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The Plurilingual Approach: Including Linguistic Diversity in the English Classroom.

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The Plurilingual Approach: Including Linguistic Diversity in the English Classroom.

1. ABSTRACT:

This paper arises from the idealization of English native speakers' language proficiency when learning English as a foreign language, with the scope of ending up being like them. The native model promotes the British dialect, leaving behind the different accents that coexist. Simultaneously, this affects schools because teachers do not consider the languages present in the classroom. Instead of recognizing them as a learning opportunity, they are seen as something to ignore to avoid mistakes.

This study attempts to analyze the methodology of English lessons in a primary school and determine if the plurilingual approach is being promoted. A qualitative methodology is employed in this study by observing several lessons of English in the second grade of a public primary school in Barcelona, and conducting an interview with the teacher responsible for the subject.

The results illustrate the model of teaching English as a foreign language in the school. Furthermore, the comparison between the observations made and the educator's standpoint shows the similarities and differences between reality and the teacher's viewpoint and self-perception as an English model for students.

Keywords: native speaker model, plurilingualism, linguistic diversity, English as a foreign language.

RESUM:

Aquest treball sorgeix per la idealització de la competència lingüística dels parlants nadius d'anglès en el procés d'aprenentatge d'aquesta llengua com a estrangera, amb l'objectiu d'acabar sent com ells. El model natiu promou el dialecte britànic, deixant enrere els diferents accents que coexisteixen al món. A la vegada, això afecta les escoles, ja que els mestres no tenen en compte les llengües presents a l'aula. En comptes de reconèixer-les una oportunitat per aprendre, són vistes com una cosa a ignorar per tal d'evitar cometre errors.

Aquest estudi analitza la metodologia de les classes d'anglès a una escola d'educació primària, i determina si l'enfocament plurilingüe s'està promovent. S'empra una metodologia qualitativa a través de l'observació de diverses classes d'anglès de segon de primària en una escola pública de Barcelona, i també una entrevista amb la mestra responsable de la matèria. Els resultats il·lustren el model d'ensenyament de l'anglès com a llengua estrangera que l'escola utilitza. A més, es comparen les observacions amb el punt de vista de l'educadora per analitzar les semblances i diferències de la realitat amb la perspectiva de la docent, i de la seva autopercepció com a model d'anglès pels estudiants.

Paraules clau: model de parlant nadiu, plurilingüisme, diversitat lingüística, anglès com a llengua estrangera.

2. INTRODUCTION

English is an international language used worldwide by people for communicative purposes. Due to its social importance, schools must be prepared to confront this challenge and provide opportunities for children to acquire the necessary skills in the target language to act in society in today's world.

The problem can arise by the time of teaching the language. Some schools and English teachers have in mind the native-speaker model to teach English as a foreign language. This misconception of thinking that kids with first languages other than English can learn it as if it was their mother tongue leads to difficulties in the learning process. Moreover, these other languages are not considered a support or base for learning the target language. Rather, they tend to be prohibited or ignored as if students' first language was this one, as indicated by the native model.

Therefore, the plurilingual approach is presented in the theoretical framework as it recognizes linguistic diversity in the classroom and encourages the use of several languages that support acquiring the target language. It can also be useful to raise cultural awareness, enhancing the value of all languages and cultures.

This paper researches on plurilingualism as the representation of English as an international language, considering students' linguistic repertoire to acquire it.

From this point, the general purpose is to analyze a public school's English model and methodology to determine if the plurilingual approach is being promoted.

To get to that goal, three specific objectives have been established:

- To examine how the linguistic repertoire of primary education students is treated in English lessons.
- To evaluate if the activities and resources employed in the English lessons are consistent with the plurilingual model and support students' learning.
- To interpret the teachers' attitudes and beliefs regarding plurilingualism in education.

In the next sections, a theoretical review of the two teaching models is presented, the native-speaker and the plurilingual one. After that, the methodology used to reach the objectives established is explained, followed by the analysis and discussion of the results. To finish, the conclusions of the article are summarized.

3. THEORETICAL FRAMEWORK:

3.1) The Native Speaker in English Language Teaching:

Holliday (2006, p.385) defines native-speakerism as an “ideology characterized by the belief that the ‘native-speaker’ represents the ideals both of the English language and the English teaching methodology”. Therefore, it takes an ‘ideal’ individual as somebody to imitate, while the diversity in communicative uses is ignored (Pekarek, 2011).

