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Linguistic diversity as a motivating and inclusive factor in primary school

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Resumen

La diversidad lingüística es un hecho tanto en nuestra comunidad como en el mundo. Esta realidad también está presente en la escuela. El ámbito escolar apoya y refuerza el desarrollo de la lengua. El objetivo de este trabajo es analizar e identificar actitudes y motivación tanto en la lengua extranjera (LE), como en la lengua materna (L1), así como en las lenguas de herencia (LH), que son las que se adquieren de los progenitores, siempre y cuando no se trate de la lengua oficial del país. Se ha hecho un análisis en un colegio de Pamplona a 42 estudiantes. Los resultados muestran, en general, una aceptación positiva del castellano, de las lenguas de herencia y del inglés como lengua extranjera. Reflejan aspectos como la utilidad de esas lenguas, el mapa lingüístico del alumnado y su percepción frente a las lenguas anteriormente mencionadas. Cabe destacar un 4%, que ha valorado de manera negativa el castellano. Es necesario tenerlo en cuenta e intentar mejorarlo. Se ofrece una guía para utilizar en el aula de inglés, en el centro y en el entorno para así contribuir a la integración y motivación, y hacer de la diversidad lingüística un elemento positivo y enriquecedor.

Palabras clave: motivación; Lenguas de herencia; Inglés como lengua extranjera; Inclusión; Escuela primaria.

Abstract

Linguistic diversity is a fact present both in our community and in the world. This reality also exists in the classroom. The school context supports and reinforces the development of language. The aim of this piece of work is to analyse and identify attitudes and motivation in the foreign language (FL), mother tongue (L1) and heritage languages (HLs), which are those acquired from parents as long as they are not the official language of the country. An analysis has been made to 42 students in a school in Pamplona. Results show, generally, a positive acceptance of Spanish, Heritage Languages and English as a foreign language. They reflect aspects such as usefulness of these languages, students' linguistic map and their perception with regard to the already mentioned languages. A 4% should be highlighted which has valued Spanish in a negative way. This fact should be taken into account and improved. By this way, a guide is offered to use in the EFL classroom, the school and the social context in order to contribute to integration and motivation, and to make linguistic diversity a positive and enriching element.

Keywords: motivation; Heritage languages; EFL; Inclusion; Primary school.

INDEX OF ACRONYMS.....	3
INTRODUCCIÓN.....	4
I. THEORETICAL FRAMEWORK.....	5
1. Language acquisition in childhood.....	5
1.1. <i>Acquisition vs. learning: The critical period hypothesis</i>	6
1.2. <i>Linguistic landscapes in childhood</i>	8
1.3. <i>Bilingual children</i>	10
2. Motivation in language acquisition	11
2.1. <i>Definition, types and impact of motivation</i>	11
2.2. <i>Age and motivation</i>	12
2.3. <i>Other factors affecting motivation</i>	13
3. Schools	14
3.1. <i>Children with heritage languages in multilingual schools: diversity and inclusion</i>	14
3.2. <i>The linguistic programmes of the Community of Navarre</i>	14
3.3. <i>Coexistence of languages: conflicts and opportunities</i>	15
II. THE PROJECT	17
1. The school	17
2. The context	18
3. The participants	19
4. The instrument	23
5. The procedure.....	24
6. Research questions.....	26
7. Results.....	26
7.1. <i>Survey about linguistic biography</i>	26
7.2. <i>Survey about motivation</i>	36
CONCLUSIONES.....	60
III. PEDAGOGICAL GUIDE	63
▪ Objectives	65
▪ Scope of action.....	65

- ✓ **The EFL** (henceforth, English as a Foreign Language) **classroom**:..... 65
- ✓ **The school** 66
- ✓ **The environment**:..... 69

FINAL CONSIDERATIONS..... 71

REFERENCES 72

APPENDICES 76

- Appendix 1.** Stages of linguistic development..... 76
- Appendix 2.** “Encuesta de Biografía Lingüística” 78
- Appendix 3.** “Encuesta de motivación” 81
- Appendix 4.** Individual survey..... 95

INDEX OF ACRONYMS

ACNEAE	Alumnado Con Necesidad Específica de Apoyo Educativo
ADHD	Attention Deficit Hyperactivity Disorder
APYMA	Asociación de Padres y Madres de Alumnos
CLIL	Content and Language Integrated Learning
CPH	Critical Period Hypothesis
EFL	English as Foreign Language
FL	Foreign Language
FLA	Foreign Language Acquisition
FMRI	Functional Magnetic Resonance Imaging
HL	Heritage Language
L1	Mother Tongue
LA	Language Acquisition
LE	Lengua Extranjera
LH	Lengua de Herencia
LMSS	L2 Motivational Self System
LP	Linguistic Program
PAF	Programa de Aprendizaje en Francés
PAI	Programa de Aprendizaje en Inglés
PALL	Programa de Aprendizaje en Alemán
SLA	Second Language Acquisition

INTRODUCCIÓN

La comunicación es una parte esencial de las personas ya que somos seres sociales. Aprendemos a comunicarnos en las primeras etapas de nuestra vida y, este proceso que dura años, culmina en el colegio. La adquisición del lenguaje es un proceso influenciado por diferentes factores, como la familia o el grado de exposición a una lengua. Entonces, es posible preguntarse qué sucede con aquellos niños o niñas que, de una forma u otra, están expuestos a más de un idioma durante su infancia.

En este marco puede aparecer el término Lenguas de Herencia (LH). Este tipo de lenguas son imprescindibles para mantener la cultura y raíces de un grupo de personas. Por ello es necesario cuidarlas y darles la importancia que merecen.

Dentro del contexto de aprendizaje la motivación es un factor indispensable, ya que su presencia puede mejorarlo y su carencia puede empeorarlo notablemente. Es por ello que este estudio aborda el factor motivacional, junto con los diferentes elementos que lo rodean.

Asimismo, la diversidad lingüística es un hecho presente, en general, en muchos lugares y particularmente en las aulas de los diferentes centros educativos. Consecuentemente, muchas lenguas y culturas diferentes pueden llegar a convivir en estos espacios.

De igual manera, el inglés es un idioma estudiado en la mayoría de los centros educativos desde edades muy tempranas. Esta lengua va a ser utilizada como elemento para mejorar la situación y mostrar a la comunidad educativa lo provechosa y efectiva que es esta condición.

Con todo lo anterior, el interés del presente estudio surge ante la curiosidad despertada durante la realización de diferentes Prácticas Escolares. Es por ello, que se han realizado diferentes encuestas al alumnado con el objetivo de conocer la presencia de distintos idiomas en un centro educativo, la visión hacia dichas lenguas y la motivación y conciencia de esta realidad por parte de los y las estudiantes.

En esa misma línea, se ofrece una propuesta para llevar a cabo en el aula de inglés, en el centro educativo y en el entorno, con el objetivo de crear una red de ayuda a los diferentes integrantes de la comunidad y evitar, de este modo, la pérdida y desarraigo de lenguas y culturas vitales para el desarrollo de la sociedad.

I. THEORETICAL FRAMEWORK

1. Language acquisition in childhood

Human beings are social. From the beginning of life, communication is the union between the outer and inner world of each person. We learn to communicate before saying and using our first words. In fact, language acquisition constitutes a “functional replacement process” as it entails the substitution of harder imperfect communication strategies by other more versatile and affective: language (Muñoz Tinoco et al., 2019).

Language is an essential tool for communication. It is also useful for intellectual functioning, regulation and organization of actions. We talk to communicate (communicative function), but we also use language to think or memorize (intellectual function) and to regulate and organize our actions (self-regulation function). Communication is a process that consists of the transmission and exchange of messages between a sender and a receiver. It is possible to find two main ways of communication; non-verbal, which is acquired since we are born, and verbal, which, apart from being acquired in an innate way it is also acquired during the first years of life and reinforced at school (Muñoz Tinoco et al., 2019).

Linguistic development can be briefly defined as the emergence of words and symbolic communication (Highline College, 2016). In spite of great individual variability regarding the rate of acquisition, the process of linguistic development can be divided into different stages, which are summarized in Table 1 (see [Appendix1](#)).

There are factors, like the school or the family, that influence the process of language acquisition. At school, other processes are set in motion. Like socialization, which makes the child develop in a different environment outside the family. Language is crucial to carry out these processes and these processes by themselves, help language to develop. Schools provide children the opportunity to communicate in different registers (informal and formal) to learn different linguistic skills (Wei, 2011) and, in many cases, different languages.

Krashen (1982) postulated that comprehensible input was all that humans needed to learn a language. However, further developments in linguistics and Second Language Acquisition (SLA) within cognitivism and sociocultural theories have added other vital elements: input, output, and interaction (meaningful communication). In other words, in order to learn to communicate and speak, the child has to be able to receive and emit meaningful linguistic signals and he or she has to have the opportunity to interact with other language users (Singleton & Ryan, 2004).

Our genes influence determined answers, a determined linguistic aptitude... but there are factors, such as a specific environment or the type of education that boost in a higher or lower degree, the manifestation of these genes and, in turn, the characteristics of the individual linguistic trajectories (Bueno i Torrens, 2017).

1.1. Acquisition vs. learning: The critical period hypothesis

We know that access to language is *written* in our genes and every human being (without severe social or developmental problems) can learn to speak if they are in contact with other human beings.

For some time, preschool and school years have been considered as a key period to learn a language. During school years, the brain starts to lose plasticity in a manner that if a language is not learnt during the first years of life, as the child grows up, it is harder for certain parts of the brain to assume other functions (Córdoba Iñesta et al., 2020).

Thirty years ago, investigators thought that children's easiness to learn was due to their brains' greater plasticity. Maturation of a child's brain is extended along the years and, lateralization, which is the progressive specialization of each of the brain's hemispheres into its functions, happens during childhood. Therefore, learning capacity is linked to the brain's maturation conditions.

Based on different neuropsychological observations, Lenneberg (1967) concluded that the perfect period for the acquisition of a language lasts from birth until puberty (Critical Period Hypothesis (henceforth CPH)). This idea means that the acquisition of a language later in life is very likely to be qualitatively incomplete in comparison to the one acquired during the first part of childhood. In addition, CPH has been used to support the idea of the importance of the introduction of a Second Language (L2) before the age of 12, after this age, it would be impossible to reach complete bilingualism (Abdelilah-Bauer, 2007).

An example of these theories would be the few cases of feral children, like "Victor de l'Aveyron" or Genie, who were deprived from human contact or communication and, after being rescued and a lot of work from therapists, they were only able to communicate in a very primitive way.

Nevertheless, this hypothesis has been discussed along the years and, investigators, started to use the term "sensitive" instead of "critical" to refer to a period that is particularly favourable for language acquisition. This period would also be beneficial for the acquisition of a L2.

Regarding learning a L2, there are studies that provide evidence in favour of the CPH. Scovel (1988) affirms that pronunciation is the area of language which shows age effects because it has a “neuromuscular basis” and claims that those who are exposed to an L2 after the age of 12 cannot pass themselves as “native speakers phonologically”. There are other studies that have concluded that L2 learners older than the age of 12 have showed an advantage on the rate of acquisition of grammar and vocabulary (Oller and Nagato, 1974; Ferris and Politzer, 1981; Singleton & Ryan, 2004) .

Nowadays, as a consequence of several studies that claim that the limit cannot be determined in such a hard way, the idea of a “Critical period” has been abandoned. Some examples of these studies may be the following:

A North American study (Bialystok, Hakuta, & Wiley, 2003) compared the linguistic development in English of a wide sample of immigrants with Mexican and Chinese origin, bearing in mind their arrival and the beginning of their process of learning English. Regarding results, investigators were not able to conclude that adults could get along worse in English than 12 or 15 year-old children. Besides, they could only verify the fact that there is an impoverishment of the development of the L2 when the age of the initiation in learning English increases.

Another North American investigation carried out by Elissa Newport (Newport, 1990) tried to determine the period in which an L2 can be acquired with the same level of competence as the mother tongue (L1). To carry this study out, there was a comparison between the grammatical competence of adult Native Americans and adults who had learnt English as a L2. Their process of learning started between 3 and 39 years old. The study confirmed that weakest linguistic achievements were carried out by individuals who had started learning a L2 between 8 and 10 years old, while subjects who started to learn English before 7 years old did not show differences regarding their linguistic behaviour with English native speakers.

In sum, empirical studies confirm that there are several stages in every child’s development process and each of them is more propitious for different capacities. That is why, sensitivity to each element that constitutes a language (phonology, grammar, lexical...) has a different length (Abdelilah-Bauer, 2007). Plus, if there is an adequate and enough exposition to a language before the age of 7, acquisition just happens. By this way, acquisition of L2 would be the same as acquisition of L1 (Francis, 1999). Differences regarding easiness in language acquisition during the first stages in life and adulthood can also happen due to internal factors or different learning strategies. Learning of L2 in adulthood is performed thanks to the use of general strategies, like problem solving, while young children have innate capacities to acquire a language. This would explain why an adult will not learn a language as a child would do (Abdelilah-Bauer, 2007).

This section illustrates how important it is to take care of language development in the first years. Thus, it provides support for the present project: promoting respect and motivation towards all the languages that coexist in the school context in a multilingual primary school.

1.2. Linguistic landscapes in childhood

❖ Second language acquisition vs. foreign language acquisition

Everything that surrounds the acquisition process of a language is crucial for its correct development. To start this section, we are going to make a distinction between foreign language acquisition (henceforth FLA) and second language acquisition (henceforth SLA). Even though at first sight, SLA and FLA may seem similar; the reality is that there are some hints that differentiate them.

On the one hand, a L2 is not one person's mother tongue but he or she has learned it to use in his or her daily life. L2 is spoken in the learner's immediate environment, who has the opportunity to use it in natural communication situations. For example, a Romanian person learning Spanish in Spain.

On the other hand, a foreign language (henceforth FL) is a language someone learns in an institutional context and is not spoken in the learners' immediate environment and he or she has not opportunities to use it in natural communicational situations. An example of FL may be a student who is learning German while living in Ireland (Ringbom, 1980).

❖ The importance of heritage languages

Heritage languages (henceforth HLs) are an important part of some peoples' life and identity. A HL is the "lingua franca" of an ethnolinguistically minority who were exposed to the language in the family since childhood and, as adults, often wish to learn, relearn or improve their current level of linguistic proficiency (Montrul, 2014)

In terms of linguistic competence, a HL can be equivalent to a L2. However, HLs begin at home but are not present in the school curriculum, while the L2s usually start in the classroom and are not present at home. Van Deusen-Scholl (2003) defines language learners with a heritage motivation as "those who have been raised with a strong cultural connection to a particular language through family interaction". Cultural heritage is, thus, a key motivating factor and, it has been shown that culturally motivated learners who learn their HL from the beginning become regular L2 speakers as adults (Polinsky & Kagan, 2007).

Regarding acquisition order, HLs are first but often are not completely acquired because the individual has to switch to another dominant language. It may happen when students go to school because their exposure to the home language is limited to home communication. In addition, Valdés (2000) refers to heritage speakers as “individuals raised in homes where a language other than English is spoken and who are to some degree bilingual in English and the heritage language”. It is important to mention that this definition assumes that English is the language most spoken in that country.

From a sociolinguistic perspective, HLs should be seen as a resource that could be beneficial bearing in mind a country’s demand for professional levels of language skills to compete within the global economy and to meet the nation’s strategic needs (Van Deusen-School, 2003). “The destruction of a language is the destruction of a rooted identity”(Fishman, 1991:102). HLs are part of a person’s identity and provide a country diversity. That is why it is important to maintain HLs, cultural diversity and linguistic plurality in a country (like the United States) that has maintained a position of tolerance towards its bilingual traditions (Van Deusen-School, 2003).

There are some characteristics that may define HLs learners (Valdés, 2000):

- They are raised in homes where the dominant language of the country they live in is not spoken.
- They speak or merely understand the HL;
- They are to some degree bilingual in the dominant language of the country they live in and the HL.

HL learners are a heterogeneous group with different characteristics, ideas and ways of learning. This wide variety ranges from fluent native speakers to no speakers who may feel culturally connected to a language. They also have different goals and objectives: they may function on a purely individual level, such as immigrant students seeking to communicate with their parents or grandparents; they may reflect community values, or they may stem from a desire to maintain or revitalize a language or language group.

Development of HLs contributes to a strong sense of ethnic identity and connection to the cultural group. It also affects positively to interactions and relationships with parents, relatives and HL speakers. Moreover, it plays an important part in the personal, social and intellectual life of those who are proficient in their HL (Van Deusen-School, 2003).

Finally, it is crucial to mention the attitude of heritage speaker’s parents because they have an effect on speakers’ language maintenance. A study carried out by Au & Oh in (2005) revealed that parents’ attitudes towards home language and culture (e.g. ethnic pride, discussing ethnic history and

identity, encouraging children to learn and practice cultural traditions and values...) are correlated with children's later abilities in HLs (as cited in Polinsky & Kagan, 2007).

Knowledge possessed by heritage language learners allows them to develop abilities that they already have. That is why, with proper instruction they are much more likely than L2 learners to achieve a "near-native" linguistic and sociocultural fluency (Polinsky & Kagan, 2007).

1.3. Bilingual children

Children, who learn HLs or a L2 since the beginning of their school attendance, can be considered to have a kind of bilingualism. In the following lines, some aspects like how the brain of a bilingual child is like or the advantages and disadvantages of bilingualism are explained.

The brain is one of the most important parts in the processes of acquiring and learning languages. The brain is divided into two zones, left and right hemispheres that are connected through a combination of fibres that make the corpus callosum. Although most actions involving language take part in the left hemisphere, some linguistic behaviours like remembering songs or poems are linked to the right hemisphere.

Thanks to progresses in technology, we have been able to understand how does the brain work. Functional magnetic resonance imaging (fMRI) made it possible to study the answer of the brain to words. fMRI showed that the *centre of treatment* of L2 of bilingual adults who learned L2 later, is activated in different regions of the brain depending on the individual (Abdelilah-Bauer, 2007).

But how does the brain of a bilingual child (who has been in contact with both languages before 6 years old) work? Regions that deal with language are overlapped; this means that both languages are addressed as one. It has also been discovered that the attachment of languages on the brain differs depending on the "degree of bilingualism". Therefore, in the case of "incomplete bilingualism" (which has a dominant language), the language that is not dominant, is treated in other parts of the brain. Whereas the more this language is dominated, it will occupy the same region as the L1 (Abdelilah-Bauer, 2007).

Besides, the same way we do not learn to walk twice, the child also learns once to communicate, to name objects that surround him or her. The child also learns that objects have different designations depending on the person who appoints them or the place it can be found in. Bilingual children are aware of both linguistics systems (Abdelilah-Bauer, 2007).

Concerning advantages, it has been confirmed that bilingual children have less standardized but more creative, open and flexible thoughts. This divergent or creative way of thinking determines the quantity of solutions to a problem an individual is able to find. This derives from the idea that, as the bilingual child has two words for an object or for an idea, he or she has a wider semantic field than a monolingual child (Abdelilah-Bauer, 2007).

Another benefit of bilingualism is the child's capacity of reflection about the language. This "metalinguistic awareness" makes the bilingual child able to separate a word from its meaning. Generally, studies prove a positive effect of bilingualism in the acquisition of another language. Supplementary to this idea, it is also important to mention that, in a communicative situation, bilingual children are able to know what language do they have to use with each person and when do they have to use it (Abdelilah-Bauer, 2007).

With reference to disadvantages, sometimes, when bilingual children learn to talk, they may face difficulties when they analyse the sounds they receive: they have to organize them into units with sense. They also have to learn two systems and understand the system of rules that standardise who uses a language, with whom and when. If they do not understand these mechanisms correctly, they may feel frustrated and have some mistakes in communication. Additionally, in some countries, using a language that is not the most used, may call someone's attention. (Cunningham-Andersson & Andersson, 2004).

2. Motivation in language acquisition

2.1. Definition, types and impact of motivation

Motivation is a factor that influences the learning process. In the following lines, this concept and how it affects and is affected is going to be investigated.

Ethimologically, the word motivation comes from the Latin word "motivus", that means moving. This is related with what moves a person to do something. According to Evan Tarver (2020), motivation is "the incentive or reward behind why a person is compelled to act in a certain way. It also represents a desire or willingness to engage or entertain a specific thought, routine, or habit". There are biological, genetic, neuronal, psychological, social, cognitive... variables that affect motivation (Bueno i Torrens, 2017).

Among the different types of motivation, Deci and Ryan(2000), exposed a theory related to human motivation, known as "Self-Determination Theory". This theory distinguished different types of motivation based on the different reasons or goals that give rise to an action. On the one hand,

intrinsic motivation refers to “doing something because it is inherently interesting or enjoyable”. On the other hand, extrinsic motivation refers to “doing something because it leads to a separable outcome”. Intrinsic motivation is very important because, in education, it results in high-quality learning and creativity.

Other experts divide motivation according to the final goal: integrative and instrumental (Gardner & Lambert, 1972). A learner is instrumentally motivated when he or she has the desire to learn a language to pass an exam, to use it when visiting a foreign country or to get a well-paid job. Gardner and Lambert (1972) considered motivation as a means to get social and economic reward through social language learning (Hamid Al-Ta’ani, 2018).

Furthermore, according to Chalak (2010), integrative motivation is the “desire to learn a foreign language to communicate with the people of the second language society and mix up in their culture”. Integrative motivation refers to “an openness to identify at least in part with another language community.”

Some research, like the one conducted by the University of Oviedo (Lozano Fernández et al., 2000), concluded that there is a correlation between the levels of motivation in the study of FL and the results of the tests. The more motivated students are, the better their results are.

Motivation and attitude are two of the factors that determine success in language learning. According to Lennartsson (2008), motivation and the desire to learn a FL are considered more relevant factors than social ones. In order to rise student’s motivation, as teachers, it is crucial to have positive attitudes to try to activate intrinsic motivation and relate it to external motivation factors (Calderón Jurado & Morilla García, 2018).

Motivation plays such an important role in the learning of a FL, that, if it lacks, even the most remarkable student will be unable to achieve a long- term goal. Motivation is an integral part of individual identities (Calderón Jurado & Morilla García, 2018).

