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Chapter 6   Language Teaching and Teacher Training in Catalonia in the 21st Century: Plurilingualism in Practice

Abstract: The current chapter begins with an overview of societal changes in Catalonia that have had an impact in the Catalan sociolinguistic landscape and, more specifically, in language teaching at universities and schools. After a brief introduction to the language model of schools in Catalonia and some challenges faced in language teaching, three projects related to teacher training degrees at the University of Vic are presented. The first project takes place in the first year and is a writing project in which students write their own language autobiography and reflect upon issues such as linguistic prejudice and their own dynamic views of multilingualism. The second project is an interdisciplinary experience in which university teachers and students collaborate with primary schools in the preparation of a rap show with student performances in English. The third project focuses on a university teacher program to implement courses following the EMI approach. The three projects can be considered examples of a holistic approach to teacher training that puts plurilingualism at its center, with the goal of improving teacher quality at all levels and language quality in different languages in a plurilingual society such as the Catalan one.

Keywords: language teaching, teacher training, plurilingual society

1. Language Teaching and Teacher Training in Catalonia

The training of future infant and primary education teachers in Catalonia and elsewhere around the world is a key aspect for the improvement of education in general. More specifically, society in Catalonia (Spain) has experienced a number of important changes in the last two decades that have prompted a renewal of teacher training and its relationship to languages. In this chapter, we provide three projects related to teacher training that take place at a Catalan university to illustrate how current needs are addressed at different levels: language attitudes of future primary school teachers, interdisciplinary work in English and music for future primary schools teachers majoring in English, and training of university professors in English as a medium of instruction (EMI). The three projects are developed within the three degrees in teacher training at the University of

Vic: Early Childhood Education, Primary Education, and the Double Degree in Primary/Early Childhood Education Teacher.

The changes in teacher training in Catalonia need to be contextualized within important sociodemographic changes in the last 20 years. Catalonia is officially a multilingual area, with three co-official languages: Catalan, Spanish, and Aranese (a variety of Occitan spoken in a small area of Catalonia).

The largest demographic change in in the last 20 years has been that the number of residents in Catalonia born abroad went from approximately 225.000 in 2000 to about 1.300.000 in 2018; that is, there was an increase of approximately 1 million people in 10 years, mostly from Latin America and Morocco. Such an increase in the population had a high impact at schools, which up to that moment mostly functioned in Catalan and Spanish as the local languages and English as the main foreign language.

The latest sociolinguistic survey data (EULP 2018, Generalitat de Catalunya, 2019) shows that 31.5 % of the Catalan population (aged 15 or above) have Catalan as their first language, whereas 52.7 % have Spanish; 2.8 % declared having both languages as their first language, and 10.8 % declared that they had another first language. These data show that Catalan can still be considered a minority (or minoritized) language within Catalonia, even though there are important geographic differences in the distribution of the population's first languages. Regarding language competence in Catalan, there has been a big increase in the percentage of people who can communicate in Catalan. For instance, whereas in 1986, 31.5 % of the population declared that they could write in Catalan, in 2018 the percentage was 65.3 %. Speaking competence has evolved from 64.0 % of the population in 1986 declaring that they could speak in Catalan to 81.2 % in 2018.

All these sociolinguistic changes need to be contextualized within a sociopolitical climate of linguistic legislation in Catalonia since 1975 and the death of dictator Francisco Franco. Vila, Lasagabaster, and Ramallo (2016) divided the development of multilingual education in Catalonia into two main periods. The first one is the *Normalization period* (1980–2000), in which Catalan became a compulsory subject in primary and secondary education and the first immersion programs were implemented. This is the period of implementation of language policy laws and when the so-called *Catalan conjunction model* of education was implemented, which followed two principles: a) Catalan was the main language of instruction, and b) students could not be separated in schools according to their first language. The second period is the *New Immigrations decade* (2000–2010), characterized by the increase of population in Catalonia, mostly due to a new wave of immigration. New educational measures were adopted to cope with the arrival of a large number of immigrant-origin students at infant and primary

schools. More specifically, two measures proved successful: the *aules d'acollida* or "welcoming classrooms" for newly arrived students where they learned Catalan so that they could understand their teachers in their ordinary classrooms, and the *plans d'entorn* or "environment plans," which were holistic plans with the goal of linking schools with neighborhoods of students and their families.