In most educational centers, the native-speaker model for teaching English as a foreign language still predominates. This might be because of the “deep-rooted social ideologies that give greater value to the native’s competencies and the teachers’ negative self-perception about not being native” (Jenkins, 2005 & Nguyen, 2017).

The British model has been the most recognized for teaching English over the years because of its standardization and globalization.

Nguyen (2017) points out that “the reliance on native speaker standards is rendered problematic as a result of the linguistic and pragmatic variation of English usage.” There are lots of varieties and dialects, which are different ways of speaking the same language. The truth is that the term ‘ideal native speaker’ is controversial as the majority of the population speaks more than one language.

Such perspective negatively labels non-native speaker cultures as “dependent, hierarchical, collectivist, indirect, passive, docile, lacking of self-esteem, traditional, and uncritical” (Holliday. A, 2006, p.385). This can be explained by the belief that non-native speakers are not having in mind the context but are following blindly the methods and ideas of natives.

This model can also lead to a lack of motivation and feeling of achievement of students since they can see themselves as Cook (1999) refers to ‘failed native speakers’ due to the differences in use.

3.1.1 The status of languages:

Languages can have different statuses in society. Some of them are official or co-official in a territory when they receive legal status, becoming the dominant language of that place. On the contrary, there are other languages categorized as minoritized and minority. Minoritized languages are those suffering a process of “territorial and social loss that leads to a reduction of speakers” according to Masats, Moore & Llompart (2022, p.5).

When there is this division of languages in a territory, it might occur a situation of ‘diglossia’, implying that “one language that is considered prestigious is used in more formal domains, and another language or variety that loses domains of use” (Masats, Moore & Llompart, 2022, p.5). This idea brings the homogenization of languages, meaning that there is a possibility that everyone will eventually use the same few languages while the other ones keep losing speakers.

Even though the languages that are present in a territory can be classified by their officiality, they coexist in the space and the speakers. This allows the population to develop their linguistic repertoire from the languages they know or are in contact with.

3.2) Linguistic repertoire:

Gumperz (1982) defines the term ‘repertoire’ as a set of linguistic resources people have to act in society. Apart from linguistic varieties or dialects, the linguistic repertoire also includes multimodal ways of expression that are related to social groups or cultures (Llompart & Nussbaum, 2018).

Martínez (2018, p.515) argues that “English learners conceal the many strengths that bilingual and multilingual children bring to the classroom, strengths on which we might build to support their language and literacy learning”. Besides, the author observed that the monolingual perspective can make us not recognize the benefits that a student can bring to the classroom. These advantages can be seen as resources, information, or strategies that help make relations with other languages that are beneficial for the learning of the target language.

Considering that between 60% and 70% of the population is, at least, bilingual (Martínez, 2018), it can be confirmed that bilingualism and multilingualism are the norm worldwide, so schools should be up to accepting these facts and integrating them into their lessons. By acknowledging the linguistic differences

and their presence in the classroom, teachers can look for strategies and guide students to use their linguistic repertoire.

3.2.1 Language transfer:

Language transfer is an example of a strategy that plurilingual people use to communicate with others in some contexts. It is a scaffolding method that the plurilingual approach supports as it is a way to take advantage of the linguistic repertoire to keep learning.

As Evnitskaya (2021) states, language transfer happens when students transfer knowledge, skills, or strategies from their first language to the one being learned. This brings to the idea that the knowledge that learners have about each language is not separated in their minds, but rather they build their linguistic repertoire.

Following the authors' ideas, there are positive and negative transfer. On the one hand, the first one occurs when this connection between languages is not a barrier to learning, bringing us to 'language intercomprehension', which will be further explained in the following sections. On the other hand, negative transfer is when there are differences between both languages in a given topic, which might create problems or confusion.

3.3) Plurilingualism:

3.3.1 What is plurilingualism?

The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) defines plurilingualism as a person's ability to speak in different languages. The Council also held that "a given individual does not have a collection of distinct and separate competencies to communicate depending on the languages he/she knows, but rather a plurilingual competence encompassing the full range of languages available to him/her" (2001, p.168).

Plurilingualism is different from multilingualism, meaning the coexistence of different languages in a society or territory (Masats, Moore & Llompart, 2022). Multilingualism can be achieved at school just by diversifying the languages offered, but the plurilingual approach goes further. It highlights how an individual is capable of using all his/her linguistic knowledge, contributing to rich interactions.