2.2. Age and motivation

The importance of motivation in FL learning has been studied through many years. Gardner and Lambert (1972), studied motivation’s link to aspects like the desire to learn, attitudes towards the language or the culture and the community (Pladevall-Ballester, 2018).

There are many factors that affect motivation at the moment of learning a FL; according to Cenoz Iragui (1993), there can be individual, sociostructural, psychosocial and socioeducative variables. The following lines are going to be centered on age and motivation.

Introducing a FL during the stage of primary education enhances FL motivation and the development of positive attitudes. In a three year study, Mihaljevic Djigunovic and Lopriore (2011) found that at the beginning, 71% of children had positive attitudes and feelings towards learning English and, this number decreased to 68% at the end of the study because some students had negative attitudes.

Age is a thoroughly recognised factor. As we have seen above, several investigations suggested that until a determined age (before 12), children are able to acquire more than one language at a time (Luján García, 2005) and motivation also seems to depend on age, being usually higher among younger students.

According to several studies developed in different contexts, motivation changes depending on the learners' age. These studies have proved that younger students have more positive attitudes towards the learning of languages and are more motivated than older students 2009 (Lasagabaster & Sierra, 2009).

2.3. Other factors affecting motivation

Motivation can be affected by different factors depending on its source and characteristics (Garcés Ruiz, 2020):

- The society that surrounds the student and its attitude.
- The learner's closest people and the importance that they give to language learning.
- The existence of a final goal.

Motivation can also undergo several changes depending on the context. Social groups (like family or friends) and the socioeconomic background may influence those changes. Regarding the family, factors like its structure, economic situation, parents' personality... are part of children's motivation (Jama-Zambrano & Cornejo-Zambrano, 2015).

3. Schools

3.1. Children with heritage languages in multilingual schools: diversity and inclusion

Through the last 20 years, programmes for teaching a FL, and in particular English language in the school context (between the age of 3 and 12), have exponentially grown. This growth has been qualitative and quantitative as the way of teaching English has changed: from just teaching it as a FL to increasing the number of hours of exposition to a language through the introduction of Content and Language Integrated Learning (CLIL) (Nikolov & Timpe-Laughlin, 2020).

In addition, nowadays, there is a huge linguistic and cultural diversity and, due to the high number of multilingual contexts, CLIL programmes have been implemented in bilingual zones with two official languages (Extra & Gorter, 2008). There is also an increasing growth of immigrants with different HLs.

Therefore, when introducing a FL in schools with bilingual contexts, it is necessary to organise three languages (two official languages and one foreign) with a student body with very diverse profiles with regard to official languages (Cenoz, 2009; Cenoz & Jessner, 2001; Extra & Gorter, 2008; Merino & Lasagabaster, 2015; Ó Duibhir, 2018).

In the school context, the way this diversity has been received, resulted in a wide range of Linguistic Programmes (LPs). The main difference among these programmes is the quantity (number of lessons) and the type (working language vs. language as a learning object) of exposition to the languages offered in the school.

3.2. The linguistic programmes of the Community of Navarre

In the Foral Community of Navarre, there are two official languages, Spanish, which is the main language, spoken by the whole population, and a growing minority language, Basque. 13% of Basque speakers are older than the age of 16 according to the Sociolinguistic survey carried out in 2017 by the Governments of Navarre and the Basque Country.

According to a survey conducted by the Government of Navarre about immigration in Navarre (2008), it is estimated that in the school population there is a 10% of immigrant population with 40% of HLs different from the languages present in the schools in Navarre. Specifically, these students come from European countries (20%), African countries (17%) and Asian countries (3%).

Regarding the linguistic offer in the educational system, the Department of Education of the Government of Navarre offers four different programs created to provide schooling for children in Basque and Spanish. In this community, there are four linguistic programmes available:

- Programme A: everything is taught in Spanish and there is the possibility to study Basque as a subject.
- Programme B: most education is provided in Basque and Spanish is a subject. However, the number of hours taught in Spanish can increase.
- Programme D: everything is taught in Basque with the exception of the subject Spanish.
- Programme G: everything is taught in Spanish and there is not option to study Basque.

In the *Basque Zone*, programmes A, B and D are authorised and the study of Basque is compulsory. In the *Mixed Zone* programmes A, B, D and G are available. Finally, in the *Non-Basque Zone*, programmes A, D and G can be taught.

Apart from these models, English has emerged as the main FL and it starts in the stage of infant education in every school. As a consequence, there are other linguistic programmes depending on the lessons taught in English (Navarra, Consejería de Educación, 2016):

- British Council: this program is the result of an agreement between the Ministry of Education and Science and the British Council. Through this program, they want to develop a bilingual educational program that combines both Spanish and British curriculums.
- PAI (Programa de aprendizaje en inglés): this programme uses English as the working language, 35% of the lessons are taught in English. There are two subtypes which combine different languages:
 - PAI-A: there are 10 lessons in English and 2 in Basque per week, the rest are in Spanish.
 - PAI-D: lessons are taught in Basque and in English (18%-25% are taught in English, with a minimum of 5 lessons in English per week).
- PAF (Programa de aprendizaje en Francés): in this programme, French is the working language.
- PAAL (Programa de aprendizaje en alemán): this programme follows the same structure as PAI and PAF, but the working language is German.

3.3. Coexistence of languages: conflicts and opportunities

Coexistence of languages is something universal that has performed an important role in the evolution of the linguistic landscape and, in turn, of the human identity. In the last years, more studies about the contact of languages have been carried out. This is due to an increase in communications, something that has facilitated coexistence of different cultures, races and languages with different origins. This fact offers complex and diverse situations related with the use of one or more languages in a society, and can lead to conflicts and opportunities (Ayora Esteban, 2008).

Contact among languages is a phenomenon that may occur due to historical reasons or processes like interference, convergence, transference, alternance or globalization. This phenomenon is not only individual but also social. Consequently, through a language, it is also possible to observe the relationships inside a society (Ayora Esteban, 2008).

As in every coexistence, there can be some derived problems like a low level of linguistic development, feelings of exclusion, social division or cultural segregation (Ayora Esteban, 2008).

It is crucial that a society accepts language diversity and teachers have a very important role because in a school, different people from different origins, cultures and, consequently, languages coexist and interact. Teachers can mediate and modify prejudices and stereotypes in order to build a correct education that is the base of a pacific and tolerant society (Ariolfo, 2013).

Talking about coexistence, there are two important words that improve the environment of coexistence. On the one hand, there is inclusion, which is the total incorporation of people into the system. The society adapts to deal with everyone's necessities. On the other hand, there is integration, which is the partial integration of people into the system. People adapt to the different social models through different strategies (Rubio Jurado, 2009).

II. THE PROJECT

The purpose of this project is to observe and evaluate attitudes and motivation of students of the 2nd grade of Primary Education towards languages and use linguistic diversity as a motivating and inclusive element in the school context. This project is focused on three languages: Spanish, English and HLs. Each child has a different reality and, among other factors, this is what provides linguistic diversity.

The case of study discussed in the following lines was conducted in a school located in Pamplona, capital city of the Autonomous Community of Navarre. The target group respondents consisted of 42 children from two classrooms, A and B, of the 2nd grade of Primary Education (aged 7-8). All of them are studying at the same school, are taught by the same teachers who use the same methodologies and evaluation methods and spend the same hours learning at the school.

This section is divided into 6 parts. Firstly, the school and the context of the project are going to be explained. Then, participants, instruments used and the procedure followed will be described. After that, research questions are formulated and explained and, finally, results are explained and analysed.

1. The school

This Project has been carried out in Azpilagaña Bilingual School, a school located in the neighbourhood of Azpilagaña, in Pamplona. This public centre was created in 1986 as a solution to the overpopulation problem of Iturrama School.

Concerning the features of the centre, Azpilagaña School is part of a group of centres that belong to British Council Program. This means that there are lessons taught in Spanish and English, as it can be seen in Table 2. Depending on the age of the students, there are different hours of teaching in each language. The idea is that all courses receive half of the teaching hours in English and half in Spanish. It is necessary to mention that this model follows the Spanish curriculum. As it has been mentioned before, this school has a Bilingual Model and the main difference with a PAI model is that here, the subject of Basque is not included. Children in this school are educated in a multilingual context as there are also offered two hours of French per week to the 4th, 5th and 6th year students.

There are around 400 students at the school. At the beginning, in the first grades of infant education, there were fewer students enrolled. Then, more students registered. These days, we can find 50 seats per year and each course has a maximum of 25 students per class.

There is one tutor per group. The teacher of English is the tutor of group A and the teacher of Spanish is the tutor of class B. They work as cotutors. This year we can also find *Shared Teaching* (docencia compartida) which means that there are two teachers of Spanish in each course of primary. These teachers teach both groups. Organization and planning are essential. In this school we can also find a figure per year known as consultative (asesor/a) sent by the British Council.

Table 2.

Hours taught in each language in Azpilagaña School in the 2nd year of Primary Education

AREA	SPANISH	ENGLISH
Language	6 sessions	6 sessions
Mathematics	4 sessions	2 sessions
Natural Science	2 sessions	
Social Science		2 sessions
Physical Education		2 sessions
Arts		1 session
Music	1 session	
Values/Religion	2 sessions	

2. The context

If we think about the name of the school, we realise that it comes from the neighbourhood in which it is located, Azpilagaña and means “alto de Aizpitze”. This neighbourhood is part of the city of Pamplona, the capital of the Foral Community of Navarre. Next to this neighbourhood, there are other neighbourhoods like Iturrama or Milagrosa. Regarding the facilities of this neighbourhood, there is a bilingual kindergarten next to the school; there are lots of parks and green zones, many shops... There are also some bus stops. Its address is Rio Alzaina Street, 22. In the year 2008, there were 7.860 inhabitants in Azpilagaña neighbourhood.

Nowadays, the neighbourhood of Azpilagaña is shaped with residents from a wide variety of cultures and origins. That is why Azpilagaña school has students from different cultures and religions. In the year 2000, when the educational model changed, there was a rise in the number of students. The sociocultural and economic situation of the families is also varied but most of them belong to the low-medium working class. Concerning students’ origin, some of them were born in other countries, others were born in Spain and their parents abroad and some families were born in Spain. There are

many immigrant families from diverse origins. One of the aims of this school is to create a climate of coexistence and respect among all its members.

3. The participants

Although both classrooms are composed by 24 students each, there are 6 students who have not participated in the surveys for different reasons. As a result, the sample is made up of 42 students from the 2nd year of Primary Education (students aged 7 and 8). This means that 87% of the students participated in the project. Regarding gender, 52% of the participants were boys and 48% were girls.

As it has been mentioned before, students in this sample have different origins and belong to different cultures. This fact creates the perfect climate of diversity that makes possible the existence of different languages. There are more details about students' origin provided in Table 3 and summarized in Figure 1.

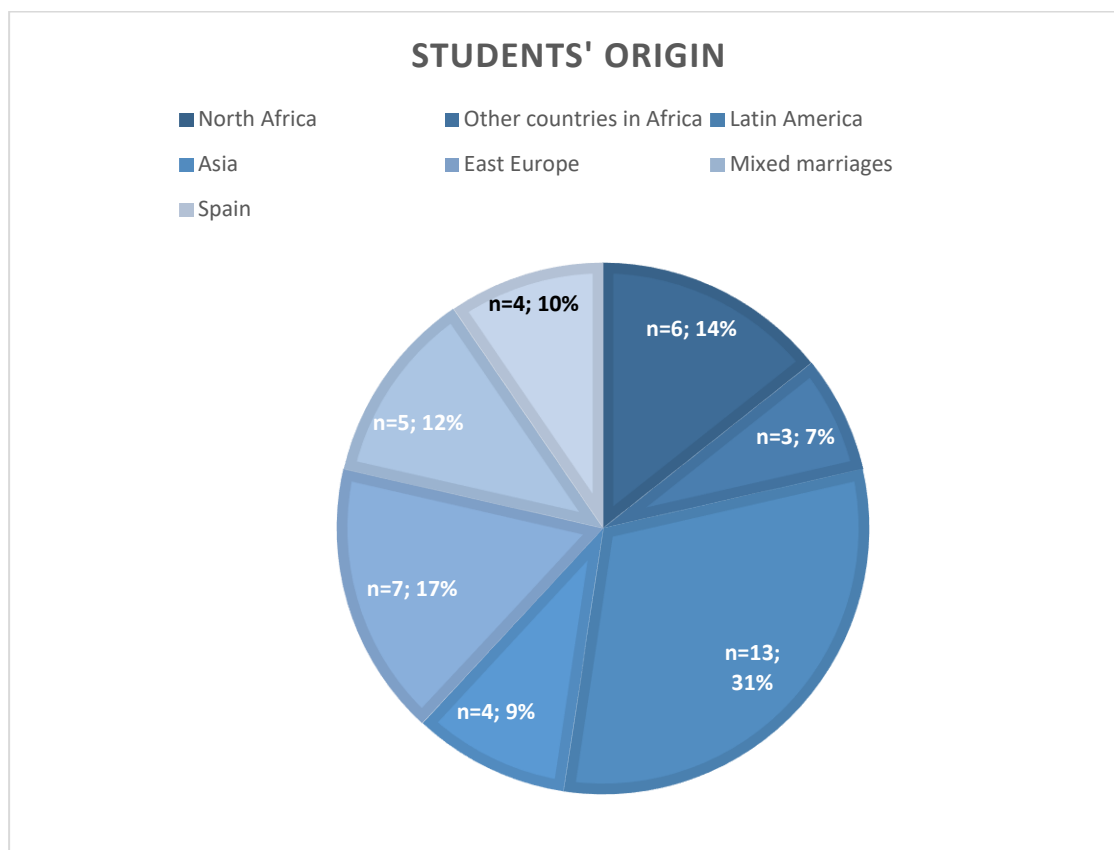
Table 3.

Nationalities of the sample

	GROUP	STUDENT	PLACE OF BIRTH	COUNTRY OF ORIGIN	
				Mother	Father
NORTH AFRICA	A	1	Morocco	Morocco	Morocco
	A	2	Morocco	Morocco	Morocco
	B	3	Spain	Tunisia	Morocco
	B	4	Spain	Morocco	Morocco
	A	5	Spain	Morocco	Morocco
	A	6	Spain	Morocco	
OTHER COUNTRIES IN AFRICA	B	7	Spain	Nigeria	Nigeria
	A	8	Spain	Senegal	Senegal
	B	9	Italy	Nigeria	
LATIN AMERICA	B	10	Bolivia	Bolivia	Bolivia
	A	11	Peru	Peru	Peru
	A	12	Spain	Nicaragua	Nicaragua
	A	13	Honduras	Honduras	Honduras
	B	14	Spain	Ecuador	
	B	15	Guatemala	Guatemala	Guatemala
	A	16	Spain	Peru	Peru
	A	17	Spain	Ecuador	Ecuador

Linguistic diversity as a motivating and inclusive factor in primary school

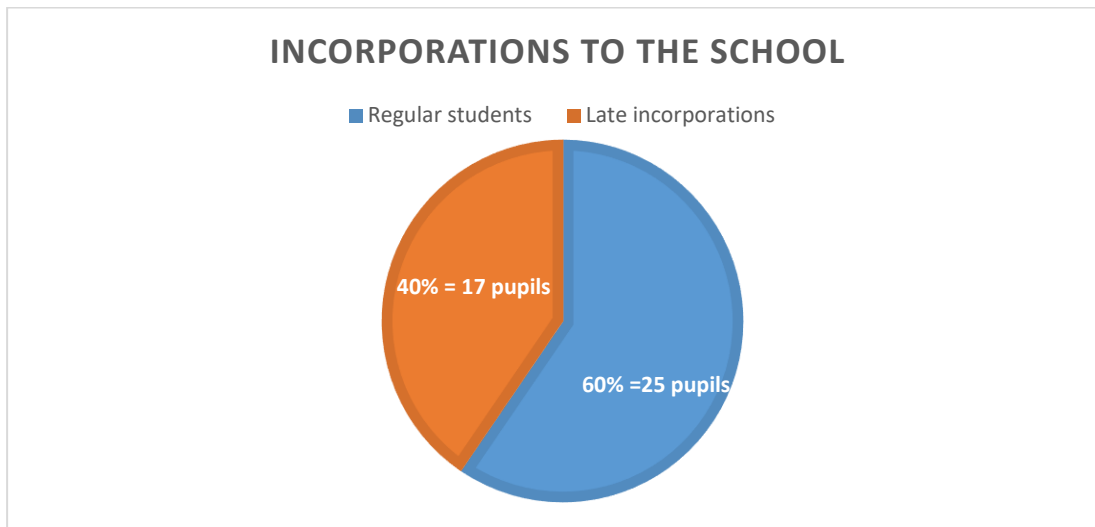
	B	18	Venezuela	Venezuela	
	A	19	Ecuador	Ecuador	
	B	20	Spain	Colombia	
	B	21	Spain	Bolivia	
	B	22	Spain	Ecuador	
ASIA	B	23	Spain	Pakistan	Pakistan
	A	24	China	Spain	Spain
	A	25	Pakistan	Pakistan	Pakistan
	A	26	Spain	Pakistan	Pakistan
EAST EUROPE	A	27	Spain	Bulgaria	Bulgaria
	A	28	Spain	Moldavia	Moldavia
	B	29	Spain	Bulgaria	Bulgaria
	A	30	Bulgaria	Bulgaria	Bulgaria
	B	31	Spain	Rumania	Rumania
	B	32	Spain	Rumania	
SPAIN	B	33	Rumania	Rumania	
	A	34	Spain	Spain	Spain
	A	35	Spain	Spain	Spain
	A	36	Spain	Spain	Spain
	A	37	Spain	Spain	Spain
MIXED MARRIAGES	A	38	Italy	Spain	Italy
	B	39	Spain	Brazil	Spain
	B	40	Spain	Mexico	Spain
	B	41	Spain	Brazil	Spain
	A	42	Spain	Rumania	Spain
	TOTAL	42 students			

Figure 1.*Students' origin*

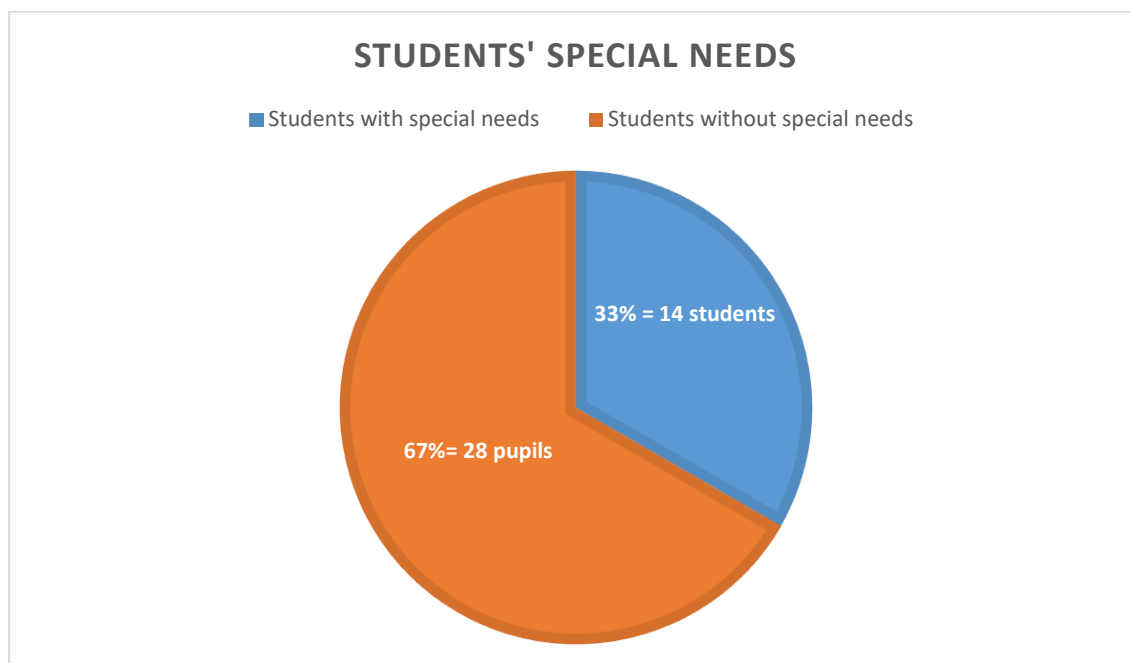
During the whole school year, there is an incessant number of incorporations of students. These late incorporations can be a challenge in a bilingual school because sometimes, students may have problems with one or even both languages spoken in the school (Spanish and English). Late incorporation students may also have socio-cultural, behavioural or learning necessities. In this case, as it can be seen in Figure 2, from a total of 42 students, 25 participants were enrolled before the 1st year of Infant Education, which constitutes 60% of students, and the remaining 40% belongs to 17 students who were enrolled in Azpilagaña School after the 1st year of primary education.

Figure 2.

Incorporations to the school



Students in these classrooms are very diverse and have different necessities. They need help according to these necessities (see figure 3). Concretely, in this sample, there is a child who is retaking the school year, there is a child with high intellectual capacities, there are three children who need help with English due to late incorporations, there are two children who need help due to behavioural aspects, there is a child with a hearing disability, there is a child diagnosed with Attention deficit hyperactivity disorder (henceforth ADHD), there is a girl who has learning necessities and four children need help due to emotional and familiar issues (ACNEAE). It is important to know that each child demands a different kind of attention because each one is different and unique. These results in 14 children who require special attention out of 42.

Figure 3.*Students' special needs*

4. The instrument

Before collecting data, it is important to find the most appropriate tools and ways of carrying the project out. It is essential to decide the instruments in order to gather data in a valid and reliable way.

After considering different methods like tests, surveys, checklists... I chose to conduct surveys because they contain clear and definite instructions and allow children to express their opinion freely. Taking into account the age of the students, I decided that it was also necessary to complete these surveys with individual interviews and daily observations. The fact of being a trainee teacher allowed me to know the students and to talk with my tutor about their origins, families, necessities... Teachers, who know students and their families, helped me and gave me feedback and a second opinion about the surveys and the students.

As regards the surveys, I decided to use the tool Google Forms because the surveys were conducted during the subject New Technologies (henceforth ICTs) at the school. By this way, students, using their Chrome Books, had personalized and instantaneous help.

