s) is communication between the teaching staff carried out?

4.2. In which language(s) are the faculty meetings held?

4.3. In which language(s) is communication with students outside of class carried out?

4.4. In which language(s) is communication with the non-teaching staff of the center carried out?

4.5. In which language(s) is communication with parents carried out?

4.6. In what language(s) are the meetings with parents held?

4.7. In which language(s) is the information on the bulletin boards?

4.8. In which language(s) are other texts in the common areas (corridors, entrance, etc.)?

4.9. In which language(s) are the texts on the walls inside the classrooms (posters, etc.)

5. CLASSROOM CONTEXT

5.1. Is the teacher familiar with the pedagogical approach to language teaching that promotes the development of multilingual competence in the classroom?

5.2. Do they think that the explicit integration of all the languages and cultures of the students in the classroom is positive for their learning?

5.3. What is the teacher's experience with using multilingual practices in the classroom?

5.3.1. What use is made of students' L1? (i.e. How does the school integrate languages other than the curricular ones?)

5.3.2. What use is made of code-switching? (i.e. In what situations do students and teachers switch languages between sentences or within the same sentence?)

5.3.3. What use is made of translation as a mediation and communication strategy?

5.3.4. What other multilingual and/or intercultural practices take place at the school?

6. HOME CONTEXT
6.1. What language(s) do the students speak at home?

Plurilingual education in the Basque Autonomous Community

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Abstract

This report offers an overview of the status of plurilingual education in the Basque Autonomous Community. It provides some general information about the languages used in education and discusses bilingualism and multilingualism in the school context. It gives more specific information about two schools in the Basque Country and reports in detail on the plurilingual practices in the fifth (primary) and tenth (secondary) grades. The information is based on interviews and observations.

1. The Basque Autonomous Community

1.1. Profile of the Basque Autonomous Community

The Basque Autonomous Community (BAC) had a population of 2,186,517 inhabitants as of the end of 2022 (Eustat, 2022). The BAC is the most populous of the Basque regions, which also include Navarre and Iparralde. The Basque Autonomous Community (BAC) has three provinces: Bizkaia, Gipuzkoa and Araba. The main cities in the BAC are the capitals of these provinces: Bilbao-Bilbo, Donostia-San Sebastian and Vitoria-Gasteiz. Bilbao-Bilbo is the biggest city and Vitoria-Gasteiz is the administrative capital.

Data from Ikuspegi, the Basque Observatory of Immigration, indicate that foreign-born people made up 11.1% of the population of the Basque Autonomous Community at the beginning of 2021 (Ikuspegi, 2021). This reflects a substantial increase over the past few decades, as the figure was just 1.3% in 1998. Just over half of the foreign population living in the BAC is from Latin America (51.7%), while 14.8% are from other European Union countries and 14.2% from the Maghreb. The rest are from other areas. The most common countries of origin of immigrants living in the BAC are Morocco, Colombia and Romania.

The official languages of the BAC are Basque and Spanish. The Basque language '*euskara*' is a non-Indo-European language, and its origin is unknown. As Basque is not a Romance language, its vocabulary, morphology and syntax are completely different from those of Spanish. Basque is a minority language. According to the most recent sociolinguistic survey conducted by the Basque Government, (Eusko Jaurlaritza, 2019), 33.9% of the population in the BAC is bilingual (Basque-Spanish), and 19.1% is receptive bilingual. Receptive bilinguals can understand Basque but have limited production skills. Monolinguals in Spanish make up 47% of the population. All inhabitants of the BAC are fluent in Spanish, with the exception of very young children with Basque as their first language who learn Spanish in primary school. The number of speakers of Basque has increased in recent years, but Spanish remains the dominant language in most areas of the BAC.

As in many other areas of Europe, English is becoming increasingly important for Basque citizens. Nowadays, many other languages are also spoken in the BAC, including Arabic, Romanian, Portuguese, Chinese, Tamazight, Urdu, Punjabi and Yoruba, among many others.

1.2. School subjects and languages of instruction

Compulsory education in the BAC is similar to that of other communities in Spain and includes six years of primary school (ages 6 to 12) and four years of secondary school (ages 12 to 16). Most children attend pre-primary education from the age of two or three.

In the BAC, there are public and private schools. Some of these schools are Catholic and others are secular, and there are schools with a range of different ideological and pedagogical orientations. Private schools are partly or fully funded by the Basque Government Department of Education, but parents have to pay a fee. In comparison with many other countries and with other regions in Spain, the number of children attending private schools is quite high. According to recent data from the Basque Government Department of Education, 48.18% of primary school students and 53.28% of the secondary school students attend private schools.

Under the 1982 Law for the Normalization of Basque (Ley 10/1982, BOPV 16-12-1982), students in the BAC have the right to be educated in Basque and/or Spanish, and their parents can choose the medium of instruction. All students have to study Basque and Spanish as school subjects, but there are three distinct models when it comes to

the use of Basque and Spanish as languages of instruction. The Bilingualism Decree 138/1983 (BOPV 108/19-7-1983) codified these three models of language schooling: models A, B and D (there is no letter 'C' in Basque):

Model A was originally intended for speakers of Spanish as a home language who choose to be instructed in Spanish. Basque is taught as a school subject.

Model B is intended for speakers of Spanish as a home language. Both Basque and Spanish are used as languages of instruction approximately 50% of the time. Both languages are also taught as school subjects.

Model D was originally created as a language maintenance program for speakers whose home language is Basque. Basque is the language of instruction and Spanish is taught as a subject.

There is also a so-called model X, which is used in exceptional cases for the small percentage of students who do not study Basque because they are only planning to live in the Basque Autonomous Community for a short period. Although the models were designed in the 80's, there have been many changes over the last few decades (see also Cenoz 2009; Gorter et al., 2014). For example, an increasing number of students who do not speak Basque as a home language are enrolling in model D schools. The relative number of Basque and Spanish speakers in model D classes varies greatly from area to area.

The percentages of pre-primary school children in each of the models in the academic year 2020-21 can be seen in figure 1. The total number of pre-primary school pupils in 2020-21 was 78,045.
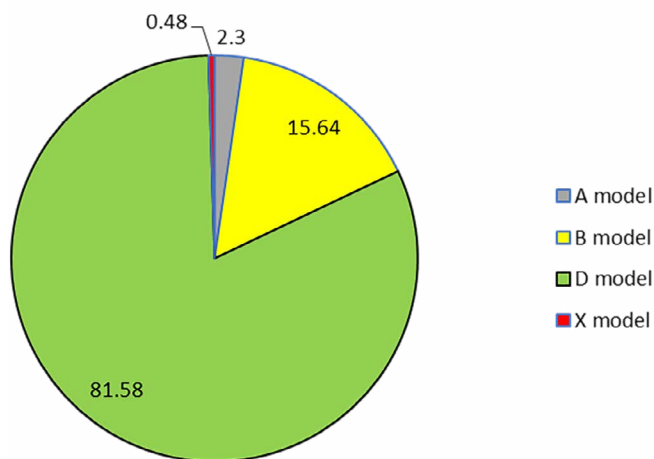
Figure 1. Language models in pre-primary education in the Basque Autonomous Community. Source: Data from Eusko Jaurlaritza, 2021.

As can be seen, most children are in Basque-medium education, either in model D (81.58%) or the bilingual Basque-Spanish model B (15.64%).

The percentages of primary school students in each of the models in the academic year 2020-21 can be seen in Figure 2. The total number of primary school pupils in 2020-21 was 128,231.
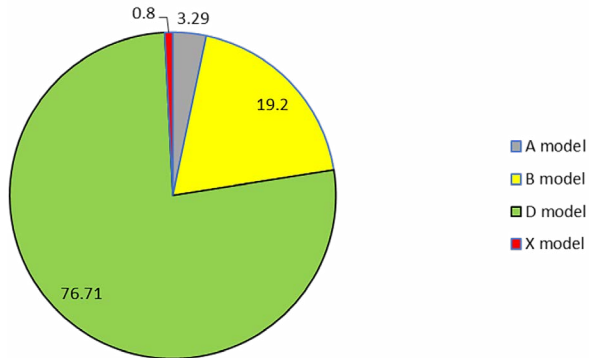
Figure 2. Language models in primary education in the Basque Autonomous Community. Source: Data from Eusko Jaurlaritza, 2021.

As can be seen in Figure 2, most primary school students attend schools where either Basque (76.71%) or Basque and Spanish (19.2%) are the languages of instruction.

The language model distribution in compulsory secondary education can be seen in Figure 3. The total number of students in compulsory secondary education in 2020-21 was 87,410.
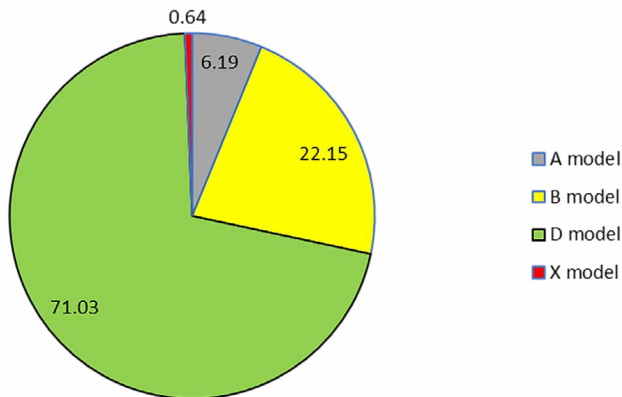
Figure 3. Language models in secondary education in the Basque Autonomous Community. Source: Data from Eusko Jaurlaritza, 2021.

The distribution of compulsory secondary education students in Figure 3 also shows that Basque is the main language of instruction and that a large majority of students attend schools where Basque (71.03%) or Basque and Spanish (22.15%) are the languages of instruction.

The percentages of upper secondary education students in each of the models in the 2020-21 academic year can be seen in Figure 4. The total number of upper secondary school students in 2020-21 was 32,669. These are the secondary courses (Baccalaurate or Batxilerra) that are required for students wishing to attend university, meaning that these figures do not include Vocational Training.
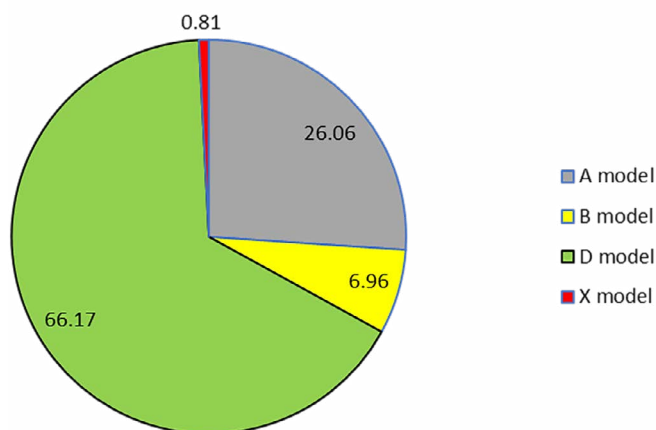
Figure 4. Language models in secondary education in the Basque Autonomous Community. Source: Data from Eusko Jaurlaritza, 2021.

The distribution of upper secondary education students shown in Figure 4 also indicates that Basque is the main language of instruction and that most students are taught in Basque (66.17%), but Spanish-medium instruction is more prevalent than at other levels (26.06%).

English is also taught as a subject in primary and secondary education, and it is increasingly used as an additional language of instruction. Basque, Spanish and the first foreign language, which is usually English, are compulsory subjects. A second foreign language, often French, is an elective subject in secondary school.

The percentage of immigrant students has increased in recent years. According to data from the 2017-18 academic year, 16.4% of primary education students were immigrants or had been born in the Basque Country to immigrant parents (Eusko Jaurlaritza, 2018). In secondary education, the share of migrant students was a bit lower, 14.6%. Immigrant students attend both public and private schools, but the concentration of immigrant students is higher in public schools. While most immigrant students are in model D schools with Basque as the language of instruction, the relative percentage of immigrant students in models A and B remains higher than in model D.

Apart from Basque and Spanish, most students in the Basque Autonomous Community study English as a third language, but some study French or German. The distribution of students studying foreign languages can be seen in Table 1.

Table 1. Total number of students studying foreign languages as first or second foreign languages in the BAC in 2019-2020

	English	French	German	Other
Pre-primary	46034	407	446	
Primary Education	129314	890	932	0
Compulsory Secondary Education	86190	14662	2493	536
Upper secondary	29585	1690	756	0
Total	**291123**	**17649**	**4627**	**536**

Source: Data from the Ministerio de Educación y Formación Profesional (2020).

The data indicate that English, which can be studied as a first or second foreign language, is the most popular additional language, followed by French and German.

Table 2 shows the distribution of the foreign languages taken as the first foreign language. Clearly, English is the most common first foreign language. A substantial number of students also study French in compulsory secondary education, but it is studied mainly as a second foreign language.

Table 2. First foreign languages in Basque Schools 2019-20

	English 1st foreign language	French 1st foreign language	Other
Pre-primary	76.9%	0.7%	0.7%
Primary	98.8%	0.5%	0,7%
Compulsory Secondary Education	98.7%	0.7%	0.6%
Upper secondary	99%	0.5%	0.5%

Source: Data from the Ministerio de Educación y Formación Profesional (2020).

In the BAC, English is also used as an additional language of instruction. Schools can decide whether to offer CLIL subjects as part of the school linguistic project of the center. All schools have linguistic projects and they can decide to teach one or more subjects in a foreign language. The number of students who were in CLIL programs in different languages in 2019-2020 can be seen in Table 3.

TABLE 3. DISTRIBUTION OF STUDENTS IN CLIL PROGRAMS, 2019-20

	English	French	German
Primary	32828	154	610
Compulsory secondary education	20781	99	347
Upper secondary	1727	0	68
Total	55336	253	1025

Source: Data from the Ministerio de Educación y Formación Profesional (2020).

English is the most common language in CLIL programs. CLIL programs in French and German are mainly offered at French and German schools.

1.3. Plurilingual education in the Basque Autonomous Community

All students in the BAC take at least three languages as compulsory subjects and in many cases they take classes with second and third languages as languages of instruction. The educational system is multilingual and the main focus should be on the Basque language, which is an official language and the main language of instruction (Heziberri, 2020).

Bilingual education in Basque and Spanish has a long tradition in the Basque Autonomous Community. Outcomes from a range of evaluations show that using Basque as the medium of instruction results in better proficiency in Basque and similar levels of achievement in Spanish and content areas (Gorter et al., 2014). Teaching through a minority language brings with it many challenges regarding standardization, material development and teacher education. After several decades of teaching through the medium of Basque, the main challenge nowadays is the use of Basque. A study on Basque in schools shows that there is a decrease in the use of the language between primary and secondary school and that students tend to switch to Spanish when the teacher is not present, particularly in sociolinguistic areas where Basque is not widely used (Eusko Jaurlaritza, 2020).

The study of English as a third language is very important in Basque schools. The first project aimed at increasing competence in English started in 1991, when English was introduced in pre-primary education (Cenoz, 2009). The early introduction of English

was extended to many other schools, and the current trend is a move from bilingual to multilingual education.

Another trend has been the use of English as an additional language of instruction through CLIL programs. The first such projects started in private schools, and they were followed by the initial programs in public schools to teach non-linguistic subjects through the medium of English in the 2003-2004 academic year. The use of English as the language of instruction has spread to a large number of schools, and evaluations have found very positive results in terms of English acquisition (Ruiz de Zarobe, 2010; Merino & Lasagabaster, 2018).

The Basque Government Department of Education is currently supporting multilingual projects in two broad, complementary areas. One is to develop and implement school linguistic projects with a focus on the integration of the three languages: Basque, Spanish and English. The other is to develop and implement school linguistic projects by teaching subjects in English or another additional language. Both of these lines of work are part of the "Eleaniztasunerantz" (*Towards Multilingualism*) project. The integration of the three languages in the curriculum and the coordination among teachers has been promoted for several years both in primary and secondary school. In recent years some multilingual projects and courses have been designed to promote pedagogical translanguaging, which goes a step further and uses students' resources from their multilingual repertoire in the language classes (Cenoz, Leonet & Saragueta, 2019; Leonet, Cenoz & Gorter, 2020, Cenoz & Santos, 2020). Pedagogical translanguaging is based on the idea that people do not keep their linguistic experiences in separate compartments and that students can use their prior knowledge as multilingual speakers to learn a new language.

2. The schools

Two public schools were selected in order to gather information for this multilingual profile of schools in the Basque Country. The first is a public primary education school, and the second is a public secondary education school. Both schools are model D schools, which use Basque as the language of instruction. They are separated by a distance of about 25km. There is a specific focus on the fifth grade in primary school and tenth grade in secondary school.

2.1. Primary education

The primary school participating in this project is a small school that offers four years of pre-primary and six years of primary education to pupils between 2 and 12 years of age.

2.1.1. Languages and subjects

As in most primary schools in the BAC, Basque, Spanish and English are all taught. The school is a model D school where Basque is the language of instruction. Spanish and English are school subjects.

The school takes part in a project called "Eleaniztasunerantz" (*Towards Multilingualism*), and there is a team of four teachers who meet regularly to discuss language teaching strategies for each grade level. It is a small school, and the main classroom teachers are responsible for teaching languages, so there is no need for extra coordination between language and content teachers.

2.1.2. Teachers

According to the principal, all teachers are bilingual in Basque and Spanish and approximately half of the teachers are proficient in English.

When it comes to teacher training in bilingual or multilingual education, the principal explained that there have been some training seminars as part of the "Eleaniztasunerantz" (*Towards Multilingualism*) project. The teachers taking part in this project have received some specific training, but the rest of the teachers in the school have not.

2.1.3. School context

Basque and Spanish are the main languages used at school. Table 4 shows the use of the two languages in different situations.

Table 4. Language use by primary education teachers in different situations

	Basque	Spanish
Communication among teachers	X	
Teacher meetings	X	
Communication with students outside the classroom	X	
Communication with non-teaching staff	X	
Communication with parents	X	X
Meetings with parents	X	X
Bulletin boards	X	X
Other texts in common areas	X	X
Texts inside the classroom	X	

In the interview, the principal explained that the idea is to use Basque as the main language, except in the Spanish and English classes. However, when it comes to communication with parents, the e-mails sent from the school are written in both Basque and Spanish because all parents can understand Spanish but not all of them can understand Basque.

2.1.4. Home context

According to the principal, about 45% of the students have Basque as their home language, and about 45% Spanish. The other 10% speak other languages such as English, French or Danish.

2.2. Secondary education

This school is located in a town in the Basque Country. It offers four years of compulsory secondary education courses and the four specializations in upper secondary education. The students are between the ages of 12 and 18.

2.2.1. Languages and subjects

The secondary school is also a D model school, and Basque is the language of instruction. Basque, Spanish and English are also compulsory school subjects. French is an elective subject.

Apart from Basque, English is also used as an additional language of instruction in the following classes:

Secondary 2 Digital communication
Secondary 3 Community manager workshop
Secondary 4 Economics
Upper secondary 1 World literature

According to the principal, there is also a class called "Project", where Basque is the main language and Spanish and English are also included to a lesser extent. In this subject, teachers try to use a language-integrated curriculum rather than repeat the same tasks in the different languages. They plan their classes in a collaborative way with coordination between languages and between language and content.

Apart from the "Project" class, teachers also coordinate with one another and share information via a chart where they can see all the text types that are used each day in the Basque, Spanish and English language classes. The principal explained that teachers are expected to make connections between different languages. The school

holds some specific coordination sessions, and the organization is flexible depending on the topics to be discussed. The four Basque, Spanish, English and French teachers in charge of language coordination are currently working together on the school language project. The idea is for them to work with other teachers, because all teachers are language teachers.

2.2.2. Teachers

According to the information given by the principal, all teachers are bilingual in Basque and Spanish. The principal did not have information about the level of English of the teachers who were not teaching English or CLIL courses.

In the interview, the principal explained that teachers can participate in training courses offered by the Basque Government Department of Education. Several of these courses are related to languages, the integrated curriculum and reading. The teachers taking part in the language project and other language teachers usually attend courses related to language teaching.

2.2.3. School context

Basque and Spanish are the main languages used at school, but English and French are also used in some situations. Table 5 shows the use of the four languages.

TABLE 5. LANGUAGE USE OF THE SECONDARY EDUCATION TEACHERS IN DIFFERENT SITUATIONS

	Basque	Spanish	English	French
Communication among teachers	X			
Meetings with teachers	X			
Communication with students outside the classroom	X			
Communication with non-teacher workers	X			
Communication with parents	X	X		
Meetings with parents	X	X		
Information on bulletin boards	X			
Other texts in common areas	X	X	X	X
Texts inside the classroom	X	X	X	X

Regarding communication with parents, the principal said that the information sent from the school is either only in Basque or in Basque and Spanish, depending on the parents' linguistic knowledge. He also explained that they try to use as much Basque as possible in all their meetings but that they use Spanish when parents do not speak Basque.

In terms of the linguistic landscape, the director stated that almost all the texts in the school are in Basque, except in the Spanish, English, French and CLIL lessons.

2.2.4. Home context

In the interview the principal did not give data on the distribution of students' home languages. He said that some Basque-speaking parents prefer to read information in Spanish because they went to schools with Spanish as the language of instruction and they read more easily in this language.

3. The classroom

In the case of the primary school, two teachers were interviewed, namely, the generalist classroom teacher, who teaches Basque, Spanish, English and interdisciplinary project-based subjects (PT1) and the mathematics teacher (PT2). In the case of the secondary school, six teachers were interviewed: four language teachers who teach Basque (ST1), Spanish and Latin (ST2), English (ST3) and French (ST4), as well as a CLIL economics teacher who teaches through the medium of English (ST5), and a history teacher (ST6). In order to protect the anonymity of the teachers, their names are not given.

3.1. Primary education

3.1.1. Languages and subjects

In fifth grade, three languages are studied as subjects. Students have two hours of Basque per week, two hours of Spanish and three of English. In some classes, students are divided into two groups.

As has already been said, Basque is the language of instruction, but it is not the first language for 55% of the students. For these students, the D model is an immersion program (Cenoz, 2009). The two primary school teachers interviewed (PT1 and PT2) explained that the school uses a language-integrated curriculum. The best example of integration is the subject area called "Project," which uses the three languages. PT1 explained that the languages have different roles. Basque takes priority, followed by Spanish and then English. According to this teacher, working on projects helps students to use the languages in ways that reinforce each other.

PT1 teaches all three languages, meaning that no coordination is needed with other language teachers in the same grade, but the teacher regularly discusses the school's multilingualism project with sixth- grade teachers. PT2 explained that all teachers meet once a week to coordinate. PT1 explains that there is not a specific coordination plan but that there are opportunities to collaborate with certain specialized teachers responsible for specific subjects such as ICT or music.

3.1.2. Teachers

All the school's fifth-grade teachers are bilingual in Basque and Spanish, and some speak English as well. Regarding teacher education, PT1, who is teaching three languages and the project subject, attended an optional training course specifically dealing with multilingualism, integrated language teaching and translanguaging. PT2, who was teaching mathematics, has never attended specific courses on language teaching.

3.1.3. School context

Table 6 shows the languages used by fifth-grade teachers in different situations. As can be seen, Basque is the main language at this school, and it is the language used among teachers. In the interview, PT1 confirmed that almost all the texts are in Basque.