A number of researchers and studies in multilingual education have analyzed the current situation of language education in Catalonia and have identified some of the challenges faced by Catalan education regarding language education policies and practices. Arnau and Vila (2013, p. 20) reviewed a number of sociolinguistic and education studies regarding language-in-education policies in Catalonia and reached the following conclusion: "All the evidence presented shows that the current language-in-education model in Catalonia is one that favors generalized bilingualization of the student body without harming their academic level." They also critically reviewed language-in-education policies in Catalonia and discussed three main challenges. First, the teaching of Catalan (the main language of instruction in the Catalan model) needs to be improved so that the students' skills in this language can be transferred to other languages, mostly Spanish. Furthermore, languages at school need to be made available in the school environment and with all peers regarding their ethnolinguistic origin in order to ensure that Catalan and Spanish are used in all types of registers and not just associated with specific school settings. Second, schools need to better adapt to the environment where they are found, so that better integrated language teaching of several languages is possible. Even though current legislation dictates that schools are flexible to a certain extent regarding the number of hours they teach Spanish, Catalan, and other subjects, many schools do not take advantage of this and tend to have uniform schedules instead of adapting them to the sociolinguistic realities where the schools are found. In this sense, Arnau and Vila ask for closer collaboration between language teachers and teachers of other subjects. Finally, regarding the integration of immigrant students to the Catalan education system, Vila and Arnau argue that in the initial levels (primary education), the results are mostly positive in terms of student attitude and linguistic competence, but this changes at the secondary level, where better support systems and transitions from the reception to the ordinary classes are required.

Pérez, Lorenzo and Trenchs (2016, p. 184) argued that the Catalan language education model in the last few years had to adapt itself to new times following three strategies: a) the effort toward plurilingualism and social inclusion at schools, 2) the use of technology and virtual environments at schools, and 3) the modernization of basic training and youth employability. Considering the complex situation of such an educational system, the authors argued that the Catalan

model has been overall successful in how it has bilingualized the entire student population of Catalonia irrespective of their origin and that has developed an international typology of space and experiences in two perspectives: language management (co-official status of Catalan and Spanish, and curricular and non-curricular foreign languages) and organization management (autonomy of schools and European cohesion). The authors take stock of the current situation and provide some recommendations "for an educational and international language model in Catalonia", which includes the integral planning of the educational stages, the rethinking of teaching methodologies considering the reality of the classrooms and the available resources, educational leadership, assessment, and European integration.

Finally, Bretxa, Comajoan, and Vila (2017), in a qualitative study of 40 interviews to language teachers and school administrators in secondary schools in Catalonia, provided an overview of the Catalan education system focusing on language teaching and how it relates to a number of sociolinguistic and teaching issues, such as the school environment, teaching methodologies, immigration, social change, and teacher training. They discussed an education language system that overall works well but which has some cracks, namely the negative attitudes of some students and teachers toward Catalan, the use of Spanish as the language of instruction (against current legislation), and the little impact that schooling has in changing sociolinguistic norms (e.g., the trend for Catalan speakers to converge toward Spanish when interacting with Spanish-speaking peers).

In light of such challenges, the Catalan government has implemented a number of measures to improve teacher training. Here we briefly mention two recent initiatives. First, the *Programa de millora i innovació en la formació de mestres* (MIF, Improvement and Innovation Program for Teacher Training), created in 2013, is a coordinating body for Catalan universities and has the main goal of contributing to the improvement of initial teacher training. To this end, it promotes research in university teaching in the degrees of teacher education, awards scholarships for international mobility for university teachers in teaching degrees, encourages the exchange of experiences, and launches activities for debate and dissemination regarding initial teacher training. As a result of the program, a number of research studies have been funded and carried out that have added evidence to some important challenges in teacher training, such as the low level of linguistic and cultural competence of first-year students in Catalan (González, Román & Usó, 2017) and English (Escobar, 2016).[2] Still within the MIF initiative, since 2017, a new entry requirement has been established for the degrees of infant and primary education at Catalan universities.

