

Exploring Teachers' and Students' Language Attitudes in a Bilingual Community.

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ABSTRACT: *The present study explores teachers' and learners' language attitudes in a Spanish bilingual community where two official languages (Spanish and Catalan) and a foreign language (English) coexist. It also analyses the impact produced by teachers' beliefs on their students' language attitudes. Data was collected in a private secondary education centre in Castelló de la Plana, Spain. Twenty-four students in their last year of compulsory secondary education and a total of 15 language instructors participated in this investigation. Two questionnaires were used to obtain quantitative data, which was also complemented with qualitative information from interviews with both teachers and students. Results emphasize that diverse internal and external factors, such as the influence of participants' mother tongue, teachers' training, or the educational context, influence the way participants perceive languages. Moreover, findings indicate that teachers' language attitudes shape their students' perceptions in the case of English, as no political ideologies are involved in the teaching of this foreign language in the Valencian Community. However, this effect is not observed in the other two official languages.*

KEYWORDS: *Language attitudes, beliefs, majority language, minority language, multilingualism.*

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I. INTRODUCTION

Attitudes are a crucial part of human affective domain. In sociolinguistics, the analysis of language attitudes is paramount in order to determine the position of different languages in a community (Baker, 1992), and to analyse people's judgments and behaviour towards them (Garrett, 2010; Giles & Watson, 2013). This way, language attitudes may explain people's language choice. It is essential to consider that human beings not only have a general belief towards a language. On the contrary, they hold attitudes in every single aspect of it (Garrett, 2010). Therefore, due to the importance of this affective factor, research on language attitudes has become central in sociolinguistics (Chakrani & Huang, 2014).

It is claimed that diverse elements such as the context, family, friends, or teachers influence the formation of language attitudes. Among these factors, teachers are believed to have a role of paramount importance in shaping learners' view (Huguet & Lasagabaster, 2007). Although different studies have been conducted on teachers' language attitudes (e.g., Gkaintartzi & Tsokalidou, 2011; Kumar & Hamer, 2013; Llurda & Lasagabaster, 2010) and students' language attitudes (e.g., Huguet, 2007; Huguet & Llurda, 2001; Lasagabaster, 2005; Safont, 2007; Portolés, 2014) more research is needed to analyse the role played by each factor in determining language position in both instructors and apprentices (Portolés, 2014). Moreover, it seems that there is a scarcity of research regarding the way teachers' beliefs influence learners' attitudes. With the aim of filling this research gap, the present investigation analyses the influence exerted by teachers on their students' language attitudes through a comparative study in a bilingual community in Spain.

II. LITERATURE REVIEW

The study of attitudes started in the field of psychology in the 1920s. It was Allport (1935) the one who claimed that attitudes were a central concept in social psychology. However, in the 1960s this idea was also incorporated into sociolinguistics. In the literature, multiple definitions of the term attitude can be found (e.g., Allport, 1954; Baker, 1992; Choi, 2003; Garrett, 2010; Oppenheim, 1982; Sarnoff, 1970; Thurstone, 1931; Wenden, 1991). According to Allport (1954), attitudes are considered "a learned disposition to think, feel and behave towards a person (or object) in a particular way" (p. 810). Although this definition is really accepted, Oppenheim's (1982) definition is more complete presenting attitudes as a psychological construct (Garrett, 2010). Oppenheim (1982) defines attitudes as:

A construct, an abstraction which cannot be directly apprehended. It is an inner component of mental life which expresses itself, directly or indirectly, through much more obvious processes as stereotypes, beliefs, verbal statement or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion and in various other aspects of behaviour (p. 39).

As can be deduced from the previous definition, attitudes cannot be directly perceived; however, they can be inferred from different types of reactions and behaviours. This definition is in vein with what Allport (1935) claimed. It is believed that the nature of attitudes as well as the multiple constructs which exist derive from the way Allport (1954) and Oppenheim (1982) defined this concept. According to Garrett (2010), attitudes are cognitive, affective and behavioural as they contain feelings about the world, about the attitude object and they trigger a way to act in a certain way. The nature of language attitudes described by Garrett (2010) is in tune with the three dimensions established from the psychological perspective.

Apart from these two central definitions, it is also essential to mention Sarnoff's (1970) interpretation as being the one who has received more agreement because of its simplicity (Portolés, 2015). According to Sarnoff (1970), an attitude can be defined as "a disposition to react favourably or unfavourably to a class of objects" (p. 279). Thus, attitudes are connected with positive or negative emotions human beings may feel when they are exposed to something or someone.

