



UNIVERSITAT DE BARCELONA



**From Primary to Secondary School:
a Case Study of Changes in Language Attitudes among
Students of the Bilingual Programs in Alacant**

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List of acronyms and abbreviations

ARRUE: Longitudinal study carried out in the Basque Country in which researchers studied how language attitudes change from Secondary-4 grade to 2nd grade ESO.

FEV: "Escola Valenciana-Federació d'Associacions per la Llengua" (Cat.); "Valencian School-Federation of Associations for the Language" (Eng.).

ID: "Language identification".

INE: "Instituto Nacional de Estadística" (Sp.); "National Institute of Statistics" (Eng.).

L1: "Initial language; first language".

L2: "Second language".

LUEV: "Llei d'Ús i d'Ensenyament del Valencià" (Cat.); "Law of Valencian Usage and Teaching" (Eng.).

PEV: "Programa d'Educació en Valencià" (Cat.); "Teaching in Valencian Program" (Eng.).

PIL: "Programa d'Inmersió Lingüística [en valencià]" (Cat.); "Linguistic Immersion [in Valencian] Program" (Eng.).

PIP: "Programa d'Incorporació Progressiva [al valencià]" (Cat.); "Progressive Incorporation [into Valencian] Program" (Eng.).

PP: "Partido Popular" (Sp.); "Popular Party" (Eng.).

PPEC: "Programa Plurilingüe d'Ensenyament en Castellà" (Cat.); "Plurilingual Program of Teaching in Castilian" (Eng.).

PPEV: "Programa Plurilingüe d'Ensenyament en Valencià" (Cat.); "Plurilingual Program of Teaching in Valencian" (Eng.).

PSOE: "Partido Socialista Obrero Español" (Sp.); "Spanish Socialist Workers' Party" (Eng.).

Primary-6: Students who are in their last year of primary education.

Primary-6 PIL: Students who are in their last year of primary education and who are enrolled in the Program of Linguistic Immersion [in Valencian].

Primary-6 PIP: Students who are in their last year of primary education and who are enrolled in the Progressive Incorporation [into Valencian] Program.

RESOL: "Resocialització i Llengües" (Cat.); "Resocialization and Languages" (Eng.).

RESOLSEC: "Resocialització Lingüística a la Secundària" (Cat.); "Linguistic Resocialization in Secondary Education" (Eng.).

RTVV: "Radiotelevisió Valenciana" (Cat.); "Valencian Radio and Television" (Eng.).

Secondary-4: Students who are in their last year of obligatory secondary education.

Secondary-4 PEV: Students who are in their last year of obligatory secondary education and who are enrolled in the Teaching in Valencian Program.

Secondary-4 PIP: Students who are in their last year of obligatory secondary education and who are enrolled in the Progressive Incorporation [into Valencian] Program.

SIES: "Servei d'Investigació i Estudis Sociolingüístics" (Cat.); "Research Service and Sociolinguistic Studies" (Eng.).

SLA: "Second Language Acquisition".

STEPV: "Sindicat de Treballadors i Treballadores de l'Ensenyament del País Valencià" (Cat.); "Teaching Workers Union of the Valencian Country" (Eng.).

Abstract

Language attitudes have an important impact for language use, the willingness to learn it and the social status of not only its speakers but also the language.

In this cross-sectional case study, it is aimed to investigate how language attitudes towards Castilian and Valencian vary from primary school to high school and between Valencian and Castilian bilingual educational programs based on three dependent variables: linguistic self-confidence, language status, and language appraisal. Taking Sant Vicent del Raspeig (Alacant) as the geographical location, Primary-6 (n=89) from two primary schools and Secondary-4 students (n=69) who previously attended these two primary schools were chosen and compared. The three educational centers accomplished the requirement of offering the bilingual programs. A questionnaire was created and implemented in the locations.

Results show that attitudes, with respect to Valencian, significantly decline from Primary-6 to Secondary-4 while remaining neutral. In addition, educational programs may have significant effects on language status and appraisal but not on linguistic self-confidence. These findings indicate that improvements in the Valencian educational system have to be carried out in favor of educational programs in which children are taught through a second or minority language. This might lead to a more respectful development of language attitudes towards Valencian and Castilian.

KEY WORDS: Valencian/Catalan, Castilian, bilingual educational programs, Valencian Community, language attitudes, linguistic self-confidence, language status, language appraisal, initial language.

1. Introduction

Learning a language, the willingness to use it and language attitudes are closely interconnected (Baker & Prys, 1998; Baker, 1992; Clément et al., 2003; Clément et al., 1985; Mas, 2015; Vila, 2012), specially in societies in which there are more than one official language and each of them have a different social and legal status (Ninyoles, 1969). This is the situation of the Valencian Community whose official languages are Castilian (Spanish variety spoken in Spain) and Valencian (official term of the Catalan language used in the Valencian Community), the first one being the majority language and the latter being the minority language.

In the Valencian Community, the amount of population who declare to use Valencian (SIES, 2010) is considerably lower than the population who affirm to have some knowledge of Valencian (INE, 2011). I am particularly interested in language attitudes among school and high school students raised and educated in this bilingual community.

Worried about the current situation of Valencian compared to Castilian, specifically in Alacant, it is aimed to find if any attitudinal changes towards Valencian and Castilian are actually happening between primary and secondary education in Alacant (as it was done in Catalonia in RESOL, 2006-2009 and RESOLSEC, 2010-2012, and in the Basque Country in ARRUE, 2013) and to identify which are the main factors causing those changes. For this purpose, a cross-sectional and experimental case study was conducted in Sant Vicent del Raspeig (Alacant). A questionnaire was created and piloted in order to explore the situation in this concrete geographical area.

2. Language attitudes

Attitude is a term of social psychology and it has been defined in different ways. Garrett (2010) walks the reader through the difficulty of defining and studying attitudes as a non-observable construct. One cited definition that elaborates on how attitudes can be perceived is the one by Oppenheim (1982: 39, cited by Garrett, 2010: 19):

“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 statements or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion and in various other aspects of behavior”.

Despite this, in order to avoid making references to the construct, several authors reference Sarnoff (1970: 279) so as to have a core definition: attitudes are “a disposition to react favorably or unfavorably to a class of objects” (Strubell, 2011: 175; Garrett, 2010: 20).

Attitudes are usually described on the basis of a structure of three components already inferred in Oppenheim’s definition about attitudes (Baker, 1992; Garrett, 2010): cognition, affect and behavior (also called “action” in Baker, 1992). Attitudes are cognitive since “they contain or comprise beliefs about the world, and the relationship between objects of social significance” (Garrett, 2010: 23). Attitudes are also affective because “they involve feelings about the attitude object [...] the extent to which we approve or disapprove of the attitude object” (Garrett, 2010: 23). Finally, attitudes are connected to behavior in that they “[...] [concern] the predisposition to act in certain ways, and perhaps in ways that are consistent with our cognitive and affective judgments” (Garrett, 2010: 23).

This theoretical background serves great importance, as attitudes can be related to languages. Language attitude is the predisposition that the individual has towards a specific language. According to Baker & Prys (1998),

"Attitudes are important in the thinking and behavior of both individuals and groups [...] Attitudes are a disposition to respond favorably or unfavorably to something like a language [...] (They) are both an ingredient in language learning and also an important result" (p. 174).

Language attitudes can be classified as: i) attitude to a specific minority or majority language; ii) attitudes to language variation, dialect and speech style; iii) attitude to language lessons or to learning a new language (Baker & Prys, 1998). Furthermore, attitudes are a powerful tool to contribute in linguistic changes regarding the use, learning and knowledge of the language or the social opinion about its speakers (Baker & Prys, 1998; Baker, 1992; Mas, 2015; Vila, 2012).

There are several attitudinal constructs that affect language attitudes. In this research careful attention is paid to: linguistic self-confidence, language status, and language appraisal.

2.1. Ethnolinguistic Vitality

The *ethnolinguistic vitality theory* appeared from the consideration of the socio-political context that surrounded the Welsh language (Giles et al., 1977). The vitality of

an ethnolinguistic group is “that which makes a group likely to behave as a distinctive and active collective entity in intergroup situations” (Giles et al., 1977). Moreover, it is a three-dimensional model based on i) *status* (“the community’s economic wealth, social status, socio-historical prestige and the status of its language”; Garrett, 2010: 84); ii) *demography* (“the speaker-base of a language in terms of numbers, spread, concentration, patterns and degree of migration, etc.; Garrett, 2010: 83); and iii) *institutional support* (“the degree to which the community is able to use their language in institutions such as the home, schools, local government, business, media”; Garrett, 2010: 84). These three elements are studied from two different perspectives: i) objective, grounded on empirical data of the speakers' group based on a concrete socio-political context; and ii) subjective, that is, how language situation is perceived by its speakers and non-speakers (Garrett, 2010).

2.2. Linguistic self-confidence

Linguistic self-confidence belongs to Clément's model (1980) that addresses "the socio-motivational factors determining communicative competence in a second language". Self-confidence is included as an affective variable since it is an emotional feature that influence how individuals perform (Gardner & MacIntyre, 1993, cited by Sampasivam & Clément, 2014: 3). Linguistic self-confidence is a relevant construct in the sense that:

"positive attitudes would orient the individual to seek contact with member of the L2 community. [...] this contact is relatively frequent and pleasant, self-confidence in using the L2, operationally defined in terms of low anxious affect and high self-perceptions of L2 competence would develop " (Clément et al., 1994: 422)

Clément et al. (1994) looked at linguistic self-confidence from the L2 learning and teaching perspective as a result of initial studies in Canada where Francophone students learnt English as their L2 (Sampasivam & Clément, 2014). It was found that

“Students who were high on this factor [self-confidence with English], experience little anxiety when speaking English in class or in real life situations, perceived themselves as being relatively competent in their English abilities, reported frequent use of English, had positive attitudes towards their English class, showed motivation and desire to learn English, had experiences with more than one language at home, and performed well on indices of achievement in English” (Sampasivam & Clément, 2014: 4).

As a consequence, linguistic self-confidence has two components: i) anxiety as the affective aspect; and ii) the self-evaluation of proficiency as the cognitive component.

2.3. Language appraisal

Another construct related with language attitudes is *language appraisal* or *affective value towards a language*. Krashen (1982) introduced the affective filter hypothesis that captures the relationship between affective variables such as motivation, self-confidence or anxiety) and the process of second language acquisition (SLA). It establishes that learners

“vary with respect to the [...] level of their Affective Filter. Those whose attitudes are not optimal for SLA [...] will have a strong Affective Filter. [...] Those with attitudes more conducive to SLA will not only seek and obtain more input, they will also have a lower or weaker filter” (Krashen, 1982: 31).

Taking as starting point how learners feel during SLA, *language appraisal* (also called *language attraction* in Pieras, 2005) was developed in order to know students' feelings towards a language. Speakers tend to identify themselves with a particular group that increases self-esteem (Baron & Byrne, 2008) and it built based on the speakers' social surroundings. If a group faces a low social consideration, the individual's self-esteem decreases and the self-hate feeling appears. As a consequence, the speaker may deny or hide the identification with the group (Suay & Sanginés, 2004) and also assign negative values to the language and to its speakers.

In addition, careful attention is also paid to three factors that have an influence on language attitudes: educational grade, program, and initial language.

2.4. Educational grade

Educational grade or *age* has been proved to affect how attitudes towards languages decline across young groups of speakers. In the case of Welsh, Baker (1992) indicates that there is a less favorable attitude between 10-15 years old: “During the teenage period, attitude to Celtic minority languages tend, as a generalization, to become less favorable” (Baker, 1992: 106). The uncertainty is whether attitude change occurs for social or psychological reasons: “The assumption in social psychology has tended to be that attitude change is through social interaction and environmental experience. Genetic endowment [...] and maturation may possibly play a small part in language attitude change” (Baker, 1992: 106). Baker (1992: 42) concluded that “there is not an intrinsic maturational process that creates minority language attitude decline.

Rather, it is likely that the socialization process in adolescence that has an effect. It may be the accompaniments of changing age that are the causes”.

For example, in the Basque Country, the ARRUE project (2013) confirmed that Basque use decreases as students get older and become more socially aware of language uses:

“Primary-4 pupils the school acquires a sort of autonomous existence with respect to surrounding society. However, at the Secondary-2 level the connection to external social reality is much stronger, with the result that Basque language use among pupils is weaker in Secondary-2 than in Primary-4. This data might be thought of as revealing a tendency, as we move from younger to more mature pupils, towards convergence with the prevalent rules of language use in society” (ARRUE, 2013: 71).

2.5. Educational program

The *educational program* has also consequences on how language attitudes develop. Based on previous studies carried out in the Latino community of the US (Cummins, 1986), educational programs and the amount of each vehicular language used have an effect on students. Cummins (1986) developed a framework in which politics, policy and the contact with minority language speakers were considered. Based on Baker’s analysis (Baker, 2006) of Cummins’ theory, there are three main ideas. First, “language minority students instructed through the minority language for all or part of the school day perform as well in English academic skills as comparable students instructed totally through English” (Cummins, 1986: 20). From which Baker (2006: 415) concluded that "teaching children through a second or minority language usually leads to the satisfactory development of English academic skills" in the US. Second, the *interdependence hypothesis* suggested that:

“to the extent that instruction through a minority language is effective in developing academic proficiency in the minority language, transfer of this proficiency to the majority language will occur given adequate exposure and motivation to learn the language” (Cummins, 1986: 20).

Third, the context in which the minority language lives needs to be considered. “Power relationships” (Cummins, 2000) are relevant to understand the position and the actions needed to carry out with minority languages. There are two scenarios: i) the one in which “dominant-subordinate role expectations and relationships are found, culturally diverse students will typically be denied their identity and home language (Baker, 2006: 415); and ii) “collaborative approaches will enable and empower the

student, amplifying their self-expression and identity, allocating power to the powerless” (Baker, 2006: 415).

2.6. Initial language

Initial language and the everyday use and contact with languages could affect language attitudes. Baker (1992: 44) points out that “the language usage of family and friends, community and youth culture, mass media [...] may be influential in attitude formation”. In that sense, Baker (1992: 122-123) confirmed that favorable attitudes and less change could be found among those participants who had more Welsh in their language background. This is because “Those who become less favorable in their language attitudes [...] are those from the more English language backgrounds” (Baker, 1992: 123).

3. Catalan and language attitudes in the Valencian Community

3.1 Catalan in the Valencian Community

The Valencian Community is one of the three main areas in which Catalan is used (apart from Catalonia and Balearic Islands). However, the social and political support towards this language in the Valencian Community is lower than in the other territories, which gives a special situation to Catalan. Montoya (1996) describes it as:

"La primera impressió que rep el viatger arribat a Alacant és que el castellà és la llengua general de la població. Si aquest viatger roman algun temps a la ciutat [...] acaba adquirint una certa consciència que allà *hi ha* una altra llengua, una mena de 'llengua oculta', que ell mateix acaba relacionant amb el passat de la ciutat" (p. 21)¹.

The present situation of Valencian is the result of three centuries of laws disfavoring Valencian as it was shown during Franco's dictatorship when all the languages except Castilian were forbidden (Gimeno-Menéndez & Gómez-Molina, 2007; Montoya, 1996; Montoya & Mas, 2011). Once the dictatorship concluded, the system of autonomies was established in Spain. The left-wing party (PSOE) occupied the Valencian government from 1983 to 1995. This was followed by twenty years of conservative ideology with the right-wing Popular party (PP) from 1995 to 2015. After

¹English translation of the quotation: "The first impression that a traveller has when he/she arrives Alacant is that Castilian is the general language of the population. If this traveller stays for some time in the city [...], he/she acquired some kind of conscious that in Alacant *there is* another language, a kind of "hidden language", the traveller relates to the past of the city."

the last autonomous elections in May 24, the Valencian government returned to the left-wing party (PSOE) united with Compromís.

