

Identity as the primary determinant of language choice in Valencia¹

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1. INTRODUCTION

Over the last 20 years, the Autonomous Community of Valencia, Spain, has undertaken a program of 'normalization' or revival of the Valencian language² after centuries of gradual, economy- and prestige-driven language shift towards Castilian and the forcible imposition of Castilian in all public domains during the Franco dictatorship. This is parallel to the normalization programs undertaken in other Autonomous Communities in Spain: Catalonia, Galicia, the Basque Country, and the Balearic Islands. The Valencian situation is very different from that in neighboring Catalonia, however, where the pre-Franco spread of Castilian was far less advanced and where Catalan has always remained the language of prestige. The city of Valencia, which is the capital of the Community of Valencia, is very largely Castilian-speaking. The second city, Alicante, is even more so, and Castilian has a major presence in other towns and in the countryside. While there are clear signs that normalization has made significant progress in legislation, in some official contexts and in education, it remains uncertain whether actual use of Valencian is increasing and, if so, by whom and in which contexts (Casesnoves Ferrer and Sankoff in press; Aparici 2002).

Interest in the study of linguistic attitudes in the context of a linguistic revival is due to their presumed ability to explain and predict behavior, as well as to evaluate the short-term effects of linguistic planning. Much of the work comparing attitudes towards Valencian and Castilian (Ros 1982; Blas Arroyo 1995; Gómez Molina 1998) makes this assumption and worries little about its empirical basis. It is taken for granted that an increase in the prestige of Valencian implies that it will be spoken more often. In the Catalanian context, however, Boix (1993) has shown that language attitudes do not always correctly predict language behavior, and Woolard (1992) and Woolard and Gahng (1990) also raise questions about the relationships among linguistic prestige, attitudes and behavior. Indeed, the effects of linguistic attitudes on language choice in a bilingual community are more generally controversial (Jaspaert and Kroon 1988). Part of the problem is that it is impossible to prove a

relation of causality between two events based only on co-occurrence statistics. Nevertheless, it is good scientific practice to construct, on the basis of theory, logic, or other reasoning, a scheme of postulated causality relations among a set of events or conditions and then to statistically evaluate to what extent this scheme is consistent with the data.

In this paper we undertake a study of the determinants of language choice using sociodemographic, behavioral and ideological data on a sample of 180 high school students in the city of Valencia and the neighboring town of Xàtiva.

We evaluate the relative importance of sociodemographic and ideological factors on the choice of Valencian or Castilian in several contexts. In particular, we examine geographic origin, social class, political orientation, the usual status and solidarity measures of attitude, and the declared social identity of the informant. Sorting out the interrelationships among these factors, we show that identity far outweighs all other factors, including linguistic attitudes (particularly status or prestige), as a predictor of language choice.

2. NOTIONS OF CAUSALITY

Temporality imposes constraints on interpretations of causality. If two events or conditions are correlated, the one that takes place before the other, or that already existed before the other, cannot be the causal result of the other, except in special circumstances of anticipation. Therefore, it is reasonable to postulate that a person's geographic origin and gender help determine that individual's ideology and behavior, but not that a person's ideology and behavior affect their place of birth or genetic make-up.

For conditions and activities that coexist and that can evolve with time, such as political orientation, feelings of identity, linguistic attitudes and behavior, the constraints are more subtle. We know that, in the long term, *praxis* generates ideology. It is more reasonable, however, that factors such as political orientation, attitudes and identity, which rarely change in an individual or which tend to evolve slowly, will be more determinant, on the day-to-day level, of linguistic behavior than the behavior will be of ideological factors. Among these latter factors, the working hypothesis is that, in the Valencian context, which does not really involve ethnic differences,³ political orientation is in a certain sense more fundamental or underlying than linguistic attitudes or even identity,⁴ though our results turn out to be independent of this hypothesis.

In carrying out our analysis, then, we will consider whether sociodemographic factors are potentially explanatory of all the other variables, whether political orientation can influence attitudes, feelings of identity and behavior, and whether attitudes and identity can be explanatory of behavior. Operationally, this means that it is appropriate to consider sociodemographic factors as independent variables when any of the other factors are dependent, to consider political orientation independent while attitudes, identity and behavior are

dependent and to consider attitudes and identity as independent in an analysis where behavior is the dependent variable.

3. METHODOLOGY

We administered a subjective reaction test, including a matched guise component, as well as two written questionnaires: a general sociolinguistic survey and another eliciting self-reports on linguistic behavior, to a sample of high school students in Valencia.

