Language use and attitudes in the Principality of Andorra. The case of Catalan in Escola Andorrana

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Structure

- ✓ Andorra An introduction
- ✓ Aims
- ✓ The study of language attitudes
- √ Sample
- ✓ The questionnaire
- ✓ Analysis
- √ Synthesis
- ✓ Further research



Language attitudes

Aims

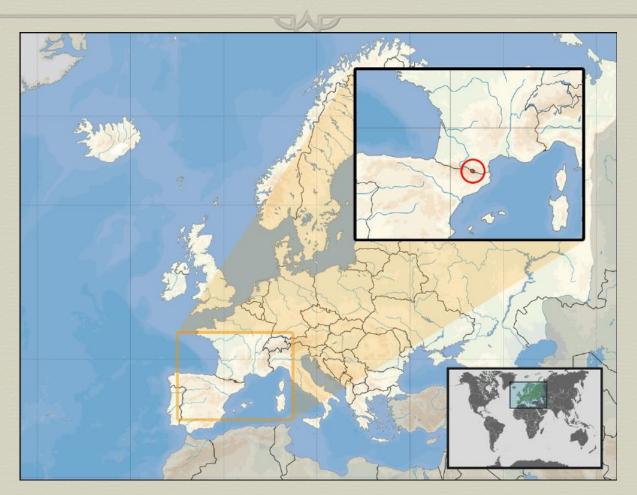
Sample

Questionnaire

Analysis

Synthesis

Further Research





Language attitudes

Aims

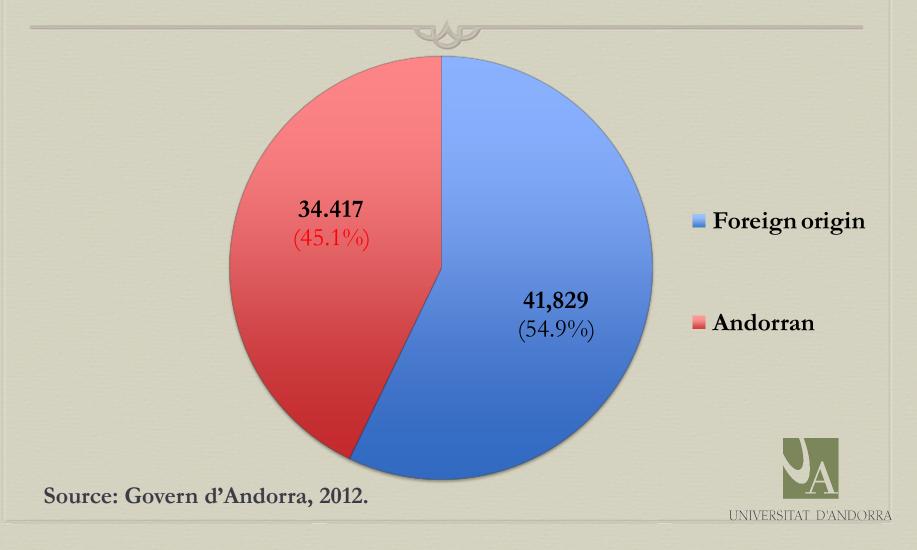
Sample

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Language attitudes

Aims

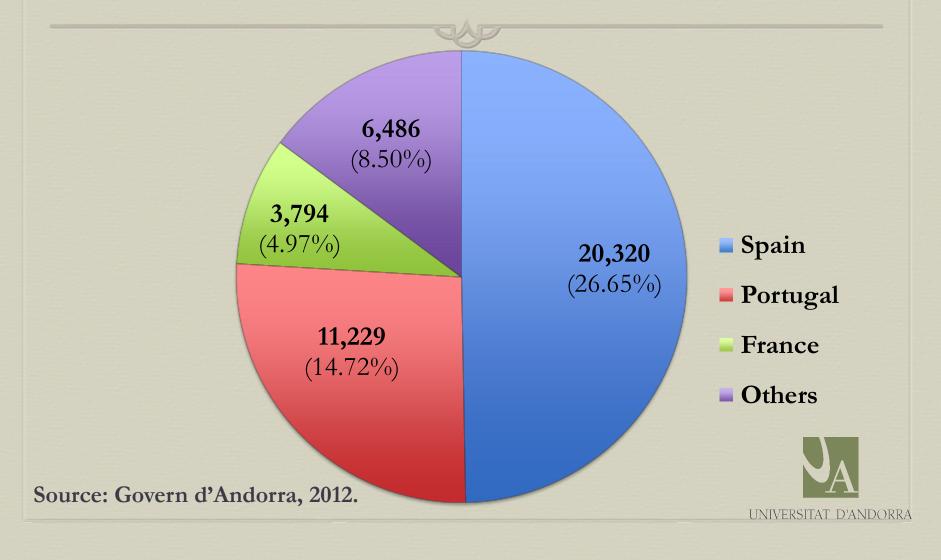
Sample

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Language attitudes

Aims

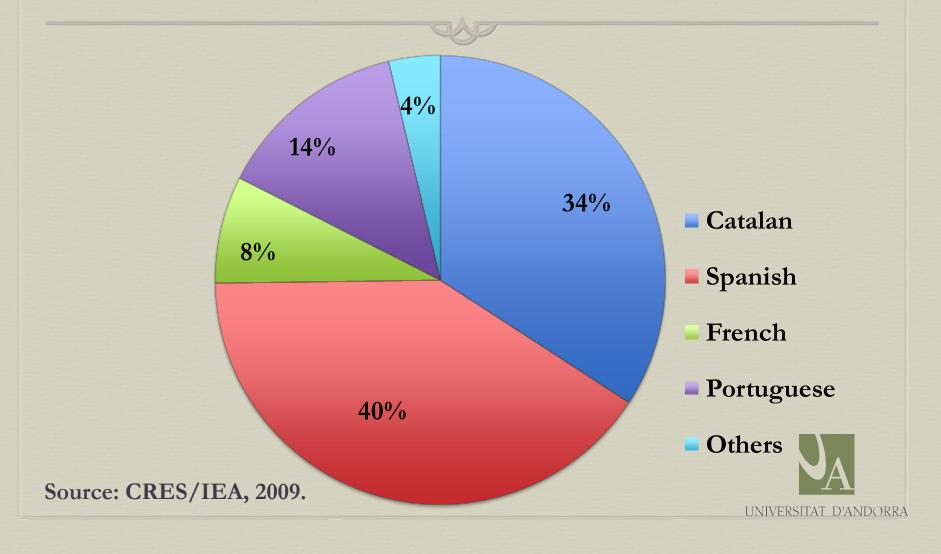
Sample

Questionnaire

Analysis

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Further Research



Language attitudes

Aims

Sample

Questionnaire

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Andorra – Educational System

- French System
- Spanish System
- Andorran System
 - Sescola Andorrana



Language attitudes

Aims

Sample

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Escola Andorrana

Primary

Secondary

Catalan

Vehicular

Vehicular + 3 h.

French

Vehicular

Arts/P.E. + 3h

Spanish

3 h. (age 10)

Science + 3 h.

English

1.5 h. (age 8)

3 h.



Language attitudes

Aims

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Spanish system

