



Pre-Service and In-Service Teachers' Attitudes and Practices towards Home Language Maintenance: An Overview of the Plurilingual Teaching Competence

Dissertation.

Ramon Llull, Blanquerna FPCEE

Author: Clàudia Gavaldà Martínez.

Group: 9

Tutor: Dr. Maria del Carmen Flores Muxí

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Abstract

The present study offers an exploratory look to 4th-year-students' of Primary Education degree and in-service teachers' attitudes towards school-age children's heritage language maintenance. Moreover, in the case of the participating teachers, analysis of their engagement in classroom practices that may or may not confirm the value of maintaining and developing heritage languages among students has also been made. Lastly, language subjects study plans of three different universities of the Barcelona province have been revised, in order to examine where the plurilingual competences are located.

Keywords: heritage language maintenance, plurilingualism, curricular language, additional language, immigration, language didactics, primary school teachers, preservice teachers

Resum

El present estudi ofereix una mirada exploratòria a les actituds dels estudiants de 4t curs d'Educació Primària i dels mestres en servei cap al manteniment de la llengua d'origen dels l'alumnat de Primària. Així mateix, en el cas dels mestres, s'analitza el seu compromís amb les pràctiques d'aula que poden o no poden confirmar el valor de mantenir i desenvolupar llengües d'origen dels infants. Finalment, es revisen els plans d'estudi de les assignatures de lingüístiques de tres universitats diferents de la província de Barcelona per tal d'examinar on es localitzen les competències plurilingües.

Paraules clau: manteniment de la llengua d'origen, plurilingüisme, llengua curricular, idioma addicional, immigració, didàctica de la llengua, mestres de primària, mestres en formació.

1. Introduction

School is one of the most important agents involved in tackling the complex challenges of today's society, which comprises different intertwined variables. One of them is the current plurilingual and multicultural context that has arisen in Catalonia increasingly over the years. In just over a hundred years, Catalonia has gone from having nearly two million inhabitants in 1900 to exceeding seven million today. The citizens are very diverse in terms of birthplace: more than a third of the population was born outside Catalonia (Idescat, 2018). In 2018, the most prevalent first languages were, within the overall population after Catalan and Spanish, in this order: Arabic, Romanian, Galician, French, Amazigh, Russian, Portuguese, Italian, Chinese, English, German and Aranese. (Idescat, 2018)

This linguistic diversity has large implications for schools. Effective integration of plurilingual school-age children is key for three important aspects. First, to offer immigrants' children equal opportunities to those provided to students with non-immigrant backgrounds. Second, because of its implications on their psychological, cognitive, linguistic, social and academic success while acquiring the host language (Vallance, 2015). Finally, because of the possibilities that diversity can provide to the classroom context, especially in relation to the cultural and linguistic background.

There are clearly many difficulties involved in integrating those children. Systems may have to quickly accommodate asylum-seekers, children whose first language is different from the language spoken in the host community, or those children coming from socio-economically disadvantaged families, or even the three challenges at once. In Catalonia, after a period of observation of the phenomenon, there have been profound changes in language policy actions in recent times (Sanvicén-Torné, 2017). Emphasis has been placed on the organization of the different levels of the Administration to carry out an efficient intervention. In practice, this has meant the adoption of compensatory policies in order to focus interest on the idea of social cohesion and interculturality (Llevot, 2011). Given the sociolinguistic context of students, schools will choose to emphasize more the Spanish or Catalan language to compensate for deficiencies that may exist in any of the languages, with the goal of getting children out of school knowing both official languages, - and at least one foreign language - following the criteria of the Council of Europe (2020). Another interesting feature of the new curriculum is that more emphasis will be placed on the interdisciplinary approach, and learning the essential contents in a deeper way favouring co-teaching and collaborative work, both by pupils and teachers.

However, teachers' attitudes towards home language maintenance and their beliefs on second language acquisition matter too, as main agents in this educational transformation process. Nonetheless, as the ECML (Boeckmann, Lamb, Atanasoska, Abel, & Aalto, 2011) states, majority languages teachers have traditionally received less preparation to teach a language as a second language or to help their students develop a plurilingual competence than, say, additional language teachers. Subsequently, the responsibility of home language maintenance ends up devolving on families, and if lucky, on language educators. As a matter of fact, teachers' training on this issue is one of the main elements that will affect their plurilingual classroom practices. Indeed, previous research in this field, specifically in some California public schools, has shown that "teachers who did not receive training as language educators expressed negative or indifferent attitudes toward heritage language maintenance and did not see a role for themselves and schools in heritage language maintenance efforts" (Sook & Oxelson, 2006). Therefore, this also poses the question of whether pre-service primary school teachers are sufficiently prepared to address the undeniable diversity of languages and students' needs that they will find in their classrooms. Locally, however, far too little attention has been paid to this issue.

The purpose of this study is to examine, in Catalonia's context, 4th-year Primary Education degree students' assumptions and beliefs about heritage language maintenance and second language learning through surveys, and to investigate the actual situation in schools by examining in-service primary school teachers' attitudes and practices towards the same aspect, through surveys. Additionally, in order to address the issue of teachers' training, plurilingual teaching competences in language didactics subjects from three different universities' study plans are analysed.

A discussion of further relevant literature on the fundamental needs and importance related to language maintenance and teachers' attitudes implications follows. Afterwards, it precedes research design. Finally, an analysis of the results and their discussion is then presented, with key findings of the study being offered at the end of the paper.

Key concepts and definitions

In this dissertation, the terms 'home language' and 'heritage language' (HL) are used interchangeably to mean a language spoken at home, or otherwise accessible from an easy way for boys and girls, which is crucially not the dominant language of society at large (Rothman, 2009).

The term "majority language" will be used to refer to the language that is usually spoken by a majority of the population in a country or in a region of a country. In a multilingual

society, the majority language is generally considered the high-status language. It is also called the dominant language or killer language, in contrast to the minority language. In Catalonia, Spanish and Catalan are, relatively, the co-official, dominant languages. Both concepts "target language" and "curricular language" will be used interchangeably to refer to Catalan and Spanish languages as co-official regional languages to be learnt in schools of Catalonia. Finally, the words "additional language" will be referred to any language learned after the first language, be it curricular (English, French) or non-curricular (migration languages or other foreign languages).

2. Home Language Maintenance in a Multilingual Society

2.1 The Importance of Home Language Maintenance

Numerous studies confirm that maintaining home languages is important for multilingual children because of the positive impact that doing so has on academic achievement (Thomas & Collier, 1997; cited in Connaughton-Crean & Duibhir, 2017), ethnic identity and societal integration (Cho, 2000; cited in Connaughton-Crean & Duibhir, 2017) and on the wider society (Brown, 2011; Cho, 2000; cited in Connaughton-Crean & Duibhir, 2017).

A previous American study conducted regarding the importance of maintaining a heritage language while acquiring the host language (Vallance, 2015) highlighted how important it is that students preserve their heritage language due to its benefits on their psychological, cognitive, linguistic, social and academic success.

2.1.1 Psychological Considerations

The preservation of heritage languages (henceforth HL) is critical to the well-being of pupils. Since language is so inextricably linked to self-identity, validating a student's language is the same as validating the student. Those who lose their HL may develop low self-esteem and blame themselves for the loss, or, in serious situations, develop an attitude of internalized racism (Kouritzin, 1999, cited in Keh & Stoessel, 2016).

It is just as crucial in the classroom as it is at home to ensure that students do not forget their heritage language. According to Piatt (as cited in Keh & Stoessel, 2016), children who do not see a representation of their linguistic and cultural identities in the classroom withdraw, often manifest psychological issues, and express their dissatisfaction by disruptive attitudes, behavioral problems, and missing class. Hence, including a student's native language and culture as an asset, can be highly beneficial psychologically (Lucas & Katz, 1994; Murillo & Smith, 2011; Sheets, 2009). This has the same implications at home, since it has been proved that families who value and maintain the HL have better

school performance than those families who neglected it (Long and Padilla, 1971, cited in Vallance, 2015). In short, home language maintenance (henceforth HLM) “does have lasting implications for children’s emotional well-being and academic development, as well as their access to higher education, healthy relationships, and meaningful employment” (Meyer, 2009, as cited in Vallance, 2015).

2.1.2 Cognitive Considerations

Far from causing confusion, as many suppose, bilingualism results in stronger cognitive skills (Fueyo, 1997; Goldenberg, Hicks, & Lit, 2013; among others cited by Vallance, 2015). To address other areas that benefit from bilingualism that have been suggested by research, Vallance (2015) mentions the ability to restructure perceptual solutions, sensitivity to communication performance in rule discovery tasks, verbal ability, metalinguistic awareness, verbal originality and divergent thinking. Some researchers go so far as to say that heritage language maintenance can predict positive social, emotional, behavioural and health outcomes because of its impact on executive function, because of how they have to master switching from one language to another. Researchers hypothesize that this ability can translate to other facets of life, resulting in more successful and goal-directed people (Riggs, Shin, Unger, Spruijt-Metz, & Pentz, 2014).

To date, numerous researchers have supported the idea that each individual is capable of learning several languages across his/her lifespan (Altarriba et al, 2008: 3; cited by Fornůsková, 2011). In relation to this, Cummins (2000) referred to bilingual competences as a “thinking tool”, related to reasoning and thinking abilities, as the fifth ability factor in bilingualism, as explained in his Language Interdependence Hypothesis, whereby he demonstrated that the child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language. This common underlying proficiency (CUP), as he calls these skills and knowledge, is represented as a “dual iceberg metaphor”. It can be seen that the CUP provides the base for the development of both the first language (L1) and the second language (L2). It follows that any expansion of CUP that takes place in one language will have a beneficial effect on the other language(s). Depending on whether an appropriate environment in language learning is provided to foster this ability, an “additive” or “subtractive” bilingualism is developed. These theories also serves to explain why it becomes easier and easier to learn additional languages, also explained by Vivian Cook (2016), in the same line as Cummins’ theory, with her current working concept of linguistic multi-competence (MC) as “the overall system of a mind or a community that uses more than one language.”.

Educators poorly trained in this field may misdiagnose immigrants and minority language people, who already know one or two languages as having language delays or disorders (Cummins, 2000). As a result, they may be placed in remedial or special education. Here resides the importance of educators' training to distinguish between disability and diversity. Hence, the main problem is the lack of equipping the schools face to provide an adequate assessment of the children's ability to use their native language or their general cognitive abilities or knowledge of school subjects learned through another language.

As Bialystok, Craik, Green, & Gollan (2009) clarify, minor delays for simultaneous bilinguals can occur, but that would not slow down their linguistic development; on the contrary, many children achieve high levels of competence in both languages. There is no evidence to support the hypothesis that early bilingualism is a precursor of abnormal disfluencies. Young bilinguals' expression is commonly rather fluent, instead of disfluent. Disfluencies that do manifest in bilingual children follow the same pattern as any of those seen in young monolinguals (De Houwer, 2011). Actually, the variations in maturation and environment between younger and older learners suggest that learning two languages early in life is more beneficial. The data suggest that simultaneous bilinguals outperform sequential bilinguals. They often have greater accents, a more varied vocabulary repertoire, higher grammatical proficiency, and greater skills in real-time language processing (Byers-Heinlein & Lew-Williams, 2013).

2.1.3 Social and Cultural Considerations

On a social and cultural level, Nawaf & Alzayed (2015) summarize the view of different authors (Cummins, 2001, among others) on certain adverse consequences of heritage language loss. They correlate with the breakdown of family relationships due to a breaking of natural authority rules within the family due to communication problems between parents and children. Besides, since language, after all, is "a social practice that takes place in, as well as through, social interaction and participation in communities" (Lyngsnes, 2013, p. 231 cited by Vallance (2015), it can deteriorate the relationship between friends and community too, which may ease acculturation on an individual level (Zhang, 2005). Maintaining the heritage language strengthens and maintains ties with the heritage culture, resulting in a stronger overall connection with relatives and friends who also speak the language. What's more, it can also ensure the continuation of religious practice, as mentioned by Linguapax (2017).

Actually, regarding the social prestige that is implied in the concept families may have on their own language, Linguapax (2017) found out that speakers of minority languages emphasize the emotional value of the language, while speakers of more hegemonic

languages emphasize their language as a value of economic capital rather than as a marker of identity, in other words, as “a part of their being”. Furthermore, when the dominant group determines what counts as culture and establishes itself as the “norm”, carries the implicit message that the rest of heritage language and cultures are somehow inferior to it, becoming the “culturally deprived and powerless group”. Over time those who have been named “culturally deprived” begin to believe it (Mercuri, 2012).

Finally, home language also represents cultural capital, future study skills abroad and other possibilities (Vallance, 2015).

2.2 Teachers’ Attitudes and Plurilingual Teaching Competences

The Council of Europe, who published the Common European Framework of Reference for Languages: Learning, teaching, assessment - Companion Volume (2020) which updates the CEFR 2001, seeking to protect linguistic and cultural diversity, suggests teachers should “promote plurilingual and intercultural education, reinforce the right to quality education for all, and enhance intercultural dialogue, social inclusion and democracy.” Guidelines for learning, teaching and assessment are offered, as its name implies, under the approach that plurilingual individuals “have a single, interrelated, repertoire that they combine with their general competences and various strategies in order to accomplish tasks”. This means that all teachers, be it the majority and curricular languages teachers (Catalan or Castilian Spanish) or additional languages teachers (English, French and students’ native language) should share teaching strategies and build on all children’s linguistic repertoires in all language-oriented lessons. However, even though this challenge is being addressed in many schools through innovative methodologies such as CLIL, with very positive outcomes (Chamot and O’Malley 1994; Echevarria, Vogt, and Short 2002 as cited in Nargund-Joshi & Bautista, 2016; Flores, 2018, and others), a great deal of teaching and learning in Catalonia is still based very much “on a monolingual idea of communicative competence” (Sugranyes, 2017).

This is key for understanding the importance of the transformation of the educational model that nowadays is based purely on bilingualism, which is less and less applicable in the Catalan reality (Vila & Siqués, 2013), where a great linguistic heterogeneity at schools can be found.

In many cases, the language(s) of instruction is/are the national or official language(s). This is the case of Catalonia, within the current controversy of Catalan and Castilian Spanish school hours of instruction; many people believe that the influx of new minorities threatens their own language. However, the problem is the other way round. Non-native

speakers do not have the same prominent position in the education system, which can lead to the loss of their first language, wasting the opportunity through which successful learning of all languages may occur, especially in diverse learning contexts. In fact, it has been observed in research settings globally that, as children move up the school, they tend to become resistant to using home languages and exhibit an increasing desire to conform to the majority language speakers (Cunningham, 2017; Wong Fillmore, 2000). In addition to this, language practices at school can also be reflected in the family's decision to privilege the majority language over HL as the language to be spoken at home (Monzó and Rueda, 2009).

Previous research has shown teacher attitudes significantly affect student attitudes as well as their teaching practices (Clark, 1988; Fenstermacher, 1986; among others, as cited in Sook & Oxelson, 2006). They can be influenced by multiple factors. Evidence showed that frequent contact with target language learners and teachers' higher educational levels are associated with positive attitudes (Byrnes, Kiger, & Manning, 1997). Furthermore, they can be influenced by their work experience too. Teachers with seven or more years of teaching were more likely to develop negative attitudes toward their students' native language because they had to modify curricula to meet students' needs (García-Nevarez, Stafford, & Arias, 2005). Additionally, other mistaken beliefs on language acquisition can also result in other negative practices. By way of illustration, a commonly believed misconception is that learning more than one language in early childhood is a problem for children. As a possible consequence, many teachers may advise migrant families to replace their home language to the curricular languages, Catalan or Castilian Spanish, or may not talk to families about the importance of their heritage language maintenance depriving children from immigrant families of the long-term social, cognitive, psychological and economic benefits of additive bilingualism.