The exam has as its main goal to increase the levels of two critical competences for future teachers: 1) linguistic and critical reasoning competence and 2) logical and mathematic competence. In addition, the exam also attempts to give more prestige to the teaching profession by raising the prerequisites for becoming a teacher. The results in the first two years the exam has been administered have showed that approximately 40 % of the students do not pass the exam, and thus cannot study a teaching degree in Catalonia.

Second, in 2018, the Catalan government published the document titled *The language model of the Catalan education system: Language learning and use in a multilingual and multicultural educational environment* (Departament d'Educació, 2018), where it updated the description and language teaching methodology recommendations for compulsory education in Catalonia. The main change in the model was the adoption of an "integrated" approach to the teaching of languages, understood in two ways: integration of all languages that are taught at schools (with Catalan as the main vehicular language), and integration of language teaching and other school disciplines: "Our language model is based on a holistic approach to language and its learning which is reflected in a teaching practice that revolves around the integrated management of languages and of contents, and it facilitates both language learning and knowledge building through different languages" (p. 7). In addition, the model has plurilingualism as the main goal, with three key objectives: "Make learners aware of their linguistic and cultural repertoire, and appreciate it. Expand and improve the learners' general communicative competence. Provide all learners with the means to develop this competence independently throughout their lives" (p. 12). Finally, the document also refers to the importance of teacher training if such goals need to be attained. Thus, "The language training of teachers aims to ensure: 1) A high level of competence in the language or the languages that they teach. 2) Plurilingual skills, as a necessary element to collaborate in the construction of plurilingual skills on part of the students. 3) Knowledge and practice in methodological approaches and multilingual teaching: CLIL and CLIL in a foreign language. 4) The ability to collaborate in the planning, implementation, and evaluation of a language program in the school" (p. 67).

In sum, in the first two decades of the 21st century, Catalonia has witnessed a number of sociodemographic changes, which have had an impact in its education system and the teaching of languages. In light of such changes, teacher training programs at universities have had to adapt to new needs and contexts. In the following section, we describe three teaching and research experiences that have been implemented at the University of Vic (Spain) with different goals and

methodologies but in all cases with the objective of improving teacher performance in all levels of education in an ever-changing environment.

2. Teacher Training in Catalan and Language Attitudes via Linguistic Autobiographies

This section presents an educational experience carried out in the subject Expression and Communication Techniques of the 1st year of the Teacher Training degrees at the University of Vic. The subject is considered a core subject (6 ECTS) and is taught in the first semester. The project was implemented for the first time in the academic year 2015–2016 and is still part of the syllabus of the three teacher training degrees of the University of Vic: Early Childhood Education, Primary Education, and the double Degree in Primary/Early Childhood Education Teacher.

The aim of the subject is to provide students with the necessary tools to communicate effectively in the academic and professional field in Catalan. Future teachers will have to be linguistic models, not only from the linguistic-disciplinary point of view, but also from the point of view of linguistic attitudes and from the assumption that the process of teaching-learning languages takes place in multilingual sociolinguistic environments (García -Azkoaga & Idiazábal, 2015; Dolz-Mestre, 2019).

In this framework, the experience described in this section presents the process of rebuilding the linguistic life of students (future teachers) and the reflections that they embody in their linguistic autobiographies. The objective is twofold: on the one hand, to become aware of the multilingual environments in which students coexist and where they will work in the future, that is, in the schools of Catalonia (Barrieras, 2009, Pereña, 2016) and, on the other, to develop their metacognitive capacity by means of a written project (Bazerman, 2016; Corcelles et al., 2015; Carlino, 2004).

The linguistic autobiography project is reflective writing project in which the students write their own linguistic autobiography. Linguistic autobiography is a reflective genre, whose objective is to become aware of the learning process and the use of the different languages throughout life. Several studies highlight the importance of these stories of linguistic life, especially in the training of teachers, since it allows them to reflect and learn to teach languages based on their own experience (Ballesteros et al., 2008; Fons, 2011).