Plurilingual people have a plurilingual competence, which is “expanded in use and allows students to acquire new language skills and knowledge” (Masats, Moore & Llompart, 2022, p.1). This competence consists of the ability to view a language as a tool to communicate and participate in society. It also involves developing strategies to use the languages that an individual has in his/her repertoire to communicate effectively. Additionally, plurilingualism aims to raise awareness about the value of linguistic and cultural diversity present in society.

According to Llompart and Nussbaum (2018, p.13), “plurilingual uses scaffolded participation in foreign language tasks and the eventual acquisition of unilingual competencies”. The learner goes from using their plurilingual repertoire to be able to communicate, to applying an unilingual mode of interaction, meaning that he/she can interact in the target language without the need for plurilingual scaffolding. Therefore, there is a gradual acquisition of unilingual competencies through plurilingual abilities as a scaffolding.

Referring to Gómez, Carrasco, and García (2016), some of the methodological principles that this approach proclaims are the student-focused perspective so they can cooperate between them and with the teacher; the flexibility to adapt to the student, their needs, and their rhythms of learning; the more interactive and autonomous activities; and the variety of resources and activities that must be related to students’ context to ensure deep learning.

The advantages of implementing the plurilingual practice in primary school are wide. These strategies promote interaction among children and the use of the target and a second language as scaffolding toward the complete acquisition of fluency in the foreign one (Gómez, Carrasco & García, 2016). Also, the students tend to improve their behavior concerning the target language and their learning process as they are motivated and feel comfortable. Consequently, there is a correlation between the self-perception of linguistic competence and the attitude toward the language (Lasagabaster, 2007). With this, metalinguistic abilities are boosted, encouraging children to reflect on a language to learn from it (Hoyos-Pérez, 2011).

It contributes to enriching their knowledge and awareness about the diversity of languages, cultures, and traditions existing in the class. This will help them to open their minds and see other ways of understanding the world, developing their critical thinking as well.

3.3.2 Raising awareness of the value of diversity

Research has demonstrated how language awareness activities and plurilingual strategies for the learning of a foreign language are cognitively demanding because of the use of plurilingual resources. Besides, they have an impact not just on academic success but also on learners' sense of social belonging (Cummins, 2007).

Evnitskaya (2022) notes that teachers should encourage students to use their linguistic repertoire through different activities, so they become more independent and need less scaffolding for acquiring the foreign language. When raising awareness of the differences and similarities between languages, metalinguistic reflection is promoted, which leads to a wide possibility of understanding among languages through intercomprehension.

Potts and Schimd (2022, p.60) demonstrated in their study that “the challenge for teacher education is to productively disrupt quotidian beliefs about language assumptions and prompt reconsideration of future classroom practices”. Teachers must reflect on pedagogic, personal, and social aspects of their classroom to adapt to the languages present in it, as it will affect the learning of pupils.

3.3.3 Strategies to implement the plurilingual approach in the classroom

Teachers are the guides that can accompany students towards plurilingual practices that help them learn a new language, but doing some work before starting with these strategies is a must for their correct execution. As studied by the European University (2004), educators need to analyze the social and linguistic context of the class, prepare flexible materials and other resources, establish doable objectives, ... They can do some teacher training before starting to learn how to teach in a plurilingual environment.

Some strategies facilitate communication and look forward to the implementation of plurilingualism in the classroom. *Intercomprehension* is one of them, and it is the ability to understand several languages, especially when they come from the same family as the one the learner already speaks. This brings us back to the concept of *language transfer* (Evnitskaya, 2021), as the action implies transferring knowledge from the first languages to others.

Translanguaging is another pedagogical strategy that allows one to move across linguistic boundaries (Martínez, 2018). In other words, it lets users access their linguistic repertoire to scaffold their communicative aims in the target language.

Evnitskaya (2021) defines *code-switching* as a daily situation where the linguistic code is changed for different reasons or purposes as to emphasize, to use common expressions, to quote somebody else, etcetera. It provides users with information related to the discourse or the participants.

Finally, *interaction* is also important as people acquire competencies in communicative situations that are socially located (Young, 2003, 2007).

4. METHODOLOGY:

A qualitative methodology is employed in this study to evaluate the teaching model implemented in English lessons from a school. To do so, several sessions done in the English classroom were observed and an interview with the English specialist was held.

The data was collected in a public primary school located in Poblenou's neighborhood in Barcelona, Spain. The residents belong to the working class, with medium incomes.

The school courses go from 'I3' (preschool) to 6th grade, with students aged from 3 to 12 years old. This study focuses on students from second grade, who are 7 and 8 years old. They have 2 hours a week of English as a foreign language, plus 45 minutes of natural sciences, also in the target language. Each cycle has a specific English teacher who covers these hours.