3.1 *The sample*

This study forms part of a larger survey (Casesnoves Ferrer and Sankoff in press) analyzing the heterogeneous linguistic attitudes of 180 senior (16–18 years old) students, 59 percent female and 41 percent male, from three high schools in the city of Valencia (92.8%) and one school in the city of Xàtiva (7.2%). The students constituted all the members of six classes distributed among these schools.

The schools in Valencia were deliberately chosen to reflect diverse proportions of students whose families originated in regions of Spain outside the Valencian Community and a range of socioeconomic levels. Although only 13 percent of the students were born outside the Autonomous Community, 42 percent of their parents were born outside. Only one of the students and nine of the parents were born outside of Spain. Two of these schools and the one in Xàtiva are public and offer students the possibility of pursuing all their studies in the Valencian language, while the remaining one is private without any such program. All students are, however, required to study Valencian as one of their subjects.

3.2 *The test*

The subjective reaction test involved eight language varieties, representing two oppositions: an intralinguistic opposition (varieties differing according to the degree of standardization) and an interlinguistic opposition (contrasting the varieties of Castilian to those of Catalan):

- A. *Standard Valencian*. The emergent (post-Franco) variety heard in the media and educational contexts.
- B. *Standard Castilian*. A distinctly Valencian version of the language used by the urban elite, in the local media and in educational contexts.
- C. *Standard Catalan*. As recorded by an educated native and resident of Barcelona.
- D. *Non-standard Valencian*. The 'meridional' variety, recorded by a speaker from Xàtiva.

E. *Non-standard Valencian Apitxat*. The urban variety of the city of Valencia and surrounding counties.

F. *Non-standard Castilian*. As commonly spoken in the rural areas of Valencia.

G. *Valencian as L2*. Recorded by Speaker F.

H. *Castilian as L2*. Recorded by Speaker E.

The students were offered the choice of filling out evaluation sheets printed in either Valencian or Castilian. Fifty-two percent chose Valencian, 48 percent Castilian. The evaluations of each student, in terms of a score from one to five, were averaged over five different personality characteristics (educated, refined, responsible, intelligent, 'a boss')⁵ to provide a single index of status or prestige (we do not make an operational distinction between the two terms), and over four items (trustworthy, 'a friend', amusing, 'can identify with') to provide an index of solidarity.

Ideally, this type of evaluation should make use of matched guise technology where the same speaker is used for all the language varieties. It is not realistic, however, to imagine there are speakers who master all eight varieties convincingly. Indeed, though all first-language Valencian speakers are bilingual, most subjects can identify whether a speakers' first language is Valencian or Castilian. Not finding any speakers who we could confidently assume would avoid such detection, we decided to only match a first language guise against a second language one. This sufficed to prove that our test elicited largely language-dependent and not speaker-dependent effects, as both non-standard first-language guises were rated systematically and significantly higher on five of the seven status items and two of the four solidarity items than either of the second-language guises. Further control of speaker effects was ensured by the choice of speakers, who were all males in their 20s and 30s, having similar voices, and discussing the same topic: cooking and recipes.

The results in the present article, however, focus exclusively on the three standard varieties. These varieties are the ones that elicited the highest status evaluations and thus, according to the theory cited above, should reflect most clearly the differential effect of attitudes on language choice.

3.3 *The sociolinguistic questionnaire*

The sociolinguistic questionnaire was also made available in Valencian and Castilian versions, with 44 percent choosing the former and 56 percent the latter. This instrument provided data on sociodemographic characteristics, such as social class (working, middle and upper, based on parents' occupation) and geographic origin (immigrant to Valencia, mixed or native), on political orientation (self-report on a seven-point scale from extreme left to extreme right) and on feelings of identification with the students' social groups of reference (Valencian, Spanish and Catalan). The latter was indicated as a

score from one to five in response to the three direct questions 'How much do you consider yourself Valencian (Spanish, Catalan)?'

Over three quarters of the students identified themselves as (completely, very or quite) Valencian. But since this was not a multiple choice question, over three quarters also claimed Spanish identity and almost half considered themselves Catalan. Valencian identity by itself has little to do with language choice. Historically, those who have thought of the Valencian Community as basically a region of Spain have tended to speak Castilian, while those who recognized a common cultural and linguistic community with Catalonia (the nationalists), have promoted the revival of the Valencian language. Thus to focus on the contrastive aspects of identity, evoking the two traditional external reference groups, the Spanish and the Catalans, we constructed two normalized indices by subtracting, for each individual, the score for Valencian identity from the scores for Spanish and Catalan, respectively (cf. the 'subtractive' indices of Ros, Cano and Huici 1987). Thus the Spanish and Catalan identity scores represent relative degrees of identification with these two groups *in comparison with the Valencians*.