Cummins (2000; cited by Baker, 2011) suggests that power relationships are key to understanding the position and interventions needed with language minority students. Power relationships range from collaborative to coercive. Collaborative approaches, contrary to dominant-subordinate role relationships, will enable and empower the student, amplifying their self-expression and identity.

Regarding this specific question, the Council of Europe (Boeckmann K, Lamb, Atanasoska, Abel & Aalto, 2011) addressed the multiple aspects that concern educators as active agents in the national education reform processes through the EMCL programme (2008-2011). Hence, in line with Cummins' (2000) description of "empowering" teachers' approaches towards minority language students, one of the main

resources provided by the EMLC includes effective tools for majority language teachers focused on enhancing the professional competence of language teachers on recognising, supporting and promoting plurilingualism. Besides, it also gives an exhaustive portrayal of the types of teacher knowledge and skills required if learners are to benefit from a plurilingual curriculum.¹ In essence, these desirable features can be summarised in Table 1 below, which describes the aims and underpinning values for promoting plurilingualism.

Table 1

Teachers' aims and underpinning values for promoting plurilingualism (EMCL, p. 24)

Aims and underpinning values for promoting plurilingualism
<ul style="list-style-type: none"> ● educate all pupils for a multilingual and multicultural society through developing enjoyment of and curiosity, respect and esteem for languages ● increase motivation for learning languages and/or getting to know more about them ● appreciate and enjoy different cultures, literatures and texts, different discourses, styles and genres ● challenge and reject (language) racism ● inform parents about the benefits of developing their children's plurilingualism ● recognise that plurilingualism concerns all learners and all subjects ● be inclusive of learners with varying language skills, proficiency profiles and cultural backgrounds ● benefit from all the language capacities learners possess ● increase confidence, enjoyment and awareness in using various languages ● support identities work ● include student voice: learner autonomy and ownership of learning processes and outcomes

Source: Table extracted from Boeckmann K.B., Lamb, T., Atanasoska, T., Abel, A., & Aalto, E. (2011). *Promoting plurilingualism: majority language in multilingual settings*. 24. European Centre for Modern Languages.

3. Objectives and research questions

I have drawn one research question related to plurilingual competences in teachers' degree, and two research questions regarding pre-service and in-service teachers' attitudes and practices on home language maintenance at schools.

RQ1: What are the in-service Primary School teachers' perceptions and practices towards children home language maintenance?

¹ See Appendix 3 for further details.

RQ2: What are Primary Education degree 4th-year-students', from the participating universities, beliefs and attitudes towards plurilingualism and home language maintenance of Primary School age children?

RQ3: Is the plurilingual teaching competence developed in the didactics of all languages in Primary Education degrees?

According to those questions, three objectives have been formalized as elements of research.

O1: To examine and compare in-service regular and language-specialized primary school teachers' attitudes and practices towards their students' heritage language maintenance.

O2: To investigate Primary Education degree regular and language-specialized 4th-year-students' beliefs on plurilingualism and home language maintenance.

O3: To explore where plurilingual teaching competences are located in the language didactic subjects of three different universities of Barcelona province study plans.

4. Method

The present paper proposes an exploratory cross-sectional research, from an interpretive paradigm, in a fieldwork framework. Qualitative and quantitative methods have been used for this dissertation. The instruments designed for the quantitative data collection, have been inspired by a research conducted in a larger study examining K-12 teachers' attitudes towards their students' heritage language maintenance in Californian public schools (Sook & Oxelson, 2006). Some modifications have been made to suit the Catalonian educational context as well as the target population for the surveys.

4.1 Participants

4.1.1 Undergraduate Students

Eligibility criteria required individuals: (1) to be 4th-year-students of the Primary Education degree, and (2) to be matriculated in University of Barcelona (henceforth UB), University of Vic (henceforth UVIC) or Ramon Llull University (henceforth URL).

A total of 36 4th-year-students (4 males, 32 females) with and without specialization in additional language teaching enrolled in the Primary Education degrees in Barcelona, specifically Barcelona universities participated in the survey: 13 (36,1%) from URL, 12 (33,3%) from UVIC and 11 (30,6%) from UB. Regarding their language training, 63% were additional language specialists, and 36% were non-language specialised.

4.1.2 Primary School Teachers

Targeted Primary School teachers for the surveys' population were: (1) in-service, (2) regular and/or language-specialized teachers, (3) from charter or public schools, (4) from the neighbourhoods Marina del port (Sants-Montjuïc district), Gòtic (Ciutat Vella district), or La Dreta de l'Eixample (Eixample district).

Criteria for selecting the schools' neighbourhoods were as follows: (1) the family income index (Low, medium-high, and high) of each neighbourhood; (2) the percentage of immigrant children of each district in order to collect the most meaningful information regarding the maintenance of home language of those children; and (3) the continent of origin that predominates in the neighbourhoods, giving special preference to the continents that have languages different from the curricular one.²

A total of 24 teachers (2 males, 22 females) from charter (83,3%) and public (16,7%) schools from three different neighbourhoods participated in the survey: Marina del Port (4,2%), Gòtic (8,3%) and la Dreta de l'Eixample (85,5%). In relation to their role as a teacher, 79,2% declared to be working as a regular teacher (n=19), 12,5% as additional language specialists (n=3), and 8,3% stated that they are regular teachers and additional language specialists too (n=2). Of the ones who were exercising only as teachers, 36,6% said to have additional language teaching training or any other professional language teaching-learning training. In total, from all participants, 50% had additional language training³. The years of teaching experience ranged from one to more than 21 years. Most of the participants have more than five years of experience working as a teacher. A large percentage (37.5%) have been working for more than 21 years. Two (5,6%) informants reported having another heritage language other than Catalan or Spanish—one having proficiency in Galician, and the other Romanian, Chinese and Japanese, among others. The latter person may have been confused and was referring to the students' native languages and not their own. 34 (94,4 %) respondents declared to be bilingual Catalan-Spanish speakers.

4.2 Instruments

4.2.1 Undergraduate Students' Survey

This instrument was previously used in the Lee & Oxelson (2006) study, with some adjustments done to fit research purposes as well as the sociolinguistic context.

² See Appendix 1 for the whole analysis made.

³ See Appendix 6, Table 7.1 for the percentage of in-service teachers' survey population with and without additional language training.

The undergraduate students' survey instrument⁴ consisted of 17 items: nine items on demographics, and 22 questions regarding their beliefs on home language maintenance. It included statements assessed on a 1 (strongly disagree) to 5 (strongly agree) Likert scale.

4.2.2 Teachers' Survey

The in-service teachers' survey instrument⁵, as the students' survey, was previously used in the Lee & Oxelson (2006) study, with some adjustments done to fit these research purposes as well as its sociolinguistic context.

It consisted of 53 items: nine items on demographics, four questions on HL pupils' literacy skills knowledge, 21 items on attitudes towards students' heritage language affirmation and maintenance, and 15 items on practices on plurilingualism and attitudes towards students' heritage language. It contained statements assessed on a 1 (strongly disagree) to 5 (strongly agree) Likert scale. There were also three open-ended questions asking for respondents' opinions about heritage language maintenance.

4.2.3 Review Instrument of Study Plans

This instrument was designed to guide the process of reviewing and evaluating the 2020-21 study plans of the three universities chosen, and the corresponding subjects related to Language didactics, designed under the competence approach, in order to investigate where the plurilingual teaching competences of pre-service primary school teachers are located. The common compulsory subjects were revised, and the competences that students were expected to achieve were extracted.

In Barcelona, several high-rated universities can be found which offer training to be a primary school teacher. For this research, the following study plans from three different universities, with private and public titularity, were selected.

- [Blanquerna - Ramon Llull University](#) (URL): private
- [University of Vic](#) (UVIC): charter-private
- [University Barcelona](#) (UB): public

These universities offer a Primary Education degree that has a duration of 4 years, with 240 credits in total. Some credits (36 in URL, 27 in UB, and 30 in UVIC) are for optional subjects that allow students the possibility of achieving specializations, depending on the university, in attention to diversity, school libraries, music education, curricular enrichment,

⁴ See Appendix 4 for Pre-Service Teachers' Questionnaire.

⁵ See Appendix 5 for In-Service Teachers' Questionnaire.

visual and plastic arts education, physical education, digital technologies for learning, communication and expression, and foreign languages (English).

For the instrument of revision of the study plans, basic and obligatory subjects related to language didactics were identified, analysed and marked with a score depending on where and how plurilingual teaching competences were located. From Ramon Llull University (URL), a total of 3 subjects were chosen: (1) Didàctica de les llengües i de la literatura. Aspectes bàsics; (2) Didàctica de la primera llengua i la literatura; (3) Didàctica de la segona i tercera llengües i literatura. From University of Barcelona, a total of 6 subjects were chosen: (1) Llengua Catalana per a l'Ensenyament; (2) Llengua Castellana per a l'Ensenyament; (3) Llengua anglesa per a l'Ensenyament; (4) Iniciació a la Didàctica de la Llengua i la Literatura; (5) Introducció a la Didàctica de la Llengua anglesa; (6) La Planificació Docent a l'Àrea de Llengua. Finally, from the University of Vic (UVIC), a total of 4 subjects were elected to be reviewed: (1) English for Academic Purposes; (2) Didàctica del Llenguatge I; (3) Didàctica del Llenguatge II; (4) Teaching English.

Through a checklist format⁶, based on the plurilingual competences required for teaching described by the EMCL (Boeckmann K, Lamb, Atanasoska, Abel & Aalto, 2011), its aim is to provide the elements that serve as a point of reference for the exploratory analysis; however, it is the latter, not the instrument, that provides the relevant information for the issuance of value judgments.

From each subject, a sum of the competences developed was made. The following parameters, which are the fundamental curricular elements, were used to determine whether plurilingual competences were developed in each subject: (A) competences to be developed, (B) Learning Objectives to be acquired, and (C) Contents to be acquired.

Three conditions for the analysis were taken into account:

- (1)** Competences developed had to be explicit as knowledge or skill in at least parameters (B) and (C) to be counted in the final sum of the subject.
- (2)** If the competence referred to a plurilingual meta competence that cannot be reflected as content because of its high level of abstraction, it should be explicit, at least, in parameter (B) to be taken into account. (e.g. “to be able to reflect on one’s own teaching and to develop it”)
- (3)** The competence had to meet all the characteristics described in each item of the table given by the EMCL’s publication (Boeckmann K, Lamb, Atanasoska, Abel & Aalto, 2011).

⁶ See Appendix 6 to see the review instrument template.

4.3 Procedure

First, after defining the variables involved in the different research objectives, specific appropriate methods were developed, as well as the eligibility criteria for the participating population. Quantitative methods, specifically two surveys, were chosen as they were best for measuring, identifying patterns and making generalisations for in-service and pre-service teachers' attitudes and practices towards HLM. Following that, a quantitative-qualitative method was used to review the study plans of three different universities' language didactics subjects.

The surveys' population was chosen under specific criteria, in order to allow a sample as varied as possible. The survey instrument was piloted with a small group of pre-service teachers and revised for clarity before the actual administration.

During the process of collecting answers from in-service and pre-service teachers' surveys, data from the university study plans were revised through the qualitative-quantitative review instrument. After selecting common basic and mandatory language didactics subjects from university study plans, I calculated the sum of all plurilingual competences developed in each, taking into account the conditions described in the instruments section. Afterwards, I compared the location of those competences by analysing which competences were lacking the most, and which ones had more presence and where. Finally, these results were combined with specific observations on the information provided by each teacher in the teaching plan, in order to come out with significant findings. Furthermore, some specific data collected in pre-service teachers' questionnaires (items 6 and 7) were used to contrast results.

After the surveys' data collection, first, I proceed to scrutinize it by identifying invalid answers from participants that did not meet eligibility criteria for this research purpose. From in-service teachers' surveys, 15 answers were excluded from results analysis because they exercised out of the geographical area of this paper; and in the pre-service teachers' survey, 4 answers were excluded since they were not 4th-year-students. Second, to properly analyse Likert data, I used descriptive statistics recommended for ordinal measurement scale items, particularly mode and median, to find out central tendency, as well as interval measurement scale (the mean). Finally, in order to analyse and discuss results, taking into account the small sample of the surveys, mode and medians were mainly used.

4.4 Ethical conditions

Participants in both surveys were invited via electronic mail or instant messages to participate in an anonymous, online survey that took about 5 minutes to complete in the case of the students' survey, and about 10 minutes for the teachers' survey. Participation was voluntary without incentives or compensation.

All the information that has been used is authentic and has been properly cited throughout the article and referenced in the correct section by following the APA guidelines. No fake data has been used in the development of this dissertation in order to achieve the expected results.

5. Results and discussion

Objective 1 and 2. Pre-Service and In-Service Teachers' Attitudes, and In-Service Teachers' Practices

The first two objectives aimed to investigate Primary Education degree 4th-year-students' language specialized and non-language specialized different perceptions regarding beliefs on plurilingualism and home language maintenance; and to examine and compare in-service regular and language-specialized teachers' attitudes and practices towards the same issue.

Taking into account that both objectives shared one sub-objective, attitudes and beliefs, the instrument used to collect data had a similar section, except for some specific items. For this reason, the analysis of this specific part will be done together.

Even though in-service teachers were asked whether they were working as language specialist teachers, the comparison has been focused on attitudes and practices between those who received additional language training (50%) (henceforth ALS), and therefore are additional language specialist teachers, with those who did not (50%) (henceforth non-ALS), which will be more appropriate for my research purposes.⁷ In the case of pre-service teachers, among those surveyed, there were 63% ALS and 33% non-ALS.

After simple demographic questions, in-service teachers were asked for the amount of non-Catalan or non-Spanish speaking students they had, in order to examine the sociolinguistic characteristics of their classrooms. Findings supported the idea of the undeniable multilingual landscape that our schools have nowadays, as all teachers reported having a significant percentage of non-native speakers in schools.⁸

⁷ See Appendix 6.2 & 7.3 to see the comparison of ALS and non-ALS in-service and pre-service teachers' responses, respectively.

⁸ See Appendix 7.4 for a visual representation (graph)

The first interesting finding showed that only a few (8.3%) confirmed that most of non-Catalan or non-Spanish speaking students attended a language school in their native language, 37.5% asserted that only a minority of students did, and 37.5% of participants said that they did not know.⁹ In fact, most in-service teachers (91.67 %) did not know or could not name any specific native language school.¹⁰ Further to this, 83.33 % of in-service teachers reported not knowing any social entities and associations of specific immigrant cultures. Contrary to expectations, no significant difference was detected between non-ALS and ALS teachers. Moreover, the answers provided for the most named HL schools with or without specifying names were Chinese, German, Japanese, French and English, languages that even though they are not majority languages in this country, have “higher” status than other languages like Amazigh. Hence, this confirms that the situation of a minority language can depend on different factors, one of them being the status it has in comparison with the majority language, but also with other minority languages (Boeckmann K, Lamb, Atanasoska, Abel & Aalto, 2011).

Additionally, teachers, in general, have little knowledge or interest in their students' linguistic activities or literacy. In fact, in response to question 14, over half of the participants (54.2%) did not know the literacy skills of any (29.2%) or only a minority of their primary school students (33.3%). As the figure in Appendix 7.7 demonstrates, in this aspect, striking differences were detected between ALS and non-ALS. 41.67 % ALS teachers reported knowing most of their students' literacy skills.

This preliminary section of the survey provides us with a portrayal of the current interest that in-service teachers have in the linguistic background of their students, which can be translated into two findings. To begin with, it is clear that, in general, in-service teachers have barely or little interest in this fundamental dimension of children's identity, except for the literacy skills where we can deduce some more awareness in HL literacy skills importance from AL specialized teachers. Second, these negative results also provide evidence that schools can do more to systematically work with families and communities to promote HL maintenance, in order to prevent this kind of situations that can end up in a language shift or a heritage language loss, that takes place across three generations, due to the lack of support for it both at home and in the outer environment (Fishman, 1964, cited by Keh & Stoessel, 2016).

