



**Universitat de Lleida**

Document downloaded from:

<http://hdl.handle.net/10459.1/71138>

The final publication is available at:

<https://doi.org/10.1080/01434632.2019.1656219>

Copyright

(c) Taylor & Francis Online, 2020



## Self-identifications of Youth in Catalonia: A Linguistic Acculturation Theory Approach

Journal:	<i>Journal of Multilingual and Multicultural Development</i>
Manuscript ID	JMMD-2688.R1
Manuscript Type:	Paper
Keywords:	Linguistic Acculturation, Multilingualism, Identity, Youth, Catalonia (Spain)
Abstract:	<p>Located in Catalonia (Spain), and based on the Acculturation Theory applied to the field of linguistics, the objectives of this article are: i) to detect and study the linguistic acculturation strategies of young people; ii) to analyse the effects of origin and linguistic acculturation profiles relating to self-identifications with Spain and Catalonia and; iii) to explore the predictive power of these variables. The quantitative data belongs to a representative sample of teenagers aged 14 to 16 in the city of Lleida (n=571) - the second most populated province capital, after Barcelona, and a territory with a high percentage of immigrant population. The youth of Catalonia construct Catalan or Spanish linguistic acculturation strategies, but also a high percentage of integration strategies. Also, there are polarised identity constructions, but not in all of the strategies nor associated with all of the origins. These are observed most amongst natives and with non-integrationist strategies.</p>

SCHOLARONE™  
Manuscripts

## Self-identifications of Youth in Catalonia: A Linguistic Acculturation Theory Approach

### Abstract

Located in Catalonia (Spain), and based on the Acculturation Theory applied to the field of linguistics, the objectives of this article are: i) to detect and study the linguistic acculturation strategies of young people; ii) to analyse the effects of origin and linguistic acculturation profiles relating to self-identifications with Spain and Catalonia and; iii) to explore the predictive power of these variables. The quantitative data belongs to a representative sample of teenagers aged 14 to 16 in the city of Lleida (n=571) - the second most populated province capital, after Barcelona, and a territory with a high percentage of immigrant population. The youth of Catalonia construct Catalan or Spanish linguistic acculturation strategies, but also a high percentage of integration strategies. Also, there are polarised identity constructions, but not in all of the strategies nor associated with all of the origins. These are observed most amongst natives and with non-integrationist strategies.

Keywords: Linguistic Acculturation, Multilingualism, Identity, Youth, Catalonia (Spain)

Word count: 6.308

## 1. INTRODUCTION

In recent years, Catalonia has undergone a political and social transformation.

In this respect, there is a high degree of consensus that there is a situation of social and identity confrontation, consequence of the so called *procés*<sup>1</sup>. But it is no less true that the data and messages are varied, even contradictory, depending on the source.

Whatever the case, it cannot be doubted that the project of peaceful coexistence that had been established back in the 1980s, 1990s, and the first decade of the 21<sup>st</sup> century has been put at risk. This is a model based on a multilingual and multicultural project, in which the Catalan language is its main vehicle. A number of linguistic and identity-based profiles were also created, which permitted the establishment of a consolidated Catalonia, based on normalised coexistence, which was particularly evident amongst the younger generations.

Faced with this scenario, and on the basis of Acculturation Theory applied to the linguistic domain (Bourhis, 2001; Gaudet y Clément, 2009), series of very important questions were presented: What linguistic acculturation strategies have the young people of Catalonia constructed?; Do these profiles imply mutually exclusive self-identification constructions?; and, Does the great linguistic and cultural diversity present among today's youth affect their self-identification with Spain and Catalonia?

The main objective of this article is to provide information that allows us to increase our knowledge of these matters.

## 2. ACCULTURATION AND LINGUISTIC ACCULTURATION

The concept of acculturation refers to 'those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact' (Redfield, Linton, and Herskovits 1939: 149). This inevitably implies making changes and

adjustments both within and between groups (Berry 1980, 2005, 2009; Bourhis, Moise, Perreault, and Senescal 1997).

The first approximations to the Theory of Acculturation formulated in the 1970s and 1980s were based on this premise and have subsequently been revised in the last few decades (Berry 1980, 2005, 2009; Bourhis 2001; Bourhis et al. 1997; Navas et al. 2005; Navas and Rojas 2010).

Although, at present, there is no completely unified theoretical framework, there are various points upon which a large degree of consensus has been reached. One of the most important points is that the unidirectional and linear approach to the process of acculturation has been abandoned. Current approaches take into account both the adoption of cultural, identity-related and linguistic elements of the majority group(s), as well as the maintenance of the ones of origin (Berry 1980, 2005; Bourhis 2001; Bourhis et al. 1997; Navas, Fernández, Rojas, and García 2007). As a result, from the point of view of minority groups,<sup>2</sup> it is possible to establish four *acculturation strategies*: i) integration, which implies a high degree of maintaining one's own cultural elements and identity, while also adopting those of the majority group(s); ii) assimilation, which is a tendency of abandoning one's own characteristics and incorporating those of the majority group(s); iii) separation, in which one's own culture and identity are conserved but those of the majority are not adopted; and, iv) marginalisation,<sup>3</sup> with a low level of conservation of one's own original culture and identity combined with a low incorporation of those of the majority group(s).

These processes are also linguistic, as inter-group relations consubstantially imply linguistic interactions (Bourhis 2001; Clément 1986; Noels and Clément 1996). Gaudet and Clément's work (2009) could be located along this line as they affirm that linguistic adoption and/or maintenance<sup>4</sup> are inseparably associated with acculturation processes,

with language being one of the most important elements for defining groups. Similarly, Fishman (1977) noted, over 40 years ago, that the language(s) of the group(s) was the *per excellence* symbol of ethnicity, as it drives paternity, expresses heritage and recognises phenomenology. All of this leads to linguistic adjustments that imply the construction and/or adoption of new social representations and cultural elements from the other group (Rubinfeld, Clément, Lussier, Lebrun, and Auger 2006), which makes it possible to accept that there are specifically linguistic acculturation strategies.

These strategies are neither static nor immutable, as various different factors interact in their configuration and change. These include linguistic and accommodation policies and affect the ethnolinguistic vitality of the groups concerned and the historical evolution of the different groups (Alarcón and Garzón 2013; Alarcón, Parella, and Yui 2013; Berry, Phinney, Sam, and Vedder 2004; Bourhis 2001). An example of this can be seen in an analysis of the profiles of acculturation and linguistic orientation of Turks living in Australia, France, Germany and The Netherlands by Yagmur and Van de Vijver (2012). They concluded that the linguistic *outputs* were different in each country, with the least conflictive ones occurring in Australia, which was the country with the least assimilationist accommodation policies. Berry et al. (2004) came to similar conclusions in an analysis of different factors (including linguistic ones) observed in thirteen different countries.

These few examples are testimony to the fact that, despite its considerable importance, the analysis of linguistic acculturation strategies has not been applied very extensively in studies of majority groups and minority immigrant groups, even less so in those involving national majorities and minorities, and hardly at all in those analysing groups with comparable ethnolinguistic vitality within a given territory.