3.4 The behavior questionnaire

There was a single 'behavior' questionnaire consisting of 16 questions, each presented both in Valencian and Castilian, in which students were asked to write the expression that normally would be used in a specific situation. These situations ranged from institutions such as the hospital, the secretariat of the high school, the Tourism Office, the Registry of Associations and the Valencian Institute of Youth, through other public places such as a pub, a supermarket, a bank and with passers-by on the street (in Barcelona and Valencia), to more individualized and familiar contexts such as with parents, siblings, neighbors and friends, individually or in groups. Direct self-reports of which language is spoken in which context can be of dubious validity, especially in politically self-conscious contexts. In particular, in the Catalan context, Boix (1993) documents differences between self-reports of language behavior and actual behavior, and Woolard (1992) and Woolard and Gahng (1990) demonstrate that household language determines different patterns of usage in external contexts.

We took a number of measures to attenuate this problem. First, we elicited the choice data indirectly, by asking the students to write, for each of the 16 contexts, the expression that they would normally use for a specified purpose (e.g. asking for seconds at a family meal, asking the time of a stranger on the street, explaining a payment at the bank). We then noted whether the response was formulated in Castilian or Valencian.⁶ Second, we confirmed the differential language preferences of various groups of contexts according to informal ethnographic observation. Third, we tested the differential language preferences of the students through their responses on a separate questionnaire item asking

whether they generally used Valencian or Castilian. Finally, we assessed the entire array of responses for self-consistency, using an implicational scale analysis (Casesnoves Ferrer and Sankoff in press). The essential linearity of the contexts in favoring Valencian usage, from Barcelona to familial to institutional to commercial, independent of the very different backgrounds of the students in the study,⁷ justifies simply summing up the responses as a valid indicator of overall usage of Valencian.

This technique thus provides indirect information on the choice of Valencian or Castilian in various contexts, as summarized as a position on a scale measuring the degree of use of the two languages, the endpoints representing the exclusive use of Castilian and the exclusive use of Valencian. This quantity was normalized to take on values between 0 and 1, and is referred to as 'Language choice' in the next section.

4. RESULTS

Table 1 and Table 2 provide descriptive statistics for the variables used in this study. The distributions in Table 1 are largely the result of our sampling schools in such a way as to ensure that potentially important sources of variation in language choice, namely origin and social class, were adequately represented. Table 2 contains the variables extracted from the behavior self-report questionnaire, the identity questions in the sociolinguistic questionnaire, and the subjective reaction test. The small differences among the indices of status and among the indices of solidarity, coupled with substantial standard deviations (between 0.14 and 0.19), reflect a balance in the sample, and in Valencia as a

Table 1: Ordinal variables used in this study

Variable	Category (ordinal value)	% (N=180)
Origin (of parents)	Valencian (3)	37.1
	Mixed (2)	37.1
	Immigrant* (1)	25.8
Social class (by father's occupation)	Upper (1)	30.3
	Middle (2)	52.0
	Working (3)	17.7
Politics (as declared)	Left (4)	37.8
	Centre (3)	31.7
	Undefined [†] (2)	16.7
	Right (1)	13.9

* Virtually all 'immigrant' parents were born in other parts of Spain

[†] Previous analyses of the attitudes of the students not responding to the question on political orientation consistently indicate a statistical tendency for them to fall between those of the centrists and those of the rightists

Table 2: Continuous variables used in this study*: Choice of Valencian indicates proportion of contexts in which Valencian is chosen; Catalan (or Spanish) identity represents the difference between the responses for Catalan (or Spanish) and Valencian; status and solidarity values are derived from subjective evaluations of nine aspects of speaker personality

Variable	Mean	Std. Dev
Choice of Valencian	0.21	0.36 [†]
Catalan identity	0.15	0.11
Spanish identity	0.25	0.12
Catalan status	0.68	0.15
Castilian status	0.72	0.14
Valencian status	0.69	0.14
Catalan solidarity	0.50	0.19
Castilian solidarity	0.50	0.19
Valencian solidarity	0.56	0.15

* For comparability, each variable x is translated and scaled to range from 0 to 1. If x_{\max} and x_{\min} are the maximum and minimum possible values for x , then the transformed value as presented in the table and used in the calculations is $(x-x_{\min})/(x_{\max}-x_{\min})$

[†] The elevated standard deviation is due to the large proportion of students who choose Valencian in all contexts (15%) or Castilian in all contexts (57%)

whole, between nationalist (pro-Catalan, left-leaning, parents born in Valencia, competent in Valencian) and centralist (anti-Catalan, centrist or right-leaning, including many immigrants, little competence in Valencian) students. A detailed study of the attitudinal heterogeneity among these students (Casesnoves Ferrer and Sankoff in press) reveals at least five sociodemographically, ideologically and behaviorally coherent groupings ranging from strong nationalists to strong centralists.