As previously stated, the concept of attitudes started to be considered in the field of psychology, but due to its popularity, it was soon extrapolated to sociolinguistics and connected with languages; thus, giving birth to what was later called language attitudes. Following Sarnoff's (1970) definition, positive attitudes toward languages guarantee the acquisition and use of those languages, and negative attitudes have the opposite effect. It was in the 1990s, when research on language attitudes really started.

It is also essential to consider that language attitudes are not innate; they are learnt. What is more, language attitudes are dynamic, i.e., they are individual feelings that may change over time through experience. Different factors are involved in the learning of attitudes. Research has shown that the context, parents and teachers play an important role in the development of language positions (Garrett, 2010). It is believed that parents' experience and knowledge may shape their children's language attitudes (Bartram, 2006). However, Lambert and Tucker (1972) claimed that teachers are more influential than parents or the context itself in shaping students' beliefs. This way, teachers have a key role in shaping students' language attitudes. Their knowledge and opinions are going to influence their attitudes when teaching, and consequently this may influence their learners' position toward languages (Dooley, 2005; Stotés et al., 2005). Due to the crucial role teachers play in this shaping process, the European Commission has also intervened in this matter with the design of the plan entitled *Language Learning and Linguistic Diversity* (Huguet & Lasagabaster, 2007). This plan has been created in order to transmit instructors important values such as tolerance, openness or understanding.

The attitudes, beliefs or motivations teachers hold have an effect on the way they behave in the classroom. This is known as the Pygmalion effect (Dooley, 2005). This phenomenon implies that there is a link between teachers' expectations and students' attitudes. This way, if teachers' language attitudes are positive, students are expected to have the same attitude. On the contrary, if their attitude towards a language is negative, that will be reflected upon students' disposition (Huguet & Lasagabaster, 2007). However, it cannot be forgotten that we live in a multilingual world, where monolingualism is an exception and not the norm. We live in a world where different languages coexist, and teachers must be properly trained to show positive attitudes towards every single language or dialect. In the case of Spain, there are different bilingual communities where two languages have official status. In these bilingual communities, the educational context is different as students have to be in contact with a minimum of three languages: the majority and the minority language, and normally English as a foreign language. Therefore, in these areas, it is a must to analyse teachers' language attitudes to explore to what extent they influence students' beliefs.

On the one hand, research has been conducted taking teachers' attitudes into consideration (e.g., Barry & Lechner, 1995; De Courcy, 2007; Gkaintartzi & Tsokalidou, 2011; Kumar & Hamer, 2013; Llurda & Lasagabaster, 2010), and on the other hand, considering students' attitudes (Blas-Arroyo, 1996; Casesnoves, 2001; Casesnoves & Sankoff, 2003; Huguet, 2007; Lasagabaster, 2007; Portolés, 2011, 2015; Safont, 2007).

Regarding teachers, different studies have been conducted to analyse the attitudes presented by pre-service and in-service teachers. For example, Llurda and Lasagabaster (2010) conducted a study in which they analysed a total of 253 teachers living in two bilingual communities in Spain: Catalonia and the Basque Country. Among the participants of this study, 157 were in-service teachers while 96 were pre-service teachers. Approximately 50% of the sample analysed taught languages. Results showed that both, in-service and pre-service teachers, needed more training in order to promote multilingualism and interculturalism, as they had negative attitudes towards aspects such as immigration. These findings reinforce Barry and Lechner's (1995) results. Llurda and Lasagabaster (2010) also considered participants' mother tongue as a variable in their study. Surprisingly, speakers of the majority language, i.e., Spanish, were more in favour of promoting interculturalism. On the contrary, speakers of the minority language showed less empathy towards issues involving languages or cultures.

Gkaintartzi and Tsokalidou (2011) investigated the views of 4 teachers who were teaching to Albanian minority school children. In this qualitative study, interviews and observation were used to collect data to examine the different ways in which bilingualism was understood by the four teachers. Results showed that in theory, teachers knew and understood the importance of bilingualism and multilingualism. However, their discourse

showed confusion and contradictions. This study also highlights the need of teacher training and further education concerning multilingualism and interculturalism.

Kumar and Hamer (2013) conducted a study in which they analysed the opinions of 868 pre-service teachers regarding students' diversity and languages. They found that the learning these teachers had received during their training, positively shaped their attitudes towards cultural diversity in their lessons. Participants recognised the importance of having a respectful and collaborative environment in the classroom to promote different ways of thinking. Findings in this study also highlight the importance of teachers' training.