### 3. LINGUISTIC ACCULTURATION AND SELF-IDENTIFICATION

From the perspective of Social Identity Theory, social identity forms part of our sense of who we are, which - in turn - is derived from our belonging to a specific group (Tajfel 1972, 1981; Tajfel and Turner 1986). This sense of belonging usually implies a search for a positive social identity. In other words, an individual tends to feel like a member of a group, or groups, where they are satisfied to belong. Parallel to this, categorising one's self as a member of a community, implies the beginning of a process of delimiting differences and drawing group boundaries (Barth 1976; Turner 1987). This process uses comparisons and social evaluations, which together with social self-categorisation favour in-group bias, which is nothing other than favouritism towards the members and defining characteristics of the group. Furthermore, the stronger the self-identification is, the more evident this becomes and the more incompatible it seems to belong to other groups (Benet-Martínez and Hariatos 2005; Bourhis and Dayan 2004; Tajfel and Turner 1986).

Based on what was just said, it can be readily understood why self-identification has been shown to be one of most interrelated elements with patterns of acculturation (Montaruli, Bourhis, Azurméñdi, and Larrañaga 2011a; Montreuil and Bourhis 2004; Phiney 2003). This tends to translate into assimilationist and exclusionist acculturation strategies, which are usually interrelated with strong identification with a certain ethnic, cultural, or linguistic group, etc. At the same time, more integrationist profiles tend to be similarly associated with bi(multi)cultural and bi(multi)lingual identification (Berry and Sam 1997; Montreuil and Bourhis 2004).

These ideas seem to recur in the few pieces of work that have sought to tackle the subject of linguistic acculturation, though almost always tangentially,

In Canada, for example, a strong relationship has been shown between the degree of identification with a given group and a greater preference and linguistic confidence in its language (Clément, Gauthier, and Noels 1993; Freynet and Clément 2015; Noels and Clément 1996). In a study involving students from Montreal university, Bourhis, Barrette, and Moriconi (2008), detected three conceptions of national identity: ethnic, mainly composed of francophones; civic, which was characterised by the adhesion to pluralist political and cultural values; and Canadian, basically made up of anglophones. The first of these tended to predict the development of assimilationist, exclusionist or segregationist acculturation orientations. The second was mainly associated with integrationist orientations, and to a lesser extent with assimilationist and segregationist ones. Finally, the third group was predominantly integrationist.

Spain seems to confirm these tendencies. On analysing undergraduates in different Bilingual Autonomous Communities in Spain, Ros, Azurmendi, Bourhis, and García (1998) and Montaruli, Bourhis, and Azurmendi (2011b), found that it was usual for differentiated identity profiles to appear: one highly identified with the language, culture and territory of the autonomous community (and much less with Spain); a second, which did the same, but with the Spanish language, culture and territory (and much less with those of the autonomous community); and a third, dual group (who identified with both references). More specifically, in the Basque Country, Montaruli et al. (2011a), Larrañaga, García, Azurmendi, and Bourhis (2016), and García, Larrañaga, Berasategui, and Azurmendi (2017), as well as detecting these three identity prototypes (predominantly Basque, predominantly Spanish and dual), showed that these groups differed in their attitudes towards acculturation. They all tended to be integrationist or individualist with respect to immigrant communities but - and this is one of the most



important points with respect to our research - more ethnocentric and polarised when the groups that had been traditionally in contact were contrasted (in this case native Basques and native Spaniards).

In Catalonia, much more research has been done into the relationship between language and identity than into acculturation profiles, which have received very little attention. Along these lines, and two of the few examples are the work of Ribera (2017) and the *Centre d'Estudis d'Opinió* (CEO).<sup>5</sup> In all of these studies, it is possible to observe a clear relationship between language and sense of belonging: people who feel Catalan, or more Catalan than Spanish, identified themselves much more with the Catalan language than those who felt Spanish, who did so with the Spanish language. It is also worth mentioning that those who did not self-identify with either of these two languages (people who were mainly of immigrant origin), said that they felt much less Catalan and/or Spanish (CEO 2014, 2015; Ribera 2017).

### ***3.1. Youth and identity***

Having reached this point, it is necessary to highlight a few considerations relating to the processes of self-identification of young people with cultural and linguistic backgrounds that differ from the traditional national ones. This is particularly relevant in contexts in which the reception of foreign immigrants has been relatively recent (as is the case in Catalonia).

For all young people, the identity constructions are particularly important at this stage of life (Erikson 1968). This is so because – in the case of natives, but especially amongst the descendants of immigrants – they refer to aspects as fundamental as the way in which they perceive their belonging and affective ties (or lack thereof) to

the society in question, and the society of origin (which could be their own or their parents') (Portes, Vickstrom, and Aparicio 2012; author/s 2010).

Although this may seem obvious, identity constructions and their relationship with the language(s) of the descendants of immigrants are subtly different from those of 'natives'. These are people who find themselves subjected to tensions between families, who want their descendants to preserve some of the identity, linguistic and cultural elements of their own culture, and the social institutions of the host society, which push in the opposite direction. In this way, there are often situations in which there is continuous exposure to the explicit or implicit message that they do not form part of the majority society for either ethnic or cultural reasons (Portes and Rumbaut 2001; Portes and Rivas 2011).

Once again, these ideas are supported by research. A longitudinal study of social and economic adaptation of these boys and girls in Madrid and Barcelona, which was subject to the parameters of the theory of Segmented Assimilation, showed that in 2008, around a third of the young people of Barcelona felt Spanish, while the majority of them identified with the referent of origin (Portes, Aparicio, and Haller 2009; Portes, Vickstrom, and Aparicio 2011). By 2012, this percentage had increased to 46.9% (Vickstrom and Portes 2018) and by 2016, to around 60% (Portes, Aparicio, and Haller 2017).<sup>6</sup> Luna, Palou and Sabariego (2017)<sup>6</sup> were more specific in indicating that practically half of the descendants of migrants felt Catalan, around 20% Spanish, about 15% identified with their country of origin, and 10% felt as Catalan as Spanish. In contrast, author/s (2014) showed that the correlation between those self-identifying with Catalonia and Spain differed between natives and the sons and daughters of immigrants. In the case of the former, the correlation between them was negative, while in the latter, it tended to be positive.

Finally, although there are no previous studies of linguistic acculturation studies for these young people, those which have analysed the general profiles of acculturation have shown that the majority tend towards integration and/or margination, with far fewer being associated with assimilation and segregation (Álvarez-Valdivia and Valls 2013; Álvarez-Valdivia, Schneider and Villalobos 2016).

#### **4. THE PRESENT STUDY**

This study was carried out in the city of Lleida, the capital of the province of the same name, which is located in the western part of Catalonia. Its population was 137,327, in 2017, and it was the second most populated provincial capital in Catalonia after Barcelona (and ahead of Tarragona and Girona). One of its most characteristic features is the important percentage of its resident foreign population, which had reached 18.13%: only behind that of Girona (18.46%), but ahead of Barcelona (17.57%) and Tarragona (15.60%) (Institut d'Estadística de Catalunya 2018).

Another consideration is essential for assessing the size of the population which has a cultural and linguistic baggage which is not traditionally Catalan and/or Spanish. Statistics relating to the acquisition of Spanish nationality show that around 3-5% of the city's Spanish citizens have acquired this status via residence. This means that we should add an important number of people with different cultural and linguistic backgrounds but with Spanish nationality to the number of resident foreigners (Instituto Nacional de Estadística 2018).