Thanks to my internship period, I know the students and their levels and, as a consequence, at the time of making the surveys I knew how to design them. Surveys had to be very visual, in Spanish,

with little, short and clear questions. There were two surveys designed. The first one, named “Encuesta de Biografía Lingüística” (see [Appendix2](#)) and the second one “Encuesta de motivación” (see [Appendix3](#)).

The aim of the first survey is to find out about each student’s linguistic situation: the languages he or she speaks, languages spoken with his or her parents, siblings or friends, his or her favourite language, how they feel with the presence of other languages, children they play with and their knowledge about other languages in the classroom. The survey allowed us to create a linguistic description of the group. In these surveys, students had to choose among different options or mark some of them in order to answer the questions. Other answers required some writing.

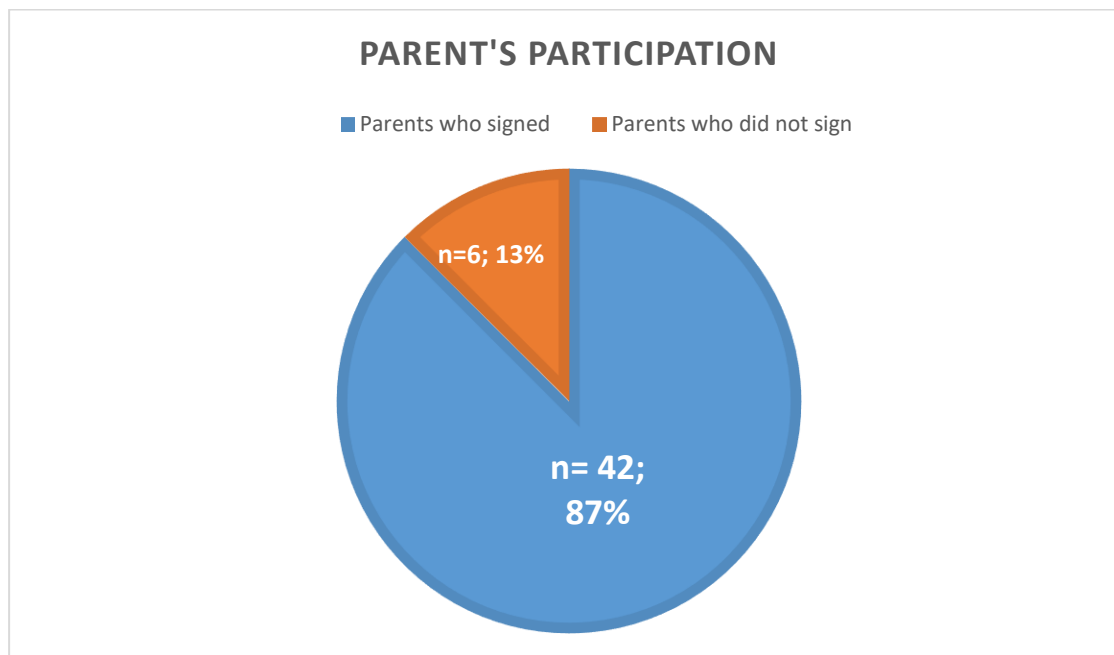
Besides, the second survey is related with each student’s opinion and motivation towards Spanish, English and their HL if they have one. The survey is based on Dörnyei’s (2005, 2009) theory of the L2 Motivational Self System (LMSS) which distinguishes three dimensions: intrinsic motivation (for example, *I like to learn English*), ought to-motivation, related with the usefulness of learning of languages (*In the future, my life is going to be better if I speak correctly my HL*) and, finally, motivation towards the learning context (*I like English because the lessons are fun*). In order to answer these questions, there was a five point *Likert-Type* scale that ranged from *I extremely agree* (green face) to *not at all* (red face) (Dörnyei, 2005b).

Before carrying out the individual interviews (see [Appendix4](#)), I read each student’s survey to know what did I have to ask them. Most questions were related with whom did they speak languages, their HL and their opinion about languages. These interviews were carried out during class hours because I wanted them to feel them comfortable and confident.

5. The procedure

Thanks to the subject *Prácticas Escolares III*, I have been able to put into practice these surveys, to know students and to observe them in order to acquire valid and reliable data.

After deciding the instruments that best fit my requirements, I sent a letter to the families explaining the process and asking for their permission. Only 6 students did not sign the consent. Consequently, there was 87% of involvement (see figure 4). Through this process, each students’ anonymity has been preserved.

Figure 4.*Parent's participation*

Surveys were carried out during the subject of ICTs using the Chrome Books available in the school because it was an attractive way to present them. So as to achieve adequate results, I presented the surveys through a Power Point and I explained the questions one by one. Likewise, there were plenty of examples and pictures during the explanation of the surveys to facilitate students' comprehension. It was important to explain them some terms like HLs. Additionally, it was essential to explain the students that there were not right or wrong answers that, every answer was valid and that it was not an exam.

Furthermore, while pupils were completing the surveys, I observed and helped them. Observation can be carried out in two different ways: overtly or covertly. In overtly observation, subjects and objects of the investigation know that they are going to be observed whereas in covertly observation, subjects do not know that they are being observed and is more objective (García Argueta, 2019). In this case, covertly observation has been chosen as the method in order to give students autonomy, time and space.

After collecting all these data, it was possible to correct some mistakes of the surveys and know exactly the reality of each student.

6. Research questions

Before carrying out this study, it is essential to know its aim. The main objective of this investigation is to figure out and analyse students' reality and attitudes towards languages. Not only is important to analyse the situation but also to advise about it and make the best to improve it. Furthermore, in the end of this piece of work, there is a pedagogical guide. In order to have a clear idea of the goal of this study, there are some questions that guide it, known as research questions:

1. What is the linguistic situation of the classrooms?
2. Are students really aware of the linguistic diversity present in the classroom?
3. How do students perceive and express their feelings towards their HL?
4. Are students motivated in relation to the learning of languages?
5. What attitudes and opinions do students have towards English, Spanish and their HL?

Research questions are going to be answered through the analysis of the surveys and the individual interviews.

7. Results

Regarding results, they are going to be divided into two, according to the surveys. Firstly, in section 7.1., results of the survey about the linguistic biography, which will help to describe the group, are going to be explained. Then, results of the survey about motivation in the section 7.2. Graphics have been used in order to analyse the surveys more accurately. In this case, two types of graphics have been utilized; circular graphics and bar charts. There have also been used tables. It is important to mention that in the graphics appear letter n, this character refers to the number of students. Furthermore, research questions are going to be answered through the following paragraphs.

7.1. Survey about linguistic biography

In the following lines, the results of the survey about linguistic biography are going to be analysed and explained. This fact will allow us to answer to *research question 1* formulated as *what is the linguistic situation of the classrooms?* And to create a map of the samples' linguistic diversity. As it can be seen in Table 4, both classrooms, with a total number of 42 students, are very diverse and there are many different languages spoken. It is important to mention that some children speak more than one language.

Spanish and English are the most spoken languages, then Romanian and Arabian, after that Bulgarian and Urdu, then Portuguese and, finally, French, Moldavian, Chinese and Italian. Talking about

the case of Urdu, it is necessary to explain that, at the beginning, the child told me that she had written Pakistani instead of Urdu because she thought that Urdu was not known outside Pakistan. Another child, explained that Panjabi “was another name to call Urdu” but he only expressed this after asking him about Urdu. Another curiosity in relation with this topic is a girl who explained me that, apart from Arabian, she spoke “Derder”. She referred to Berber, which are a group of languages spoken in the North of Africa.

Table 4.

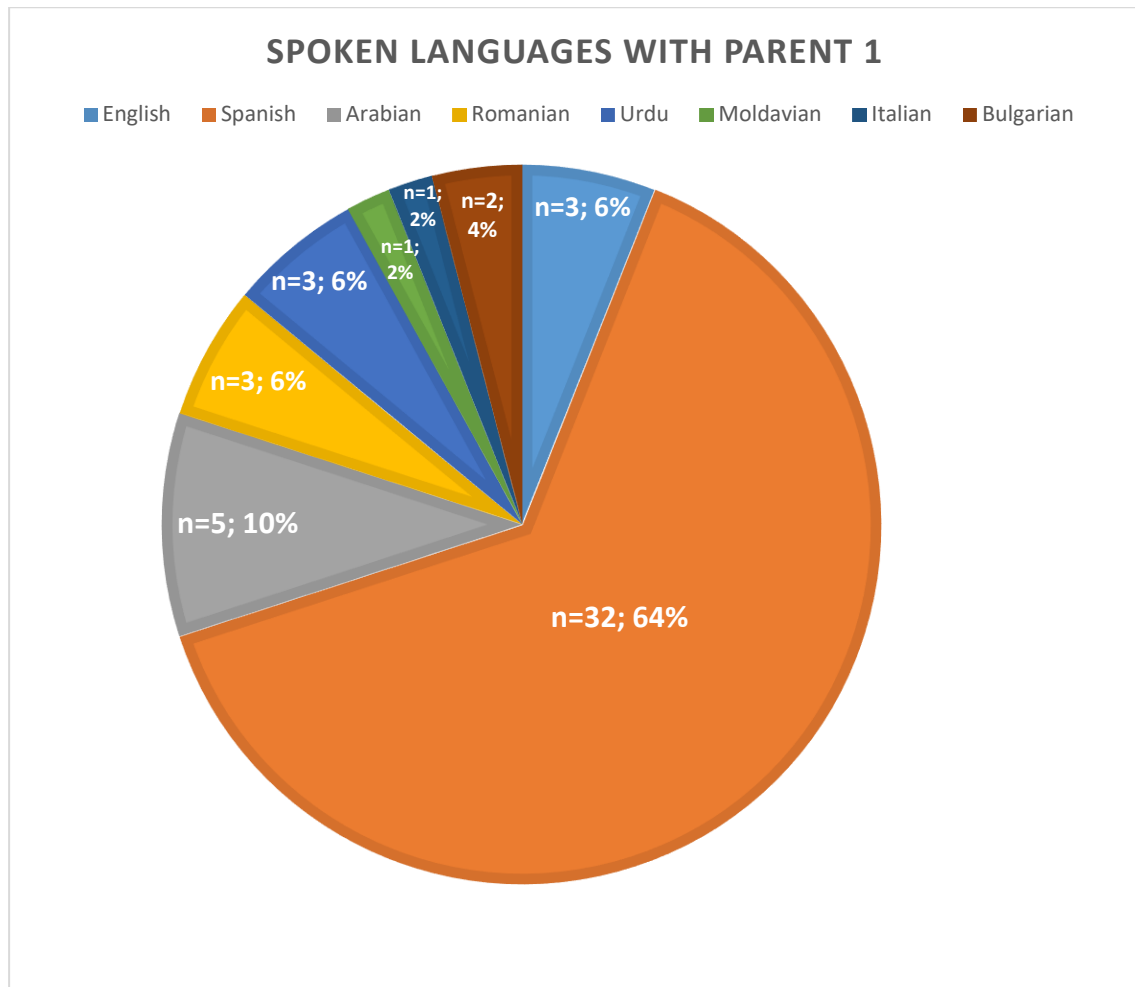
Languages spoken by each pupil

LANGUAGES SPOKEN BY EACH PUPIL		
LANGUAGE	PERCENTAGE	NUMBER OF PUPILS
Spanish	52%	41
English	21%	17
Romanian	5%	4
Arabian	5%	4
Bulgarian	4%	3
Urdu	4%	3
Portuguese	3%	2
French	3%	2
Moldavian	1%	1
Chinese	1%	1
Italian	1%	1

Regarding languages spoken with parents, it is important to mention that, in the surveys, it was not necessary to specify who was parent 1 and parent 2 because families are very different and diverse. In this case, as it can be seen in Figure 5, 64% of sample (42 students) speak Spanish with their parent 1, 10% speak Arabian, 6% speak Romanian, 6% Urdu, 6% English, 4% speak Bulgarian, 2% speak Moldavian and 2% Italian. After the interview, it is important to state that an Arabian child only speaks Spanish with their parents and siblings but their parents speak in Arabic and Spanish among them.

Figure 5.

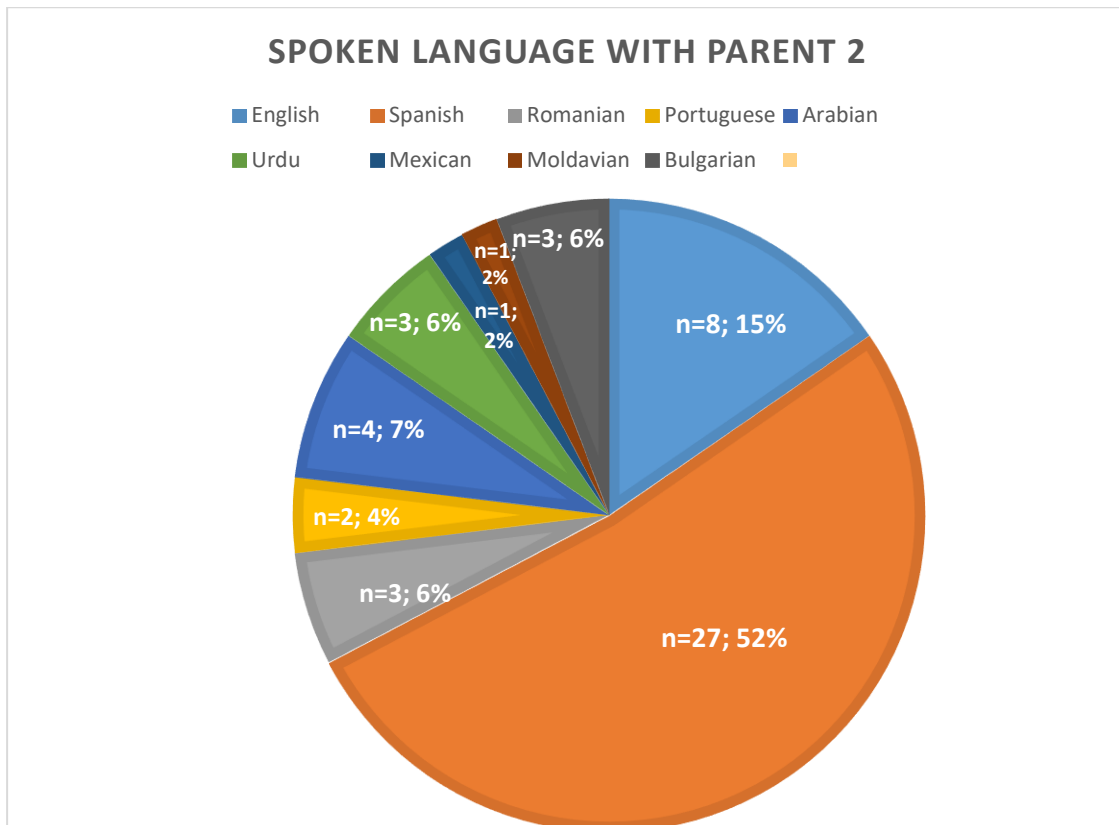
Spoken languages with parent 1



Concerning the language spoken with parent 2 (see Figure 6), the number of parent 2 speaking Spanish from a total number of 42, drops from 64% to 52%. The percentage of children speaking English with parent 2 changes from 6% to 15%. In this situation, there do not appear Italian and Portuguese. This fact reflects mixed marriages. It is important to comment the case of a child, whose mother is from Mexico; he answered that Mexican was his HL. In the question related with parent 2, many children did not answer because they belong to single-parent families.

Figure 6.

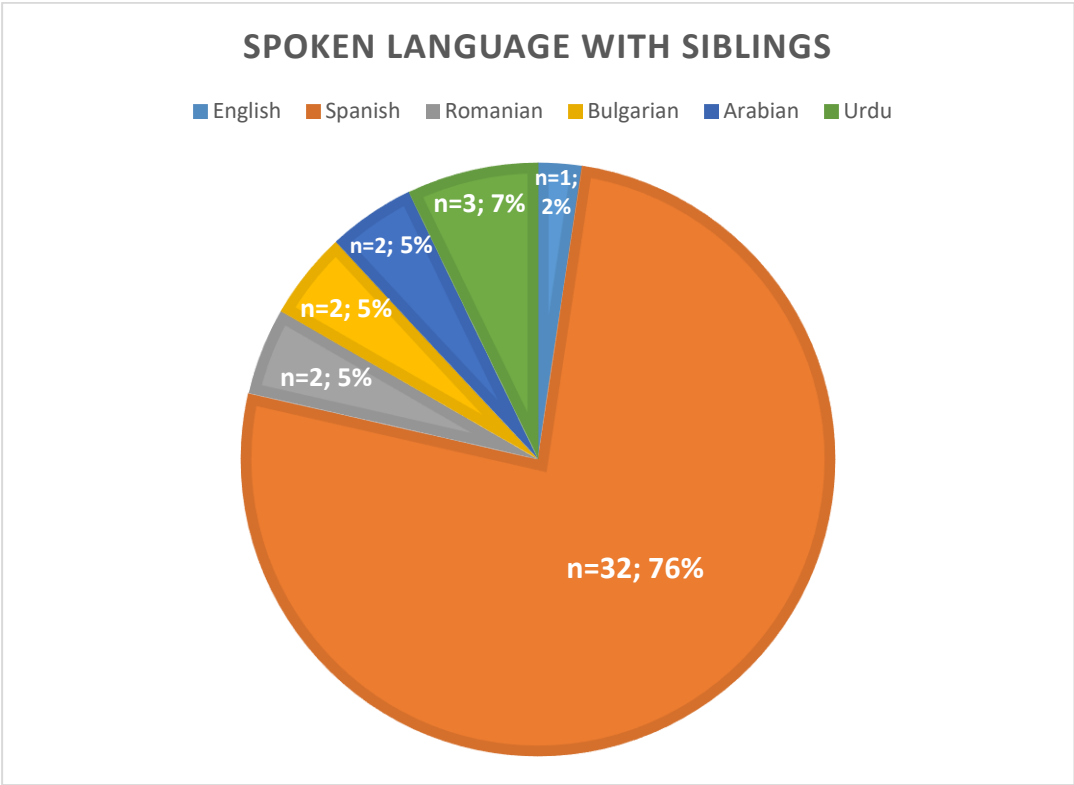
Spoken languages with parent 2



With respect to siblings, the percentage of students speaking Spanish raises in comparison with parents' percentage. As it can be seen in Figure 7, it is 76% out of 42 pupils. In the case of English, it drops until 2%. It is true that some children maintain their HL within the family but most of them speak Spanish or a combination of Spanish and HL with their siblings.

Figure 7.

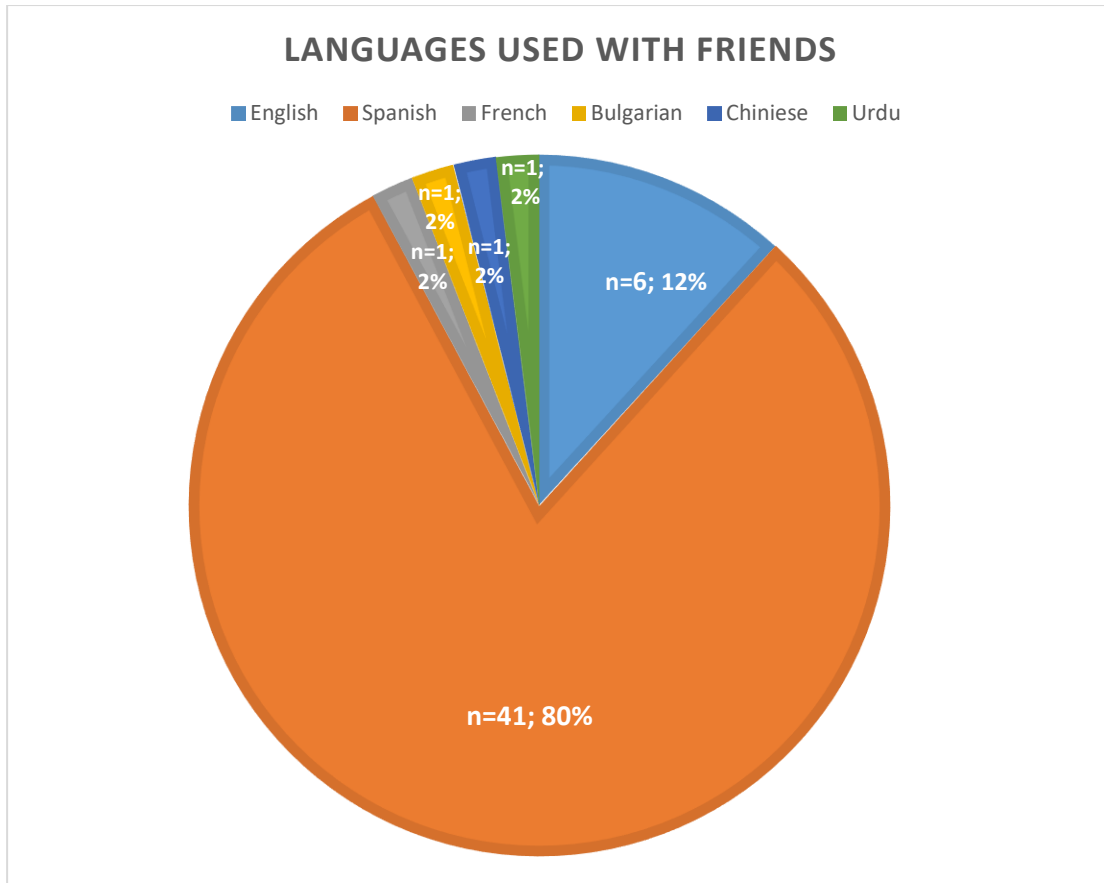
Spoken languages with siblings



Respecting friends, as it can be seen in Figure 8, 80% out of 42 students speak Spanish and 12% speak English. Only Bulgarian and Pakistani children speak their HL with their friends at school. In the case of French and Chinese, they speak these languages with their friends outside the school.

Figure 8.