Students' attitudes have also been the scope for many researchers. For example, in Spain, research has been conducted in different bilingual communities to analyse the role played by the minority, the majority and the main foreign languages in contact. Studies have been conducted in Catalonia (e.g., Huguet, 2007; Huguet & Llurda, 2001), the Basque Country (e.g., Lasagabaster, 2005, 2007) or the Valencian Community (e.g., Blas-Arroyo, 1996; Casesnoves, 2001; Casesnoves & Sankoff, 2003; Portolés, 2011, 2014, 2015; Safont, 2007).

One of the first studies in the Valencian Community was the one conducted by Blas-Arroyo (1996). This scholar analysed the language attitudes of 73 students in secondary education towards two different Spanish and Catalan dialects. He divided participants into different groups taking into consideration variables such as gender, mother tongue, place of birth and monolingual versus bilingual students. Results showed that the bilingual group of students, whose mother language was Catalan, showed more favourable attitudes towards Spanish than their monolingual counterparts. According to Blas-Arroyo (1996), these results may be a consequence of political and ideological factors. Similar findings can be found in Casesnoves' (2001) study.

Safont (2007) investigated the language attitudes of 200 university learners towards Spanish, Catalan and English. Results showed that Spanish was the language which presented the most positive attitudes. Catalan was also favourably valued, as just 11% of the participants showed negative attitudes towards this language. As the author mentions, the mother tongue, the subjects' competence in Catalan and the predominant language in their hometown were important factors influencing students' attitudes. Finally, in the case of English, attitudes were neutral.

Portolés (2011) analysed the language attitudes of 75 learners from a state and a private university in the Valencian Community. Participants showed positive attitudes towards Catalan, Spanish and English; being English the most favourable language for the participants. In this study, different variables such as the educational context, the mother tongue, a stay abroad period or the participants' language competence were taken into consideration. Students enrolled in the public university showed more positive attitudes towards Catalan than those students from the private one. What is more, Catalan speakers showed less favourable views towards English than Spanish speakers.

As has just been analysed, studies on language attitudes have been conducted considering teachers and students' perspectives in isolation. However, due to the great influence teachers may exert on their learners, it is essential to compare teachers' and learners' attitudes, and to analyse the influence exerted by teachers in the shaping of students' language disposition. In order to contribute to this line of research, an exploratory study between language instructors and their learners will be conducted with the aim of answering the following research questions:

- (1) Are the three languages equally valued among participants? Is there any difference between the way teachers and students value these languages?
- (2) Is there any connection between teachers' and students' attitudes towards English?
- (3) Is there any difference among teachers' language attitudes depending on the subject taught?
- (4) Does students' mother tongue influence their language attitudes?

Having a critical attitude towards the different studies conducted in the field of language attitudes, three main hypotheses can be considered:

Hypothesis 1: Teachers will show more positive attitudes than students towards Catalan, Spanish and English because of their training (Huguet, 2007).

Hypothesis 2: The family language will influence learners' language attitudes (Huguet, 2007; Huguet & Llurda, 2001; Safont, 2007).

Hypothesis 3: Teachers' language attitudes and beliefs will shape students' attitudes towards Catalan, Spanish and English (Dooley, 2005; Huguet & Lasagabaster, 2007).

III. METHOD

Participants

The sample in this study comprised 24 students in the 4th year of compulsory secondary education and 15 language teachers, being 5 English teachers, 5 Spanish teachers and 5 Catalan teachers. Data was collected in a private school in Castelló de la Plana, a bilingual area of Spain where a majority language (Spanish) and a minority one (Catalan) are considered official languages, and therefore coexist. Moreover, this educational centre follows a policy of multilingualism giving special emphasis to the learning of English as a foreign language. The

learning of English is at the core of their educational project. This way, students in secondary education have 7 lessons of English per week and every single teacher in the school regardless the subject taught has 2 English lessons per week. Besides, students have a total of 4 Spanish and 4 Catalan lessons weekly.

Data Collection

Data was collected using two questionnaires and conducting diverse interviews with participants. The first questionnaire was used to assess teachers' language attitudes and beliefs (see Appendix 1) and the second one was administered to students to assess their language attitudes (see Appendix 2). Both questionnaires were adapted from Lasagabaster and Huguet (2007) due to their reliability and validity (Portolés, 2014). The language used in these instruments was Catalan with the aim of provoking participants' responses.

The questionnaires contain three different sections. The first section has been devised with the aim of obtaining participants' demographic information. In the second section, there are different questions concerning participants' use of Spanish, Catalan and English. The third part deals with participants' attitudes towards the minority, the majority and the foreign language in the Valencian Community. For obtaining the results of this study, the last section of the questionnaire was mainly analysed.