The school works by projects even though there are still some characteristics of a traditional methodology as most of the activities are worksheets. They do not use books for this subject, rather, English teachers prepare about six or seven projects every year and students can vote on which topic to do next.

There were two different tools implemented to assess the approach used in the English classes. The first step in this process was to observe eight sessions of English, as it is what a unit lasts for approximately. The classes where the educator implemented these eight lessons had twenty-five and twenty-four students each.

To critically analyze these sessions, an observational greed was designed following the ideas of the theoretical framework (see [Appendix 8.1](#)). These theories and guidelines from authors such as Gómez, Carrasco & García (2016), Lasagabaster (2007), Evnitskaya (2021), and Masats, Moore & Llompart (2022) have contributed to the creation of the main points of the greed. It is divided into four columns

that go from 4 to 1, with 4 being the clearest example of a plurilingual characteristic to include in the classroom, and 1 being the least close to it, which is mainly related to the native speaker model.

The greed includes the role of the first language in the English classroom to find out if it is openly used by the teacher and students as a resource. It also aims to observe the scaffolding resources used by the teacher to support students in their learning process. Then, the type of activities implemented. The plurilingual approach indicates that the lessons should be student-focused with tasks that are interactive and foster collaboration. Moreover, the use of the target language has to be meaningful.

Next, the accent and discourse used by the educator to check if she presents different varieties of the language and has a varied discourse.

Besides, the use she makes of authentic resources that are connected to the real-life experiences of students, motivating them and showing real situations in which the language is needed.

Finally, the classroom decoration is also a key point to analyze if several English contexts are reflected and if students' creations are included.

After having observed the lessons, an interview with the English teacher took place (see the transcription in [Appendix 8.2](#)). She is the English specialist for the initial cycle of the school, being responsible for the subject in first and second grade. The educator coursed the primary education degree at university and specialized in English. Also, she has been working in that school for the past three years. For privacy reasons, her name and other data do not appear in this academic work, as she accepted the informed consent to participate.

The reason for carrying out the interview was to understand and analyze the educator's perspective on the plurilingual approach and her methods, and consisted of six questions. It was held in Catalan as it is her first language. This way she would feel more comfortable and able to answer the questions in more detail.

The first question elicited information on the varieties of English the teacher presents to students. Some children just receive input on the language at school, so they should be able to recognize that there are different dialects in the world as English is an international language.

The second one was designed to find out her opinion on the globalization of the language and its importance in the current reality. Following this path, the third question brings up the concept of

plurilingualism to get to know her opinion on applying this approach in English lessons or just using the target language.

The next one was about her thoughts on allowing the use of the first language once students are older and have more skills and dominance of the target language.

Question five asked about the relation between the lessons and the context of students. So, whether the activities are connected to the interests of students and current situations happening in their environment, or they are imposed and decontextualized.

The last question is linked to the traditions and the cultures acknowledged in the classroom. It is an indicator of the model used as it can represent a single culture or more than one by bringing to the classroom celebrations from around the world.

At the end of the study, a triangulation process is developed to match important key points observed from the two tools and the theoretical framework. Therefore, a comparison of both tools evaluates if the observed reality matches the teacher's thoughts and if the plurilingual approach is being promoted.

5. ANALYSIS OF DATA AND DISCUSSION OF RESULTS:

The following section contains a deep analysis of the data obtained with the tools and a discussion of the results having in mind the theories from the theoretical framework.

The observational greed and the interview with the English specialist served as a guide to analyze the model implemented in the English lessons of the educational institution, checking if they cover the plurilingual characteristics that the approach proclaims.

On the one hand, the first tool aimed to observe eight sessions of English in second grade by classifying and examining if the plurilingual teaching model's different characteristics are implemented. On the other hand, the interview focused on understanding the specialist's standpoint regarding the globalization of the language that she presents in class, and the integration of students' languages in her lessons.

The initial topic to be analyzed is the role of the first language in the English classroom, which is related to the first specific objective of the study about the use of the linguistic repertoire in English lessons.

As Martínez (2018) states, multilingual children can bring strengths into the classroom with which to build support and learning. When teachers acknowledge linguistic diversity, they can look for strategies that help students use their linguistic repertoire in a significant way.