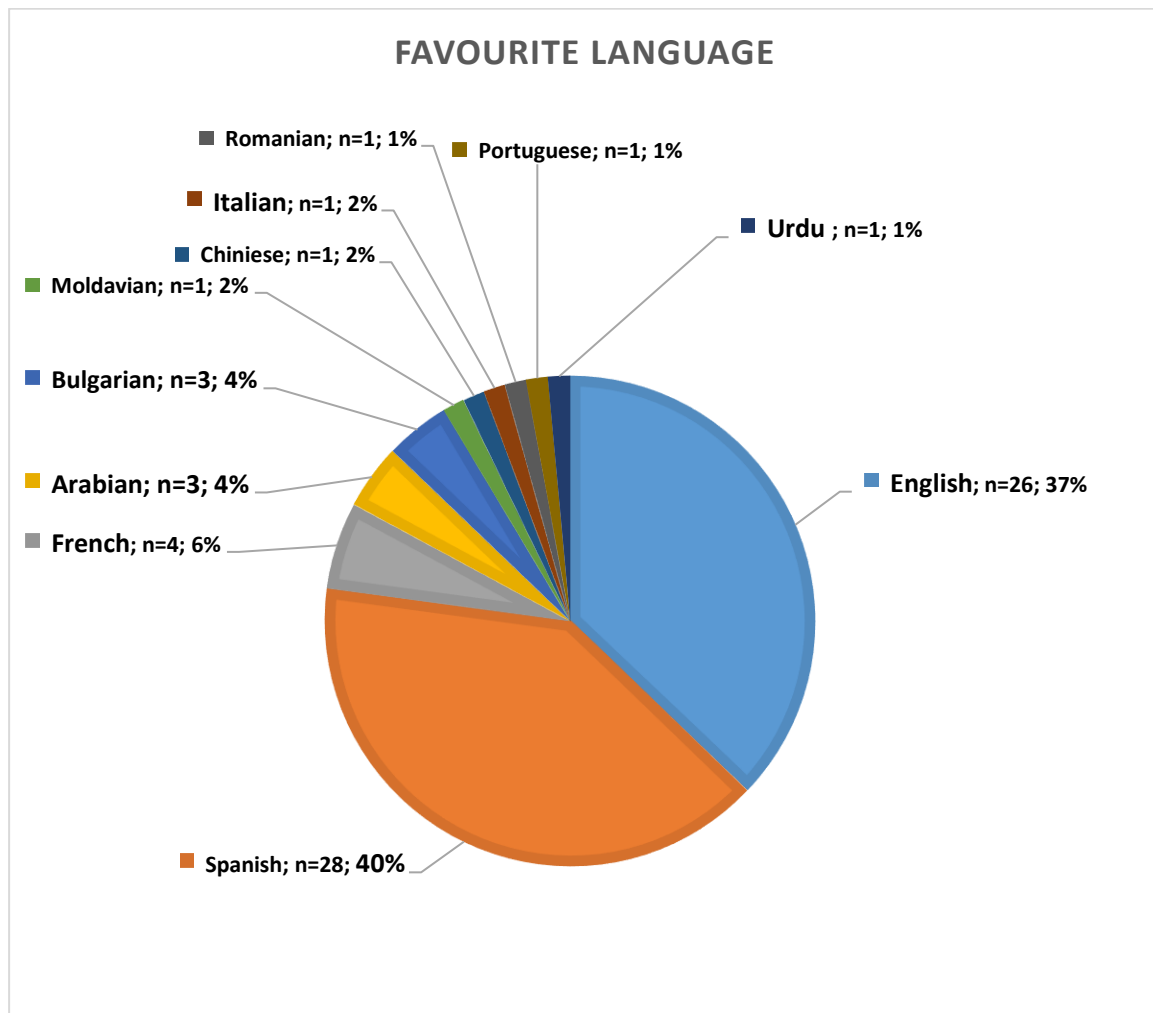
Languages used with friends



In relation to the students' favourite language, Figure 9 shows the results clearly. In this case, 40% out of 42 students say that Spanish is their favourite language and 37% think that English is their favourite language. These data are relevant and positive because liking or disliking a language also affects its learning. The example of French is representative as only 2 children speak French but 4 of them marked French as their favourite language. On the one hand, in the case of Urdu and Romanian, only 1 out of 4 children marked it as its favourite language. On the other hand, Arabian and Bulgarian have a greater acceptance as 3 out of 4 children chose Arabian as their favourite language and 3 children out of 3 indicated that Bulgarian is their favourite language.

Figure 9.

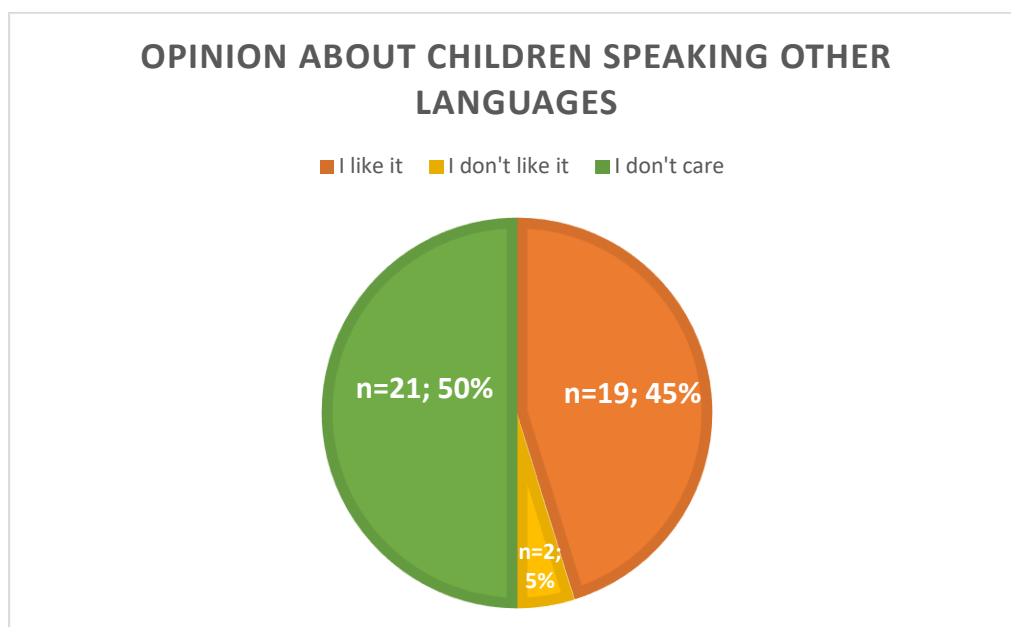
Favourite language



Talking about children's opinion on the subject of children speaking other languages (see Figure 10), data are quite positive because 5% out of 42 students do not like the fact that students speak other languages. 45% of students like it and 50% of students do not care. These data are relevant because the ideal situation would be that 100% of students would like other children's language. After examining this data, we have to ask ourselves if we have to do something with students who answered *I don't care* and we have to discover if this answer is because they really do not care or it is a consequence of the lack of awareness. Through the pages of this study, there are given some advices to improve these numbers.

Figure 10.

Opinion about children speaking other languages



In the survey, a question asks students about three friends they like to play with in the playground. The idea was to see if students played together according to their origin or language. However, this year, due to the Covid-19 situation, students from classrooms A and B are separated. The only significant answer is the one related to three Arabian children who wrote their names. This means that they join and play together.

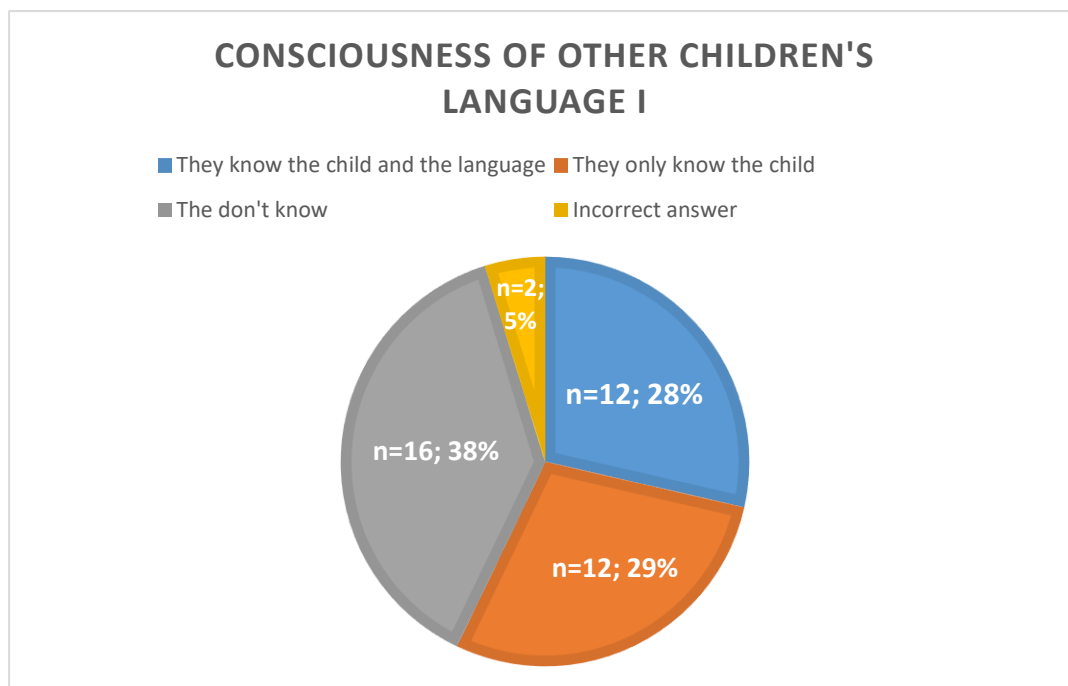
In relation to students' consciousness of other children's language (see Figure 11), 28% out of 42 students knew the classmates that speak other languages and the languages. In addition, 19% of students knew who speaks other languages but they do not know exactly what these languages are. Moreover, 38% of students answered, "I don't know". There were two answers "Arabian" and "Chinese" that were counted as incorrect because they did not answer the question correctly. Furthermore, it is important to mention the answers of three students who know perfectly the linguistic diversity present in their classroom. Their answers were the following:

- Student A: Student 1 (Arabian), Student 2 (Arabian), Student 3 (Arabian).
- Student B: Student 1 (Arabian), Student 2 (Arabian), Student 4 (Arabian).
- Student C: Student 5 (Romanian), Student 6 (Romanian), Student 7 (English), Student 8 (English).

It is important that students know their classmates' reality because, by this way, they feel understood.

Figure 11.

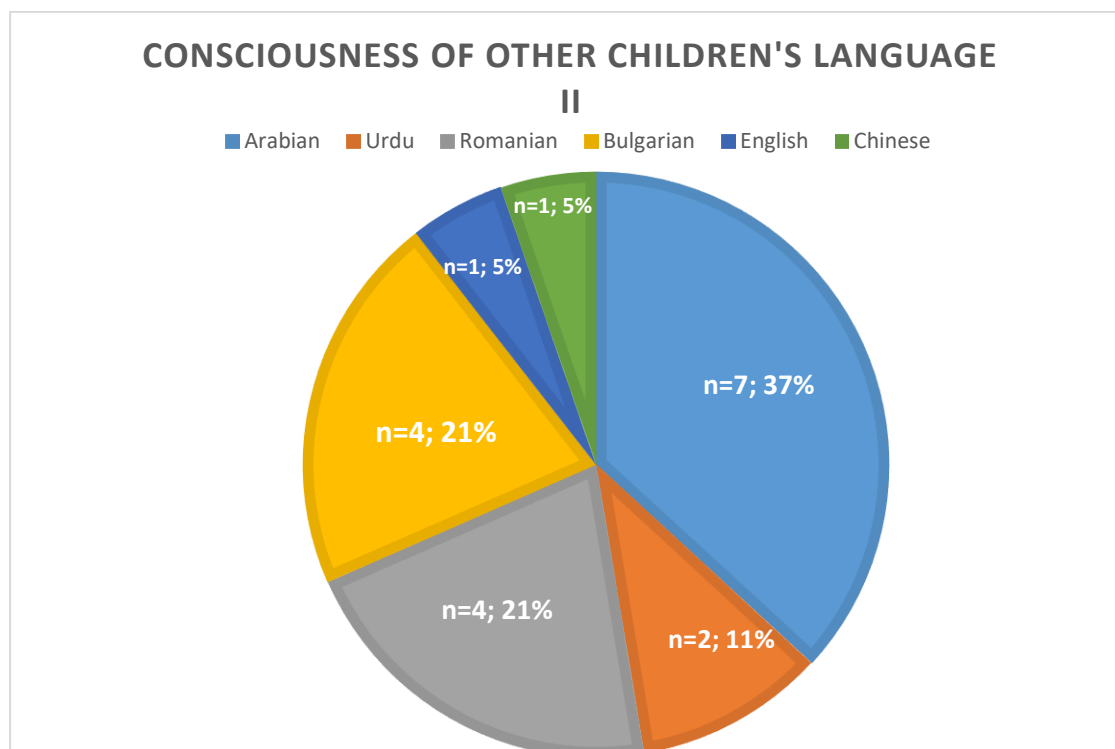
Consciousness of other children's language



Moreover, as it can be confirmed in Figure 12, 37% out of 42 students know that they have some classmates that speak Arabian, 21% know that they have classmates that speak Bulgarian, 21% know about Romanian, 11% know that they have classmates that speak Urdu and 5% know that they have classmates whose HL is English and 5% know about Chinese.

Figure 12.

Consciousness of other children's language II



Research question number 2, which is articulated, as are students really aware of the linguistic diversity present in the classroom? Can be answered after analysing some of the previous questions. It can be concluded that 21 out of 42 students do not care that children speak other languages, 2 pupils do not like this fact and 19 children like it. This data shows evidence that it is necessary to increase the number of students liking this situation. Furthermore, 29% of students know that in their classroom, there are children who speak other languages and 28% know the child and the language they speak. The result of these two numbers is 57%, 24 students out of 42. 38% or 16 students do not know the reality. Arabian, Bulgarian and Romanian are the most known numbers. Therefore, it is possible to determine that more than half students are conscious but this number should also improve.

7.2. Survey about motivation

After revising the literature exposed in the previous sections, it is possible to assume that motivation is a factor that influences the process of learning a language. That is why; the second survey is centred in students' motivation. In addition, questions are divided into three groups according to three dimensions: intrinsic motivation, ought to motivation and motivation towards the learning context. The survey asks students about their motivation in relation to three languages: Spanish, English and HL.

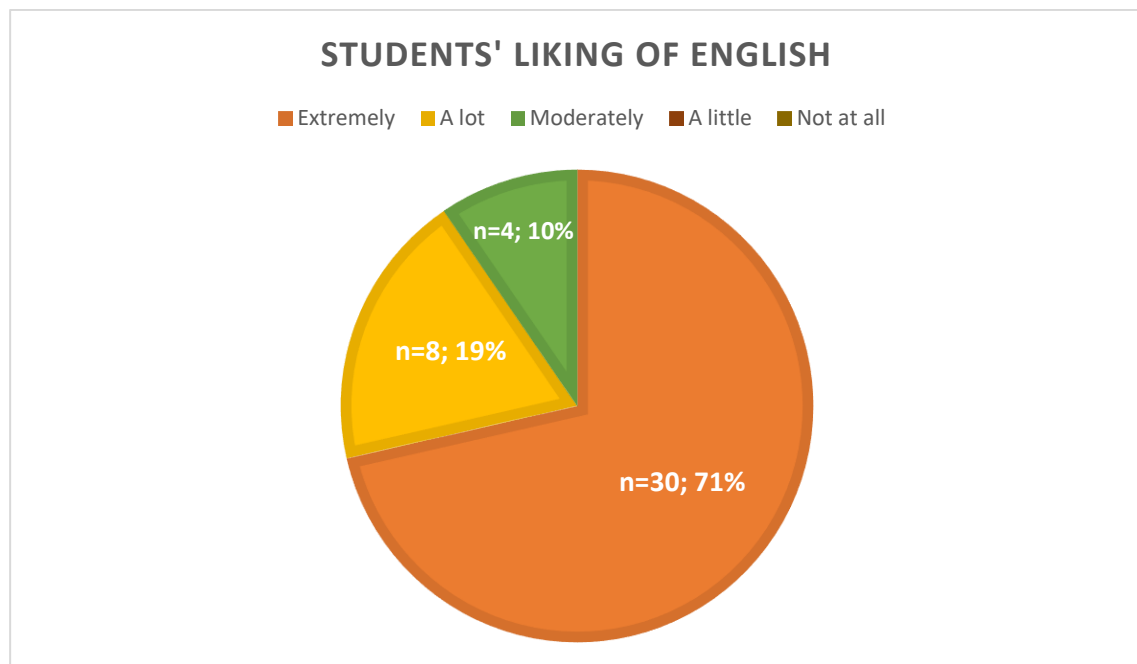
❖ First dimension: student's intrinsic motivation

As it has been mentioned before, intrinsic motivation refers to the fact of doing something because it is interesting or enjoyable, because someone likes to do it.

Regarding the first question (see Figure 13), 71% out of 42 students answered that they like English *extremely*, 19% like English *a lot* and 10% answered *moderately*. These data are revealing as most students love English and anyone answered that they like English a *little* or *not at all*.

Figure 13.

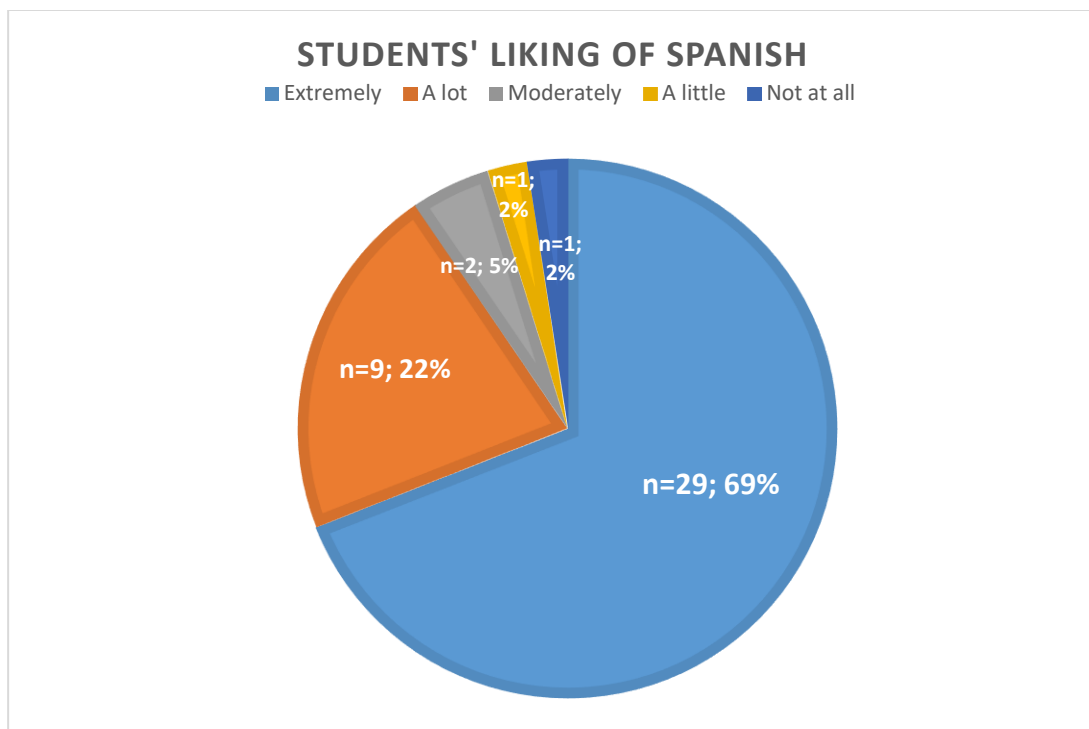
Students' liking of English



Talking about the same question as the previous one but this time asking about the Spanish language (see Figure 14), results are slightly different. 69% out of 42 students like *extremely* to learn Spanish, 22% of students answered *a lot*, 5% of students answered *moderately*, 2% of students answered *a little* and 2% of students answered *not at all*. In this case, results express that Spanish is worse accepted than English in this sample is. There are some questions related with this topic through this survey. After analysing all the answers, we are going to be able verify if they are a result of the school context or there are external reasons.

Figure 14.

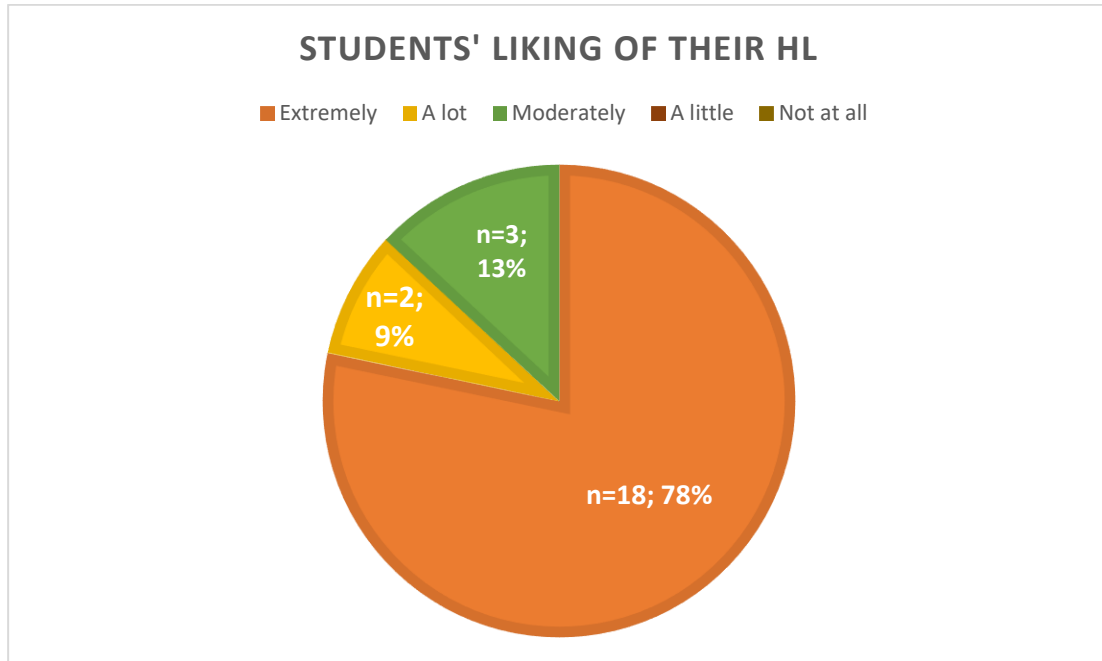
Students' liking of Spanish



As it can be seen in Figure 15, students with a HL (different from Spanish and English) have the best acceptance of their language in comparison with English and Spanish. 78% out of 23 students (number of pupils has decreased because only some of them have HL) like to learn their HL *extremely*, 9% like to learn it *a lot* and 13% answered *moderately*.