Results

In reporting the results of this study, four main aspects will be considered: (1) students' and teachers' attitudes towards the three languages under study, (2) connections between the way teachers and students perceive the foreign language, (3) the effect of the subject taught on teachers and (4) the effect of the mother tongue on students.

Regarding the way both groups of participants value the minority, the majority and the foreign language, it is essential to analyse students' and teachers' attitudes towards these three languages (see Figure 1).

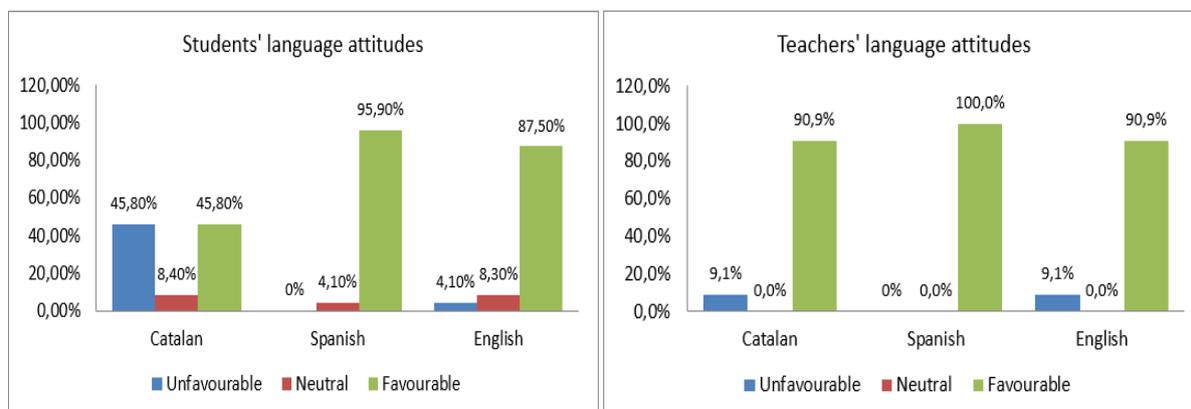


Figure 1: Students' and teachers' language attitudes

As can be observed, students present more favourable attitudes towards the majority language (95,9%) followed by the foreign language (87,5%). What is more, results show that the percentage of neutral or unfavourable attitudes towards Spanish and English is really low or even absent. In the case of the minority language, a 45,8% of participants present a negative attitude. This percentage is really high, equalling the percentage of students who present favourable attitudes towards this language. Regarding teachers, data indicates that the whole sample analysed presents positive attitudes towards Spanish (100%), followed by English (93,4%) and Catalan (90,9%). Only 9,1% of teachers present a negative attitude towards Catalan and English.

After having analysed participants' language attitudes, it is also paramount to examine if there is any difference among teachers' language attitudes depending on the subject taught (see Figure 2).

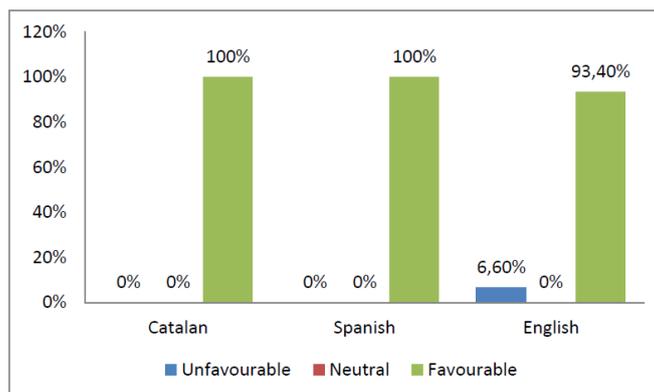


Figure 2: Teachers' attitudes depending on subject taught

As can be observed, all the Catalan and Spanish teachers present positive attitudes towards the three languages. However, there is just one English teacher in the whole sample (6,6%) who presents negative attitudes towards the Spanish and Catalan. The rest of English teachers (93,4%) present positive attitudes towards the three languages.

Finally, this study wants to examine the role played by the mother tongue when analysing learners' language attitudes. As can be seen in Figure 3, 58% of learners reported Spanish as their mother tongue while 42% stated Catalan and Spanish as their main languages.