All of this is transferrable to young people living in Lleida. Of the total of 28,093 boys and girls who were up to 19 years old, 18.54% (5,210) were foreigners, to whom, as we have just explained, it is necessary to add a considerable number of people with Spanish nationality who had acquired this after birth (around 1,000 people).

#### **4.1. Objectives and Hypothesis**

The objectives of this article are:

1. To detect and study the linguistic acculturation strategies of young people living in Lleida aged between 14 and 16 years old.
2. To analyse the main and interaction effects of the origin and linguistic acculturation profiles relating to self-identifications with Spain and Catalonia.
3. To explore the predictive power of origin and acculturation profiles with respect to self-identification.

Furthermore, bearing in mind the reality in Catalonia and the theoretical framework of this research, our hypotheses were:

- H1. The majority of the linguistic acculturation strategies will be Catalan dominant and Spanish dominant. Even so, we also expect to find integrationist and diffuse strategies.
- H2. We predict a higher degree of self-identification with Catalonia amongst those who construct Catalan linguistic acculturation strategies. We also expect to find the same tendency with respect to the Spanish strategy and self-identification with Spain.
- H3. Natives identify more closely with Catalonia and with Spain than young people from other origins.
- H4. Natives of any linguistic acculturation strategy identify more with Catalonia and/or Spain than those from other origins that present the same strategy.
- H5. The most polarised linguistic acculturation strategies (Catalan and Spanish), and being native, will predict a greater degree of identification with Catalonia and Spain.

## **5.2. Methodology**

### 5.2.1. Participants

The participants in the study were young people from the city of Lleida, aged between 14 and 16 years old, selected from six different Institutes of Secondary Education.<sup>7</sup> They were chosen following the directions of education authorities on the topic of students of immigrant origin. Therefore, centres that had an immigrant population ratio that was not too high nor too low were targeted.

In order to obtain representative data, we designed a sample with a proportional affixation according to gender strata and origin, based on a Universe of 3,981 subjects (N = 3,981). Within these restrictions - and taking into account the fact that we worked with a confidence level of 95% and  $p = q = 0.5$  - the sample size rose to 571 subjects (n = 571). This supposed assuming a margin of error of  $\pm 3.80$ .

The mean age of the participants was 15.15 years old. Table 1 presents the sample characteristics according to gender and origin.

TABLE 1 NEAR HERE

### 5.2.2. Variables

The variables used in our study were:

- Self-identification with Catalonia: 5-point Likert scale relating to the question: To what extent do you identify with Catalonia?
- Self-identification with Spain: 5-point Likert scale relating to the question: To what extent do you identify with Spain?
- Linguistic acculturation strategies: inspired by the work of Berry (2005), Bourhis et al. (1997) and Bourhis (2001), the scales of Navas et al. (2005, 2007) were adapted, using a 5-point Likert scale. The participants were asked about the degree of adoption of the Catalan and Spanish languages in three specific areas: with parents; with friends; and with unknown adults. An example of one of these questions was: To what extent do you adopt [Catalan/Spanish] with [your parents / friends / unknown strangers]? Therefore, a total of 6 items were used (3 areas x 2 languages).
- Origin: including the categories 'Native' / 'Rest of Europe' / 'Africa' / 'Latin America' / 'Other'<sup>8</sup>: in 'Natives' group, we included all the young people who had been born in Catalonia and whose parents had also been born there. In the other groups, we placed those who had been born in each area of origin and those who, having been born in Catalonia, had one or both parents who had not been born there.

### 5.2.3. Data analysis

We used descriptive statistics, bivariate association's Tests (chi-square and Cramer's V) and analysis of variance (ANOVA).

To detect the linguistic acculturation profiles, we conducted a k-means clustering in which we used the Euclidean distance as a measure of similarity and of the maximisation of variance between clusters, using the 6 previously described items of linguistic acculturation. As all the variables were measured on the same scale, they were not standardised. This technique has been widely used in other studies of this type (Navas et al. 2010, Berry et al. 2005).

At a second point in time, we carried out a MANOVA in order to detect the main, direct and interaction effects of the 'linguistic acculturation strategy' and 'origin' variables, based on self-identification with Catalonia and Spain.

Finally, we carried out multiple linear regressions in order to analyse the predictive capacities of the different linguistic acculturation profiles and origin, based on self-identification with Catalonia and with Spain, (carrying out one for each of the dependent variables). We then transformed the independent variables into Dummy variables.

In all cases, the level of significance used was 0.05. The data treatment was carried out using SPSS Statistics v. 22.

#### 5.2.4. Procedure

Once the corresponding authorities had been informed and the necessary permission had been obtained, we approached the Institutes of Secondary Education involved in the study to request their agreement and collaboration.

The questionnaires were collectively given to class groups by trained staff in order to obtain the required information. The process took 30-45 minutes.

## 6. RESULTS

### ***6.1. Linguistic acculturation strategies***

The most pertinent cluster analysis solution identified three linguistic acculturation strategies. The first related to subjects with a Spanish dominant strategy, who presented high scores for the adoption of this language and scores for the use of Catalan in the three life domains (at home – with parents – unknown adults). It also grouped together the largest percentage of young people (39.85%). The second tended to be Catalan dominant, registering high scores for the adoption of Catalan and moderate ones for that of Spanish. It grouped together a somewhat smaller percentage of young people than the previous one (33.17%). Finally, 28.77% of the subjects tended to develop an integration strategy, with quite considerable scores for the adoption of both languages (Table 2).

TABLE 2 NEAR HERE

As far as the composition of the clusters was concerned, there were no significant differences based on gender, age or mother's studies. The fathers of the participants who developed a Catalan dominant linguistic acculturation strategy tended to have higher-level studies (34.7% secondary and 19.5% university) than the integrationists and Spanish dominant groups. Furthermore, both of their parents had occupations corresponding to a high level of professional prestige.<sup>9</sup> (Table 3).

Of the Spanish dominant group, around 50% were native, a percentage that was noticeably lower than for those who were Catalan dominant and integrationists (around 70% in both groups). This implies that for the first strategy there was a greater presence of people who were originally from Latin America and Africa (although the latter had a percentage that was very similar to that of the integrationists) and a smaller presence of Europeans (with respect to the Catalan dominant group).



Finally, the relationship between mother tongue (L1) and linguistic acculturation strategy is clear. Those who were predominantly Spanish tended to have Spanish as their mother tongue (61.5%), while for others the percentage was lower (22.3%). For Catalans the predominant language used was Catalan (84.3%), and for the integrationists, it was mainly Catalan (53.7%), but there was also a notable 27.8% of the population who used Spanish, and 10.2% who used both languages.

TABLE 3 NEAR HERE

## **6.2. Linguistic acculturation strategies, origin and self-identification with Spain and Catalonia**

A 3 x 5 MANOVA (Linguistic Acculturation Strategies x Origin) was conducted (Table 4).

TABLE 4 NEAR HERE

Linguistic acculturation strategies had a main effect on self-identification with Spain and Catalonia, with a medium-high size effect ( $F = 22.128$ ;  $p < .001$ ;  $\eta^2_p = .081$ ).