Figure 15.

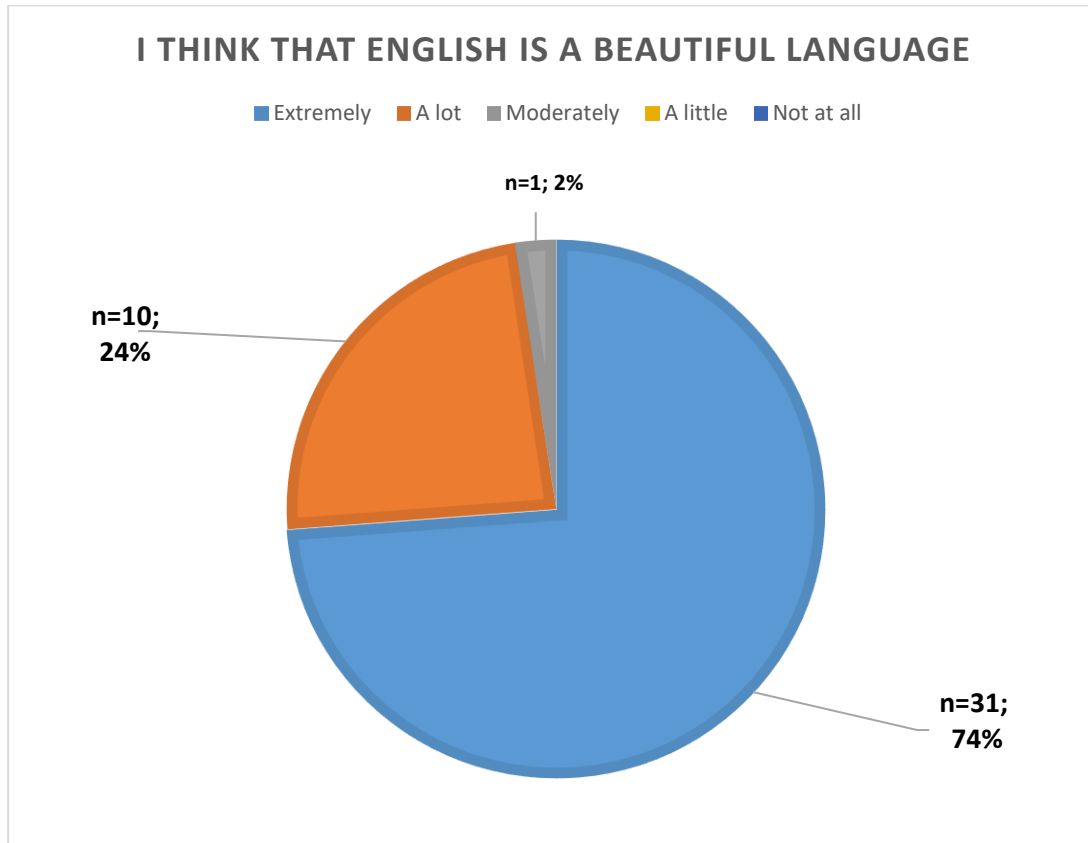
Students' liking of their HL



Furthermore, 74% of a total of 42 survey respondents think that English is an *extremely* beautiful language, 24% answered *a lot* and 2% answered *moderately* (see Figure 16).

Figure 16.

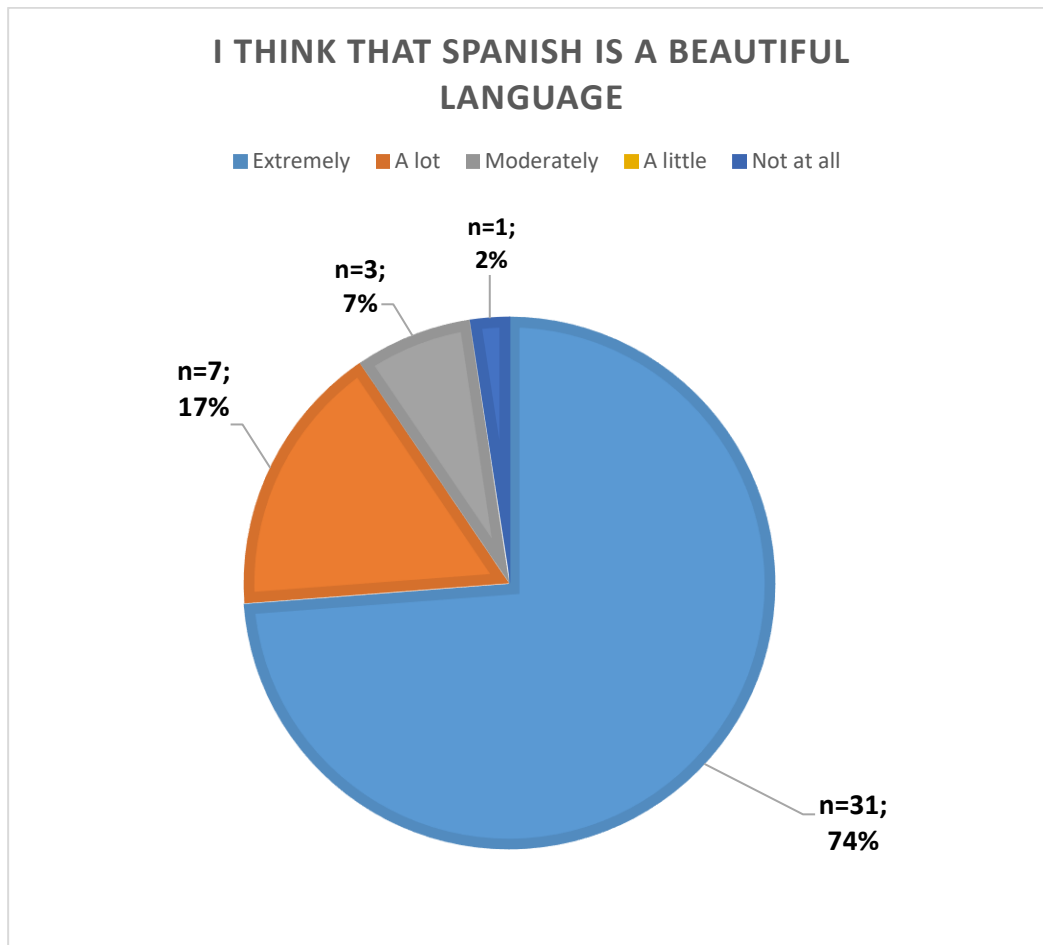
How beautiful do pupils think English is?



In the case of Spanish, as Figure 17 shows, 74% out of 42 students answered *extremely*, 17% answered *a lot*, 7% answered *moderately* and 2% answered *not at all*. In this case, answers are more distributed. We are going to pay attention to the 2% that think that Spanish is not a beautiful language because there can be a pattern.

Figure 17.

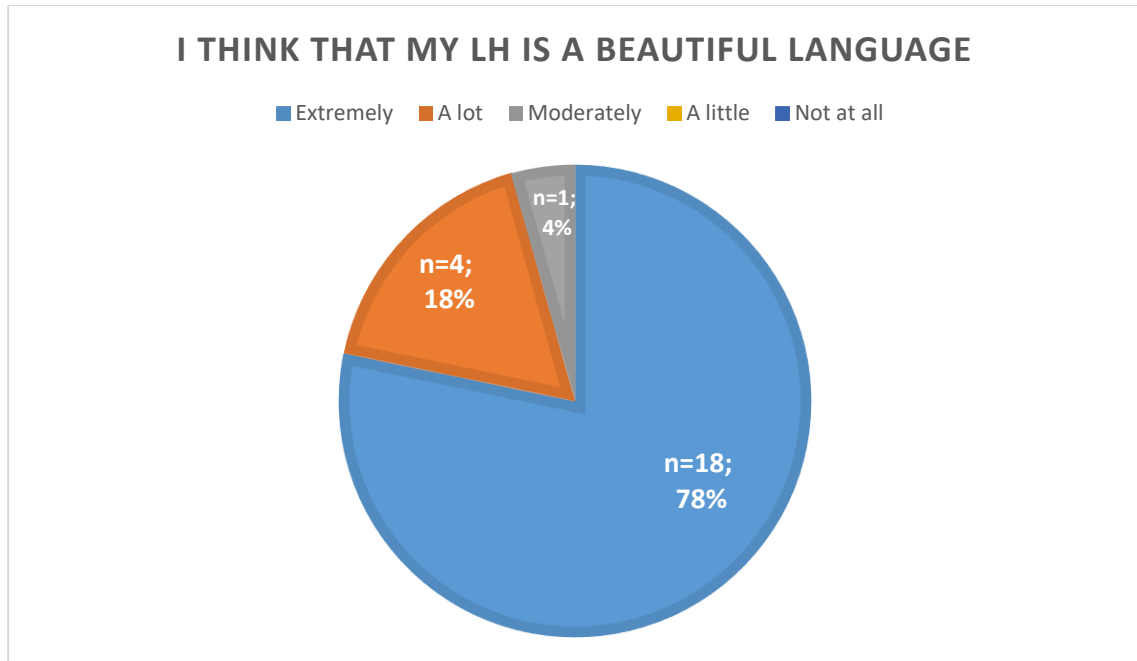
How beautiful do students think Spanish is?



Moreover, in Figure 18 results in relation to their HL are explained. 78% out of 23 students answered that their HL is an *extremely* beautiful language, 18% answered *a lot* and 4% answered *moderately*.

Figure 18.

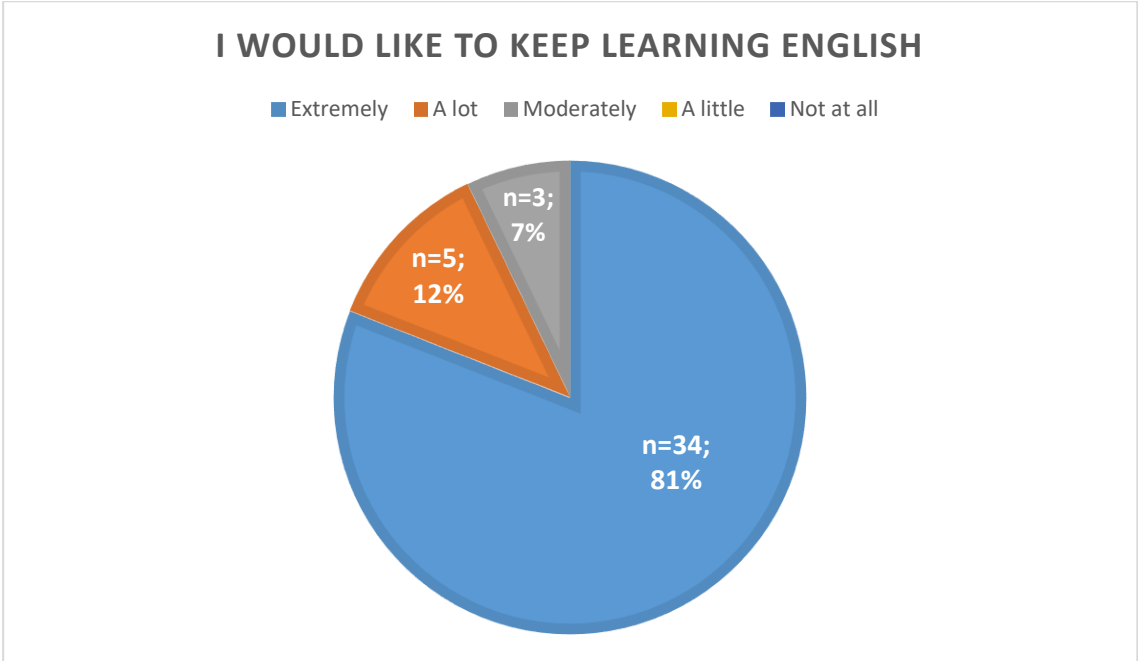
How beautiful do students think their HL is?



Besides, in figure 19, 81% out of 42 students would like to keep learning English *extremely*, 12% a lot and 7% *moderately*.

Figure 19.

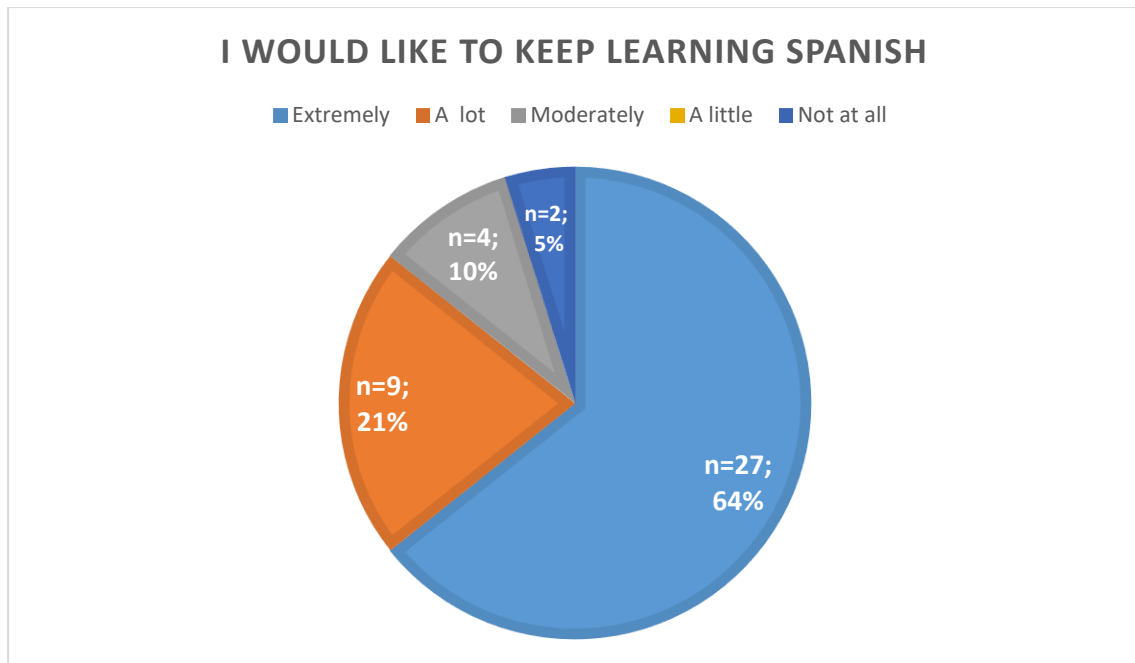
How much would pupils like to keep learning English?



In the case of Spanish, as Figure 20 presents, there are other opinions; 64% out of 42 students would like to keep learning Spanish *extremely*, 21% a lot, 10% *moderately* and 5% *not at all*.

Figure 20.

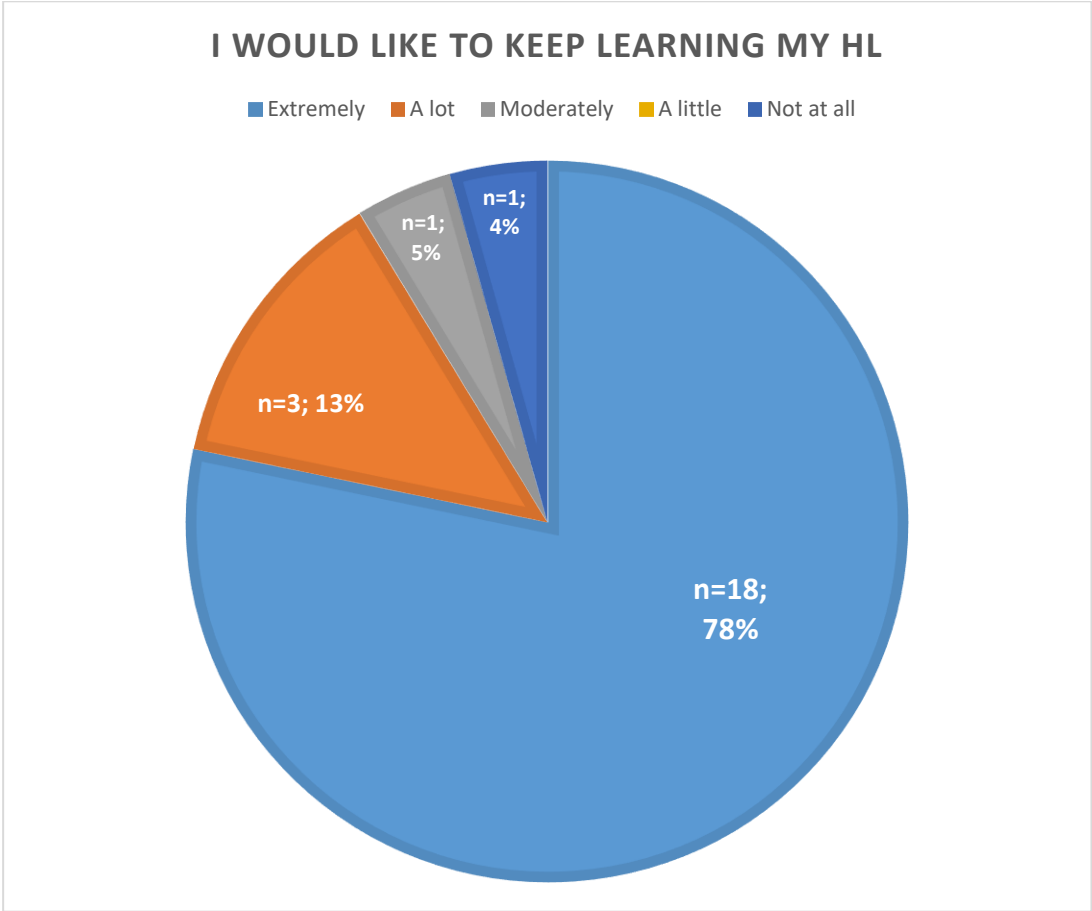
How much would students like to keep learning Spanish?



If we focus on their HL (see figure 21), 78% out of 23 students would like to keep learning their HL *extremely*, 13% answered *a lot*, 5% answered *moderately* and 4% answered *not at all*.

Figure 21.

How much would students like to keep learning their HL?



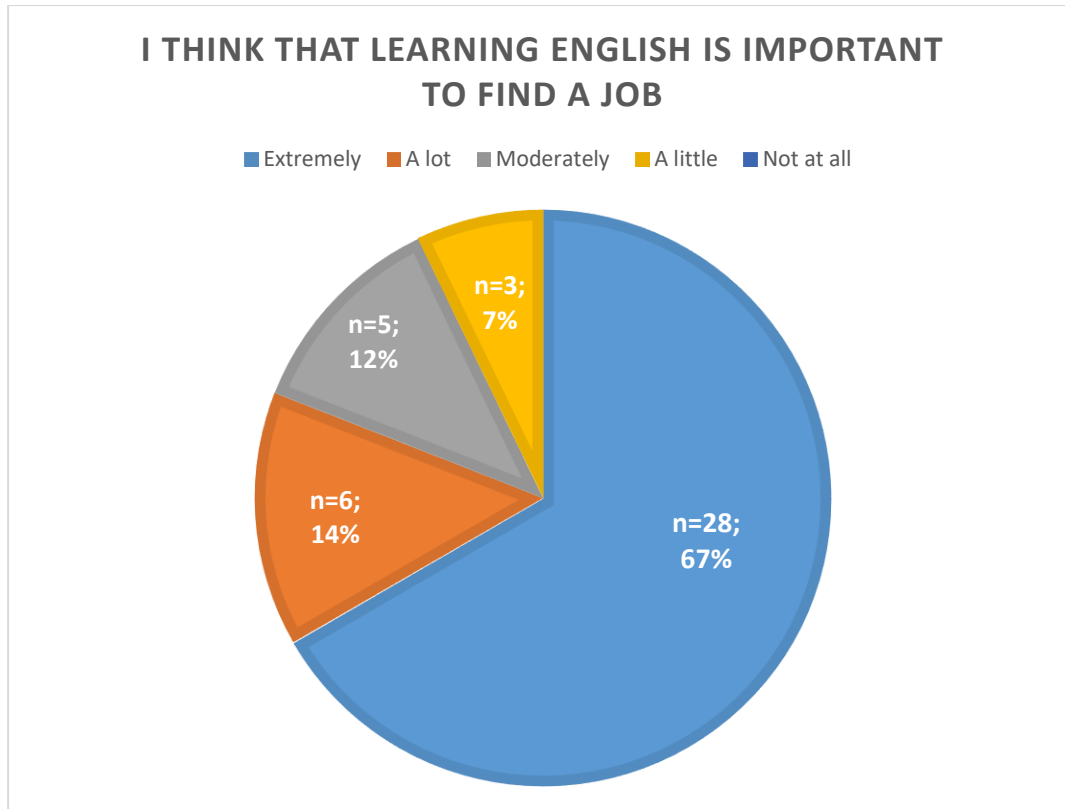
❖ Second dimension: ought to motivation

Ought to motivation refers to the kind of motivation guided by the usefulness of the action carried out.

Following this line, 67% out of 42 answers to the question if students think that learning English is important to find a job were *extremely* (see Figure 22), 14% of students answered *a lot*, 12% answered *moderately* and 7% answered *a little*.

Figure 22.