The Valencian Community gained its autonomy in 1982 and in 1983 the Socialist Valencian government passed the "Llei d'Ús i Ensenyament del Valencià" (Law of Valencian usage and teaching, LUEV). This law divided the Valencian Community in two linguistic areas (10 Castilian-predominant speaking regions in the south of Alacant and in the interior, and 24 Valencian-predominant speaking regions mainly in the coastline). In addition, LUEV recognized the right to use Valencian publicly, and to have access to education and administration in Valencian (Blas, 2002).

Regarding media that has Catalan as the vehicular language, the Television of Catalonia was the first available in the Valencian Community. It was created in 1983 and it broadcasted for the first time in the Valencian Community in 1986. Despite this, the Valencian Government eliminated the repeaters of the Catalan television in 2011 although it is still available online. Furthermore, Radiotelevisió Valenciana (RTVV; The Valencian Television and Radio) were created in 1989, and in 2013 it was suppressed by the Valencian Government. Finally, there are no daily or weekly printed publications, magazines, or newspapers in Catalan available in the Valencian Community (Xarxa CRUSCAT, 2014).

3.2. The educational system in the Valencian Community

The Valencian Community is the only Catalan-speaking community that maintains different educational programs depending on the majority vehicular language used in the community (Xarxa CRUSCAT, 2014). Llei d'Ús i Ensenyament del Valencià (LUEV, 1983) set up three different "bilingual" programs that schools and high schools incorporated in their centers depending on resources, parents' requests and the willingness of government (Arnau & Vila, 2013; Baldaquí, 2003; Perera, 2009; Querol, 2009):

a) *Programa d'Educació en Valencià* (PEV; Teaching in Valencian Program) is aimed at students whose first language (L1) is Valencian and all the subjects are taught in Valencian except "Castilian Language" and "English".

b) *Programa d'Inmersió Lingüística [en valencià]* (PIL; Linguistic Immersion [in Valencian] Program) is addressed to students whose first language is not Valencian and in which subjects are taught in Valencian. Then Castilian is introduced

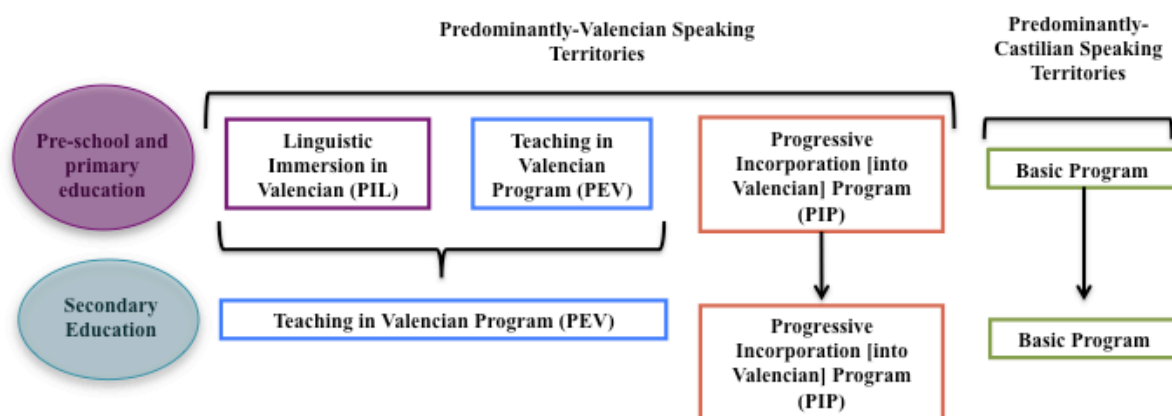
progressively from the third year of primary education in the "Castilian Language" classes.

c) *Programa d'Incorporació Progressiva [al valencià]* (PIP; Progressive Incorporation [into Valencian] Program) uses Castilian as the main language. Valencian is introduced first orally during the first years of education. Later, in first year of primary education, the system incorporates a course called "Valencian Language". In third year of primary education, science is also taught in Valencian and the rest of the classes are taught in Castilian.

Moreover, students from those territories that are considered by the LUEV as "predominantly Castilian speakers" only offer the "Basic Program" in which Castilian is the language of instruction and Valencian is an optional subject.

In secondary education, PIL and PEV get merged. This is why students have access to PEV and PIP.

Figure 1: Relationship between pre-school and primary education with secondary education in the educational system of the Valencian Community (Pascual & Sala, 1991; Querol, 2009).



Currently, the three traditional linguistic programs are being substituted progressively. As a result, immersion programs have been suppressed by two new plurilingual programs which were established in the new Decree for Plurilingualism, approved in August 2012 (Xarxa CRUSCAT, 2014). These programs are already being implemented in the first and second years of pre-school education (P3 and P4):

a) *Programa Plurilingüe d'Ensenyament en Valencià* (PPEV; Plurilingual Program of Teaching in Valencian) which substitutes PIL and PEV and Valencian is the base language. It obligatorily includes a non-linguistic course taught in English and another one in Castilian.

b) *Programa Plurilingüe d'Ensenyament en Castellà* (PPEC; Plurilingual Program of Teaching in Castilian) which replaces PIP and Castilian is the base

language. It obligatorily includes a non-linguistic course taught in English and another one in Valencian.

Finally, it is important to point out that the amount of Valencian language programs (PIL/PEV) is fewer than Castilian programs (PIP). According to Escola Valenciana-Federació d'Associacions per la Llengua (FEV), in the academic year 2014-2015 there were 151 units of PIL/PEV threatened to disappear. In addition, PIL/PEV progressively disappear in each of the academic periods. According to Sindicat de Treballadors i Treballadores de l'Ensenyament del País Valencià² (STEPV, 2011), PIL/PEV is available for 35.9% of pre-school pupils, 33.3% of primary education students, 27.3% of high school students, 18% of post-secondary students, 1% of special education students and 4.6% of professional training students. Finally, Escola Valenciana (2014b, 2014c) affirmed that in the academic year 2013-2014 14,000 families did not have access to PIL/PEV in pre-school. This is why the demand for these Valencian education programs is higher than the actual offer made by the Valencian government.

3.3. Research on language attitudes in Catalan-speaking areas

Social psychological studies about the Catalan-speaking territories have a long tradition of more than thirty years (Strubell, 2011). Aracil (1968) and Ninyoles (1969) published the first essays about the diglossic situation between Catalan and Castilian, and the linguistic *autoodi* ("self-hate") towards Catalan contributing to the language shift in the Valencian Community. Particularly on the language attitudes' area, Ros & Giles (1979) studied to which social contexts Catalan and Castilian were assigned. Later, Ros (1984) introduced the matched-guise technique in which participants had to match features to five oral varieties using audios. Participants evaluated Castilian in a positive manner, while Catalan was seen to have an integrative characteristic.

Language attitudes in Catalan-speaking areas have been studied from several perspectives and social groups. The main interest of this research is language attitudes on children and teenagers addressed by social psychology considering different constructs (Formal linguistic self-security, linguistic self-confidence, subjective status and language appraisal) and factors (educational program, grade and initial language).

² Teaching Workers Union of the Valencian Country.

Formal linguistic self-security has been studied by Baldaquí (2002a, 2007-2008) and it was concluded that the most insecure students using formal Catalan are the ones who have higher Catalan formal education.

Linguistic self-confidence may be a relevant construct in the Valencian Community addressing Valencian L1 and L2 speakers. Based on the Model of Second Language Communication (Clément et al., 2003), speakers have a higher or lower confidence depending on the frequency and quality of language contact. Comajoan & Bretxa (2014) confirmed that in Catalonia participants aged 11-16 indicated a high linguistic self-confidence for Catalan and Castilian with two different trends. First, linguistic self-confidence towards Catalan was higher. Second, linguistic self-confidence increased across the years of the longitudinal data. Geographical location also had an effect since linguistic self-confidence varies based on the social presence of Catalan and Castilian.

Another relevant attitudinal factor is *ethnolinguistic vitality*, and specifically *subjective status* for this research. Society assigns certain features to languages and varieties depending on who speaks the language, and how and where it is spoken. Progressively from the end of XIX and mainly during the XX century, Valencian has been associated with low social classes, especially people from the countryside, small villages and a language used by elderly people (Boix, 1993; Montoya, 1996; Ninyoles, 1969). In contrast, Castilian has been related to high social classes, cities and the language used by young people. Casesnoves (2010a) recently reaffirmed this idea where it was concluded that young people tend to use Castilian in big cities compared to small cities where participants highly used Valencian. Moreover, Casesnoves (2011b) suggested that "Valencian is no longer associated to poorly educated people who lack a high income but rather evaluated as positive as Castilian, which has always been the prestige language" (p. 72). Finally, in the south of the Valencian Community, status changes due to the social context: if the language has a high social presence, young people perceive a balanced status. However, if the language has a low social presence, young population perceives a low status (Baldaquí, 2004a; 2007-2008).

In the Valencian Community, *language appraisal* may be explained based on historical facts. In the second half of the XXth century, the Valencian Community went under a language shift process in which families decided to transmit Castilian instead of Valencian to their children provoking an increase of Castilian appraisal and identification (Montoya, 1996; Montoya & Mas, 2011). Franco's dictatorship promoted

Castilian education, media and social use (Blas, 2002), and consequently Valencian speakers went under a process of *autoodi* ("self-hate"; Ninyoles, 1969). Furthermore, the diglossic situation of using Castilian in official or public events and setting aside Valencian to a private and home context reinforced the language shift. Montoya & Mas (2011) classified family discourses to justify the language shift and some of them are based on: social distinction, future usage, the position of Castilian, attitudes against Valencian, education mostly available in Castilian, linguistic-mixed families or cities' influence. In the Balearic context, Secondary-3 students agreed that Catalan is an adequate language for modern life, deserves to be learnt, and is not going to be substituted by Castilian. Despite this, it was unclear if Catalan is a difficult language to be learnt. Finally, "personal attraction" towards Catalan obtained positive values since students like hearing and speaking Catalan (Pieras, 2005).

Moreover, in relation to the factors under analysis, each individual *educational program* is considered to create an attitudinal factor that has been proved to have effects on language attitudes in the Valencian Community. Depending on whether students are enrolled in Valencian program or Castilian program, they are exposed to both languages different amounts of time. Baldaquí (2003) proved that favorable attitudes towards Valencian were higher in those students who were more exposed to Valencian in their educational programs. González & Blas (2012) compared the Franja (the Catalan-speaking area of Aragón) with Catalonia and they found that participants who attended Catalan classes and knew formal Catalan felt more comfortable using the language.

Educational grade (or *age*) has been proved to have an effect in longitudinal research on Catalan language attitudes. *Resocialització i Llengües* ("Resocialization and languages", RESOL project 2006-2009) and *Resocialització Lingüística a la Secundària* ("Linguistic Resocialization in Secondary Education", RESOLSEC project 2010-2012) were carried out by the Centre Universitari de Sociolingüística i Comunicació at the Universitat de Barcelona (CUSC-UB). These projects were able to confirm that during the transition from primary to secondary education there is a setback of Catalan as the vehicular language in the educational setting and its cultural usage but there is an interpersonal maintenance in Catalonia, Franja and the Balearic Islands (Bretxa & Vila, 2012; 2014).

Finally, *initial language* has been found to have an effect on how speakers feel about a language. Baldaquí (2003) indicates that L1 Valencian speakers have a

favorable attitude towards Valencian variety whereas those who are L2 Valencian speakers reported neutral values (3 points in a 1-5 Likert scale) regarding Valencian.

4. Research questions and hypotheses

The aim of this cross-sectional case study is to investigate how language attitudes change towards Valencian and Castilian across secondary education (from Primary-6 to Secondary-4 grade) and between educational programs (PIL/PEV and PIP). Due to time constraints, a longitudinal study could not be conducted. Consequently, students who attended two specific primary schools in two different periods were selected sharing a primary school background. Taking this into account, this piece of research is just an approximation to the study of attitudinal changes and these limitations were taken into account in the research design and analysis.

The research questions of this study are the following:

- i) Do attitudes towards Valencian and Castilian change between Primary-6 and Secondary-4?
- ii) Are attitudes towards Valencian and Castilian different between PIL/PEV and PIP?
- iii) Do attitudes towards Valencian and Castilian change between Primary-6 and Secondary-4 and between PIL/PEV and PIP?
- iv) How do language attitudes change according to L1 groups between Primary-6 and Secondary-4?

Some hypotheses could be stated based on previous studies:

Hypothesis #1: Considering results from ARRUE, a change from Primary-6 to Secondary-4 can be expected due to maturation of ideas and social awareness. It is predicted that attitudes with regards to Valencian decrease while attitudes towards Castilian increase from primary to secondary school.

Hypothesis #2: Due to different amounts of exposure to the minority language (Valencian) between educational programs (PIL/PEV vs. PIP), it can be predicted that PIL/PEV students have neutral or favorable attitudes towards Valencian. In addition, PIP students may show negative attitudes towards Valencian and positive or neutral attitudes towards Castilian (Baldaquí, 2003; González & Blas, 2012).

Hypothesis #3: A change across educational program based on grades (i.e. Primary-6 PIL vs. Primary-6 PIP) and a change between educational grades based on programs (i.e. Primary-6 PIL vs. Secondary-4 PEV) could be hypothesized. For instance, PIL/PEV groups in Primary-6 and Secondary-4 may indicate higher values for

Valencian than PIP samples. It can also be hypothesized that Primary-6 could report favorable attitudes concerning Valencian than Secondary-4.

Hypothesis #4: Due to the low social usage of Valencian compared to the high degree of Castilian use in Alacant (SIES, 2011) as well as the discontinuity of Valencian bilingual program in high school, speakers may show a variation of linguistic self-confidence as well as language status and appraisal regarding Valencian and Castilian.

Hypothesis #5: It can be predicted that educational grade and L1 might have an effect on language attitudes. L1 Valencian & Bilingual speakers could have higher favorable attitudes towards Valencian in Primary-6 than in Secondary-4. The contrary situation may be found regarding Castilian: higher attitudes in Secondary-4 than in Primary-6. Concerning L1 Castilian, attitudes in relation to Valencian would decrease at the same time that attitudes towards Castilian increase between primary and secondary school.

5. Methodology

5.1. Location: Sant Vicent del Raspeig

Sant Vicent del Raspeig is a university city of 56,000 citizens where the Universitat d'Alacant is located. The city of Alacant is at a distance of six kilometers and they are interconnected through the urban area. Due to this proximity, some people describe Sant Vicent del Raspeig as a "bedroom city".

5.2. Primary schools and high school

In Sant Vicent del Raspeig, four schools out of twelve (CEIP Miguel Hernández, CEIP Bec de l'Àguila, CEIP La Almazara, CEIP José Ramón García Antón) offer PIL. However, children are assigned to a school due to different aspects such as the proximity of families to the school. This is why parents cannot choose if their children can attend PIL. Depending on where the primary school is located, a specific high school is assigned due to its geographical proximity.

