

# Profiling plurilingual education

A pilot study of four Spanish autonomous communities

Editor  
Josep M. Cots



**PLURILINGUAL**



**Profiling plurilingual education**  
**A pilot study of four Spanish**  
**autonomous communities**

Josep M. Cots  
(Editor)

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# Prologue

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

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

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

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

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

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

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

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

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

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

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

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

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

# **Plurilingual Education in the Valencian Community**

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## **Executive summary**

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

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

## 1. The valencian community

### 1.1. Profile of the Valencian Community

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

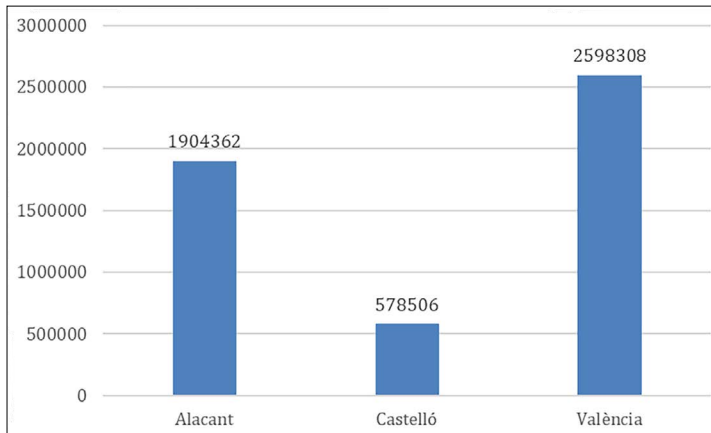


Figure 1. Number of inhabitants per province. Source: *INE* report January 2022

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

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



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

## ***1.2. Bilingual/Plurilingual projects in the Valencian Community***

### ***1.2.1. Bilingual programs (PIP, PEV and PIL)***

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

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

### ***1.2.2. The Plurilingual Program (PEPLI)***

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

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

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

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

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

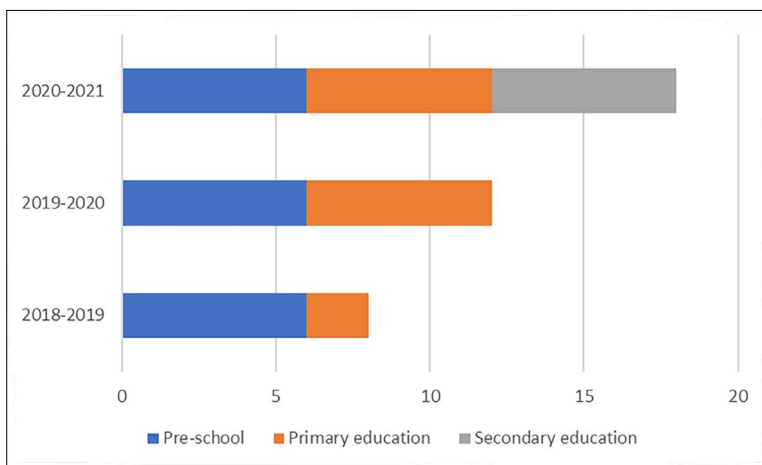


Figure 2. PEPLI implementation in Valencian schools

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

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

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

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

### ***1.3. Language competence and use in educational settings***

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

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

TABLE 1. CATALAN COMPETENCE OF THE CIVIL SERVANTS  
IN THE VALENCIAN COMMUNITY

<b>Catalan proficiency level</b>	<b>Percentage</b>
Poor	5.9%
Good	37.8%
Excellent	56.3%

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

TABLE 2. LANGUAGES USED FOR COMMUNICATION BETWEEN TEACHERS  
IN VALENCIAN SCHOOLS

<b>Languages</b>	<b>Percentage</b>
Catalan	27.2%
Both Catalan and Spanish	34.9%
Spanish	37.2%