More specifically, the subjects who developed an integration linguistic acculturation strategy identified themselves more with Catalonia ( $M = 3.61$ ) than the predominantly Catalan group ( $M = 3.52$ ) and the predominantly Spanish group ( $M = 2.44$ ), with the latter being located below the average point on the scale (which, we should remember, was 3 on the 5-point Likert scale). The *post hoc* tests indicated that these differences were significant in all cases. In the case of self-identification with Spain, once again those who most identified themselves with Spain were the linguistic integrationists ( $M = 3.70$ ), followed by those whose linguistic acculturation profile was

Spanish dominant ( $M = 3.69$ ) and, finally, the Catalan dominant group ( $M = 2.77$ , who were also located below the average point on the scale). The differences were again significant in all cases.

Origin also produced a main effect, even with a greater size effect than the linguistic acculturation strategies ( $F = 19.319$ ;  $p < .001$ ;  $\eta^2_p = 0.133$ ). However, in this case, the natives self-identified significantly more with Catalonia ( $M = 3.96$ ) than those who were originally from the rest of Europe ( $M = 2.84$ ), Africa ( $M = 3.01$ ), South America ( $M = 2.94$ ) or other parts of the world ( $M = 3.18$ ). There were no differences in identification with Spain.

Finally, there was an interaction effect between the two variables ( $F = 3.672$ ;  $p < .001$ ;  $\eta^2_p = .055$ ), although in some cases these should be taken as purely indicative, given the size of the sample.

As far as self-identification with Catalonia was concerned, firstly, those who developed a Catalan dominant linguistic acculturation strategy and who were natives identified themselves more with Catalonia ( $M = 4.70$ ) than those who were from any other origin but associated with the same strategy.

Secondly, the Spanish dominant natives identified themselves relatively little with Catalonia ( $M = 2.96$ ), and only felt significantly more Catalan than those coming from the Rest of Europe ( $M = 1.94$ ).

Finally, in the case of the integrationist linguistic acculturation strategies, the natives again largely identified themselves with Catalonia ( $M = 4.21$ ), but the differences were only significant with respect to those originally from Europe ( $M = 3.16$ ) and Latin America ( $M = 3.00$ ).

Now moving on to self-identification with Spain, we only observed significant differences between those who opted for a Spanish dominant linguistic acculturation

strategy and who were natives ( $M = 4.48$ ) and those who originally came from Latin America ( $M = 3.50$ ) and Other places of origin ( $M = 3.01$ ).

### ***6.3. Predictors of identity***

Two multiple linear regressions were carried out in order to explore the predictive capacity of linguistic acculturation strategies and origin with respect to self-identification with Spain and Catalonia (Table 5 and Table 6).

TABLE 5 NEAR HERE

For self-identification with Catalonia, the most important predictors were related to linguistic acculturation strategies. Having a predominantly Catalan strategy was the predictor with the greatest weight ( $\beta = .506$ ;  $p < .001$ ), which translates into those whose profile was Spanish dominant self-identifying an average of 1.480 points more than with Catalonia (we must remember that this was on a 5-point Likert Scale). The integrationists behaved in a similar way, scoring - on average - 1.123 points more than the predominantly Spanish group. On the other hand, all the areas of origin were significant (with reference to natives). Even so, they had less importance in the model and, furthermore, their direction was negative. In other words, all of them identified less strongly than natives (rest of Europe: -1.138, Africa: -0.749, Latin America: -0.907, and other areas: -1.141).

TABLE 6 NEAR HERE

As for self-identification with Spain, the most important predictors again connected with linguistic acculturation strategies, although in this case, in the opposite direction. The ones that were Catalan dominant identified themselves, on average, 1.615 points less than those who were Spanish dominant. The integrationists behaved similarly (-0.512). The area of origin was again inverted, but not all the origins were significant. Only those originally from Africa and South America felt Spanish: with average scores of -0.394 and -0.448 points with respect to the natives.

## 7. DISCUSSION

With reference to the hypotheses considered, some were confirmed, while others were not.

First of all, the main linguistic acculturation strategies were the Spanish dominant and Catalan dominant ones. Even so, almost 30% of the young people opted for an integration strategy; in other words, they adopted two languages. This partially confirmed Hypothesis 1, which foresaw a larger majority presence of Catalan or Spanish linguistic acculturation strategies.

Although it is hard to find research tackling linguistic acculturation strategies, these results coincided with those obtained for the identity prototypes of ethnolinguistic groups in other contexts that were comparable with Catalonia, such as in the Bilingual Autonomous Communities of Spain taken as a whole (Catalonia, the Basque Country, Galicia, Navarra and Valencia) (Montaruli et al. 2011b). However, this was not the case when only the Basque Country was considered. In that case, the dual identity prototype predominated, followed by that of Basque and of Spanish (García et al. 2017).

Hypothesis 2 predicted a higher degree of self-identification with Catalonia amongst those who constructed a Catalan strategy and with Spain amongst those who

were linguistically Spanish. In this case, H2 was not confirmed. Those who identified most with Catalonia and with Spain were the linguistic integrationists. Furthermore, they did this significantly.

Without a doubt, this was a predictable form of behaviour due to the more balanced identitary behaviour of the integrationists (Berry and Sam 1997; Montreuil and Bourhis 2004), but it is also relevant to highlight the low level of self-identification with Spain and Catalonia amongst the Catalan dominant and Spanish dominant group, respectively. Along these lines, the well-known in-group bias seemed to operate to which it is possible to add a perception of an identity that was incompatible with both referents (Benet-Martínez and Hariatos 2005; Bourhis and Dayan 2004; Tajfel and Turner 1986).

Hypotheses H3, H4 and H5 must be discussed together.

The natives identified more with Catalonia than those who came from other points of origin. This did not, however, occur with those who self-identified with Spain, for whom there were no differences in function of their place of origin. These results partially corroborated Hypothesis 3.

Hypothesis 4 was not totally met. We anticipated that natives would identify more with Spain or Catalonia than those from any other origin, regardless of the linguistic acculturation strategy. The hypothesis was only completely met for those whose linguistic acculturation strategy was Catalan dominant and who identified with Catalonia. For the rest of the strategies and origins, a similar tendency was only observed in the native integrationists. The Spanish dominant natives only felt more Spanish than those who were from Latin America and the group labelled “other places”.

Hypothesis 5 was largely confirmed. On the one hand, being Catalan dominant or an integrationist were predictors for a greater degree of self-identification with

Catalonia than being Spanish dominant. The same was true for being a native with respect to the rest of the places of origin. On the other hand, self-identification with Spain, was associated with being Spanish dominant and native as opposed to African and Latin American.

To understand these results, a few elements must be taken into account.

First of all, everything points to the fact that it is not the same to refer to self-identification with Catalonia as to that with Spain. This means that there are clear hierarchical frameworks of identification. In the case of this research, self-identification with Spain was more homogeneous; in other words, there were few differences between the profiles. This homogeneity was not paralleled in the case of self-identification with Catalonia, which presented more variations between the different groups.

Secondly, the differences that we observe between natives and others, push us towards thinking about the weight of the history of Spain and Catalonia in nationalistic terms. In the present context, this has a much clearer influence upon natives than on the descendants of immigrants, who tend to be more cosmopolitan. This situation is new but predictable if we take into account the results obtained in other studies undertaken in Catalonia (Luna et al. 2017; Portes et al. 2011; Vickstrom and Portes 2018), which show that descendants of immigrants conceptualise their self-identification in ways that are different from natives (author/s 2010, 2014).

Although it is hard to find research on this topic, our results seem to be in line with the few studies that, without neglecting the influence of origin, focus on other social processes (which in this case would be linguistic acculturation strategies) (Alarcón and Parella 2013; author/s et al. 2010; author/s 2017; author/s 2018).