Table 6. Languages used by primary education teachers in different situations

	Basque	Spanish
Communication among teachers	X	
Meetings with teachers	X	
Communication with students outside the classroom	X	
Communication with non-teacher workers	X	X
Communication with parents	X	X
Meetings with parents	X	X
Information on bulletin boards	X	
Other texts in common areas	X	X
Texts inside the classroom	X	X

3.1.4. Home context

According to the information provided by the main fifth-grade classroom teacher (PT1), the class has 22 students, and there are 10 each of Basque L1 speakers (45.5%) and Spanish L1 speakers (45.5%). There is also one student who speaks English at home another who speaks Danish.

3.1.5. Plurilingual practices in the classroom

PT1, who teaches the three languages, explained that she uses Basque to communicate with the students so as to give Basque a higher status.

In the observation of Basque language classes, Basque was the main language both in the input and output, but the other languages were also used. For example, at the beginning of the lesson, the student who plays the role of assistant needed to answer some questions related to the date and the weather in Basque, Spanish and English. At another moment of the lesson, the teacher wanted to play some music and asked students for a recommendation. Students asked the teacher to play *Coffin Dance* and she asked students in English "*Coffin Dance, how do you write it? Like this?*".

In the second observation of the Basque lesson, the teacher made some connections between the three languages used at school. She made comments related to students' previous knowledge of punctuation in different languages by explaining that when writing a letter you use a colon after "Jaun-Andre agurgarriak" in Basque but a comma after "Dear Sir/Madam" in English.

In the interview, PT1 explained that she makes these connections among languages because they are a useful way learn concepts in other languages. She provided an example about linking ordinal and cardinal numbers in Spanish and English because they were in the Spanish book. However, she admitted that these connections are made spontaneously, without a specific plan.

PT1 said that it was useful to give translations when teaching new words. She explained that she translates some words from Basque into Spanish to help students to understand them when she thinks it is necessary. She also explained that she often gives the new words in the three languages. An example of this strategy was observed in one of the classes:

> PT1: *Zer dira urazak? Gazteleraz <u>lechuga</u> eta ingelesez <u>lettuce?</u>*
> [What are lettuces? In Spanish <u>lechuga</u> and in English <u>lettuce</u>]

The comparison between languages also took place in the Spanish language class, as can be seen in the following example:

> Student: *revolución es con b o con v?* [Is revolution with b or v?]

PT1: *¿Industrial revolution, cómo se escribe?¿Entonces en castellano? In English and Spanish, it is the same*
[How do you write industrial revolution? So, in Spanish? In English and Spanish, it is the same]

Students were also encouraged to use their multilingual repertoire in their English classes. For example, while the students were looking at a picture, the following interaction took place:

PT1 *What is it?*
Student: *A forest*
PTI: *A forest, that's it. Zer polita! Begira, begira*
[So beautiful! Look, look]

Multilingual practices and translanguaging were also observed in the subject called "Project". This subject focuses on languages and topics related to natural and social sciences. As has already been explained, Basque is the main language, but English and Spanish are also used. Other subjects such as arts and crafts, music and physical education are also integrated. Apart from offering translations into two or three languages, PT1 also referred to a text students had read in English before reading a text in Basque:

PT1: *Nork gogoratzen du ingelesen ikusitakoa? (…) Machines, ingelesean ikusi genituen complex machines and simple (in English), eta hemen berdina gertatzen da, makina sinpleak agertzen dira".*
[Who remembers what we saw in English? (…) Machines in English we saw complex and simple machines, and the same happens here, there are simple machines)].

Students are allowed to use resources from their whole linguistic repertoire in class, and the teacher reinforces the links between languages. However, she tries to keep Basque as the main language of communication and even uses some Basque for management functions in the English and Spanish classes.

When asked about the explicit integration of different cultures and languages, PT1 expressed the belief that it was very positive for all cultures.

PT2, the mathematics teacher, explained that he tries hard to use only Basque in his classes but that sometimes he uses Spanish when he sees that there are some students who have difficulties with Basque. In the lesson observed, the only language was Basque, and PT2 explained that he only uses Spanish with specific students who have a lower level of Basque. It is only in very few situations and when students are struggling to follow his explanations that he uses some translation to Spanish.

In sum, the observations at this primary school confirm the importance of language teaching at school and the important role of Basque as the main school language. The integration of the three languages in the curriculum can also been seen, particularly in the subject "Project". This subject also integrates language and content.

3.2. Secondary education

3.2.1. Languages and subjects

In the fourth-year secondary education (tenth grade) class analyzed, five languages are taught. Three of them are compulsory (Basque, Spanish and English) and the other two are optional (French and Latin). Students have four hours of Spanish, and three hours of Basque, English, French and Latin each week. The students are divided into two groups for Basque and English once a week. Half of the students have an English language class and then a Basque language class, while the other half are in the Basque class first and then the English class. Apart from the language classes, the Economics elective is also taught in English. This class is open to all students and there are no language prerequisites.

There is some integration of languages, but it is not planned. Some teachers look at what is being done in other languages and carry out related activities in their own classes. For example, the French language teacher, ST4, explains that she makes links between structures or vocabulary she sees on the blackboard in other languages and French language structures. ST1 and ST4 also refer to the document where teachers can find what is being taught in each language class. So there is no pedagogical translanguaging, in the sense of planned pedagogies across languages, but these pedagogies exist in a more spontaneous way.

There is coordination among teachers but, as ST2 and ST5 explained, it is more about general topics and rather than the specific content of each language class. They believe that more steps could be taken to enhance coordination. ST1 explains that there is some coordination when it comes to assessment criteria for languages and the percentages of the scores for each area.

3.2.2. Teachers

All tenth-grade teachers at this school are bilingual in Basque and Spanish, and approximately 50% of the teachers speak English as well.

Regarding professional development, teachers have access to specific courses on multilingualism in education, and some language teachers have taken courses on topics such as CLIL, multilingual pedagogies, translanguaging and integrated language

learning. The courses are offered by the Basque Department of Education and are not specific to the school.

3.2.3. School context

Table 7 shows the language used by teachers in the fourth year (tenth grade) of Secondary Education in different situations.

Table 7. Language usage of the Secondary Education teachers in different situations

	Basque	Spanish	English	French
Communication among teachers	X			
Meetings with teachers	X			
Communication with students outside the classroom	X			
Communication with non-teaching staff	X	X		
Communication with parents	X	X		
Meetings with parents	X	X		
Information on bulletin boards	X			
Other texts in common areas	X	X	X	
Texts inside the classroom	X	X	X	X

As can be seen, Basque is used more than Spanish, and it is the language used among teachers. In the case of this secondary class, English and French are also used in some specific situations.

The main language of communication with parents is Basque. Spanish is also used when parents do not speak Basque, and in this case the information from the school is sent both in Basque and Spanish. The majority of signs and texts in the linguistic landscape are in Basque and, as the teachers explained, the idea is that Basque should be the main language of communication with students. ST3, the English language teacher, explains that in some cases they work on an infographic and post it in the hallway, so in these situations English is also part of the linguistic landscape.

3.2.4. Home context

The home language for 60% of the students is Basque, and for 40% of the students it is Spanish. The tutor of the class (SeT1) explained that out of the 20 meetings that she had with students' parents, 12 were in Basque and eight in Spanish. Therefore, it is likely that the mother tongue of the latter students is Spanish, while Basque is the first language of the former.

3.2.5. Plurilingual practices in the classroom

In the Basque lesson observed, students were able to understand this language, and it seemed that they had no problems following explanations in Basque about Basque grammar. ST1 carried out the whole lesson in Basque without the need to use other languages. In the interview, ST1 highlighted the importance of the students' L1 and how it could be used to enhance the acquisition of Basque as a second language.

ST1 finds it helpful to make comparisons among languages when possible. One example she gave in the interview was that she knew that students were working on compound sentences in both the Basque and the Spanish lessons and she was able to compare them. ST2, who is the Spanish and Latin teacher, used some Basque in her Spanish lessons to make comparisons between the structure of the two languages.

ST2 also mentioned that if students struggle to speak Spanish because their L1 is Basque, she lets them express themselves in Basque because they are multilingual. In the case of the Spanish lesson, using Basque is also a way of protecting the minority language.

In the Latin lesson observed, the teacher (ST2) used both Basque and Spanish. Similarly, students could choose to translate some Latin sentences into Basque or into Spanish. When the teacher corrected the exercise, she used the translations into both languages. She used Basque and Spanish in her class when translating Latin words or giving instructions.

The English teacher (ST3) finds it helpful to make use of students' L1 when she sees that they have problems to understand. She tries to use as much English as possible but uses other languages when she considers it necessary. For example, in the English lesson observed, she translated some words that might have been more difficult for students, as can be seen in the following example. The teacher uses the Basque "ez jo" instead of the English "had not hit":

> ST3: *If the Titanic had missed, you know, <u>ez jo</u> the iceberg, it would not have sunk [had not crashed]*

ST3 used English to give instructions and manage the classroom, and all the grammar explanations were in English, with the use of Basque limited to when she was helping students individually. ST3 explained in the interview that she used some Basque when

necessary, not only to promote understanding, but also because it encouraged students who had problems to communicate in English.

During the interview, the French teacher (ST4) also explained that she tries to give students the greatest possible exposure to the target language unless she sees that they cannot follow what she is saying. She explained that she tries to give explanations in French and then she translates into Basque if necessary. She added that sometimes she also uses Spanish because there is more similarity between the structures in French and Spanish than in French and Basque. The observation of the French class confirmed that the teacher tried to use French as much as possible when communicating with the students to explain how to complete exercises or when correcting their work. She translated when she thought that students did not follow her explanations. In some cases, she just gave a French word followed by the Basque translation, as in the following example:

ST4: *Quel est le réponse? <u>Zein da erantzuna?</u>* [What is the answer?]

Similarly, due to the similarities between French and Spanish grammar, on one occasion she used the latter language to help students see the difference between two tenses, "*yo he visto, yo veo*" (English= I have seen, I see). The teacher reported that she was aware that she was using Basque and French in the French class, but that sometimes it was automatic and other times it was more planned so as to make sure that students could understand what she explained.

ST4 also explained that students sometimes listen to an audio in French, and then they discuss it in Basque. They may also talk about a topic in Basque before going on with the discussion in French.

The CLIL Economics teacher (ST5) explained that she uses Basque in some situations when she wants students to learn the technical word in Basque:

ST5: "*hitz batzuk daude nahi dudala ikasleek euskaraz ikastea, ingelesez ikastea zentzugabekeria bat izango litzakeelako, orduan hitz hori euskaraz mantentzen dut, adibidez, pertsona fisikoen gaineko zergak, esplikazioa ingelesez emango diet baina izena bera ezagutuko dute euskaraz*
[There are some words that I want students to know in Basque because learning them in English does not make sense, so I use those words in Basque, for example, Personal Income Tax, I will give them the explanation in English but they will know the name in Basque…]

ST5 also uses Basque when it is necessary for comprehension or in some expressions when students have difficulties. She also uses Basque to ask them if they have understood what she has explained. In the observation of this Economics class in English, the teacher tried to use as much English as possible, for example trying to explain the meaning of

technical expressions in English. In some situations she used Basque when making a comment that was not related to the content of the class.

The history teacher, ST6, considers herself a language teacher and pays a lot of attention to language. The class is in Basque but the teacher uses some resources from other languages so as to use the original words, as she explained in the interview. In general, they are just specific words that can be in German, Italian, French or English. Students are also asked to read some texts in the original language to discuss them in Basque. The teacher also asks students to watch history videos in English or Spanish because there are more resources in these languages than in Basque, but then they discuss them in Basque. In the class observed, ST6 used a Basque word that was probably unknown to the students (*"lubakia",* trench). In order to ensure students' understanding of the word, she used a Spanish cognate (*"trinchera"* trench), drawing students' attention to the similarities between the two languages.

Teachers explained that integrating different cultures can be very positive and they reported that among the activities prepared to celebrate the day of the Basque language there were some on linguistic and cultural diversity. Some of the teachers explained that learning foreign languages can be very positive so that students realize that there are many other cultures.

In sum, in the case of the secondary school it can also be seen that Basque is the main school language but that there is also an important trend towards plurilingualism. The secondary school offers more languages in its curriculum and uses English as the language of instruction for several subjects.

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Plurilingual Education in Catalonia

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Executive summary

This report offers an overview of the plurilingual profile of Catalonia. It opens with a brief description of the autonomous community, then provides details of the languages used in the education system and outlines the bilingual programs which are currently in place. To exemplify this plurilingual profile, the report presents an overview of two schools in the region, one a primary and one a secondary school, thereby providing insight into plurilingual education in Catalunya. This is followed by a more detailed report on the plurilingual practices of one group from each school (sixth and tenth grades), with the aim of offering a profile of plurilingual students in the region.

1. The Autonomous Community of Catalonia

1.1. Profile of Catalonia

Catalonia is one of the seventeen autonomous communities in Spain and is located in the north-east of the Iberian Peninsula. According to Idescat (Statistical Institute of Catalonia), the population of Catalonia (as of January 2020) had reached 7,722,203

inhabitants, of whom 8.6% were foreign-born or from other Spanish regions. The table below shows more detailed data regarding the age and sex of the foreign population, as well as the percentage variation with regards to the previous year:

Table 1. Foreign population in Catalonia (2021).

	Value	Variation (%)
Total	1,245,038	-1.2
14 years old and under	184.009	-2.8
From 15 to 64	1.007.842	-1.1
65 and over	53.187	1.7
Men	644.323	-0.9
14 and under	94.788	-2.9
From 15 to 64	525.972	-0.7
65 and over	23.563	3.3
Women	600.715	-1.6
14 and under	89.221	-2.8
From 15 to 64	481.870	-1.5
65 and over	29.624	0.5
Percentage on the total population	16.1	z

Source: *Tema. Població. Xifres de població*. (2021) https://www.idescat.cat/tema/xifpo

In the sixties, Catalonia experienced one of its most significant migratory movements, with large numbers of people moving to the region from other parts of Spain. More recently, however, this internal migration has slowed down, as shown in a survey on the linguistic uses of the population in Catalonia[2] indicating that 64.7% of the inhabitants were born in Catalonia and 17.1% were born in the rest of Spain, a reduced percentage compared to decades ago.

Despite the variety of origins described in the study mentioned above, 94.4% of the population in Catalonia can easily understand the Catalan language and 81.2% can speak it (Generalitat de Catalunya, 2018). The autonomous community of Catalonia is multilingual, and apart from the two official languages, many other languages coexist in Catalonia. The chart below shows the use of some of the languages that are spoken in the autonomous community. The study includes the population from the age of 15 and above (2018).

Table 2. Languages in Catalonia

	Home language	Language of identification	Most frequentlyused language
Catalan	31.5	36.3	36.1
Spanish	52.7	46.6	48.6
Catalan and Spanish	2.8	6.9	7.4
Aranese	0.0	0.0	0.0
German	0.3	0.2	..
English	0.4	0.5	0.4
Arabic	2.2	1.8	0.9
Berber Amazigh	0.5	0.4	0.3
French	0.6	0.4	0.2
Galician	0.8	0.2	..
Italian	0.4	0.3	..
Portuguese	0.5	0.4	..
Romanian	1.1	0.9	0.4
Russian	0.5	0.4	..
Chinese	0.4	0.3	0.3
Other languages	3.1	2.4	1.7
Other combinations oflanguages	0.9	1.5	3.0
Not stated	1.4	0.5	0.6
Total	100.0	100.0	100.0

Source: Direcció General de Política Lingüística & IDESCAT. Generalitat de Catalunya (2018)
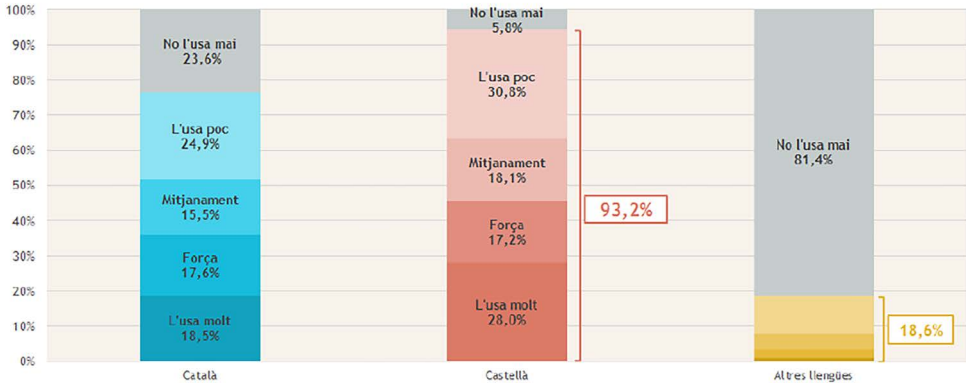
Figure 1. Use of languages in Catalonia (2018). Source: Direcció General de Política Lingüística and IDESCAT.

Translation from Catalan and percentages:

A. Languages: Català: Catalan; Castellà: Castilian/Spanish; Altres llengües: Other languages.

B. Frequency of use: (i) No l'usa mai: never uses it (0%); (ii) L'usa poc: uses it seldom (1%><30%); (iii) Mitjanament: neither seldom nor frequently (31%><50%); (iv) Força (51%><80%); (v) Very much (>80%)

Regarding the frequency of use of Catalan and Spanish, Spanish is used more frequently than Catalan (almost 50 % of the population state that they use Spanish frequently ("força") and very much ("molt"). On the other hand, almost 50% of speakers use Catalan seldom ("usa poc") or never ("mai"). These data refer to the daily overall use of the languages surveyed.

According to the legislation regulating Education, all educational programming is governed by the official curriculum. The main curriculum is divided into learning stages, and each learning stage has its own specific curriculum. In this report, we focus on the primary education curriculum and the one corresponding to the compulsory stage of secondary education (Educació Secundària Obligatòria, E.S.O., corresponding to seventh to tenth grades). In addition, the Catalan Government defines its language education policy through the document *Model linguistic del sistema educatiu a Catalunya*. The main goal of this policy is to consolidate plurilingual and intercultural education and to provide methodological guidelines.

In compliance with the curricular documents mentioned above, classes are taught in Catalan and in Spanish, in order to achieve one of the linguistic goals expressed by the Catalan government, namely, to ensure that students, upon completing primary and secondary education, have a complete command of both languages. According to Article 4 of the official Primary Education Curriculum, students need to have achieved a complete command of Catalan and Spanish by the end of this educational stage.

1.2. School subjects and languages of instruction

As the Curricula state, and as is also expressed in the document *Catalan. The Catalan language education in Spain* (Areny, M. *et al*, 2013), Catalan is the language of instruction in both stages. With regard to the learning of an additional language, the Catalan Curriculum establishes that the main goal is to be able to communicate, at least in a rudimentary fashion, and to be able to comprehend and make oneself understood as much as possible in the target language. Nothing is specified as to which foreign language should be taught. On the other hand, the Compulsory Secondary Education Curriculum states that the main purpose of teaching additional languages is to develop students' ability to understand and express themselves in an appropriate way in one or more additional languages.

As regards the learning of additional languages, Article 4 of the Primary Education Curriculum also grants individual schools the authority to start teaching an additional language once the students have reached the third key stage of primary education (10 to 12 years old). This can be done if it is included in the Linguistic Project of the school.

Given that Catalonia is a territory in which two languages coexist, there are sometimes uncertainties when it comes to the language of instruction. In an effort to resolve these questions, the Catalan Curriculum establishes a minimum number of hours that should be devoted to each language, while specifying that Catalan should be the language of instruction for every subject, with the exceptions of Spanish and first and/or second additional languages.

According to the "Document for the organization and management of the centers", which devotes a chapter to the implementation of the Linguistic Project of each individual school, the second additional language can be curricular (Catalan, Occitan, Spanish, English, French or German); international, or related to the background of the majority of the students in the school. As explained above, the document establishes Catalan as the main language that should be used in schools. Apart from that, there seems to be a gap regarding the use of the second official language, Spanish, and the first additional language as languages of instruction.

In state schools, students attend five hours of class per day, whilst in both privately funded and state-subsidized private schools, they have six hours of class. In public schools, there is a minimum of 10 subjects. One of them is taught in Spanish, which is "Spanish"; one more subject, "English", is taught in English; and finally, eight subjects are taught in Catalan, for example, Natural Sciences, Social Sciences and Math, among others. With this distribution, we can infer that English and Spanish each account for 10% of the subjects, whereas Catalan makes up the remaining 80%.

Non-CLIL methodology

English
10,0%

Spanish
10,0%

Catalan
80,0%
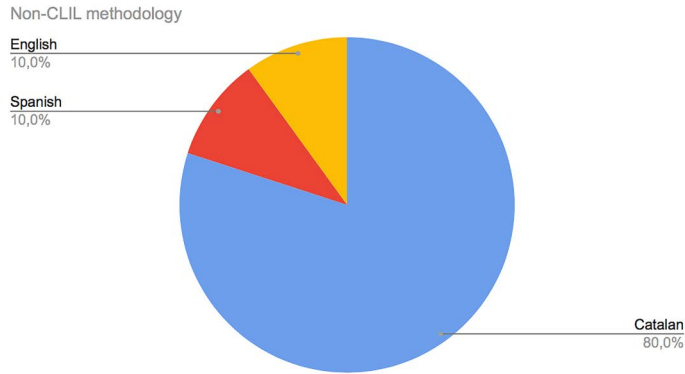
Figure 2. Language of instruction in primary education. Non-CLIL methodology.

However, there are exceptions to the above distribution if we take into consideration that at some primary schools at least one of the non-language subjects may be taught through a Content and Language Integrated Learning (hereafter, CLIL) approach, with the additional language (usually English) as the language of instruction. In this case, the percentages change in the following way: 20% of the subjects are taught in English, 10% are taught in Spanish, and 70% of the subjects are taught in Catalan.

CLIL methodology

English
18,2%

Spanish
9,1%
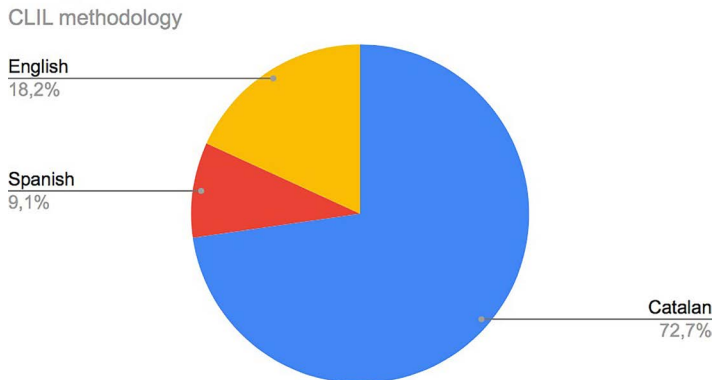
Catalan
72,7%

Figure 3. Language of instruction in Primary Education when a CLIL methodology is applied.

Regarding secondary education, the Catalan Curriculum mandates that at least three hours per week should be devoted to an additional language. In addition, considering that 35 hours a year can be used to teach non-language subjects through an additional language, resulting in an increase of another hour per week in time spent on additional languages.