It is an individual written project of 1,500 words that the student writes throughout the semester. The writing process has several phases which are detailed in the work plan of the course. In the first three phases, students must

read and analyze three documents. First they read *El despertar* (Lozano, 2014), which serves as a model of the genre they must write. It is a linguistic autobiography that won the first prize of the 1st Language Autobiography Contest organized by *the Grup d'Estudi de Llengües Amenaçades* (GELA) of the University of Barcelona. The author of *El despertar* was invited to the university to explain to the students the process of elaborating his own linguistic autobiography. Second, they discuss the essay *Una imatge no val més que mil paraules. Contra els topics* (Tuson, 2001). Reading and analyzing this document helps students overcome linguistic prejudices, as the author breaks topics related to languages, such as that the usefulness of a language does not depend on the number of speakers or that local languages are less important than global ones. Finally, they discuss the survey *Els usos lingüístics de la població de Catalunya* (Generalitat de Catalunya, 2014), which helps students to get familiar with the sociolinguistic environment of Catalonia and learn to handle sociolinguistic concepts that they will need to write in their autobiography.

In the successive phases, students plan, textualize, and revise their own linguistic autobiography. Much of the project takes place in the classroom, with the support of the university professor and, in some cases (especially the review phase), in collaboration with other students. The examples below correspond to the projects of the double degree students written during the academic year 2016–2017. This group was made up of 21 students whose first languages were diverse: Catalan (7), Spanish (8), Catalan and Spanish (5), and Tamazight (1). The information provided in their autobiographies shows that they are an effective reflective tool that can bring a number of sociolinguistics and identity matters to the front, such as: linguistic prejudices, linguistic intercomprehension, motivations to learn new languages, or the advantages of plurilingualism, as reflected in the following eight fragments (the names of students are pseudonyms, the originals in Catalan have been translated into English):
Overcoming linguistic prejudices

(1) Anna (Spanish L1): "I have been able to see that not only the language you grow with and that you use in your daily life is important, but all languages are equally important and indispensable, since when we use them they are those and not some others that at that time, allow us to communicate."
(2) Ramon (Catalan L1): "All languages deserve the same respect and have the same prestige, no matter how much or how little they are spoken. Nobody has the right to discredit my language or to make me embarrassed about it, we must be proud of our own language, defend it and fight against the prejudices and inequalities that exists to speak it normally."

Linguistic intercomprehension

(3) Joan (Catalan L1): "In the first year of the baccalaureate I participated in an exchange program with Italy, where I met Gabriela, an Italian girl who has become a great friend. We have been talking throughout this time and we have seen each other twice after the exchange. Our language of communication at the beginning was Spanish, since she did not understand Catalan and I did not understand Italian, but little by little, we have learned words from each language. I would like her to teach me her mother tongue."

(4) Fátima (L1 Tamazight): "Every summer with my family, like most families from Morocco, we spent our holidays in Nador. The problem with this situation was that my little cousins had been born in France and they had a very little mastery of Tamazight, because with their family, they spoke French. This was a difficulty for us, but it ended up being an opportunity to learn a new language: in my case, I learned French and they learnt a bit of Catalan."

Advantages of bilingualism

(5) Gemma (Catalan and Spanish L1s): "I have grown simultaneously between Catalan (my father's language) and Catalan (my mother's language). Now I realize that this family circumstance has allowed me to have more facility to learn new languages."

(6) Clàudia (Catalan and Spanish L1): "I always thought that speaking different languages is not an impediment because two people can understand and even love each other. My father has always spoken Catalan and my mother, Spanish. None of them has abandoned their language for the other. I have learned both languages alike. I thank my parents, who have never spoken the same language but who have taught me how to speak and respect them."

Motivations for learning a language

(7) Aina (Spanish L1). "When I was 11 years old, I fell in love with an Anglo-Saxon singer. This stated to make me interested in English, because I wanted to understand the lyrics of the songs and because, as I am somehow a dreamy person, I thought that one day I would go to one of his concerts and I would be able to talk to him. It seems to me that this is the reason why I want to become an English teacher now."

(8) Jordi (Catalan L1). "At high school, I took German as an optional subject, to tell you the truth, I got bored. At first, I did not see what was going on in the class, but at the end of the year I took part in an exchange in Germany and

then I saw that the classes I had had at the high school had helped me to start practicing this language."