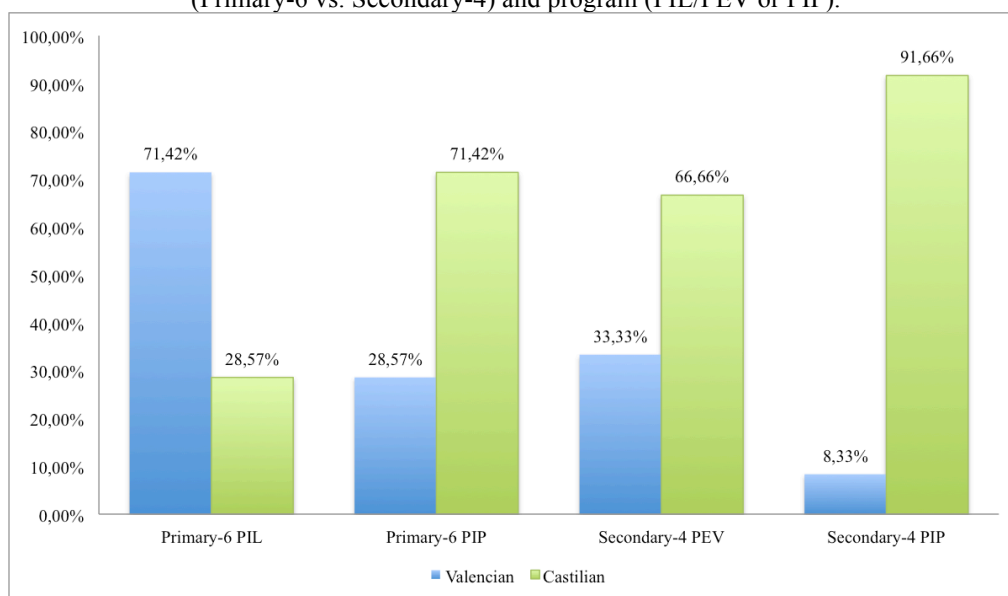
Considering all the previous information, the high school used in this study was chosen because it offers PEV and PIP and welcomes most of the students of two schools (school 1 and 2) that also have PIL and PIP available.

In these two primary schools, PIP and PIL are implemented in a specific way. PIP consists on two classes in Valencian (Valencian and Natural Sciences) and the rest

of the classes are taught in Castilian since it is a progressive incorporation program. In contrast, PIL has a class that has Castilian as the vehicular language (Castilian language), another one that has a certain amount of Castilian and English (English course) and the rest of the classes are taught in Valencian.

The teaching vehicular language in the high school is different from the one previously described. PIP students receive eleven classes in Castilian and one in Valencian compared to PEV students who attend to eight courses in Castilian. Three classes are taught in Valencian although PEV students are expected to get all the courses in Valencian (eight of them) except linguistic classes (Castilian, Valencian, English, French, Latin).

Graph 1: Percentages of classes taught in Valencian and Castilian depending on the educational grade (Primary-6 vs. Secondary-4) and program (PIL/PEV or PIP).



5.3. Participants

Based on previous studies (Bretxa, 2014; Bretxa & Vila, 2014), I decided to choose the students enrolled in Primary-6 in PIL (48) and PIP (41) in schools 1 and 2. They are compared with Secondary-4 students from the high school PEV (35) and PIP (34) who previously attended schools 1 and 2 during their primary education and during their academic years were always enrolled in the same educational program (PIL/PEV or PIP). Repeaters were retained since all of them had the same school experience and they remained in the same educational program.

5.4. Variables

In this study, there are three independent variables that were used in order to group participants: i) educational grade (Primary-6 and Secondary-4 grades); ii) educational program (PIL/PEV and PIP); and iii) initial language (Valencian/Bilingual and Castilian).

Moreover, three indicators of language attitudes were used as dependent variables: i) linguistic self-confidence; ii) subjective language status; and iii) language appraisal.

5.5. Instruments

A questionnaire was designed based on previous questionnaires that focused on the study of language attitudes in the Valencian Community context (Huguet & Llorca, 2001; Huguet, 1998; Pastor, 2005; Pieras, 2005; RESOL questionnaire obtained from Bretxa, 2014). There are questions with regard to certain variables assigned to six dimensions (table 1).

Table 1: The amount of questions depending on the dimensions and variables taken into account in the questionnaire.

Dimensions	Variables	Number of questions	Questions in the questionnaire
Sociodemographic data	Sex, date of birth, birth place, pre-school and primary school, professions of the parents, parents' academic studies.	8	1, 2, 3, 6, 19, 20
Family sociolinguistic data	First language (L1), identification language (ID), language used between you and your father, mother, siblings, maternal and paternal grandparents.	10	5, 7, 8, 9
Linguistic competences	Valencian and Castilian self-assessment (listening, writing, speaking and reading)	8	10
Language in the educational center	Educational program, language spoken with the teacher, language that the teacher uses to talk to you, language used to teach the classes.	4	4, 11, 12, 13

Interpersonal linguistic usages	Language used in the playground, language that you speak with your classmates.	2	14, 15
Language attitudes	Language appraisal, linguistic self-confidence, language status, future use of the languages.	48	16, 17, 18

Three types of structures mainly assess these contents. The first kind of questions is based on statements measured by Likert scales from 1 (Strongly disagree) to 5 (Strongly agree) (questions 16, 17) or from 0 to 10 in the case of self-assessment (question 10). The second type of questions are multiple choice in which participants have to mark which language they mainly speak depending on different conversational contexts, that is, not only in primary school and high school settings but also at home and family members (questions 3, 4, 5, 7, 8, 11, 12, 13, 14, 15). The last type of questions requested to cross the pertinent box or to fill with their personal information (questions 1, 2, 6, 9, 18, 19, 20).

5.6. Procedure

The questionnaire was piloted with two external participants who were 12 and 16 years old and they were enrolled in Secondary-2 and post-secondary-1 grades. The piloting was conducted in order to know how long it could take to fill out the questionnaire and to identify those questions that might cause difficulties or which were unclear.

As it is explained in depth in Appendix A³, the questionnaire was handed to the participants in one of their daily classes which were administered by each of the tutors in the school context, and by the teachers of Valencian language in the high school setting.

Data collected in 209 questionnaires was codified and the statistical program SPSS 21 was used in order to run cross-tabs to describe the sample. Non-parametric Mann-Whitney U tests were used to answer the four research questions using the significance of compared means.

³ Adapted from Bretxa (2014: 243-244).

Finally, questions 16 and 17 from the questionnaire were chosen⁴ in order to answer the four research questions. Their statements were classified into the three dependent variables *linguistic self-confidence*, *subjective language status* and *language appraisal*. Since these questions were based on statements from which participants had to mark using a 1-5 Likert scale, I reverse scores in negative assertions (Question 16: 1, 3, 7, 8, 13; Question 17: 1, 4, 5, 7, 10, 13) so that all the individual scores have the same scale regarding direction. This is because it was intended to obtain a single individual mean for each of the dependent variables. Consequently, a high overall score reflects a positive attitude and a low overall score indicates a negative attitude. In addition, eight statements (2, 6, 8, 10, 11, 14, 15, and 16) from activity 17 were not included in the analysis due to their difficulty to be grouped into one of the categories under analysis.

6. Analysis and Results

6.1. Description of the sample

i) The initial sample: The initial sample was of 209 participants. The mean age in Primary-6 is 11.44 and 15.71 in Secondary-4. Most of the participants come from Sant Vicent del Raspeig (76.1%) or the city of Alacant (16.3%).

With regards to initial language (L1), there is a predominance of L1 Castilian in educational grade (91.2% in Primary-6 and 80.7% in Secondary-4) and program (80.7% of PIL/PEV and 92.9% in PIP).

Related to identification language (ID), more students in Primary-6 identify with Valencian & Castilian (31.9%) than in Secondary-4 (16.9%). The contrary happens with Castilian which increases from primary school (65.9%) to high school (78.8%). Based on educational program, PIL/PEV indicates a mixed identification (Valencian & Castilian: 45.5%) and Castilian identification (50%). Opposed to it, in PIP sample 92.9% identify with Castilian whereas 5.3% of the sample identify with Valencian & Castilian.

⁴ Classification of statements available in appendix F.

Table 2: Descriptive results of the initial sample (n=209) based on educational grade (Primary-6 vs. Secondary-4) and program (PIL/PEV vs. PIP).

		Initial Sample (n=209)	Grade		Program			
			Primary -6 (n=91)	Secondary -4 (n=118)	PIL/PEV (n=88)	PIP (n=114)	PEV to PIP (n=3)	PIP to PEV (n=4)
Mean age		13.83	11.44	15.71	13.39	14.11	13	15.75
Sex	Male	104 (49.8%)	46 (50.5%)	58 (49.2%)	42 (47.7%)	59 (52.2%)	1 (33.3%)	2 (50%)
	Female	105 (50.2%)	45 (49.5%)	60 (50.8%)	46 (52.3%)	54 (47.8%)	2 (66.7%)	2 (50%)
Birthplace	Sant Vicent del Raspeig	159 (76.1%)	89 (97.8%)	70 (59.3%)	70 (79.5%)	86 (76.1%)	2 (66.7%)	1 (25%)
	City of Alacant	34 (16.3%)	–	34 (28.8%)	10 (11.4%)	21 (18.6%)	1 (33.3%)	2 (50%)
	Catalan-speaking areas	6 (2.9%)	–	6 (5.1%)	3 (3.4%)	21 (18.6%)	–	1 (25%)
	Castilian-speaking areas	6 (2.9%)	1 (1.1%)	5 (4.2%)	4 (4.5%)	3 (2.7%)	–	–
	Latin-America/Others	4 (1.9%)	1 (1.1%)	3 (4.2%)	1 (1.1%)	1 (0.9%)	–	–
L1	Valencian	10 (4.8%)	2 (3.3%)	7 (5.9%)	6 (6.8%)	4 (3.5%)	–	–
	Valencian & Castilian	15 (7.2%)	4 (4.4%)	11 (9.3%)	9 (10.2%)	4 (3.55)	1 (33.3%)	1 (25%)
	Castilian	181 (86.6%)	83 (91.2%)	90 (83.1%)	71 (80.7%)	105 (92.9%)	2 (66.7%)	3 (75%)
	Others	3 (1.4%)	1 (1.1%)	2 (1.7%)	2 (2.3%)	–	–	–
ID Language	Valencian	6 (2.9%)	2 (2.2%)	4 (3.4%)	4 (4.5%)	2 (1.8%)	–	–
	Valencian & Castilian	49 (23.4%)	29 (31.9%)	20 (16.9%)	40 (45.5%)	6 (5.3%)	1 (33.3%)	2 (50%)
	Castilian	153 (73.2%)	60 (65.9%)	93 (78.8%)	44 (50%)	105 (92.9%)	2 (66.7%)	2 (50%)
	Others	1 (0.5%)	–	1 (0.8%)	–	–	–	–

ii) Primary-6 and Secondary-4 (selected sample): Due to the variability of primary school background, informants who came from primary schools different from the two where questionnaires were implemented were discarded from the final sample. Consequently, 47 cases were removed from the final analysis. The 4 cases left who indicated to have changed from educational program during their educational history were removed due to the small amount of cases left. Because of these decisions, only 158 participants (out of a sample of 209) were taken into account.

The primary school sample is on average 11.43 years old and most of them were born in Sant Vicent del Raspeig (97.8%). The high school sample is on average 15.74

years old and they mainly came from Sant Vicent del Raspeig (71%) and the city of Alacant (21.7%).

Based on L1 differences, the Primary-6 mainly shares Castilian as their L1 (92.1%) whereas Secondary-4 sample shows more diversity: Castilian (79.7%), Valencian & Castilian (10.1%) and Valencian (8.7%).

Focusing on the ID language, the primary school has a higher percentage of students identifying themselves with Valencian & Castilian (31.5%) than the high school (17.4%). The Secondary-4 sample is mainly formed by students identified with Castilian (76.8%) and Valencian & Castilian (17.4%).

Comparing results for L1 and ID, among the Primary-6 there is an increase from L1 (3.4%) to ID (31.5%) Valencian & Castilian at expenses of an ID Castilian decrease (from 92.1% as L1 to 66.3% as ID).

Table 3: Descriptive results of the selected sample based on educational grades (Primary-6 vs. Secondary-4).

		Primary-6 (n=89)	Secondary-4 (n=69)
Mean age		11.43	15.74
Sex	Male	45 (50.6%)	34 (49.3%)
	Female	44 (49.4%)	35 (50.7%)
Birthplace	Sant Vicent del Raspeig	87 (97.8%)	49 (71%)
	City of Alacant	–	15 (21.7%)
	Catalan-speaking areas	–	4 (5.8%)
	Castilian-speaking areas	1 (1.1%)	1 (1.4%)
	Latin-American/Others	1 (1.1%)	–
L1	Valencian	3 (3.4%)	6 (8.7%)
	Valencian & Castilian	3 (3.4%)	7 (10.1%)
	Castilian	82 (92.1%)	55 (79.7%)
	Others	1 (1.1%)	1 (1.4%)
ID Language	Valencian	2 (2.2%)	4 (5.8%)
	Valencian & Castilian	28 (31.5%)	12 (17.4%)
	Castilian	59 (66.3%)	53 (76.8%)
	Others	–	–

iii) PIL/PEV and PIP (selected sample): PIL/PEV indicates a mean age of 13.27 and they mainly come from Sant Vicent del Raspeig (84.3%) and the city of Alacant (9.6%). PIP sample has a mean age of 13.32 years old and they also come from Sant Vicent del Raspeig (88%) and the city of Alacant (9.3%).

Regarding L1, although the PIL/PEV sample has a high amount of L1 Castilian (79.5%), there are some cases that indicated Valencian (7.2%) or Valencian & Castilian

(10.8%) as their L1. In contrast, among the Secondary-4 sample, 94.7% were L1 Castilian and 4% Valencian.

Concerning ID language, PIL/PEV shows a higher amount of students who identify with Valencian & Castilian compared to PIP (4%). The opposed situation is found in ID Castilian since a higher percentage of students identify with Castilian in PIP (93.3%) than in PIL/PEV (50.6%). Considering the previous description about L1 and ID, among the PIL/PEV there is a change from L1 Castilian to ID Valencian & Castilian.

Table 4: Descriptive results of the selected sample based on educational programs (PIL/PEV vs. PIP).

		PIL/PEV (n=83)	PIP (n=75)
Mean age		13.27	13.32
Sex	Male	42 (50.6%)	37 (49.3%)
	Female	41 (49.4%)	38 (50.7%)
Birthplace	Sant Vicent del Raspeig	70 (84.3%)	66 (88%)
	City of Alacant	8 (9.6%)	7 (9.3%)
	Catalan-speaking areas	2 (2.4%)	2 (2.7%)
	Castilian-speaking areas	2 (2.4%)	–
	Latin-America/Others	1 (1.2%)	–
L1	Valencian	6 (7.2%)	3 (4%)
	Valencian & Castilian	9 (10.8%)	1 (1.3%)
	Castilian	66 (79.5%)	71 (94.7%)
	Others	2 (2.4%)	–
ID Language	Valencian	4 (4.8%)	2 (2.7%)
	Valencian & Castilian	37 (44.6%)	3 (4%)
	Castilian	42 (50.6%)	70 (93.3%)
	Others	–	–

iv) Educational grade and program (selected sample): Among Primary-6, PIL's mean age is 11.50 who mainly come from Sant Vicent del Raspeig (95.8%) whereas PIP's mean age is 11.34 and they all come from Sant Vicent del Raspeig (100%). In the Secondary-4 sample, PEV's mean age is 15.69 and they are originally from Sant Vicent del Raspeig (68.6%) and the city of Alacant (22.9%). PIP's means age is 15.79 and they mainly come from Sant Vicent del Raspeig (73.5%).

Regarding L1, Primary-6 PIL and PIP have a similar amount of L1 Castilian and PIL has 5 cases that are L1 Valencian or Valencian & Castilian. In contrast, Secondary-4 PEV is formed by a higher amount of L1 Valencian (11.4%) and Valencian & Castilian (17.1%), and 68.6% share L1 Castilian. Secondary-4 PIP speaks mainly Castilian as the L1 (91.2%).

In relation to ID, Primary-6 PIL is split into Valencian & Castilian (54.2%) and Castilian (43.8%) whereas Primary-6 PIP mainly identifies with Castilian (92.7%). Secondary-4 PEV has a higher percentage of Castilian identification (60%) than Valencian & Castilian (31.4%). Finally, Secondary-4 PIP shares Castilian as identification language (94.1%).

Based on the previous descriptions, L1 and ID differ, especially across PIL/PEV groups. Primary-6 PIL indicates a change from L1 to ID because 87.5% declare to have L1 Castilian and 6.3% Valencian & Castilian but 54.2% have a bilingual identification and 43.8% Castilian.