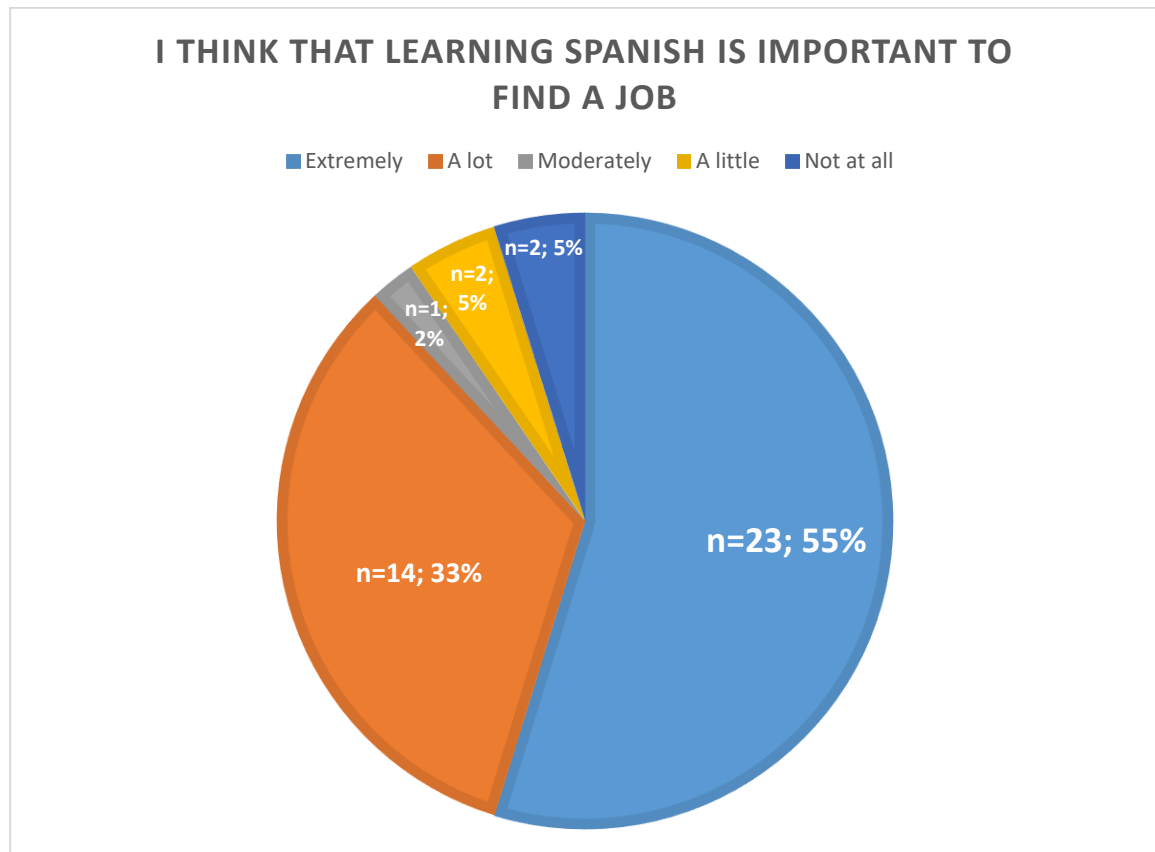
How important do pupils think English is at the moment of finding a job?



In Figure 23, it is possible to find responses to the question if they think that learning Spanish is important to find a job. 55% out of 42 students answered that it is *extremely* important, 33% of them responded *a lot*, 2% answered *moderately*, 5% answered *a little* and 5% replied *not at all*.

Figure 23.

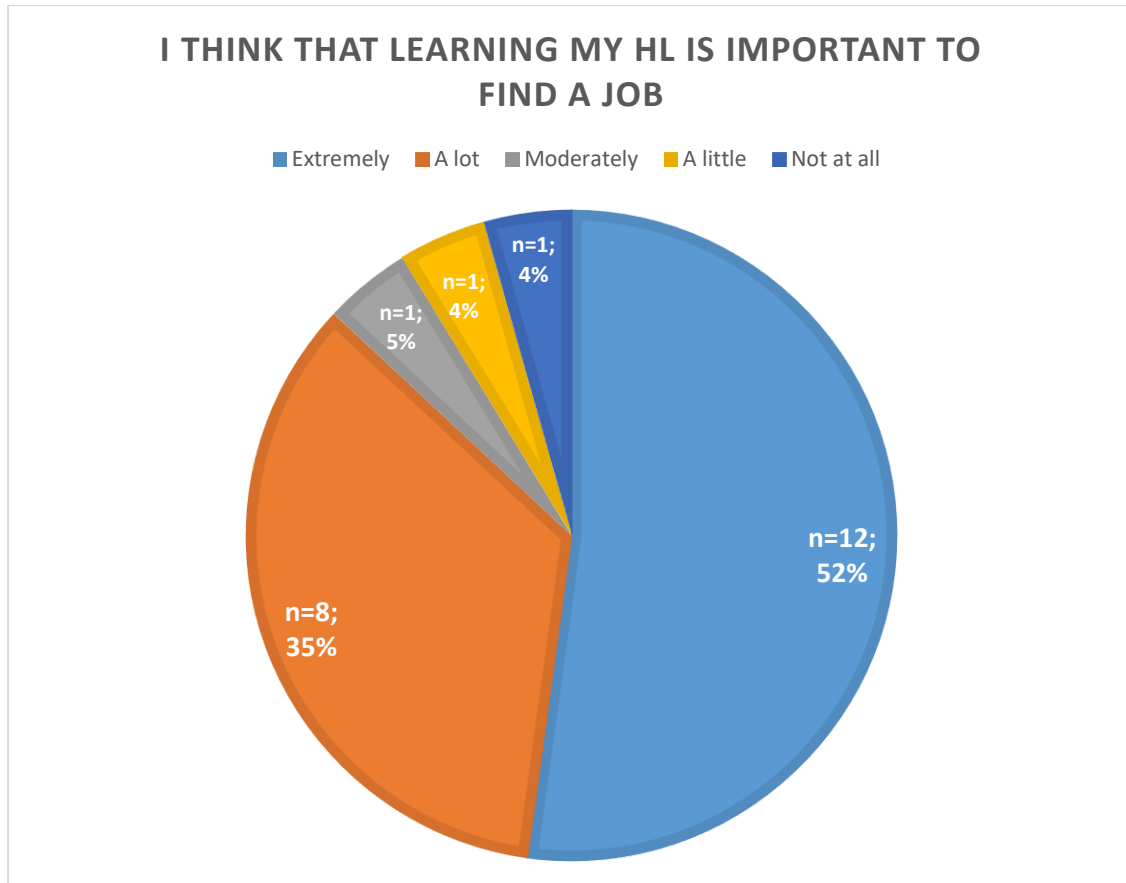
How important do scholars think Spanish is at the moment of finding a job?



Concerning the importance given to the HL at the moment of finding a job (Figure 24), 52% out of 23 students think that it is *extremely* important, 35% give *a lot* of importance to this fact, 5% answered *moderately*, 4% answered *a little* and 4% answered *not at all*.

Figure 24.

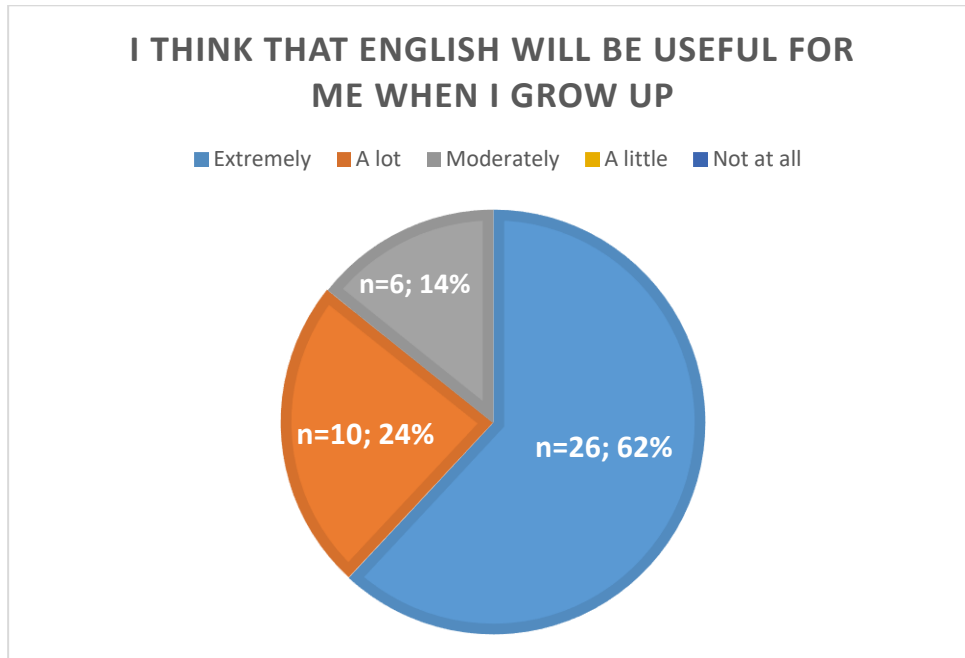
How important do students think their HL is at the moment of finding a job?



Plus, 62% out of 42 students think that English will be *extremely* useful for them when they grow up (see Figure 25), 24% of children answered *a lot*, and 14% responded *moderately*.

Figure 25.

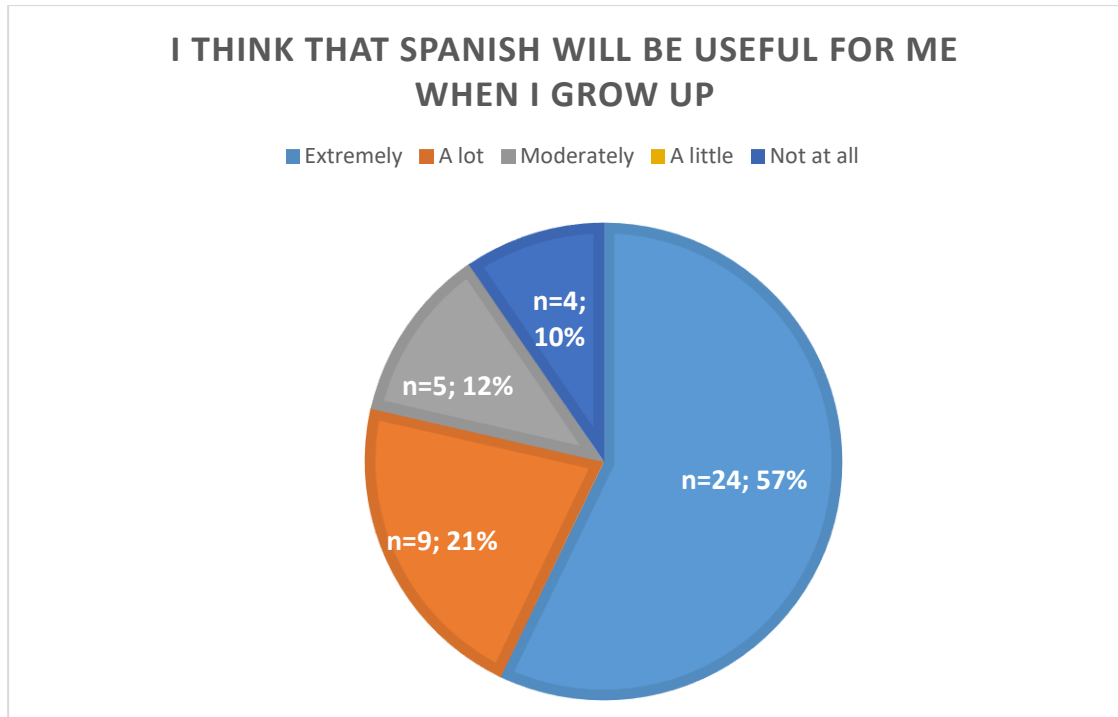
How useful do students think English will be when they grow up?



After asking them about the usefulness of Spanish language when they grow up, 57% out of 42 pupils answered *extremely* (see Figure 26), 21% replied *a lot*, 12% answered *moderately* and 10% responded *not at all*.

Figure 26.

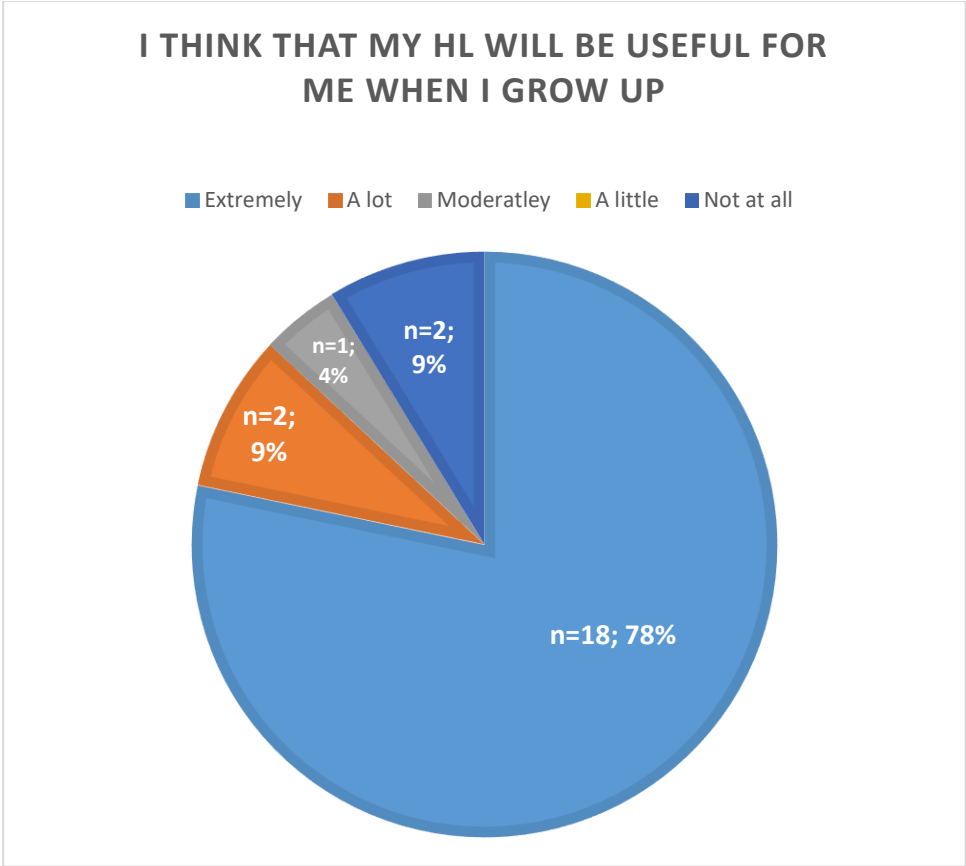
How useful do pupils think Spanish will be when they grow up?



Concerning their HL, as it can be appreciated in Figure 27, 78% out of 23 survey respondents answered that their HL will be *extremely* useful when they grow up, 9% of students chose *a lot*, 4% of students responded *moderately* and 9% believe that it is not useful *at all*.

Figure 27.

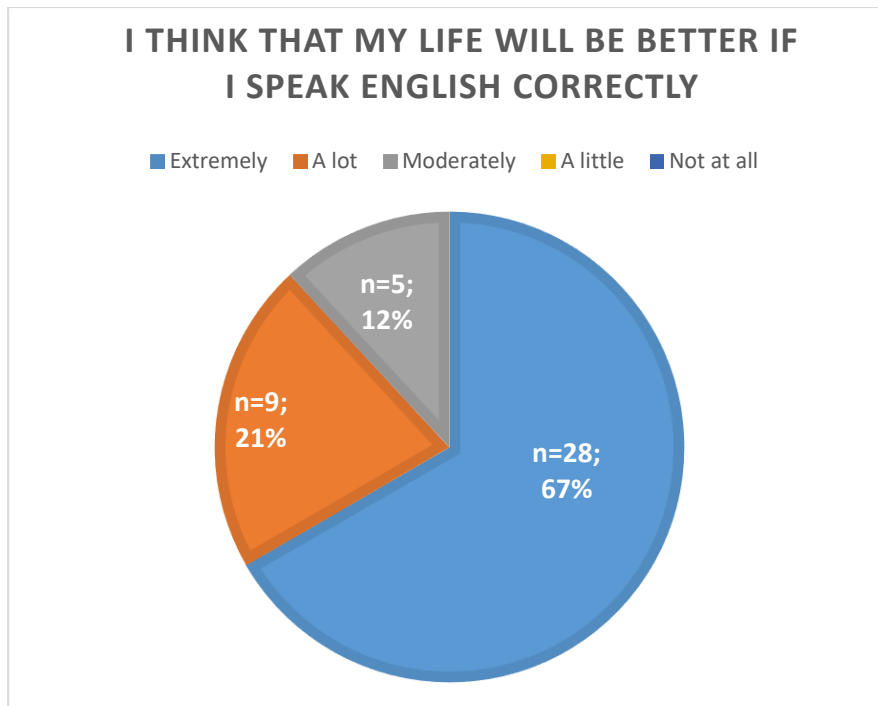
How useful do children think your HL will be when they grow up?



Besides, after asking them if they think that their life is going to be better if they speak English correctly (see Figure 28), 67% out of 42 students answered *extremely*, 21% responded *a lot* and 12% answered *moderately*.

Figure 28.

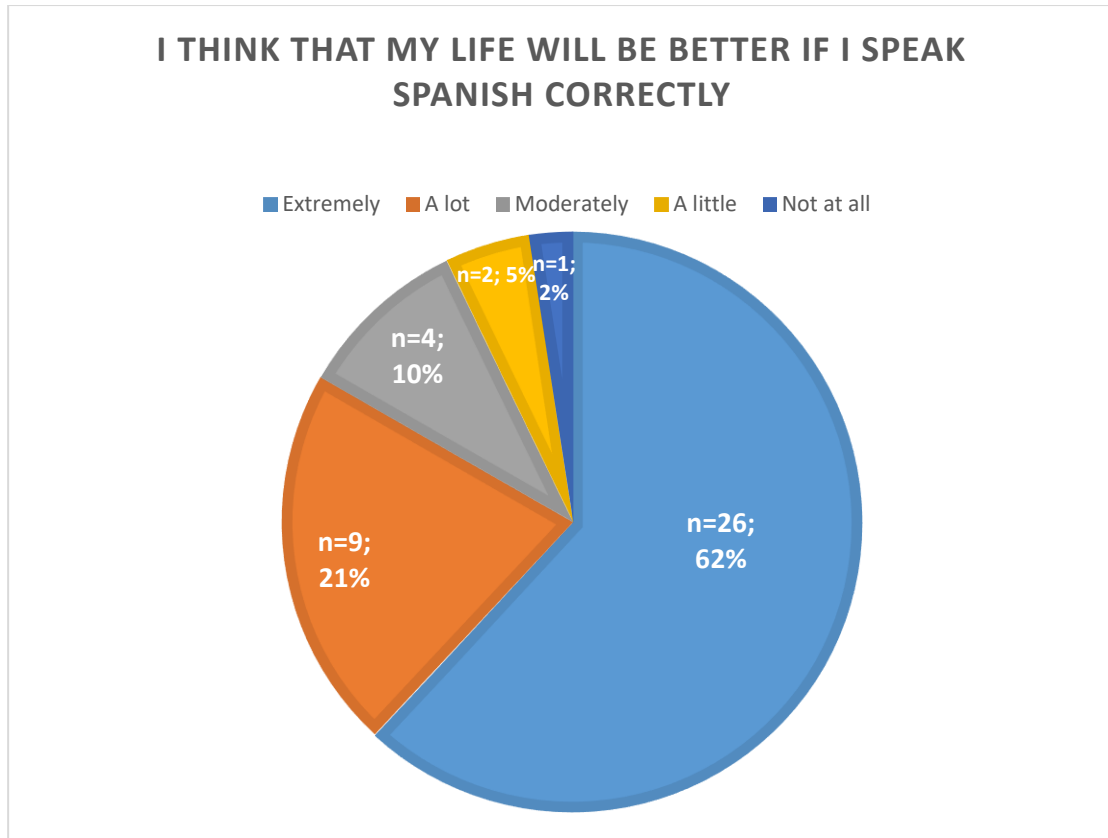
Do pupils think that their life will be better if they speak English correctly?



As it can be verified in Figure 29, 62% out of 42 students agreed that their life would be *extremely* better if they speak Spanish correctly. 21% answered *a lot*, 10% chose *moderately*, 5% answered *a little* and 2% answered *not at all*.

Figure 29.

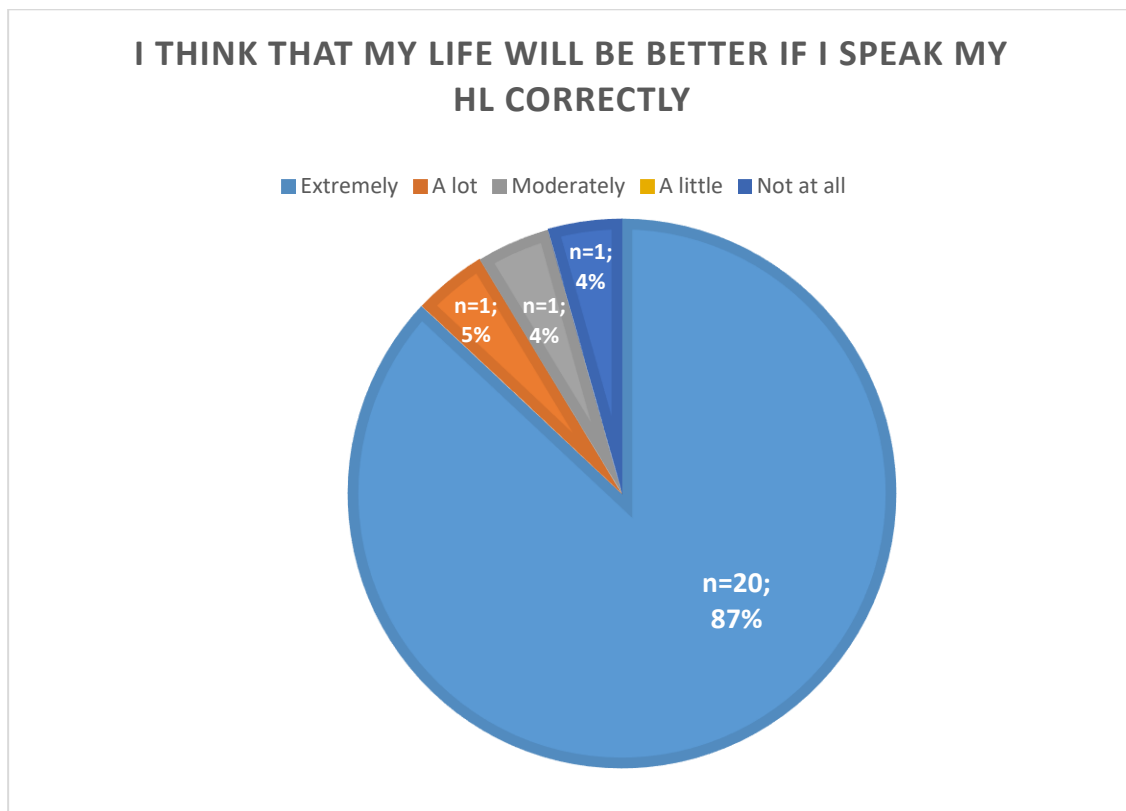
Do students think that their life will be better if they speak Spanish correctly?