Finally, a more extensive fragment that highlights one students' assessment of the experience of writing her linguistic autobiography is shown. The fragment is part of the conclusions of the writing project:

(9) Laia (Catalan L1). "When at the beginning of the course, the teacher of the subject explained this project, I thought it would be very difficult and boring. It seemed to me that my experience with the languages was not very extensive, that there would be nothing interesting to explain and that every- thing would be related to Catalan, the language I use in my daily life. But when I started planning it, I began to remember moments of the past related to languages. This encouraged me but in reality, until I had almost finished my linguistic autobiography, I did not realize the importance of language learning in my life."

In sum, the linguistic autobiographic writing project carried out in the teaching degrees at the University of Vic has allowed the students to become aware of their relationship with languages, from the point of view of learning, language use, attitudes, and values. Being aware of their connection with language is key factor when tackling the process of teaching and learning languages once they are teachers, considering the sociolinguistic environment in which they will work. Future teachers must be prepared to develop plurilingual competence for children, which includes not only learning curricular languages, but also encouraging positive linguistic attitudes and recognizing their own linguistic repertoires. The discussion of such topics, in oral and written form, will likely contribute to the development of an education model that has linguistic diversity as a focus and that aims at guaranteeing equity, social inclusion, and educational quality.

3. Teacher Training in English via an Interdisciplinary Music Project

Teaching English as a foreign Language in Primary school in Catalonia has undergone several changes since the 1980s, when only a linguistic approach mostly based on grammar was used. In contrast, current approaches empha- size a communicative approach, using strategies and resources that emphasize the pupils' communicative competence. In this view, foreign language learners co-construct their linguistic knowledge when they are engaged in oral or written

tasks because they must pay attention both to form and meaning (Lightbown & Spada, 2006, Enever & Lindgren, 2017). Furthermore, the guidelines from the Catalan government emphasize the integration of the teaching of languages (e.g., Catalan, Spanish, and English) and languages and content (i.e., CLIL methodologies) (Departament d'Educació, 2018).

This section presents an interdisciplinary project in English and Music implemented in the Degree in Primary Education Teacher majoring in English at the University of Vic. The relationship between language learning and music has become a major focus of study and overall it has been shown that there are multiple connections between language and music. For instance, neuroscience research suggests profound relationships between music and language (Patel, 2008), as children acquire music and language by getting immersed in the sound environment we live in (Hallam, 2010). In addition, music and language learning are likely to be developmentally related since the connections between these two fields are created during the prenatal period (Levitin, 2006).

Musical activities tend to be pleasant for children and are said to be a source of motivation, particularly with teenagers because of their rhythm and movement. Music can really involve all the children, even those pupils who don't like singing can join up by miming or dancing. It is a group activity which has been proved to have a positive impact on children socialization, their emotional development, creativity, and imagination, among other areas (Casals et al., 2014). Songs support not only phonetic and language awareness, but also literacy learning.

In a song, language, and music come together. Using songs is a powerful tool to learn a foreign language because pupils are more confident and relaxed, they pay more attention and are more receptive to learning. Moreover, songs are a great help in memorizing the language (Toscano, 2010). Apart from that, pupils increase their fluency with the use of songs, which help them identify the rhyme and rhythm of the language (Fomina, 2000).

In the Catalan context, recent research shows the advantages of using Hip-Hop music as a tool to be used in class (Aliagas, Fernández & Llonch, 2016; Garrido & Moore, 2016). *Rap* as part of Hip-Hop culture introduces the value of speaking in a context traditionally based on writing. Besides, composing *Rap* gives writing a meaning, since it is used in a real social and communicative context. According to Aliagas, Fernández & Llonch, *Rap* (an acronym that stands for Rhythm and Poetry) is a bridge that connects students to poetry. The previously mentioned authors also emphasize the importance of the interdisciplinary work that composing *Rap* poems in class may offer.

The interdisciplinary project between Music and English subjects, also known as *The English Rap Project*, is the implementation of a teaching unit in the 6th year

Table 1. Distribution of Classroom Sessions into Music and English (Medina, 2014).