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

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

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

TABLE 3. LANGUAGE USE AT HOME IN THE VALENCIAN COMMUNITY

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

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

## 2. The Schools

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



Figure 2. Map of Castelló province

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

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

### ***2.1. Primary education***

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

TABLE 4. INTERVIEWS IN THE PRIMARY SCHOOL

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



### 2.1.1. Languages and subjects

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

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

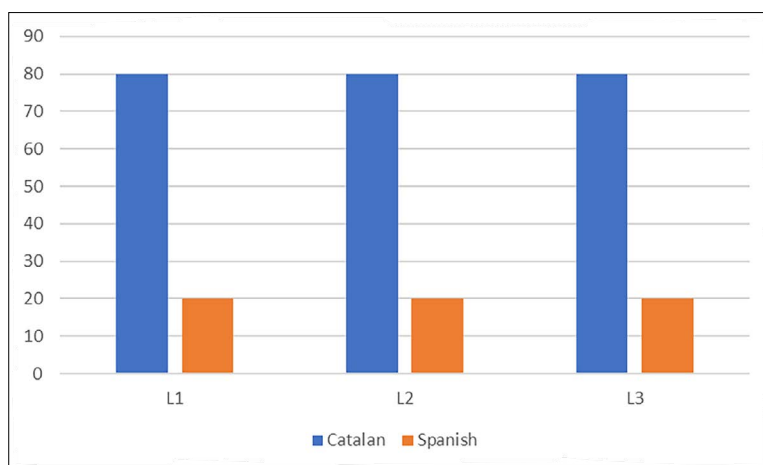


Figure 3. Languages of instruction in the primary education school examined

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

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

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

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

### 2.1.2. Teachers

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

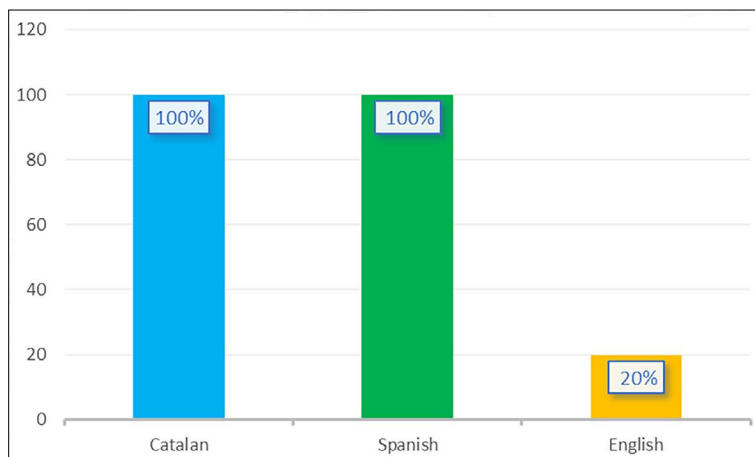


Figure 4. Language competence of primary education teachers

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

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

TABLE 5. USE OF LANGUAGES IN THE PRIMARY SCHOOL CONTEXT

<b>Communication</b>	<b>I.1</b>	<b>I.2</b>	<b>I.3</b>
<b>Teachers</b>	100% Catalan	100% Catalan	100% Catalan
<b>Teachers' meetings</b>	100% Catalan	100% Catalan	100% Catalan

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

### ***2.1.3. School context***

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

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

TABLE 6. LINGUISTIC LANDSCAPE OF THE PRIMARY SCHOOL

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

#### **2.1.4. Home context**

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

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

TABLE 7. PRIMARY EDUCATION STUDENTS' LANGUAGE USE AT HOME

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

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

TABLE 8. OTHER LANGUAGES USED BY PRIMARY EDUCATION STUDENTS AT HOME

<b>Languages</b>	<b>I.1</b>	<b>I.2</b>	<b>I.3</b>
Romanian	50%	50%	66.6%
Arabic	50%	50%	33.3%

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

## 2.2. *Compulsory secondary education*

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

TABLE 9. INTERVIEWS IN THE SECONDARY SCHOOL

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



### 2.2.1. Languages and subjects

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

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

TABLE 10. LANGUAGES OF INSTRUCTION IN THE SECONDARY SCHOOL.

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

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

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

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

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

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

### 2.2.2. Teachers

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

TABLE 11. LANGUAGE COMPETENCE OF THE SECONDARY EDUCATION TEACHERS

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

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

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

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

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

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

TABLE 12. USE OF LANGUAGES IN THE SECONDARY SCHOOL CONTEXT

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

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

### ***2.2.3. School context***

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

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

TABLE 13. LINGUISTIC LANDSCAPE OF THE SECONDARY SCHOOL

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

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

#### **2.2.4. Home context**

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

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

TABLE 14. SECONDARY EDUCATION STUDENTS' LANGUAGE USE AT HOME

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

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

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

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



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

### **3. The Classrooms**

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

#### ***3.1. Primary education***

##### ***3.1.1. Languages and subjects***

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

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

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

### ***3.1.2. Teachers***

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

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

### ***3.1.3. School context***

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

### ***3.1.4. Home context***

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

### ***3.1.5. Plurilingual practices***

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

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

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

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

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

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

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

### ***3.2. Compulsory secondary education***

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

#### ***3.2.1. Languages and subjects***

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

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

### ***3.2.2. Teachers***

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

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

### ***3.2.3. School context***

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

### ***3.2.4. Home context***

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

### ***3.2.5. Plurilingual practices in the classroom***

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

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

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

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

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

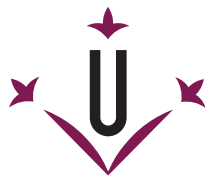
Taking into account the reported findings in relation to the multilingual practices inside both the primary and secondary education English classroom, we may say that each level and teacher uses different approaches to teach the foreign language, even though all of them employ the students' L1s inside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

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

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

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