Primary

Secondary

Catalan

4

Vehicular + 3 or 5/4h.*

Spanish

Vehicular + 3

Vehicular + 3 or 3/4h.*

French

3h. (4th to 6th)

3/4 or 2/3h.*

English

3/2h.

3/4 or 3/2h.*



Language attitudes

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French system

French

Catalan

Spanish

French

English

Portuguese*

Primary

3 h.

Vehicular

45'

Secondary

3h.

3h.*

Vehicular

3/4*

3h.

Aims



- Describing EA students' language use
- Analysing EA students' attitudes towards Catalan and the rest of languages
- Proposals to improve EA students attitudes towards languages



The study of language attitudes

Static perspective

- Relatively stable
- Related to competence
- Unaffected by instruction
- Linked to parents' attitudes



The study of language attitudes

Dynamic perspective

- Close relationship attitudes-performance
- Learning rarely occurs along with unfavourable attitudes (but with favourable)
- Acquired likely to change over time
- Learning may modify attitudes



The study of language attitudes

A reciprocal relationship

Attitudes and achievement may be both the cause and effect of each other. In a cyclical, spiral relationship, one builds on the other in an upward or downward relationship' (Baker, 1992:44)



Language attitudes

Aims

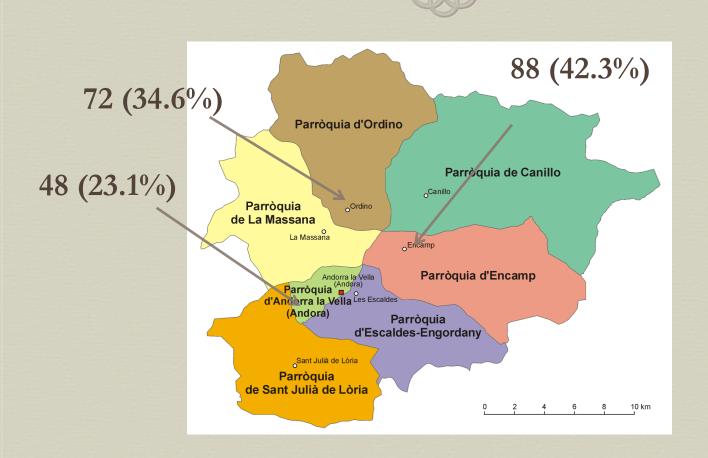
Questionnaire

Analysis

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Further Research

Sample



Sample

(n=208)