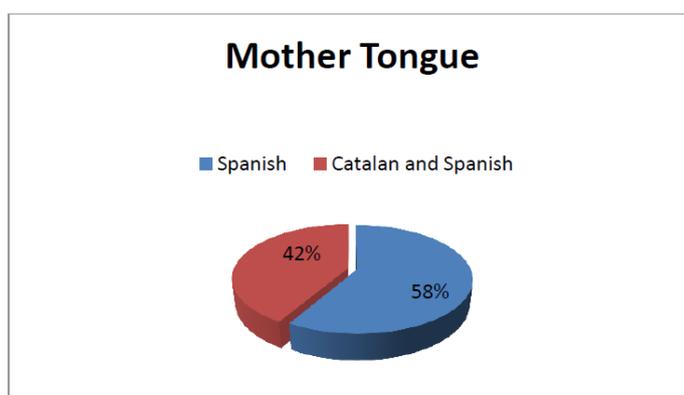


Figure3: Students' mother tongue

After dividing and classifying students according to their mother tongue, their attitudes towards Catalan, Spanish and English were examined. Figure 4 shows the language attitudes of monolingual and bilingual speakers.

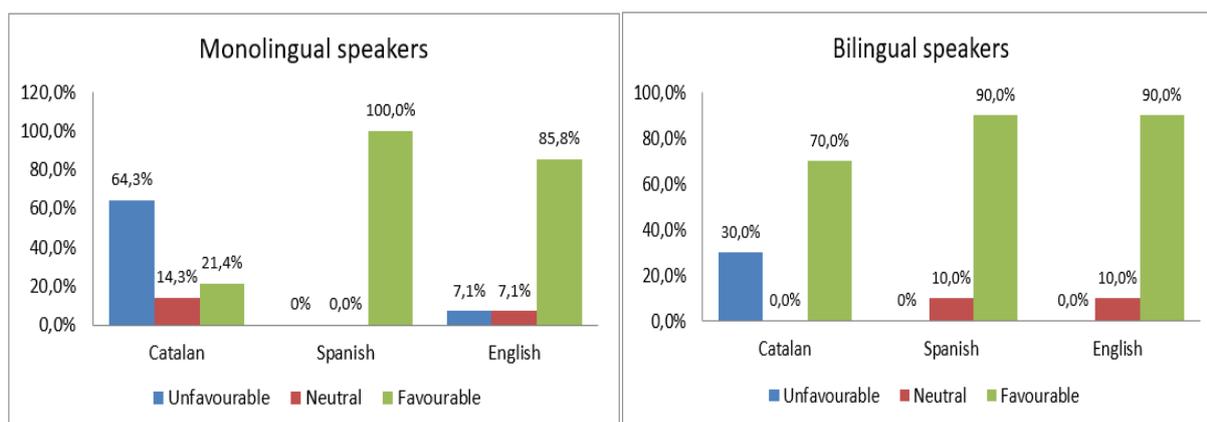


Figure4: Students' attitudes regarding their mother tongue

Regarding monolingual speakers, 64,3% of the sample analysed show negative attitudes towards the minority language; 14,3% neutral attitudes and just 21,4% positive attitudes. In relation to the foreign language, 85,8% of participants present positive attitudes and only 14,2% of students present neutral or negative attitudes. Finally, the whole sample presents favourable attitudes towards their mother tongue. However, a different scenario can be found among bilingual speakers. In this group, there is a clear tendency of the whole sample showing favourable attitudes towards the three languages. Just 30% of participants show negative attitudes towards Catalan, and in the case of Spanish or English, just 10% of participants show neutral attitudes.

IV. DISCUSSION

As data indicates, there are differences between the way teachers and students value the three languages analysed. Although both groups of participants present positive attitudes towards the majority language followed by the foreign one, a contrast can be observed in the way the minority language is valued. In the case of Catalan, there is not a clear tendency when analysing students' attitudes. Almost 50% of learners present a positive position towards that language and the rest presents a negative one. However, when analysing teachers' attitudes, a clear positive tendency can be found with the 90,9% of teachers showing favourable attitudes towards Catalan.

Many different causes can be attributed to these results. First of all, the academic context may influence these findings. As previously mentioned, data was collected in a private educational centre where more importance is given to the foreign language than to the minority one. What is more, according to the school educational project, students at the end of secondary education must attain a B1-B2 level in English and every single teacher, no matter the subject taught, must obtain a B2 certificate. For achieving these objectives, students have 7 lessons of English per week and teachers 2. Obviously, this context shapes participants' language attitudes. In fact, both groups of participants present positive attitudes towards English. As results have shown, 90,9% of teachers and 87,5% of students value English in a favourable way. These results reinforce Portolés' (2011) findings.