On the following questionnaire section, a five-points-Likert scale (1-Strongly disagree; 2-Disagree; 3-Neither agree nor disagree; 4-Agree; 5-Strongly agree) measured in to what

⁹ See Appendix 7.5 a visual representation (graph)

¹⁰ See Appendix 7.6 for all responses in this survey item.

extent participants agreed or disagreed in different statements given, regarding each subcategory that concerns HLM.¹¹

The first set of questions examined pre-service and in-service teachers' beliefs on **language acquisition processes**, beliefs that can determine their additive or subtractive bilingualism practices as teachers too. The most interesting findings were that all participants strongly agreed on a common monolingual misconception: children will learn better Catalan in a Catalan-only classroom. This way of thinking usually comes from believing that the more time non-Catalan-native speakers spend in L2 (Catalan), the faster they will learn the language since this reduces the time of exposure to the language in which children are interested in learning. This seems like a plausible argument. However, does "faster" mean the same as "better"? This perspective is contrary to current research on language development (Cummins, 1984, 2001; among other authors).

Another interesting finding is that although pre-service teachers demonstrated knowledge of the benefits of bi- or plurilingualism, it seems that there is still confusion on how language is acquired. Unlike in-service teachers, pre-service teachers were less likely to agree (mode score of 3) with the "L2 should be learned after L1" statement, or in the other (item 20), which said: "students should first learn the curricular language, and then academic content". These results are likely to be related to the work experience gap between teachers and 4th-year-students. The former, probably, as they have seen many cases of Catalan language learners, are more used to the current immersive practices established in schools. Moreover, their results seem to be aligned with what educators have traditionally believed (Collier 1989; Met 1994 as cited in Nargund-Joshi, Vanashri & Bautista, Nazan, 2016), despite the numerous studies that confirm the effectiveness of "content-based" approaches to teaching target language learners improve content understanding and develop language proficiency (Chamot and O'Malley 1994; Echevarria, Vogt, and Short 2002; and others as cited in Nargund-Joshi & Bautista, 2016; Flores 2018); and other benefits found in primary and secondary schools where there is a high percentage of newly arrived students that speak different languages (González-Davies, 2007 as cited in Flores, 2018). Regarding this plurilingual practice, a significant difference was found between in-service and pre-service teachers. More than half (60%) of non-ALS undergraduate students had a monolingual perspective on the use of PL teaching competences, and 83.33% of language-specialized students demonstrated a transdisciplinary PL perspective, where they would only apply them across the different areas of the curriculum.¹²

¹¹ See Appendix 7.2 & 7.3, for in-service and pre-service teachers' results, respectively.

¹² See Appendix 7.8 for a visual representation (graph).

If we now turn to the set of statements that describe the **personal or schooling benefits** of the heritage language of school-age children, as shown in Appendix 7.9, strong differences have been found between those pre-service teachers who were language specialised and those who were not, in respect to the cognitive dimension. The former group strongly agreed on the academic progress advantages and on the succeeding likelihood that children who maintain their HL have. The latter, with a median score of 3, revealed a neutral attitude towards both aspects. In addition, contrary to expectations, the ALS in-service teachers' positive beliefs about HLM benefits were not reflected in an accompanying belief that children who maintain their HL are more likely to succeed in life. A similar attitude was found in both pre-service groups, who reported a neutral positioning with regard to this question.

As regards the **intra- and interpersonal dimension**, all pre- and in-service teachers demonstrated an outstanding positive attitude towards it, be it social development, identity development, reinforcement of family ties, or communication with parents. Additionally, strong evidence of a positive view towards plurilingualism was also found, as all teachers disagreed with the statement that said that HLM could deter full integration from students, or that students should invest more time and energy in L2 rather than L1, and strongly agreed with placing equal importance on having fluency in the CL, and AL found in school: English and HL. This was later reflected in all participants' good HLM practices when it comes to dealing with families or pupils, be it talking to parents about HLM strategies or talking to pupils about HLM importance. They also reported being receptive towards having non-Catalan- or non-Spanish-speakers in the classroom, to praise students who know another language or culture, or to make curricular adaptations when necessary.

Based on these contradictory data between the cognitive and inter- and intrapersonal dimensions, we can infer that there may be a lack of adequate plurilingualism training for majority language teachers. Catalan and Spanish teaching should do more to include the second language acquisition theories that support the numerous advantages and benefits of being bilingual or plurilingual, such as transfer abilities (Cummins, 1984, 2001), as well as many other strong cognitive skills (Hakuta, 2011, among others, cited by Vallance, 2015). Findings are also consistent with Flores (2018), who affirms that “language teachers are more competent in the AL than their primary school colleagues, but they are often less trained in language acquisition and didactics”. Additionally, this matches well with Lee & Oxelson's (2006) study, and also confirms previous findings that reported significant influences that professional development has on teacher attitudes (Dickens-Smith, 1995; Gilman, 1988, as cited in Lee & Oxelson's, 2006) as well as teacher education programs (Huber & Kline, 1993; Lacefield & Mahan, 1980; as cited in

Lee & Oxelson's, 2006). For example, Lacefield and Mahan (1980; as cited in Lee & Oxelson's, 2006) found teacher education programs to have more influence on attitude formation than teaching experience.

As regards the **role of parents in HLM**, no differences were detected regarding teachers' specialization. Whilst in-service teachers adopted a neutral position, with a mode score of 3, pre-service teachers strongly disagreed with sole-parents responsibility, acknowledging their teacher duty to encourage HLM. In order to examine more deeply in-service teachers' perceptions on this issue, an open question at the end of the questionnaire was used. Responses and their justifications were barely distinguishable from the non-ALS who participated in Lee & Oxelson's (2006) Californian study, who reported that they felt HLM was a 'personal or family activity' (2006, p. 465). The answers also echoed studies from Australia and Sweden (Eisenchlas & Schalley, 2017; Ganuza & Hedman, 2015 as cited in Cunningham, 2020).

Whereas 50% of the responses from ALS identified family and school as having a role in HLM, 58.33 % ALS teachers determined it was solely families' responsibility. Only 33.33% non-ALS educators asserted a shared responsibility between the school and family. Surprisingly, only one teacher, who was non-language specialised, mentioned society's responsibility ("La família i la societat en general"), which is a common forgotten educational agent, which can have a huge impact on HLM, through collaborative entities and associations.

Not all participants gave an explanation for their answer, but the ones who did mentioned the following reasons for the sole families HLM responsibility: lack of school resources (2), because they know the language (3), and one teacher with more than 21 years of work experience noted that she does not know how the school could tackle plurilingualism ("No ho sé però amb unes 45 llengües diferents que tenim a l'escola, no sé com ho faríem"). In contrast, other non-ALS who mentioned family and school argued that they should work cooperatively and together, and put family as the main language transmissor, but the school as the one who should value. ALS teachers who defended shared responsibility, alluded to the "schools' duty to promote culture and language of the students", "encourage students for HL maintenance", and schools as a place where there are "referent adults" who should provide for "spaces and activities where pupils can share their traditions". One specific ALS gave an interesting extended response, where even though he recognised schools' role in HLM encouragement, he expressed some concern on learning through the language of instruction (Catalan) as a way to "guarantee" two things: "a sense of

belonging” in the host country, and so that the “language lasts as a feature of the culture”¹³.

Despite the fact that there was some inconsistency in responses, these results have provided further evidence that an outdated monolingual idea of communicative competence is still present in Catalonia, much as Sugranyes (2017) has observed. This view of language teaching is based on the identity policy of Nation-states in a wish to protect their languages. This monolingual argument contradicts earlier findings (Vila & Siqués, 2013), which suggest that it is less and less applicable to the Catalan reality because of its multilingual landscape. The way people talk about pluralism (in the city) as though it is disrupting something is because of the normalized idea of that “something” being the national state’ (Lo Bianco, 2014).

Nevertheless, non-language specialists showed a neutral attitude (mode score of 3) on the statement “In this country only Catalan, Spanish and English languages are essential”. Hence, it could conceivably be hypothesised that this specific perception on **plurilingualism** can be reflected, and thereby correlated, in practices such as not allowing HL in school assignments (item 44), but allowing to use English as another language for communicating and learning skills in a transdisciplinary way (item 42)¹⁴. Whilst it is quite optimistic to see recognition of the importance of English as a lingua franca, it should not lead to suppose that “English is enough”, since “English will not replace the world’s languages and the dominance of English does not obviate the need for other languages. On the contrary: the world is likely to become more, not less multilingual” (King, 2018).

This also has consequences in their rather disappointing **personal initiative** to embrace HL diversity, where non-language specialists reported not doing any efforts to learn HL students or including their heritage culture or language in day-to-day classes. Some of the ALS, in an open question of the questionnaire¹⁵, included sharing basic language expressions of students’ HL, transversal projects, presentations of their countries of origin or translanguaging activities when elaborating cards for festivities. In contrast, four non-ALS recognised doing none or few pluricultural or plurilingual activities. Those described were mainly related to work values and diversity, specific festivity decoration with words written in all the students’ languages of origin, among others. Results share a number of similarities with Lee & Oxelson’s (2006) findings, where the views of some non-ALS teachers reduced the function of heritage languages to a “cultural thing”; that is,

¹³ See original response in Appendix 7.10.

¹⁴ See Appendix 7.11. for a visual correlation of teachers’ attitudes and practices.

¹⁵ See Appendix 7.12 for raw data.

a cultural artefact that should be showcased during specific cultural events or to work specific values.

Objective 3. Plurilingual Teaching Competences

Host language(s) are taught in schools as subjects and are also used in schools to teach other subjects. In the case of Catalonia, we are talking about Catalan and Castilian Spanish co-official languages of instruction. Although this does not always occur, as it has been evidenced in the previous result section, plurilingualism should be taken into account when teaching the language of instruction. Therefore, the plurilingual (henceforth PL) teaching competence training needs to be extended not only in second (L2) and third (L3) languages, but also first language (L1) didactics. To explore this issue, the different language didactics subjects of each study plan of three different universities of Barcelona province have been reviewed, and will also be compared to the 4th-year-students' opinion reported in the survey.

Following the parameters explained in the instruments section, language didactics subjects' study plans have been analysed and a sum of PL competences in each subject has been made. However, observations are the most important part of this instrument.

First, a general overview of the results that can be seen at first glance will be described.¹⁶ Data showed that the University of Vic (with four subjects), and the University of Ramon Llull (with three subjects), contained most of the PL competences (n=10 and n=8; respectively) located in an English didactic language subject. Similarly, in the University of Barcelona (with five subjects) was also detected a substantial number of PL abilities in an additional language-related course. However, the sixth subject (Teaching Planning in the Language Area) contained the greatest amount of competences (n=9). The latter's general purpose is to be a compelling subject that integrates the didactic of the three areas of the linguistic curriculum competence. Therefore, according to the study plan learning objectives, it requires to put into practice the different competences learnt in the rest of the language-related subjects. It is worth noting that every UVIC subject repeatedly mentioned a PL competence that comprehends several skills. It was described as "to promote the development of global communicative competence in multilingual contexts through the use of different linguistic and literary strategies and resources." This is a competence that can be interpreted differently, and therefore, I carefully looked at other parameters from the instrument. However, the discussion of the results may not be completely accurate to reality.

¹⁶ See Appendix 7.13, Figures 7.13.1, 7.13.1 and 7.13.3, for visual representations (graphs).

Secondly, I will contrast this instrument's findings with the data collected in the quantitative instrument used to examine the other objectives of the research. These contained specific items that can provide support to my findings. As Figure 7.13.1 in the Appendix 7.13 demonstrates, most URL students (54.55 %) reported having received PL competence training in Didactic of Second and Third Languages and Literature. Only one participant (9.09 %) cited Catalan didactic and 2nd and 3rd languages didactic, in addition to English language specialization. A small but significant percentage (18.18 %) reported not remembering having received any training on this issue. In the case of UVIC, the most striking result to emerge from the students' survey data is that, as shown in Figure 7.13.2 in the Appendix 7.13, over half of those surveyed (54.55 %) reported that they did not remember having received any type of PL competence training. Furthermore, whereas 18.18 % indicated that this topic had been covered in Catalan language didactics, another 18.18 % gave the same answer but also included the Second and Third Language Didactic and the elective language specialization. As regards UB, represented in the Appendix 7.13, undergraduate students confirmed those results, as approximately two-thirds of the participants (63.64%) reported having received that training in Catalan or Castilian Spanish didactic courses. I speculate that this might be due to having been offered that specific subject which treats all linguistic areas in an interdisciplinary approach.

From the short review above, a key finding emerged: plurilingual competences are not equally placed in all language didactic courses, except for one university (UB). And, by looking at undergraduate students' responses, my results are not far from reality.

Third, I considered it important to review which PL knowledge and skills that were given more importance, and in contrast, those areas that seemed to lack presence in the subjects analysed, especially those related to the acquisition or learning of the majority languages. As the EMCL affirms, not only the construction of PL knowledge and understanding will provide a quality first language, linguistics and didactic, but also the second language, which is not commonly considered in majority language teaching. Moreover, the skills development will potentially improve PL classroom practices and collaboration with other teachers to teach languages across the curriculum.

Predominantly, within the knowledge and understanding category, the concept that has been most explicit throughout all the subjects in the participating universities has been "basic knowledge of linguistics." Specifically, the theories of language related to its structure, characteristics and typologies in all their expressions, oral and written. As regards the *knowledge* of "language acquisition and/or learning processes in L1, L2 or AL"

only URL thoroughly develops this concept in the subjects of L1 didactic and the subject of L2 and L3 didactic. UB scarcely mentions this competency. UVIC, similarly, although it mentions some concepts related to it such as the “sequences of acquisition processes in school students (L1, L2)” it only considers the interlanguage “between Catalan and Spanish”. This concept, in any ways, is only fully addressed in the English language didactic course. When it comes to transforming this knowledge into a *skill* (the didactic), such as recognizing the differences between methods for each language or being able to evaluate them and apply them granting learners’ needs, it is not detected at all. Only the latter example is present in a general language didactic subject of URL, whilst in UB and UVIC it is only indicated in an English didactic course. Together, the present findings confirm that although the subjects somehow refer to the theory even if it is just as a concept from the syllabus, the skills needed to put them into practice are not fully developed in all language didactics. As the EMCL states, both aspects are necessary in order to become a plurilingual competent teacher (Boeckmann K, Lamb, Atanasoska, Abel & Aalto, 2011), who has “additive bilingualism” practices (Cummins, 1984, 2001; among other authors), that is to say, the fluency and proficiency development in a second language while continuing to develop proficiency in their first.

Focusing on other key concepts involved in teachers’ PL training include the basic concepts related to what plurilingualism and plurilingualism competence are, and the different theories, misconceptions towards it. In UVIC and URL, these concepts were fully developed in L2 and L3 language teaching courses. In UB, it could be localised as content in L1 and L2 language didactics, but not explicitly mentioned as a learning objective or competence to achieve. Additionally, basic knowledge on sociolinguistics was only present in URL, in all language courses; and interculturality training only appeared in L2 and L3 language didactics in UB and URL, and only in English didactics in UVIC. These results are important to be highlighted because they include essential concepts to comprehend the ways “in which different languages are interrelated and interact in human cognition” or to empathise with pupils and take into consideration their sociolinguistic background, in order to include the cultural and emotional dimension in his or her teaching (Boeckmann K, Lamb, Atanasoska, Abel & Aalto, 2011).

Other remarkable gaps in PL skills training to be highlighted are the ones concerning inclusive differentiated practice towards multilingualism. These include fostering a respectful language environment, where all languages are given equal importance or providing direct contact with a range of languages, including HLs. This is key for the psychological and social dimension of HLM. Nonetheless, little interest was paid to this issue in the different language courses’ syllabus. Whilst URL and UVIC did not mention it,

UB introduced the visualization and respect for languages in its interdisciplinary subject of “Teaching Planning in the Language Area”, explicitly mentioned in the three parameters. Despite this, in the “Catalan language for teaching” subject, it contained the learning object “to develop positive attitudes towards Catalan language use”, without making any reference to language diversity values.