Table 5: Descriptive results of the selected sample based on educational grade (Primary-6 & Secondary-4) and program (PIL/PEV & PIP).

		Primary-6 PIL (n=48)	Primary-6 PIP (n=41)	Secondary-4 PEV (n=35)	Secondary-4 PIP (n=34)
Mean age		11.50	11.34	15.69	15.79
Sex	Male	25 (52.1%)	20 (48.8%)	17 (48.6%)	17 (50%)
	Female	23 (47.9%)	21 (51.2%)	18 (51.4%)	17 (50%)
Birthplace	Sant Vicent del Raspeig	46 (95.8%)	41 (100%)	24 (68.6%)	25 (73.5%)
	City of Alacant	–	–	8 (22.9%)	7 (20.6%)
	Catalan-speaking areas	–	–	2 (5.7%)	2 (5.9%)
	Castilian-speaking areas	1 (2.1%)	–	1 (2.9%)	–
	Latin-America/others	1 (2.1%)	–	–	–
L1	Valencian	2 (4.2%)	1 (2.4%)	4 (11.4%)	2 (5.9%)
	Valencian & Castilian	3 (6.3%)	–	6 (17.1%)	1 (2.9%)
	Castilian	42 (87.5%)	40 (97.6%)	24 (68.6%)	31 (91.2%)
	Others	1 (2.1%)	–	1 (2.9%)	–
ID Language	Valencian	1 (2.1%)	1 (2.4%)	3 (8.6%)	1 (2.9%)
	Valencian & Castilian	26 (54.2%)	2 (4.9%)	11 (31.4%)	1 (2.9%)
	Castilian	21 (43.8%)	38 (92.7%)	21 (60%)	32 (94.1%)
	Others	–	–	–	–

6.2. Do attitudes towards Valencian and Castilian change between Primary-6 and Secondary-4?⁵

Due to the non-normality of the data, non-parametric Mann-Whitney U tests were ran so as to know the differences on language attitudes towards Castilian and Valencian in school and high school groups based on the three dependent variables.

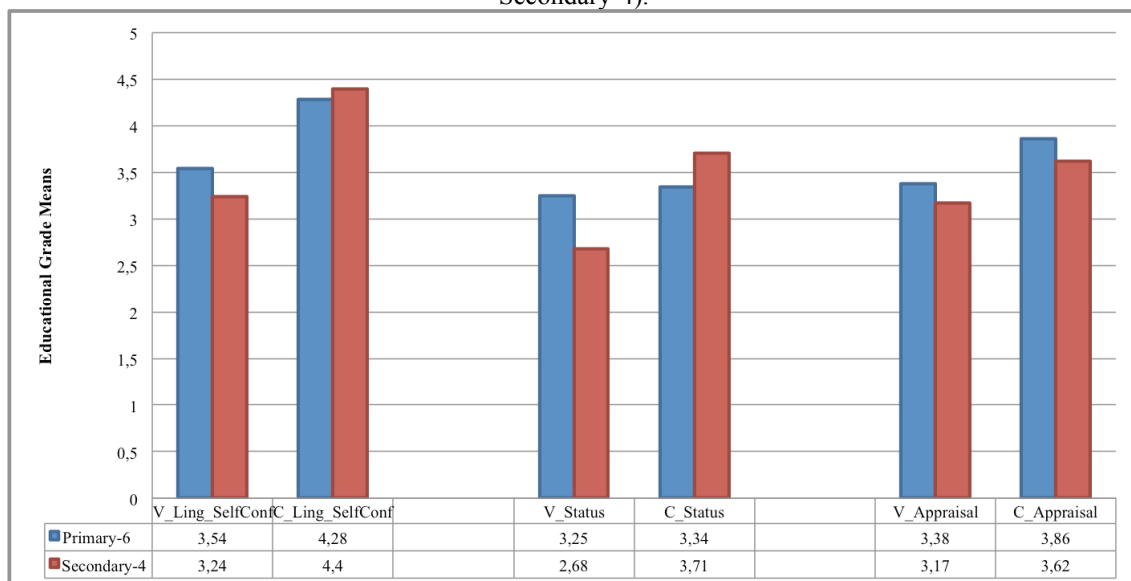
⁵ For detailed information of the results see Table 6 in Appendix G.

i) Linguistic self-confidence: Primary school participants feel significantly more confident with Valencian than those in high school ($M=3.54$, $SD=.66$ vs. $M=3.24$, $SD=.65$, respectively; $U=2303.500$, $z=-2.702$, $p=.007$). On the contrary, Castilian self-confidence remains positively stable across educational grades (Primary-6: $M=4.28$, $SD=.64$ vs. Secondary-4: $M=4.40$, $SD=.48$).

ii) Subjective language status: The status of Valencian significantly decreases from primary school to high school ($M=3.25$, $SD=.52$ vs. $M=2.68$, $SD=.69$, respectively; $U=1582.50$, $z=-5.22$, $p<.001$) whereas Castilian status significantly increases from Primary-6 to Secondary-4 ($M=3.34$, $SD=.63$ vs. $M=3.71$, $SD=.65$, respectively; $U=4180$, $z=3909$, $p<.001$).

iii) Language appraisal: Castilian appraisal was significantly higher in primary school than in high school ($M=3.86$, $SD=.59$, vs. $M=3.62$, $SD=.49$, respectively; $U=2201$, $z=-3080$, $p=.002$). The appraisal of Valencian remains neutral without any significant difference ($M=3.38$, $SD=.60$ vs. $M=3.17$, $SD=.72$).

Graph 2: Means for each dependent variable (linguistic self-confidence, subjective language status and language appraisal) according to Valencian (V) or Castilian (C) and the educational grade (Primary-6 vs. Secondary-4).



6.3. Are attitudes towards Valencian and Castilian different between PIL/PEV and PIP?⁶

Linguistic self-confidence in Castilian and Valencian did not significantly differ across educational programs in the non-parametric Mann-Whitney U tests carried out.

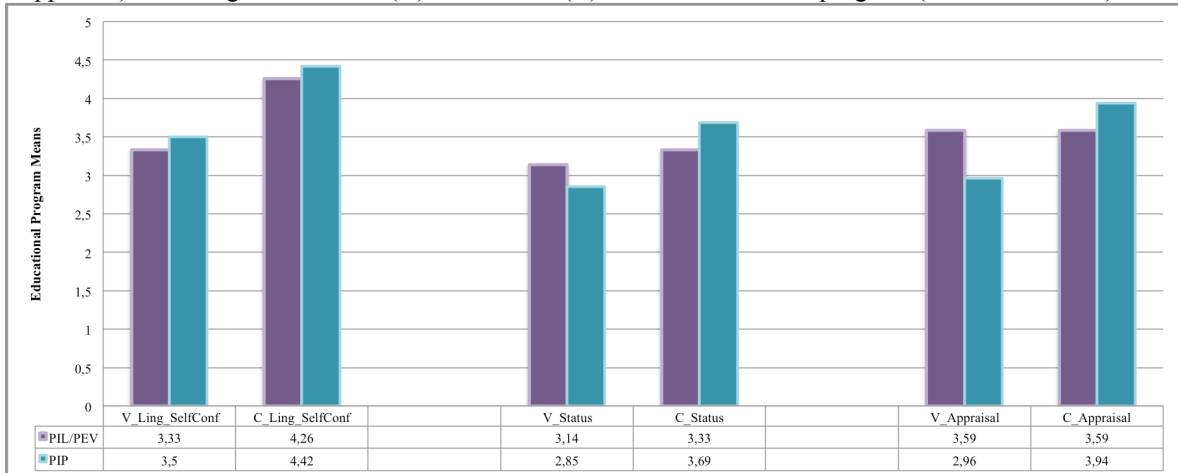
⁶ For detailed information of the results see Table 7 in Appendix G.

Despite this, significant differences were found for subjective language status and language appraisal.

i) Subjective language status: Valencian and Castilian status differ significantly between educational programs. PIL/PEV assigns a neutral status to Valencian ($M= 3.14$, $SD=.54$) whereas PIP indicates a negative status ($M=2.85$, $SD=.74$; $U=2393$, $z=-2.509$, $U=.012$). Opposed to these results, PIP sets a higher neutral status to Castilian ($M=3.69$, $SD=.57$) than PIL/PEV ($M=3.33$, $SD=.69$; $U=4048.5$, $z=3.27$, $p=.001$).

ii) Language appraisal: Valencian and Castilian appraisal show significant differences across educational programs. As it was also found for language status, PIL/PEV assigns a neutral appraisal to Valencian ($M=3.59$, $SD=.57$) whereas PIP indicates a negatives language appraisal ($M=2.96$, $SD=.6$; $U=1335$, $z=-6.16$, $p<.001$). Contrary to these results, PIP declares a higher neutral Castilian appraisal ($M=3.94$, $SD=.45$) than PIL/PEV ($M=3.59$, $SD=.60$; $U=4264$, $z=4.05$, $p<.001$).

Graph 3: Means for each dependent variable (linguistic self-confidence, language status and language appraisal) according to Valencian (V) or Castilian (C) and the educational program (PIL/PEV vs. PIP).



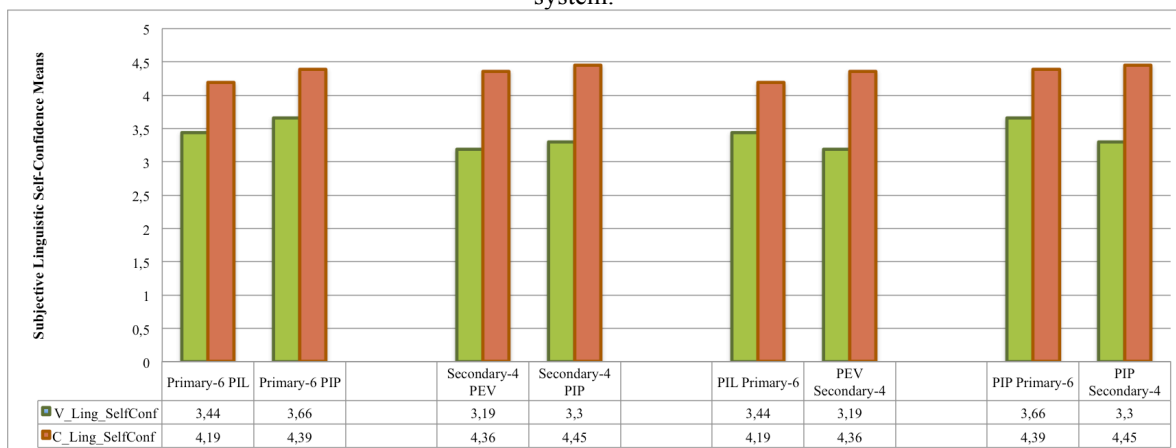
6.4. How do attitudes towards Valencian and Castilian change between Primary-6 and Secondary-4 and between educational programs (PIL/PEV and PIP)?⁷

Once it was confirmed that there is an attitudinal change towards Castilian and Valencian between educational grades and between educational programs, further analysis was needed so as to know how language attitudes vary based on educational grade (Primary-6 vs. Secondary-4) and program (PIL/PEV vs. PIP).

⁷ For detailed information of the results see Tables 8 and 9 in Appendix G.

i) Linguistic self-confidence: Positive values were found for Castilian linguistic self-confidence between programs in Primary-6 and Secondary-4 whereas participants assigned a neutral linguistic self-confidence to Valencian. Looking at the evolution of attitudes from Primary-6 to Secondary-4, Valencian self-confidence significantly decreases from Primary-6 PIP to Secondary-4 PIP maintaining a neutral evaluation ($M=3.66$, $SD=.71$ vs. $M=3.3$, $SD=.76$, respectively; $U=507$, $z=-2.03$, $p=.042$).

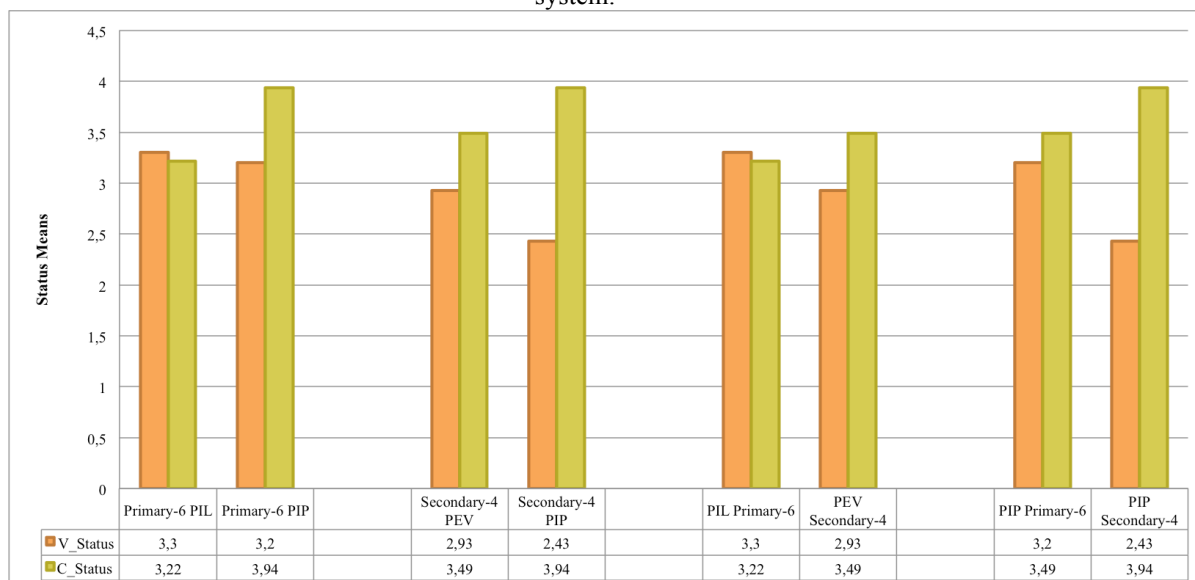
Graph 4: Valencian and Castilian linguistic self-confidence mean differences. The first two pairs have as grouping variable the educational grade whereas the last two pairs are grouped based on educational system.



ii) Subjective language status: Significant differences were found towards Valencian and Castilian status between educational programs and grades. Regarding Valencian, status is significantly lower in Secondary-4 PEV than in Secondary-4 PIP ($M=2.93$, $SD=.61$ vs. $M=2.43$, $SD=.67$, respectively; $U=322$, $z=-3.28$, $p=.001$). This tendency is also significantly found between Primary-6 PIL and Secondary-4 PEV and between Primary-6 PIP and Secondary-4 PIP reaching a negative status in Secondary-4.

Referring to Castilian status, Primary-6 PIL and Primary-6 PIP as well as Secondary-4 PEV and Secondary-4 PIP significantly differed. Despite the fact of assigning a neutral value to Castilian status (except Secondary-4 PIP who assigned a positive status), mean values increase from PIL/PEV to PIP in both educational grades. As a result of a significant increase of Castilian status, a similar result is found for the comparison between educational grades across Primary-6 PIL and Secondary-4 PEV, and between Primary-6 PIP and Secondary-4 PIP.

