First insights into multilingualism at UdA

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Language Research Group - UdA

8th International Conference on Third Language Acquisition and Multilingualism

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Structure

- Andorra – An Introduction
- Andorra – Educational System
- UdA – The Multilingual Action Plan
- The MAP – The Research
  - Questionnaires – English test
- Conclusions
Andorra – An Introduction
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Andorra – An Introduction

Andorra – An Introduction

Andorra – Educational System

- French schools
- Spanish schools
- Andorran Educational System
- Escola Andorrana
## Escola Andorrana

<table>
<thead>
<tr>
<th>Language</th>
<th>Grade</th>
<th>Subject</th>
<th>Hours</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalan</td>
<td>Primary</td>
<td>Vehicular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>Secondary</td>
<td>Vehicular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td>3 h. (age 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>1.5 h. (age 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>Vehicular + 3 h.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts/P.E. + 3 h.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science + 3 h.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 h.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Spanish system

<table>
<thead>
<tr>
<th>Language</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalan</td>
<td>4</td>
<td>Vehicular + 3 or 5/4</td>
</tr>
<tr>
<td>Spanish</td>
<td>Vehicular + 3</td>
<td>Vehicular + 3 or 3/4</td>
</tr>
<tr>
<td>French</td>
<td>3 (4th to 6th)</td>
<td>3/4 or 2/3</td>
</tr>
<tr>
<td>English</td>
<td>3/2</td>
<td>3/4 or 3/2</td>
</tr>
</tbody>
</table>
# French system

<table>
<thead>
<tr>
<th>Language</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalan</td>
<td>3 h.</td>
<td>3h.</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td>3h.</td>
</tr>
<tr>
<td>French</td>
<td>Vehicular</td>
<td>Vehicular</td>
</tr>
<tr>
<td>English</td>
<td>45’</td>
<td>3/4</td>
</tr>
<tr>
<td>Portuguese</td>
<td></td>
<td>3h.</td>
</tr>
</tbody>
</table>
UdA – The Mulilingual Action Plan

Goals

❖ Promote language learning
❖ Catalan as UdA’s official language
❖ English as a working language
❖ Linguistic transparency and security
UdA – The Mulilingual Action Plan

Goals

♫ Improve communication skills and proficiency in effective communication

♫ Multilingual, multicultural and international environment
UdA – The Mulilingual Action Plan

Language policy (Spolsky)
Management
Practice
Beliefs
MAP – The research

- Institutional documentation (management)
- Questionnaire (practice & attitudes):
  - Linguistic needs and goals (English test)
### Distribution of L1

<table>
<thead>
<tr>
<th>Language</th>
<th>Students</th>
<th>Teaching Staff</th>
<th>Administration Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalan</td>
<td>27.65%</td>
<td>48.57%</td>
<td>63.63%</td>
</tr>
<tr>
<td>Spanish</td>
<td>29.78%</td>
<td>28.57%</td>
<td>27.27%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>14.36%</td>
<td>2.85%</td>
<td>9.09%</td>
</tr>
<tr>
<td>French</td>
<td>12.76%</td>
<td>5.71%</td>
<td>---</td>
</tr>
<tr>
<td>Catalan and Spanish</td>
<td>3.19%</td>
<td>14.28%</td>
<td>---</td>
</tr>
<tr>
<td>Other languages</td>
<td>12.23%</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
2. Self-perceived level of Catalan, Spanish, French and English

![Bar chart showing the self-perceived proficiency levels in Catalan, Spanish, French, and English.
Listening, Reading, Speaking, and Writing proficiency levels are compared for each language.](chart.png)
3. Language use at university (students)
4. Language use at university (teaching staff)

- **Inside the classroom with students**: Always in Catalan
- **Outside the classroom with students**: Always in another language, I always adapt, Indifferent
- **With colleagues**: Always in Catalan, Indifferent

- [Graph with bars showing language use frequencies]
5. Language use outside university

- Students:
  - Catalan: 60%
  - Spanish: 70%
  - French: 20%
  - English: 10%
  - Other languages: 10%

- Teaching staff:
  - Catalan: 90%
  - Spanish: 50%
  - French: 20%
  - English: 10%
  - Portuguese: 10%

- Administration staff:
  - Catalan: 80%
  - Spanish: 30%
  - French: 20%
  - English: 10%
  - Portuguese: 5%
6. What languages can you use to teach?

- Catalan and Spanish: 50%
- Catalan and French: 10%
- French and Portuguese: 5%
- Catalan, Spanish and English: 15%
- Catalan, Spanish and French: 15%
- Catalan, Spanish, French and English: 0%
7. Would you agree to get instruction in English (in some courses)?
8. Is it useful to include some English-mediated courses?

- English: 47%
- English and French: 20%
- English, French and Spanish: 16%
- English, French, Spanish and Portuguese: 17%
## MAP – English test

<table>
<thead>
<tr>
<th></th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Reading</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>UdA – The MAP</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>8 (17%)</td>
</tr>
<tr>
<td>MAP – The Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questionnaires</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Andorra – An Introduction

Educational System

UdA – The MAP

MAP – The Research

Questionnaires

Conclusions
9. Do you plan to learn languages in the future?

- **Students**: 76% Yes, 24% No
- **Teaching staff**: 72% Yes, 28% No
- **Administration staff**: 55% Yes, 45% No
10. Which one(s)?

- English: 49%
- French: 11%
- Portuguese: 10%
- Italian: 8%
- German: 4%
- Chinese: 4%
- Russian: 4%
- Other languages: 11%
11. Would you be interested in the following services?

- Courses on communication techniques
- Language exchange service
- Language self-learning service
- Writing, proofreading and translation help service
- Language certificates
- Language courses

- Green: Administration staff
- Red: Teaching staff
- Blue: Students
12. Studying abroad

- Have you taken any courses in a foreign university?
  - Yes: 75%
  - No: 25%

- Are you planning to do so in the future?
  - Yes: 68%
  - No: 32%
Conclusions

Sociolinguistic profile

- Reinforce the use of Catalan among students
- Improve level of Catalan
- Promote language learning
Conclusions

Language in the classroom - English

- Students motivation
- Training

Linguistic support

- English
- Need to learn languages.
Conclusions

Mobility and internationalization

Language training

Agreements and exchange programs
Conclusions

Practice – beliefs

Management
Conclusions
Gràcies per la vostra atenció

Gracias por vuestra atención

Merci de votre attention

Obrigado pela sua atenção

Thank you for your attention
<table>
<thead>
<tr>
<th>Language</th>
<th>Level</th>
<th>Home</th>
<th>Friends</th>
<th>At work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalan</td>
<td>7,4</td>
<td>46.1%</td>
<td>56.2%</td>
<td>63.0%</td>
</tr>
<tr>
<td>Spanish</td>
<td>9,1</td>
<td>54.6%</td>
<td>66.1%</td>
<td>63.2%</td>
</tr>
<tr>
<td>French</td>
<td>4,9</td>
<td>10.3%</td>
<td>12.6%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>3,0</td>
<td>18.6%</td>
<td>15.6%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>