In relation to practices towards plurilingualism, which should include practices towards an integration of all languages found in a classroom as they are in the human brain, similar findings were found. Only URL mentioned the concept of using pupils’ full linguistic repertoire and transfer abilities in second and third language teaching. In the case of UB, it happened the same as the multilingual practices skills highlighted in the previous paragraph.

Finally, the last aspects that will be discussed are the ones related to the aim of creating a learner-centered classroom, including “students’ voice: learner autonomy and ownership of learning processes and outcomes”, as well as their individual learning needs’ (Boeckmann K, Lamb, Atanasoska, Abel & Aalto, 2011). The former, requires helping learners to understand their learning strategies, as well as emphasizing lifelong learning in languages, including their HL. Regarding these autonomy enhancing skills, it was only mentioned through those learning strategies in “English for Academic purposes” subject in UVIC, and as a content to be acquired in L1 didactic course of URL. However, as concerns skills on applying appropriate teaching methods according to learners’ individual learning needs’, many practices can be involved, but specifically, good PL practices “should take into account those in relation to the HLM and those of the school” (UNESCO 2003: 13; as cited in Boeckmann K, Lamb, Atanasoska, Abel & Aalto, 2011), when teaching the language of instruction. This means that all teachers should be able to work together using an interdisciplinary approach, in order to build on all children’s linguistic repertoires in all language-oriented lessons (Boeckmann K, Lamb, Atanasoska, Abel & Aalto, 2011). Positively, it seems that the ability to integrate content and language learning is mentioned throughout the language didactic study plans, except for the URL, which is only mentioned in L2 and L3 didactic subject.

Even though the conclusions of the review should be treated with caution since it is just a superficial exploratory look at the study plans, these results offer compelling evidence for the type of orientation and importance given to the plurilingual teaching competence when training pre-service teachers to effectively teach languages through subjects. It should not be underestimated efforts done in teacher education training to move towards a more plurilingual and transdisciplinary approach. However, despite these promising results,

there is still room for improvement on questions related to specific training on language acquisition theories application not only to second and third but also to first language teaching. Furthermore, other aspects that could be more emphasized are: knowledge related to different methods for first, second and third language teaching taking into account school age children's full language repertoire; in addition to the diversity of language visualisation and meaningful role in the whole curriculum.

A possible explanation for these plurilingual teaching competences deficiency, also explained by Flores (2018), is the fact that four-year teaching degrees, which used to have a three-years-duration but more specialized towards professionalization, "have prioritised a generalist training of primary school teachers" (Flores, 2018). Whereas it can be seen as advantageous in order to provide all teachers with plurilingual training regardless of their specialization, the teacher training practice, resources and subject credits remain to be properly addressed.

6. Conclusions

This paper has given an account of the current situation of plurilingualism competences in in-service and pre-service teachers, based on quantitative and qualitative data, and the influence of teachers' training in their attitudes and beliefs towards HLM and plurilingualism which will thereby have an impact in their practices or future practices.

In conclusion, as regards the first research question which referred to in-service teachers' attitudes, it can be summarized that findings showed gaps in their training on the cognitive considerations regarding HLM, specifically their beliefs on language acquisition processes as well as the academical benefits. In contrast, results highlighted common positive attitudes in ALS and non-ALS teachers towards the intra- and interpersonal dimension of home language maintenance benefits, such as social development. These were aligned with an effective application of plurilingual and interpersonal abilities for cultural/linguistic visualization and, therefore, to promote socio-affective competences of students. Indeed, this shows huge progress made in this area, where social and cultural aspects of the language are beginning to be included in the school-age children's learning process.

Nevertheless, it seems that such positive attitudes are not often reflected in the real-world teaching practices of in-service teachers when it comes to the heritage language maintenance process of their students. This can be explained by their "coercive dominant-subordinate power relationships", coined by Cummins (2000), in the use of languages in school such as believing that Catalan is best learned in Catalan-only

classrooms or that believing that HL is important, but students should use Catalan in school.

Other correlations found were between the nature of preparation for in-service teachers and to the extent they performed inclusive cultural and linguistic practices towards HLM. These were also supported by their beliefs on the different importance given between being fluent in additional languages such as English and the HL; giving further evidence of the clear hierarchy of languages depending on power and status of the language. Undermined “lower” languages can lead to negative effects on cognitive, socioemotional and psychological development.

This brings us to the third research question and its relation to the second one. Here, even though the results were not conclusive, we can say the plurilingual teaching competence is not fully developed in the didactics of all languages in Primary Education degrees. These deficiencies in teachers’ training can explain students’ attitudes and beliefs towards heritage language maintenance, especially in the cognitive dimension, and the differences found between ALS and non-ALS in knowledge on HLM personal or schooling benefits. However, regardless of their specialization, they demonstrated intra- and interpersonal competences, which demonstrated they were more mindful of their role in maintaining heritage language than in-service teachers. Hence, great progress has been achieved in plurilingual education at the university level.

In short words, in this emerging educational change era that Catalonia is experiencing, it seems that we are getting closer to a more plurilingual and inclusive education. Nonetheless, there is much work that needs to be done to educate teachers, and society, about the significant role and function of the heritage language in the personal, academic, and social trajectories of linguistic minority children. It demands, also, a more effective framework for students’ minority language intervention and empowerment of systemic work by the school, family, community and public administration. As Piaget (1993: 176) stated: “education is (...) an integral part of the formative process to which all beings are subject and is only one aspect of that vast development. (...). It is therefore not limited to the action of school and family but is part and parcel of general social life. Human society is an educational society.”

7. Limitations and foresight

One of the main methodological limitations of this research was the sample size, which was too small and, in consequence, it was difficult to make real generalisations from the data. Despite this, the nature of this research is exploratory, hence, it will be useful to

explore tendencies or possible correlations. Additionally, time was another limitation too. If I had had more time, responses could have been contrasted and explored more in depth by carrying out interviews with the stakeholders, which would compensate for self-reported data's biases and limitations such as honesty, introspective ability, and the inaccuracy of rating scales which can also lead to being subject to individual inclination to give an extreme or middle response to all questions.

As regards the analysis methodology, for further research, when using a larger sample, it is recommended to use Varimax Principal Component Factor Analysis, as Lee & Oxelson (2006)'s research. This would be an effective tool to investigate variable relationships for complex concepts such as years of teaching experience, type of teacher training or fluency in a language other than English, to identify the underlying constructs that were being assessed through the various items of the questionnaire.

Other possible questions that can be answered in future investigations are the possibility to explore the correlation between teachers who have additional languages, especially minority languages, and their sensitivity towards plurilingualism and students' home language maintenance. Regarding the study plans' revision, some subjects analysed did not show the bibliography.

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APPENDIX 1. Comparison of Barcelona Neighbourhoods' Socioeconomic Level for Sample Selection Criteria

Note: In order to have a wide variety of sources of information, surveys were carried with teachers from six schools in total: two charter schools and two public schools from the three different neighbourhoods. Criteria for selecting the schools' neighbourhoods were as follows: (1) the family income index (Low, medium high, and high) of each neighbourhood; (2) the percentage of immigrant children of each district in order to collect the most meaningful information regarding the maintenance of home language of those children; and (3) the continent of origin that predominates in the neighborhoods, giving special preference to the continents that have languages different from the curricular one.

Table

Comparison of Barcelona Neighbourhoods' Socioeconomic Level for Sample Selection Criteria

District	Neighbourhoods	Family Income Year 2017	Immigrant population in schools	Neighborhoods selected			
				Origin	Asia and Oceania	Europe	America
Ciutat Vella	Raval	Low	40.4%	24.7%	5,4%	4,9%	5,4%
	B. Gòtic	Medium-high					
	Barceloneta	Medium-low					
	Sant Pere, Santa Caterina i la Ribera	Medium-low					
Sants-Montjuic	Poble Sec	Medium-low	9,4%	9,4%	3,2%	6,0%	2,4%
	Marina del Prat	Very low					

	Vermell						
	Marina de Port	Low					
	Font de la Guatlla	Medium-low					
	Hostafrancs	Medium-low					
	La Bordeta	Medium-low					
	Sants - Badal	Medium-low					
	Sants	Medium-low					
Nou Barris		21%	4,3%	3,2%	10,0%	3,4%	
Eixample	Fort Pienc	Medium-high					
	Sagrada Família	Medium-high					
	Dreta d'E.	Very high					
	Antiga Esquerra de l'E.	High	12,5%	5,6%	3,0%	3,3%	0,6%
	Nova Esquerra de l'E.	Medium-high					
	Sant Antoni	Medium-high					

Source: Own elaboration based on data from

Departament d'Educació (2017). *La població escolar a la ciutat de Barcelona*. [PowerPoint]. Slides presentation.

APPENDIX 2. Sociolinguistic Context for In-Service Teachers' Questionnaire

Table

Sociolinguistic Context For In-Service Teachers' Questionnaire

District	Neighbourhoods	Family Income Year 2017	Immigrant population in schools	Continent of origin			
				Asia and Oceania	Europe	America	Africa
Ciutat Vella	B. Gòtic	Medium-high	40.4%	24.7%	5.4%	4.9%	5.4%
Sants-Montjuic	Marina de Port	Low	9.4%	9.4%	3.2%	6.0%	2.4%
Eixample	Dreta d'E.	Very high	12.5%	5.6%	3.0%	3.3%	0.6%

Family income:

- **Very high** (more than 159)
- High (from 126 to 159)
- **Medium-high** (from 100 to 126)
- **Medium-low** (from 79 to 100)
- **Low** (from 63 to 79)
- Very Low (less than 63)

Source: Own elaboration based on data from:

Departament d'Educació (2017). *La població escolar a la ciutat de Barcelona*.

[PowerPoint]. Slides presentation.

https://www.edubcn.cat/rcs_gene/extra/01_documents_de_referencia/estadistiques/17_994_LescolaBCN_1.pdf

Ajuntament de Barcelona (2017). *Distribució territorial de la renda familiar disponible per càpita a Barcelona*.

https://ajuntament.barcelona.cat/barcelonaeconomia/sites/default/files/RFD_2017_BCN.pdf

APPENDIX 3: Teachers' Knowledge, Understanding and Skills for Promoting Plurilingualism

Table

Teachers' Knowledge, Understanding and Skills for Promoting Plurilingualism

Major points	Detailed points (examples)
Knowledge and understanding	
Knowledge of first and second language acquisition processes and intercultural learning	<ul style="list-style-type: none"> ● knowledge of the different language acquisition and/or learning processes in first, second and foreign languages (e.g. phases/sequence of acquisition, strategies in second language learning, role of first language, interlanguage) ● knowledge of what plurilingualism and plurilingual competence is (definitions, characteristics, forms, etc) and of different hypotheses about bi-/plurilingualism ● knowledge about misconceptions about language learning (e.g. avoidance of transfer from first language, of code-switching and language mixing) ● developing one's own subjective theory of language acquisition and use ● cultural awareness and reflection about one's own (inter)cultural experiences and emotions
Basic knowledge of linguistics	<ul style="list-style-type: none"> ● knowledge of language theories (e.g. language typologies, language structure, characteristics of language for general vs. special purposes, etc) ● knowledge of sociolinguistics ● general language expertise: ability to analyse features of unfamiliar languages
Didactic knowledge about first <i>and</i> second language teaching	<ul style="list-style-type: none"> ● knowledge about teaching all the language skills in a second and/or foreign language ● knowing the difference between methods for first, second and foreign language teaching ● knowledge about (alternative) teaching methods and ability to evaluate and apply them according to the

	learners' needs
Skills	
Inclusive, differentiated practice: language diversity management in the classroom (multilingualism)	<ul style="list-style-type: none"> • demonstrating the effort and ability to let all languages have a meaningful role in the classroom • showing respect for all languages • creating spaces for learners' own languages, culture and traditions, making languages visible • offering direct contact with various languages (including minority languages)
Building on learners' linguistic experience and skills (plurilingualism)	<ul style="list-style-type: none"> • showing the importance of languages in the world (including English and the other traditional school languages, but not focusing on them alone) • raising learners' awareness of all languages they possess (e.g. strategic and language competences, language repertoires, languages, varieties and dialects) and offering opportunities to use their language repertoire • showing learners that little-known languages/dialects can also be a resource • being able to productively make use of transfer between languages and ability to design activities • engaging learners' full language repertoire • making the most of learners' previously acquired knowledge and skills
Flexible application of methods of teaching the language of instruction as first or second language	<ul style="list-style-type: none"> • being able to reflect on one's own teaching and to develop it • being open to classroom visits and constructive ideas of others • respecting varying/individual learning rhythms/speeds • being able to integrate content and language learning addressing all language skills (listening, speaking + interacting, reading, writing) • setting meaningful learning tasks • designing the activities according to the needs in learners' everyday life and supporting learners in interaction and participation

<p>Ability to promote autonomous learning and support ownership of learning processes</p>	<ul style="list-style-type: none"> ● helping learners to understand their learning strategies ● helping learners to learn effective ways of studying languages ● showing learners that it is never too late to learn a language, emphasising lifelong learning in languages ● developing strategies for learners to learn autonomously ● promoting a learner-centred classroom
<p>Language teachers' ability to work together via an interdisciplinary approach</p>	<ul style="list-style-type: none"> ● developing possible ways for teachers of different language subjects to co-operate ● listening openly to other language teachers' ways of teaching ● developing shared activities focusing on a certain phenomenon to be learnt
<p>Collaboration with other teachers in developing the transversal role of language as a medium of teaching and learning other subjects</p>	<ul style="list-style-type: none"> ● enabling learners to transfer majority language knowledge and skills to other language and non language subjects ● recognising the central role of the majority language as a basis for learning in all subjects ● continuing professional development in the school community (e.g. through action research activities)

Source: Table extracted from Boeckmann K.B., Lamb, T., Atanasoska, T., Abel, A., & Aalto, E. (2011). *Promoting plurilingualism: majority language in multilingual settings*. 33-36. European Centre for Modern Languages.

APPENDIX 4. Pre-service Teachers' Survey Instrument

El manteniment de la llengua d'origen de l'alumnat de Primària

Primary school students' home language maintenance

Gràcies per accedir a respondre aquest qüestionari.

Sóc una estudiant de 4t curs del grau d'Educació Primària de la universitat Ramon Llull, que està realitzant un TFG en relació al manteniment de la llengua d'origen (llengua patrimonial, llengua materna, L1...) de l'alumnat de primària.

Aquest article científic examina les creences dels estudiants universitaris de 4t curs del grau d'Educació Primària, així com també les actituds dels mestres en servei, envers el manteniment de la llengua patrimonial i el seu compromís amb les pràctiques a l'aula que poden afirmar o no el valor del manteniment i el desenvolupament de llengües patrimonials de l'alumnat de l'etapa de Primària.

No hi ha respostes correctes o incorrectes. Les vostres respostes són estrictament anònimes.

No tardaràs més de 5 minuts en respondre el qüestionari.

Thank you for agreeing to answer this questionnaire.

I am a 4th year student of the Primary Education degree at Ramon Llull University, who is doing a TFG in relation to the maintenance of the students' languages of origin (heritage language, mother tongue, L1 ...).

This scientific article examines the beliefs of 4th-year-university students in the Primary Education degree, as well as the attitudes of in-service teachers , towards the maintenance of the heritage language and their commitment to classroom practices that may or may not affirm the value of the maintenance and the development of patrimonial languages of the pupils of the Primary Education stage.

There are no right or wrong answers. Your answers are strictly anonymous.

It will not take more than 5 minutes to answer the questionnaire.