Concerning their HL (see Figure 30), 87% out of 23 students clicked on *extremely*, 5% answered *a lot*, 4 % answered *moderately* and 4% answered *not at all*.

Figure 30.

Do pupils think that their life will be better if they speak their HL correctly?



In the question *why do students think that it is important to learn English?* (see Figure 31), 1 student out of 42 answered *to speak with teachers*, 25 students replied *to speak with other people*, 21 students answered *to work* and 17 students replied *to travel*. In this question, students could choose more than one answer.

Figure 31.

Why do pupils think that it is important to learn English?

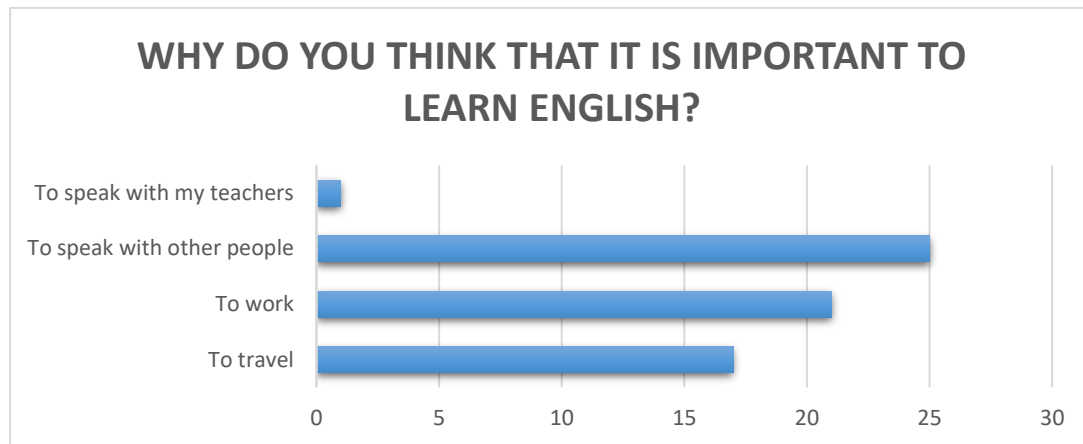
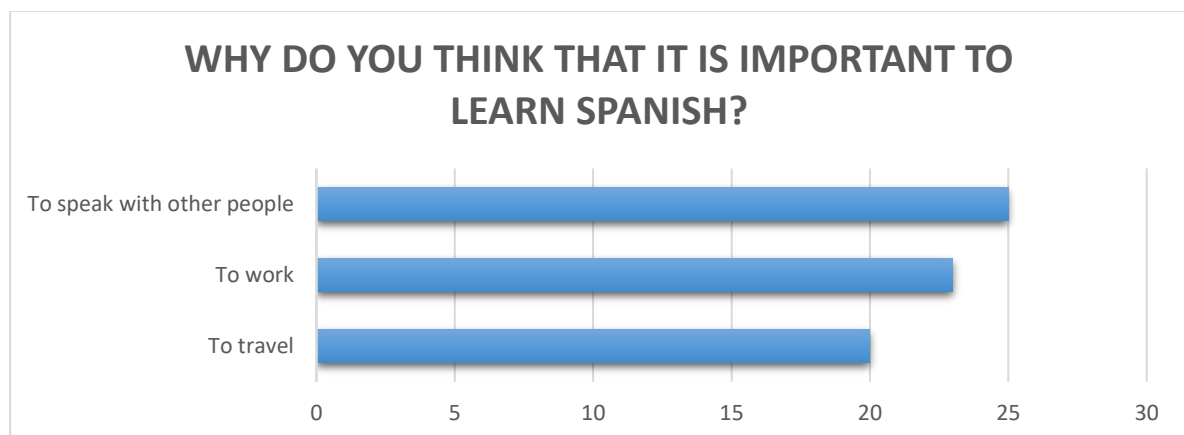


Figure 32 shows students' answers to the question *why do they think that it is important to learn Spanish*. Firstly, 25 out of 42 students answered *to speak with other people*, then, 23 students chose *to work*, and finally, 20 students responded *to travel*. In this case, students could also choose more than one answer.

Figure 32.

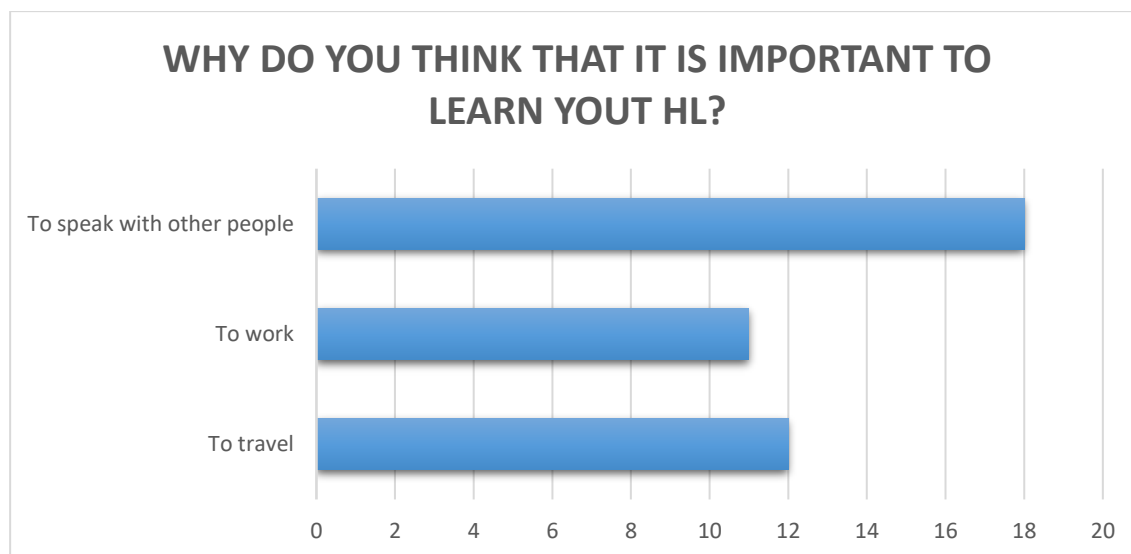
Why do pupils think that it is important to learn Spanish?



Concerning the reasons why it is important to learn their HL (see Figure 33), 18 out of 42 students answered *to speak with other people*, 11 children replied *to work* and 12 pupils responded *to travel*.

Figure 33.

Why do students think it is important to learn their HL?



Research question number 3, which is expressed as *how students perceive and express their feelings towards their HL?* Is answered thanks to the surveys. 78% out of 42 students have answered that they like to learn their HL *extremely*, 78% of students also think that their HL is a beautiful language and 78% of students would like to keep learning their HL *extremely*. It is important to mention 4% out of 42, which is one student who answered *not at all*. 52% of students consider that their HL is *extremely* important to find a job, 75% of students believe that their HL is going to be useful when they grow up and 87% of students reflect that their life is going to be much better if they know correctly their HL.

Consequently, results are positive and, in combination with individual interviews, it is possible to reason that most students are aware of their reality and feel proud of it. They feel confident enough to talk about their culture and situations. Furthermore, they feel motivated to keep learning their HL and make it an important element of their life. Some of them, when they talk about their culture, adapt terms because they think that other people are not going to

understand them. It is important to mention that 1 student out of 42, has answered negatively about his HL.

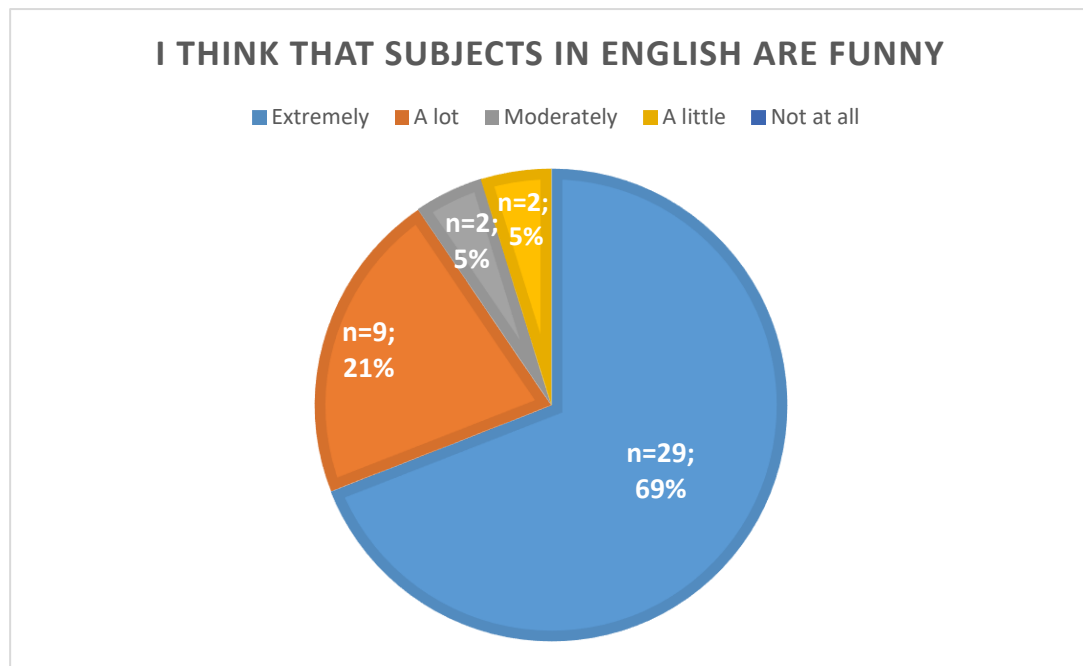
❖ Third dimension: motivation towards the learning context:

The third dimension is related with the circumstances that surround the situation.

Fun is one of this circumstances and, in this survey, students were asked if they think that subjects in English are funny (see Figure 34). 69% out of 42 students answered *extremely*, 21% of pupils replied *a lot*, 5% of children answered *moderately* and 5% of students responded *a little*.

Figure 34.

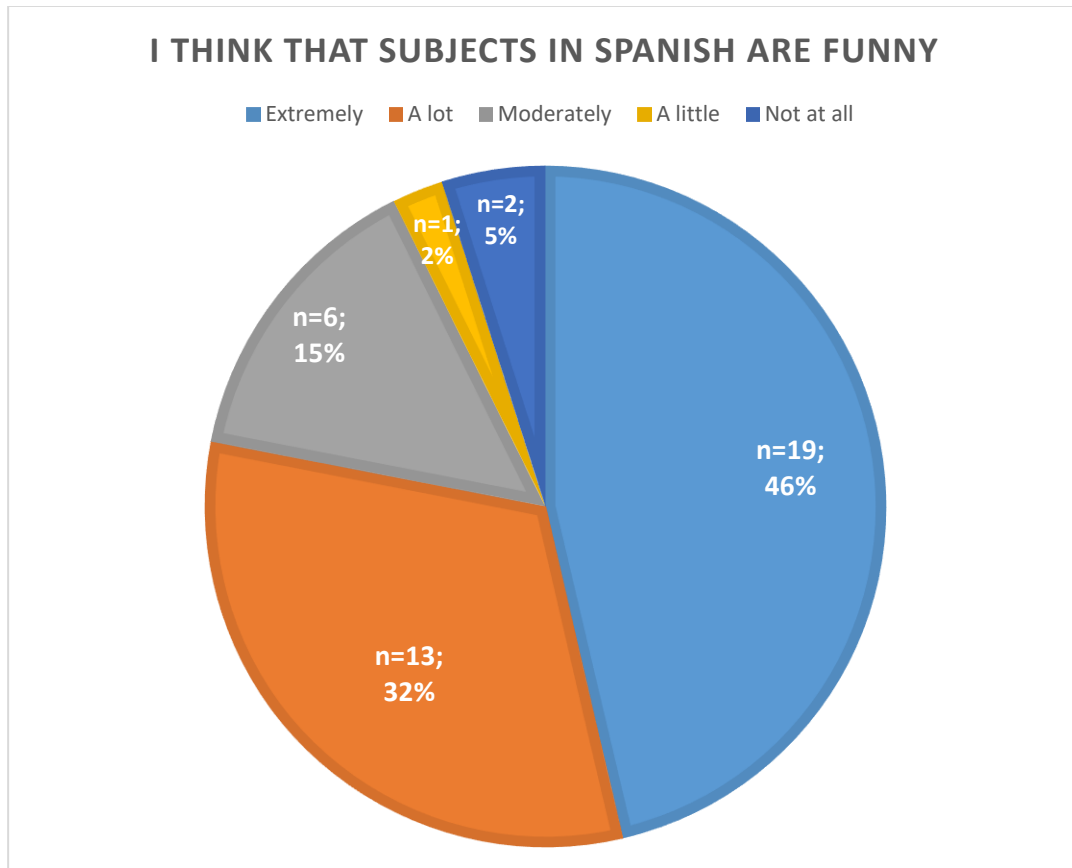
How funny do students think subjects in English are?



As it can be seen in Figure 35, percentages regarding Spanish language change. 46% out of 42 students think that Spanish is *extremely* funny, 32% answered *a lot*, 15% replied *moderately*, 2% answered *a little* and 5% responded *not at all*.

Figure 35.

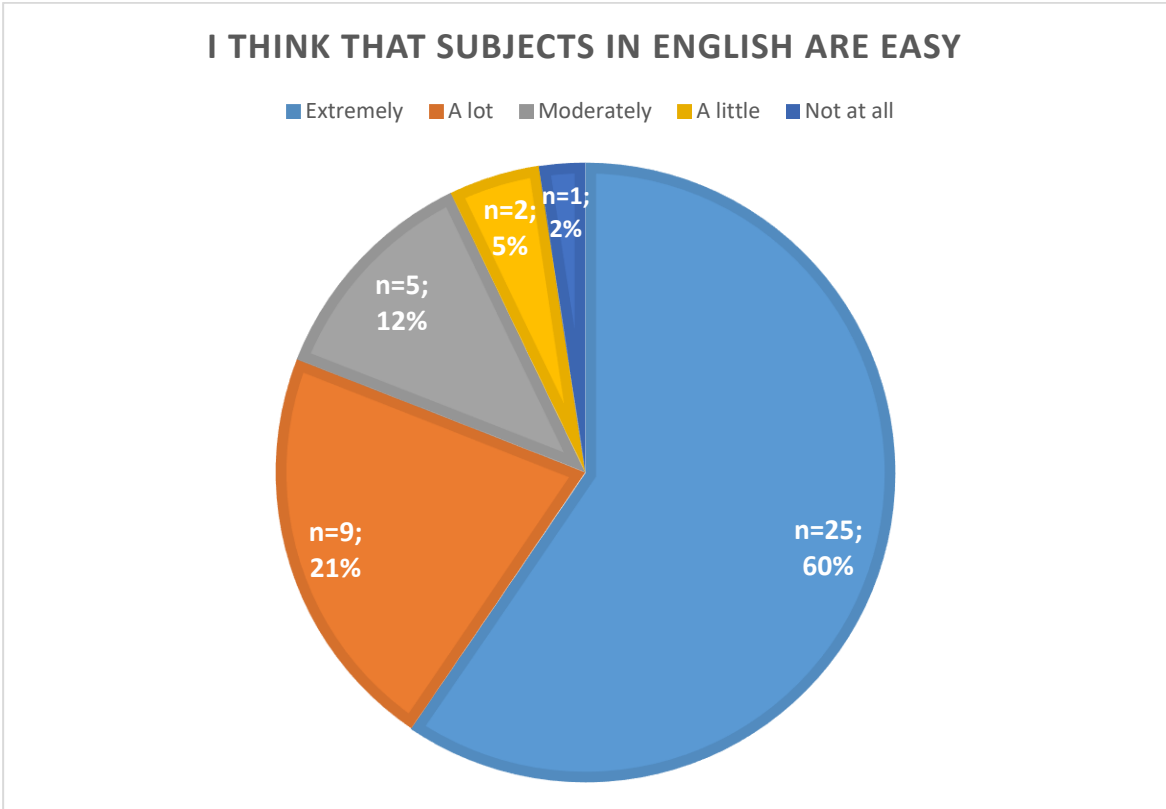
How funny do pupils think subjects in Spanish are?



Easiness perceived by students is another factor that influences students' answers. As it can be seen in Figure 36, 60% out of 42 students answered *extremely*, 21% of pupils answered *a lot*, 12% of pupils replied *moderately*, 5% of children answered *a little* and 2% of students responded *not at all*.

Figure 36.

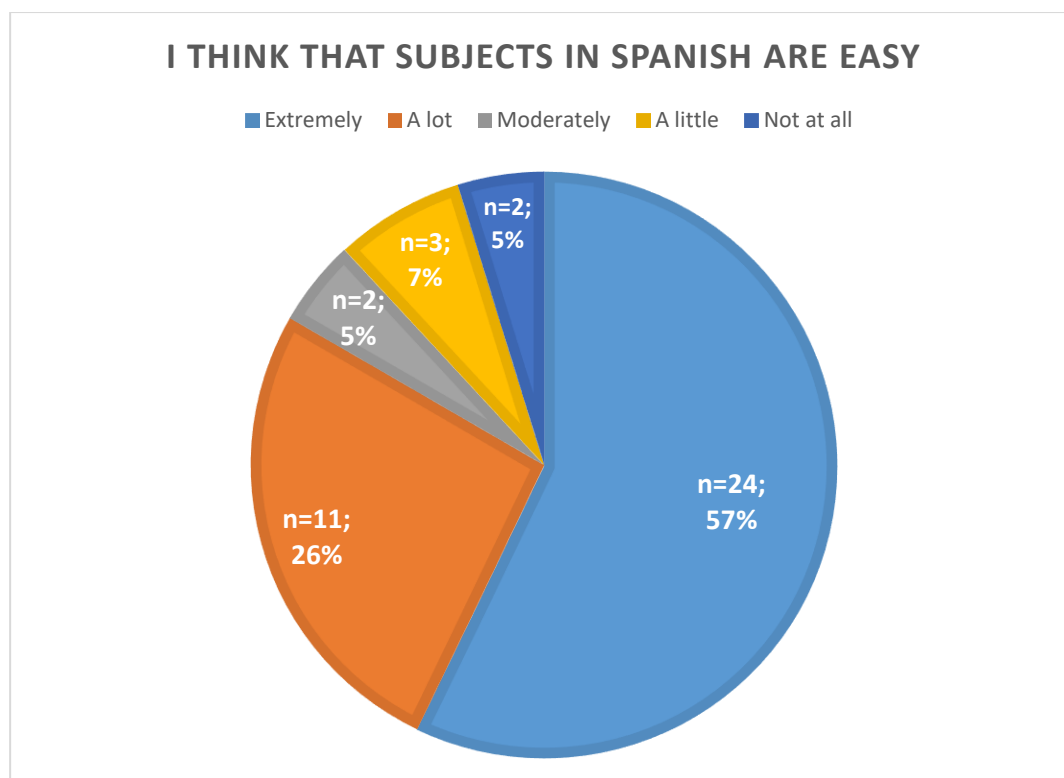
How easy do pupils think subjects in English are?



In figure 37, there are exposed answers related with the easiness of subjects in Spanish. Hence, 57% out of 42 students answered *extremely*, 26% of pupils answered *a lot*, 5% of children replied *moderately*, 7% of students answered *a little* and 5% of them responded *not at all*.

Figure 37.

How easy do students think subjects in Spanish are?



Regarding research question number 4, expressed, as *are students motivated in relation to the learning of languages?* We could affirm that most students are quite motivated, and this is something positive, as motivation is essential at the moment of learning. English could be the language that motivates them most. Results concerning HLs are also positive. There is one child who does not want to keep learning his HL and this case should be studied. With respect to Spanish, in general, students are motivated but there is one child who has answered *not at all* to all questions related with Spanish language. This pupil is from Bulgaria and we do not know why he rejects Spanish language. School counsellor is studying his case.

CONCLUSIONES

La realización de este estudio surge tras observar la diversidad lingüística presente en diferentes centros educativos. En ocasiones, esta diversidad no es apreciada como un elemento positivo que puede enriquecer la enseñanza y las relaciones sociales, sino como una posible barrera entre las personas que forman parte del contexto escolar. Esta idea fue reafirmada gracias a la experiencia vivida durante la realización de Prácticas Escolares en un centro bilingüe en inglés, cuyo alumnado proviene de distintos lugares y habla diferentes lenguas. De este modo, era necesario conocer su presencia y uso en el ámbito escolar, así como el grado de conocimiento del alumnado sobre la existencia y empleo de las mismas.

Asimismo, la presencia del inglés, y por supuesto del castellano, es un hecho en los centros escolares. Es por ello que el estudio también tiene en cuenta estas lenguas; la motivación del alumnado hacia ellas y su utilización como potencial elemento integrador.

A través de las aportaciones teóricas, se han descrito diferentes términos imprescindibles para la realización de esta investigación, como Lengua de Herencia (LH), bilingüismo o la importancia de la motivación en el momento de aprender un idioma.

En base a esta realidad, se ha llevado a cabo un estudio a través de encuestas y entrevistas personales a alumnos y alumnas que aportaron conclusiones certeras e interesantes. Los resultados de dicho estudio fueron relativamente positivos ya que la mayoría del estudiantado es consciente de la importancia de las lenguas y se siente motivado a la hora de seguir aprendiendo. En cuanto al mapa lingüístico de los 42 alumnos y alumnas encuestados, están presentes los siguientes idiomas: castellano, inglés, rumano, árabe, búlgaro, urdu, portugués, francés, moldavo, chino e italiano. En cuanto a la opinión de los encuestados, el 45% de 42 alumnos y alumnas valora que les gusta el hecho de que haya estudiantes que hablen otros idiomas, un 5% (2 niños o niñas) lo valora negativamente y al 50% (21 estudiantes) no le importa esta situación. Estos datos indican que es necesario implementar alguna medida para mejorar estas cifras y, en consecuencia, la implicación del alumnado. Por otro lado, el 28% de los niños y niñas saben qué compañeros hablan otros idiomas y de cuáles se trata. El 29% del alumnado solamente es consciente de que algún alumno o alumna habla otra lengua, pero sin saber cuál, el 38% no sabe la respuesta y un 5% son respuestas incorrectas. Los idiomas más conocidos hablados por los niños y niñas del aula son árabe (37%), búlgaro (21%) y rumano (21%). Los menos conocidos, son chino e inglés (5% cada uno).