Thirdly, and although this has already been noted here, the most polarised linguistic acculturation strategies are the Catalan dominant and Spanish dominant,

which imply a greater degree of self-identification with the in-group and a lesser one with the out-group. This has already been discussed, but it is now interesting to reflect on its consequences at the level of inter-group relations. For Bourhis et al. (1997) and Bourhis (2001), the different acculturation profiles (including the linguistic one) are related to a series of relations which are potentially consensual, problematic or conflictive. In this line, one of the most conflictive would arise when polarised groups coexist. In our case, a Catalan dominant and Spanish dominant strategy are like this. This is so, not only because they tend to adopt one language over the other, but also because their identity behaviour is one of opposition.

## **8. CONCLUSIONS**

Although this research has its limits and more work will be necessary to look more deeply into these topics, by using larger samples and adding qualitative perspectives, some important theoretical and contextual conclusions can be drawn.

On one hand, it shows the empirical operability of linguistic acculturation strategies. In other words, at least within the present Catalan context, they provide elements for understanding social processes and inter-group relations of great importance. Their importance is further magnified if we take into account the almost complete absence of other works that approach these subjects from this perspective.

On the other hand, and precisely deriving from the results obtained, this makes it possible to respond to the questions presented at the beginning of the article (although this may have been done indirectly).

The youth of Western Catalonia construct Catalan or Spanish linguistic acculturation strategies, but also a high percentage of integration strategies. This means that this population is not as divided as some means of communication, political parties,

etc. suggest. Even so, and as we have just indicated, there are polarised identity constructions, but not in all of the strategies nor associated with all of the origins. These are observed most amongst natives and with non-integrationist strategies.

The current challenge facing Catalonia is precisely to promote the creation of integrationist linguistic acculturation strategies which can minimise situations of potential conflict. This will, however, be frankly difficult to achieve without a cease in the confrontational messages sent from Spanish and Catalan society, which are often only based on intuition or political agendas, and instead replacing them with a process of constructive dialogue.

For Peer Review



## NOTES

<sup>1</sup> “*El procés*” is the name given to the process of transition whose ultimate objective is to bring independence to Catalonia.

<sup>2</sup> Including foreign and/or national minority groups.

<sup>3</sup> There are models, such as the *Interactive Acculturation Model* (IAM), created by Bourhis et al. (1997), that divide marginalisation into two parts: anomy and individualism. A strategy of anomy is the one adopted by the members of the minority (and/or minoritised) group which rejects both the values of the majority and those of the minorities. Individualism appears in those cases in which adscriptions to groups are rejected and where the other(s) is/are treated as individuals rather than as members of a group.

<sup>4</sup> It is very important to take into account the fact that when speaking of linguistic adoption and/or maintenance, we do not necessarily only refer to linguistic uses, but also to the symbolic character of languages.

<sup>5</sup> The *Centre d'Estudis d'Opinió* (CEO or Centre for Studies of Opinion) is the organism ascribed to the Catalan government which is responsible for carrying out studies of public opinion.

<sup>6</sup> In this last case, the data are for the whole of Spain, as there are not yet any disaggregated data available for place of residence (Barcelona-Madrid).

<sup>7</sup> The reason for going to the Institutes was that in Spain the descendants of immigrants have the right and obligation to do Obligatory Secondary Education, regardless of their legal status. This means that practically the whole population receives schooling.

<sup>8</sup> These groupings are the ones used by the *Institut d'Estadística de Catalunya* at the municipal level.

<sup>9</sup> More specifically, post hoc tests carried out (Bonferroni) showed that in the case of the prestige of the father's work, significant differences could be found in the 'dominant Catalan' vs the 'dominant Spanish' profiles ( $F_{(2,419) \text{ Dom. Cat- Dom Esp}} = 7.112$ ;  $p = .002$ ) and 'dominant Catalan' vs 'integration' ( $F_{(2,419) \text{ Dom. Cat- Integrac}} = 7.112$ ;  $p = .010$ ) profiles. In the case of the prestige of the mother's occupation, significant differences were only found between the 'dominant Catalan' and 'dominant Spanish' groups ( $F_{(2,419) \text{ Dom. Cat- Dom Esp}} = 9.188$ ;  $p < .001$ ).

## REFERENCES

- Alarcón, Amado, and Luis Garzón. 2013. "Children of immigrants and social mobility in officially bilingual societies: The case of Catalonia". *Spanish in Context* 10(1): 92-113. doi: 10.1075/sic.10.1.04ala
- Alarcón, Amado, and Sònia Parella. 2013. "Linguistic Integration of the Descendants of Foreign Immigrants in Catalonia". *Migraciones Internacionales* 7(1): 101-130. doi: 10.17428/rmi.v6i24.711
- Alarcón, Amado, Sònia Parella, and Jessica Yiu. 2014. "Educational and Occupational Ambitions among the Spanish 'Second Generation': The Case of Barcelona". *Journal of Ethnic and Migration Studies* 40(10): 1614-1636. doi: 10.1080/1369183X.2013.831550.
- Álvarez-Valdivia, Ibis M., and Berta Valls. 2013. "Orientación de la aculturación de los adolescentes inmigrados en Cataluña: ¿Las variables sociodemográficas pueden marcar la diferencia?". *Cultura y Educación* 25(3): 309-321. doi: 10.1174/113564013807749768
- Alvarez-Valdivia, Ibis M., Barry H. Schneider, and Cecilia Villalobos. 2016. "School adjustment and friendship quality of first and second generation adolescent immigrants to Spain as a function of acculturation". *Journal of Adolescent Research* 31(6): 750-777. doi: 0.1177/0743558415592179
- Barth, Fredrik. 1976. *Los grupos étnicos y sus fronteras*. México: Fondo de cultura económica.
- Benet-Martínez, Verónica, and Jana Haritatos. 2005. "Bicultural Identity Integration (BII): Components and Psychosocial Antecedents". *Journal of Personality* 73(4): 1015–1050. doi:10.1111/j.1467-6494.2005.00337.x.

- Berry, John W. 1980. "Acculturation as varieties of adaptation." In *Acculturation: Theory, models and findings*, edited by A. Padilla, 9–25. Boulder: Westview.
- Berry, John W. 2005. "Acculturation: living successfully in two cultures". *International Journal of Intercultural Relations* 29: 697-712. doi: 10.1016/j.ijintrel.2005.07.013
- Berry, John W. 2009. "A critique of critical acculturation". *International Journal of Intercultural Relations* 33: 361-371. doi: 10.1016/j.ijintrel.2009.06.003
- Berry, John W. and David L. Sam. 1997. "Acculturation and adaptation". In *Handbook of cross-cultural psychology*, edited by John W. Berry, M. Segall, and C. Kagitcibashi, 291–326. Boston: Allyn and Bacon.
- Berry, John W., Jean S. Phinney, David L. Sam, and Paul Vedder. 2004. *Immigration youth in cultural transition. Acculturation, identity and adaptation across national contexts*. Mahwah, N.J.: LEA.
- Bourhis, Richard Y. 2001. "Acculturation, language maintenance and language loss". In *Theories on maintenance and loss of minority languages*, edited by J. Klatter-Folmer and P. Van Avermaet, 5-37. Berlin: Waxmann.
- Bourhis, Richard Y., Geneviève Barrette, and Pascale-Audrey Moriconi. 2008. "Appartenances nationales et orientations d'acculturation au Québec". *Canadian Journal of Behavioural Sciences* 40(2): 90-103. doi: 10.1037/0008-0X.40.2.90
- Bourhis, Richard Y., Lena Celine Moïse, Stéphane Perreault, and Sacha Sénécal. 1997. "Towards an interactive acculturation model: A social psychological approach". *International Journal of Psychology* 32: 369–386. doi: 10.1080/002075997400629
- Bourhis, Richard Y., and Joelle Dayan. 2004. "Acculturation orientations towards Israeli Arabs and Jewish immigrants in Israel". *International Journal of Psychology* 39: 118–131. doi: 10.1080/00207590344000358