If, for example, English is the only language offered as an additional language, the percentages of the subjects taught in different languages are as follows. Out of 16 subjects, at least 87.5% of them are taught in Catalan, 6.3% are taught in Spanish and, finally, 6.3% are taught in English. If more than one subject is taught in English, the percentages change, such that 81.3% of the subjects are taught in Catalan, 12.5% in English, and 6.3% in Spanish.
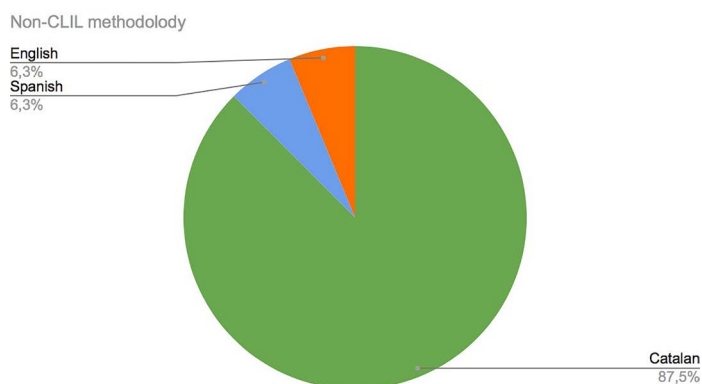
Figure 4. Language of instruction in Secondary Education. Source: Compiled by the authors based on data from the Catalan Secondary Education Curriculum.

Many schools take part in different Catalan Government programs that aim to foster the use of plurilingualism in schools. The main objectives of these programs include reinforcing the presence of other languages in different non-language subjects and providing the centers and teachers with new methodologies and resources.

Specifically, we would point to the projects *Generació Plurilingüe (GEP) (Plurilingual Generation)* (2015) and *Avancem (Going Forward)* (2017). Both are addressed to students, teachers and the administrative staff. The *GEP* project is intended to improve the students' competence in additional languages by increasing the time they are exposed to these languages and by supporting schools in these efforts. The *Avancem* project shares *GEP's* goals but pursues them through the implementation of school projects.

The programs are expected to be developed in three academic years. At the end of this period and, after having fulfilled some specific requirements, the centers can obtain certification to prove they are ready to implement new perspectives in language teaching.

In its second appendix, the Catalan Primary Education Curriculum calls for an integrated treatment of the languages that are present within the school. Moreover, schools must create a document (the Linguistic Project), which explicitly sets out the languages used in the school and how each language is treated. The Linguistic Project of a school must be written in accordance with current legislation. Individual schools can consult several documents that can help them to properly write their Linguistic Project.

When it comes to the actual implementation of the Curriculum, the legal regulations for primary and secondary education establish that it is essential to guarantee that all teachers involved in teaching a given group of students are able to meet during school hours in order to exchange information and coordinate their activities. This provision can be found in both laws, specifically in Articles 12 and 13 of the primary education law and Article 23 of the one governing secondary education. This obligation applies not only to language teachers but to the teaching staff as a whole.

1.3. *The Catalan Linguistic Model and plurilingual projects*

The Catalan Linguistic Model states that teachers should know both official languages, Catalan and Spanish, given that they must guarantee that every student, whatever their mother tongue, will be able to communicate in both languages.

In connection with teacher training in plurilingual education, initiatives like those mentioned above (*GEP* and others) always provide language acquisition training for all teachers. The document on the use of languages in schools (used to draft each school's Linguistic Project) also calls upon schools to offer workshops on the culture and language of the majority of their students. The Catalan Linguistic Model, an official Catalan Government document that sets out linguistic policies for education, emphasizes the need for teachers to receive specific linguistic training. Such training helps ensure they have the proper knowledge of the language of instruction and/or the languages they teach, as well as contributing to improving their overall teaching skills. A more recent adaptation of these regulations mandates that new teachers entering the profession show a level of minimum knowledge of an additional language. Specifically, the document insists on a B2 level (CEFR) or higher in at least one additional language.

Apart from the training opportunities mentioned above, the Catalan Department of Education offers several courses that allow teachers to increase their specialized knowledge of different topics such as interculturality or language teaching methodology. However, these training programs not offered individually; the entire staff of the school or of a specific educational stage (Early Childhood, Primary or Secondary) must enroll.

The Catalan Linguistic Model establishes that every activity in the school context, from teacher communication to meetings with families, to administration processes, should be conducted in Catalan to help preserve the official language. The linguistic model also defends a pluricultural and plurilingual context by underscoring the need to respect and not put at risk the existence of other languages.

There is an exception in the north of Catalonia, in an area with another co-official language, Aranese. In the region where this language is spoken, the regulations grant the use of Aranese preference over other languages. Thus, this language and Catalan are used within the school context in the region of Vall d'Aran. At the same time, The Catalan Linguistic Model emphasizes the importance of reinforcing the roles of all languages that are present in the center:

> " (…) although it is important to make the languages of the center visible, whether they are curricular or the students' languages of origin, especially through the exhibition of work and tasks done by the students".
> Translated from the Catalan Linguistic Model, p.18

The document also states that schools must study the needs of the families in their community in order to guarantee that the school can communicate effectively with them. The Linguistic Project of each school specifies how it will manage the languages that are taught there.

2. The schools

2.1. Primary education

The primary school chosen for this study is a state-subsidized private school offering education from Nursery (three years old) to the fourth year of ESO (compulsory secondary education), equivalent to tenth grade. In this section, we will be offering a view of how languages are used in the school context, including by the teachers, and of the languages used by students at home. The data and information offered in this section has been obtained from the school's website and via a questionnaire that was sent to the school's principal.

2.1.1. Languages and subjects

According to the principal, the school structures the teaching and learning of languages in accordance with its own Linguistic Project, which is updated often to respond to the constantly changing needs of society, especially the of the community attending the school. This Linguistic Project has its foundation in the Catalan

Curriculum, which is a Catalan Government document that defines the educational regulations for the territory, establishing standards for the language of instruction, subjects taught, and percentage of hours devoted to each language. The principal reports that 67% of primary education subjects are taught in Catalan, while 23% are taught in English and 10% in Spanish, specifically a subject called Spanish Language. The aforementioned 23% corresponds not only to English as a foreign language, but also to two other subjects known as *complementary*, namely, Physical Education and Oral Session. The latter subject consists of a weekly thirty-minute class where the focus in on improving students' speaking competence in the additional language (in this case English). Private schools and state-subsidized private education centers have an extra daily hour -*the sixth hour*-, giving them a total of six contact hours per day. These are called *complementary hours.*

Meanwhile, the information gathered through the questionnaire confirms that a second additional language is taught only during secondary education, when taking one more language becomes compulsory. Thus, the percentages of classes taught in the various languages offered at this school change at the secondary level, where 12.5% are in Spanish, 67.86% in Catalan, 12.5% in English and 7.14% in German. At the secondary level, the subjects taught in English are not the same as those in primary education.

2.1.2. Teachers

There is no coordination among teachers of different languages at the primary education level, although the teachers report that some aspects of language teaching are common in the different languages in secondary education. In contrast, there is coordination between language teachers and teachers of other subjects.

Regarding the linguistic repertoire of the teachers, the school principal states that 100% of them have great command of Catalan and Spanish and that 25% know English. According to the principal, teachers at the school have not received training on bilingual or plurilingual education, regardless of whether they are teaching languages or non-language subjects.

2.1.3. School context

According to the answers given in the questionnaire, all the communication among teachers and meetings with parents are conducted in Catalan, and the information on notice boards is also in this language. This changes when teachers communicate with some students or their families outside the classroom. In these situations, Spanish and English are also included. With regard to communication with the non-teaching staff at the center, both Spanish and Catalan are the preferred languages of communication.

2.1.4. Home context

The school does not have an up-to-date percentage of the languages spoken by students at home. Despite this, and according to the answers given in the questionnaires, it seems clear that Catalan and Spanish are the two most common mother tongues. Nevertheless, it is worth mentioning that there are 24 different nationalities represented at the school, a diversity that definitely contributes to its plurilingual profile. Students' home languages include Tagalog, Mandarin Chinese, English, Korean, Russian and Arabic, among others.

2.2. Compulsory secondary education

The secondary school chosen for the report is a state-subsidized private school in Barcelona offering classes from Nursery to Year 12 (*Segon de Batxillerat*). In this section, we will offer an overview of how languages are used at the school, including by teachers, and of the languages used by students at home. The data and information in this section have been obtained from the center's website and through the questionnaire that was sent to the school's head of studies for compulsory secondary education.

2.2.1. Languages and subjects

The school offers a wide range of languages, starting with Catalan, Spanish and English during the years of nursery school and primary education, and introducing German and French as electives at the start of secondary. Despite the variety of languages at the school, the results of the questionnaire reveal that it does not have a specific Linguistic Project in place.

With regard to the language of instruction, the data gathered through the questionnaire indicate that 95% of the subjects are taught in Catalan, while 2.5% are taught in Spanish and another 2.5% in English. There is no mention of the use of other languages such as English to teach non-language subjects. However, the school website specifies that English as a foreign language classes are offered with smaller class sizes, as the larger class is split up into groups for this period.

2.2.2. Teachers

According to the information gathered, the language teachers coordinate with one another, and the school has two language departments: *First languages (Catalan and Spanish)* and *Foreign languages (English, German and French)*. There is a department head for each. Language departments offer key opportunities for language teachers to coordinate. As mentioned above, there is coordination between language teachers and teachers of other subjects.

In terms of the teachers' linguistic repertoire, the secondary education principal states that 100% of the teaching staff has great command of both Catalan and Spanish, while 60% know English. There is no mention of other languages the teaching staff may know. It is also stated that neither language teachers nor non-language subject teachers have received any training in bilingual or plurilingual education.

2.2.3. School context

According to the data from the questionnaire, communication within the school context is in Catalan. This would include staff meetings, communication between teachers, parents' meetings, noticeboards and information posted inside the classrooms and in the corridors.

2.2.4. Home context

According to the responses to the questionnaire, Catalan is the mother tongue of 95% of the students at the school, while 5% have Spanish as a first language. Other languages like English and Arabic are spoken in the immediate context of a small percentage of the students.

3. The classrooms

In this section, we will focus on the observations carried out in the two schools described in Part 2, specifically in a sixth-grade primary school class and a tenth-grade secondary class.

3.1. Primary education

Due to COVID-19 restrictions, some teachers were only able to teach specific groups, meaning that they could not enter other classes. For this reason, two groups were observed in order to ensure the participation of all the teachers. Meanwhile, one of the observed teachers is now teaching a fifth-grade class, although up until this academic year he had taught both fifth and sixth grades. It was because of his previous experience in the latter grade that we decided to interview and observe him. The primary education groups that were observed had no more than 20 students each. Again, one of the observed teachers (who was responsible for the second sixth-grade group) was only able to enter one of the classrooms, which is why both groups had to be observed.

3.1.1. Languages and subjects

Regarding the languages in which the different subjects are taught, the group studies Catalan, Spanish and English, and it is not until they reach secondary education that a second additional language is added.

The table below shows the distribution of subjects according to the language of instruction in primary education in this center:
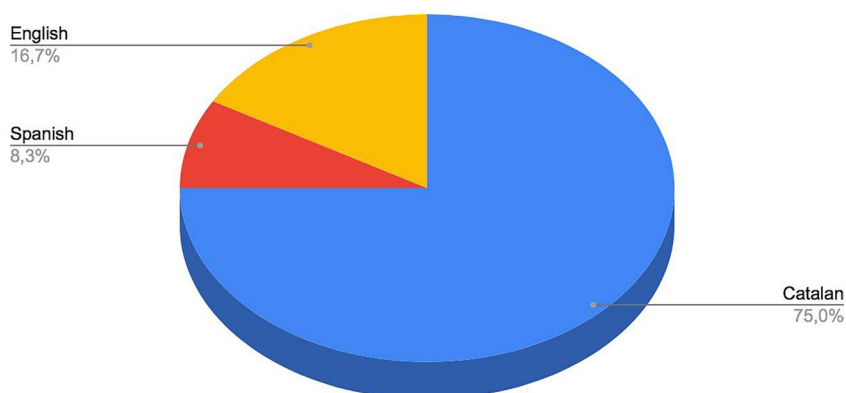
Figure 5. Distribution of the subjects according to language of instruction

As can be seen, 75% of the subjects in this school are taught in Catalan; 16.7% are taught in English (English language and Physical Education); and 8.3% are taught in Spanish, a percentage that is equivalent to one subject (Spanish Language). According to the teachers' responses to the questionnaires, the school follows a Linguistic Project.

3.1.2. Teachers

All the teachers have a good command of Catalan and Spanish, while some teachers also have knowledge of English and/or other languages. Most of the interactions are carried out in Catalan, especially coordination meetings, although it has been stated that an unspecified number of teachers interact with each other in Spanish.

3.1.3. School context

Most of the external communication on behalf of the school is done in Catalan, although the center adapts to the families that need to get information in a different language, using either Spanish or English. Regarding school infor-

mation, three of the teachers reported that it is written in Catalan, while one of characterized this communication as "mainly" written in that language. The other two teachers said that both official languages, Catalan and Spanish, are used in these texts. In terms of posters and other information on display in the school's corridors, four teachers said that they tend to be written in Catalan and English, while one of the teachers also mentioned Spanish as one of the languages that can be seen in the corridors.

Regarding linguistic activities, the school holds activities principally in the four taught languages: Catalan, Spanish, English and German. To begin with, students in all educational stages take part in the *Reading support project*, in which older students help younger ones in the process of reading in Catalan. The books and stories they read together are part of the classroom library, which itself is another of the projects conducted by the school and includes books in Catalan and Spanish as well as some in English. The school has offered in-service teacher training to all the teaching staff on the encouragement of reading, which is intended not only to provide them with strategies to motivate students to read, but also to help them reinforce their students' effective use of language.

The school hosts an annual project for primary students on a specific subject. With this practical activity, students learn about a chosen topic from different angles, including a linguistic perspective (Catalan, Spanish and English). Apart from that, at this grade level, students have the opportunity to test their English knowledge by taking Cambridge English exams, which are administered at the school by Cambridge examiners.

Meanwhile, at the secondary level, students participate in the *School Song Contest*. With this interdisciplinary project, students' work is based on three subjects: music, English and Physical Education. In this project, students have to write the lyrics for a song in English. As a final highlight, students in the third and fourth years of ESO (ninth and tenth grades) can go on a trip with their teachers to London and Berlin, respectively. There are several activities in the target languages (English or German) for students to do during the trip.

3.1.4. Home context

The sixth-grade groups could be considered pluricultural, as there is a wide variety of nationalities and languages. Taking into account that around one third of the students speak both Catalan and Spanish at home, the actual percentage of students with one or the other of these languages as a mother tongue cannot be clearly defined, but the figure is about 40 to 45% for each. About 5% of the students have Mandarin Chinese as their first language and another 5% have Tagalog (or sometimes a mix of Tagalog and English) as theirs. Apart from these percentages, other languages that students speak at home include Brazilian Portuguese, Russian and Urdu.

3.1.5. Plurilingual practices observed in the classroom

As a starting point, it is relevant to point out that four out of the five participating teachers reported not having received any kind of training in bilingual or plurilingual education. In relation to this same question, one of them cited the fact their subjects were non-linguistic as a reason for not having received that sort of training. On the other hand, three of them were familiar with the pedagogical approach that fosters the development of the plurilingual competence in the classroom. All of the responding teachers agreed as to the positive effects that integrating all students' languages and cultures may have.

Regarding the use of plurilingual practices in the classroom, there seems to be considerable coordination and agreement regarding most of the practices stated in the report. Starting with the use of students' L1, teachers describe activities such as the display of explanatory videos in English or Spanish to add further information to the studied topic, exchanging personal experiences of their own cultures, oral explanations or writing informative notes to the students' families in their mother tongue so that they can understand what they are working on at school. Most of them coincide with the use of school festivities -the school's day of Non-violence and Peace, for example- as a way to introduce each student's mother tongue -for instance, writing messages or the word 'peace' in different languages.

In answer to the question in the survey about the use of code-switching and translation refers, the answers were very similar. Most of the teachers explained that they sometimes felt the need to change languages in order to make themselves understood if the lesson was taught in English. They also highlighted the need to use such practices with students whose first languages were not Catalan, especially when they first arrived at the school. Finally, in reference to the use of other plurilingual or intercultural practices, the following actions were mentioned: role-play activities, projects in which more than one culture is being worked on, listening to songs in different languages or the freedom to choose the language in which to write some of the required essays.

Observation of the interactions in the participating teachers' classes was carried out during school hours. The figure below shows the plurilingual practices (of both teachers and students) that were observed during the different lessons in primary education. As can be seen, the most observed and recurrent plurilingual practice was the use of the students' L1 in English class; some students used Catalan or Spanish to interact with each other or to ask the teacher questions. Code-switching was the second most observed practice, as in some cases teachers answered the students in the language they had used to pose a question (Catalan or Spanish). Some teachers also gave the instructions for the activities in both English and Catalan.

The least frequently observed plurilingual practice was translation of answers given to students into a different language. No other plurilingual practices were

recorded during the observations carried out in the primary education classes, although this cannot be taken to mean that they were not put into practice during the rest of the academic year.
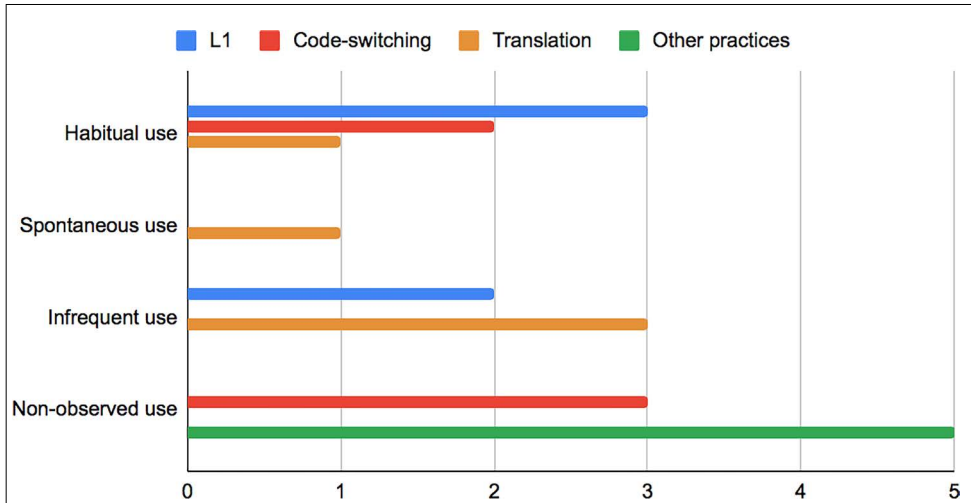
Figure 6. Frequency of plurilingual practices observed in primary education classes

3.2. Compulsory Secondary education

In this educational stage, teachers specialize in certain subjects, and they have different schedules, thus making the observation of a single group difficult. For this reason, several tenth-grade groups were observed in order to guarantee the observation of the six participating teachers.

3.2.1. Languages and subjects

Regarding the languages in which the different subjects are taught, the groups study Catalan, Spanish, English, French and German, although one of the interviewed teachers stated that not all the students study a second additional language. According to the participating teachers, students are taught almost all of the subjects in Catalan, except for Spanish and English as additional languages. Students may opt to take either French or German as a second additional language (a fourth language of instruction). The figure below shows the distribution of subjects according to the language of instruction at this secondary school, including German and French.
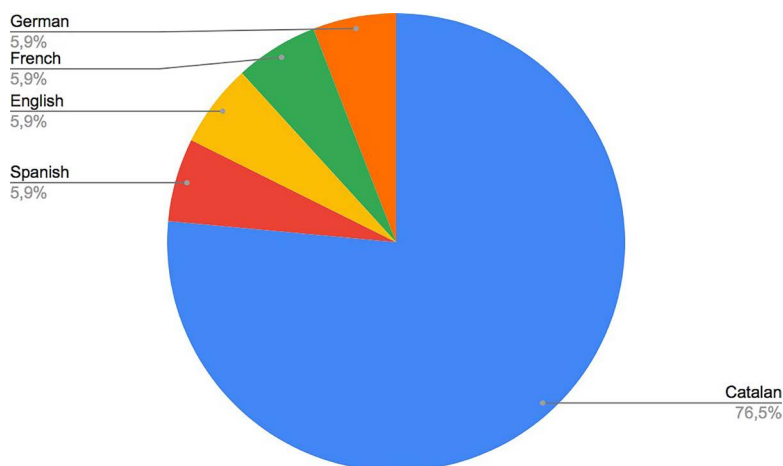
Figure 7. Distribution of the different subjects according to language of instruction

3.2.2. Teachers

The participating teachers stated that all of the academic staff knows Catalan and Spanish and that around 70% of the teachers have a certain command of English. Furthermore, about 10% of the academic staff know German and French, the second and third additional languages taught at the center. Finally, one of the teachers interviewed stated that 3% of the teaching staff know Japanese.

None of the six teachers reported having received any training on bilingualism and/or plurilingualism, as was the case in the primary education school described in the previous section. Five out of the six participants did indicate that there is some coordination among language teachers, while just one of them pointed to coordination between language teachers and other teaching departments.

3.2.3. School context

All the teachers agreed that most internal activities such as staff meetings are in Catalan, while language use is more varied in other kinds of communication, including meetings with families, conversations with other staff members and posters. Such communication may take place in Catalan, Spanish and English. Most of the information hanging in the corridors was in Catalan, and visible student projects were in Catalan or English.

The school also hosts other English learning activities. Starting in primary school and continuing throughout secondary education, students read novels in English. In the last year of Primary Education, students have the opportunity to do an exchange with pen pals from a school in Brighton, with whom they have Zoom meetings. In the last year of secondary education, students take part in the Erasmus Mobility+ program and work

with a German school on the subject of European Heritage (https://www.ipsi.cat/elfil/ erasmus-etwinning-project-ipsi- barcelona-pius-aachen-germany/).

In post-compulsory Secondary Education (ages 16 to 18), students have the chance to do an exchange with a Danish school. Both schools prepare a video showing the students their schools and, in December, they receive the visit of the Danish students and prepare some activities in English to do with them. Before the pandemic, students were competing in the Phoenix Project, the 2030 Unesco project looking at sustainability in Barcelona. The school is now trying to engage a Swedish school with the same purpose.

Some activities involve students at several grade levels. For example, students from all levels of secondary education participate in a Roald Dahl creative writing competition. Tenth and twelfth-grade students have the possibility to sit the Oxford Online Test of English (up to level B2, soon to be extended to level C1).

3.2.4. Home context

As was the case of the primary school described in the previous section, the fourth of ESO groups could also be considered plurilingual. The interviewed teachers state that around 70% of the students have Catalan as a first language, 20% have Spanish as a first language, with an additional 10% speaking other languages at home. Among those languages in the remaining 10% we can find Chinese, Russian, Italian, English, French, Arabic, Portuguese, and Czech.

3.2.5. Plurilingual practices observed in the classroom

In terms of knowledge of the pedagogical approach fostering the development of the plurilingual competence, four of the interviewed teachers stated that they were familiar with this perspective, though one of them disagreed with four others on the potential positive effects of integrating students' languages and cultures into their academic training. Apart from that, one of the six teachers claimed to know nothing at all about whether this integration would be beneficial for students.