Considering the greed, the results show that the educator followed the plurilingual feature as she used English most of the time, but was able to take advantage of some learning opportunities since she used other languages present in the classroom to strengthen her discourse or to ensure comprehension. For instance, she asked students from different nationalities how to say a keyword related to a discussion they were having in class. In other words, the educator made relations with other languages to reinforce her speech in difficult tasks or to clarify concepts. This is an example of what Evnitskaya (2021) refers to with the term ‘language transfer’, as it is when people can transfer previous knowledge or strategies from one language to the one they are learning. Kids were allowed to use their first languages when they did not have the skills to communicate fluidly in the target language. Therefore, using their first language was a possible resource to scaffold their communication with the target one.

In the interview, the interlocutor reported that teachers must be aware of their students’ capacities and understand to what extent they can use the foreign language. She considers that children can use their first languages in activities where they need to reflect or give their opinion on something, and also to work in groups. As she declared, “They can say some words from the vocabulary we are learning, but actually, they should be older to be able to talk to each other or debate in English.”¹

Another question asked about the permission of students’ first languages once they are more competent in the language. The interviewee highlighted again the figure of the teacher to determine when it is necessary or not, and when to allow it. She believes that it is important to take profit of the moments when students are following the class in English as well as to be aware of their needs to see when they need a simplified discourse or a translation.

In their study, Gómez, Carrasco, and García (2016) described some principles that plurilingual environments should contain. They proclaim that the activities should promote cooperativity, autonomy, and interaction. Besides, they should focus on the students and their needs. The teacher must act as a guide that presents diverse resources and dynamics related to kids’ interests and can adapt depending on the situation, content, learning rhythms, etcetera.

¹ “Sí que poden dir alguna paraula del vocabulari que estem aprenent, però, en realitat, per poder parlar entre ells o debatre en anglès haurien de ser més grans.”

This paper investigated the activities and scaffolding tools used in the English class. The greed shows that the type of activities that the teacher presents is a mix of the two models. The educator prepared some collaborative tasks related to the topic and sometimes presented them with different inputs, but language was not a key factor in the development of those. This means that students did not have to use the language to be able to complete the task. Furthermore, there was not much linguistic support for students according to their levels or needs. According to Llompart and Nussbaum (2018, p.13), the plurilingual approach uses scaffolded participation to achieve the acquisition of unilingual competencies in the target language. Accordingly, support is an important bridge that teachers must build to help their students until they are capable of crossing it by themselves.

During the lessons, she looked for stories and songs related to the topic and children's likings. She added that she also includes real objects, mostly for the final outputs of the projects. The teacher stated in the interview that the topics are related to children and close to their reality, "and if they are not, I can always think about something so they see themselves related to the theme"². Hence, the lessons relate to some plurilingual characteristics by having a teacher who prepares material that is accessible to students and includes a few collaborative activities in the units. However, there is still way to go. The subjects could arise from students' motivations to make them the center of their learning process, and more activities related to the real world could be implemented to promote long-lasting and meaningful learning. Likewise, providing students who need it with individual support is key so everybody can have the same learning opportunities.

The educator plays an important role in the classroom, and this study aimed to interpret the perspective of the teacher within plurilingualism and English as an international language. Potts and Schimd (2022) discussed that teachers have to break social beliefs and build safe spaces for their students to construct their linguistic identities. Consequently, teachers have the chance to raise awareness of the value of linguistic diversity by showing the benefits of using the repertoire in the classroom.

In her lessons, the teacher presented a clear discourse in English, although there could be a wider variety of accents presented. In the interview, she stated that she always uses the British dialect as it is the one

² "Si no sempre ens podem inventar alguna cosa perquè es vegin relacionats o més propers amb el tema."

she studied. She argued that “it does not mean that I invalidate the response of a student that says ‘cookie’ instead of ‘biscuit’, both are accepted, but I always offer the British version.”³

She showed other varieties of the language in materials such as videos or songs, and she ensured that she selected the content that was apt for the students’ age and that followed standard English.

Another interesting topic arose from the interview about the teacher’s view of English as an international language. As she described it, “English is useful to communicate with people from other countries, to understand songs or films, and also to travel around the world. It is the international language.”⁴ In other words, the educator considers English a convenient tool to master in the globalized world, indicating her recognition of the different varieties and uses of the language to understand the world and its people.

Finally, to reflect on the importance of acknowledging different languages and their value, Cummins (2007) builds on the theory of how plurilingual practices have an impact on learners’ social belonging. They contribute to their knowledge and awareness about diversity, not only about languages but also about cultures and traditions that exist in the class.