- Carabaña, Julio, and Carmen López-Bueno. 1996. *Escalas de prestigio profesional*. Madrid: Centro de Investigaciones Sociológicas.
- Centre d'Estudis d'Opinió – Generalitat de Catalunya. 2014. Òmnibus de la Generalitat de Catalunya 2014-1, REO 752. Accessed 19 March 2019.  
<http://upceo.ceo.gencat.cat/wsceop/4968/Taules%20estad%C3%ADstiques%20-752.pdf>
- Centre d'Estudis d'Opinió – Generalitat de Catalunya. 2015. Òmnibus de la Generalitat de Catalunya 2015-1, REO 794. Accessed 19 March 2019.  
<http://upceo.ceo.gencat.cat/wsceop/5448/Taules%20estad%C3%ADstiques%20-794.pdf>
- Clément, Richard. 1986. "Second language proficiency and acculturation: An investigation of the effects of language status and individual characteristics". *Journal of Language and Social Psychology* 5(4): 271-290. doi: 10.1177/0261927X8600500403
- Clément, Richard, Renée Gauthier, and Kimberly Noels. 1993. "Choix langagiers en milieu minoritaire: Attitudes et identité concomitants". *Revue Canadienne de Sciences du Comportement* 25:149-164. doi: 10.1037/h0078805
- Erikson, Erik H. 1968. *Identity, youth and crisis*. New York: W.W. Norton.
- Fishman, Joshua A. 1977. "Language and ethnicity". In *Language and ethnic relations*, edited by Howard Giles and, B. Saint Jaques, 15-57. Oxford, U.K.: Pergamon.
- García, Iñaki, Nekane Larrañaga, Naiara Berasategui, and Maria-Jose Azurméñdi. 2017. "Actitudes hacia lenguas, culturas en contacto y grupos inmigrantes según la identidad etnolingüística de escolares vascos". *Cultura y Educación*, 29(1), 62-96. doi: 10.1080/11356405.2016.1269502

- Gaudet, S. and Richard Clément. 2009. "Forging an identity as a linguistic minority: Intra and intergroup aspects of language, communication and identity in Western Canada". *International Journal of Intercultural Relations* 33: 213-227. doi: 10.1016/j.ijintrel.2008.08.003
- Institut d'Estadística de Catalunya. 2018. *Població*. Accessed 21 March 2019. <https://www.idescat.cat/tema/xifpo>
- Instituto Nacional de Estadística. 2018. *INEbase*. Retrieved from: [https://www.ine.es/dyngs/INEbase/es/categoria.htm?c=Estadistica\\_Pandcid=1254734710984](https://www.ine.es/dyngs/INEbase/es/categoria.htm?c=Estadistica_Pandcid=1254734710984)
- Larrañaga, Nekane, Iñaki García, Maria-Jose Azurméendi, and Richard Y. Bourhis. 2016. "Identity and acculturation: interethnic relations in the Basque Autonomous Community". *Journal of Multilingual and Multicultural Development* 37(2): 131-149. doi: 10.1080/01434632.2015.1044996
- Luna González, Esther, Berta Palou Julián, and Marta Sabariego Puig. 2017. "Reflexiones sobre el proceso de integration de la juventud extranjera en Cataluna: Un enfoque socioeducativo". *Revista Española de Pedagogia* 75(267): 275-291. doi: 10.22550/REP75-2-2017-06
- Montaruli, Elisa, Richard Y. Bourhis, Maria-Jose Azurméendi, and Nekane Larrañaga. 2011a. "Social identification and acculturation in the Basque Autonomous Community". *International Journal of Intercultural Relations* 35: 425-439. doi: 10.1016/j.ijintrel.2011.02.007
- Montaruli, Elisa, Richard Y. Bourhis, and Maria-Jose Azurméendi. 2011b. "Identity, Language and ethnic relations in the Bilingual Autonomous Communities of Spain". *Language in Society* 15(1): 94-121. doi: 10.1111/j.1467-9841.2010.00474.x

- Montreuil, Annie, and Richard Y. Bourhis. 2004. "Acculturation orientations of competing host communities towards valued and devalued immigrants". *International Journal of Intercultural Relations* 28: 507–532. doi:10.1016/j.ijintrel.2005.01.002.
- Navas, Marisol, María C. García, Juan Sánchez, Antonio J. Rojas, Pablo Pumares, and Juan S. Fernández. 2005. "Relative Acculturation Extended Model: New contributions with regard to the study of acculturation". *International Journal of Intercultural Relations* 29: 21–37. doi: 10.1016/j.ijintrel.2005.04.001.
- Navas, Marisol, Antonio J. Rojas, María García, and Pablo Pumares. 2007. "Acculturation strategies and attitudes according to the Relative Acculturation Extended Model (RAEM): The perspectives of natives versus immigrants". *International Journal of Intercultural Relations* 31(1): 67–86. doi: 10.1016/j.ijintrel.2006.08.002
- Navas, Marisol, and Antonio J. Rojas. (eds.) 2010. *Aplicación del Modelo Ampliado de Aculturación relativa (MAAR) a nuevos colectivos de inmigrantes en Andalucía: rumanos y ecuatorianos*. Sevilla: Junta de Andalucía.
- Noels, Kimberly, and Richard Clément. 1996. "Communicating across cultures: Social determinants and acculturative consequences". *Canadian Journal of Behavioural Science* 28(3): 214-228. doi: 10.1037/0008-400X.28.3.214
- Portes, Alejandro and Rubén Rumbaut (eds.). 2001. *Legacies: The story of the immigrant second generation*. Berkeley: University of California Press.
- Portes, Alejandro, Rosa Aparicio, and William Haller. 2009. *La segunda generación en Barcelona: un estudio longitudinal*. Madrid: Universidad Pontificia de Comillas.