Regarding the use of plurilingual practices, four teachers said they do not use such practices in the classroom or do not understand what they are. The one teacher who reported using these practices made reference to oral expression activities and to attempts to draw similarities between other languages and the use of the students' L1. Two teachers said they sometimes used code-switching and translation to complement instructions given to students and to help resolve the difficulties they may have in understanding instructions. In terms of other plurilingual practices, one of the participating teachers gave the example of using pluri-disciplinary projects.

As can be observed in the following figure, the most common plurilingual practices in secondary education were the use of the students' L1 and translation, followed by code-switching. Similar to the observations in primary education, the least frequently observed plurilingual practice was the use of other practices, though, unlike in the observation for

primary education, an additional practice could actually be observed. In that case, content related to the culture of the language that was being taught was the center of the lesson.
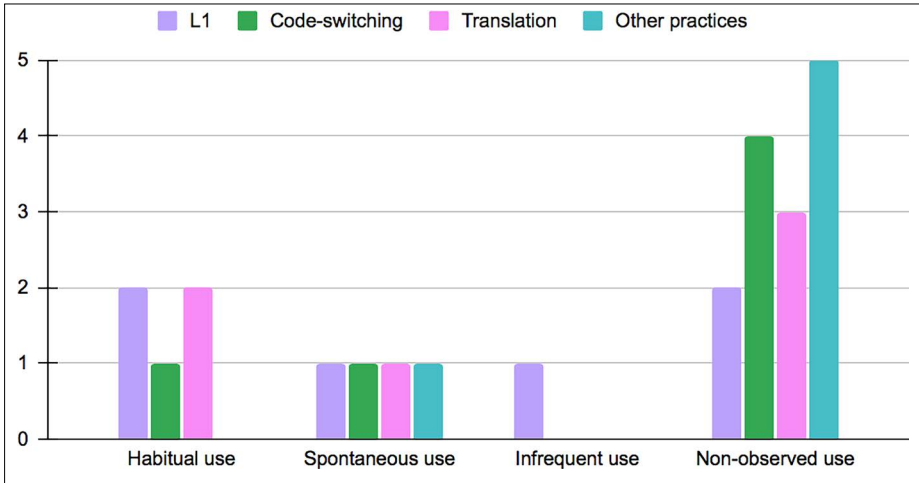
Figure 8. Frequency distribution scale of Plurilingual Practices observed in Secondary Education

The following figure shows a summarized view of the plurilingual practices in the two schools.
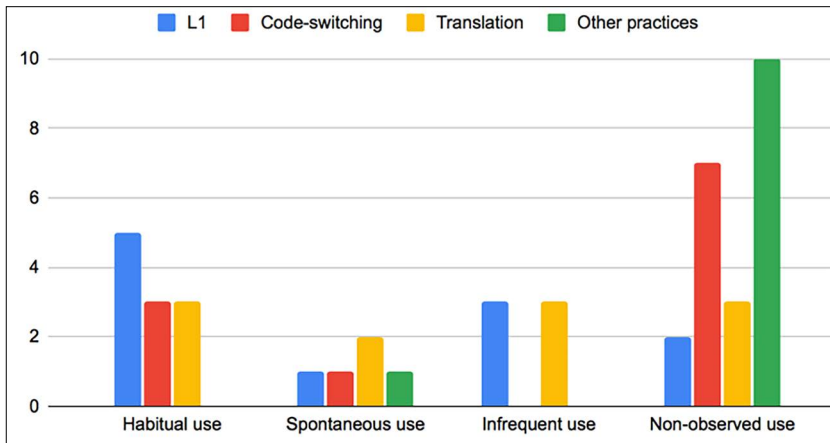
Figure 9. Frequency distribution of plurilingual practices in Primary and Secondary education

As can be seen, the most frequently observed plurilingual practice is *the use of students' L1*, closely followed by *code-switching* and *translation*. Beyond the three practices mentioned above, the use of other plurilingual practices was quite rare, since it was recorded in only one of the eleven observations that were carried out. Therefore, the most widely used plurilingual practices were found to be frequently used here.

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Plurilingual Education in La Rioja

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Executive summary

This report offers an overview of the plurilingual profile of La Rioja. It opens with a brief description of the autonomous community, and it provides details of the languages used in the education system and outlines the bilingual programmes which are currently in place. It then presents an overview of two schools in the region, one primary and one secondary school, providing insight into plurilingual education in La Rioja. This is followed by a more detailed report on the plurilingual practices of one group from each school (sixth and tenth grades), with the aim of offering a profile of plurilingual studies in the region.

1. The Autonomous Community of La Rioja

1.1. Profile of La Rioja

La Rioja is an autonomous community located in the north of Spain. It borders the Basque Country to the north, Navarre to the northeast, Aragon to the southeast and Castile and León to the west and south. In 2020, the region had a population of 319,914 inhabitants, 152,485 of whom resided in its capital, Logroño (*Instituto Nacional de Estadística*, 2021a). According to these data from the National Statistics Institute, around 12.5% of these inhabitants are not of Spanish nationality. As shown in the following graph, these citizens come from all over the world, most commonly from other countries in Europe, and from Africa and South America:
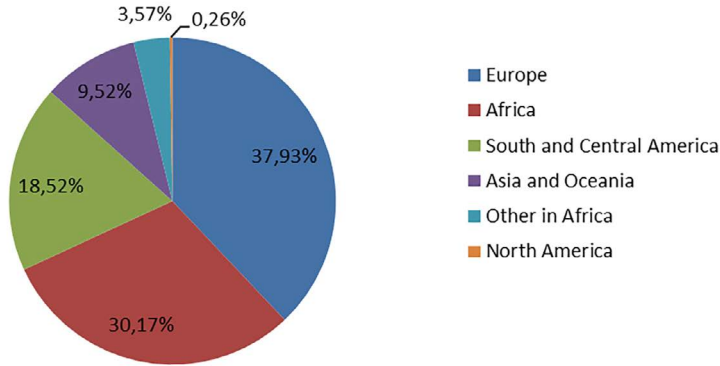
Figure 1. Foreign Population in La Rioja by geographical origin in 2020.
Source: Compiled by the authors based on data from *Instituto Nacional de Estadística* (2021b).

Of particular note is the fact that immigrants from some continents come overwhelmingly from a single country: 11,575 of the total 18,073 from Europe are Romanian (64%); 8,150 of the total 10,325 from Africa are Moroccan (78%); and 2,480 of the total 3,354 from Asia are Pakistani (73%). Thus, while the region's official language is Spanish, it evidently also boasts rich linguistic diversity, with many immigrants speaking their own mother tongues, such as Romanian, Arabic or Urdu. This linguistic and cultural diversity is also clear in the education system. In the 2019/2020 academic year, there were a total of 863,952 foreign students enrolled in the Spanish school system, accounting for 9.9% of the total number of students (Ministerio de Educación y Formación Profesional, 2020a). In comparison, in La Rioja, the presence of foreign students, at 14.2%, was markedly above the average for the country as a whole (Ministerio de Educación y Formación Profesional, 2020a). Table 1 below shows the distribution of the overall student population and of the migrant student population according to type of school they attend.

Table 1. Total students and foreign students in La Rioja in 2019/2020

Public		Private	
Total Students	**Foreign Students**	**Total Students**	**Foreign Students**
65.4%	80.2%	34.6%	19.8%

Source: Compiled by the authors based on data from *Ministerio de Educación y Formación Profesional* (2020a)

As can be seen, the vast majority of foreign students are enrolled in public education, while in private education there are considerably fewer foreign students as a percentage of the overall student body. As in the case of the overall foreign population of La Rioja, these students come from diverse backgrounds, as shown by more recent data from the 2020-2021 academic year (8,009 students) (Figures 2 and 3).
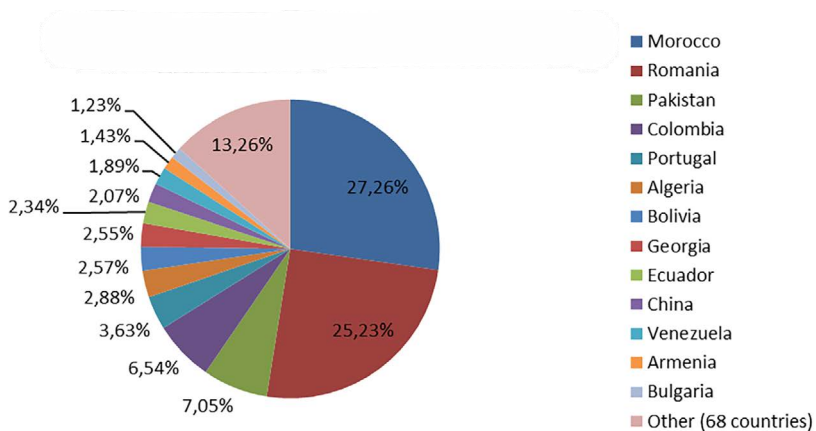
Figure 2. Distribution of foreign students in La Rioja in 2020/2021 by continent of Origen. Source: Compiled by the authors based on data from *Gobierno de La Rioja* (2021).
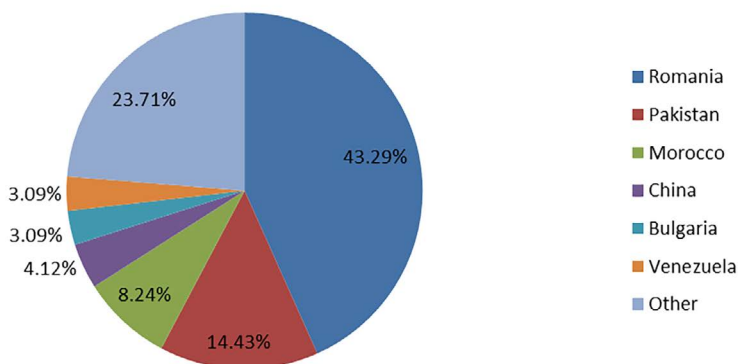
Figure 3. Distribution of foreign students in La Rioja in 2020/2021 by country of origin. Source: Own elaboration based on data from *Gobierno de La Rioja* (2021).

As with the general population of La Rioja, foreign students from Europe, Africa and Asia come primarily from Romania (66%), Morocco (80%) and Pakistan (74%). While the age at which migrant students first enroll in Spanish schools varies, in some cases a later start entails a limited command of the Spanish language. In La Rioja in 2018/2019 there were 159 students in this situation: 65 in primary schools and in 94 compulsory secondary education (*Ministerio de Educación, Cultura y Deporte*, 2020b). In order to aid these foreign students, the of *Aulas de Inmersión Lingüística* (Linguistic Immersion Classrooms) program was put into place. According to the Federation of Education Workers (Gobierno de la Rioja, 2017), the aim of this program is to guarantee the right to education of foreign students who present specific educational support needs and who lack the necessary knowledge of the Spanish language as a result of their late incorporation into the Spanish education system. When schools detect linguistic or curricular issues, foreign students can attend one of the three language immersion classes in Logroño (two at public schools and one as a state-subsidized private school), where they are taught by a specialist. Following a period of three to six months, depending on the students' command of Spanish and curricular competence, they can then return to their assigned school.

1.2. School subjects and language of instruction

Regardless of their nationality, all students in primary and compulsory secondary education (ESO) are required to study Spanish language and literature (BOE, 2007). In addition to their first language, be it Spanish and/or another mother tongue, all students in La Rioja must also start learning a first foreign language as a compulsory subject from the age of six (Eurydice, 2017, p. 154), though the vast majority begin at age 3 to 6 in preschool. In both primary and secondary education, this first foreign language is English for the entirety of the student population (*Ministerio de Educación y Formación Profesional*, 2020c). Primary schools may then choose to introduce a second foreign language in fifth or sixth grade, while all secondary schools are required to offer at least one additional foreign language across all levels (BOE, 2007). According to data from the 2018/2019 academic year, while at the primary level only a small percentage of students in La Rioja take a second foreign language (0.6% of the total, all of whom take French), in secondary school the number is relatively high (39.9% of the total, 38.8% French and 1.1% German) (*Ministerio de Educación y Formación Profesional*, 2020c). Table 2 provides an overview of the foreign languages studied by students in La Rioja at the various educational levels.

Table 2. Total number of students studying foreign languages
in La Rioja in 2018/2019[1]

	English (first foreign language)	French (second foreign language)	German (second foreign language)
Pre-school	8,519 (99.2%)	0 (0%)	0 (0%)
Primary	19,733 (100%)	118 (0.6%)	0 (0%)
Compulsory Secondary Education (ESO)	12,845 (100%)	4,984 (38.8%)	136 (1.1%)
Upper secondary	3,383 (95%)	738 (20.7%)	18 (0.5%)
Total	44,480 (98.55%)	5,840 (15.02%)	154 (0.4%)

Source: Compiled by the authors based on data from *Ministerio de Educación y Formación Profesional* (2020c).

In addition to language classes, CLIL has become increasingly popular throughout La Rioja, as in the rest of Spain. For example, in the 2018/2019 academic year, 13.8% of primary students and 8.9% of compulsory secondary education students were taking part in CLIL programs, and 30.5% of primary students and 22.2% of compulsory education secondary students were participating in other types of instruction in which a foreign language was used (*Ministerio de Educación y Formación Profesional*, 2020c). For the purposes of these data, CLIL programs are understood as those which guarantee their delivery across all levels of either primary school or ESO, while other experiences include those in which the foreign language is used to teach one or more content areas or subjects, but which do not usually continue across all levels and may be dependent on teacher availability at the school. While La Rioja falls quite below the national average in the first category, it has a significantly higher average in the second, resulting in overall averages which are slightly lower in primary and slightly higher in secondary (see Table 3).

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1. Note: Figures in parentheses indicate the percentage of students studying this language out of the total number of students enrolled in that educational stage. In upper secondary, where it is obligatory to study English, the percentage is 95% rather than 100% due to the part-time student registration.

Table 3. Students taking CLIL programs in 2018/2019

	Primary		Secondary	
	La Rioja	**Spain**	**La Rioja**	**Spain**
CLIL programs	13.8%	35.1%	8.9%	24.4%
Other experiences	30.5%	4.4%	21.9%	3.1%
Total	44.3%	48.7%	30.8%	27.5%

Source: Compiled by the authors on data from *Ministerio de Educación y Formación Profesional* (2020c).

Finally, in order to make this language immersion possible, teachers in La Rioja have needed to become proficient in the language in which they are teaching content. This improvement has been clear over the past decade, with more and more teachers receiving certificates to prove their language competence, a necessary requirement for participation in bilingual teaching programs. For example, the region went from having just 42 teachers with a CEFR B1 or B2 in 2012 to 540 within two years (La Rioja, 2015). By 2017, these figures had risen even more: 427 teachers had a B2, 158 had a C1, and an increasing number of teachers had obtained a C2 ("*Los Profesores de Los Centros Bilingües*", 2017).

1.3. Bilingual/plurilingual projects in La Rioja

There are currently two main initiatives in La Rioja for the implementation of primary and secondary content classes through the medium of a foreign language: the School Language Innovation Projects (*Proyectos de Innovación Lingüística en Centros,* or *PILC*), which is a program unique to La Rioja, and the Bilingual Sections program, which is being implemented on a national level.

1.3.1. The School Language Innovation Projects

Firstly, the *Proyectos de Innovación Lingüística en Centros* (School Language Innovation Projects), henceforth PILC, was first implemented in the 2014/2015 academic year (*Consejería de Educación al Consejo Escolar*, 2010). It was available in three different modalities (Manzano Vásquez, 2015): Model A, which used the foreign language for basic functions such as routines, greetings and instructions; Model B, in which the language was used to teach the contents of at least one unit or part of the curriculum in each semester; and Model C, in which the language was used to teach the contents of

one complete subject in the curriculum. Notably, the quantity of foreign language use varied remarkably across each of the three modalities. In response to this observation, and following advice of researchers who questioned the benefits of the Model A approach and who advocated the use of a foreign language as the language of instruction rather than an occasional tool, Model A ceased to be included in the initiative as of the 2019/2020 academic year. More recently, in the 2020/2021 academic year, with the aim of responding to the ongoing global pandemic, the project was reduced to a single modality (PILC A), in which the contents of two units or didactic sequences of the curriculum are taught in the target language (*Consejería de Educación, Cultura, Deporte y Juventud*, 2020). In addition, these units must be different to those implemented in previous years. Any subjects can be chosen for the program, with the exception of languages (e.g. Spanish Language and Literature) (*Consejería de Educación, Cultura, Deporte y Juventud*, 2021).

In order to take part in the program, teachers must have a CEFR level of B2 or higher (Manzano Vásquez, 2015). As Fernández Fontecha (2009) has outlined, teachers are supported in meeting this requirement by means of two-week summer courses in a foreign country, two-week part-time courses at the Official Language School, and courses offered at a teacher-training center.

In 2020/2021, PILC A had a total of 208 coordinators and participants across 42 different educational centers. Among the participants 59 were in primary education and 59 were in secondary schools. The language chosen for the program is almost always English (98%), with some participants opting for French (1%) or Italian (1%). At the primary level, the subjects chosen included Art (by far the most common), Physical Education, Nature, Social Science, Music, Values/Religions and, in just one case, Mathematics. At the secondary level, the variety of subjects was much greater, including Art, Music, Geography and History, Economics, Introduction to Entrepreneurial and Business Activity, Biology and Geology, Mathematics, Information and Communication Technology, Physical Education, Physics and Chemistry, Technology, Ethics and Values, Religion, Social Studies, Marketing, and Applied Science.

1.3.2. Bilingual Sections

The Bilingual Sections program, first implemented in La Rioja in 2008/2009 (Manzano Vásquez, 2015), is a bilingual and plurilingual teaching initiative. In this context, bilingual teaching is understood to refer to classes in which at least one third of teaching time each week is carried out in the target language, and plurilingual teaching is defined by the addition of a second foreign language. The program has become increasingly popular since its implementation, with 13 public schools taking part in the 2020/2021 academic year, 5 of them primary and 8 secondary schools (*Consejería de Educación, Cultura, Deporte y Juventud*, 2021). The project must be introduced to a given school in the first year of primary education and then continue

throughout subsequent years, so that within six years bilingual education will have been offered across all levels (BOR, 2017, p. 6710). Regarding the organization of the program, English must make up at least a third of the weekly teaching time, with students receiving some instruction in the target language every day. Schools may offer any areas of the Primary Education curriculum in English, with the exception of Mathematics and Spanish Language and Literature. Social Science and Nature must be taught in English, as well as either Art or Physical Education. Similar criteria are set out for secondary schools (BOR, 2018, p. 7896). The project must begin in the first two years of secondary education and continue throughout subsequent years and into upper secondary education or vocational education, with centers gradually adapting their teaching until they have become bilingual or plurilingual at all levels. At least 30% of non-language subjects in the curriculum are offered entirely in the foreign language, including at least one core subject (bilingual projects) or two core subjects (plurilingual projects), and students must receive instruction in English every day and, in the case of plurilingual projects, in the other foreign language at least three days a week. As can be seen, while primary schools are required to teach certain specific subjects in English (Science, Social Science and either Art or Physical Education) and are prohibited from carrying out Mathematics in the foreign language, secondary schools may choose the subjects, as long as 30% of non-language subjects in the curriculum are taught in the foreign language. This entails a great deal of variation across secondary institutions, though subjects chosen by schools in the region commonly include Geography and History, Biology and Geology, Physics and Chemistry, Mathematics, Physical Education, Music, Technology, ICT, Citizen Education, and Visual and Audiovisual Arts Education.

At all levels, participating teachers are required to have at least a CEFR B2 level and to demonstrate competence in the basics of CLIL, the latter of which may be certified over the course of the academic year. To this end, the Riojan Department of Education provides training to enable teachers to attain both the linguistic and methodological competencies required. Teachers must participate in at least one of the training activities on offer during each school year, with a minimum duration of 15 hours, so as to stay up to date both linguistically and methodologically. In addition to CLIL-specific methodology, training is also provided in the Jolly Phonics method (*Consejería de Educación, Cultura, Deporte y Juventud*, 2021), which is an approach to teaching English literacy to younger students by means of synthetic phonics. These teachers are also given the priority when it comes to accessing other training activities and to participating in projects aimed at innovative teaching methods and teacher training. These teachers also have preferential access to activities related to the improvement of linguistic and methodological competence, to activities whose objective is to achieve or maintain a CEFR C1 or C2 level, and to financial aid for linguistic immersion programs or international educational projects (BOR, 2017, p. 6702; BOR, 2018, p. 7898).

2. The Schools

According to data provided by the Riojan Government, in the 2020/2021 academic year there were 115 pre-school, primary, special education and secondary schools in La Rioja, with a total enrolment of 44,765 students at these levels (*Gobierno de la Rioja*, 2021). The following two sections will offer an overview of two public schools in Logroño, one primary school and one compulsory secondary education school, so as to provide some insight into plurilingual education in the autonomous community of La Rioja.

2.1. Primary education

The primary school chosen for this report, henceforth RiojaCP, is a public pre-school and primary school located in Logroño, with a total of 225 students in the 2020/2021 academic year (*Gobierno de La Rioja*, 2021). The following section includes a profile of the school, featuring an overview of the languages and subjects studied, a profile of its teachers, and a discussion of the languages used in the school context and those used by students at home. The information is drawn from local government data, the school's website and, most importantly, an interview with three members of the school's management team (RiojaCP1).

2.1.1. Languages and subjects

The school offers language classes to all levels in English and Spanish, both of which are also used to teach content classes. At the pre-school level, students receive instruction in both English and Spanish across all three core areas: self-knowledge and personal autonomy, knowledge of the environment, and languages (communication and representation). Instruction in English makes up around 20% of the teaching time each week and is organized into the following subject areas: English as a Foreign Language (1h) Psychomotricity (1h), Self-knowledge (1.5h), Knowledge of the Environment (1h) and Language (0.5h). At the primary level, exposure to English is increased, making up around 35% of teaching time each week. Subjects taught in Spanish include Spanish Language and Literature (4-5h), Mathematics (4h), Reading Comprehension and Mathematical Reasoning (1-1.5h), Religion / Social and Civic Values (1.5h), Music (1-1.5h) and Physical Education (2-2.5h). Subjects taught in English include English as a Foreign Language (3h), Social Sciences (1.5-2h), Nature (1.5h) and Art (1.5-2h).

Notably, the school adopts a "one person, one language" approach. In other words, students have two main teachers, one for subjects taught in Spanish and another for those taught in English. At each level there are two groups, so that while one group is with the Spanish teacher, the other will be with the English teacher. In addition,

students have different specialist teachers for music and physical education. All levels also have contact with a native English conversation assistant for two hours each week. The school also runs a project called Reading World, whose aim is to help develop students' literary skills. Spanish teachers also take part in this reading project in order to better integrate the two languages used in the school.

RiojaCP's bilingual program was introduced in 2012, making it the first bilingual school in Logroño ("El Colegio San Pío", 2012), and it has participated in the above-mentioned Bilingual Sections program since 2017 (RiojaCP1). This participation determines both the content subjects taught in English, discussed above, and the protocols in place for language and content teachers. According to RiojaCP1, this includes assigning a specific hour each week to the organization and coordination of the bilingual program. In addition, given that the students' two classroom teachers share responsibility for a class, they are assigned an additional hour each week to coordinate their work in guiding their shared groups. This allows teachers to discuss students' progress in both of the working languages of the school, as well as to deal with other relevant aspects that arise.