Music sessions	English sessions
1. Video session with Rap displays	1. Alliteration
2. Rap rhythm	2. Rhyming words
3. Boomwhackers	3. Nursery rhymes
4. Body percussion	4.Tongue twisters, riddles, and jokes
5. Melodies	5. Limericks & kennings
Rap composition (4 sessions)	
School concert	

of Primary Education at schools in Catalonia that involves 3rd-year university teacher training students, university faculty members, and elementary school English learners and their teachers (Medina, 2014). The teaching unit prepares elementary school pupils to use their creativity in order to learn English as a foreign language. This is done emphasizing the process of creating meaning by negotiation when selecting the adequate words in composing a poem. Creating a *Rap* poem stimulates not only the use of humour, play on words, rhyme and rhythm born in the brain and the heart, but also cooperative work; that is, creating *Rap* poems contributes to the inclusion of all the pupils irrespective of their language level, since singing together in a foreign language and group work motivates them to achieve a common goal.

In 2017, the University of Vic organised a training course for English and Music teachers in order to promote *The English Rap Project* in some schools of Catalonia. The course started by introducing the advantages of using *Rap* in teaching English as a foreign language. The university faculty designed the training in different sessions, focusing on activities related to teaching rhyme, such as exercises based on alliteration, creating rhyme awareness by reading some poems, tongue twisters, riddles, and jokes. In a parallel way, music sessions focused on activities related to the use of song and voice using traditional *songs, nursery rhymes,* and percussion music instruments (Boomwhackers and Orff instruments) (Table 1).

The project is also an opportunity for university students to experiment the integration of the curriculum in a transdisciplinary way. Thus, the university students in the course *Approaches and Methods for Teaching English*, a 6-ECTS subject in the 3rd Year of Teacher Training Majoring in English, fully participated in the project by being part of a unit about transdisciplinary work and reflecting upon the importance of students' motivation, creativity, and interest

when learning a foreign language. More specifically, together with the different local schools taking part in the project, the students at the university created their own raps, which were used as a dialogue with the schools (cf. O'Reilly, 2011). The students and faculty at the university learned how to create sung poems integrating aspects like rhyme awareness, homophones and homonyms, play on words and humor. Finally, both university students and faculty members organised themselves into several groups that put together the *English Rap Show.* For instance, the university students prepared the script in English to present the show, organised the order in which the different schools had to perform and in doing so interacted in English with the school pupils, prepared some games in English for the intermission, created the certificates for the participants, and videorecorded and edited the show to include the English *Rap* lyrics for each school group.

   After the implementation of the teaching unit to several 6th Year classrooms results showed that the school pupils and university students experimented some changes as far as motivation was concerned (Medina, 2014). Preliminary research has also confirmed that there is an increase in the improvement of the results in learning English as a foreign language in the 6th Year of Primary education in the four skills of reading, writing, listening, and speaking, as well as improving vocabulary. Therefore, using *Rap* in the English class in the 6th Year of Primary can be used as a tool to motivate that benefits linguistic improvement.

4. Teacher Training in English via EMI at the University Level

The use of English as a language of instruction in university courses and degrees has recently experienced a significant growth, motivated, on the one hand, by the process of the internationalization of European Higher Education institutions (Wächter and Maiworm, 2008), and, on the other hand, by the globalization process that has promoted the so-called *English-ization* of the higher education system (Dearden, 2015; Fenton-Smith, Humphries and Walkinshaw, 2017). The reasons for the use of English as a means of instruction at university vary between countries and educational environments but, in many cases, they are linked to two main aspects: in the first place, the need to attract students from other universities and to promote mobility between students and teachers (Jensen and Thøgersen, 2011, Dearden and Macaro, 2016); In the second place, the fact that this language has become a language of international communication in the scientific-academic field (Smit and Dafouz, 2012; Björkman, 2008). Thus, those responsible for academic policies in universities consider English Medium Instruction (EMI) as a mechanism for the internationalization of their

educational offer, since EMI allows universities to create spaces and opportunities for students to become part of an increasingly globalized academic world. The term EMI refers to the teaching of subjects in English in countries or environments in which English is not the language of most students.