- Portes, Alejandro, Rosa Aparicio, and William Haller. 2017. *Investigación longitudinal de la segunda generación (ILSEG) en España: tercera fase 2016*. Madrid: Fundación Ortega y Gasset.
- Portes, Alejandro and Alejandro Rivas. 2011. "The adaptation of migrant children". *The future of children* 21(1): 219-246. doi: 10.1353/foc.2011.0004
- Portes, Alejandro, Erik Vickstrom, and Rosa Aparicio. 2011. "Coming in age on Spain: the self-identification, beliefs and self-esteem of the second generation". *British Journal of Sociology* 62(3): 387-417. doi: 10.1111/j.1468-4446.2011.01371.x.
- Phinney, Jean S. 2003. "Ethnic Identity and Acculturation". In *Acculturation: Advances in Theory, Measurement, and Applied Research*, edited by M. Chun, P. E. Balls Organista, and G. E. Marín, 63–81. Washington, DC: American Psychological Association.
- Redfield, Robert, Ralph Linton, and Melville J. Herskovits. 1936. "Memorandum on the study of Acculturation". *American Anthropologist* 38: 149–152.
- Ribera, Maria C. 2017. "La llengua i el sentiment de pertinença dels habitants de Catalunya a principis del segle XXI" [The language and national identity of the population of Catalonia at the start of the 21<sup>st</sup> century]. *Treballs de Sociolingüística Catalana* 27: 235-254. doi: 10.2436/20.2504.01.134.
- Rubinfeld, Sara, Richard Clément, Denise Lussier, Monique Lebrun, and Réjean Auger. 2006. "Second language learning and cultural representations: Beyond competence and identity". *Language Learning* 56: 609–632. doi: 10.1111/j.1467-9922.2006.00390.x.
- Ros, María, Maria-Jose Azurmendi, Richard Y. Bourhis, and Iñaki García. 1999. "Identidades culturales y lingüísticas en las Comunidades Autónomas Bilingües

(CAB) de España: antecedentes y consecuencias”. *Revista de Psicología Social* 14: 69–86.

- Tajfel, Henri. 1972. “Le catégorisation sociale”. In *Introduction à la Psychologie Sociale*, edited by Serge Moscovici, 272-302. Paris : Larousse.
- Tajfel, Henri. 1981. *Human groups and social categories: Studies in the social psychology*. Cambridge, U.K.: Cambridge University Press.
- Tajfel, Henri, and John Turner. 1986. “The social identity theory of intergroup behaviour”. In *The social psychology of intergroup relations*, edited by Stephen Worchel, and William C. Austin, 7-24. Chicago: Nelson Hall.
- Turner, John. 1987. *Rediscovering the Social Group. A self-categorization theory*. Oxford: Blackwell.
- Vickstrom, Erik R., and Alejandro Portes. 2018. “Determinants of Psycho-Social Adaptation in the Spanish Second Generation: A Fixed-Effects Analysis”. *International Migration Review*. doi: 10.1177/0197918318788305
- Yagmur, Kutlay, and Fons J. R. van de Vijver. 2012. “Acculturation and Language Orientations of Turkish Immigrants in Australia, France, Germany, and the Netherlands”. *Journal of Cross-Cultural Psychology* 43(7): 1110 – 1130. doi: 10.1177/0022022111420145



REFEREE 1

1. The TITLE surprises a little bit. It should be more concise and related to the content measured. Eliminate the initial question. It is better if it would be less striking according to the academic field and not journalistic or informative.

The title has been changed to:

Self-identifications of Youth in Catalonia: A Linguistic Acculturation Theory Approach

2. THE INTRODUCTION begins by contextualizing the object of analysis in the political process currently underway in Catalonia. It is not the most appropriate in this type of academic article. The beginning should be the theoretical basis of the issue of the research. It is well to contextualize the issues, but it would be better to do it in a second place, and to be shorter. Perhaps it could be well in the section on conclusions as interpretative information. At least not at the beginning since the impact of this process on the object of study is not contrasted or measured.

All the political contextualization that is not the focus of this study has been deleted. The section has been rewritten, briefly explaining the context, the research questions and the theoretical approach.

3. THE SAMPLE is sufficient and it is said that it is representative, however, it is not explained the way that had been the selection of the subjects, neither the selections of the schools or classrooms that have been surveyed.

The required information has been added in page 11, paragraph 1

4. RESULTS. The cluster analysis carried out is a good analysis because it clearly differentiates the three types of acculturation profile. The results are complete and presented in an appropriate manner.

OK

5. The REFERENCES are complete and are updated but it is too long, not all of them are necessary, so some of them could be eliminated.

The following references have been deleted:

- Centre d'Estudis d'Opinió – Generalitat de Catalunya. 2012. Òmnibus de la Generalitat de Catalunya 2012-2, REO 710. Accessed 19 March 2019.  
<http://upceo.ceo.gencat.cat/wsceop/4408/Taules%20estad%C3%ADstiques%20-710.pdf>
- Coelho, Elizabeth, Judith Oller, and Josep M. Serra. 2013. *Lenguaje y aprendizaje en el aula multilingüe. Un enfoque práctico*. Barcelona: ICE-HORSORI.
- El Periódico (12 of September of 2018). “Un millón de asistentes a la manifestación de la Diada 2018 en Barcelona, según la Guardia Urbana”. *El Periódico*. Accessed 21 March 2019.  
<https://www.elperiodico.com/es/politica/20180911/personas-manifestacion-diada-2018-guardia-urbana-7029284>
- Griffins, Ryan, Pablo Guillen Guillén, and Ferran Martínez-Coma. 2015. “Between the sword and the wall: Spain’s limited options for Catalan secessionism”. *Nations and Nationalism* 21(1): 43-61. doi: 10.1111/nana.12102.
- Gualda, Estrella. 2011. “Las raíces de la pertenencia y la identidad en adolescentes y jóvenes migrados en Huelva”. In *Biculturalismo y segundas generaciones*, edited by A. Arjona., J.C. Checa., and T. Belmonte, 223-253. Barcelona: Icaria. 223-253.
- Guibernau, Montserrat. 2013. “Secessionism in Catalonia: After Democracy”. *Ethnopolitics* 12(4): 368-393. doi: 10.1080/17449057.2013.843245
- Guibernau, Montserrat. 2014. “Prospects for an independent Catalonia”. *International Journal of Politics, Culture and Society* 27: 5-23. doi: 10.1007/s10767-013-9165-4.
- Haines, David W. 2007. “Ethnicity’s shadows: race, religion and nationality as alternative identities among recent United States arrivals”. *Identities* 14: 285-312. doi: 10.1080/10702890601162773
- Montreuil, Annie, Richard Y. Bourhis, and Norbert Vanbeselaere. 2004. “Perceived threat and host community acculturation orientations towards immigrants: Comparing Flemings in Belgium and Francophones in Quebec”. *Canadian Ethnic Studies* 26: 113-135. doi: 10.1177/0022022108330988
- Noguer, Miquel. (11 of July 2010). Decenas de miles de catalanes se echan a la calle contra el recorte del Estatuto. *El País*. Accessed 19 March 2019.  
[https://elpais.com/elpais/2010/07/10/actualidad/1278749824\\_850215.html](https://elpais.com/elpais/2010/07/10/actualidad/1278749824_850215.html)
- Pi, Jaume. (11 of September of 2012). Masiva manifestación por la independencia de Cataluña. *La Vanguardia*. Accessed 21 March 2019.  
<https://www.lavanguardia.com/politica/20120911/54349943522/diada-manifestacion-independencia-catalunya.html>
- Tajfel, Henri, and John Turner. 1985. “An integrative theory of intergroup conflict”. In *The social psychology of intergroup relations*, edited by William C. Austin, and Stephen Worchel, 33-47. Monterrey: CA, Brooks / Cole.
- Tajfel, Henri. 1978. “The psychological structure of intergroup relations”. In *Differentiation between groups: studies in the social psychology of intergroups relations*, edited by H. Tajfel, 6-35. London: Academic Press.