SECCIÓ 1: Preguntes demogràfiques

SECTION 1: Demographic questions

1. Estàs en l'últim any de carrera d'Educació Primària?

- a. Sí
- b. No [end of the survey]

1. Are you in your final year of Primary Education?

- a. Yes
- b. No [end of the survey]

2. Quin és el teu gènere?

- a. Home
- b. Dona
- c. No binari
- d. Prefereixo no respondre

2. What is your gender?

- a. Home
- b. Woman
- c. Non-binary
- d. I prefer not to answer

3. Quants anys tens?

- a. Menys de 21 anys
- b. 21-22 anys
- c. 23-24 anys
- d. 25 anys o més

3. How old are you?

- a. Under 21 years
- b. 21-22 years
- c. 23-24 years
- d. 25 years or older

4. A quina universitat estudies?

- a. Blanquerna - Universitat Ramon Llull
- b. Universitat de Vic
- c. Universitat de Barcelona

4. In which university do you study at?

- a. Blanquerna - Ramon Llull University
- b. University of Vic
- c. Barcelona University

5. Has estudiat alguna menció en l'adquisició o ensenyament-aprenentatge de llengua estrangera o addicional o qualsevol altra formació professional d'adquisició o ensenyament-aprenentatge d'idiomes?

- a. Sí
- b. No

5. Have you studied any specialization in the acquisition or teaching-learning of a foreign or additional language or any other professional training in the acquisition or teaching-learning of languages?

- a. Yes
- b. No

6. Alguna vegada has rebut formació durant la carrera per treballar amb: **[multiple selection]**

- a. Nouvinguts estrangers
- b. Plurilingüisme
- c. Pautes i documents bàsics de política lingüística per incloure nens estrangers a les classes principals
- d. Cap

7. Have you ever received training during your career to work with: **[multiple selection]**

- a. Foreign newcomers

- b. Plurilingualism
- c. Basic language policy guidelines and documents for including foreign children in main classes
- d. Cap

8. Si has rebut formació en plurilingüisme de manera curricular en el grau, a quina de les següents assignatures o propostes va ser? [multiple selection]

- a. Didàctica de la llengua Catalana
- b. Didàctica de la llengua castellana
- c. Didàctica de segones i terceres llengües (Anglès/Francès)
- d. Menció de llengua estrangera

8. If you have received training in plurilingualism in a curricular way in the degree, in which of the following subjects or proposals was? [multiple selection]

- a. Didactics of the Catalan language
- b. Didactics of the Spanish language
- c. Second and third language teaching (English / French)
- d. Foreign language elective subject

8. En el cas que hakis rebut formació en plurilingüisme, a quins dels següents idiomes aplicaries, en realitat, les estratègies i teories sobre l'adquisició de la llengua addicional? [multiple selection]

- a. Català
- b. Castellà
- c. Anglès
- d. Transversalment, en qualsevol àrea del currículum.

8. In the event that you have received training in multilingualism, in which of the following languages would you actually apply the strategies and theories on the acquisition of the additional language? [multiple selection]

- a. Catalan
- b. Spanish
- c. English
- d. Transversally, in any area of the curriculum.

9. Tens alguna llengua materna a part o diferent del català o castellà? Si es que sí, quina o quines? _____

9. Do you have a mother tongue apart from or different to Catalan or Castilian Spanish? If so, which one or which ones? _____

SECCIÓ 1: Actituds i creences sobre el manteniment de la llengua d'origen

SECTION 1: Attitudes and beliefs about maintaining the home language

Llegiràs una sèrie d'afirmacions en relació a les llengües d'origen de l'alumnat de l'etapa de Primària.

Valora, en una escala del 1-5, l'opció que més s'acosta al que penses.

1 = Totalment en desacord

2 = En desacord

3 = Ni acord ni desacord

4 = D'acord

5 = Totalment d'acord

You will read a series of statements in relation to the languages of origin of the students of the Primary stage.

Assess, on a scale of 1-5, the option that comes closest to what you think.

1 = Totally disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Okay

5 = Totally agree

(10) L'alumnat de Primària que parla un idioma diferent del català/castellà que està en una classe on només es parli català, aprendrà millor el català.

(10) The primary school students who speak a language other than Castilian Spanish / Catalan who are in a class where it is only spoken Catalan, they will learn better Catalan.

(11) L'alumnat de Primària que parla un idioma diferent del català/castellà a casa es troba en desavantatge en comparació amb els que parlen català/castellà a casa.

(11) The primary school students who speak a language other than Castilian Spanish / Catalan at home, are at a disadvantage compared to those who speak Catalan / Castilian Spanish at home.

(12) El manteniment de la llengua d'origen és important per al desenvolupament de la identitat de l'alumne.

(12) The maintenance of the home language is important for the development of the student's identity.

(13) El manteniment de la llengua d'origen és només responsabilitat dels pares.

(13) The maintenance of the home language is the sole responsibility of the parents.

(14) L'alumnat de Primària hauria d'invertir el seu temps i energia aprenent català/castellà/anglès en lloc d'aprendre el seu idioma d'origen.

(14) Primary school students should invest their time and energy learning Catalan Spanish / English instead of learning their language of origin.

(15) L'alumnat de Primària ha de dominar primer la seva llengua d'origen i després podran aprendre un altre idioma.

(15) Primary school students must first master their native language and then they will be able to learn another language.

(16) El domini de la llengua d'origen ajuda a l'alumnat de Primària a progressar acadèmicament.

- (16) Proficiency in the home language helps primary school students progress academically.
- (17) El manteniment de la llengua d'origen és la clau per reforçar els llaços familiars.
(17) Maintaining the home language is the key to strengthening family ties.
- (18) Els i les mestres haurien d'animar a l'alumnat a mantenir l'idioma d'origen.
(18) Teachers should encourage students to maintain their home language.
- (19) En aquest país només es imprescindible el català, el castellà i l'anglès.
(19) In this country only Catalan, Spanish and English are essentials .
- (20) L'alumnat de Primària ha d'aprendre primer l'idioma curricular (català) i després aprendre el contingut acadèmic.
(20) Primary school students must first learn the curricular language (Catalan) and then learn the academic content.
- (21) El domini de la llengua d'origen ajuda a l'alumnat de Primària en el seu desenvolupament social.
(21) Proficiency in the language of origin helps primary school students in their social development.
- (22) El manteniment de la llengua d'origen és fonamental per a mantenir obertes les vies de comunicació amb les famílies.
(22) The maintenance of the language of origin is essential to keep the channels of communication open with families.
- (23) És una bona idea que l'alumnat de Primària vagi a escoles d'idiomes de la seva llengua d'origen.
(23) It is a good idea for primary school students to go to language schools in their home language.
- (24) És valuós ser multilingüe a la nostra societat.
(24) It is valuable to be multilingual in our society.
- (25) L'ús freqüent de la llengua d'origen impedeix a l'alumnat de Primària aprendre la llengua curricular.
(25) Frequent use of the home language prevents primary school students from learning the curricular language.
- (26) L'alumnat de Primària valora la seva llengua i cultura d'origen.
(26) Primary school students value their language and culture of origin.
- (27) Els i les mestres, les famílies i les escoles han de treballar junts per ajudar a l'alumnat a aprendre català i castellà i mantenir el seu idioma familiar.
(27) The teachers, families and schools must work together to help students learn Catalan and Castilian Spanish, and keep their heritage language.
- (28) Animar a l'alumnat de Primària a mantenir el seu idioma d'origen evitarà que s'integrin plenament en aquesta societat.
(28) Encouraging primary school students to maintain their native language will prevent them from fully integrating into that society.

(29) Incloure la llengua d'origen dels alumnes és beneficiós per al desenvolupament de la llengua curricular de l'alumnat de Primària.

(29) Including students' home language is beneficial for the development of the curricular language of primary school students.

(30) L'alumnat de Primària que manté el seu idioma d'origen té més possibilitats de tenir èxit en el futur.

(30) Primary school students who maintain their home language are more likely to succeed in the future.

(31) És important que l'alumnat de Primària estigui molt alfabetitzat i domini tant el català i castellà o anglès, com la seva llengua d'origen.

(31) It is important that primary school students are very literate and can speak both Catalan and Spanish or English as their language of origin.

(32) El manteniment de la llengua d'origen de l'alumnat de Primària és massa difícil d'aconseguir a la nostra societat.

(32) Maintaining the home language of primary school students is too difficult to achieve in our society.

APPENDIX 5. In-Service Teachers' Survey Instrument

El manteniment de la llengua d'origen de l'alumnat de Primària *Primary school students' home language maintenance*

Gràcies per accedir a respondre aquest qüestionari.

Sóc una estudiant de 4t curs del grau d'Educació Primària de la universitat Ramon Llull, que està realitzant un TFG en relació al manteniment de la llengua d'origen (llengua patrimonial, llengua materna, L1...) de l'alumnat de primària.

Aquest article científic examina les creences dels estudiants universitaris de 4t curs del grau d'Educació Primària, així com també les actituds dels mestres en servei, envers el manteniment de la llengua patrimonial i el seu compromís amb les pràctiques a l'aula que poden afirmar o no el valor del manteniment i el desenvolupament de llengües patrimonials de l'alumnat de l'etapa de Primària.

No hi ha respostes correctes o incorrectes. Les vostres respostes són estrictament anònimes.

No tardaràs més de 10 minuts en respondre el qüestionari.

Instruccions:

Aquest qüestionari conté diferents seccions, la primera conté preguntes demogràfiques, i la resta qüestions relacionades amb les vostres actituds i pràctiques en relació a la llengua d'origen de l'alumnat de Primària. Llegiu detingudament les afirmacions i valoreu fins a quin punt esteu d'acord o en desacord amb l'afirmació.

Thank you for agreeing to answer this questionnaire.

I am a 4th year student of the Primary Education degree at Ramon Llull University, who is doing a TFG in relation to the maintenance of the students' languages of origin (heritage language, mother tongue, L1 ...).

This scientific article examines the beliefs of 4th-year-university students in the Primary Education degree, as well as the attitudes of in-service teachers, towards the maintenance of the heritage language and their commitment to classroom practices that may or may not affirm the value of the maintenance and the development of patrimonial languages of the pupils of the Primary Education stage.

There are no right or wrong answers. Your answers are strictly anonymous.

It will not take more than 10 minutes to answer the questionnaire.

Instructions:

This questionnaire contains different sections, the first contains demographic questions, and the rest questions related to your attitudes and practices in relation to the language

of origin of Primary students. Read the statements carefully and assess the extent to which you agree or disagree with the statement.

SECCIÓ 1: Preguntes demogràfiques

SECTION 1: Demographic questions

(1) Quin és el teu gènere?

- a. Home
- b. Dona
- c. No binari
- d. Prefereixo no respondre

(1) Which is your gender?

- a. Home
- b. Woman
- c. Non-binary
- d. I prefer not to answer

(2) Quin tipus de titularitat té l'escola on treballes?

- a. Concertada
- b. Privada
- c. Pública

(2) What type of ownership does the school where you work have?

- a. Charter
- b. Private
- c. Public

(3) A quin barri pertany l'escola on treballes?

- a. Gòtic
- b. Marina del Port
- c. Dreta de l'Eixample
- d. Altres _____

3) In which neighborhood does the school where you work belong?

- a. Gòtic
- b. Marina del Port
- c. Dreta de l'Eixample
- d. Others _____

(4) Estàs exercint de:

- a. Mestre/a
- b. Mestre/a d'especialitat de llengua addicional (Anglès/Francès)
- c. Mestre/a i mestre/a d'especialitat de llengua addicional (Anglès/Francès)

(4) You are exercising as:

- a. Teacher
- b. Additional language teacher (English / French)
- c. Teacher and Additional language teacher (English / French)

(5) Has estudiat alguna menció en l'adquisició o ensenyament-aprenentatge de llengua estrangera o addicional o qualsevol altra formació professional d'ensenyament-aprenentatge d'idiomes?

- a. Sí
- b. No

(5) Have you considered any mention in the acquisition or teaching-learning of a foreign or additional language or any other vocational training in language teaching-learning?

- a. Yes
- b. No

(6) Alguna vegada has rebut formació durant la carrera per treballar amb: [múltiple selecció]

- a. Nouvinguts estrangers
- b. Plurilingüisme
- c. Pautes i documents bàsics de política lingüística per incloure nens estrangers a les classes principals
- d. No he rebut cap formació semblant
- e. Altres _____

(6) Have you ever received training during your career to work with: [multiple selection]

- a. Foreign newcomers
- b. Plurilingualism
- c. Basic language policy guidelines and documents for including foreign children in main classes
- d. I have not received any such training
- e. Other _____

(7) Tens alguna llengua materna a part o diferent del català o castellà? Si es que sí, quina o quines? _____

(7) Do you have a mother tongue apart from or different to Catalan or Castilian Spanish? If so, which one or which ones? _____

(8) Quants anys fa que ensenyas?

- a. 1-5 anys
- b. 6-10 anys
- c. 11-20 anys
- d. > 21 anys

(8) How many years have you been teaching?

- a. 1-5 years
- b. 6-10 years
- c. 11-20 years
- d. > 21 years

(9) Quins cursos de primària ensenyas? [multiple selecció]

- a. 1r
- b. 2n

- c. 3r
- d. 4t
- e. 5è
- f. 6è

(9) What primary school courses do you teach? [multiple selection]

- a. 1r
- b. 2n
- c. 3r
- d. 4t
- e. 5th
- f. 6th

(10) Quin percentatge (de mitjana, aprox.) del vostre alumnat de la/les seva/es classe/es prové de famílies on es parla un idioma diferent del català o castellà?

- a. 5% o menys
- b. 5% - 10%
- c. 10% - 15%
- d. 20% - 25%
- e. 25% - 30%
- f. 35% - 40%
- g. 40% - 45%
- h. 45% - 50%
- i. més del 50%
- j. No coneixo el repertori lingüístic del meu alumnat.

(10) What percentage (average, approx.) Of your students / as her / it / class they come from families that speak a language other than Catalan or Spanish?

- a. 5% or less
- b. 5% - 10%
- c. 10% - 15%
- d. 20% - 25%
- e. 25% - 30%
- f. 35% - 40%
- g. 40% - 45%
- h. 45% - 50%
- i. more than 50%
- j. I do not know the linguistic repertoire of my students.

(11) Quants d'aquests/es alumnes van a una escola d'idiomes de la llengua d'origen?

- a. Tots
- b. La majoria de l'alumnat
- c. La meitat de l'alumnat
- d. Una minoria de l'alumnat

- e. Cap
- f. No ho sé

(11) How many of these students go to a language school in their native language?

- a. Everyone
- b. Most students
- c. Half of the students
- d. A minority of students
- e. Cap
- f. I do not know

(12) Coneixes algunes escoles d'idiomes d'origen específiques? Si és que sí, quina/es?

(12) Do you know any specific language schools of origin? If so, which one?

(13) Coneixes algunes entitats socials i associacions de cultures immigrants específiques? Sí es que sí, quina/es? _____

(13) Do you know any social entities and associations of specific immigrant cultures? Yes, yes, which one? _____

(14) Coneixes les habilitats d'alfabetització del teu alumnat de Primària en el seu idioma d'origen?

- a. Sí, de tot el meu alumnat..
- b. Sí, de la majoria del meu alumnat.
- c. Sí, de la meitat del meu alumnat..
- d. Sí, d'una minoria del meu alumnat.
- e. No, de cap.

(14) Do you know the literacy skills of your Primary students in their native language?

- a. Yes, of all my students.
- b. Yes, from most of my students.
- c. Yes, half of my students.
- d. Yes, from a minority of my students.
- e. No, of any.

SECCIÓ 2: Actituds i creences sobre el manteniment de la llengua d'origen

SECTION 2: Attitudes and beliefs about maintaining the source language

Llegiràs una sèrie d'afirmacions en relació a les llengües d'origen de l'alumnat de l'etapa de Primària.

Valora, en una escala del 1-5, l'opció que més s'acosta al que penses.