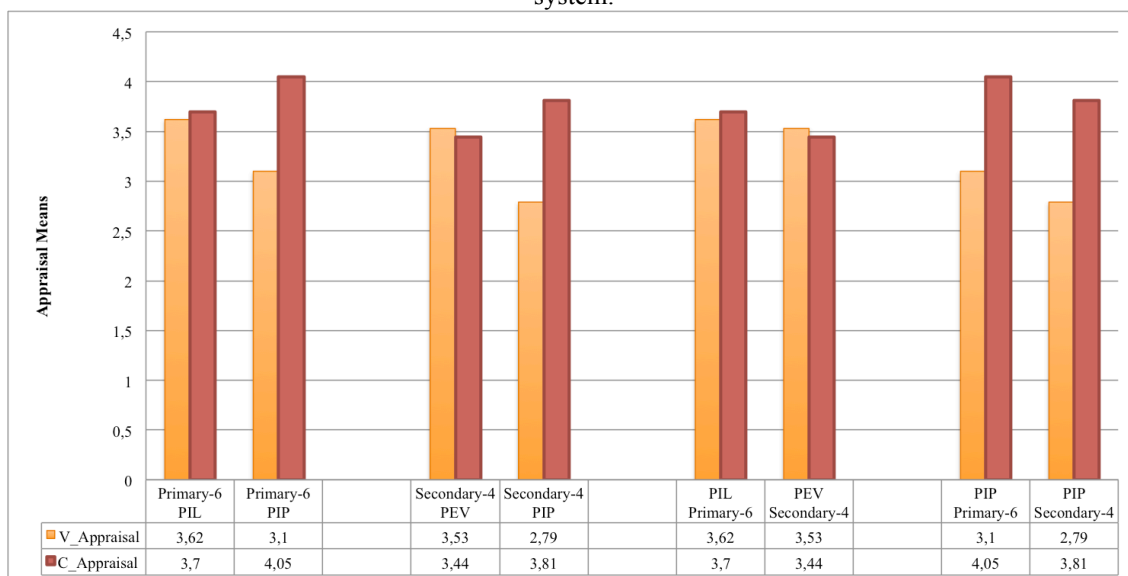
Graph 5: Valencian and Castilian subjective language status mean differences. The first two pairs have as grouping variable the educational grade whereas the last two pairs are grouped based on educational system.



iii) Language appraisal: Valencian and Castilian appraisal were significantly different between educational grades and programs. Addressing Valencian appraisal, it significantly decreases between educational programs in Primary-6 and Secondary-4. Moreover, it reaches a negative status in Secondary-4 PIP ($M=2.79$, $SD=.64$) whereas Secondary-4 PEV and Primary-6 PIL and PIP remain neutral. Observing the results for comparisons made across educational grade, Primary-6 PIL and Secondary-4 PEV indicate a neutral appraisal while Primary-6 PIP and Secondary-4 PIP significantly decrease.

Regarding Castilian language appraisal, there is a significant difference between educational program Primary-6 PIL and Primary-6 PIP since Castilian language appraisal differs from neutral to positive values in PIL and PIP, respectively. Although values remain neutral, the comparison between Secondary-4 PEV and Secondary-4 PIP also indicates a significant increase from PEV to PIP. This significant increment turns into a significant decline across educational grades. For instance, Primary-6 PIP ($M=4.05$, $SD=.44$) decreases from a positive appraisal towards Castilian to a neutral in Secondary-4 PIP ($M=3.81$, $SD=.43$).

Graph 6: Valencian and Castilian language appraisal mean differences. The first two pairs have as grouping variable the educational grade whereas the last two pairs are grouped based on educational system.



6.5. How do language attitudes change according to L1 groups between Primary-6 and Secondary-4?⁸

This last research question appears as a consequence of the sample being analyzed. As it is indicated in the descriptive analysis, there is a similar amount of L1 Valencian and bilingual speakers in primary and secondary school whereas it is different based on educational programs. This is why further analysis was conducted so as to know how L1 (Valencian/bilingual and Castilian) may be related to attitudinal changes towards Valencian and Castilian across educational grades taking into account the similar proportion of L1s. Non-significant differences were found for L1 Valencian/Bilingual to none of the three dependent variables. Despite this, L1 Castilian significantly differs from Primary-6 to Secondary-4.

i) Linguistic self-confidence: According to L1 Castilian speakers, Valencian linguistic self-confidence stays neutral from primary school to high school although it decreases ($M=3.53$, $SD=.64$ vs. $M=3.24$, $SD=.65$, respectively; $U=1707.5$, $z=-2.41$, $p=.016$).

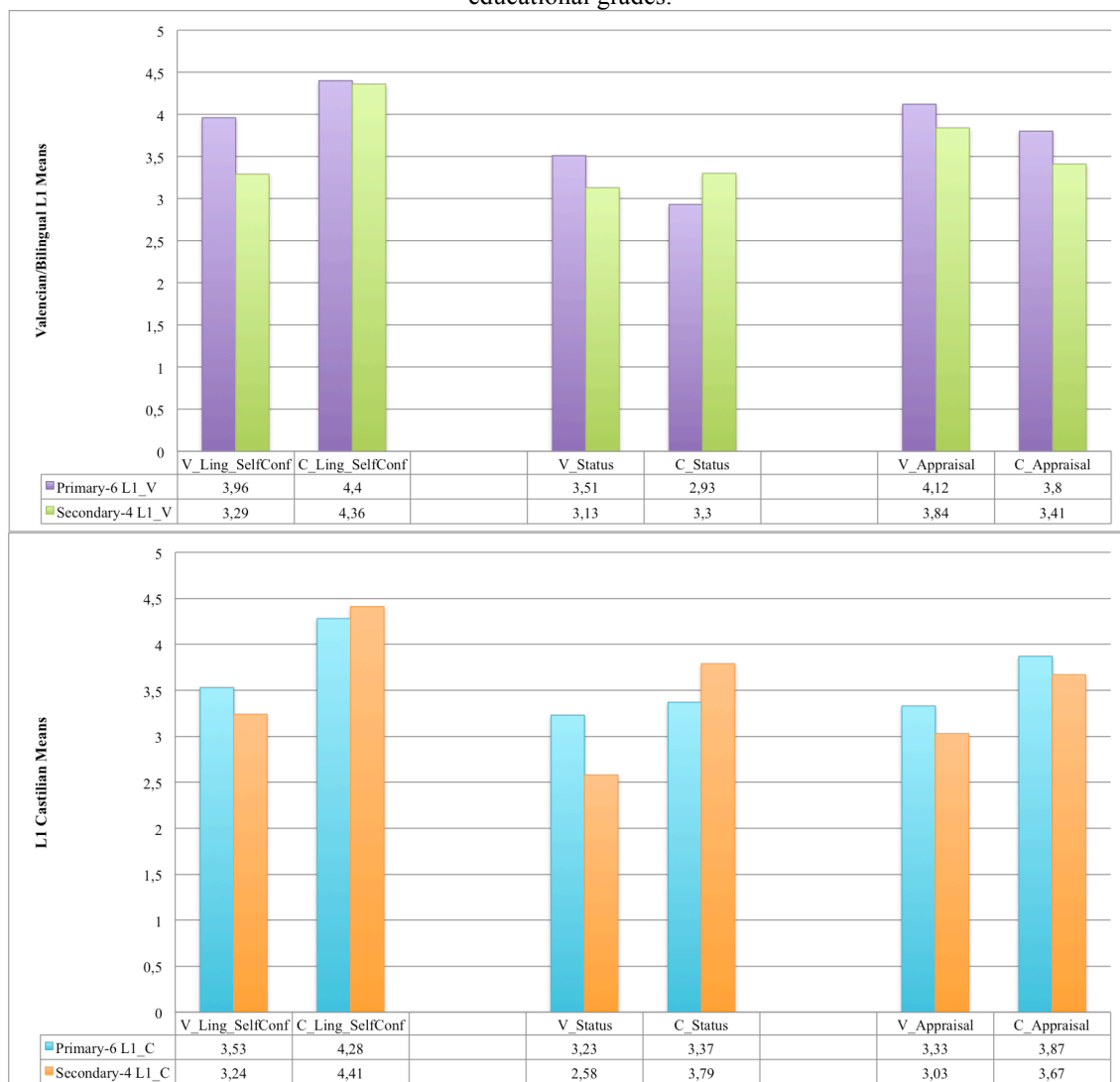
ii) Language status: Regarding L1 Castilian speakers, Valencian status receives a neutral evaluation by Primary-6 ($M=3.23$, $SD=.51$) that differs significantly from Secondary-4 opinion that assigns a negative status to Valencian ($M=2.58$, $SD=.69$; $U=1031$, $z=-5.38$, $p<.001$). Castilian status is significantly different between primary

⁸ For detailed information of the results see Tables 10 and 11 in Appendix G.

school ($M=3.37$, $SD=.63$) and high school ($M=3.79$, $SD=.61$; $U=3196.5$, $z=4.15$, $p<.001$). Moreover, Castilian status remains neutral although it is higher in high school than in primary school.

iii) Language appraisal: In relation to L1 Castilian speakers, Valencian appraisal differs significantly across educational levels ($U=1628$, $z=-2.75$, $p=.006$). It indicates neutral values in primary school ($M=3.33$, $SD=.56$) and high school ($M=3.03$, $SD=.67$). Regarding Castilian appraisal, it is also significantly different between Primary-6 and Secondary-4 ($U=1671.5$, $z=-2.59$, $p=.010$). This is because it decreases from primary school ($M=3.87$, $SD=.59$) to high school ($M=3.67$, $SD=.47$).

Graph 7: Means for each dependent variable (linguistic self-confidence, language status and language appraisal) according to Valencian (V) or Castilian (C) and Valencian/bilingual and Castilian L1s across educational grades.



7. Discussion

This is a cross-sectional case study as well as an exploratory piece of research based on two schools and a high school, and results cannot be generalized. Despite this, some conclusions could be yielded from the results displayed in the previous section.

Descriptive analysis indicates an effect of educational programs on the evolution from L1 to language identification. It is especially noticeable among PIL/PEV sample since it seems to favor a bilingual identification with Valencian and Castilian in a sample where Castilian L1 speakers predominate. For example, in the Primary-6 PIL sample, 87.5% declare to have Castilian as their L1 but just 43.8% identify exclusively with it. This is compared to the 6.3% who state having Valencian and Castilian as their L1s but 43.8% of the Primary-6 PIL sample identify with both languages. Furthermore, PIP seems to reinforce Castilian exclusive identification (Baldaquí, 2000; 2000b; 2003).

Referring to the first dependent variable, linguistic self-confidence, Primary-6 sample seem to feel more confident in Valencian than the Secondary-4 sample. The contrary happens for Castilian since high school participants are more confident than the primary school sample. Based on the bilingual program, PIP participants reported a higher linguistic self-confidence in Valencian and Castilian than PIL/PEV. These results deny González & Blas' (2012) findings since, in their comparison between the Franja and Catalonia, they found that those participants who attended Catalan classes and had formal knowledge of Catalan felt more comfortable using the language. In addition, results across educational grades and programs show that both programs from Primary-6 to Secondary-4 valued Castilian self-confidence positively whereas Valencian received neutral values. This pattern is similar to the one found by Baldaquí (2002a, 2007-2008) associated with formal linguistic security in which the most insecure students using formal Catalan were the ones who had higher Catalan formal education (PIL/PEV). Further analysis is needed to know the main causes of these results.

Addressing subjective language status, different results are found for Valencian and Castilian. First, Valencian status decreases from primary school to high school while Castilian status significantly increases. Second, educational programs have a significant impact as observed in the PIP sample who indicates a negative status to Valencian while the PIL/PEV sample assigns a neutral status. The opposed situation is found for Castilian status that gets significantly higher values from PIP than from PIL/PEV. The educational program impact is also noticeable observing results across

educational grades: Valencian status significantly decreases from Secondary-4 PEV to Secondary-4 PIP. This effect is also found between educational grades that share the educational program: Valencian status diminishes from Primary-6 PIL to Secondary-4 PEV, and from Primary-6 PIP to Secondary-4 PIP. Castilian status significantly increases between Primary-6 PIL and PEV, Secondary-4 PEV and PIP, Primary-6 PIL-Secondary-4 PEV, and Primary-6 PIP-Secondary-4 PIP (See Tables 10 and 11 in Appendix G).

Subjective language status' results may be connected to Baldaquí's results (2004, 2007-2008) which connected status and social presence of the language. In the south of the Valencian Community, status changes depending on the social context. This means that if the language has a high social presence like Castilian, young people perceive a balanced status. However, if the language has a low social presence, young population perceives a low status. Further analysis should be carried out in order to know how the discontinuity of PIL/PEV in high school might have affected this decrease of Valencian status among that sample. Despite this, the present results contradict Casesnoves (2011a) who found that the Valencian status is stable across years whereas the prestige associated with Castilian decreases.

Regarding the last dependent variable, language appraisal, significant results are found for both Valencian and Castilian. Their subjective status decreases from primary to secondary school. However, based on educational program, PIL/PEV sample indicates a neutral Valencian appraisal contrary to the negative appraisal declared by PIP sample. The opposed results are found for Castilian appraisal due to the fact that PIP sample indicates a higher neutral appraisal than PIL/PEV sample. The educational program impact is shared if it is analyzed including educational grades: from Primary-6 PIL to Primary-6 PIP, Castilian appraisal increases and Valencian appraisal decreases.

Finally, L1 comparison between primary and secondary school shows a significant effect of L1 Castilian sample on language attitudes. Based on this sample, Valencian linguistic self-confidence is neutral across grades although it decreases. Furthermore, Valencian status decreases from neutral to negative values in contrast to Castilian status that increases from Primary-6 to Secondary-4. Castilian and Valencian appraisals are higher in primary school than in high school.

Based on the discussion of the results, educational programs (PIL/PEV and PIP) as well as grades (Primary-6 and Secondary-4) and L1 Castilian play an important role

on how language attitudes change, especially regarding subjective language status and language appraisal.

8. Conclusions

Doing research on language attitudes is important in order to "[...] predir un determinat comportament lingüístic en situacions de contacte de llengües"⁹ (Solís, 2002: 71). Moreover, attitudes are a key element that helps in linguistic changes regarding the use, learning and knowledge of the language or features assigned to a speakers' community (Baker & Prys, 1998; Baker, 1992; Clément et al., 2003; Clément et al., 1985; Mas, 2015; Vila, 2012). Based on these previous ideas, this piece of research contributes to understanding language attitudes towards Catalan, and to the bilingual education in the Valencian Community system. In addition, to the best of my knowledge there is a lack of recent studies on the sociolinguistic context found in Alacant.

Referring to research limitations, time restrictions caused that one of the comparisons carried out is between two samples of participants with a common primary school background but in two different educational levels. As a result, this study is an approximation to the study of attitudinal changes being aware that results cannot be generalized. This limitation was also taken into account in the research design and analysis. Moreover, there are several limitations regarding the instrument implemented. First, the questionnaire was created and adapted to the sociolinguistic situation of the Valencian Community based on four different questionnaires, as no questionnaire addressing my dependent variables was found. Apart from it, some statements for activities 16 and 17 were not included in the analysis since they did not address the dependent variables. In addition, some cases of the total sample found questions 19 and 20 complicated to answer since they were not sure about their parents' accomplished studies or the exact job position. For this reason, teachers helped to fill these questions based on their knowledge about each student's family.

This research project can be further developed in several ways. First, it would be interesting to include other educational centers as well as locations from the province of Alacant with different degrees of Valencian and Castilian use to know how language attitudes vary from one place to the other. Second, it would be interesting to carry out a

⁹ English translation of the quotation: "to predict a specific linguistic behaviour in language contact situations".

longitudinal study to follow students' groups across several educational years and to study how language attitudes change across the years. Third, focus groups may be implemented in order to analyze how participants in different educational grades and programs elaborate discourses and reasons to explain their thoughts about the official languages in the Valencian Community. Moreover, parents' interviews may be carried out in order to have a deeper knowledge about which their language attitudes and how they affect children. Finally, research on teachers' language attitudes and language choice may be developed since teachers may use Valencian or Castilian based on their ideologies, independently of what the language policies say in the teaching area.

This study has pedagogical and social implications since it is directly related to a specific educational system and community of speakers. In geographical locations in which there are more than one official language and each of them have a different social and legal status (Ninyoles, 1969), language attitudes have to be carefully assessed. In addition:

"l'estudi de les creences i valors de l'alumnat ens permetrà desactivar actituds negatives que impossibiliten l'aprenentatge o l'ús de la llengua i també podrem transmetre noves normes d'ús lingüístic més respectuoses i igualitàries per a les dues comunitats lingüístiques coexistents"¹⁰ (Nando et al., 2003: 10).