The observational greed allowed to view the classroom decoration. It was scarce and did not show characteristics of different Anglo-Saxon cultures. There were some British flags, drawings of London buses and the King’s Guard, guard of the Buckingham Palace. Thus, it only showed a little part of the wide variety of English dialects, cultures, and traditions.

The educator stated in the conversation that some traditions celebrated in the English classroom were Halloween, Christmas, and Easter.

³ “Això no vol dir que doni per invàlid que em diguin *cookie* en comptes de *biscuit*, les dues estan acceptades, però jo sempre els ofereixo l’altre opció en British.”

⁴ “L’anglès és útil per comunicar-te amb gent d’altres països, no?. Per poder entendre les cançons, les pel·lis, i també per viatjar arreu del món. És la llengua internacional.”

Table 1: Concretion of the results triangulation:

	Observational greed	Interview	Theoretical framework
Role of the first language.	Regular use of English and access to other languages for reinforcement. Kids were allowed to use their first language.	Teachers' awareness of their students' capacities to decide when to use the vehicular language. Permission for kids to use Catalan or Spanish in group works or reflexive activities.	Linguistic repertoire as a tool to learn the target language from their previous knowledge. Strategies such as language transfer, code-switching, interaction, ...
Activities and resources.	Topics are chosen by the teacher and are not related to kids' context. Few collaborative activities.	The topics can be related to their interests. Accessible activities that use standard English. Little use of real materials.	Student-focused, interactive, promote autonomy, diverse resources, related to students' reality, ...
Accent and discourse.	Clear discourse with few varieties of the language presented.	Use of the British dialect but there is presence of others in several resources.	Promote using several dialects to increase awareness of the different cultures, varieties, and traditions.
Awareness and representation of Anglo-Saxon cultures.	Classroom decoration related to British culture. Common international traditions are celebrated.	Celebration of several traditions.	Encourage linguistic and cultural diversity to foster inclusion and a sense of social belonging.

Source: Own elaboration.

6. CONCLUSIONS:

The present study was designed to research the plurilingual approach as a new perspective towards language education. The main objective was to analyze the English model and methodology of a school to check if plurilingualism is promoted.

The completion of three specific purposes has served to get to it in smaller steps.

The first one aimed to examine how children's linguistic repertoire was treated in English lessons. It was observed through the greed and the interview that students' languages were used in the classroom as a

support for their learning in the target language. Besides, the teacher referred to them from time to time to make relations that helped to comprehend the explanations. Therefore, a greater use of linguistic resources could be implemented in a way that languages are a bridge towards new knowledge in English, not just support.

The second purpose was to evaluate the activities and resources used in the sessions to check if they were aligned with the plurilingual model. In the observational process, some collaborative tasks were seen, but children did not have to use language as a tool to complete them. When they were working together, as mentioned in the interview, they used their first languages to obtain results.

Moreover, even though the educator linked the topics with some students' interests, working on a project that arises from their real context would motivate them more. In addition, using real materials or spaces could also make visible the fact that learning English not only happens in class but can have a utility in the outside world.

The third aimed to interpret the teachers' attitudes and beliefs regarding plurilingualism in education. The interview showed that she recognizes English as an international language used to communicate worldwide. She also agreed on the use of first languages to scaffold English understanding, but appears to not value it as a resource for learning besides support. Apart from this, the classroom decoration or the traditions celebrated manifested that there could be a wider view of the English culture aside from the British.

Now, after having reached these previous moves, we can bring back the initial objective and conclude that the methodology presented in the English subject of the school is mixed. They are trying to engage with new educational perspectives by working by projects, but the lack of contextualized activities and resources puts them in between more traditional methods and the new ones. According to the plurilingual principles mentioned in the theoretical framework and the observational greed, the topics of the projects should arise from students' curiosities, making them real and significant. Moreover, the implementation of cooperative activities in which students share knowledge and ideas is also key to promoting inclusion.

Regarding the closeness to the plurilingual model, the results show that the educative institution follows several features of this approach, even though some aspects still fit with the native model. For instance, the role of first languages is related to plurilingual practices as they are used as a resource to scaffold

their learning and communication, but their use could be expanded by applying some strategies such as interaction, code-switching, translanguaging, and others furtherly explained in the conceptual framework.

By consciously using other languages with an objective, students can be aware of the value of linguistic diversity. Also, they can learn to use their repertoire, with teacher's guidance, to build knowledge.

This paper was limited by its small sample size, restricting the generalizability of the findings. By analyzing more schools and educators, different methodologies would have enriched the evaluation of the plurilingual application. There could also be a comparison between institutions that consciously apply the plurilingual approach with others that do not, to check the benefits and inconveniences.