1 = Totalment en desacord

2 = En desacord

3 = Ni acord ni desacord

4 = D'acord

5 = Totalment d'acord

You will read a series of statements in relation to the languages of origin of the students of the Primary stage.

Assess, on a scale of 1-5, the option that comes closest to what you think.

1 = Totally disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Okay

5 = Totally agree

(15) Si l'alumnat de Primària està en una classe on només es parli català, aprendrà millor el català

(15) If Primary students are in a class where only Catalan is spoken, they will learn Catalan better

(16) L'alumnat de Primària que parla un idioma diferent del català/castellà a casa es troba en desavantatge en comparació amb els que parlen català/castellà a casa.

(16) The primary school students who speak a language other than Castilian Spanish / Catalan at home are in disadvantage compared to those who speak Catalan / Castilian Spanish at home.

(17) El manteniment de la llengua d'origen és important per al desenvolupament de la identitat de l'alumne.

(17) The maintenance of the home language is important for the development of the student's identity.

(18) El manteniment de la llengua d'origen és només responsabilitat de la família.

(18) The maintenance of the home language is the sole responsibility of the family.

(19) L'alumnat de Primària hauria d'invertir el seu temps i energia aprenent català/castellà/anglès en lloc d'aprendre el seu idioma d'origen.

(19) Primary Students should invest their time and energy learning Catalan / Castilian Spanish / English instead of learning their language of origin.

(20) L'alumnat de Primària ha de dominar primer la seva llengua d'origen i després podran aprendre un altre idioma.

(20) Primary school students must first master their native language and then be able to learn another language.

(21) El domini de la llengua d'origen ajuda a l'alumnat de Primària a progressar acadèmicament.

(21) Proficiency in the home language helps primary school students to progress academically.

(22) El manteniment de la llengua d'origen és la clau per reforçar els llaços familiars.

(22) Maintaining the home language is the key to strengthening family ties.

(23) Els i les mestres haurien d'animar a l'alumnat a mantenir l'idioma d'origen.

(23) Teachers should encourage students to maintain their home language.

- (24) En aquest país només es imprescindible el català, el castellà i l'anglès.
(24) In this country only essential Catalan, Castilian Spanish and English.
- (25) L'alumnat de Primària ha d'aprendre primer l'idioma curricular (català) i després aprendre el contingut acadèmic.
(25) Primary school students must first learn the curricular language (Catalan) and then learn the academic content.
- (26) El domini de la llengua d'origen ajuda l'alumnat de Primària en el seu desenvolupament social.
(26) Proficiency in the language of origin helps primary school students in their social development.
- (27) El manteniment de la llengua d'origen és fonamental per a mantenir obertes les vies de comunicació amb les famílies.
(27) The maintenance of the source language is essential to keep open channels of communication with families.
- (28) És una bona idea que l'alumnat de Primària vagi a escoles d'idiomes de la seva llengua d'origen.
(28) It is a good idea for primary school students to go to language schools in their home language.
- (29) Els i les mestres, les famílies i les escoles han de treballar junts per ajudar a l'alumnat de Primària a aprendre català i castellà i mantenir el seu idioma familiar.
(29) Teachers, families and schools must work together to help students to learn Catalan and Spanish Primary and keep your language family.
- (30) Animar a l'alumnat de Primària a mantenir la seva llengua d'origen evitarà que s'integrin plenament en aquesta societat
(30) Encouraging primary school students to maintain their mother tongue will prevent them from fully integrating into this society.
- (31) La família no fa prou per donar suport als seus fills/es en la seva llengua d'origen.
(31) The family does not do enough to support their children in their mother tongue.
- (32) És important que l'alumnat de Primària siguin molt alfabetitzats i dominin tant el català i castellà o anglès, com la seva llengua d'origen.
(32) It is important that students are very literate and primary master both Catalan and Castilian Spanish or English as their language of origin.
- (33) L'alumnat de Primària que manté el seu idioma d'origen té més possibilitats de tenir èxit en el futur.
(33) Primary school students who maintain their home language are more likely to succeed in the future.
- (34) Les famílies no es preocupen pel manteniment de la llengua d'origen dels seus fills/es.
(34) Families do not care about maintaining their children's home language.
- (35) El manteniment de la llengua d'origen de l'alumnat de Primària és massa difícil d'aconseguir a la nostra societat.

(35) Maintaining the home language of Primary students is too difficult to achieve in our society.

SECCIÓ 3: Pràctiques per al manteniment de la llengua d'origen

(36) Dic a l'alumnat de Primària que el seu idioma d'origen és important i valuós, però a l'escola hem d'utilitzar el català.

(36) I tell primary school students that their home language is important and valuable, but in school we have to use Catalan.

(37) Adapto el currículum per satisfer les necessitats de l'alumnat nouvingut de parla no-Catalana.

(37) I adapt the curriculum to meet the needs of newcomers non-Catalan students.

(38) Parlo amb les famílies per desenvolupar estratègies sobre com podem ajudar els seus fills/es a aprendre català/castellà i mantenir el seu idioma d'origen.

(38) talk with families to develop strategies on how we can help your children learn Catalan / Spanish and maintain their language of origin.

(39) Demano a l'alumnat de Primària que deixin enrere la seva cultura i llengua d'origen quan entren a la meua aula.

(39) I ask Primary students to leave their home culture and language behind when they enter my classroom.

(40) Faig un esforç per aprendre l'idioma d'origen dels infants de la meua classe.

(40) I make an effort to learn the native language of the children in my class.

(41) Parlo amb l'alumnat de Primària sobre la importància de mantenir el seu idioma d'origen.

(41) I talk to Primary students about the importance of maintaining their native language.

(42) L'anglès s'utilitza com una llengua més per a la comunicació i aprenentatge de competències de manera transdisciplinària.

(42) English is used as another language for the communication and learning of skills in a transdisciplinary way.

(43) Aconsello a les famílies que ajudin els seus fills/es a aprendre a parlar català/castellà millor parlant català/castellà a casa.

(43) advise families to help their children learn to speak Catalan/Castilian Spanish speaking Castilian Spanish / Catalan at home.

(44) Permeto que a l'alumnat utilitzi la seva llengua d'origen a l'hora de realitzar treballs de classe o tasques.

(44) Allow students to use their native language when doing class assignments or assignments.

(45) Transmeto la mateixa importància i valor de dominar una llengua addicional com l'anglès a la llengua d'origen.

(45) I give the same importance and value of mastering an additional language as English in the native language.

- (46) Incloc la cultura d'origen de l'alumnat a les classes del dia a dia.
(46) I include students' home culture in day-to-day classes.
- (47) Incloc la llengua d'origen de l'alumnat a les classes del dia a dia.
(47) I include students' native language in day-to-day classes.
- (48) Elogio a l'alumnat per conèixer una altra llengua i cultura.
(48) I praise students for learning another language and culture.
- (49) A classe, intento que l'alumnat comparteixi la seva llengua i cultura de casa cada vegada que tinc l'oportunitat.
(49) In class, I try to get students to share their home language and culture whenever I get the chance.
- (50) Sóc receptiu a tenir alumnat estranger sense coneixements de català / castellà a la classe
(50) I am receptive to foreign students have no knowledge of Catalan / Castilian Spanish class.

SECCIÓ 4: Preguntes obertes d'opinió

SECTION 4: Open-ended opinion questions

- (51) Creus que el manteniment de la llengua d'origen és important per als infants de procedències lingüístiques diverses? Per què? _____
(51) Do you think that the maintenance of the home language is important for children from different linguistic backgrounds? Why? _____
- (52) Qui creus que té la responsabilitat de promoure el manteniment de la llengua d'origen de l'alumnat de Primària? Per què? _____
(52) Who do you think has the responsibility to promote the maintenance of the language of origin of Primary students? Why? _____
- (53) Proposes alguna activitat plurilingüe i pluricultural a les teves classes? Sí és que sí, podries explicar algunes? _____
(53) Do you propose any plurilingual and pluricultural activities in your classes? Yes yes, could you explain some? _____

APPENDIX 6. Review Instrument of Universities' Study Plans

PLURILINGUAL TEACHING COMPETENCES		UNIVERSITY: [name]		
		[subject name]		
Major points *	Detailed points [examples]*	COMPETE NCE	LEARNING OBJ.	CONTE NTS
Knowledge and understandings				
[competence]	[examples of the competence]	x		
[competence]	[examples of the competence]		x	
Skills				
[competence]	[examples of the competence]	x		
[competence]	[examples of the competence]			

*Competences are extracted from Boeckmann K.B., Lamb, T., Atanasoska, T., Abel, A., & Aalto, E. (2011). *Promoting plurilingualism: majority language in multilingual settings*. 33-36. European Centre for Modern Languages.

APPENDIX 7. Results. Tables and Figures.

Appendix 7.1. In-Service Teachers' Survey Population

Table

Percentage of in-service teachers' survey population with and without additional language training (item 5)

**ALS= Additional language specialized; *Non-ALS= Non-additional- language specialized*

Teacher profile	Percentage of ALS and non-ALS	
	Additional language specialized	Non-additional- language specialized
Teacher	36.6%	63.2%
Additional language specialist teacher (English/French)	100%	0%
Teacher AND Additional language specialist teacher (English/French)	100%	100%
TOTAL	50%	50%

Appendix 7.2. ALS and non-ALS In-Service Teachers' Attitudes and Practices

Table

Comparison of Additional Language specialised and Non-Additional Language teachers' attitudes and practices responses

*Mo=Mode; Md=Median; CL=curricular language (Catalan); HL= heritage language; HLM= heritage language maintenance;										
SUBCATEGORIES	ITEMS	TOTAL (n=24)			LANGUAGE-SPECIALIZED (n=12)			NON-LANGUAGE-SPECIALIZED (n=12)		
		MO	MEAN	Md	MO	MEAN	Md	MO	MEAN	Md
Beliefs on language acquisition processes	(15) Catalan-only	5	4.33	4	4	4.3	4	5	4.42	5
	(20) First, learn L1, then L2	4	3.21	3.5	4	3.3	3.5	4	3.17	3.5
	(25) First CL. then academic content	4	3.50	4	5	3.4	3.5	4	3.58	4
Benefits of HL for schooling	(16) Non-Catalan-speakers in disadvantage	4	3.67	4	4	3.7	4	4	3.67	4
	(21) Academic progress	3	3.54	3.5	3	3.4	3	4	3.67	4
	(26) Social	4	3.58	4	4	3.6	4	4	3.58	4

	development									
Personal benefits of HL for students	(17) Identity development	5	4.67	5	5	4.8	5	5	4.58	5
	(22) Family ties	5	4.50	5	5	4.8	5	4	4.17	4
	(27) Communication parents	4	3.75	4	5	4	4	4	3.50	4
	(33) HLM better chance of succeeding	3	3.33	3	3	3.3	3	3	3.33	3
HLM families/school role	(18) HLM parents responsibility	3	3.46	3	3	3.5	3	3	3.42	3
	(23) Encourage HLM	5	4.63	5	5	5	5	4	4.25	4
	(28) L1 language school	5	3.83	4	5	4.3	5	4	3.42	3.5
	(29) Teamwork with families for CL learning and HLM	5	4.96	5	5	5	5	5	4.92	5
	(31) Parents don't do enough	2	2.04	2	2	1.9	2	2	2.17	2
	(34) Parents don't care	2	1.96	2	2	2.1	2	2	1.83	2
Plurilingualis	(19) Invest time in	2	1.96	2	2	1.6	2	2	2.33	2

m	L2 rather than L1									
	(24) Only essential Catalan. Spanish and English.	2	2.25	2	2	1.8	2	3	2.75	3
	(30) HLM deters integration	2	1.75	2	2	1.5	1.5	2	2	2
	(32) Equal importance on CL, English and HL fluency	5	4.21	4	5	4.5	5	4	3.92	4
	(35) HLM is difficult	3	2.75	3	3	2.4	2.5	4	3.08	3.5
Practices HL and culture value in classroom	(36) HL important, but Catalan at school	4	3.63	4	4	3.3	4	4	3.92	4
	(41) Talk to pupils about HLM	5	4	4	5	4.1	4.5	5	3.92	4
	(48) Praise students who know another language/culture	5	4.71	5	5	4.9	5	5	4.50	5
	(45) Equal AL importance English and HL	5	4	4	5	4.6	5	3	3.42	3
Practices: Plurilingual communicati	(37) Curricular adaptations	5	4.25	4	5	4.3	4.5	4	4.25	4

on	(42) English as a lingua franca	5	4.21	5	5	4.8	5	5	3.58	4
Practices: Teamwork with families	(38) Talk to parents to plan HLM strategies	5	4.17	4	5	4.5	5	4	3.83	4
	(43) Encourage parents to speak CL instead of HL	1	2.13	2	3	2.3	3	1	1.92	1.5
Practices: Use of languages	(39) Leave HL and culture out of school	1	1.29	1	1	1	1	1	1.58	1
	(44) Allow HL in assignments	2	2.58	2	4	2.5	2.5	2	2.67	2
	(46) Include culture in day-to-day classes	4	3.21	3	4	3.3	3.5	2	3.17	3
	(47) Include HL in day-to-day classes	4	2.88	3	4	3	3.5	2	2.75	2
	(49) Share HL and culture whenever I get the chance.	4	4.29	4	4	4.3	4	4	4.25	4
Practices: Personal initiative	(40) Effort to learn pupils HL	4	2.58	3	4	2.8	3	1	2.33	2.5
	(50) Receptive to have	5	4.33	5	5	4.7	5	4	4	4

	non-native-speakers pupils									
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Appendix 7.3. ALS and non-ALS Pre-Service Teachers' Attitudes Towards Heritage Language Maintenance.

Table

Comparison between Additional Language specialised and Non-Additional Language specialised pre-service teachers' attitudes towards heritage language maintenance.