Considering this, educational programs have to be designed bearing in mind the vehicular language used in class and students' and teachers' language beliefs (Nando et al., 2003). Moreover, from the results obtained and discussed previously, the fact of the Valencian educational system being divided into PIL/PEV and PIP as well as the discontinuity of PIL/PEV in high school have effects on language attitudes. Consequently, an educational program in which both languages are equally important and used may change the negative direction that language attitudes display in this study.

Lastly, Valencian and Castilian are the two official languages of the Valencian Community although they have different social and official recognition. In the geographical area being analyzed, there is a lack of Valencian in public institutions and educational centers apart from not having access to Valencian media. Additionally, it is uncommon to walk through the streets of the city of Alacant or Sant Vicent del Raspeig and to listen to people talking in Valencian. Considering this, there must be a way to

¹⁰ English translation of the quotation: "the study of students' beliefs and values will allow us to deactivate negative attitudes that make impossible the learning and usage of the target language. We will be able also to transmit new norms of language use more respectful and egalitarian for both coexistent linguistic communities".

change this landscape, and to promote the language use and to have a public system in which families have access to both languages equally. Thanks to the recent political change in the Valencian government, there are positive future expectations for a sociolinguistic change. If the current tendency of linguistic inequality changes, the population may perceive Valencian and Castilian as equally useful. If so, both languages would share the same position in each branch of public and private social life, be seen as worthy to learn, to teach, to use and to transmit across family's generations. Perhaps if we see this change, Montoya's traveller (1996: 21) who comes to Alacant may see that there is no longer a hidden language that belongs to the past, but a language that is alive and used in public and private social contexts.

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Finally, thanks to my parents who decided to raise me in Valencian. Thanks to the teachers of the Valencian programs who taught me to be proud of my language and who fought and still fight for an education in Valencian. Thanks to my little brothers whose eyes made me aware of the pitfalls of the Valencian educational system that I did not see during my years as a student. And thanks to those who still believe that Valencian is more than a variety of Catalan: it is culture, history, literature, music, folklore, identity, and a long etcetera. Valencian is a view of reality and of the world that has made Valencian speakers and teachers innate fighters for an education and a public administration as well as a normal and equal use of our language.

Appendix A: Distribution protocol of the questionnaires

Steps followed and instructions for the questionnaire "Questionnaire about language attitudes in Sant Vicent del Raspeig (Alacant)"

Contacting with the centers

1. To meet with the director of the centers.
2. To introduce myself as a M.A. student and researcher of the Universitat de Barcelona.
3. Brief explanation of the project: the aim of the master's thesis is to know how language attitudes vary from Primary-6 and Secondary-4 among students who share the same educational program (Valencian or Castilian) and the same primary school.
4. To hand the letter written by the advisor asked by the schools.
5. To ask for the time and the days that are more convenient for the tutors of each students' group. Moreover, to ask about the amount of students in each class and how the Valencian (PIL/PEV) and Castilian (PIP) programs take place in each center.
6. To send a copy of the final version of the questionnaire that would be implemented in each center. The questionnaire would be facilitated in Castilian and Valencian, each one for each educational program.

Questionnaire's day

In the center's management

1. To arrive 15 minutes in advance in order to prepare some preliminary details.
2. To go to the classroom.
3. To introduce myself to the tutors of each class.
 - a. To ask the tutor to stay in the class.
 - b. To ask the tutor what the students can do when they finish the questionnaire. This is in order to avoid that those participants who have already finished the questionnaire do not disturb the ones who are still answering it. For example doing homework or reading.

In the classroom

1. To separate tables.

2. To hand the questionnaires. A Valencian version is handed among students enrolled in the Valencian Educational Program (PEV) and the Castilian version is distributed among students registered in the Progressive Immersion Program (PIP).
3. To introduce myself to the students: My name is XXXX, from the Universitat de Barcelona, to say that it is an study in order to analyze how language attitudes vary between Primary-6 and Secondary-4 in different schools and high schools in the area. Finally, to clarify how to fill out the questionnaire.
4. To ask students to use a pen.
5. To clarify that students can make as many mistakes as they want. If they mark an incorrect answer, participants can cross it out and mark the correct answer with an arrow.
6. To say that once participants finish filling the questionnaire, they have to raise their hand and the researcher would go there so as to pick up the questionnaire and to make sure that all the questions were filled out.
7. To read the introduction: Each sentence may be read aloud by one student and the researcher would clarify their meanings.
8. In the school context, each question of the questionnaire was read aloud by the researcher so the participants could solve doubts. In contrast, in the high school situation, the questionnaire was read alone by each of the participants and they asked for clarifications.
9. Theoretical recommendations and specifications of the researcher to the students:
 - i) Do not get scared although the questionnaire seems to be too long, you would see that it is really quick and easy to be filled out. (I am asking you things that you do every day in school and at home, the languages that you know and what you think about them, etc.).
 - ii) Question 5 *Which is your language?* refers to: from all the languages that you know, which language you consider to be yours.
 - iii) You must read all the questions until the end, although sometimes they resemble to each other. For example, questions 11, 12, 13, and 14 are all set in the classroom. However, they refer to the language you use in order to talk with the teacher, which language the teacher uses to talk with you, the language used to teach the classes, and the language that you use with your classmates.

*In the school context, a class of 50 minutes was ceded by the tutors in each of the four groups of Primary-6 analyzed. Furthermore, in the high school setting, a class of 55

minutes was given up by the teacher of Valencian language in each of the five groups of Secondary-4 that participated in this study.

Researcher when the questionnaires are returned

1. To number the questionnaires in the same order that they are handed in (number and class A and B in the school setting, and A, B, C, D, E in the high school context).
2. To review all the questionnaires so as to make sure that all the questions are answered.

Appendix B: Sample letter handed in the educational center



Barcelona, 21 de febrer del 2015

Sant Vicent del Raspeig

L'alumna Davinia Pastor amb DNI XXXXXXXX és alumna del Màster en Lingüística Aplicada i Adquisició de Llengües en Contextos Multilingües del departament de Filologia Anglesa i Alemanya de la Universitat de Barcelona. Com a part d'aquest màster, l'alumna ha de realitzar un treball de final de màster amb una càrrega de 15 crèdits.

El treball de la sra. Pastor, que jo dirigesc com a membre del claustre d'aquest màster en tant que professor especialitzar en gestió de l'educació plurilingüe, té com a títol provisional "Moving from school to high school: changes in language attitudes among students of the Valencian educational system in Alacant". L'objectiu que persegueix l'estudi és analitzar les actituds lingüístiques d'estudiants de 6é de primària i a 4t d'ESO i així saber quins són les actituds de l'alumnat d'aquests cursos envers les diferents llengües cursades, com evolucionen en el temps, i quins són els factors principals en una possible variació actitudinal depenent del programa educatiu. Amb aquesta finalitat, s'emprarà un qüestionari dissenyat per l'alumna i supervisat per mi que es farà accessible als centres participants amb la deguda antelació.

Tenint en compte tant la finalitat del treball de la Sra. Pastor i el seu obvi interès en el context educatiu valencià, us agrairíem que accedíreu a participar-hi facilitant-li la seua investigació per tal que així puga acomplir amb els seus objectius acadèmics.

Reste a la vostra disposició per a qualsevol aclariment a la meua adreça XXXXX o al telèfon XXXXXXXX.

Atentament,

F. Xavier Vila, Professor titular

Appendix C: Questionnaire (English)

Questionnaire about Language Attitudes in Sant Vicent del Raspeig (Alacant)

Thank you for your participation in this study.

This questionnaire is part of a master's thesis about language attitudes of students in Primary-6 and Secondary-4 in different educational centers.

In the questionnaire you will have to answer some questions about yourself and according to your own opinion. It is not an exam. There are no correct or incorrect answers. Just answer each question sincerely.

If for any reason you do not want to participate in this research, you can let it know to the person who handed the questionnaire to you.

The questionnaire is anonymous. You do not have to write down your name. Only the researcher and her advisor will read your answers.

If you have any doubts during the questionnaire, raise your hand and ask the person who handed the questionnaire to you.

1. Sex:
 - a. Male
 - b. Female
2. Date of birth (day/month/year): _____/_____/_____
3. In which educational center did you attend pre-school and primary school?
 - a. CEIP Miguel Hernández
 - b. CEIP Bec de l'Àguila
 - c. Other. Which one? _____
4. In which educational program were you enrolled when you were in school?
 - a. Valencian education.
 - b. Castilian education.
 - c. Valencian education until..... year and then in Castilian.
 - d. Castilian education until..... year and then in Valencian.
 - e. Other. Which one? _____
5. Which is your language?
 - a. Only or mostly Valencian.
 - b. Equally Valencian and Castilian.
 - c. Only or mostly Castilian.
 - d. Other languages or combinations: _____
6. Where did your mother live when you were born? _____
 - 6.a. If you did not live in the Valencian Community, indicate which autonomous community or country you lived in.
 - 6.b. If you were not born in the Valencian Community, when did you move here?
7. Which language did you speak first at home when you were young?
 - a. Only or mostly Valencian.
 - b. Equally Valencian and Castilian.
 - c. Only or mostly Castilian.
 - d. Other languages or combinations: _____
8. When you were young, which languages did you parents speak to each other?
 - a. Only or mostly Valencian.
 - b. Equally Valencian and Castilian.
 - c. Only or mostly Castilian.

d. Other languages or combinations: _____

9. Which language do you speak to each of your family members? (Tick the most appropriate answer).

	Only or above all Valencian	Equally Valencian and Castilian	Only or above all Castilian	Other languages or combinations	Not appropriate
Mother					
Father					
Brother/Sister 1					
Brother/Sister 2					
Brother/Sister 3					
Paternal grandparents					
Maternal grandparents					

10. Mark from 0 (=none) to 10 (= perfectly) your capability to understand, speak, read and write Valencian and Castilian.

VALENCIAN...	I can understand it	0	1	2	3	4	5	6	7	8	9	10
	I can speak it	0	1	2	3	4	5	6	7	8	9	10
	I can read it	0	1	2	3	4	5	6	7	8	9	10
	I can write it	0	1	2	3	4	5	6	7	8	9	10
CASTILIAN...	I can understand it	0	1	2	3	4	5	6	7	8	9	10
	I can speak it	0	1	2	3	4	5	6	7	8	9	10
	I can read it	0	1	2	3	4	5	6	7	8	9	10
	I can write it	0	1	2	3	4	5	6	7	8	9	10

11. In class, without taking into account Valencian, Castilian and other language classes, in which language do you speak with your teachers?

- Only or mostly Valencian.
- Equally Valencian and Castilian.
- Only or mostly Castilian.
- Other languages or combinations: _____

12. In class, without taking into account Valencian, Castilian, and other language classes, in which language do teachers speak with you?

- Only or mostly Valencian.
- Equally Valencian and Castilian.
- Only or mostly Castilian.

- d. Other languages or combinations: _____
13. In class, without taking into account Valencian, Castilian, and other language classes, in which language are the classes taught?
- Only or mostly Valencian.
 - Equally Valencian and Castilian.
 - Only or mostly Castilian.
 - Other languages or combinations: _____
14. In class, without taking into account Valencian, Castilian, and other language classes, in which language do you speak with your classmates generally?
- Only or mostly Valencian.
 - Equally Valencian and Castilian.
 - Only or mostly Castilian.
 - Other languages or combinations: _____
15. During recess, in which language do you speak with your classmates in general?
- Only or mostly Valencian.
 - Equally Valencian and Castilian.
 - Only or mostly Castilian.
 - Other languages or combinations: _____
16. Now you are going to read some statements about Valencian and Castilian. Say if you agree or disagree with each one of the statements.

About VALENCIAN...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I get nervous when I have to speak Valencian.	1	2	3	4	5
2. Knowing Valencian helps you find a job.	1	2	3	4	5
3. When I meet a person who speaks Valencian and I speak Valencian to him/her, I feel uncomfortable.	1	2	3	4	5
4. I feel comfortable when I speak Valencian with friends in a group where there are people who speak Valencian and Castilian.	1	2	3	4	5
5. I feel I know enough Valencian so as to use it correctly in most of the situations in which I need it.	1	2	3	4	5
6. Knowing Valencian helps me to be accepted by my community.	1	2	3	4	5
7. I would like that Valencian substitutes Castilian completely in Alacant.	1	2	3	4	5
8. There are other languages that are more useful than Valencian in order to be learnt.	1	2	3	4	5
9. Valencian is more important than Castilian.	1	2	3	4	5
10. Valencian is an easy language to learn.	1	2	3	4	5
11. Valencian is a beautiful language.	1	2	3	4	5

12. I like speaking Valencian.	1	2	3	4	5
13. I believe Valencian will disappear from Alacant.	1	2	3	4	5
14. I prefer to have my classes in Valencian.	1	2	3	4	5
15. I like using Valencian.	1	2	3	4	5

About CASTILIAN ...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I get nervous when I have to speak in Castilian.	1	2	3	4	5
2. Knowing Castilian helps you find a job.	1	2	3	4	5
3. When I meet a person who speaks Castilian and I speak Castilian to him/her, I feel uncomfortable.	1	2	3	4	5
4. I feel comfortable when I speak Castilian with friends in a group where there are people who speak Valencian and Castilian.	1	2	3	4	5
5. I feel I know enough Castilian so as to use it correctly in most of the situations in which I need it.	1	2	3	4	5
6. Knowing Castilian helps me to be accepted by my community.	1	2	3	4	5
7. I would like that Castilian substitutes Valencian in Alacant.	1	2	3	4	5
8. There are other languages that are more useful than Castilian in order to be learnt.	1	2	3	4	5
9. Castilian is more important than Valencian.	1	2	3	4	5
10. Castilian is an easy language to learn.	1	2	3	4	5
11. Castilian is a beautiful language.	1	2	3	4	5
12. I like speaking Castilian.	1	2	3	4	5
13. I believe Castilian will disappear from Alacant.	1	2	3	4	5
14. I prefer to have my classes in Castilian.	1	2	3	4	5
15. I like using Castilian.	1	2	3	4	5

17. Now you are going to read some statements about Valencian and Castilian. Say if you agree or disagree with each one of the statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strong disagree
1. Valencian is a language that sounds bad.	1	2	3	4	5
2. It is important to speak Valencian and Castilian.	1	2	3	4	5
3. Valencian is a useful language.	1	2	3	4	5
4. Studying Valencian is a waste of time.	1	2	3	4	5
5. Valencian is not adequate for modern life.	1	2	3	4	5
6. All the Valencian people have to know Valencian.	1	2	3	4	5
7. In the Valencian Community it should be studied other languages instead of Valencian.	1	2	3	4	5
8. Valencian and Castilian can coexist in Alacant.	1	2	3	4	5
9. Valencian is an essential part of life in Alacant.	1	2	3	4	5
10. I believe speaking both languages, Valencian and Castilian, is not normal among young people.	1	2	3	4	5
11. If I speak Valencian in public, people would laugh at me.	1	2	3	4	5
12. Valencian is a language that is worthy of being learnt.	1	2	3	4	5
13. Valencian will disappear from Alacant since everyone speaks Castilian.	1	2	3	4	5
14. Both languages, Valencian and Castilian, should be equally important in Alacant.	1	2	3	4	5
15. In the future, I will like to be considered as a speaker of both languages.	1	2	3	4	5
16. Valencian is a dialect, and as such, it does not have to be studied.	1	2	3	4	5

18. In the future, where do you think you will continue using Valencian? And Castilian?

19. What is your parents' highest level of formal education? (Tick the most suitable option).

	Pre-school and primary education (3 to 12 years old)	High School (12 to 18 years old)	University studies (18 years old or older)	Professional training	Without formal education
Mother					
Father					

20. What do your parents do for a living?

Mother: _____

Father: _____

Thank you for your collaboration!