The students' age was another restraint. They were in the initial cycle, so their linguistic competence was low. Observing other grades and interviewing with more teachers would have brought more insights regarding differences caused by this factor.

The investigation carried out about plurilingualism in the English classroom has strengthened my belief about the importance of taking advantage of linguistic diversity at schools. Through the observation of lessons and the interview with the English specialist, I have been able to see how integrating the languages present in the class not only supports learning the language but also helps to connect knowledge and to be aware of the value of other cultures. In an increasingly globalized world, teachers should be prepared to show and prove to students how their identity, culture, language, or traditions are valuable and can be used for learning purposes and communication. By applying the plurilingual model, kids will grow up being more tolerant and competent in their context.

This study can benefit foreign language teachers by acknowledging the classroom's linguistic diversity and being aware of the advantages of integrating students' linguistic repertoire to achieve meaningful learning of the target language in an international world.

Plurilingualism not only enhances students' communicative competencies but also opens a door to a more diverse and inclusive world where each language can contribute to building shared knowledge and experiences.

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8. APPENDIX:

8.1) Observational grid:

	4	3	2	1
Role of the first language	The teacher uses English regularly and makes relations with other languages to reinforce the explanations of difficult tasks or concepts. Kids are allowed to use their first language as a resource.	Sometimes the teacher includes other languages to clarify concepts, but not consistently. Students can access their first language as a resource.	The use of other languages in the classroom is minimal. Students are corrected when using their first language.	The teacher only uses English and does not take advantage of possible learning situations to connect with other languages. The use of students' first languages is not allowed.
Scaffolding resources	The teacher provides support to students in a general way and additionally to the levels of linguistic competence of the individual needs of certain children.	There is support presented in a general way, but not adapted to the levels of linguistic competence or individual needs of each student.	The linguistic support is minimal and occasional in a general way.	There is no linguistic support for the group or individuals with special needs.
Type of activities	Participation is actively promoted in student-focused activities that are interactive and foster collaborative learning. The	Some interactive and collaborative activities are carried out. The use of language is significant in developing the tasks.	Interactive and collaborative activities are limited and the use of language is not obligatory to complete the task.	The teacher-focused methodology makes students be passive and disconnected from their learning process.

	use of language is crucial in developing the tasks. The activities are presented with different inputs to ensure comprehension.	Sometimes the teacher presents them with different inputs.		
Accent and discourse used	The teacher presents an authentic, clear, and varied discourse in English. Different varieties of the language are presented to the students through the use of resources such as listening or songs.	The teacher presents a clear discourse in English although there could be more variation in structures and vocabulary. A few different varieties of the language are presented to the students.	The teacher uses a very simple discourse. Only the most globalized accents of the language are presented to students.	The teacher's discourse is too simple for students' learning. Only the standardized dialect of English is presented to students.
Utilization of authentic resources	The teacher effectively integrates authentic resources that are connected to the context of students. She uses authentic resources that illustrate real situations that promote the use of the language.	Some of the learning situations presented in class are connected to the context of students although they are not always relevant to them. Part of the resources used to complete the tasks are	The use of authentic materials or learning situations is superficial and does not connect the students with the language in a significant way.	The methodology is traditional and there is no use of authentic materials. The use of the language with communicative purpose is not real.

		related to reality.		
Classroom decoration	The classroom is decorated creatively with students' projects and topics of interest related to different English contexts and cultures.	The classroom decoration includes students' projects related to English contexts, although it could be more varied.	The classroom decoration is generic and limited, including just the globalized and standardized English variety and culture.	There is a clear lack of decoration related to the English language or culture.

Source: Own elaboration.

8.2) Transcription of the interview with the English teacher:

1) Quins models de la llengua anglesa presentes a la classe? Segueixes alguna preferència de dialecte, o escolleixes més per contingut, ritme...?

No és que segueixi cap guia d'instruccions o requisits per escollir cançons, per exemple. La majoria ja estan bastant adaptades a l'anglès estàndard com les del Danny Go o Super Simple Songs.

I a l'hora de fer classe, les feinetes...?

A l'hora de parlar jo utilitzo el British accent, perquè és el que vaig estudiar.

Això no vol dir que doni per invàlid que em diguin "cookie" en comptes de "biscuit", totes dues estan acceptades, però jo sempre els ofereixo l'altre opció en British.

2) Per què creus que és important aprendre anglès avui dia?