<i>*Mo=Mode; Md=Median; CL=curricular language; L1=First Language; L2=Second Language/Additional language</i>										
SUBCATEGORIES	ITEMS	PARTICIPANTS								
		ALL STUDENTS (n=33)			NON-LANGUAGE SPECIALISED (n=20)			LANGUAGE SPECIALISED (n=12)		
		Mo	MEAN	Md	Mo	MEAN	Md	Mo	MEAN	Md
Language acquisition processes	(10) Catalan-only	4	3.63	4	4	3.5	4	4	3.83	4
	(15) First, learn L1, then L2	3	3.63	3	3	3.65	3.5	3	3.58	3
	(20) First CL, then academic content	3	3	3	3	3.1	3	4	2.83	3
	(25) Use of L1 deters CL acq.	2	2.47	2	1	2	2	2	3.25	3
	(29) Use of L1 helps CL acq.	5	4.22	5	5	4.45	5	5	3.83	4
Benefits of HL for schooling	(11) Non-Catalan-speakers in disadvantage	5	3.72	4	5	3.8	4	5	3.58	4
	(16) Academic progress	3	3.66	3.5	3	3.45	3	5	4	4
	(21) Social	5	3.56	3	3	3.5	3	5	3.67	3.5

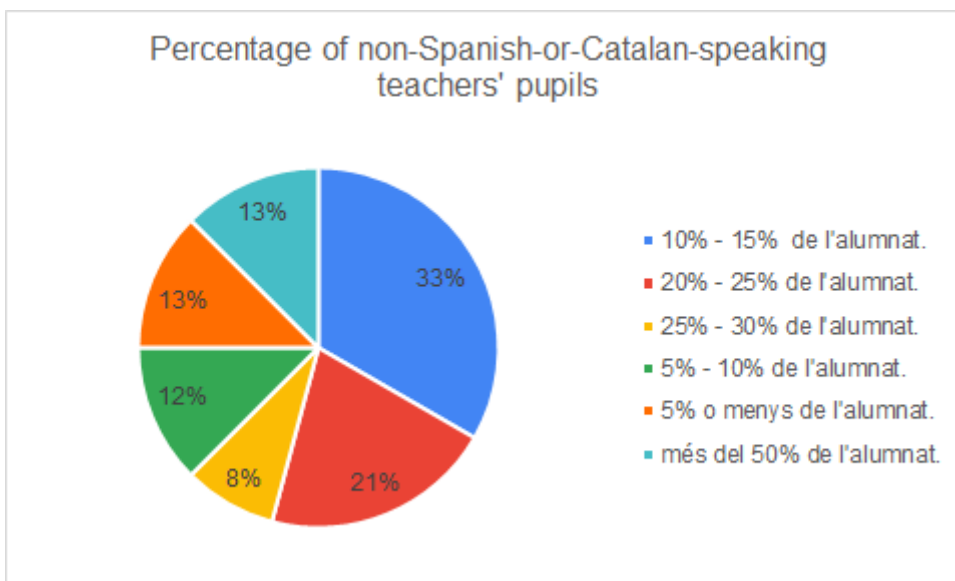
	development									
Personal benefits of HL for students	(12) Identity development	5	4.72	5	5	4.75	5	5	4.67	5
	(17) Family ties	5	4.5	5	5	4.6	5	5	4.33	4.5
	(22) Communication parents	5	4.06	5	5	4.05	5	5	4.08	4.5
	(26) Children value HL	3	3.31	3	3	3.3	3	3	3.33	3
	(30) HLM better chance of succeeding.	3	3.47	3	3	3.45	3	5	3.5	3.5
HLM families/school role	(13) HLM parents responsibility	1	1.59 5	1	1	1.4	1	1	1.92	1.5
	(18) Encourage HLM	5	4.66	5	5	4.75	5	5	4.5	5
	(23) L1 language school	5	3.78	4	5	4.1	4.5	3	3.25	3
	(27) Teamwork with families for CL learning and HLM	5	4.78	5	5	4.85	5	5	4.67	5
Plurilingualism	(14) Invest time in L2 rather than L1	3	2.38	2.5	3	2.5	3	3	2.17	2
	(19) Only essential Catalan, Spanish and English.	1	2.59 3	2	1	3	3	1	1.92	2
	(24) Multilingual value	5	4.69	5	5	4.6	5	5	4.83	5
	(28) HLM deters full integration	1	2.22	1	1	1.95	1	1	2.67	2
	(31) Equal importance on CL.	5	4.16	5	5	4.3	5	3	3.92	3.5

	English and HL									
	(32) HLM is difficult	4	3.13	3	4	2.95	3	4	3.42	3.5

Appendix 7.4. Percentage of non-Catalan-or-Spanish Speaking Teachers' Pupils

Figure

Percentage of non-Catalan-or-Spanish Speaking Teachers' Pupils



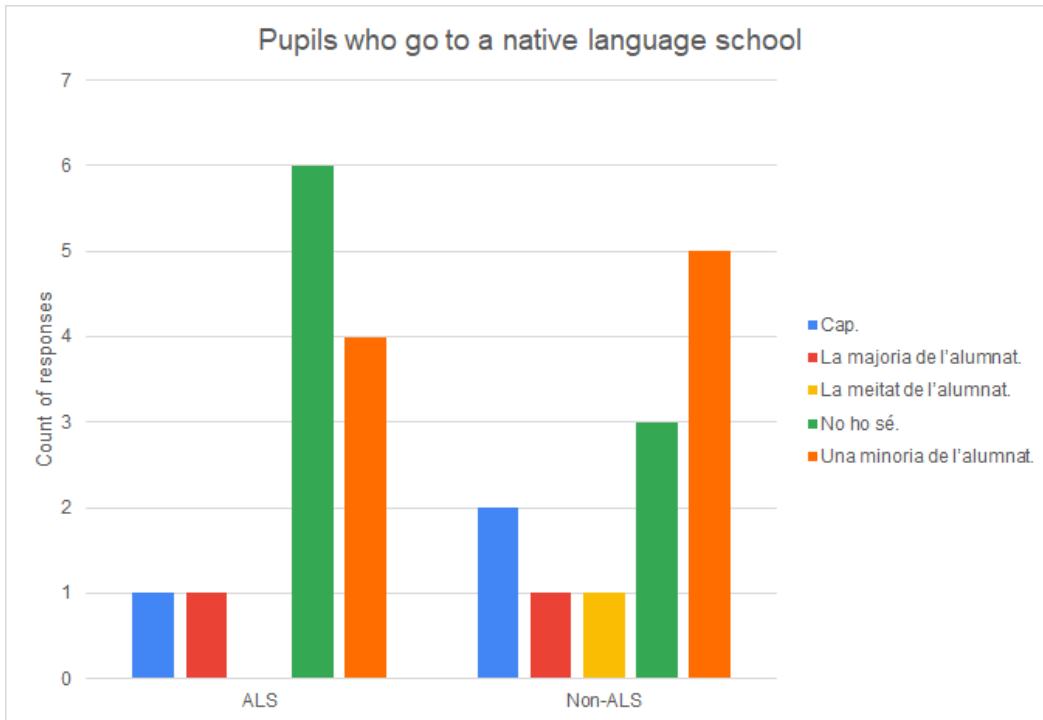
Item (10) What percentage (average approx.) of your students come from families that speak a language other than Catalan or Spanish?

[Quin percentatge (de mitjana, aprox.) del vostre alumnat de la/les seva/es classe/es prové de famílies on es parla un idioma diferent del català o castellà?]

Appendix 7.5. ALS and non-ALS In-Service Teachers' Knowledge on whether Pupils Go to a Native Language School

Figure

ALS and non-ALS In-Service Teachers' Knowledge on Whether Pupils Go to a Native Language School



*ALS= Additional language specialist; Non-ALS=Non-additional-language specialist

Item (11) How many of these students go to a native language school?

[Quants d'aquests/es alumnes van a una escola d'idiomes de la llengua d'origen?]

Appendix 7.6. In-Service Teachers' Responses regarding Native Language Schools

Table

In-Service Teachers' Responses Regarding Native Language Schools

ADDITIONAL LANGUAGE SPECIALISED (ALS)	NON-ADDITIONAL LANGUAGE SPECIALISED (Non-ALS)
"Escola xinesa"	"No"
"He sentit parlar d'escoles japoneses i xineses però no sé quines són."	"Japonès a Sant Cugat, xinès diverses a Barcelona"
"Hamelin - Laie; St Peter's School"	"Tenia un alumne que anava a una de xinès i un altre d'alemany"
"No"	"No conec els noms però alguns alumnes d'origen xinès o japonès van a classe els dissabtes"
"No"	"Tenia un alumne que anava a una de xinès i un altre d'alemany"
"No"	"Escola xinesa"
"No conec cap nom"	"No en conec"
"No"	"Xinesa i alemana"
"No"	"no"
"Rusa i xinesa"	"Alemany i xinès"
"No"	"Japonesa i Xinesa"
"No"	"Liceu Francés, Escola alemanya, St Pauls School, St Peters School"

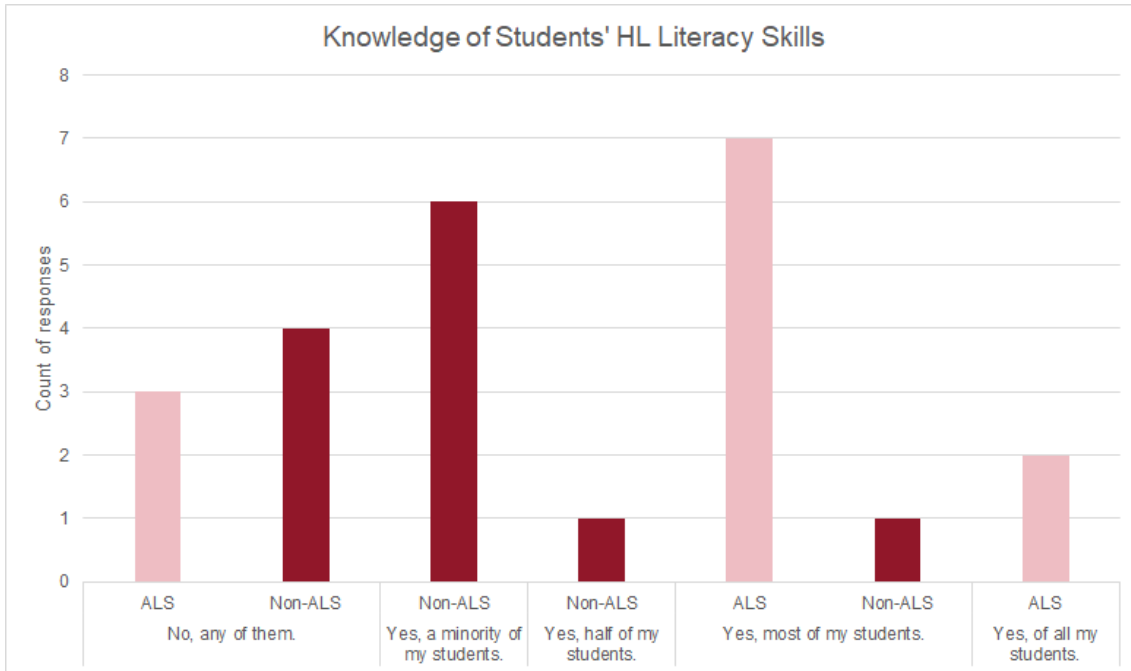
Item (12) Do you know any specific home language schools? If so, which one(s)?

[Coneixes algunes escoles d'idiomes d'origen específiques? Si és que sí, quina/es?]

Appendix 7.7. In-Service Teachers Knowledge of Students' HL Literacy Skills

Figure

In-Service Teachers Knowledge Of Students' HL Literacy Skills



*ALS= Additional Language Specialized

Non-ALS= Non-additional Language Specialized

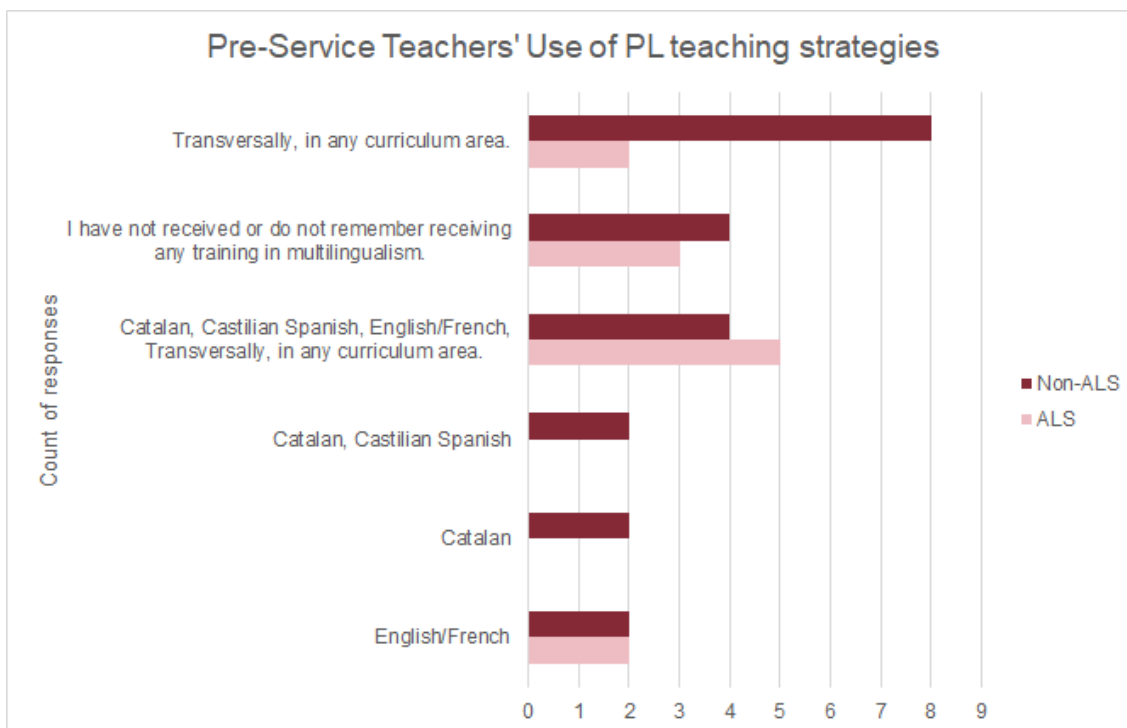
Item (14) Do you know the home language literacy skills of your Primary school students?

[Coneixes les habilitats d'alfabetització del teu alumnat de Primària en el seu idioma d'origen?]

Appendix 7.8. Pre-Service Teachers' Use of PL Teaching Competences

Figure

Pre-Service Teachers Perceptions on the Use of Plurilingual Teaching Competences and Strategies When Teaching.



Item (8). In the event that you have received training in multilingualism, in which of the following languages would you actually apply the strategies and theories on the acquisition of the additional language? [multiple selection]

- Catalan
- Spanish
- English
- Transversally, in any area of the curriculum.

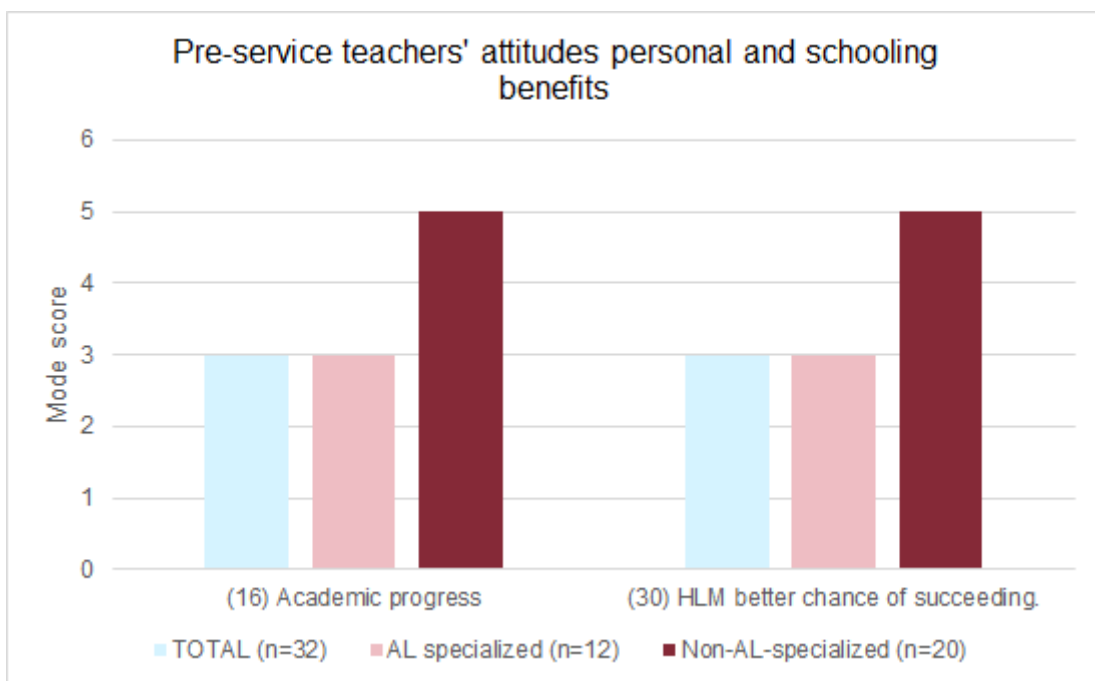
[En el cas que hagi rebut formació en plurilingüisme, a quins dels següents idiomes aplicaries, en realitat, les estratègies i teories sobre l'adquisició de la llengua addicional? [multiple selection]

- Català*
- Castellà*
- Anglès*
- Transversalment, en qualsevol àrea del currículum.]*

Appendix 7.9. Pre-Service Teachers' Attitudes towards Personal and Schooling Benefits

Figure

Difference Between Pre-Service Teachers' Attitudes towards Personal and Schooling Benefits



Item (16). Proficiency in the home language helps primary school students progress academically.