2.1.2. Teachers

According to RiojaCP1, the main languages known by the teaching staff are Spanish (100%), English (40%), French (10%) and Italian (5%). Regarding bilingual training, staff involved in the bilingual program must participate in the courses offered by the Riojan Department of Education. As mentioned above, these courses focus on teaching content through the medium of a foreign language, as well as on the Jolly Phonics system. Students at this school do not have different teachers for language and content subjects, but instead their English language teachers also serve as content teachers. Therefore, these teachers have the greatest need to undertake bilingual training. Other language teachers (in this case, the Spanish teachers) and specialist teachers (Music and Physical Education) are not required to participate in these courses.

2.1.3. School context

As shown in Table 4 below, the language used for interaction between staff in RiojaCP is generally Spanish. According to the teachers who were interviewed, one exception to this is when English language assistants do not have a working knowledge of Spanish and communicate with the English teachers in English (see Section 3.1.3). Notably, communication and meetings with parents also sometimes take place in English. This occurs with non-Spanish parents who lack the necessary command of the Spanish language. In these cases, as they are often familiar with English, they rely on this language to communicate. When students are involved,

English is often also used when communicating with their English teacher, and also on posters and texts around the school.

TABLE 4. LANGUAGES USED IN RIOJACP IN DIFFERENT SETTINGS

Communication between the teachers	Spanish/English
Teacher meetings	Spanish/English
Communication with the students outside of class	Spanish/English
Communication with other staff members	Spanish
Communication with parents	Spanish/English
Meetings with parents	Spanish/English
Information on bulletin boards	Spanish/English
Texts in common areas	Spanish/English
Texts on classroom walls	Spanish/English

Source: Compiled by the authors based on data from RiojaCP2, RiojaCP3 and RiojaCP4.

2.1.4. Home context

While the majority of students (around 75%) are Spanish, and thus use this language at home, the school boasts a wide range of foreign nationalities, as well as some Spanish students who speak English with their parents outside of school. While there are students of almost 20 different nationalities, the most common ones include Moroccan, Pakistani and Romanian (around 20%), and thus Arabic, Urdu and Romanian are likely the most commonly spoken languages other than Spanish in the home context.

2.2. Secondary education

The secondary school chosen for this report, henceforth RiojaIES, is a public school in Logroño, which had a total enrolment of 802 students in the 2020/2021 academic year (*Gobierno de La Rioja*, 2021). In addition to obligatory secondary education (first- to

fourth-year of ESO / seventh to tenth grade) (*n* students = 433), the school also offers upper secondary education (first- and second-year of Bachillerato / eleventh to twelfth grade), both in the traditional format and the international baccalaureate (*n* students = 194), and also via distance learning (*n* students = 144) and evening classes for adults (*n* students = 31) (*Gobierno de La Rioja*, 2021). The following profile of RiojaIES provides an overview of the languages and subjects studied at the school, offers a profile of its teachers, and discusses the languages used in the school context and those the students speak at home. The information has been provided by the local government and gathered from the school's website and via an interview with the head of studies (RiojaIES1, 2021).

2.2.1. Languages and subjects

Language classes are offered in six different languages: Spanish, English, French, German, Latin and Greek. Spanish and English are both obligatory subjects at all levels, with the former covering language and literature as a native language and the latter being taught as a first foreign language. French and German as second foreign languages are elective subjects, which may again be taken at any level. As noted on the school's website, German is offered from a beginner's level starting in the first year of secondary education (seventh grade), and although students may take up the subject in subsequent years, they must first complete a level test given by the school's German department. The school participates in a joint project with the local Official Language School (EOI), with the aim of allowing students to obtain a B1 or B2 level in English or French. This program is offered starting in the third year of secondary education (ninth grade). Latin is also studied starting in the fourth year of secondary (tenth grade) and continuing through the upper-secondary years, either as an obligatory or elective class, depending on the students' track. Greek is offered in both years of upper-secondary school, and again may be obligatory or optional depending on the track chosen. Of these languages, content classes are currently offered in Spanish and English, and have at times also been taught in German. Current content classes in English include Visual Arts (seventh grade), Biology and Geology (seventh grade), Mathematics (eighth and ninth grades), Physical Education (eighth, ninth and tenth grades) and Geography and History (tenth grade). History has also been partially taught in previous years through German.

The Bilingual Sections in English program was implemented in 2017/2018 and is offered as an optional track for students who wish to take content classes in a foreign language. In principle, the program is offered to all students, but when there is high demand and limited spaces a selection process is carried out. The English department assesses students' linguistic ability by means of language tests. In keeping with the gradual rolling out procedure of the program, as of the 2020/2021

academic year, the program is now in place across all levels of ESO. Prior to this, the school participated in the PILC program from its inception in 2013, offering a range of subjects, including some of those now offered within the bilingual program, such as Biology and Geology and Mathematics. Since the 2018/2019 academic year, the school has also participated in the PILC program, introducing German as the language of instruction for History. This was done first using a Model A approach, then a Model B approach. Due to the restrictions in place in the 2020/2021 academic year, the initiative did not continue, but the intention is to resume the program in the future (RiojaIES4). Furthermore, the school has started a program for sixth-grade students to do extra-curricular activities in German. The idea behind this is to give students an introduction to the language and develop their interest, so that when they start secondary school they have some foundation in German and are more likely to choose to study the language.

While no specific protocols are in place for the coordination between different language teachers, teachers participating in the Bilingual Sections are allotted a specific hour each week for an organizational meeting. This allows language and content teachers to coordinate their teaching and ensure the smooth running of the program.

2.2.2. Teachers

While all teachers are native Spanish speakers, the majority speak at least one other language. As noted by RiojaIES1, of particular note were English and German, two of the working languages of the school, which were spoken by many of the teaching staff at various levels. Also highlighted were other European languages such as French (also taught at the school), and Italian. Interviews with the teachers themselves also indicated good levels of other regional languages, such as Galician.

The language and content teachers involved in the bilingual program receive specific training from the Riojan Department of Education. This training, as discussed above, focuses on CLIL methodology and on ways to deliver content classes through a foreign language, and it is the same for both language and content teachers. It also covers areas relating to the CEFR and ICT skills in the classroom. Other teachers who are not involved in the Bilingual Sections program attend numerous other courses related to their disciplines. For example, language teachers involved in the collaboration with the EOI attend various courses on the exams the language school offers and how to assess students preparing for them.

2.2.3. School context

Within the school context, the main languages that are used outside of class and in various forms of written text are Spanish and English, and, to a lesser extent, French and German (Table 5).

Table 5. Languages used in RiojaIES in different scenarios

Communication between the teachers	Spanish
Teacher meetings	Spanish
Communication with conversation assistants	Spanish/English/French/German
Communication with the students outside of class	Spanish/English/French/German
Communication with other staff members	Spanish
Communication with parents	Spanish
Meetings with parents	Spanish
Information on bulletin boards	Spanish/English/French/German
Texts in common areas	Spanish/English/French/German
Texts on classroom walls	Spanish/English/French/German

Source: Compiled by the authors based on data from RiojaIES1, RiojaIES2, RiojaIES3, RiojaIES4, RiojaIES5, RiojaIES6.

As shown, interaction between staff takes place almost entirely in Spanish, while the various foreign languages are used to one degree or another only when students are involved, e.g., teacher-student communication or in texts or posters for or created by the students throughout the school. Interviews with teachers also revealed that the schools' foreign languages are also used in meetings between language teachers and with conversation assistants. In addition, while parent-teacher meetings are supposed to take place in Spanish, in some cases, when parents lack the necessary level of Spanish, their children act as translators on their behalf.

In addition to the above information provided by the school administrators and teachers during the interviews, the school has a language policy, whose provisions include the following:

1. The usual language used in class is Spanish (except for specific classes offered in a foreign language as part of a CLIL program).
2. The language used by the administrative staff with the educational community is Spanish.
3. The school website is in Spanish, although some content will appear in the other languages used in the school, such as English and French.

4. In cases where interlocutors who use another language and who lack the sufficient knowledge to express themselves in Spanish, the documentation from the school will be in Spanish, with translation expenses to be borne by the user.

The school also has a policy for students whose lack of the necessary command of Spanish may affect their studies. Depending on the situation, which can vary from a serious lack of linguistic knowledge to a more partial issue, one of three different actions may be taken:

1. If the Riojan Department of Education deems it necessary, the student will attend the Linguistic Immersion Classroom program, outlined above.
2. If the level of knowledge of Spanish is sufficient to allow the student to continue with certain classes (determined by the school's guidance department), they will attend extra Spanish lessons classes while their classmates do activities that require a higher level of Spanish.
3. As part of the school's Orientation and Accompaniment program, students may attend activities aimed at improving the Spanish abilities of students who are not native speakers of the languages. This may also involve participation in the Cervantes Institute's online classrooms.

2.2.4. Home context

In the 2020/2021 academic year, there were a total of 99 foreign students from 23 different countries (see Figure 4) enrolled in the school, representing 12.3% of the total (RiojaIES1).
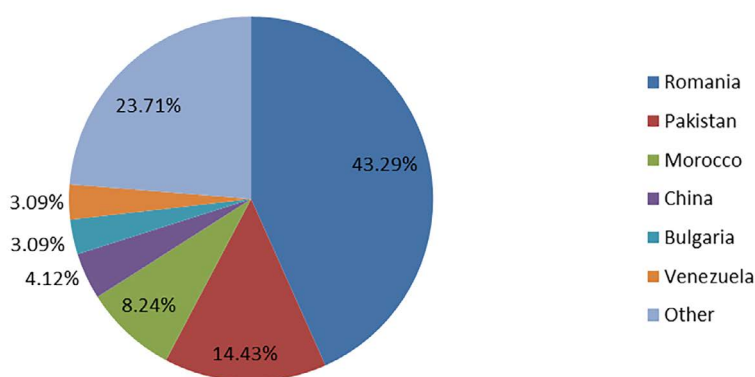
Figure 4. Foreign students in Rioja IES by nationality (2020/2021). Source: Compiled by the authors based on data from RiojaIES1.

As shown, and as expected given the data discussed above on the foreign community in La Rioja, the majority of foreign students come from Romania (42.4%), Pakistan (14.4%) and Morocco (8.2%). While there were three to four students each from China, Bulgaria and Venezuela, the rest of the foreign student population showed great variation, and was made up of just one or two students from each of the following countries: Albania, Germany, Algeria, the U.K., Georgia, Italy, Moldova, Portugal, Ukraine, Uruguay, Salvador, Peru, Ecuador, Colombia, Argentina and Guinea. In addition to this cultural diversity, it is worth noting that 87.6% of these students come from non-Spanish speaking countries and are therefore likely to speak a wide range of other languages such as Romanian, Urdu and Arabic, in addition to those which are part of the school curriculum, discussed above.

3. The classrooms

This section will focus in on the two schools discussed above, providing a more detailed account of two groups of students, one sixth-grade class and another tenth-grade class.

3.1. Primary education

RiojaCP had a total of 32 sixth-grade students in the 2020/2021 academic year (*Gobierno de La Rioja*, 2021), all of whom participated in the Bilingual Sections program and who were divided into two groups of 15 and 17 students, respectively (RiojaCP2, RiojaCP3). The following sections provide an overview of the groups' teachers, languages and subjects, school context, and home context. This will be followed by a discussion of the plurilingual practices observed among the groups and their teachers.

3.1.1. Languages and subjects

The languages and subjects taken by the sixth-grade group are the same as those outlined for the rest of RiojaCP in Section 2.1.1, and they are summarized below in Table 6. The main difference from one year to the next is the number of hours of instruction in each subject. For example, while from first to fifth grade students receive 1.5 hours a week of instruction in Social Science, this is increased to two hours in sixth grade. In addition, while in first and second grade a total of two hours a week is dedicated to Art, in subsequent years this is reduced to 1.5 hours.

TABLE 6. SIXTH-GRADE SUBJECTS AT RIOJACP

Spanish	Spanish Language and Literature (4h) Mathematics (4h) Reading Comprehension and Mathematical Reasoning (1.5h) Religion / Social and Civic Values (1.5h) Music (1h) Physical Education (2.5h)
English	English as a Foreign Language (3h) Social Science (2h) Nature (1.5h) Art (1.5h)

Source: Compiled by the authors based on data from RiojaCP1.

3.1.2. Teachers

Three sixth-grade teachers from RiojaCP were interviewed for this report. They included the students' English teacher (who teaches English as a Foreign Language, Social Science, Nature and Art) (RiojaCP2), their Spanish teacher (who teaches Spanish Language and Literature, Mathematics, Reading Comprehension and Mathematical Reasoning, and Social and Civic Values) (RiojaCP3), and their Music teacher (RiojaCP4). The teachers, two female and one male, were of between 40 and 60 years of age and had between 15 and 30 years of teaching experience. RiojaCP2 also had five years of experience teaching using a CLIL methodology. While all three were native speakers of Spanish, RiojaCP2 also had a C2 level in English. According to the participants, all the other sixth-grade teachers were native speakers of Spanish, while about half had some knowledge of English. They also noted that one teacher was also a native speaker of Georgian. As noted above, the two main classroom teachers assigned to each group at RiojaCP, who are also the main language teachers, are given an hour a week for coordination. According to RiojaCP2 and RiojaCP3, this time is used to monitor progress in both languages, thus identifying areas in need of improvement in Spanish and English. Thus, the language teachers can determine whether deficiencies in one language also exist in the other and can actively work together to overcome these difficulties. In addition, the two teachers use similar systems to teach the two languages. For example, both teachers use the same color-coded grammar system, thus allowing students to draw comparisons between the two languages even though they are studied separately, at

different times and with different teachers. The weekly coordination time is also used to ensure continuity across the students' different classes. For example, the teachers noted that they had recently worked on a project about International Women's Day, which cut across classes in the different language, such as Social and Civic Values in Spanish and Art in English.

In addition to this time, RiojaCP2 is also assigned one hour a week for the coordination of the bilingual program. Weekly meetings are attended by all those who participate in the program and aim to facilitate the organization of the program across all levels. As part of the program, RiojaCP2 also receives yearly training in bilingual teaching. This training touches on a wide range of topics, including methodological approaches to teaching Social Science and Nature through English, STEM (Science, Technology, Engineering, Maths) Education, and CLIL.

3.1.3. School context

As noted in Section 2.1.3., the language used among teaching staff is almost always Spanish, while English is used between the English teacher and students and for English-language projects throughout the school. However, as noted by RiojaCP2, English is also used in teacher meetings with language assistants who lack the necessary command of Spanish. In addition, while parent-teacher meetings generally take place in Spanish, some foreign parents' level of English is higher than their Spanish, so this language is used to facilitate communication.

3.1.4. Home context

Out of the 32 sixth-grade students, just over 80% were of Spanish nationality and so spoke this language at home. Six students, two in one group and four in another, had parents of other nationalities, and spoke Romanian (two students), Urdu (two students) and Arabic (two students) at home.

3.1.5. Plurilingual practices in the classroom

Although none of the three participants was familiar with any specific pedagogic approaches which promoted the development of plurilingual competence in the classroom, they all agreed that this kind of integration of all the students' languages and cultures is positive for their education. However, they noted that such integration is clearly conditioned by the time teachers have available to them, and that, given the demands of the current curriculum, they would be hard pressed to introduce additional activities which focused on such integration. For example, RiojaCP4 spoke of a new initiative being prepared by the local Department of Education which seeks to have speakers from different nationalities visit classes in order to share their culture. While they agreed this kind of intervention was wholly positive, they admitted that the

demanding curriculum currently in place would make it very difficult to make time for these kinds of activities. Regarding the acquisition of multiple languages, RiojaCP4, as a non-language subject teacher, also expressed concerns over students' difficulties in their mother tongue as a result of the bilingual program, suggesting that these students had writing difficulties in Spanish due to their increased exposure to English. RiojaCP2, on the other hand, completely disagreed with this stance, noting that the types of writing difficulties which students' have in Spanish were not unique to those in a bilingual school, but could be found in other monolingual schools as well.

Regarding the plurilingual practices in the classroom (use of L1, code-switching, translation and other practices), there were two main scenarios: for RiojaCP2 this involved students using Spanish during the course of studying English, while for RiojaCP3 and RiojaCP4 it involved students using Romanian, Urdu or Arabic alongside Spanish, the language of instruction. While the former scenario exhibited more plurilingual practices, the latter did so to a much lesser degree.

Firstly, RiojaCP2 noted that Spanish, the students' L1, was used in the classroom in three main situations: to deal with behavior issues or important topics, to assist those with comprehension difficulties, and to draw parallels between the two languages. In the first case, the students' native language was used instead of English in order to ensure the students fully understood what was being said to them. In addition, RiojaCP2 noted that using Spanish for scolding was preferable, as it prevented the use of English in negative situations and fostered the children's enjoyment of learning the foreign language. Spanish was also used during English class to attend to children with learning difficulties who could not follow the content in English. A final case was the use of Spanish to draw parallels between the two languages in order to facilitate connections between grammatical structures, for example, to note similarities between the present perfect in Spanish and English. In the case of the Spanish language classrooms, RiojaCP3 noted that use of other foreign languages was somewhat rare. In cases of students with problems speaking Spanish, she noted that photographs or other pictures were often used in order to facilitate comprehension, as the teacher is of course not able to speak all of the languages which foreign students speak. In other more serious cases, she noted that when there were severe language difficulties, children would attend the Linguistic Immersion Classrooms until their Spanish reached the necessary level. As a result, most use of Urdu, Romanian or Arabic was limited to cases where more than one speaker of these languages was in the same group, and when they communicated in these languages amongst themselves. Secondly, code-switching was less present and only found in the English classroom between Spanish and English. This was above all to help address cognitive difficulties which arose when the students were dealing with complex concepts. In these cases, the teacher and students moved between their mother tongue and English. Thirdly, translation was sometimes used

as a strategy for mediation and communication, again between Spanish and English, in order to help children who weren't following the content classes in English. For example, translation of content materials and the creation of summaries helped the students grasp the key ideas connected to more complex topics. Translation of vocabulary was another common strategy to help students acquire the target lexis. As noted above, translation was also used to explain grammatical parallels between the two languages in the English as a Foreign Language class.

Finally, other plurilingual and/or intercultural practices were not particularly common in the different classrooms. While the three participants note that students from different cultural backgrounds may share their experiences in certain classes such as Social and Civic Values, this would merely be on an informal basis, without specific activities to promote it.

To conclude, the participants again highlighted the benefit of a plurilingual classroom but stressed the need to deal first with curricular issues so as to be able to have time to incorporate these kinds of beneficial activities. RiojaCP2 additionally expressed her admiration for these students who, despite the demands placed on them, managed to excel in their studies in their first foreign language.

3.2. Secondary education

While there were a total of 111 tenth-grade students in the 2020/2021 academic year (*Gobierno de La Rioja*, 2021this text focuses on one group of just 13 students who chose to participate in the school's Bilingual Sections program, as well as students from this and other groups who have chosen to study French (23, 3 of whom participate in the Bilingual Sections) and German (15, 6 of whom participate in the Bilingual Sections) (RiojaIES2). The following sections provide an overview of the students' teachers, languages and subjects, and school and home context. This will be followed by a discussion of the plurilingual practices recorded among the students and their teachers.

3.2.1. Teachers

A total of five teachers (RiojaIES2-6) participated in the interviews for this report, each of whom taught the tenth-grade group a different subject. Three of these were language subjects (English, French and German), one was a content subject taught through English (Physical Education) and one was non-linguistic (Mathematics). In addition to their teaching role, three of the participants were also the heads of their respective departments (RiojaIES3, RiojaIES4 and RiojaIES6), and one was the coordinator of the school's bilingual program (RiojaIES2). All five were female and ranged in age from 40 to 60. They had between 10 and 35 years of classroom experience,

and those who had taught using a CLIL methodology had 10 to 12 years of experience doing so. In addition to Spanish, which was the native language of all participants, all the teachers spoke at least one other language, and in many cases more than one. These languages included English (3 teachers, B1-C1), French (3 teachers, A2-native), German (1 teacher, C2) and Galician (2 teachers, C1-N). According to the participants, while all other teachers of the group were native speakers of Spanish, a number of them also spoke a foreign language. This was most commonly English, and in some cases French, German or Italian.

While no specific protocols are in place for coordination between language teachers, a number of the participants (RiojaIES3, RiojaIES4, RiojaIES6) noted that such coordination does indeed occur in an informal way. For example, the German and French teachers, although they do not share students, as the two languages are incompatible electives, still collaborate and share ideas. As for coordination between language and content teachers, this is a specific requirement for the teachers involved in the bilingual program (RiojaIES2, RiojaIES5). According to RiojaIES2, weekly meetings focus on organizing and collaborating across different classes, primarily with regard to disseminating culture and working on interdepartmental projects. For example, the seventh-grade class carried out a project on animals this year, which called for language and content teachers, for example, English and Art teachers, to work together. While many teachers do not participate in the program, the participants again highlighted the collaborative atmosphere at the school, noting that whenever issues arose or they wished to discuss ongoing projects with other teachers, this was done on an informal basis (RiojaIES3, RiojaIES4). In other cases, this was done in order to monitor students' progress (RiojaIES6).

Regarding specific bilingual training, only those involved in the bilingual program were required to participate in the courses offered by the Department of Education. This training was the same for both language and content teachers, and included training on the flipped classroom, project-based work, the CEFR for languages, the use of ICT, reading resources, AICLE/CLIL, immersion and how to teach content through another language (RiojaIES2, RiojaIES5). Other language teachers, such as RiojaIES3, spoke about other language-based training given by or related to the Official School of Languages. This involved courses on testing, grading, and the different skills that are assessed, and also courses related to the DELF exam.

3.2.2. Languages and subjects

Tenth-grade students must study Spanish Language and Literature and English as a Foreign Language, and those in the Humanities and Social Science tracks must also study Latin. Thirty-eight students also chose to study either French or German. While for the majority of students all content subjects were delivered in Spanish, students in the

Bilingual Sections received instruction through the medium of English in Geography and History and in Physical Education.

3.2.3. School context

In addition to the information provided in Section 2.2.3 regarding the languages used in the school context, the teachers who were interviewed provided further information about the languages used outside the classroom. For example, RiojaIES2 noted that the school has an English corner where all information related to this language is displayed. This includes general information, as well as information about contests that students can participate in and projects that they are working on (discussed further in the section on plurilingual practices below). RiojaIES6 also revealed that in previous years specific classrooms were used just for English, much like the physics and chemistry labs were reserved for these classes. This allowed for spaces where all the signs and information could be in English. RiojaIES3 also noted that up until this year there was a specific classroom just for French, and so maps and other posters would naturally all be in this language. However, due to restrictions this year this is not the case. She also noted that in the online forum the students use, communication takes place primarily in French. Finally, RiojaIES4 noted that while Spanish is the main language used in teacher meetings, she also uses German when speaking to the conversation assistant.

3.2.4. Home context

According to the teachers who were interviewed, despite the diverse foreign students attending the school, there were no foreign students in Bilingual Sections group. Consequently, the language spoken by the students at home was Spanish, though one teacher remarked that one student has a parent who works as an English teacher, and so may well also use this language at home (RiojaIES5). Participants also mentioned students from Morocco, Pakistan and Romania, as well as one student whose parents were French and Scottish, and another whose mother was French (RiojaIES4). Some teachers also noted that many children whose families were of foreign origin had been born in Spain and thus had good command of the Spanish language.