REFEREE 2

The theoretical framework is current and properly justified. Nonetheless, relevant references such as Alarcón & Garzón (2013) or Alarcón Parella & Yiu (2014) were missing, especially when analyzing the linguistic dimension in the case of migrant's descendants. It is recommended to explore these references and include them in the revision.

These studies have been included in the "Acculturation & Linguistic Acculturation" Section

The conclusions, although pertinent, could be improved. It seems as some of the conclusions are not directly derived from the results, as the connection between them is not clear. It is recommended to reformulate them so its connection is clearer (paragraph 1, p.22).

Redaction should be also reviewed, in occasions is redundant and repetitive. Specifically, in pages 20-21-22. Its synthesis is recommended.

Both suggestions have been answered together.

The conclusions that do not derive from the data have been deleted, and they have been synthesized as much as possible without compromising intelligibility, in the pages mentioned above.

Table 1. Sample characteristics according to gender and origin

Natives	Rest of				TOTAL
	Europe	Africa	Latin America	Other	
65.50	10.10	11.60	8.20	4.70	100
Male	Female				100
49.50	50.50				

For Peer Review

Table 2. Final centres of the clusters. Range 1-5

		INTEGRATION (28.77%)	SPANISH DOMINANT (39.85%)	CATALAN DOMINANT (33.17%)
To what point do you adopt Catalan?	With your parents	<b>4.12</b>	1.53	<b>4.38</b>
	With your friends	<b>4.08</b>	1.64	<b>4.66</b>
	With adults who you do not know	<b>3.74</b>	2.30	<b>4.27</b>
To what point do you adopt Spanish?	With your parents	<b>3.64</b>	<b>3.90</b>	1.46
	With your friends	<b>3.60</b>	<b>4.02</b>	1.31
	With adults who you do not know	<b>3.77</b>	<b>4.24</b>	2.13

Table 3. Sociodemographic and sociolinguistic composition of Linguistic Acculturation

## Strategies

		INTEGRATION (28.77%)	SPANISH DOMINANT (39.85%)	CATALAN DOMINANT (33.17%)	$\chi^2$ - Cramer's V / F test
Gender (%)	Boy	46.20	50.30	53.20	n/s
	Girl	53.80	49.70	46.80	
Age (M)		15.01	15.22	15.06	n/s
Father's studies (%)	No studies	7.50	8.60	4.30	$\chi^2= 15.622$ V= .146; p= .048
	Primary	52.70	55.50	39.00	
	Secondary	24.70	25.00	34.70	
	University	13.70	8.60	19.50	
	Others	1.40	2.30	2.50	
Mother's studies (%)	No studies	6.30	7.70	5.90	n/s
	Primary	43.10	48.50	28.60	
	Secondary	25.70	27.70	31.90	
	University	24.30	15.40	31.90	
	Others	0.60	0.70	1.70	
Occupational status of father (M)(a)		91.98	90.88	106.99	$F_{(2,569)}=$ 7.112; p= .001
Occupational status of mother (M)(a)		87.84	76.99	100.78	$F_{(2,569)}=$ 14.276; p< .001
L1 (%)	Catalan	58.40	11.30	79.80	$\chi^2= 180.331$ V= .473; p< .001
	Spanish	24.00	66.20	6.50	
	Cat+Spa	9.10	3.30	1.60	
	Other	8.40	19.20	12.10	
Origin (%)	Native	71.70	51.90	72.10	$\chi^2= 59.714$ V= .239; p< .001
	Rest of Europe	7.50	9.90	12.60	
	Africa	13.20	16.60	5.50	
	South America	6.90	17.10	1.10	
	Other	0.60	4.40	8.70	

Notes: (a) The Occupational Status of the mother and father were calculated using the Professional Prestige Scale adapted for Spain: PRESCA-2C, by Carabaña and Gómez-Bueno (1996). The value of this variable ranged from 60 to 350.

For Peer Review

Table 4. MANOVA 2 (Linguistic Acculturation Strategies)  $\times$  5 (Origin) for self-identification with Catalonia and self-identification with Spain: Main effects, interaction effects and post hoc analyses

	F	p	$\eta^2_p$	Post hoc (Bonferroni)			
				M		M	
<b>Self-identification with Catalonia</b>							
Linguistic Acculturation Strategy (LAS)							
	22.128	***	.081	Dom. Esp.	2.441 <	Dom. Cat.	3.525
				Dom. Esp.	2.441 <	Int.	3.610
				Dom. Cat.	3.525 <	Int.	3.610
Origin (OR)							
	19.319	***	.133	Nat.	3.963 >	Eur.	2.849
				Nat.	3.963 >	Afr.	3.018
				Nat.	3.963 >	Lat.	2.944
				Nat.	3.963 >	Oth.	3.188
LAS x OR Interaction							
	3.672	***	.055	Dom. Esp. - Nat.	2.968 >	Dom. Esp. - Eur.	1.944
				Dom. Cat. - Nat.	4.705 >	Dom. Cat. - Eur.	3.435
				Dom. Cat. - Nat.	4.705 >	Dom. Cat. - Afr.	2.800
				Dom. Cat. - Nat.	4.705 >	Dom. Cat. - Lat.	3.500
				Dom. Cat. - Nat.	4.705 >	Dom. Cat. - Oth.	3.188
				Int. - Nat.	4.216 >	Int. - Eur.	3.167
				Int. - Nat.	4.216 >	Int. - Lat.	3.001
<b>Self-identification with Spain</b>							
Linguistic Acculturation Strategy (LAS)							
	22.128	***	.081	Dom. Esp.	3.694 >	Dom. Cat.	2.779
				Dom. Esp.	3.694 <	Int.	3.708
				Dom. Cat.	2.779 <	Int.	3.708
Origin (OR.)							
	19.319	***	.133	n/s			
LAS x ID Interaction							
	3.672	***	.055	Dom. Esp. - Nat.	4.489 >	Dom. Esp. - Lat.	3.501



---

	Dom. Esp. -		Dom. Esp.
	Nat.	4.489 >	- Oth. 3.010

---

Notes: \*p< .05 / \*\*p< .01 / \*\*\*p< .001

The non-significant differences in the post hoc contrasts have not been shown

For Peer Review

Table 5. Multiple Linear Regression. Independent Variable: Self-identification with Catalonia. Independent Variables: Linguistic Acculturation Strategies and Origin

DV: Self-identification with Catalonia

	B	$\beta$
Constant	3.109	
Europe	-1.138	-.246***
Africa	-.749	-.171***
Latin America	-.907	-.179***
Other	-1.141	-.175***
Catalan Dominant	1.480	.506***
Integration	1.123	.369***

Notes:  $F= 49.849^{***} / R^2= .369$

OR: Reference Natives

LAS: Reference Spanish Dominant

\* $p < .05$  / \*\* $p < .01$  / \*\*\* $p < .001$

Table 6. Multiple Linear Regression. Independent Variable: Self-identification with Spain. Independent Variables: Linguistic Acculturation Strategies and Origin

DV: Self-identification with

Spain

	B	$\beta$
Constant	4.259	
Europe	-.386	-.078
Africa	-.394	-.084*
Latin America	-.448	-.082*
Other	-.445	-.064
Catalan Dominant	-1.615	.515***
Integration	-.512	.157***

Notes:  $F= 49.849^{***}$  /  $R^2= .369$

OR: Reference Natives

LAS: Reference Spanish Dominant

\* $p < .05$  / \*\* $p < .01$  / \*\*\* $p < .001$