Appendix D: Questionnaire (Spanish)

Cuestionario sobre actitudes lingüísticas en San Vicente del Raspeig (Alicante)

Muchas gracias por participar en este estudio.

Este cuestionario forma parte de un trabajo final de máster sobre actitudes lingüísticas del alumnado de 6º de primaria y 4º ESO en diferentes centros educativos.

En el cuestionario habrás de contestar unas cuantas preguntas sobre ti mismo y según tu opinión. No es un examen. No hay preguntas correctas ni incorrectas. Solamente contesta de manera sincera a cada una de las preguntas.

Si por alguna razón no quieres participar en este trabajo, díselo a la persona que te ha repartido los cuestionarios.

El cuestionario es anónimo. No has de poner el nombre. Solamente la investigadora y su tutor leerán tus respuestas.

Si durante el cuestionario tienes alguna pregunta, levanta la mano y pide ayuda a la persona que te lo ha entregado.

1. Sexo:
 - a. Masculino
 - b. Femenino
2. Fecha de nacimiento (día/mes/año): _____/_____/_____
3. ¿En qué centro educativo cursaste los estudios de infantil y primaria?
 - a. CEIP Miguel Hernández
 - b. CEIP Bec de l'Àguila
 - c. Otro. ¿Cuál? _____
4. ¿En qué programa educativo estabas matriculado durante el colegio?
 - a. Línea en valenciano.
 - b. Línea en castellano.
 - c. Línea en valenciano hasta..... curso y después en castellano.
 - d. Línea en castellano hasta..... curso y después en valenciano.
 - e. Otro. ¿Cuál? _____
5. ¿Cuál es tu lengua?
 - a. Sólo o sobre todo valenciano.
 - b. Igual valenciano que castellano.
 - c. Sólo o sobre todo castellano.
 - d. Otras lenguas o combinaciones: _____
6. ¿Dónde vivía tu madre cuando naciste? _____
 - 6.a. Si no vivíais en la Comunidad Valenciana, indica la comunidad autónoma o el país donde vivíais.
 - 6.b. Si no naciste en la Comunidad Valenciana, ¿cuándo viniste a vivir aquí?
7. ¿Qué lengua hablaste primero en casa cuando eras pequeño/a?
 - a. Sólo o sobre todo valenciano.
 - b. Igual valenciano que castellano.
 - c. Sólo o sobre todo castellano.
 - d. Otras lenguas o combinaciones: _____
8. Cuando eras pequeño/a, ¿qué lengua hablaban tu padre y tu madre entre ellos?
 - a. Sólo o sobre todo valenciano.
 - b. Igual valenciano que castellano.
 - c. Sólo o sobre todo castellano.

d. Otras lenguas o combinaciones: _____

9. ¿Qué lengua hablas hoy con cada miembro de tu familia? (Marca con una cruz la respuesta adecuada).

	Sólo o sobre todo valenciano	Igual valenciano que castellano	Sólo o sobre todo castellano	Otras lenguas o combinaciones	No pertinente
Madre					
Padre					
Hermano/a 1					
Hermano/a 2					
Hermano/a 3					
Abuelos paternos					
Abuelos maternos					

10. Puntúa de 0 (=nada) a 10 (=perfectamente) tu capacidad de entender, hablar, leer y escribir el valenciano y el castellano.

EL VALENCIANO...	Lo entiendo	0	1	2	3	4	5	6	7	8	9	10
	Lo sé hablar	0	1	2	3	4	5	6	7	8	9	10
	Lo sé leer	0	1	2	3	4	5	6	7	8	9	10
	Lo sé escribir	0	1	2	3	4	5	6	7	8	9	10
EL CASTELLANO...	Lo entiendo	0	1	2	3	4	5	6	7	8	9	10
	Lo sé hablar	0	1	2	3	4	5	6	7	8	9	10
	Lo sé leer	0	1	2	3	4	5	6	7	8	9	10
	Lo sé escribir	0	1	2	3	4	5	6	7	8	9	10

11. En clase, sin contar las clases de valenciano, castellano e idiomas, en general, ¿en qué lengua hablas tú con los profesores?

- Sólo o sobre todo valenciano.
- Igual valenciano que castellano.
- Sólo o sobre todo castellano.
- Otras lenguas o combinaciones: _____

12. En clase, sin contar las clases de valenciano, castellano e idiomas, en general, ¿en qué lengua te hablan los profesores?

- Sólo o sobre todo valenciano.
- Igual valenciano que castellano.
- Sólo o sobre todo castellano.
- Otras lenguas o combinaciones: _____

13. En clase, sin contar las clases de valenciano, castellano e idiomas, ¿en qué lengua dan las clases los profesores?
- Sólo o sobre todo valenciano.
 - Igual valenciano que castellano.
 - Sólo o sobre todo castellano.
 - Otras lenguas o combinaciones: _____
14. En clase, sin contar con las clases de valenciano, castellano e idiomas, en general, ¿en qué lengua hablas con tus compañeros?
- Sólo o sobre todo valenciano.
 - Igual valenciano que castellano.
 - Sólo o sobre todo castellano.
 - Otras lenguas o combinaciones: _____
15. En el patio, en general, ¿en qué lengua hablas con tus compañeros?
- Sólo o sobre todo valenciano.
 - Igual valenciano que castellano.
 - Sólo o sobre todo castellano.
 - Otras lenguas o combinaciones: _____
16. A continuación leerás frases sobre el valenciano y el castellano. Di si estás de acuerdo o en desacuerdo con cada frase.

Sobre el VALENCIANO...	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
1. Me pongo nervioso/a cuando he de hablar en valenciano.	1	2	3	4	5
2. Saber valenciano te ayuda a encontrar trabajo.	1	2	3	4	5
3. Cuando me encuentro con una persona que habla valenciano y yo le hablo en valenciano, me siento incómodo/a.	1	2	3	4	5
4. Me siento cómodo/a cuando hablo en valenciano con amigos/as en un grupo donde hay personas que hablan valenciano y castellano.	1	2	3	4	5
5. Pienso que sé suficiente valenciano para hacerlo bien en la mayoría de situaciones en que lo necesito.	1	2	3	4	5
6. Saber valenciano me ayuda a ser aceptado/a por la gente.	1	2	3	4	5
7. Me gustaría que el valenciano sustituyera completamente el castellano en Alicante.	1	2	3	4	5
8. Hay otras lenguas más útiles que el valenciano para ser estudiadas.	1	2	3	4	5
9. El valenciano es más importante que el castellano.	1	2	3	4	5
10. El valenciano es una lengua fácil de aprender.	1	2	3	4	5

11. El valenciano es una lengua bonita.	1	2	3	4	5
12. Me gusta escuchar hablar valenciano.	1	2	3	4	5
13. Creo que el valenciano desaparecerá de Alicante.	1	2	3	4	5
14. Prefiero recibir la educación en valenciano.	1	2	3	4	5
15. Me gusta utilizar el valenciano.	1	2	3	4	5

Sobre el CASTELLANO ...	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
1. Me pongo nervioso/a cuando he de hablar en castellano.	1	2	3	4	5
2. Saber castellano te ayuda a encontrar trabajo.	1	2	3	4	5
3. Cuando me encuentro con una persona que habla castellano y yo le hablo en castellano, me siento incómodo/a.	1	2	3	4	5
4. Me siento cómodo/a cuando hablo castellano con amigos en un grupo donde hay persona que hablan valenciano y castellano.	1	2	3	4	5
5. Pienso que sé suficiente castellano para hacerlo bien en la mayoría de situaciones en que lo necesite.	1	2	3	4	5
6. Saber castellano me ayuda a ser aceptado/a por la gente.	1	2	3	4	5
7. Me gustaría que el castellano sustituyera completamente el valenciano en Alicante.	1	2	3	4	5
8. Hay lenguas que son más útiles que el castellano para ser estudiadas.	1	2	3	4	5
9. El castellano es más importante que el valenciano.	1	2	3	4	5
10. El castellano es una lengua fácil de aprender.	1	2	3	4	5
11. El castellano es una lengua bonita.	1	2	3	4	5
12. Me gusta escuchar hablar castellano.	1	2	3	4	5
13. Creo que el castellano desaparecerá de Alicante.	1	2	3	4	5
14. Prefiero recibir la educación en castellano.	1	2	3	4	5

15. Me gusta utilizar el castellano.	1	2	3	4	5
--------------------------------------	---	---	---	---	---

17. A continuación leerás unas afirmaciones sobre el valenciano y el castellano. Di si estás de acuerdo o en desacuerdo con cada frase:

	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
1. El valenciano es una lengua que suena mal.	1	2	3	4	5
2. Es importante hablar valenciano y castellano.	1	2	3	4	5
3. El valenciano es una lengua útil.	1	2	3	4	5
4. Estudiar valenciano es una pérdida de tiempo.	1	2	3	4	5
5. El valenciano no es adecuado para la vida moderna.	1	2	3	4	5
6. Todos los valencianos han de saber valenciano.	1	2	3	4	5
7. En la Comunidad Valenciana se habría de aprender otras lenguas antes que el valenciano.	1	2	3	4	5
8. El valenciano y el castellano pueden convivir en Alicante.	1	2	3	4	5
9. El valenciano es esencial para formar parte de la vida de Alicante.	1	2	3	4	5
10. Creo que hablar las dos lenguas, valenciano y castellano, no es normal entre la gente joven.	1	2	3	4	5
11. Si hablo valenciano en público, la gente se reirá de mí.	1	2	3	4	5
12. El valenciano es una lengua que vale la pena aprender.	1	2	3	4	5
13. El valenciano desaparecerá de Alicante porque todos hablan el castellano.	1	2	3	4	5
14. Las dos lenguas, valenciano y castellano, deberían de ser igual de importantes en Alicante.	1	2	3	4	5
15. En el futuro, me gustaría ser considerado hablante de las dos lenguas.	1	2	3	4	5
16. El valenciano es un	1	2	3	4	5

dialecto, y como tal, no ha de estudiarse.					
--	--	--	--	--	--

18. En el futuro, ¿dónde crees que continuarás utilizando el valenciano? ¿Y el castellano?

19. ¿Cuál es el nivel máximo de estudios finalizados por tus padres? (Marca con una cruz la respuesta adecuada).

	Infantil y primaria (3 a 12 años)	Instituto (12 a 18 años)	Estudios universitarios (A partir de los 18 años)	Formación profesional	Sin formación académica
Madre					
Padre					

20. ¿En qué trabajan ahora tus padres?

Madre: _____

Padre: _____

¡Muchas gracias por tu colaboración!

Appendix E: Questionnaire (Catalan)

Qüestionari sobre actituds lingüístiques a Sant Vicent del Raspeig

Moltes gràcies per participar en aquest estudi.

Aquest qüestionari forma part d'un treball final de màster sobre les actituds lingüístiques de l'alumnat de 6é de primària i 4t d'ESO a diferents centres educatius.

En el qüestionari hauràs de contestar unes quantes preguntes sobre tu mateix i segons la teua opinió. No és un examen. No hi ha preguntes correctes ni incorrectes. Solament contesta de manera sincera a cadascuna de les preguntes.

Si per alguna raó no vols participar en aquest treball, digues-ho a la persona que t'ha repartit els qüestionaris.

El qüestionari és anònim. No has de posar-hi el nom. Només la recercadora i el seu tutor llegiran les teues respostes.

Si durant el qüestionari tens alguna pregunta, alça el braç i demana ajuda a la persona que te l'ha entregat.

1. Sexe:
 - a. Masculí
 - b. Femení
2. Data de naixement (dia/mes/any): _____ / _____ / _____
3. En quin centre educatiu vas cursar els estudis d'infantil i primària?
 - a. CEIP Miguel Hernández
 - b. CEIP Bec de l'Àguila
 - c. Un altre. Quin? _____
4. En quin programa educatiu estaves matriculat durant l'escola?
 - a. Línia en valencià.
 - b. Línia en castellà.
 - c. Línia en valencià fins a..... curs i després en castellà.
 - d. Línia en castellà fins a..... curs i després en valencià.
 - e. Un altre. Quin? _____
5. Quina és la teua llengua?
 - a. Valencià
 - b. Castellà
 - c. Castellà i valencià
 - d. Una altra (quina o quines?) _____
6. On vivia la teua mare quan vas nàixer? _____
 - 6.a. Si no vivíeu a la Comunitat Valenciana, indica la comunitat autònoma o el país on vivíeu.
 - 6.b. Si no vas nàixer a la Comunitat Valenciana, quan hi vas vindre a viure?
7. Quina llengua vas parlar primer a casa quan eres xiquet/a?
 - a. Només o sobretot valencià.
 - b. Igual valencià que castellà.
 - c. Només o sobretot castellà.
 - d. Altres llengües o combinacions: _____
8. Quan eres xiquet/a, quina llengua parlaven el teu pare i la teua mare entre ells?
 - a. Només o sobretot valencià.
 - b. Igual valencià que castellà.
 - c. Només o sobretot castellà.

d. Altres llengües o combinacions: _____

9. Quina llengua parles hui amb cada membre de la teua família? (Marca amb una creu la resposta adequada).

	Només o sobretot valencià	Igal valencià que castellà	Només o sobretot castellà	Altres llengües o combinacions	No pertinent
Mare					
Pare					
Germà/Germana 1					
Germà/Germana 2					
Germà/Germana 3					
Avis materns					
Avis paterns					

10. Puntua de 0 (=gens ni mica) a 10 (=perfectament) la teua capacitat d'entendre, parlar, llegir i escriure el valencià i el castellà.

EL VALENCIÀ...	L'entenc	0	1	2	3	4	5	6	7	8	9	10
	El sé parlar	0	1	2	3	4	5	6	7	8	9	10
	El sé llegir	0	1	2	3	4	5	6	7	8	9	10
	El sé escriure	0	1	2	3	4	5	6	7	8	9	10
EL CASTELLÀ...	L'entenc	0	1	2	3	4	5	6	7	8	9	10
	El sé parlar	0	1	2	3	4	5	6	7	8	9	10
	El sé llegir	0	1	2	3	4	5	6	7	8	9	10
	El sé escriure	0	1	2	3	4	5	6	7	8	9	10

11. A classe, sense comptar les classes de valencià, castellà i idiomes, en general, en quina llengua parles amb els professors?

- Només o sobretot valencià.
- Igal valencià que castellà.
- Només o sobretot castellà.
- Altres llengües o combinacions: _____

12. A classe, sense comptar les classes de valencià, castellà i d'idiomes, en general, els professors en quina llengua et parlen?

- Només o sobretot valencià.
- Igal valencià que castellà.
- Només o sobretot castellà.
- Altres llengües o combinacions: _____

13. A classe, sense comptar les classes de valencià, castellà i d'idiomes, els professors en quina llengua fan les seues classes?
- Només o sobretot valencià.
 - Igual valencià que castellà.
 - Només o sobretot castellà.
 - Altres llengües o combinacions: _____
14. A classe, sense comptar les classes de valencià, castellà i d'idiomes, en general, en quina llengua parles amb els teus companys?
- Només o sobretot valencià.
 - Igual valencià que castellà.
 - Només o sobretot castellà.
 - Altres llengües o combinacions: _____
15. En el pati, en general, en quina llengua parles amb els teus companys?
- Només o sobretot valencià.
 - Igual valencià que castellà.
 - Només o sobretot castellà.
 - Altres llengües o combinacions: _____
16. A continuació llegiràs frases sobre el valencià i el castellà. Digues si estàs d'acord o en desacord amb cada frase.