Avui dia i fa molts anys... És útil per comunicar-te amb gent d'altres països, no? Per poder entendre les cançons, les pel·lis... I també per viatjar arreu del món. És la llengua internacional.

3) Què en penses d'incloure les primeres llengües de l'alumnat a l'aula d'anglès?

En el sentit d'utilitzar-la ells o jo?

Bé, està l'opció d'utilitzar-la tu per traduir o... -

Exacte, per ajudar.

O, per exemple, he vist alguna activitat on la mestra deixa a l'alumnat participar en la llengua que ells escullin, però després que el producte final sigui en anglès.

Clar. El que passa és que a cicle inicial encara són petits, llavors hem de ser conscients de les seves capacitats, i en activitats que siguin més de reflexió o autoavaluació, per exemple, jo crec que hauria de ser en la seva llengua materna.

Hi ha certes activitats en què encara no arriben a poder escriure en anglès, sobretot en aquest cicle, llavors la majoria d'activitats que són més tipus pregunta resposta o de completar, etcètera, pot ser en anglès, però si és d'opinió personal han d'utilitzar la seva llengua. El mateix quan és una tasca en grup, ho faran en català. Sí que poden dir alguna paraula del vocabulari que estem aprenent, però, en realitat, per poder parlar entre ells o debatre en anglès haurien de ser més grans.

4) Penses que està bé que la llengua materna estigui permesa quan ja siguin més grans i tinguin més domini de l'anglès? O hauria de ser tot en anglès?

Jo crec que pot estar permesa en determinades ocasions, que tu com a mestra has de valorar quan es necessita i quan no. Si veus que la majoria no t'està entenent, en algun moment has de fer alguna frase en català o fer-ho més senzill perquè puguin seguir-te. Però si veus que gairebé tothom segueix, tirem en anglès i aprofitem.

Ara bé, quan és a nivell emocional o els hi passa alguna cosa, per molt que jo els expliqui en anglès sempre crees més contacte amb ells quan els hi parles en una llengua que entenen millor.

I ja veus que la traducció és molt poca, sempre intento explicar-ho amb altres paraules.

Si, me'n recordo del dia que van fer la feineta de classificar els tipus de menjar i no entenen "butter" i "bread", i vas estar fent el teatre molta estona de com podíem untar la mantega al pa.

5) Quin tipus de materials autèntics utilitzes? Que estiguin relacionats amb els interessos, la vida real dels nens, el context...

Per exemple, al final de cada projecte tenen l'oportunitat de decidir quin serà el següent dintre d'un marge que tu dones.

Sí, exacte. També són temes propers a ells i elles. Per exemple ara els de primer que estan treballant les joguines, és un tema que els agrada. Si no sempre ens podem inventar alguna cosa perquè es vegin relacionats o més propers amb el tema.

A més, les cançons estan adaptades al seu nivell, mai poso una cançó que no sigui adequada amb un vocabulari molt complicat. Jo faig per buscar històries i cançons que siguin per ells.

Una altra cosa que utilitzo de tant en tant són "flashcards". Els agraden perquè a part de fer el típic repàs de vocabulari també juguem.

O quan vam fer el tema de les mascotes que vaig portar peluixos de casa. Osigui també hi ha objectes reals.

L'any passat quan vam tractar el tema del menjar i vam fer un tastet de menjar per treballar els diferents sabors o temperatures. Intento fer coses que siguin significatives i se'ls hi quedin.

6) Celebreu alguna tradició a la classe d'anglès?

Sí. Per "Halloween" vam fer uns pots decorats amb personatges de Halloween. També vaig fer fotos a les tutores i vaig posar una plantilla de fantasmes deixant només els ulls, llavors havien d'endevinar qui era cadascú.

Per "Christmas" van fer una carta i van aprendre un poema.

Per "Easter" vam fer la recerca d'ous.

Està bé anar variant i pensant activitats diferents.

També volíem fer a nivell de tota l'escola amb els mestres d'anglès Saint Patrick's Day, però ja va passar.

Hi ha escoles que fan l'English Day també.

Ho hem pensat, però anem una mica justos. A més, celebrem la llengua anglesa en general o només pels anglesos? Perquè jo tinc un alumne d'Escòcia i no sé...

Jo penso que s'hauria d'enfocar a la llengua, enfocant-ho a tots els països o persones que parlin anglès.

D'acord, llavors podríem dir English Speaking Day. Amb l'altra s'està exclouent un gran sector de gent. Jo tenia pensat fer jocs de tradicions, vaig proposar fer un taller de prendre el té.