Secondly, teachers' training and education can also influence their way of understanding the importance of learning different languages. Every single teacher who took part in this study reported to have a bachelor's degree in Education or languages. What is more, some of them also reported to have a master's degree. With these results, the first research hypothesis can be accepted. It is possible to claim that teachers show more positive attitudes than students towards the three languages because of their previous training. These results are in vein with Huguet's (2007) findings.

This paper also wanted to examine if the subject taught was a factor in order to shape teachers' attitudes towards different languages. As results have indicated, 93,4% of the participants presented positive attitudes towards the three languages. There was just one Spanish teacher who showed negative attitudes towards Catalan and English. Therefore, it seems that the subject taught does not influence the way teachers perceive different languages.

The effect of the mother tongue was also analysed among students. Results showed that those students who reported Spanish as their mother tongue had positive attitudes towards Spanish and English, but very negative attitudes towards Catalan. On the contrary, the group of students who considered both Catalan and Spanish as their main languages presented positive attitudes towards the three languages analysed. These findings reinforce results from previous studies (e.g., Huguet, 2007; Huguet & Llurda, 2001; Safont, 2007) indicating that the family language will influence participants' language attitudes. Therefore, the second research hypothesis can also be accepted.

Finally, it can be claimed that the so-called Pygmalion effect will only take place in the foreign language. It is believed that this occurs because English is being learnt in a foreign country where there are no internal or external factors such as political ideologies influencing students' attitudes. The role played by teachers will be essential in the learning process. Teachers' beliefs will be transferred to students. As results indicate, both teachers and students had a positive position towards the English language. However, this Pygmalion effect is not going to take place in the case of the minority language. Results clearly show different attitudes towards Catalan regarding teachers and students. Apart from the teacher, students will be influenced by the educational context, their parents and different ideologies. So, these diverse factors will influence students' attitudes and beliefs making them different from their teachers' view. To conclude, it is believed that in the context where this study has been developed, Spanish is considered the most prestigious language among participants. Therefore, the positive attitudes presented by students will not only be the result of teachers' positive attitudes but also the result of other factors. As a consequence, the last research hypothesis can only be partially accepted. In the case of the foreign language, teachers' beliefs will play a role of paramount importance in shaping students' attitudes. But this will not occur in the other two languages analysed.

V. CONCLUSION

In this paper, a comparative study between teachers' and students' language attitudes towards Catalan, Spanish and English has been developed. Findings have shown that there are some internal and external factors such as the influence of the mother tongue, teachers' training or the educational context which may influence the way human beings perceive languages. What is more, the Pygmalion effect has also been analysed to explore to what extent teachers' attitudes shape students' beliefs. Results have indicated that this effect takes place in the case of the foreign language because there are no political ideologies or other factors involved in the teaching of English in the Valencian Community. However, in the case of the minority language, this effect is not observed.

It is also essential to mention that in this study only 39 participants' responses in a very specific context have been analysed. In a near future, more participants from different contexts will be considered to explore the role different variables play in the shaping of language attitudes.

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APPENDIX

Appendix 1: Teachers' questionnaire (Adapted from Lasagabaster & Huguet, 2007; Portolés, 2014)

1. Edat: _____
2. Assignatura que ensenyes: _____

En les següents preguntes posa un "X" on calga.

3. Sexe: Home____ Dona____
4. Llengua materna: Català____
Castellà____
Català i Castellà____
5. En aquesta secció ens agradaria que respongueres les següents preguntes simplement donant puntuacions del 1 al 4.

1= Res 2= Un poc 3= Bé 4= Molt bé

Per favor, posa sols un únic número en cada requadre sense deixar ningun dels que apareixen en les 3 primeres columnes (Català, Castellà i Anglès).

	Català	Castellà	Anglès	Altre (especifica: _____)	Altre (especifica: _____)
Competència general					
Llegir					
Escriure					
Parlar					
Entendre (oral)					

6. Vaig començar a estudiar **català** als _____ anys
7. Vaig començar a estudiar **castellà** als _____ anys
8. Vaig començar a estudiar **anglès** als _____ anys
9. Has estat alguna volta en un país de parla anglesa? Sí____ No____
10. Lloc de residència: a) Més de 100.000 habitants ____
b) menys de 100.000 habitants ____
11. Al meu lloc de naixement es parla: ____ principalment el castellà
____ principalment el català
12. Amb quina freqüència veus la televisió en **anglès**?
 ____Mai
 ____Gairebé mai
 ____1 o 2 voltes per setmana
 ____de 3 a 5 voltes per setmana
 ____diàriament

Ara volem saber quina llengua utilitzes amb les següents persones. Per favor, **posa una "X"** al requadre. En quin idioma parles **Tú** amb les següents persones? Tria una de les respostes

	Sempre en català	Més en català que en castellà	Indistintament en català i castellà	Més en castellà que en català	Sempre en castellà	Altre (especificar _____)
Parella (si tens)						
Fills (si tens)						
Pare						
Mare						
Germans						
Companys						
Amics						
Veïns						

Quin idioma utilitzes **Tú** per realitzar les següents activitats?