3.2.5. Plurilingual practices in the classroom

In general, the participants were unfamiliar with any specific pedagogical approach which promoted the development of plurilingual competence in the classroom. RiojaIES2 noted that her main focus as an English teacher is to ensure the students are in contact with a language that they aren't usually in contact with, in other words, one that they wouldn't normally speak on an everyday basis. She highlighted the importance of trying to give students up-to-date, relevant and authentic information in the language so as to bring them closer to the culture of the target language. RiojaIES4 also mentioned that the tendency is to speak in

one language (the target one) except for in lower levels such as seventh-grade when Spanish is used more in order to ensure clarity and comprehension. All teachers, however, agreed that this kind of linguistic and cultural integration is incredibly positive. RiojaIES2 stated that it helps motivate students and awakens their desire to discover knowledge. It also promotes awareness about diversity and human rights, showing them that we are not all the same, which opens their minds and improves their social skills. RiojaiES3 also highlighted how much can be learned from this integration, in particular with regard to promoting diversity. She observed that the more you learn about a language, the more you learn about the culture, and this makes you more tolerant and understanding. RiojaIES4 noted that this was particularly so in the case of foreign families, as this cultural and linguistic integration, by allowing students to share their own cultural experiences, gives value to the students' first languages and plays an important role in identity construction. RiojaIES6 also highlighted the desirability of a plurilingual environment in the case of international languages such as English and German, as they can help bring people together. RiojaIES5 acknowledged, however, that the onus in the classroom is often on speaking only the foreign target language, with older students with a better command of English no longer needing to switch between languages. Plurilingual practices by the tenth-grade students (use of L1, code-switching, translation and other practices) generally involved the use of Spanish alongside their foreign language(s). However, in some cases, interviewees also made references to the plurilingual practices of foreign students at other levels, in order to demonstrate the types of behavior and activities that are present. Firstly, use of students' L1 was common in all foreign language classes. RiojaIES2 noted that the L1 is often used to save time or to quickly help with vocabulary issues, while RiojaIES3 and RiojaIES4 highlighted the use of contrastive analysis to point out similarities between Spanish and French/German and draw parallels between languages. One example provided by RiojaIES3 was that students would often complain that tenses in French are difficult, and so showing them the similarities with Spanish helps them connect the two languages and facilitates comprehension. Regarding the use of other L1s, RiojaIES5 noted that some younger foreign students may lack the necessary vocabulary required for the content class. In these cases, they often communicate with other students in their L1 in order to connect the vocabulary in the different languages. Secondly, code-switching between Spanish and English was frequent in all language and CLIL classes (RiojaIES2, RiojaIES3, RiojaIES4, RiojaIES5). RiojaIES2 uses this technique most often to save time, for example during reading comprehension activities. She also pointed out that for students, code-switching is very natural. When students have received instruction in English on a given topic, related vocabulary comes to them more quickly in English than in Spanish and so, in these cases, it is not because of a lack of vocabulary in the target language that they

make the switch, but rather that the words are more readily available. RiojaIES3, as a native speaker of Spanish and French, reported comfortably switching between the two languages. Her students, however, generally switch between the languages due to a lack of vocabulary rather than personal choice or style. RiojaIES5 also noted how, though the content class takes place in English, students freely switch between whichever languages they have available to them, including French and German.

Thirdly, translation was used as a strategy for mediation and communication in language classes to facilitate comprehension or to draw parallels between the languages. RiojaIES2 said this is done mostly at the vocabulary level. For example, after trying to explain a word several times through the TL there was still uncertainty, the teacher might offer a direct translation. A similar approach is taken by RiojaIES4, but, notably, in some cases translations are between English and German, given the similarities between the languages. RiojaIES3 reported using specific translation exercises every now and then. These activities involve translating around five sentences, with the main aim of reflecting on similarities and differences in the structures of each language.

Finally, other plurilingual and/or intercultural practices focused most commonly on incorporating culture into the classroom while using a foreign language. RiojaIES2 discussed the English corner of the school, where groups are encouraged to participate in activities and contests relating to different cultural events such as Thanksgiving, Martin Luther King Day, Valentine's Day and St. Patrick's Day. For example, for Valentine's Day, students had to write a 12-line poem in English. These poems were posted in the English corner and a winner was chosen. RiojaIES3 gave the example of an eighth-grade group who are currently working on a project on the topic of food. Students have to prepare a typical menu from their country and one from France, so the students from Morocco can make traditional dishes from there. While everything is written and presented in French, this activity offers students an opportunity to share their culture with the rest of the class. RiojaIES4 mentioned that when talking about different festivals it is particularly interesting to compare how they are celebrated in different countries. For example, while some Christmas traditions are different in Spain and Germany, traditions in Germany are similar to those in Romania. As a result, Romanian students studying German can relate to the information and share their own experiences with the Spanish students in the class. Lastly, RiojaIES5 spoke about integrating English/American culture by means of sports and games, for example by teaching the students about baseball and linking language and culture at the same time.

To conclude, participants in general felt that teaching these plurilingual students is a wholly positive experience. In particular, some stressed the usefulness of project work to foster this plurilinguistic environment (RiojaIES2) and noted the benefits of

a plurilinguistic environment in helping students to improve their communication skills (RiojaIES4).

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Plurilingual Education in the Valencian Community

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Executive summary

In 2018, a new educational law known as Decree for Plurilingualism was passed. One of the most immediate consequences was the introduction of the plurilingual program known as PEPLI (Programa d'Educació Plurilingüe i Intercultural). This program took the place of previous bilingual programs (i.e., PIP, PEV and PIL) aimed at promoting the plurilingual competence of Valencian students. To this end, the law promotes both the teaching of English and teaching through English. In other words, it calls for the incorporation of English as a language of instruction and specifies that the three main languages taught in schools in Valencia (Catalan, Spanish and English) should be equally distributed in terms of teaching hours, thus laying the foundation for the trilingual educational system in the Valencian Community.

The aim of this report is to describe the current situation with regard to plurilingual education in the Valencian Community by focusing on specific schools and classrooms. Bearing this aim in mind, the first section deals with the linguistic situation of the Valencian Community in terms of the legal decrees established over time to regulate the region's education system. The second part reports on the data obtained from a series of interviews with teachers in both primary and secondary educational settings. Finally, the third section focuses more specifically on the plurilingual practices that occur in the classroom.

1. The valencian community

1.1. Profile of the Valencian Community

The Valencian Community is located on the eastern coast of Spain. It is home to more than five million inhabitants and is divided into three provinces, Castelló, València and Alacant (see Figure 1 below). The autonomous community borders Catalonia to the north, Murcia to the south, and Castilla-La Mancha and Aragon to the west.
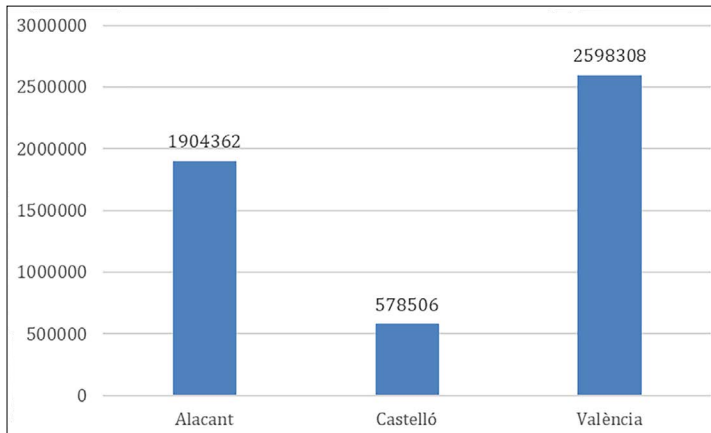
Figure 1. Number of inhabitants per province. Source: *INE* report January 2022

The Valencian Community has two official languages, Spanish and Catalan. The variety of Catalan spoken in this region is also known as Valencian. There have always been conflicting positions regarding the name of the language, but a 1932 document called the *Normes of Castelló* (which established standards for the written grammar of the language) refers to Catalan as the co-official language used in Catalonia, the Balearic Islands and the Valencian Community. Therefore, for the purposes of this report, we shall use the term Catalan to refer to the minority language used in this community, but it should be noted that the educational laws use the term Valencian. Hence, Catalan and Valencian refer to the same language in this report.

The spread and recognition of the Catalan language in education arose after the end of the Franco dictatorship (1939-1975). In 1982, the Statute of Autonomy was established in the Valencian Community, and it stated that both Catalan and Spanish were the official languages of the territory. This decree sought to enshrine people's right to know and use the language, to foster the overall development of the language of the region, and to ensure its official usage in the territory. Under the auspices of this

decree, the following year (1983) saw the passage of a law on the use and teaching of Catalan (LUEV) by the *Corts Valencianes*. These legal decrees fostered the introduction and use of the Catalan language within the public administration. The administrative use of this minority language promoted its broader acquisition and use. In 2006, the Statue of Autonomy of the community (Organic Law 1/2006) was modified to include a new right for the inhabitants of the region. According to that reform, all citizens had the right to learn and use Catalan and to be taught through that language. As a consequence, new educational decrees on language were passed to regulate both primary and secondary education. The decrees established among the main educational goals of the Valencian Community that citizens should "know and use both Catalan and Castilian appropriately [...]; attach value to the communicative possibilities of Catalan as the language of the Valencian Community and as a fundamental part of its cultural heritage, as well as the communicative possibilities of Castilian as the common language of all Spanish speakers and as an international language" (Decree 111/2007, Article 4e and Decree 112/2007, Article 4i). The new educational program deriving from that law is described in the following subsection.

1.2. Bilingual/Plurilingual projects in the Valencian Community

1.2.1. Bilingual programs (PIP, PEV and PIL)

Although the Valencian Community is a Catalan-speaking region, it hosts some monolingual Spanish-speaking areas, and a range of educational programs were established in the early 1990s in response to this reality (Mercator's regional dossier, 2013). The different educational models included the Progressive Incorporation Program (PIP), the Catalan Education Program (PEV) and the Language Immersion Program (PIL), all of which had the main objective of ensuring that students achieved competence in both Catalan and Spanish upon finishing compulsory education. In the PIP program, primary school subjects were taught through Spanish, but Catalan was gradually incorporated into education starting in third grade. Thus, in secondary education, Catalan was the medium of instruction for at least two curricular subjects. This educational program targeted Spanish-speaking learners. The second approach, known as the PEV model, included Catalan as the main language of instruction from the very beginning of students' schooling since it was aimed at Catalan speakers. Under this model, Spanish was recognized as a compulsory language subject and as the language of instruction for some content subjects. The PIL model was implemented in pre-school and primary education and was aimed at pupils whose L1 was not Catalan. In this model, the main medium of instruction was Catalan, and Spanish was gradually introduced starting in third grade. In order to offer support and to monitor how these languages were taught within the framework of all these linguistic models,

an institution known as the Valencian Teaching Service was founded. However, in 2011 that service was replaced by a new Language Teaching Service, which focused less on the teaching of Catalan and Spanish and more on the teaching of foreign languages and English in particular.

1.2.2. The Plurilingual Program (PEPLI)

Decree 51/2018 on Plurilingual Education states that three weekly hours of instruction must be devoted to both Spanish and Catalan language classes. In addition to that, two foreign languages, one compulsory and one optional second foreign language, are included in the curriculum. These languages are often English and French. In public secondary schools, the teaching of a second foreign language is often compulsory. Furthermore, this decree requires that at least one hour a week be spent working on speaking skills in the compulsory first foreign language (English). According to the regional government, the introduction of foreign languages in educational settings is essential for the students' personal and professional development in the current multilingual society. Therefore, plurilingualism in both primary and secondary education has been promoted over the past few decades by introducing the three different languages taught as the media of instruction for non-language subjects (see decree 1105/2014). The incorporation of English as a language of instruction for content subjects has taken the form of the CLIL (Content Language Integrated Learning) program, also known as AICLE (*Aprendizaje Integrado de Contenido y Lenguas Extranjeras*) in Spain and TILC (*Tractament integrat de llengua i continguts)* in the Valencian educational system.

Therefore, the promotion of Catalan and English as language subjects and media of instruction now forms the main basis of the Valencian multilingual educational system. Indeed, the previous bilingual models in the Valencian educational system (i.e. PEV, PIP and PIL) have been replaced by a unique new plurilingual program known as PEPLI (*Programa d'Educació Plurilingüe i Intercultural*), which was passed into law on February 21, 2018 via official Valencian regional government (*Generalitat Valenciana*) decree 4/2018. This plurilingual approach aims at (i) developing students' plurilingual competence, (ii) providing learners with equal opportunities, (iii) facilitating the integration of all students in the educational system, as well as in Valencian society, and (iv) defending the use of Catalan in both social and institutional settings. Therefore, it is intended to foster inclusion, respect, and linguistic and cultural diversity in education. Each individual school is responsible for applying the PEPLI program according to its specific needs and those of its teachers and students. This local implementation takes the form of a School Language Project (PLC - *Projecte Lingüístic de Centre*), which is drafted taking into account the main characteristics of a given school, as well as the curriculum and the languages of instruction. Other factors also need to be considered when implementing the plurilingual program in specific educational settings, including

the language competence of the teachers, participation in European programs, the European language portfolio, and the students' L1s.

The plurilingual program fosters the use of English, Spanish and Catalan as vehicles of instruction in content subjects. The overall target is to devote 25% of teaching hours to the use of Catalan, a minimum of 25% to Spanish, and 15-25% to the additional language (English). Moreover, the PEPLI establishes the implementation of an integrated language curriculum (TIL) and an integrated language and content curriculum (TILC). First, the term TIL (*Tractament integrat de llengües*) refers to a broad approach whose main aim is to develop students' plurilingual competence by integrating all the languages found in the curriculum, so coordination between the language teachers of the schools is fundamental.

The PEPLI program has been gradually implemented in Valencian schools since the academic year 2018-2019. This is illustrated in Figure 2 below.
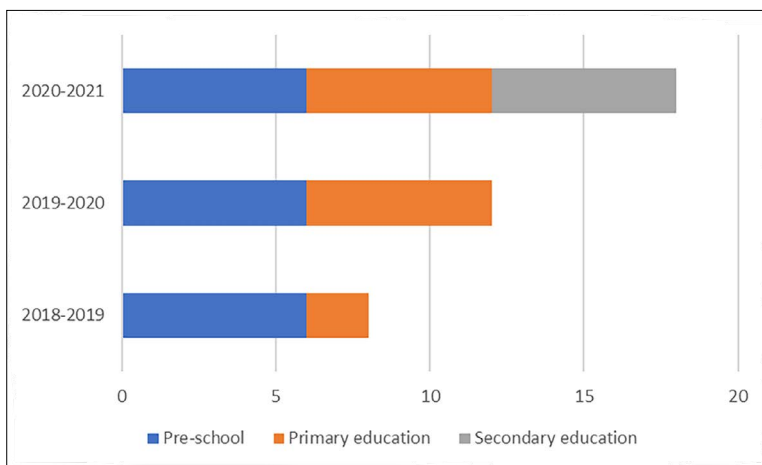
Figure 2. PEPLI implementation in Valencian schools

In order to smooth the introduction of this new plurilingual program (PEPLI), new training courses have been offered to all primary and secondary education teachers. These training opportunities include several courses and workshops on plurilingual issues offered by CEFIRE (*Centre de Formació, Innovació i Recursos Educatius*), seminars and working groups from PAF (*Programas de Actividad Formativa*), language refresher courses (CAL) in both Catalan and English, and EOI language courses and international stays offered under the PIALP (*Plan Integral de Aprendizaje de Lenguas para el Profesorado*). Meanwhile, the SEP (*Secretaria de Educación Pública*) also provides school language

assistants through the project *Rapsodes*, a reading promotion program, the European language portfolio, and several training programs to support participation in initiatives like ERASMUS and ETWINNING. This latter program (ETWINNING) consists of a community of educational centers in Europe and beyond. Furthermore, the SEP also offers schools some guidance in drafting their PLCs, for example providing support in the form of basic guides, teaching resources, informative documents and questionnaires. Schools can get support in organizing areas of study, the use of virtual platforms and broader educational planning.

Apart from the plurilingual training offered to teachers as part of the rollout of the PEPLI, primary and secondary education teachers have also had the opportunity to enroll in training courses dealing with multilingualism in education. In the case of primary education, the Teacher Training Service (SFP) and its main network known as CEFIRE have provided training courses such as the Foreign Language Training Plan and the PALE Program (*Programa de Suport de l'Ensenyament i Aprenentatge de Llengües Estrangeres*). In secondary education, meanwhile, the Valencian government provides regular plurilingual training for teachers, as well as a professional training course on foreign language teaching. One example is the *Vth Symposium of Educational Evaluation: Reading and multilingual contexts,* which was aimed at both primary and secondary education teachers and offered in 2020 by the *Conselleria d'Educació, Cultura i Esport.* Therefore, it is clear that plurilingual training has been offered to primary and secondary education teachers over the past decade, even though the vast majority of these courses were optional.

The coordination among the language teachers and between language and content teachers has also received some attention in both official decree 88/2017 (on primary education) and decree 51/2018 (which establishes the main basis for secondary education). Firstly, primary school teachers are placed in groups according to grade levels (for example, first and second, third and fourth, fifth and sixth), each of which is led by a coordinator. Nowadays, this coordination is regulated by the PEPLI program and it is carried out bearing in mind each individual school's context. In secondary education, the teachers of language and non-language subjects are expected to hold meetings to collaborate in the creation of curricular programs. In addition, suitable coordination between primary and secondary language teachers is required. This process is known as transition and consists of the creation of a transitional plan.

1.3. Language competence and use in educational settings

There are few if any up-to-date reports on the language competence of the teachers in the Valencian educational system. However, some surveys on the knowledge and use of Catalan in the territory may provide us with some interesting data. For instance, a survey

of the use of Catalan in the public administration published in 2016 demonstrates that all the civil servants of the Valencian Community understand Catalan, even though 5.9% have a poor level of competence in the language (see Table 1 below). Nonetheless, as also observed in Table 1, 37.8% of them have a good degree of competence in the language, and 56.3% speak it perfectly because it is their L1. Thus, these percentages might provide an idea as to the Catalan competence of both primary and secondary teachers in the Valencian educational system. However, all teaching staff are presumed to have knowledge of Spanish, as it is the official language of the whole country. Unfortunately, no data have been found on Valencian Community teachers' competence in foreign languages such as English or French.

Table 1. Catalan competence of the civil servants
in the Valencian Community

Catalan proficiency level	Percentage
Poor	5.9%
Good	37.8%
Excellent	56.3%

With regard to communication between the teachers at the workplace, the same survey reports that 27.2% of the teachers employ Catalan in their professional communication, 34.9% use both languages, and the remaining 37.2% tend to speak in Spanish. These percentages reflect the languages employed for communication between teachers during working hours and thus, also during teachers' meetings. While the official policy of most Catalan-speaking educational institutions requires the use of Catalan during working hours, it is clear that this does not always happen in practice, as shown in Table 2 below.

Table 2. Languages used for communication between teachers
in Valencian schools

Languages	Percentage
Catalan	27.2%
Both Catalan and Spanish	34.9%
Spanish	37.2%

In contrast, no statistical data have been collected in relation to the languages employed in communication between teachers and students outside the classroom, between the teachers and the non-teaching staff of the center, or between the teachers and the students' parents. Many educational centers in the Valencian Community have a Catalan-based curriculum in which the official regulation calls for the use of Catalan in these situations. However, in real educational settings this rule is not always followed (see percentages of the use of languages in the school context in section 2), as many students and parents have L1s other than Spanish or Catalan. It would seem that the use of Spanish is present in some communicative situations involving foreign-born parents and students. This predominance of Spanish may be an indicator of Catalan's low sociolinguistic status as a minoritized language.

Regarding the linguistic landscape of the educational centers in the Valencian Community, we may refer to the Mercator report (2011), which found that the three different languages employed for instruction in primary education (Spanish, Catalan and English) usually appear in the main corridors school and on the walls. The report specifically refers to posters or other types of decorations made by the students. Moreover, during school festivals, games and activities are also carried out in the three languages. Thus, this multilingual landscape found in the primary education settings of the Valencian Community is in line with the new plurilingual approaches being implemented in education.

As seen in Table 3 below, according to the general survey on the use of Catalan in the public administration published in 2016, 27.9% of the inhabitants of the province of Castelló always speak Catalan at home, 2.3% usually communicate in Catalan; 3.1% use more Catalan than Spanish, but also some Spanish; 10.9% employ both languages at home; 5.4% use more Spanish than Catalan; 1.6% communicate generally through Spanish; and 48.8% always use Spanish. However, these percentages do not consider the use of foreign languages, which should have been included, as people with other L1s are also present in our society.

Table 3. Language use at home in the Valencian Community

Language Use	Percentage
Always Catalan	27.9%
Generally Catalan	2.3%
More Catalan than Spanish	3.1%
Both languages	10.9%
More Spanish than Catalan	5.4%
Generally Spanish	1.6%
Always Spanish	48.8%

So far, we have considered the decrees, laws and statistics regarding the current Valencian educational system in order to provide a general descriptive framework. In an attempt to present the current plurilingual profile of Valencian schools, we shall go on to present data obtained from interviews conducted in both primary and secondary education centers.

2. The Schools

In order to examine and determine the plurilingual education profile of the Valencian Community, two different educational contexts have been analyzed. They consist of a public primary school in the city of Vila-real (Castelló) and a public secondary school in la Vall de Uxó (Castelló). Both cities can be seen on the map below, which displays all the main territories and major cities of the province of Castelló.

Figure 2. Map of Castelló province

In each school, interviews were conducted with both language and content teachers and with members of the school management teams. In the case of the primary education center, the head of studies and the sixth-grade teachers were interviewed, whereas in the secondary school, the interviewees were teachers in the third year (ninth grade) of compulsory secondary education (*Educació Secundària Obligatòria* -ESO), as well as the head teacher of the center. Different numbers of interviews were performed in each educational context since the schools had different teaching programs and organizational structures.

The interviews were structured in five different sections, dealing with the languages taught in the centers, the languages of instruction, the language competence and training received by both primary and secondary teachers, the languages used and found in the school settings, and the students' first languages employed at home.

2.1. Primary education

At the primary school, three interviews (see Table 4 below) were conducted. The interviewees were the sixth-grade English language teacher, the Spanish, Catalan, Arts and Crafts, Natural Science and Social Science teacher for the same grade, and, finally, the school's head of studies. The Spanish, Catalan and content teacher and the head of studies were female, and the English teacher was male. The average age of all the respondents was 36.3, and the average number of years of professional teaching experience was 12.3. All the interviews were performed face-to-face since we were allowed to remain in the primary school throughout a morning to conduct the study.

TABLE 4. INTERVIEWS IN THE PRIMARY SCHOOL

Interview	Position	Subjects taught	Teaching experience	Gender	Age
1	English teacher (T1)	English	11	Male	34
2	Primary educa- tion teacher (T2)	Spanish Catalan Arts and Crafts Natural Science Social Science	13	Female	37
3	Head of studies (T3)	Head of studies	13	Female	38

2.1.1. Languages and subjects

In the first section of the interview dealing with the languages taught in the primary school, all the interviewees mentioned that three different languages are taught in the center, with Catalan and Spanish offered as the official languages of the Valencian Community and English as a foreign language.