The questionnaire



- **9** Test retest (,871; p <,0001)
- ≫ANOVA Fisher's test
- Students (aged 15-16)
- **Parents**
- **%**Teachers



Language attitudes

Aims

Sample

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The questionnaire - Use

School yard Home

Adults (not home)

Read – watch

Writing

Adults (at school)



The questionnaire - Attitudes

- → I agree that all boys and girls in Andorra must learn Catalan
- It is unpleasant to learn Catalan
- It is useless to learn Catalan, because I can communicate in other languages



Aims

Sample

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The questionnaire – Attitudes

Parents

Circle the option that best reflects your perception of...:

Favourable (+10 to +6)

Neutral (+5 to -5)

Unfavourable (-5 to -10)



Language attitudes

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The questionnaire - Teachers

- Student's general capacity (5 to 1)
- Language competence(5 to 1)



Aims

Sample

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Further Research

Analysis – Use

Catalan

122 (58,65%)

Spanish

52 (25%)

Catalan – Spanish

11 (5,28)

Portuguese

17 (8,17%)

Others

6 (2,88%)

Students' mother tongue



Aims

Sample

Questionnaire

Analysis

Synthesis

Further Research

Analysis – Use

Catalan

87 (41.82%)

Spanish

35 (16.82%)

Catalan – Spanish

49 (23.55%)

Portuguese

37 (17.78%)

Language use at home



Aims

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Analysis – Attitudes

	Catalan	Spanish	
Favourable	176 (84.61)	109 (52.4%)	
Neutral	30 (14.42%)	95 (45.67%)	
Unfavourable	2 (.96%)	4 (1.92%)	

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Aims

Sample

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Analysis – Attitudes

French English

Favourable 79 (37.98%) 175 (84.13%)

Neutral 120 (57.69%) 31 (14.9 %)

Unfavourable 9 (4.32%) 2 (.96%)

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Aims

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Analysis – Attitudes

 Portuguese
 Others

 Favourable
 49 (23.558%)
 23 (11.058%)

 Neutral
 100 (48.077%)
 109 (52.404%)

 Unfavourable
 59 (28.365)
 76 (36.538%)

Attitudes towards languages - Students



Language attitudes

Aims

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Analysis – Attitudes – Parents vs students

$$+10 \text{ to } +6 / +5 \text{ to } -5 / -5 \text{ to } -10$$

Cat Spa Por Fra Ang Oth

Mean St. 6.827 4.649 -.159 2.993 7.446 2.337

Mean Par. 7.881 8.119 5.179 2.357 4.679 -.101



Andorra – An Language Ain Introduction attitudes

Aims Sample

ole Questionnaire

Analysis

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Further Research

Analysis – Origin

	Cat	Spa	Por	Fra	Ang	Oth
And	8.121	3.924	-2.030	3.273	7.197	.848
Sp-Cat	7.177	3.661	-1.387	2.903	7.629	1.903
Spa	6.132	3.643	.500	3.605	7.105	3.947
Oth	4.905	3.305	4.000	1.833	7.976	3.857



Language attitudes

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Analysis – Socioeconomic status

Spa

High-mid 8.051 3.975 -2.063 3.266 7.873

1.304

Mid-low 7.032 4.270 -.286 2.937 7.825

2.444

Low

5.576 5.966 3.017 2.797 6.441 3.678



Language attitudes

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Analysis – Educational level

Fra

Univ.

7,670 4,134 -1,639 2,979 **7,907** 1,711

Second.

6,153 5,118 **,824** 2,812 **7,000** 3,424

Prim.

6,667 5,000 **3,667** 4,111 **8,333** 2,444



Aims

Sample

Questionnaire

Analysis

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Further Research

Synthesis



- Favourable attitudes
- "Own' language for most informants
- Origin and socioeconomic status
 - Andorran-Catalan, mid-high
- SEscola Andorrana/prestige



Aims

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Second best 'valued' language

No differences in origin or socioeconomic status

Lingua franca

Cultural referents (TV, etc.)?



Language attitudes

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- Neutral attitudes
 - Cultural distance?
 - Affective affiliation?





Aims

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- Mostly neutral (low) attitudes
 - Very negative or very positive
 - Origin, socioeconomic and sociodeucational level
 - → Higher → lower means



Further research



- All educational systems
- More variables deeper analysis
- Competence test vs teacher evaluation
- Parents vs students
- Methodological recommendations



Andorra – An Language Aims Sample Questionnaire Analysis Discussion Further Research

Thank you for your attention Gràcies per la vostra atenció

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