	Sempre en català	Més en català que en castellà	Indistintament en català i castellà	Més en castellà que en català	Sempre en castellà	Altre (especificar _____)
Veure la televisió						
Llegir						
Escoltar música						
Escoltar la ràdio						

En la teua opinió, quina importància té **el català** per a fer les següents activitats?

	Important	Prou important	Poc important	No és important
Llegir				
Escriure				
Aconseguir un treball				
Que els caigues bé als demés				
Viure en la Comunitat Valenciana				
Educar als fills				
Telefonar				
Aprovar els exàmens				
Ser acceptat al teu entorn				
Parlar amb els companys de treball				
Parlar amb els amics				

A continuació hi ha unes afirmacions sobre **el català**. Per favor digues si estàs d'acord o no amb elles. No hi ha respostes correctes o incorrectes. Tracta de ser honest/a. Contesta amb una de les següents opcions:

TA = Totalment d'Acord

A = d'Acord

NAND = Ni d'Acord Ni en Desacord

D = Desacord

TD = Totalment en Desacord.

	TA	A	NAND	D	TD
M'agrada escoltar el català parlat					
El català té que impartir-se en tots els centres escolars de la Comunitat Valenciana					
M'agrada parlar en català					
No es poden aprendre altres idiomes més útils que el català					
Aprendre català enriqueix el meu bagatge cultural					
No m'importaria casar-me amb un parlant sols de català					

A continuació hi ha unes afirmacions sobre el **castellà**. Per favor digues si estàs d'acord o no amb elles. No hi ha respostes correctes o incorrectes. Tracta de ser honest/a. Contesta amb una de les següents opcions:

TA = Totalment d'Acord

A = d'Acord

NAND = Ni d'Acord Ni en Desacord

D = Desacord

TD = Totalment en Desacord.

	TA	A	NAND	D	TD
M'agrada escoltar el castellà parlat					
El castellà té que impartir-se en tots els centres escolars de la Comunitat Valenciana					
M'agrada parlar en castellà					
No es poden aprendre altres idiomes més útils que el castellà					
Aprendre castellà enriqueix el meu bagatge cultural					
No m'importaria casar-me amb un parlant sols de castellà					

A continuació hi ha unes afirmacions sobre l'**anglès**. Per favor digues si estàs d'acord o no amb elles. No hi ha respostes correctes o incorrectes. Tracta de ser honest/a. Contesta amb una de les següents opcions:

TA = Totalment d'Acord

A = d'Acord

NAND = Ni d'Acord Ni en Desacord

D = Desacord

TD = Totalment en Desacord.

	TA	A	NAND	D	TD
M'agrada escoltar l'anglès parlat					
L'anglès té que impartir-se en tots els centres escolars de la Comunitat Valenciana					
M'agrada parlar en anglès					
No es poden aprendre altres idiomes més útils que l'anglès					
Prefereix que les classes siguen en anglès					
No m'importaria casar-me amb un parlant sols de anglès					

Si pogueres triar, quin seria el teu ordre de preferència (tria una única opció):

1º català 2º Anglès 3º Castellà	1º català 2º Castellà 3º Anglès	1º Castellà 2º català 3º Anglès
1º Castellà 2º Anglès 3º català	1º Anglès 2º català 3º Castellà	1º Anglès 2º Castellà 3º català
1º Anglès i català 2º Castellà	1º Anglès i Castellà 2º català	1º català i Castellà 2º Anglès

Si vols, en aquest espai pots afegir qualsevol comentari (utilitza català, castellà o anglès per a expressar-te):

Appendix 2: Students' questionnaire (Adapted from Lasagabaster & Huguet, 2007; Portolés, 2014)

1. Edat: _____

En les següents preguntes posa un "X" on calga.

2. Sexe: Home _____ Dona _____

3. Llengua materna: Català _____
Castellà _____
Català i Castellà _____

4. En aquesta secció ens agradaria que respongueres les següents preguntes simplement donant puntuacions del 1 al 4.

1= Res 2= Un poc 3= Bé 4= Molt bé

Per favor, posa sols un únic número (i sols un) en cada requadre sense deixar ningun dels que apareixen en les 3 primeres columnes (Català, Castellà i Anglès).