The implementation of EMI programs in university studies has generated a number of issues that still have no clear answer, and that in many cases depend on the context in which teaching is carried out. In a recent article, Macaro et al. (2018) concluded that the evidence from research is not enough to confirm the benefits that have been attributed to EMI programs in recent years. The same article calls for the need to put on the table research results in key issues, such as: a) the development of the linguistic competence of the students b) the profile of EMI teachers and their general linguistic competence c) the teachers' pedagogical training in the EMI field d) the effects on the content taught and e) the perceptions of both students and students of teachers.

One of the essential elements for the success of an EMI program at university is, without doubt, the training of teachers. As Hoare (2003) explains, teaching subjects in English is not just a simple matter of translating the class content or presenting it visually. It requires the development of didactic strategies as well as knowledge of the most relevant linguistic features of the subjects taught. Hellekjaer (2010) stresses the fact that, in general, EMI involves redesigning and, in many cases, reconceptualizing class sessions and materials that teachers use in L1, which represents an extra workload for the teachers involved. Very few universities have established requirements for the teaching level of their EMI lecturers, as Kling and Staehr (2012) point out. According to Dearden (2015), universities establish their own criteria when selecting these teachers. The criteria most used in the selection process are doctorates in Anglo-Saxon countries, work experience abroad in programs taught in English, and a good level of English, often with no proof of such a level.

Ever since the introduction of the new degree programs under the Bologna Plan (2009–2010), the University of Vic promoted the creation of an International Campus, in which the Faculty of Education offered a significant number of EMI subjects taught in English. Following the formative requirements for lecturers at the University of Vic, the Faculty undertook a process of improvement of the EMI teaching quality to guarantee the academic success of the various teacher training degrees where some subjects are taught in English. To this end, an EMI 40-hour teacher training course was prepared and launched: 32 hours of class participation plus 8 hours of personal work. The course was compulsory for all the EMI lecturers with or without previous EMI experience. The main objective of the course was to increase the lecturers' confidence in preparing and

delivering EMI classes, using a variety of tools and techniques, irrespective of the English language levels of their students.

The course was based on the three fundamental competencies that constitute the pillars of teaching in English in university contexts: the academic linguistic competence, the didactic-methodological competence, and the intercultural competence of the lecturers. Two main specific objectives were set to develop the lecturers' academic language competence: they were trained to recognize the specific linguistic needs of the content to be taught and to identify the linguistic and communicative needs of the students in the different teaching and learning situations (lectures, supervised work sessions, practical classes, tutorials, etc.).

As for the didactic and methodological competences, lecturers were trained to recognize teaching strategies used in university settings and to use specific didactic strategies of teaching through English in university contexts. They were helped to develop the scaffolding process between language and content in an EMI subject, as well as to apply the methodological knowledge learned to the different micro teaching sessions carried out during the course before they implemented the method in their real classes.

As EMI subjects are part of the international campus, lecturers were also trained in intercultural competence so that they could understand and respect the multiple cultural affiliations of the international students and establish positive and constructive relationships in their classes.

It was a practical training course, during which participants applied the methodological knowledge learned in different practical sessions that they carried out during the course. As the training progressed, participants were asked to write an overview of the syllabus of their subjects that included the knowledge and strategies learned during the course.

In order to learn about the lecturers' perceptions, a pre-course questionnaire was prepared to gather information about the motivation for teaching in EMI contexts, the benefits that they expected, the academic and teaching concerns, and the initial perceptions of the teachers involved. Regarding motivation, 71 % of teachers said that they were intrinsically motivated to teach in an EMI program, although a certain degree of extrinsic motivation (29 %) was also mentioned, such as the pressures received from the different departments at the university. The main advantage of EMI programs (67 %), according to the teachers, was that it would better prepare students from an academic point of view. Most teachers (78 %) pointed to the contents as the focus of their class sessions, compared to 22 % who mentioned the need to integrate content and language. Other advantages that were mentioned were that the materials already existed in English and that the EMI offered a context where communication would be

authentic. On the other hand, the problems that they predicted in the teaching of the EMI classes were their own difficulties and the students' difficulties with the language and the contents. Faced with this situation, all lecturers called for clear and precise pedagogical guidelines.