Sobre el VALENCIÀ...	Totalment en desacord	En desacord	Ni d'acord ni en desacord	D'acord	Totalment d'acord
1. Em pose nerviós/a quan he de parlar en valencià.	1	2	3	4	5
2. Saber valencià t'ajuda a trobar faena.	1	2	3	4	5
3. Quan em trobe amb una persona que parla valencià i jo li parle en valencià, em senc incòmode/a.	1	2	3	4	5
4. Em trobe còmode/a quan parle en valencià amb amics en un grup on hi ha persones que parlen en valencià i castellà.	1	2	3	4	5
5. Pense que sé prou valencià per fer-ho bé en la majoria de situacions en què el necessite.	1	2	3	4	5
6. Saber valencià m'ajuda a ser acceptat/a per la gent.	1	2	3	4	5
7. M'agradaria que el valencià substituïra completament el castellà en Alacant.	1	2	3	4	5
8. Hi ha altres llengües més útils que el valencià per a ser estudiades.	1	2	3	4	5
9. El valencià és més important que el castellà.	1	2	3	4	5
10. El valencià és una llengua fàcil d'aprendre.	1	2	3	4	5
11. El valencià és una llengua bonica.	1	2	3	4	5

12. M'agrada sentir parlar valencià.	1	2	3	4	5
13. Crec que el valencià desapareixerà d'Alacant.	1	2	3	4	5
14. Preferisc rebre l'ensenyament en valencià.	1	2	3	4	5
15. M'agrada utilitzar el valencià.	1	2	3	4	5

Sobre el CASTELLÀ...	Totalment en desacord	En desacord	Ni d'acord ni en desacord	D'acord	Totalment d'acord
1. Em pose nerviós/a quan he de parlar en castellà.	1	2	3	4	5
2. Saber castellà t'ajuda a trobar faena.	1	2	3	4	5
3. Quan em trobe amb una persona que parla castellà i jo li parle en castellà, em senc incòmode/a.	1	2	3	4	5
4. Em trobe còmode/a quan parle en castellà amb amics en un grup on hi ha persones que parlen en valencià i castellà.	1	2	3	4	5
5. Pense que sé prou castellà per fer-ho bé en la majoria de situacions en què el necessite.	1	2	3	4	5
6. Saber castellà m'ajuda a ser acceptat/a per la gent.	1	2	3	4	5
7. M'agradaria que el castellà substituïra completament el valencià en Alacant.	1	2	3	4	5
8. Hi ha altres llengües més útils que el castellà per a ser estudiades.	1	2	3	4	5
9. El castellà és més important que el valencià.	1	2	3	4	5
10. El castellà és una llengua fàcil d'aprendre.	1	2	3	4	5
11. El castellà és una llengua bonica.	1	2	3	4	5
12. M'agrada sentir parlar castellà.	1	2	3	4	5
13. Crec que el castellà desapareixerà d'Alacant.	1	2	3	4	5
14. Preferisc rebre l'ensenyament en castellà.	1	2	3	4	5
15. M'agrada utilitzar el castellà.	1	2	3	4	5

17. A continuació llegiràs unes afirmacions sobre el valencià i castellà. Digues si estàs d'acord o en desacord amb cada frase.

	Totalment en desacord	En desacord	Ni d'acord ni en desacord	D'acord	Totalment d'acord
1. El valencià és una llengua que sona malament.	1	2	3	4	5
2. És important parlar valencià i castellà.	1	2	3	4	5
3. El valencià és una llengua útil.	1	2	3	4	5
4. Estudiar valencià és una pèrdua de temps.	1	2	3	4	5
5. El valencià no és adequada per a la vida moderna.	1	2	3	4	5
6. Tots els valencians han de saber valencià.	1	2	3	4	5
7. A la Comunitat Valenciana s'haurien d'aprendre altres llengües abans que el valencià.	1	2	3	4	5
8. El valencià i el castellà poden conviure en Alacant.	1	2	3	4	5
9. El valencià és essencial per a formar part de la vida d'Alacant.	1	2	3	4	5
10. Crec que parlar les dos llengües, valencià i castellà, no és normal entre la gent jove.	1	2	3	4	5
11. Si parle valencià en públic, la gent es riurà de mi.	1	2	3	4	5
12. El valencià és una llengua que val la pena aprendre.	1	2	3	4	5
13. El valencià desapareixerà d'Alacant perquè tots parlen el castellà.	1	2	3	4	5
14. Les dos llengües, valencià i castellà, haurien de ser igual d'importants a Alacant.	1	2	3	4	5
15. En el futur, m'agradaria ser considerat parlant de les dos llengües.	1	2	3	4	5
16. El valencià és un dialecte, i com a tal, no ha d'estudiar-se.	1	2	3	4	5

18. En el futur, on creus que continuaràs usant el valencià? I el castellà?

19. Quin és el nivell màxim d'estudis acabats pels teus pares? (Marca amb una creu la resposta adequada).

	Infantil i primària (3 a 12 anys)	Institut (12 a 18 anys)	Estudis universitaris (A partir dels 18 anys)	Formació professional	Sense formació acadèmica
Mare					
Pare					

20. De què treballen ara els teus pares?

Mare: _____

Pare: _____

Moltes gràcies per la teua col·laboració!

Appendix F: Statement classification from activities 16 and 17

	Valencian	Castilian
<i>i) Linguistic self-confidence</i>	<p>Activity 16:</p> <p>1. I get nervous when I have to speak Valencian.</p> <p>3. When I meet a person who speaks Valencian and I speak Valencian to him/her, I feel uncomfortable.</p> <p>4. I feel comfortable when I speak Valencian with friends in a group where there are people who speak Valencian and Castilian.</p> <p>5. I feel I know enough Valencian so as to use it correctly in most of the situations in which I need it.</p> <p>10. Valencian is an easy language to learn.</p>	<p>Activity 16:</p> <p>1. I get nervous when I have to speak in Castilian.</p> <p>3. When I meet a person who speaks Castilian and I speak Castilian to him/her, I feel uncomfortable.</p> <p>4. I feel comfortable when I speak Castilian with friends in a group where there are people who speak Valencian and Castilian.</p> <p>5. I feel I know enough Castilian so as to use it correctly in most of the situations in which I need it.</p> <p>10. Castilian is an easy language to learn.</p>
<i>ii) Subjective language status</i>	<p>Activity 16:</p> <p>2. Knowing Valencian helps you find a job.</p> <p>6. Knowing Valencian helps me to be accepted by my community.</p> <p>8. There are other languages that are more useful than Valencian in order to be learnt.</p> <p>9. Valencian is more important than Castilian.</p> <p>13. I believe Valencian will disappear from Alacant.</p> <p>Activity 17:</p> <p>3. Valencian is a useful language.</p> <p>4. Studying Valencian is a waste of time.</p> <p>7. In the Valencian Community other languages should be studied instead of Valencian.</p> <p>12. Valencian is a language that is worthy of being learnt.</p> <p>13. Valencian will disappear from Alacant since everyone speaks Castilian.</p>	<p>Activity 16:</p> <p>2. Knowing Castilian helps you find a job.</p> <p>6. Knowing Castilian helps me to be accepted by my community.</p> <p>8. There are other languages that are more useful than Castilian in order to be learnt.</p> <p>9. Castilian is more important than Valencian.</p> <p>13. I believe Castilian will disappear from Alacant.</p>
<i>iii) Language appraisal</i>	<p>Activity 16:</p> <p>7. I would like that Valencian</p>	<p>Activity 16:</p> <p>7. I would like that Castilian</p>

	<p>substitutes Castilian completely in Alacant.</p> <p>11. Valencian is a beautiful language.</p> <p>12. I like speaking Valencian.</p> <p>14. I prefer to have my classes in Valencian.</p> <p>15. I like using Valencian.</p> <p>Activity 17:</p> <p>1. Valencian is a language that sounds bad.</p> <p>5. Valencian is not adequate for modern life.</p> <p>9. Valencian is an essential part of life in Alacant.</p>	<p>substitutes Valencian in Alacant.</p> <p>11. Castilian is a beautiful language.</p> <p>12. I like speaking Castilian.</p> <p>14. I prefer to have my classes in Castilian.</p> <p>15. I like using Castilian.</p>
<p><i>Discarded statements</i></p>	<p>Activity 17:</p> <p>2. It is important to speak Valencian and Castilian.</p> <p>6. All the Valencian people have to know Valencian.</p> <p>8. Valencian and Castilian can coexist in Alacant.</p> <p>10. I believe speaking both languages, Valencian and Castilian, is not normal among young people.</p> <p>11. If I speak Valencian in public, people would laugh at me.</p> <p>14. Both languages, Valencian and Castilian, should be equally important in Alacant.</p> <p>15. In the future, I will like to be considered as a speaker of both languages.</p> <p>16. Valencian is a dialect, and as such, it does not have to be studied.</p>	

Appendix G: Complete results for research questions

Table 6: Mann-Whitney U tests' results for how each of the three dependent variables (linguistic self-confidence, subjective language status and language appraisal) vary from Primary-6 to Secondary-4.

			Mann-Whitney U results (Valencian)			Descriptive (Valencian)			Mann-Whitney U results (Castilian)			Descriptive (Castilian)		
			<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Research Question #1	Linguistic Self-Confidence	Primary-6	2303.5	-2.702	.007	3.54	.66	3.40	3251.5	.640	.522	4.28	.64	4.40
		Secondary-4				3.24	.65	3.20				4.40	.48	4.40
	Subjective Language Status	Primary-6	1582.5	-5.224	<.001	3.25	.52	3.30	4180	3.909	<.001	3.34	.63	3.40
		Secondary-4				2.68	.69	2.50				3.71	.65	3.80
	Language Appraisal	Primary-6	2528	-1.906	.057	3.38	.60	3.37	2201	-3.080	.002	3.86	.59	3.80
		Secondary-4				3.17	.72	3.12				3.62	.49	3.60

Table 7: Mann-Whitney U tests' results for how each of the three dependent variables (linguistic self-confidence, subjective language status and language appraisal) vary from PIL/PEV to PIP.

			Mann-Whitney U results (Valencian)			Descriptive (Valencian)			Mann-Whitney U results (Castilian)			Descriptive (Castilian)		
			<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Research Question #2	Linguistic Self-Confidence	PIL/PEV	3583	1.648	.099	3.33	.59	3.40	3429.5	1.114	.265	4.26	.65	4.40
		PIP				3.50	.75	3.60				4.42	.48	4.40
	Subjective Language Status	PIL/PEV	2393	-2.509	.012	3.14	.54	3.20	4048.5	3.276	.001	3.33	.69	3.40
		PIP				2.85	.74	2.90				3.69	.57	3.60
	Language Appraisal	PIL/PEV	1345	-6.167	<.001	3.59	.57	3.62	4264	4.054	<.001	3.59	.60	3.60
		PIP				2.96	.60	2.87				3.94	.45	4

Table 8: Mann-Whitney U tests' results for how each of the three dependent variables (linguistic self-confidence, subjective language status and language appraisal) vary in school and high school separately and between educational programs (PIL/PEV vs. PIP).

			Mann-Whitney U results (Valencian)			Descriptive (Valencian)			Mann-Whitney U results (Castilian)			Descriptive (Castilian)		
			<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Research Question #3 (a)	Linguistic Self- Confidence	Primary-6 PIL Primary-6 PIP	1184.5	1.65	.097	3.44	.61	3.40	1105.5	1.010	.313	4.19	.73	4.40
						3.66	.71	3.60				4.39	.52	4.40
		Secondary-4 PEV Secondary-4 PIP	659.5	.778	.436	3.19	.54	3.20	636.5	.504	.614	4.36	.52	4.40
						3.30	.76	3.40				4.45	.43	4.50
	Subjective Language Status	Primary-6 PIL Primary-6 PIP	932	-.429	.668	3.30	.43	3.30	1221.5	1.970	.049	3.22	.64	3.20
						3.20	.60	3.30				3.49	.59	3.40
		Secondary-4 PEV Secondary-4 PIP	322	-3.282	.001	2.93	.61	2.90	802	2.503	.012	3.49	.74	3.60
						2.43	.67	2.35				3.94	.45	4
	Language Appraisal	Primary-6 PIL Primary-6 PIP	478.5	-4.171	<.001	3.62	.56	3.62	1338.5	2.959	.003	3.70	.66	3.60
						3.10	.53	3				4.05	.44	4.20
		Secondary-4 PEV Secondary-4 PIP	211.5	-4.614	<.001	3.53	.60	3.50	855	3.155	.002	3.44	.48	3.40
						2.79	.64	2.81				3.81	.43	3.80

Table 9: Mann-Whitney U tests' results for how each of the three dependent variables (linguistic self-confidence, subjective language status and language appraisal) vary in PEV/PIL and PIP separately and between educational levels (Primary-6 vs. Secondary-4).

			Mann-Whitney U results (Valencian)			Descriptives (Valencian)			Mann-Whitney U results (Castilian)			Descriptives (Castilian)		
			<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Research Question #3 (b)	Linguistic Self-Confidence	Primary-6 PIL Secondary-4 PEV	635	-1.904	.057	3.44	.61	3.40	906.5	.618	.536	4.19	.73	4.40
						3.19	.54	3.20				4.36	.52	4.40
		Primary-6 PIP Secondary-4 PIP	507	-2.030	.042	3.66	.71	3.60	720.5	.253	.800	4.36	.52	4.40
						3.30	.76	3.40				4.45	.43	4.50
	Subjective Language Status	Primary-6 PIL Secondary-4 PEV	536	-2.810	.005	3.30	.43	3.30	1056	2.001	.045	3.22	.64	3.20
						2.93	.61	2.90				3.49	.74	3.60
		Primary-6 PIP Secondary-4 PIP	269.5	-4.557	<.001	3.20	.60	3.30	1022	3.484	<.001	3.49	.59	3.40
						2.43	.67	2.35				3.94	.45	4
	Language Appraisal	Primary-6 PIL Secondary-4 PEV	754	-.796	.426	3.62	.56	3.62	594	-2.289	.022	3.70	.66	3.60
						3.53	.60	3.50				3.44	.48	3.40
		Primary-6 PIP Secondary-4 PIP	478	-2.339	.019	3.10	.53	3	469	-2.471	.013	4.05	.44	4.20
						2.79	.64	2.81				3.81	.43	3.80

Table 10: Mann-Whitney U tests' results for how language attitudes change according to L1 Valencian/Bilingual group across educational grades.

			Mann-Whitney U results (Valencian)			Descriptive (Valencian)			Mann-Whitney U results (Castilian)			Descriptive (Castilian)		
			<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Research Question #4 (a)	Linguistic Self-Confidence	Primary-6	19.5	.085	.087	3.96	.73	4.20	32.5	.564	.579	4.40	.69	4.50
		Secondary-4				3.29	.74	3				4.36	.48	4.40
	Subjective Language Status	Primary-6	23.5	.170	.179	3.51	.57	3.40	52.000	.251	.282	2.93	.54	2.90
		Secondary-4				3.13	.51	3.30				3.30	.67	3.40
	Language Appraisal	Primary-6	26.000	.246	.282	4.12	.81	4.25	25.5	.231	.244	3.80	.70	3.90
		Secondary-4				3.84	.50	3.87				3.41	.55	3.60

Table 11: Mann-Whitney U tests' results for how language attitudes change according to L1 Castilian group across educational grades.

			Mann-Whitney U results (Valencian)			Descriptive (Valencian)			Mann-Whitney U results (Castilian)			Descriptive (Castilian)		
			<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>U</i>	<i>z</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Research Question #4 (b)	Linguistic Self-Confidence	Primary-6	1707.5	-2.417	.016	3.53	.64	3.40	2386.5	.583	.560	4.28	.64	4.40
		Secondary-4				3.24	.65	3.20				4.41	.48	4.40
	Subjective Language Status	Primary-6	1031	-5.38	<.001	3.23	.51	3.30	3196.5	4.15	<.001	3.37	.63	3.40
		Secondary-4				2.58	.69	2.40				3.79	.61	4
	Language Appraisal	Primary-6	1628	-2.75	.006	3.33	.56	3.37	1671.5	-2.592	.010	3.87	.59	3.90
		Secondary-4				3.03	.67	3				3.67	.47	3.60