	Català	Castellà	Anglès	Altres (especifica: _____)	Altres (especifica: _____)
Competència general					
Llegir					
Escriure					
Parlar					
Entendre (oral)					

5. Vaig començar a estudiar **català** als _____ anys

6. Vaig començar a estudiar **castellà** als _____ anys

7. Vaig començar a estudiar **anglès** als _____ anys

8. Has estat alguna volta en un país de parla anglesa? Sí _____ No _____

9. Lloc de residència: a) Més de 100.000 habitants _____
b) menys de 100.000 habitants _____

10. Al meu lloc de naixement es parla: _____ principalment el castellà
_____ principalment el català

11. Amb quina freqüència veus la televisió en **anglès**?

___ Mai

___ Gairebé mai

___ 1 o 2 voltes per setmana

___ de 3 a 5 voltes per setmana

___ diàriament

Ara volem saber quina llengua utilitzes amb les següents persones. Per favor, **posa una "X"** al requadre. En quin idioma parles **Tú** amb les següents persones? Tria una de les respostes

	Sempre en català	Més en català que en castellà	Indistintament en català i castellà	Més en castellà que en català	Sempre en castellà	Altres (especificar _____)
Pare						
Mare						
Germans						
Companyes						
Amics						
Veïns						

Quin idioma utilitzes **Tú** per realitzar les següents activitats?

	Sempre en català	Més en català que en castellà	Indistintament en català i castellà	Més en castellà que en català	Sempre en castellà	Altres (especificar _____)
Veure la televisió						
Llegir						
Escoltar música						

En la teua opinió, quina importància té **el català** per a fer les següents activitats?

	Important	Prou important	Poc important	No és important
Fer amics				
Llegir				
Escriure				
Veure la televisió				
Que els caigues bé als demés.				
Viure en la Comunitat Valenciana				
Anar de compres				
Aprovar els exàmens				
Ser acceptat al teu entorn				
Parlar amb els amics				

A continuació hi ha unes afirmacions sobre el **català**. Per favor digues si estàs d'acord o no amb elles. No hi ha respostes correctes o incorrectes. Tracta de ser honest/a. Contesta amb una de les següents opcions:

TA = Totalment d'Acord

A = d'Acord

NAND = Ni d'Acord Ni en Desacord

D = Desacord

TD = Totalment en Desacord.

	TA	A	NAND	D	TD
M'agrada escoltar el català parlat					
El català té que impartir-se en tots els centres escolars de la Comunitat Valenciana					
M'agrada parlar en català					
No es poden aprendre altres idiomes més útils que el català					
Prefereix que les classes siguen en català					

A continuació hi ha unes afirmacions sobre el **castellà**. Per favor digues si estàs d'acord o no amb elles. No hi ha respostes correctes o incorrectes. Tracta de ser honest/a. Contesta amb una de les següents opcions:

TA = Totalment d'Acord

A = d'Acord

NAND = Ni d'Acord Ni en Desacord

D = Desacord

TD = Totalment en Desacord.

	TA	A	NAND	D	TD
M'agrada escoltar el castellà parlat					
El castellà té que impartir-se en tots els centres escolars de la Comunitat Valenciana					
M'agrada parlar en castellà					
No es poden aprendre altres idiomes més útils que el castellà					
Prefereix que les classes siguen en castellà					

A continuació hi ha unes afirmacions sobre l'**anglès**. Per favor digues si estàs d'acord o no amb elles. No hi ha respostes correctes o incorrectes. Tracta de ser honest/a. Contesta amb una de les següents opcions:

TA = Totalment d'Acord

A = d'Acord

NAND = Ni d'Acord Ni en Desacord

D = Desacord

TD = Totalment en Desacord.

	TA	A	NAND	D	TD
M'agrada escoltar l'anglès parlat					
L'anglès té que impartir-se en tots els centres escolars de a Comunitat Valenciana					
M'agrada parlar en anglès					
No es poden aprendre altres idiomes més útils que l'anglès					
Prefereix que les classes siguen en anglès					

Si pogueres triar, quin seria el teu ordre de preferència (tria una única opció):

1° català 2° Anglès 3° Castellà	1° català 2° Castellà 3° Anglès	1° Castellà 2° català 3° Anglès
1° Castellà 2° Anglès 3° català	1° Anglès 2° català 3° Castellà	1° Anglès 2° Castellà 3° català
1° Anglès i català 2° Castellà	1° Anglès i Castellà 2° català	1° català i Castellà 2° Anglès

Si vols, en aquest espai pots afegir qualsevol comentari (utilitza català, castellà o anglès per a expressar-te):