Despite the presence of all three languages as school subjects, the content subjects are all taught in Catalan and Spanish, as reflected in Figure 3 below. More specifically, the respondents reported that 80% of the curricular subjects are taught in Catalan since the school follows a Catalan-based curriculum, whereas 20% of the non-language subjects have Spanish as the medium of instruction. This 20% represents the school's Physical Education and Ethical Values and Religion classes.
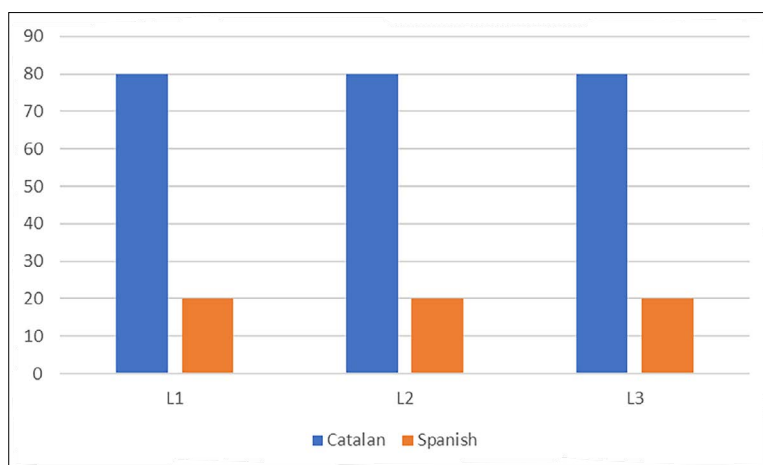
Figure 3. Languages of instruction in the primary education school examined

Therefore, it can be observed that no CLIL programs were offered, but it should be noted that, during the previous academic year, sixth-graders had studied arts and crafts through English. The head of studies (T3) explained that due to the pandemic and incompatibilities in teachers' schedules, the school was unable to offer any CLIL subjects during the current academic year. However, whole teaching staff expressed a wish to resume CLIL lessons in the following academic year, as they believe that students need more hours of exposure to the additional language (English), which can only be accomplished by the implementation of CLIL programs.

The participants gave some contradictory answers regarding the existence and implementation of an integrated language curriculum in the school. First, the two teachers interviewed (T1 and T2) said the center did not follow an integrated curriculum even though they had tried to. The main reason was that it is very time-consuming to change all the established educational practices to follow an integrated language curriculum. Nevertheless, the English teacher (T1) added that the center was starting to eliminate some Spanish and Catalan textbooks in order to move toward more integrated language teaching. In contrast, the head of studies (T3) stated that the school followed an integrated language curriculum, a claim that contradicts the answers provided by the rest of the respondents. This contradiction may be caused by a lack of knowledge of the concept or of the reality inside the language classes, since the answer given by the member of the school management team (T3) did not match those of the rest of the teachers.

There were also some differences in perception when it came to coordination among language teachers. The English teacher (T1) reported that there was not much coordination among the language teachers beyond collaboration with teachers at the same grade level and among certain language teachers that worked together on specific activities. Nonetheless, T1 clarified that this coordination was often informal. However, T2 (the content and languages teacher) stated that there was coordination between teachers working at the same grade level and group of students, and between those teaching in the same educational stage. In the case of the coordination related to a particular educational level or group, T2 added that meetings were held once a week, whereas in the case of the stages, they were held only about once a month. Thus, the answer from T2 did not match that of T1, who had pointed to a lack of coordination among language teachers. This contradiction creates confusion, as both of them were language teachers at the same educational level, so their differing answers to this particular question in the interview were unexpected. This suggests a lack of clear organization and coordination among the language teachers at the center. Nonetheless, T2 added that the coordination had been affected by the pandemic, since in previous years more coordination meetings had been held. Then, the head of studies (T3) said that there was a degree of coordination among language teachers, although they only met once a trimester to discuss and explain the contents of each subject and to establish assessment criteria. T3 highlighted that meetings by grade level or educational stage were held more frequently, about twice a month. Therefore, T3 concluded that there was coordination among language teachers, even though it was not as frequent as T2 had indicated. Once again, there were some discrepancies between teachers' answers and those of school management. This suggests that there is no fixed, stable organization when it comes to language coordination.

Then, both teachers interviewed (T1 and T2) stated that there was no coordination between the language teachers and the content teachers. Indeed, T2 added that such coordination only occurred when a single teacher was responsible for both the language and non-language subjects. The head of studies (T3) however, saw things differently, reporting that there was coordination among language and content teachers at the same grade level and educational stage. In fact, the principal explained that the school occasionally holds group activities in which all the students of the school participate, so during those events there was a good deal of coordination among all the primary school teachers. Again, there were inconsistencies between the teachers and the head of studies' responses, suggesting that school management is not always aware of the real degree of coordination among teachers. Another possibility is that teachers do not coordinate their subjects as they are supposed to.

2.1.2. Teachers

With regard to the teachers' language competence (see Figure 4 below), all the respondents provided the same answer. They all agreed that 100% of the teachers know Catalan, as it was a requirement for working at a school with Catalan-based curriculum. In the same vein, they all reported that all teachers know Spanish. Finally, all the interviewees said that only about 20% of the teachers knew English, but they pointed out that most of them were enrolled in English language courses to develop their competence in the language.
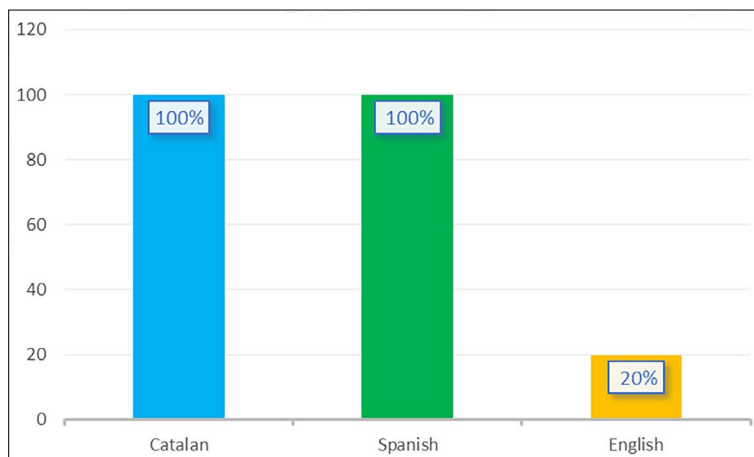

Figure 4. Language competence of primary education teachers

In relation to the training received by the teachers in plurilingualism in education, two of the interviewees (T1 and T3) reported that the only training of this type came in the form of optional courses that teachers had the opportunity to take to expand their knowledge of languages in education. Specifically, the head of studies (T3) explained that one of those training courses was the PALE program (Program for the Learning of Foreign Languages). Nevertheless, T2 mentioned that she had not received any information about those courses in the two academic years she had been working at the center, and she observed that in that period of time no multilingual training courses had been offered to the teachers.

Regarding the use of languages in the primary school context, which is detailed in Table 5 below, all the respondents stated that 100% of the communication among teachers during the regular workday and in meetings, as well as communication between the teachers and the non-teaching staff, was in Catalan, since it was the language policy of the school. Then, both T1 and T3 added that both teachers and students only communicate in the center in Catalan, but T2 disagreed, as she mentioned that teachers tend to employ Spanish when addressing foreign students, representing about 15% of communication, whereas the use of Catalan consisted made up about 85%. Apart from this, communication between teachers and parents was mainly in Catalan, as both teachers interviewed (T1 and T2) said the language was used about 85% of the time in these situations. However, the head of studies (T3) specified a figure of 50% for the use of Spanish and 50% for the use of Catalan in communication with parents, as she observed that all official communication was in both languages. These differences observed in the respondents' answers might be due to the fact that the teachers (T2 and T2) may have only considered face-to-face or telephone communication, whereas the head of studies (T3) had also taken into account the official emails sent by school management. Last but not least, as observed in Table 7, all the interviewees gave the same answer in relation to the languages employed during meetings with parents, as they all estimated about 15% for the use of Spanish, only when the parents are migrants and do not have enough knowledge of Catalan, and 85% for the use of Catalan. In addition, T1 added that sometimes the meetings were conducted in Catalan and then summarized in Spanish for parents who feel more comfortable using the latter language.

Table 5. Use of languages in the primary school context

Communication	I.1	I.2	I.3
Teachers	100% Catalan	100% Catalan	100% Catalan
Teachers' meetings	100% Catalan	100% Catalan	100% Catalan

Teachers - Students	100% Catalan	15% Spanish 85% Catalan	100% Catalan
Non-teaching staff	100% Catalan	100% Catalan	100% Catalan
Teachers- Parents	15% Spanish 85% Catalan	15% Spanish 85% Catalan	50% Spanish 50% Catalan
Meetings with parents	15% Spanish 85% Catalan	15% Spanish 85% Catalan	15% Spanish 85% Catalan

2.1.3. School context

All the respondents were also asked about the linguistic landscape of the primary school, as represented in Table 6 below. In particular, different answers can be observed in relation to the presence of languages on bulletin boards, as T1 reported that all the billboards were written in Catalan, while T2 mentioned that they were mainly written in Catalan (85%) even though Spanish was present to a lesser extent (15%), and finally, T3 stated that both languages (Catalan and Spanish) appeared with the same frequency, placing both at 50%. Thus, the results indicate that teachers do not pay much attention to the linguistic landscape of the center since they cited different percentages. Then, regarding the information displayed in common areas, the three interviewees stated that the linguistic landscape of the educational center was mostly trilingual, as almost all the billboards were written in three different languages (Spanish, Catalan and English). Some of the notice boards are found on classroom doors (e.g. sixth grade, sexto curso, sext curs), in school offices (e.g. head of studies, jefe de estudios, cap d'estudis), in bathrooms and in the school lunchroom, among other places. Moreover, the fact that the three languages are present on the stairs of the center show school's interest in promoting multilingualism. Thus, as observed in Table 8, each of the three languages was said to have a presence of 33.3% in the common areas of the center. Furthermore, the respondents were asked about the languages found on the classroom walls, and both teachers (T1 and T2) reported that just Spanish and Catalan were present inside classrooms, Catalan being the predominant language (85%), and Spanish receiving

less attention (15%). Nevertheless, the English teacher (T1) added that he wanted to include English posters in the classroom to promote multilingualism and expand the presence of the English language throughout the primary school setting. However, in contrast with the teachers' answers, the head of studies (T3) also included English in her response, as she believed that English was also present in the physical atmosphere of the classroom. Specifically, she estimated a percentage of 10% for English, 15% for Spanish and 75% for Catalan, highlighting that the latter language was predominant in its role as the official language employed in the school. Hence, these findings show that English posters and bulletin boards need to be introduced into the classroom to expand the language's visibility within the school's linguistic landscape.

TABLE 6. LINGUISTIC LANDSCAPE OF THE PRIMARY SCHOOL

Communication	I.1	I.2	I.3
Bulletin boards	100% Catalan	15% Spanish 85% Catalan	50% Spanish 50% Catalan
Common areas	33.3% English 33.3% Spanish 33.3% Catalan	33.3% English 33.3% Spanish 33.3% Catalan	33.3% English 33.3% Spanish 33.3% Catalan
Classroom walls	15% Spanish 85% Catalan	15% Spanish 85% Catalan	10% English 15% Spanish 75% Catalan

2.1.4. Home context

As far students' home languages are concerned, a wide range of contradictory responses was obtained. Whereas the head of studies (T3) claimed that the most commonly spoken language was Catalan (70%), both teachers (T1 and T2) cited a lower percentage of the

use of Catalan, namely, 40% and 30%, respectively. So, the average estimate of the students' usage of Catalan at home as their L1 was 46.7%. According to T1, students were just as likely (40%) to speak Spanish as Catalan at home, while T2 cited a higher percentage (60%) of Spanish than of Catalan. Meanwhile, the head of studies (T3) estimated that only 15% of students use Spanish at home. Taking the mean of these percentages, the use of Spanish would represent 38.3%. However, not only Spanish and Catalan were spoken by students, since the three respondents cited percentages ranging from 10% to 20% of students using other languages (mainly Romanian and Arabic) at home.

Table 7. Primary education students' language use at home

Language	I.1	I.2	I.3
Catalan	40%	30%	70%
Spanish	40%	60%	15%
Others	20%	10%	15%

Table 8 offers greater detail on the students' use of L1s other than Catalan or Spanish (here, Romanian and Arabic) at home. As reported by the two teachers interviewed (T1 and T2), Romanian and Arabic represent the same percentage (50%), whereas the head of studies (T3) puts the percentage of Romanian students at 66.6% instead of 50%, and estimates the use of Arabic at 33.3%. These answers show that the head of studies had more information about these issues, so she provided more specific percentages instead of the general answers given by the teachers.

Table 8. Other languages used by primary education students at home

Languages	I.1	I.2	I.3
Romanian	50%	50%	66.6%
Arabic	50%	50%	33.3%

In addition to the linguistic situation of the primary school setting, we have analyzed a secondary educational context in order to provide a broader view of the plurilingual educational profile of the Valencian Community.

2.2. Compulsory secondary education

In order to examine the plurilingual profile of the secondary school, a total of six interviews (see Table 9 below) were performed, including four interviews with language teachers (English, Spanish, Catalan and French), an interview with the philosophy teacher as the representative of the non-language areas of study, and a final interview with the head of studies. The Spanish teacher selected was also teaching the optional subject of Ethical Values, whereas the philosophy teacher was also responsible for a subject related to gender-based violence. All the language teachers were female, and both the philosophy teacher and the head of studies were male. The average age of the participants was 46.8, and the average number of years of teaching experience was 19.6. All the interviews were face-to-face consultations, since school management allowed us to enter the center to carry out the study, which was conducted over the course of three different days due to the teachers' work schedule and availability.

TABLE 9. INTERVIEWS IN THE SECONDARY SCHOOL

Interview	Position	Subjects taught	Teaching experience	Gender	Age
1	English teacher (T1)	English	21	Female	45
2	Spanish teacher (T2)	Spanish language and literature Ethical values	16	Female	39
3	Catalan teacher and coordinator of the program "Amic Gran Amic Menut" (T3)	Catalan	20	Female	50
4	French teacher and coordinator of the French Department (T4)	French	12	Female	44
5	Philosophy teacher (T5)	Philosophy and Gender-based Violence	25	Male	52
6	Head of studies (T6)	Head of studies	24	Male	51

2.2.1. Languages and subjects

First, regarding the languages taught at the school, all the respondents stated that four different languages were offered at the secondary school, including Catalan and Spanish as the two official languages of the Valencian Community, English as the compulsory foreign language, and French as the optional foreign language.

Second, apart from the language subjects, the main language of instruction established by the center was Catalan, and only the Spanish language course was taught through Spanish. In other words, no CLIL subjects were found in the school, so foreign languages were not used as the main vehicle of instruction in content subjects. In fact, all the teachers interviewed, as well as the member of the school management team, believed that at that the time of the study it was impossible to implement CLIL programs at the school due to the teachers' lack of preparation and competence in additional languages. Furthermore, they all recognized that multilingual approaches were not being implemented in the center, even though they wished to adopt them in the future with the introduction of the new multilingual program known as PEPLI. Despite the fact that teaching through Catalan is the main policy of the educational center, two people interviewed (T3 and T6) admitted that they also used Spanish on some occasions and that they felt more comfortable with that language. In fact, as observed in Table 10 below, the head of studies (T6) estimated that Catalan was the language of instruction 80% of the time in in non-language subjects and that 20% of the time Spanish was used. This was in contrast to the 100% figure for Catalan cited by the rest of the respondents. Although the answer from T6 does not represent the official policy of the center, it does reflect the reality inside the classroom.

Table 10. Languages of instruction in the secondary school.

Language	I.1	I.2	I.3	I.4	I.5	I.6
Catalan	100%	100%	100%	100%	100%	80%
Spanish	0%	0%	0%	0%	0%	20%
English	0%	0%	0%	0%	0%	0%
French	0%	0%	0%	0%	0%	0%

Meanwhile, there were some contradictory accounts as to the implementation of an integrated language curriculum in the center. Specifically, only three of the language teachers interviewed (T1, T3 and T4) stated that an integrated language curriculum was being followed at the school, while the rest of the respondents, including the Spanish teacher, the teacher of the non-language subject and the head of studies (T2, T5 and

T6), all reported that an integrated language curriculum was only applied in the first year of compulsory secondary education (ESO), since that grade was the only one that was organized into areas of study. At this grade level, the same teacher was responsible for more than one language, as well as some content subjects. Hence, it is interesting to note the contradiction found in this part of the interview, which may be caused by a misunderstanding about the term "integrated language curriculum" or an insufficient explanation of the general linguistic policy of the center. Nonetheless, T6, as the head of studies and a member of the school's management, maintained that this language curriculum was not being followed. We may then consider his answer to reflect the real situation of the center in terms of its language curriculum.

Apart from this, the answers related to the coordination between the teachers of the linguistic subjects also differ to a great extent. First, T1 explained that there was coordination between the English and French teachers, as they conducted meetings once a month so as to determine the main contents of their subjects and the rubrics for evaluating students. However, she mentioned that there was poor coordination among the rest of the language teachers (Spanish, Catalan, English and French), since they only held meetings once a year with the aim of establishing general assessment criteria (e.g., the penalty for spelling errors). Then, the head of studies (T6) added that two meetings were held during the academic year to establish proper coordination among language teachers. He also mentioned that there was coordination between the primary and the secondary education teachers, which is known as transition. However, both T3 and T4 said that the language teachers were not very coordinated, as no official meetings were held for this purpose. Instead, they said teachers commented and reflected upon issues informally in school hallways or the teachers' room. Nevertheless, three of the respondents (T1, T2 and T4) asserted that there was a strong degree of coordination among the seventh-grade language teachers, as this grade was split up into educational areas, with most of the languages offered by the center and other content subjects being taught by the same teacher. Therefore, some contradictory answers can also be observed, since the number of coordination meetings mentioned by some of the interviewees varied significantly. This suggests that there is not an official or well-established policy regarding the coordination of language teachers, an aspect that they believe should be improved.

As mentioned above, all the respondents agreed that there was not much coordination between the language teachers and the content teachers. Nonetheless, some of the teachers (T1 and T2) did cite certain meetings involving cooperative planning. For example, there are several projects in which the whole educational center collaborates, and there are meetings aimed at establishing assessment criteria or at discussing specific groups of students. Nevertheless, it is interesting to note that whereas one teacher (T1) stated that there was coordination via a group called the COCOPE (Pedagogical Coordination Commission), the head of studies (T6) mentioned that the COCOPE was

not currently active. For that reason, in this second question dealing with language and content teachers' coordination, we can also find insufficient communication between the teachers of the school and a lack of official policies established to deal with these specific aspects.

2.2.2. Teachers

In relation to the languages known by the teachers, Table 11 displays some differences between the percentages of knowledge of Catalan and English, even though all the respondents claimed that the Spanish language was known by all the teachers. In other words, the level of Spanish competence is 100%, according to the members of the teaching staff that took part in the interviews. However, the proportion of teachers said to speak Catalan varied from 70% to 100%, even though four of the six interviewees (T2, T4 T5 and T6) agreed that 100% of the teaching staff spoke the language. Hence, the average of the estimates of how many teachers are competent in Catalan was 91.6%, in contrast with the 100% required by the school's policy as a Catalan-based center. At the same time, the projected percentage of teachers that were competent in English ranged from 30% to 60%, for an average of 40%. Therefore, it would seem that not many teachers at the center are competent in English, even though this is among the central requirements of the current education system.

TABLE 11. LANGUAGE COMPETENCE OF THE SECONDARY EDUCATION TEACHERS

Languages	I.1	I.2	I.3	I.4	I.5	I.6	Average
Catalan	70%	100%	80%	100%	100%	100%	91.6%
Spanish	100%	100%	100%	100%	100%	100%	100%
English	30%	30%	50%	40%	30%	60%	40%

With regard to training in bilingual and plurilingual education for language teachers, the respondents reported that there were several optional courses offered, either by the school itself or by the regional government of Valencia (*Generalitat Valenciana*). Nevertheless, the teachers could not provide the names of those optional training courses because they were not enrolled in them and did not have enough knowledge of their main contents. The same answers were recorded regarding the bilingual and plurilingual training received by the teachers of content subjects, even though the English teacher (T1) referred to the Program for the Learning of Foreign Languages (PALE). In particular, she stated that the content teachers were given the opportunity to participate in that program, but she did not mention it in the section dealing with the

multilingual training offered to the language teachers, which is somewhat contradictory. Nonetheless, this teacher is the only one who stated that non-language teachers had been provided with more linguistic courses as they did not belong to the linguistic field. In contrast, the Catalan teacher (T3) gave the opposite answer, as she believed that only certain issues about plurilingualism had been explained to the teaching staff as a whole, while the optional courses were only offered to the language teachers. Thus, it is necessary to consider these poor results in relation to the teachers' knowledge and participation in training programs dealing with plurilingualism. Indeed, the fact that some of the information given by the teachers was contradictory reinforces the belief that secondary education teachers are not provided with enough information and training when it comes to multilingualism in education. Therefore, most of these optional training courses should be made compulsory in order to spread the knowledge about plurilingualism among teachers working at different educational levels and in different contexts.

The fourth part of the interview deals with the use and presence of different languages in the secondary school context. First, the communication among teachers in the center (see Table 14) was mainly performed in Catalan, as half of the interviewees (T4, T5 and T6) stated that teachers only used Catalan, whereas the other half of the respondents (T1, T2 and T3) mentioned that about 10% of the teachers used Spanish in conversation. However, they added that 90% of the teachers use Catalan, as it is the official language of communication. Second, the language employed during teachers' meetings was mainly Catalan, as all the interviewees, with exception of the Catalan teacher (T3), asserted that only Catalan was the medium for conducting these meetings. Nonetheless, the Catalan teacher (T3) referred to the use of Spanish in those meetings, even though it was limited to 10%, whereas Catalan represented 90% of the teachers' communication. These results reinforced the presence of the Catalan-based language policy of the school.

As Table 12 below also shows, the percentages provided for the communication between teachers and students outside the classroom varies, as three of the interviewees (T4, T5 and T6) reported that Catalan was always employed, whereas the rest of the respondents (T1, T2 and T3) highlighted the use of both Catalan and Spanish. Indeed, they mentioned that Catalan was the predominant language employed in these situations, even though Spanish was also used when dealing with foreign students, as most of them did not have enough knowledge of Catalan or did not feel comfortable using the language. Thus, T1 and T2 suggested that Catalan was used 70% of the time for communication between teachers and students outside the classroom, with 30% taking place in Spanish. Nevertheless, T3 put the percentage of the use of Catalan a bit higher, at 90%, saying that Spanish only accounted for about 10% of this communication. Moreover, as also observed in Table 12, we can find different percentages regarding the languages employed for communication with the school's non-teaching staff.

Specifically, some of the teachers (T3, T5 and T6) said that 100% of these interactions were in Catalan, while the rest (T1, T2 and T4) said that such communication took place 50% in Spanish and 50% in Catalan. In fact, these teachers reported that most of the non-teaching staff at the center had Spanish as a first language as a reason they often used it in their communication.