De la misma manera, los resultados de las encuestas son reveladores. Al 71% (30 estudiantes) del alumnado le gusta el inglés *muchísimo*, el 74% cree que es una lengua muy bonita, al 81% le gustaría seguir aprendiendo esta lengua y el 62% opina que es un idioma extremadamente útil. El único dato negativo podría ser un 7% de alumnos o alumnas que creen que el inglés no es nada importante para encontrar trabajo. Sin embargo, el 67% de los estudiantes creen que es extremadamente importante. El 67% de los estudiantes creen que su vida será extremadamente mejor si saben bien inglés.

En el caso del castellano, aunque los datos son positivos, es cierto que hay una persona que tiene una percepción del castellano bastante negativa y ha respondido *nada* a todas las preguntas. Es crucial buscar el origen de esta percepción e intentar que mejore. En cuanto a los resultados, al 69% del alumnado le gusta el castellano de manera extrema, el 74% piensa que es una lengua realmente bonita y al 64% le gustaría seguir aprendiendo este idioma. En lo que concierne a la utilidad de esta lengua, el 55% de los y las estudiantes opinan que es extremadamente importante para encontrar trabajo y el 57% cree que es extremadamente útil. El 62% de los niños y niñas consideran que, si saben castellano, su vida será muchísimo mejor.

En materia de la LH, al 78% del alumnado le gusta extremadamente su lengua, el mismo porcentaje de niños y niñas creen que es una lengua extremadamente bonita y que es extremadamente importante aprenderla. En cuanto a su utilidad, el 52% cree que es extremadamente importante para encontrar un trabajo, pero un 4% del alumnado cree que es poco útil y un 4% cree que no tiene ninguna utilidad en ese aspecto. Es importante tener en cuenta todas estas cifras. El 75% cree que su lengua va a ser extremadamente útil cuando sean adultos. El 88% del alumnado cree que su vida será muchísimo mejor si saben hablar su LH de manera correcta.

La mayoría de los alumnos y alumnas consideran que es importante saber inglés, castellano y su LH para así poder hablar con otras personas.

Las preguntas anteriores están relacionadas con aspectos como la motivación intrínseca o el grado de utilidad de la actividad. Las siguientes preguntas están vinculadas con el contexto de aprendizaje. Es por ello que el 69% del alumnado considera que el inglés es extremadamente divertido y el 60% valora que es extremadamente fácil, frente al 2% que respondió que no es divertido y el 5% que respondió *poco* y el 2% que respondió que no es fácil. En relación con el castellano, el 46% de los estudiantes cree que es extremadamente divertido. Sin embargo, el 2% opina que es poco divertido y el 5% *nada*. El 57% considera el castellano extremadamente fácil, pero, el 7% lo considera poco fácil y el 5% *nada*.

Todas estas preguntas responden a la última cuestión del apartado de investigación (pregunta número 5), que en castellano sería la siguiente: *¿cuáles son las actitudes y opiniones que tienen los estudiantes hacia el inglés, el castellano y su lengua de herencia?*

Es posible concluir que, en general, las actitudes hacia las lenguas son bastante positivas. Sin embargo, es imprescindible tener en cuenta esa minoría que ha marcado las respuestas *poco* o *nada*. También es de gran importancia hacer que el alumnado sea consciente de la realidad lingüística presente en el centro escolar y de la gran cantidad de ventajas que esto puede aportar.

Por estos motivos y por los resultados obtenidos, se presenta a continuación una guía con consejos y actividades para cambiar algunos aspectos de esta situación, mejorarla y para que toda la comunidad educativa se beneficie. En algunos apartados de dicha guía se utiliza el inglés como elemento inclusivo y potenciador de actitudes positivas.

III. PEDAGOGICAL GUIDE

After investigating about HLs, language acquisition and motivation, we have achieved a deep understanding of students' opinions in relation to this topic. This knowledge allows us to create a document under the title *Guide to integrate linguistic diversity and enhance students' motivation towards language learning*. These guides, which are the result of a process of investigation and observation, suggest some actions that can be implemented in different social contexts in order to promote the integration of people coming from different sociolinguistic and cultural contexts. The idea is to use the coexistence of many different students and languages in some schools and turn it into a positive factor. It is an opportunity to motivate and include everyone, helping students (and the whole educational community) to keep learning and becoming critical and respectful people.

I would like to highlight the importance of creating networks; this is a way of working that consist on joining efforts and building connections among people, associations... in order to have a better result. Extrapolating this kind of work to the topic of this study, means connecting efforts from the school staff, families, the neighbourhood, the city council, social services, associations...

Although institutional education for immigrants may turn into a means of uprooting for one's culture and of instilling the culture of the reception country, the educational administration specially and, the whole educational community, generally, may act in a way that social and political integration does not mean the loss of one's culture (Consejo escolar de Andalucía, 2003) .

Schools are fundamental to achieve intercultural areas where cultural diversity is recognized, strengthen and understood, avoiding, by this way, discrimination and exclusion of collectives of immigrants and ethnic minorities (Consejo escolar de Andalucía, 2003).

Moreover, intercultural education understood as a pedagogic attitude that favours interaction among different cultures, has turned into the best way of preventing racism and xenophobia (Andalucía, 2003).

The guide gives advice and ideas about possible activities to carry out. It is important to mention that activities are open, not guided and each school is able to adapt them to its peculiarities. The idea is to outline positive aspects and facets that join us. Transversality is also key in this project because all subjects have part on in. Regarding the activities, it is crucial to know that some students may be still in mourning because they have left their country or their language. That is why some actions like being with other people or working with humour really help. It is divided into two different parts; objectives and the scope of action; which, at the same time is divided into the school, the EFL classroom and the environment.

Our guide would fit in existing regulations that display the efforts the of society in favour of the integration of immigrants. Examples of these regulations would be European Models of Integration, a Plan for Integration from the European Commission, a Spanish Plan of integration and Citizenship...

GUIDE TO INTEGRATE LINGUISTIC DIVERSITY AND ENHANCE STUDENTS' MOTIVATION TOWARDS LANGUAGE LEARNING

▪ **Objectives**

The aim of the pedagogical guide can be specified in the following objectives:

- ✓ To boost inclusion and integration of different social groups in the context of the school community.
- ✓ To value and appreciate one's own culture in order to be able to appreciate and value other people's cultures.
- ✓ To maintain the linguistic diversity, take care of the HL and the culture and, by this way to prevent identity loss.
- ✓ To see linguistic and cultural diversity as an enriching element for the school community.
- ✓ To promote respect, tolerance and pacific coexistence through different activities and mechanisms.
- ✓ To create a helping and supporting network for the different members of the school community.
- ✓ To integrate and respect all languages in order to improve students' motivation and academic outcomes.

▪ **Scope of action**

The scope of action are all the fields part of the guide. In this case, networks are crucial to get adequate results. Furthermore, this guide is divided into several scopes. Each scope has its own functions. Consequently, it is possible to find the following scopes in the guide:

- ✓ **The EFL** (henceforth, English as a Foreign Language) **classroom**: although there are ideas at the level of centre as a whole, it is crucial to work these topics with the whole group inside the classroom using English as the vehicular language. It is also very important to make the classroom a learning-prone and pleasant place where all students feel welcomed and part of it. Nowadays, most schools offer teaching in more than one language. In the case of our guide, these activities are thought to be carried out during the lesson of English. However, they can be adapted to other languages or situations. Furthermore, in the following lines, there are some ideas about how to work this topic in the English classroom in order to contribute to inclusion:

- To decorate the classroom with maps, pictures, flags... according the different nationalities present in the classroom.
 - Let students speak about their own reality when we deal with different topics in the classroom.
 - Greeting in different languages.
 - Singing songs from different countries.
 - Listening how daily words are pronounced in different languages. Parents may record these words or students can pronounce them.
 - Working with important figures (authors, scientists...) from the different cultures.
 - To create podcasts of *sounds of the countries* and listen to them. For example, typical sounds or sounds from the sea or a dessert depending on the country.
 - To recreate some countries with ICTs like augmented reality or use some applications like Kahoot or Genially.
 - Another idea would be to implicate families in some kind of homework like asking them aspects related with their country, language or culture.
 - To create a weekly or monthly news programme (in English) focused on inclusion and languages. In this activity, all skills can be worked: speaking, listening, reading and writing.
- ✓ **The school:** the educational centre is the place where students learn different areas of knowledge and values that will help them through their whole life. It is composed by students, their families, teaching and non-teaching staff. That is why it is the central element of this guide. In this case, it is possible to find the following division:
- The school specifically: in every school, there is a Commission of Pedagogic Coordination (Comisión de Coordinación Pedagógica). According to Decreto Foral 24/1997, de 10 de febrero (1997), this Commission is in charge, among other aspects of, coordinating students' educational orientation. Specially the one concerning the changes of stage and contributing to the development of a Plan of Educational Orientation and the Plan of Tutorial Action. In addition, in this Commission, it is possible to constitute subcommittees that help the sectors that need specific attention.

As a consequence, the idea is to create a subcommittee known as "International Subcommittee" that vertebrate all projects. This commission is going to be constituted by teachers, the school advisor and some representatives of the families (some

students may also help). It is important to decentralize responsibilities and, consequently, the subcommittee is going to be divided into committees of experts of the topic.

- Committee of mediation: this is a committee whose function is to take part in relations in the school; student- student, families-school, communities, families-the Administration...

An intercultural mediator is a professional figure that has as functions cultural interpretation to facilitate communication among people of different cultures, advice in the management of intercultural relationships and intercede in conflicts derived from this kind of relationships (Septién Ortiz, 2006).

It would also be ideal to have the figure of a translator.

- Committee of reception: this is a group of teachers and some guiding students in charge of welcoming new students. They will help new students with school facilities, new classmates, new rules... and their families with procedures related with Administration and other processes. They will also connect new families with other families' members of the school; this is an idea that is explained below. The conception of this committee is not only to help new members with their welcoming but also to monitor them periodically because the process of reception lasts more than a few days.
- Committee of events and activities: it is in charge of events and activities at the level of the school. Some ideas of the activities may be:
 - A multicultural festival: with workshops, typical food from the different countries, typical music, typical games...
 - During determined weeks, there can be "The week of intercultural art", "The week of tales around the world", recitals in different languages... with parents' participation.
 - "The Corner of the Countries": the idea is to create a corner where each week there are elements related with a determined country. In this corner, there is going to be a map of the country, the flag, books... and a box with other elements like photos of typical clothes, dishes, monuments, art...

- In relation with the Corner of the Countries, each week, during entrance and departure hours, music of the chosen country can be played.
- “The Wall of Languages”: this is a wall that can be built by students and teachers where they can write down greetings, questions, kind words... in different languages. There can also be a gadget that pronounces these words.
- A multicultural library with voluntary students as librarians.
- Students can also create a multi-ethnic dictionary or book to raise funds for a determined purpose related with the topic.
- Once a week, during playtime, students can play conducted multicultural games.
- Students can also create a wall with flags from the nationalities present in the school.
- Another idea can be excursions or fellowship encounters in order to improve group cohesion.
- Awareness activities and workshops.
- Activities related with feelings.
- Activities and events related with topics like fair trade.
- Activities to improve something and give service to the community, like painting a wall in the neighbourhood or conducting an exhibition somewhere in the city.

All these activities can be carried out with the collaboration of the Association of Parents (APYMA, Asociación de Padres y Madres de Alumnos).

- Committee of learning: once a week, students from the highest grades guided by teachers, may help other pupils to do homework.
- Families- APYMA: in this section are included all families, those part of the Association and those who are not part of the Association.

The educational centre has to eliminate the barriers that prevent learning and students’ and their families’ participation. Therefore, one of the aims of the school is to promote families’ participation and implication in the life of the educational centre. It is not only to implicate parents in academic issues but also to achieve that all members from the

educational community feel the school as a place of participation and civic learning (Motoso, 2010).

Hence, it is crucial that parents take part in school life. That is why, apart from cooperating in some activities exposed previously, it is also important to mention the following ideas related with parents' implication and promotion of inclusive practices through the implication of the whole community. Before carrying out these activities, there may be a diversification of parent volunteers and they may be able to choose where do they want to help in relation to their preferences, necessities or capacities.

- The APYMA may create a kind of committee of families that help other families who recently came. By this way, new families can see that other people have realities similar to theirs.
- There can also be a kind of talk that explains families topics related with school life like what documents do they need or receive, rules, how to get involved in the schools' decision making...
- Workshops carried out by professionals about children's education, emotional education, how can they help children academically, conflict resolution... These workshops may also have a babysitting service. In addition, it is important to favour timetables that facilitate participation.
- They can also put in contact families with determined necessities with associations that may help them (examples of these necessities may be learning to read and write how to move about a new city...).
- Learning communities are other idea that makes parents part of school life. This kind of teaching allows parents to be present in their children's classrooms and help them.

✓ **The environment:** apart from the school, also other organisms or associations help students and their families. If they work all together, they will get better results. In this case, this section is divided into:

- City Council: it is usually in charge of many services like museums, public libraries, theatres, music schools, cultural centres.... Hence, many different activities may be prepared there: contests, workshops... in coordination with the City Council.

- Other associations: Caixa Proinfancia, Banco de Alimentos, SEI, the Church (some parishes help pupils with their homework and it is not linked to religion), Cruz Roja... and many other associations specialized in social issues.

This guide is open and it admits advices, enlargements, and proposals for improvements.

In conclusion, our guide intends to provide ideas and dynamics that will help to find a learning and social cohesion opportunity in the large variety of cultures and languages that cohabitate in society. Along these lines, this project lays out contexts and interventions that promote inclusion of the different cultures and languages taking advantage of the scholar and educational sphere as the ideal atmosphere to develop an inclusive, pluralistic and inviting attitude.

FINAL CONSIDERATIONS

The world is in constant change and evolution. Globalization is one of these changes and, nowadays, people from very different contexts coexist. Children are able to speak different languages and motivation plays an essential role in this process. Schools are the perfect place to confirm these evidences. There, children with different languages and cultures spend many hours together. That is why it is necessary to study and give a greater visibility to this reality. Furthermore, results of the surveys have been quite positive but it is crucial to improve them and work with those children whose answers were negative.

That is why the last part of the present paper is a guide that gives a piece of advice to the complete educational community. Although at the beginning, it may seem that English and other subjects are a little bit sacrificed, the truth is that results will be very rewarding.

HLs are part of a culture and it is very important to take care of them as our traditions build our identity and forge ourselves.

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APPENDICES

Appendix 1. Stages of linguistic development.

Table 1. Stages of linguistic development (adapted and translated by the author from Córdoba Iñesta, Descals Tomás, & Gil Lario, 2020) .

STAGE	DESCRIPTION	SUBSTAGES
PRELINGUISTIC DEVELOPMENT	Before children start to talk, there are resounding emissions answered by adults. This creates a kind of very basic verbal communication.	Phonologic development: during the first months, the baby shows a preference for the sounds and the rhythm of mother tongue. Emission is produced from the moment of birth with different vegetative sounds like crying or sneezing. They prepare the voice talk. The first words appear when the baby is around 12 months old as a continuous and gradual process. The second year of life is characterized by the development of vocabulary. Pragmatic development: from the moment of birth until 9 months old, there are verbal interactions between the baby and adults. From 9 months onwards the baby is able to develop resources to satisfy its communicative intentions.
LINGUISTIC DEVELOPMENT: from the first words to school attendance.	During preschool years, linguistic abilities are really developed. Children start to use almost complete sentences.	Phonological development: there are many similarities among different languages from a phonological point of view. There are two main facts: - Vowels are acquired before consonants. - Sounds are emitted better. From 18 months old onwards, children use more phonological strategies. Morphosyntactic development: between 18 and 24 months old, the child starts to use two words and then, the following stages appear: - First stage: the child controls the simple sentence.

- Second stage: the child starts to make relationships among words (plural, diminutive...).
- Third stage: improvement of simple sentences.
- Fourth stage: compound sentences.
- Fifth stage: compound coordinated sentences.

Semantic development: between 11 and 15 months old, the child's vocabulary is composed by 10 words. Between 15 and 19 months old, the child uses between 10 and 50 words. Around 2 years old, there is an explosion of vocabulary.

Pragmatic development: words are produced with a social function and the child uses gestures.

LINGUISTIC DEVELOPMENT DURING SCHOOL ATTENDANCE	During school years, the development of language is slower and pragmatic and semantic aspects are more important.	Phonologic development: between 6 and 8 years old, the development of phonemes is completed.
		Morphosyntactic development: new rules related to word formation are acquired and stabilized.
		Semantic development: vocabulary used by the child improves and, at the age of 12, they know around 50.000 words.
		Pragmatic development: children are very effective communicators.

Appendix 2. "Encuesta de Biografía Lingüística".

ENCUESTA BIOGRAFÍA LINGÜÍSTICA

Descripción del formulario

Título de la imagen



Nombre *

Texto de respuesta corta

¿Qué eres? *

- Niño
- Niña
- Otro

¿Qué idiomas hablas? *



- Inglés
- Castellano
- Otra...

¿Qué idioma hablas con tu progenitor 1? *



- Inglés
- Castellano
- Otra...

¿Qué idioma hablas con tu progenitor 2?



- Inglés
- Castellano
- Otra...

¿Qué idioma hablas con tu(s) hermano(s)?



- Inglés
- Castellano
- Otra...

¿En qué idioma hablas con tus amigos/as? *



- Inglés
- Castellano
- Otra...

Linguistic diversity as a motivating and inclusive factor in primary school

¿Cuál es tu idioma favorito? (Puedes poner más de uno) *



- Inglés
- Castellano
- Otra...

¿Qué te parece que haya niños/as que hablen otros idiomas? *



- Me gusta que haya niños o niñas que hablen otros idiomas.
- No me gusta que haya niños o niñas que hablen otros idiomas.
- Me da igual que haya niños o niñas que hablen otros idiomas.

Escribe el nombre de 3 amigos o amigas de tu clase. *



Texto de respuesta larga

Escribe el nombre de compañeros o compañeras de tu clase que no hablen castellano en su casa (y si lo sabes, el idioma que hablan) *



Texto de respuesta corta

Also available at <https://forms.gle/EKuSTrgbMuqAS6bu9>

Appendix 3. "Encuesta de motivación".

ENCUESTA MOTIVACIÓN

Descripción del formulario

Título de la imagen



The illustration shows a group of diverse, cartoon-style children of various ethnicities and ages. They are gathered around a globe, with one child in the center holding a flag that features the Union Jack (the flag of the United Kingdom). The children are smiling and appear to be engaged in a collaborative activity. The background is a light blue color.

¿Qué eres? *

- Niño
- Niña
- Otro/a

Me gusta aprender inglés *

- 5. Muchísimo



- 4. Mucho



- 3. Regular



- 2. Poco



- 1. Nada



Me gusta aprender castellano *

- 5. Muchísimo



- 4. Mucho



- 3. Regular



- 2. Poco



- 1. Nada



111

Me gusta aprender mi lengua de herencia (si no tienes no respondas nada)

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Creo que el Inglés es una lengua bonita *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Linguistic diversity as a motivating and inclusive factor in primary school

Creo que el castellano es una lengua bonita *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Creo que mi lengua de herencia es bonita (si no tienes no respondas nada)

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Me gustaría seguir aprendiendo inglés *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Me gustaría seguir aprendiendo castellano *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Linguistic diversity as a motivating and inclusive factor in primary school

Me gustaría seguir aprendiendo mi lengua de herencia (si no tienes no respondas nada)

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Saber bien Inglés es importante para encontrar trabajo *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Saber bien castellano es importante para encontrar trabajo *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Saber bien mi lengua de herencia es importante para encontrar trabajo (si no tienes no respondas nada)

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Linguistic diversity as a motivating and inclusive factor in primary school

Creo que el Inglés me será útil cuando sea mayor *

5. Muchísimo



4. Mucho



3. Regular



2. Poco

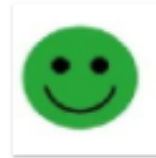


1. Nada



Creo que el castellano me será útil cuando sea mayor *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Creo que mi lengua de herencia me será útil cuando sea mayor (si no tienes no respondas nada)

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Mi vida será mejor si hablo bien inglés 🇬🇧

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Linguistic diversity as a motivating and inclusive factor in primary school

Hi vida será mejor si hablo bien castellano *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Hi vida será mejor si hablo bien mi lengua de herencia (si no tienes no respondas nada)

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Creo que las asignaturas en inglés son divertidas *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Creo que las asignaturas en castellano son divertidas *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Linguistic diversity as a motivating and inclusive factor in primary school

Creo que las asignaturas en inglés son fáciles *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



Creo que las asignaturas en castellano son fáciles *

5. Muchísimo



4. Mucho



3. Regular



2. Poco



1. Nada



¿Para qué crees que es importante aprender inglés? *

Para viajar



Para trabajar



Para hablar con otra gente



Otra...

¿Para qué crees que es importante aprender castellano? *

Para viajar



Para trabajar



Para hablar con otra gente



Otra...

Linguistic diversity as a motivating and inclusive factor in primary school

¿Para qué crees que es importante aprender tu lengua de herencia? (si no tienes no respondas nada)

Para viajar



Para trabajar



Para hablar con otra gente



Otra...

Also available at <https://forms.gle/wUECp8A8jLrX7a778>

Appendix 4. Individual survey.

Student's name: _____

OUTLINE OF THE INDIVIDUAL SURVEYS

1. I know that your family comes from _____ country, are you sure that you don't speak _____ language?

2. Can you tell me something about your country?

3. Why don't you like _____ language?

4. When do you speak _____ language?

5. With whom do you speak _____ language?

6. Do you like _____ language?

7. When did you start to learn _____ language?

8. Can you tell me something about _____ language?

Figure A4.1. Example of the individual surveys.