[El domini de la llengua d'origen ajuda a l'alumnat de Primària a progressar acadèmicament.]

Item (30). Primary school students who maintain their home language are more likely to succeed in the future.

[L'alumnat de Primària que manté el seu idioma d'origen té més possibilitats de tenir èxit en el futur.]

Appendix 7.10. In-Service Teachers Perceptions towards HLM Responsibility

Table

In-Service Teachers Perceptions towards HLM Responsibility

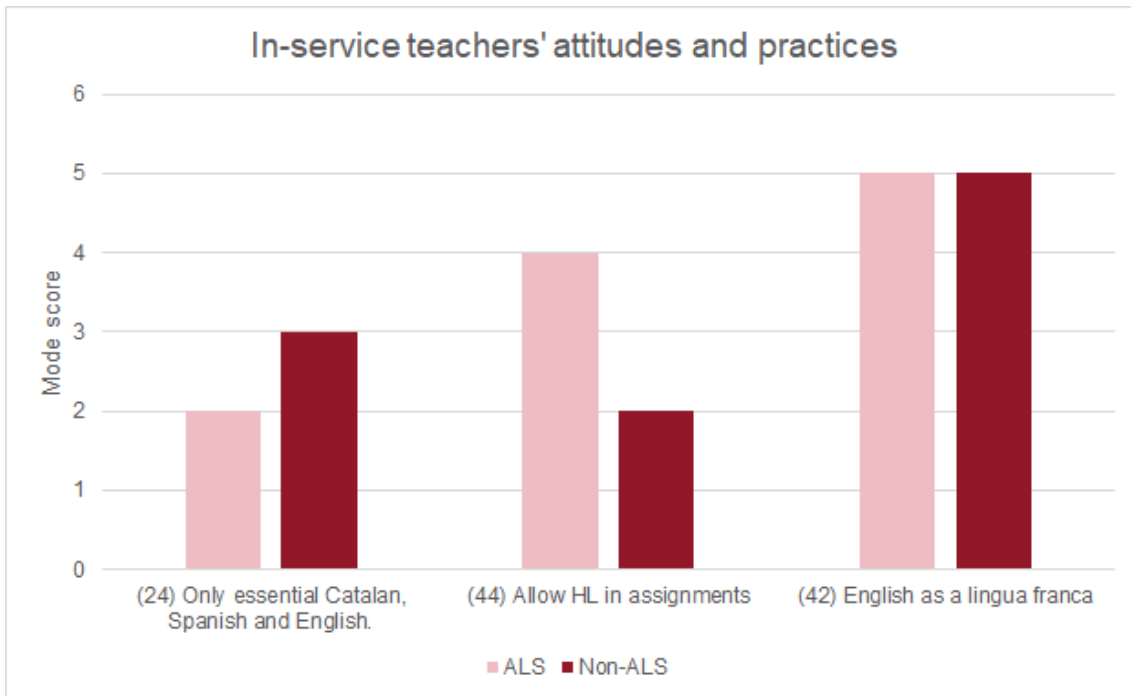
ADDITIONAL LANGUAGE SPECIALISED (ALS)	NON-ADDITIONAL LANGUAGE SPECIALISED (Non-ALS)
<p>“Actualment les famílies, perquè les escoles no podem assumir-ho.”</p>	<p>“La família “</p>
<p>“La família, coneixedora d'aquesta llengua, té un paper molt important a l'hora de transmetre la llengua. A l'escola tenim el deure de potenciar la cultura i la llengua de tot l'alumnat“</p>	<p>“La família perquè ella és la que millor coneix la seva llengua.“</p>
<p>“Té un paper molt important la família, ja que és qui realment coneix bé l'idioma i pot ajudar més al nen... “</p>	<p>“Les famílies i el mestre, perquè han de treballar de forma cooperativa i conjunta“</p>
<p>“Crec que l'escola per promoure i animar a que es mantingui i la família per continuar utilitzant aquesta llengua a casa i no avergonyir-se de saber-la. “</p>	<p>“La família, perquè és qui la domina, però l'escola ho ha de considerar com un valor afegit i ha de visibilitar-ho“</p>
<p>“La família ja pot ajudar més al fill.“</p>	<p>“La família primer, l'escola després.“</p>
<p>“Normalment mantenir tant la llengua d'origen com la cultura, és responsabilitat de la família però per tal que tothom es senti integrat i es senti orgullós de la seva llengua i cultura, des de les escoles, s'han de promoure espais i activitats on poder compartir aquestes tradicions.“</p>	<p>“Ara per ara és responsabilitat de la família, a l'escola no hi ha prou recursos.“</p>
<p>“La família i els mestres. Perquè són els responsables de l'educació de l'infant, tant a nivell educatiu escolar com familiar“</p>	<p>“Família i escola“</p>

<p>“La família té un pes important“</p>	<p>“La família perquè a l'escola no hi tenim recursos.“</p>
<p>“Família i comunitat educativa, perquè són els adults de referència.“</p>	<p>“La família i la societat en general“</p>
<p>“La família“</p>	<p>“No ho sé però amb unes 45 llengües diferents que tenim a l'escola, no sé com ho faríem.“</p>
<p>“L'escola i la família ha de promoure i animar a que es mantingui “</p>	<p>“Principalment la família, perquè la coneix i per tant la pot transmetre i mantenir-ne l'ús. “</p>
<p>“La família. Cada vegada les llengües de procedència són més diverses a les aules. Ja no es tracta de català, castellà o altres llengües europees, sinó que ens trobem amb llengües d'arreu del món.“</p> <p>“A l'escola s'han d'elogiar totes les llengües i potenciar que els alumnes no deixin de parlar-les mai, però en el seu entorn.</p> <p>L'aprenentatge a les escoles ha de fer-se en la llengua/llengües vehicular/rs pròpies del centre per tal de garantir dues coses:</p> <ul style="list-style-type: none"> - El sentit de pertinença a un determinat territori amb la possibilitat d'integrar la persona a aquesta societat i tenir les mateixes oportunitats que la resta. - I que la llengua d'aquest territori perduri com a tret d'identitat de cada cultura. <p>Una altra cosa seria per persones que estan "de pas" per un determinat país, aquí la meua opinió seria totalment diferent.</p> <p>En resum, tinc clar que els nens i nenes que van a viure a un altre país amb la intenció de quedar-s'hi, han de mantenir, indubtablement, la seva llengua d'origen i han d'aprendre la del nou país on van.“</p>	<p>“La família“</p>

Appendix 7.11. In-Service Teachers' Attitudes and Practices Correlation

Figure

In-Service Teachers' Attitudes and Practices Correlation



*ALS= Additional Language Specialized

Non-ALS= Non-additional Language Specialized

Appendix 7.12. In-Service Teachers Plurilingual and Pluricultural Activities

Table

In-Service Teachers Plurilingual and Pluricultural Activities

ADDITIONAL LANGUAGE SPECIALISED (ALS)	NON-ADDITIONAL LANGUAGE SPECIALISED (Non-ALS)
<p>“Coneixement d'expressions bàsiques en les llengües que es parlen a la classe.”</p>	<p>“La veritat, molt poques. Ensenyar algun conte escrit en altres llengües (com el xinès) perquè vegin la diferència amb el nostre alfabet, la dificultat per aprendre'l, la bellesa de l'idioma,....”</p>
<p>“Ara mateix no. Però un projecte de la volta al món, de viatges, de cuina... Es pot treballar transversalment de moltes maneres”</p>	<p>“Sí, quan treballem valors. ”</p>
<p>S“i, de vegades, sobretot a principi de curs, hem fet Power points dels països dels alumnes i expliquen. O a projecte de cicle també”</p>	<p>“Conèixer ies llengües del món i aprendre d'elles i de les seves dificultats”</p>
<p>“Sí, quan es fan festes (valentine's, Christmas, Easter) i es fan targetes o missatges els escrivim a la pissarra amb les llengües d'origen dels infants, un cop han escrit la seva en anglès en poden fer una altra en la seva llengua. ”</p>	<p>“A partir de contes de diferents cultures treballem l'empatia i la diversitat. Guarnim els espais de l'escola amb frases escrites en tots els idiomes d'origen: Bon dia, Bon Nadal, Pau... segons les festivitats. Aquest curs hem decorat la recepció amb totes les banderes dels països dels nostres alumnes amb la participació de tots els cursos per celebrar el dia de la pau...”</p>
<p>“Sí, de vegades, sobretot a principi de curs, hem fet Power points dels països dels alumnes i expliquen. O a projecte de cicle també”</p>	<p>“Intercanviem moltes tradicions sobre les festes populars típiques de cada país.”</p>
<p>“Sí de tant en tant, amb algun projecte que hem fet com un viatge musical pel món, les escoles al món, quan es fan felicitacions de nadal (cadascú en el seu idioma) o per felicitar els</p>	<p>“Cap activitat en concret. Però intento fer participar a aquests alumnes preguntant sobre la seva llengua.”</p>

aniversaris entre nens...”	
“Explicar experiències sobre les diferents tradicions. Escriure benvinguts, bona pascua, bon nadal etc amb tots els idiomes dels nens i nenes de la classe, entre d’altres	“No”
“Sí, de vegades, sobretot a principi de curs, hem fet Power points dels països dels alumnes i expliquen. O a projecte de cicle també”	“No, però de vegades pregunto sobre la seva llengua.”
“Sí. Presentacions orals de tradicions autòctones.”	“Treball de països de la classe”
“Sí, de vegades, sobretot a principi de curs, hem fet Power points dels països dels alumnes i expliquen. O a projecte de cicle també”	“Quan ampliem vocabulari busquem paraules en altres idiomes que s’assemblin o es puguin relacionar.”
“Sí, quan es fan festes (valentine’s, Christmas, Easter) i es fan targetes o missatges els escrivim a la pissarra amb les llengües d’origen dels infants, un cop han escrit la seva en anglès en poden fer una altra en la seva llengua. ”	“Sí, sovint facilitem que els alumnes puguin explicar als companys no només aspectes de la seva llengua sinó també de la seva cultura i de la geografia del seu país d’origen.”
“Sí. És molt interessant i enriquidor per a tots els nens i nenes conèixer la procedència de la llengua i cultura dels companys que els envolten. Conèixer no vol dir aprendre-les, sinó compartir les experiències de cadascú per garantir valors universals com el respecte, i l’empatia i per aconseguir una educació integral de les persones. D’activitats n’hi ha moltes i seria difícil enumerar-les totes aquí.”	“Si pluricultural”

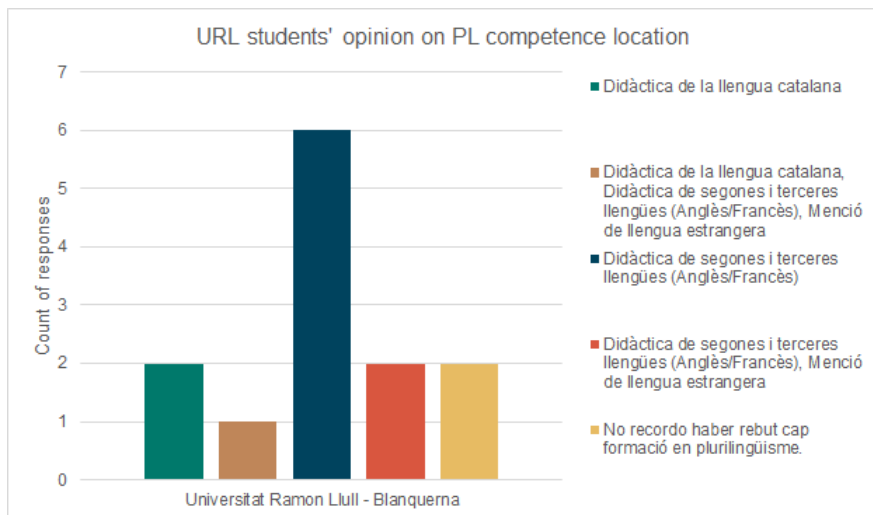
Item (53) Do you propose any multilingual and pluricultural activity in your lessons? If so, could you explain some?

[Proposes alguna activitat plurilingüe i pluricultural a les teves classes? Sí és que sí, podries explicar algunes?]

Appendix 7.13. Plurilingual Teaching Competences' Location in Language Didactics Subjects

Figure 7.13.1

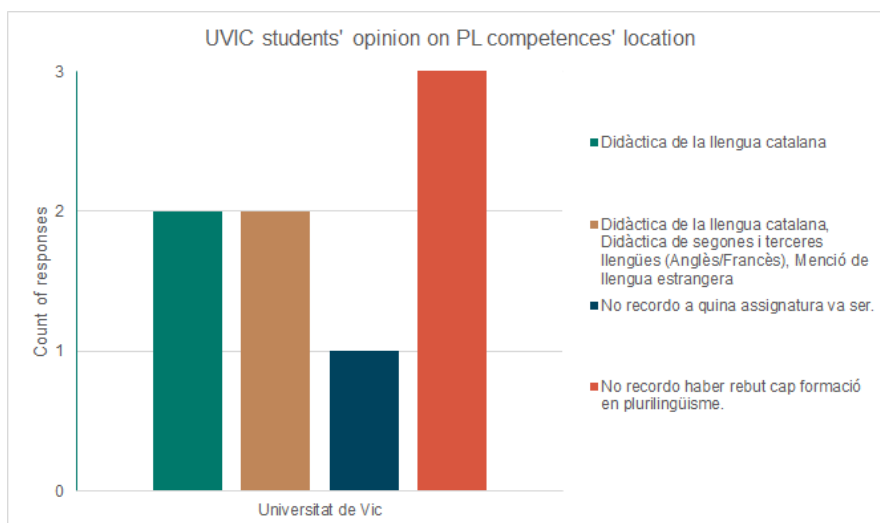
Plurilingual Teaching Competences' Location in URL according to Undergraduate Students



*PL= Plurilingual competence

Figure 7.13.2

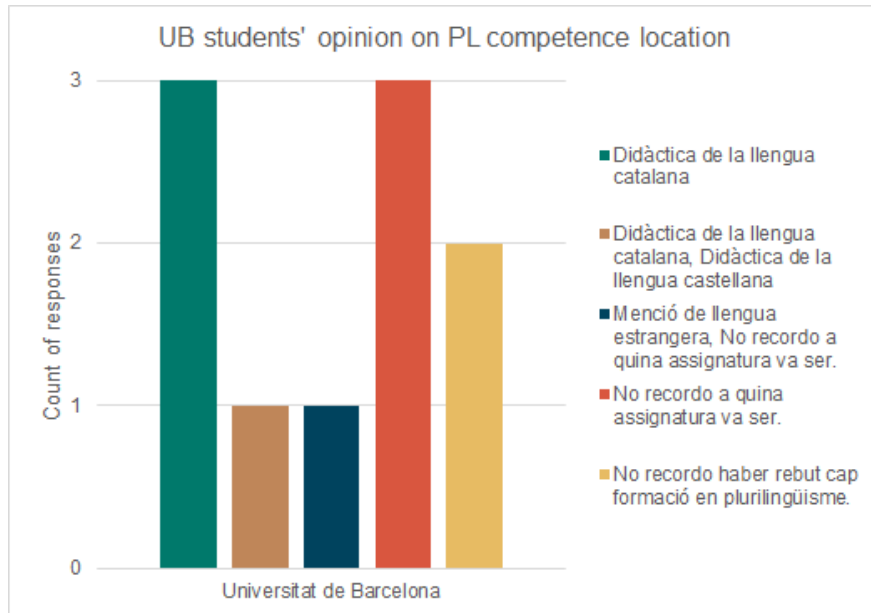
Plurilingual Teaching Competences' Location in UVIC according to Undergraduate Students



*PL= Plurilingual competence

Figure 7.13.3

Plurilingual Teaching Competences' Location in UB according to Undergraduate Students



*PL= Plurilingual competence