Table 12. Use of languages in the secondary school context

Communication	I.1	I.2	I.3	I.4	I.5	I.6
Teachers	90% Catalan 10% Spanish	90% Catalan 10% Spanish	90% Catalan 10% Spanish	100% Catalan	100% Catalan	100% Catalan
Teachers' Meetings	100% Catalan	100% Catalan	90% Catalan 10% Spanish	100% Catalan	100% Catalan	100% Catalan
Teachers - Students	70% Catalan 30% Spanish	70% Catalan 30% Spanish	90% Catalan 10% Spanish	100% Catalan	100% Catalan	100% Catalan
Non-teaching staff	50% Catalan 50% Spanish	50% Catalan 50% Spanish	100% Catalan	50% Catalan 50% Spanish	100% Catalan	100% Catalan
Teachers-Parents	70% Catalan 30% Spanish	90% Catalan 10% Spanish	90% Catalan 10% Spanish	100% Catalan	100% Catalan	100% Catalan
Meetings with parents	70% Catalan 30% Spanish	90% Catalan 10% Spanish	90% Catalan 10% Spanish	100% Catalan	100% Catalan	100% Catalan

In addition to that, the communication between teachers and parents also received some attention, as observed in Table 12 above. In fact, the overall percentages provided for communication between parents and teachers and the data for parent-teacher meetings were the same. Whereas half of the teachers interviewed (T4, T5 and T6) mentioned that this type of communication was only in Catalan, suggesting a percentage of 100% for the use of this language, the other three respondents (T1, T2 and T3) explained that Spanish was also employed in this communication, since some parents did not understand Catalan. In particular, both T2 and T3 said that 10% of the time this communication was in Spanish, a figure that T1 put at 30%. The latter number is probably the most realistic answer with regard to this topic. Indeed, she mentioned that sometimes the language employed for the meetings between teachers and parents varied, as some teachers or parents felt more comfortable with one language or another despite the fact that the school's language policy called for communication in Catalan.

2.2.3. School context

The linguistic landscape of the center includes language used on bulletin boards, in common areas and on classroom walls. With regard to the bulletin boards found in the center, three teachers (T2, T4 and T5) stated that all the information on them was written in Catalan since it was the official language of the school. However, the rest of the interviewees (T1, T3 and T6) added that Spanish is present on bulletin boards to a lesser extent, accounting for about 10% or 20% of the language used in these spaces. In fact, the head of studies (T6) mentioned that all the information coming from the center itself (80%) was written in Catalan, whereas the information originating outside the school (20%), for example, from the parents' association and unions, was often written in Spanish. Furthermore, the English teacher (T1) referred to the presence of English on bulletin boards, although it represents only about 5% of the language used in this context. Therefore, taking into account all these varied answers, we can conclude that teachers do not pay much attention to the bulletin boards displayed in the center and that most of them were only informed about the Catalan-based policy of the entity. This would explain why they responded by saying that Catalan was the only language employed in this kind of written communication.

Besides, some other languages are also observed in the common areas of the center (see Table 13 below), even though Catalan continues to be predominant in the linguistic landscape of the school. Particularly, four respondents (T1, T4, T5 and T6) noted that the presence of Catalan was 80%, reporting that the other 20% was Spanish and English. Nonetheless, the English teacher (T1) added that languages like French, Greek and Latin could also be read on the notice boards of some doors. The presence of various languages in the corridors of the center might promote multilingualism and linguistic awareness in the school context. A summary of the information on the linguistic landscape is provided in Table 15 below.

TABLE 13. LINGUISTIC LANDSCAPE OF THE SECONDARY SCHOOL

Communication	I.1	I.2	I.3	I.4	I.5	I.6
Bulletin boards	80% Catalan 15% Spanish 5% English	100% Catalan	90% Catalan 10% Spanish	100% Catalan	100% Catalan	80% Catalan 20% Spanish
Common areas	80% Catalan 20% Spanish	100% Catalan	90% Catalan 10% Spanish	80% Catalan 15% Spanish 5% English	80% Catalan 15% Spanish 5% English	80% Catalan 20% Spanish
Classroom walls	70% Catalan 30% Spanish, English and French	80% Catalan 20% Spanish	100% Catalan	70% Catalan 30% Spanish, English and French	70% Catalan 30% Spanish, English and French	70% Catalan 30% Spanish, English and French

In the same way, the percentages cited for the presence of different languages on classroom walls also differ greatly, as seen in Table 13 above, even though four teachers (T1, T4, T5 and T6) gave the same answers. They explained that 70% of the texts found inside the classroom were in Catalan, while the other 30% were in other languages such as Spanish, English or French. In fact, they mentioned that inside the content classes just Catalan messages were observed, whereas in the language classrooms, the languages used for instruction (English, Spanish and Catalan) were also present on the boards. However, T2 mentioned only Catalan (80%) and Spanish (20%) in this section of the interview, and T3 just cited Catalan in her answer, as she believed that all the information inside the classroom was in Catalan. Again, these contradictory answers show insufficient attention to the linguistic landscape of the school by the teachers.

2.2.4. Home context

The last part of the interview dealt with the languages spoken by the students at home, and similar answers were obtained regarding the use of Catalan and Spanish.

As represented on Table 16 below, almost all the interviewees put the use of Catalan at 60%, with the exception of T4, who reported that 75% of students used Catalan usage at home. Therefore, a predominance of Catalan may be noticed. Spanish is also widely employed at home, since the respondents of the study reported percentages of 20% to 35%. The use of languages other than Catalan and Spanish is also displayed on Table 14 below.

TABLE 14. SECONDARY EDUCATION STUDENTS' LANGUAGE USE AT HOME

Language	I.1	I.2	I.3	I.4	I.5	I.6	Average
Catalan	60%	60%	60%	75%	60%	60%	62.5%
Spanish	25%	30%	30%	20%	30%	35%	28.3%
Others	15%	10%	10%	5%	10%	5%	9.2%

More detail is provided on the use of other languages in Table 17 below. It illustrates the use of Romanian, English, Arabic and Chinese at home. Arabic (60%) is the predominant language, followed by Romanian (32.5%). Interestingly, teachers were not always aware of students' multilingual background. In fact, only T1 recognized the existence of English as an L1 spoken by some students of the school, whereas Chinese was only considered by three of the respondents (T1, T2 and T4), with an average estimate of the presence of this language of 5.9%. These different percentages may have varied according to the nationality of the students that each teacher had in his/her classroom.

TABLE 15. OTHER LANGUAGES USED BY SECONDARY EDUCATION STUDENTS AT HOME

Language	I.1	I.2	I.3	I.4	I.5	I.6	Average
Romanian	20%	35%	30%	30%	40%	40%	32.5%
English	10%	0%	0%	0%	0%	0%	1.6%
Arabic	60%	60%	70%	50%	60%	60%	60%
Chinese	10%	5%	0%	20%	0%	0%	5.9%

In order to provide a more detailed plurilingual educational profile of the primary and secondary schools selected for the current report, several classroom observations were conducted, as reported in the following section.

3. The Classrooms

The classroom context of both educational levels, primary and secondary education, has also been analyzed in the present report. More specifically, the classroom observation included two sixth-grade EFL lessons and two of classes in the third year of secondary education (tenth grade). These observations took place on different days and lasted 60 minutes each. Before the actual classroom observations, both the primary education tutor of the group observed and the English teacher conducting the English lesson at the secondary school answered a series of questions. For this purpose, a questionnaire was used in order to obtain information about the linguistic profile of the groups examined, as well as the natural plurilingual practices employed by the English teachers and students in each of the educational settings.

3.1. Primary education

3.1.1. Languages and subjects
The primary school classroom observed was that of a sixth-grade group at CEIP Cervantes, located at the city of Vila-real (Castelló). All the students were taking three different language subjects, Catalan, Spanish and English. However, they only had two languages of instruction for the rest of the non-language subjects, Catalan and Spanish. Indeed, Catalan was the predominant language used for instruction, as 80% of the content subjects were taught through this language, whereas Spanish was only employed in 20% of the non-language subjects (e.g., Religion, Ethical Values and Physical Education). Therefore, it is clear that no CLIL subjects were being implemented at this primary school, since English was not used as a medium of instruction.

In order to sketch the group profile, we interviewed the sixth-grade classroom teacher, who was able to provide us with all the information needed. Firstly, she stated that the language teachers of the group did not follow an integrated language curriculum due to the fact that, according to the teaching staff of the center, it was a complex and time-consuming task that required a lot of coordination. Nevertheless, the teacher mentioned that the coordination between the language teachers of the group was performed on a regular basis, as meetings with that purpose were held once

a week, even though the coordination had been adapted due to the new measures to deal with the pandemic. In contrast, the coordination between the language and content teachers of the group was not frequent since there was only coordination when a single teacher taught both linguistic and non-language subjects. However, the tutor added that some meetings were occasionally held to comment on the general performance of the whole group.

3.1.2. Teachers

Regarding the language competence of the teachers of the group, the main classroom teacher reported that 100% of the teaching staff knew both Spanish and Catalan, whereas just 20% of the teachers were competent in English. Nonetheless, when asked about the bilingual and plurilingual training received by the teachers of the group, the tutor said that she had no knowledge of those aspects because she had just been working two years in the school, although she was aware that several optional training programs were offered to the teaching staff. However, she was not able to provide any examples of those courses.

With regard to the languages employed for communication, all the teachers of the group always communicated in Catalan, in both informal and formal communication, such as in teachers' meetings. Apart from this, all the communication between teachers and the non-teaching staff of the center was also performed in Catalan. However, when addressing the parents of the students in the group, Spanish was also used on some occasions. This was the case with immigrant parents with little knowledge of Catalan. Despite this occasional use of Spanish, almost all parent-teacher meetings and other types of communication between them were held in Catalan, following the Catalan-based policy of the primary school.

3.1.3. School context

Furthermore, regarding the linguistic landscape of the school, the main classroom teacher stated that most of the bulletin boards found in the center were written in Catalan, whereas just a small amount of them were in Spanish. Regarding texts found in the common areas of the school, English and Catalan were employed in order to promote multilingualism in the center. Nevertheless, according to the tutor, English was not present inside the sixth-grade classrooms. In fact, all the texts on the classroom walls were in Catalan or Spanish.

3.1.4. Home context

With reference to the languages spoken at the students' homes, the predominant language employed was Catalan, at 70%. Nonetheless, 25% of the learners spoke Spanish at home, whereas the remaining 5% used Arabic at home as an L1.

3.1.5. Plurilingual practices

In relation to the multilingual knowledge and beliefs of the classroom teacher, we found that she was familiar with the new plurilingual educational approach known as PEPLI, which was to be implemented in the primary school. However, she claimed that it was not the reality inside the classroom. She said that even though the teaching staff and the school's management team were willing to introduce plurilingual practices during the lessons as they believed that linguistic variety was positive for the students' linguistic development, it was necessary to know how to introduce all those multilingual approaches in practice, as most of the teachers did not feel prepared to do so.

As mentioned before, the classroom observation was performed during an English lesson. Several natural plurilingual practices employed by both the English teacher and the students of the group were observed and examined. These practices involved the use of the students' L1, code-switching and translation. First, the English teacher used English most of the time to conduct the lesson, even though in some specific moments she employed the students' L1s (Spanish and Catalan) during the explanation of grammatical aspects (e.g., modal verbs) and vocabulary (e.g., jobs). In the same way, when students had doubts, they asked the English teacher questions in Spanish or Catalan, since they felt more confident using those languages. However, the teacher answered those questions in English, as she wanted to encourage them to use English throughout the class. Nevertheless, in some specific moments the teacher employed Spanish or Catalan to regulate the behavior of the class and to make sure that the pupils had understood her. It should be noted that the behavior of the class was excellent. In fact, so only one situation of this sort was observed during the whole lesson.

In addition to the use of the students' L1s during the lesson, the teacher also employed code-switching when explaining the grammatical rules of modal verbs. In particular, she changed to Catalan in the middle of an English sentence to explain the more difficult parts of the theory or when students did not understand her. Those moments of code-switching were very brief, just for certain specific words inside some English sentences. Moreover, the teacher also used code-switching to correct the sentences formulated by the students, and then she continued her explanation in English. Students used code-switching techniques when they did not know a particular word in English. In these cases, they completed their utterances in Spanish or Catalan.

Last but not least, translation practices were also observed during the English lesson, especially to teach vocabulary. For example, when students did not understand a word in English, they asked the teacher and she translated it into Spanish or Catalan. In addition, when the students did not know how to express themselves in English, they also employed their L1s. The teacher then translated their words to English, which needed to be repeated by the pupils. In the same vein, when the teacher referred to pages

in the textbook in English, some students translated the number into Spanish to help their classmates.

Apart from the previously mentioned plurilingual practices noticed inside the English classroom, no other multilingual pedagogies were encountered. The whole session was conducted in English, and students made a great effort to speak in that foreign language as well.

As has been previously mentioned, our observation involved a sixth-grade group and another in the third year of secondary education (ESO). The results of the latter observation are presented below.

3.2. Compulsory secondary education

The secondary education group observed was a class of students in the third year of ESO (tenth grade) at IES Benigasló in the city of Vall de Uxó, in the province of Castelló. The group's English teacher provided us with all the information related to the profile of the group.

3.2.1. Languages and subjects

First, all the students in the group were taking three compulsory language subjects, Spanish, Catalan and English. French was an elective course chosen by only 20% of the students. Apart from these language subjects, only Catalan was used as the vehicle for instruction in content subjects, which diminished the hours of exposure to both Spanish and English. There were no CLIL subjects in the third year of ESO at this secondary school, but the English teacher mentioned that the center was planning to introduce them in the future.

The English teacher said that the group was not taught through an integrated language curriculum. Regarding the coordination among the group's language teachers, the interviewee observed that the English and French teachers normally coordinated with one another, as they conducted meetings once a month to determine the main contents of their subjects and the way of evaluating the students. Nonetheless, there seemed to be poor coordination between the Spanish, Catalan, English and French teachers, as they only held meetings once a year to establish some general evaluation criteria (e.g., spelling mistakes). In the same way, there was not much coordination between the language and content teachers of the group, except for the context of the Pedagogical Coordination Commission (COCOPE). This committee held three meetings throughout the year.

3.2.2. Teachers

In relation to the teachers' language competence, we may say that all of them were proficient in Catalan and Spanish, whereas just 20% of them were competent in English. Moreover, with regard to the plurilingual training received by the language teachers of the group, the respondent reported that several optional training programs had been offered to them, but noted that the school's English department did not follow the plurilingual plan known as PEPLI. According to the English teacher interviewed, the vast majority of the content teachers were given the option to enroll in some optional training courses dealing with plurilingualism, because they did not belong to the linguistic field and thus needed to reinforce their knowledge of languages. One example of the programs provided was the Program for the Learning of Foreign Languages (PALE).

Regarding the communication among the teachers of the group, 90% tended to communicate in Catalan, and a small percentage used Spanish because they felt more comfortable. However, the teachers' meetings were held in Catalan, that is, in line with the school language policy. For this reason, the communication between teachers and students was also conducted in Catalan, unless there were immigrant students, who often preferred using Spanish over Catalan. Communication between the teachers of the group and the non-teaching staff of the center was more balanced, as the teacher interviewed stated that 50% of them employed Spanish, whereas the remaining 50% preferred Catalan. Most of the time, teachers used Catalan when addressing parents. There were some exceptions when parents felt more comfortable and self-confident using Spanish.

3.2.3. School context

In relation to the linguistic landscape of the secondary school and the classrooms of the particular group analyzed, we found a great linguistic variety, since three languages appeared on the bulletin boards at the center. Catalan (80%) was the predominant language, whereas Spanish (15%) and English (5%) received less attention. The prevalence of Catalan on the official bulletin boards can be explained by the Catalan-based curriculum of the institution. In the same vein, 80% of the texts found in the common areas of the school were also in Catalan, even though other languages (20%) such as English, French, Spanish, Greek and Latin were found on the doors of the language departments in order to promote multilingualism and the students' language awareness. Continuing with this extensive use of Catalan, 70% of the texts in the group's classrooms were also in Catalan, whereas the remaining 30% was devoted to the presence of English, French and Spanish.

3.2.4. Home context

With regard to the languages employed by the students of the group at home, we found that most of them used Catalan (85%), and only a few (15%) used Spanish.

3.2.5. Plurilingual practices in the classroom

In addition to the group profile, we interviewed the English teacher on her knowledge and beliefs about plurilingualism in education. She first mentioned that she did not have enough knowledge about the new pedagogical approach that promotes plurilingual competence inside the classroom, also known as PEPLI. Furthermore, she added that the school's English department did not follow that program and that the group's teachers had not received much information about it. Nonetheless, she was in favor of the integration of all the students' languages and cultures in the classroom, as long as the content of the course was covered.

The class observed was a ninth-grade EFL class. The observation revealed some multilingual practices by both teachers and students. First, the students' L1s (Spanish and Catalan) were frequently used during the session. For instance, the teacher covered almost all the grammatical aspects taught (e.g., conditionals) through the use of Spanish or Catalan, even though she wrote the main rules and several examples in English on the blackboard. Students always employed their L1s (Spanish or Catalan) in oral production and limited their use of English to reading sentences from the textbook or checking their homework.

In the same way, translingual practices were also employed by the teacher when she introduced some cultural explanations during the class. She often used Spanish in her explanations. Moreover, students also implemented that multilingual strategy when expressing themselves in English, since they did not know certain words in the language and therefore said those unknown words in one of their L1s, Spanish or Catalan.

Finally, translation was very frequent in the classroom during the teaching of vocabulary. For example, students were required to translate several specific words and sentences from Spanish into English, or vice versa. Indeed, the English teacher favored this plurilingual practice, as she always included one translation exercise on the final exam.

Therefore, we may state that this ninth-grade English class used three different languages (English, Catalan and Spanish) throughout the session, even though English and Spanish were predominant. Hence, we can affirm that the English classroom examined was a multilingual context in which several multilingual practices and approaches were fully implemented.

Taking into account the reported findings in relation to the multilingual practices inside both the primary and secondary education English classroom, we may say that each level and teacher uses different approaches to teach the foreign language, even though all of them employ the students' L1s inside the classroom as a useful resource.

Hence, multilingualism and multilingual practices are present in the examined schools in the Valencian Community.

To conclude, we have observed teachers' interest in multilingualism and plurilingual practices. The Valencian schools included in the present report are an example of translingual practices involving Catalan, Spanish and English. Interestingly, different views on teacher coordination have been raised in some schools. The interviews conducted to collect our data illustrate the importance of teacher training to guarantee the successful implementation of new curricular guidelines aimed at plurilingual education.

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Epilogue

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A common framework for data collection and analysis

The research network Educación Plurilingüe (EDUPLUS) began its research activities with the aim of creating a common framework for data collection and analysis that would allow participating universities to compare approaches, processes and outcomes for key areas of research in plurilingual education, such as language policies, individual attitudes and beliefs, and classroom pedagogies. Several Spanish universities and researchers working in multilingual settings contributed to the project, adopting and applying the framework to their respective local contexts. In this epilogue, I will discuss the merits of the proposed approach in light of the work done, and some potential ways forward.

Spain has a long tradition of educational research in multilingual contexts and is well known for its commitment to plurilingual/multilingual education. Spain's special place in multilingualism research is linked to its rich linguistic diversity, the presence of numerous bilingual and multilingual programmes scattered around the country, the widespread use of CLIL in education and, last but not least, several highly productive researchers whose work is widely known internationally.

The creation of a framework that provides unified tools for data collection and analysis is in my view the most valuable contribution of the EDUPLUS network for Spain, but also for international contexts outside Spain equally committed to the introduction of plurilingual pedagogical practices and policies in education.

National and international comparative work has been traditionally difficult to conduct in most places due to the numerous differences in local contexts, which are often perceived as a major obstacle to useful comparisons. Through the application of a unified framework, however, all the studies reported in this volume show that comparative work is not only possible but also useful for the purpose of identifying differences and similarities between diverse sociolinguistic contexts.

The proposed framework was developed from previous research and proposal developed in multilingual contexts, such as the *Continua of Multilingual Education* (Cenoz, 2009) and the *Integrated Approach to Language Learning* (IPA) (González-Davies, 2018). It is conceptualized on three main basic levels of analysis: (a) the autonomous community, (b) the school and (3) the classroom. This classification is particularly effective because, on the one hand, the information about the autonomous community provides a quantitative overview of the most important data needed to understand the local reality. On the other, the other two additional levels provide information about language use and practices in the school and home environment, as well as language use and the practices of teachers and students in the primary and secondary classroom context.

A comparison process is useful insofar as it provides information that can be used for a specific purpose; for example, if it can inform educational policies, provide feedback for teacher training, or influence classroom practices and teacher behaviour. In this case, each chapter provides information that highlights significant differences between contexts. The common tools used, however, also allow one to easily identify the shared challenges across contexts and, consequently, conceive corrective strategies that would be effective across contexts.

As an example, we can consider teachers' plurilingual practices in the classroom, a section found in every chapter of this volume. Teachers show broad support for plurilingual approaches to teaching across context but often mention the inability to apply theory to their classroom work. They do not seem to know how to teach using a plurilingual approach, or at least what emerges from the interviews and observations is that some of them do not feel confident that they know enough about plurilingual approaches to teaching to be able to apply them satisfactorily to the classroom context.

Collectively, these studies show that such challenges are not unique to individual contexts but are shared across contexts and therefore affect the teaching profession at large, and in-service teacher education in particular. Perhaps a fruitful way forward would be to focus on identifying these common challenges and finding shared solutions. Here, for example, common training courses for plurilingual education could be created for use in all contexts, instead of duplicating efforts and creating different training courses for each context, thereby perhaps using unnecessary human and economic resources.

To take metalinguistic awareness as an example, teacher training in how to create activities that make use of multiple languages and help students develop metalinguistic awareness can easily be delivered in different sociolinguistic contexts without the need to
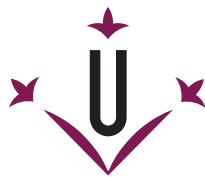
'reinvent the wheel' each time. The same can be said for many other types of activities, from how to use the mother tongue or translations in the classroom to how to adopt translanguaging teaching practices with students.

Although priority research areas for plurilingual education, such as language policies, attitudes and beliefs, and plurilingual pedagogies, have guided the overall design of the framework used, it is essential to emphasize that the work carried out by the EDUPLUS network shows important results in all these areas. With regard to educational policies, as discussed above, the proposed framework is a meaningful contribution for Spain and beyond, paving the way for comparing different realities and identifying differences and similarities between contexts. The work with teachers once again showed the value of monitoring individual attitudes and beliefs, as these can easily lead teachers to misinterpret current educational policies, most often unintentionally. Regarding the third area, methodological approaches, the interviews show that there is still a long way to go, not only because of the general lack of materials for many of the minority languages but also because teachers often lack sufficient training to be able to translate theory into practice.

Overall, I believe that the studies included in this volume are both representative and useful and also have the great merit of having shown the value of comparative work for policy development at local and national levels and for plurilingual education. The findings will undoubtedly be useful to educators, policy makers and teachers in thinking strategically about the future and will improve plurilingual education in Spain and beyond.

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