At the end of the year, once the subjects had been taught, the lecturers' perceptions were obtained from a questionnaire and from the opinions expressed in a discussion group. Despite the previous reticence to the course, the general perception was that the EMI training course had helped them in their teaching and, according to informal comments, the students had been more motivated than expected. Teachers perceived that they had not been able to include as many contents as planned, as they had had to provide more time for linguistic support, especially as regards written or oral tasks. In addition, they pointed out that they had appreciated a decrease in the attention span of the students in EMI classes, which forced them to diversify the type of sessions that they had initially planned. Two factors appeared in the subsequent questionnaire that had not emerged in the initial questionnaire: the time of preparation and the workload. Another important aspect that lecturers emphasized was the different levels among the students. Finally, it should be noted that none of their concerns about their own language competence was mentioned after teaching the subject.

In summary, the teachers evaluated the training course positively. They recognized microteaching as one of the most useful components of their training since it allowed them to observe or experiment with different didactic-methodological strategies at first hand. In addition, they emphasized the importance of receiving constructive comments from both trainers and their colleagues. The sessions provided a meeting point for EMI teachers at the university where they could share their concerns and experiences.

As mentioned in the introduction, reality and educational contexts are changing, and that often affect the results of the research. In our case, the study of teachers' perceptions revealed not only the need for the training of teachers in EMI, both in the linguistic and methodological fields, but also the need to offer them support during the courses and the need to establish spaces for dialogue to share the experience of teaching in a foreign language.

Improving the pedagogical knowledge of lecturers will inevitably have an impact on the quality of their teaching at university; thus, it will help them better teach their students. It will also have an impact on the training of students in the teacher training degrees as these students will be able to experience good educational EMI practices that they will transfer to their future CLIL classes. By being exposed to good EMI programs, students will not only progress and improve their language skills, but they will also become more confident teachers, able

to systematically reflect upon their own experience as EMI learners, which will make them capable of evaluating the challenges and needs of their future primary CLIL learners. In sum, as Pavón Vázquez & Gaustad (2013, p. 84) pointed out, "students gain greater self-awareness of their own capabilities in both the classroom setting and in terms of their future professional development."

5. Conclusion

This chapter has presented an overview of current language education in Catalonia from the perspective of one teacher training program for future primary school teachers at the University of Vic, emphasizing the multilingual and intercultural approach of the training of primary school teachers. The three projects are based on the premise that the future teachers must combine their knowledge of the sociolinguistic reality of the school environment with the didactic knowledge related to the coexistence of several languages in their teaching practice.

The three projects have adopted complementary perspectives. In section 2, emphasis is placed on the need for initial training to support the promotion of plurilingual competence. The linguistic autobiography project showed that the process of writing a linguistic autobiography is an efficient way to raise a number of topics related to plurilingualism as well as language teaching and student's identity and their future. This project has proved to help students to become aware of the multilingual environments in which they live and in which, in the near future, they will become teachers (Pereña, 2016). The English Rap project described in section 3 was aimed at students of the degrees of teacher training with an English major. In this project, through the interdisciplinary work in music and English, future teachers interacted with primary school students in English and experienced a communicative task related to rap composition and poetry. The end result was that primary school teachers were exposed to new ways of designing units and university teachers and students collaborated in the design of the sessions, which in turn was used as material for the university course on approaches to teach foreign languages. Finally, in the project in section 4, the focus was not on the novice (future teacher), but on the university teachers who adopts an EMI approach. In adopting the EMI project like the one described in this chapter, the Faculty of Education at the University of Vic has made a commitment to the training of university and school teachers and, in particular, those who will be specialists in teaching in and the English language. Furthermore, the implementation of the EMI program is key because it places the students of the degrees of teaching in a privileged formative space: in their student role as participants in courses taught in the English language and,

therefore, with more opportunities to improve their linguistic competence in this language and, in their role as future teachers, as agents of a process that will benefit them in their teaching practice.

The projects that have been described are still ongoing and have a number of limitations that further research needs to explore, such as the transferability to other university and school environments, their impact in student performance (e.g., final grades), and the impact in the long run, after university students have graduated. Despite the limitations, overall the three projects have been well received by students and faculty members at the university and participants from the participating elementary schools. We hope they are an inspiration for further collaboration with different institution in the hope that the goals of quality education, which include language education in a plurilingual society, are achieved in Catalonia.

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