Table 3 contains the pairwise correlations between all the variables in Table 1 and Table 2. Choice of Valencian is positively correlated with origin within Valencia, left-wing politics, and all measures of Catalan and Valencian identity, status and solidarity. Conversely, choice of Castilian is positively correlated with origin outside the Community, right-wing politics, Spanish identity and measures of Castilian status and solidarity. All these are in accord with general knowledge and previous work in this area. What is somewhat unexpected is that the correlations involving status and language choice are small and not statistically significant. Worth noting is the low but significant ($p=.03$) association between working class and choice of Castilian. This weak relation has been noted previously in a study sampling students in the entire Autonomous Community of Valencia (Querol 2000). This may be related, at least in the present study, to the apparent association (albeit not significant) of working class and rightist politics (in Table 3). The usual

correlations of status and choice are weak and insignificant. But the complex pattern of correlations among the variables lead us to a multiple regression analysis to confirm this answer and to determine which variables actually do contribute significant independent effects to language choice. We carry out a series of regressions based on the discussions in Section 2 on plausible inferences of causality.

4.1 *Effects of sociodemographic variables on political orientation*

Social class and geographic origin do not affect the political orientation of the informants. Neither is selected as significant in a stepwise multiple regression. The correlations between political orientation and geographic origin on the one hand, and between political orientation and social class on the other, are low and not significant: 0.067 and 0.147, respectively. The lack of geographical effect is not surprising since most regions in Spain providing immigrants to Valencia would have similar representations across the political spectrum. The lack of social class effect is in accord with previous reports (IVAJ 1995) that the usual connection between class and politics (leftist/working class, rightist/upper class) prevails in the adult population of Valencia, but is much weaker among students. However, this lack of effect is probably due mostly to the neighborhood sampling bias we discussed at the beginning of this section.

4.2 *Effects of sociodemographic variables and political orientation on feelings of identity and on linguistic attitudes*

As shown in Table 4 political orientation explains 15 percent of the variation in Catalan identity: right-leaning young people identify far less with the Catalans than with the Valencians. Political orientation, along with geographic origin explains 25 percent of the variation in Spanish identity: immigrants and rightist students tend to identify relatively more with the Spanish and less with the

Table 4: Regression analysis of identity on sociodemographic factors and politics

Dependent variables	Explanatory variables*	Standardized coefficient (B)	t	sig.	R ²
Catalan identity	Politics	0.38	5.28	0.00	15%
	Origin	0.06	0.67	0.50	
Spanish identity	Politics	-0.39	-5.77	0.00	25%
	Origin	-0.31	-4.71	0.00	

*Stepwise regression automatically excludes statistically non-significant explanatory variables; thus 'social class' was not chosen for either of the two regressions in the table and 'origin' was only analyzed for its effect on 'Spanish identity'

Table 5: Regression analysis of linguistic attitudes on significant sociodemographic factors and politics

Dependent variables	Explanatory variables	Standardized coefficient (B)	t	sig.	R ²
Catalan status	(none)				
Castilian status	(none)				
Valencian status	(none)				
Catalan solidarity	Politics	0.32	4.49	0.00	10%
Castilian solidarity	Origin	-0.25	-3.43	0.00	9%
	Politics	-0.18	-2.46	0.01	
Valencian solidarity	Social class	-0.22	-2.87	0.00	4%

Valencians. Social class, however, adds no significant explanatory effect on the declared feelings of identity. Perception of the status of the three linguistic varieties depends neither on the sociodemographic factors nor on the political orientation of the informants (Table 5). Political orientation does have a significant effect on two of the solidarity scores, with rightists favoring Castilian and leftists favoring Catalan. Immigrants favor Castilian as did students with a working class student background. Note, however, that the effect of class is very small and it may not be generalizable beyond our sample, for the reasons discussed at the beginning of this section.

Summarizing the sociodemographic and political influences on linguistic attitudes, these results indicate the consistent effects of political orientation on measures of Catalan and Spanish identity and Catalan and Castilian solidarity, but not on measures of status. In addition, the proportion of the variation in the linguistic ideological variables that are accounted for by sociodemographic and political factors is small.

4.3 Effects of sociodemographic variables, political orientation, linguistic identity and attitudes on language choice

In this section we look first at the effect of sociodemographic variables and politics on language choice. Table 6 shows that social class does not help predict the choice of language and that the variable with most weight is the geographic origin of the informants, with immigrants being least likely to speak Valencian. As with the ideological variables studied above, the total amount of behavioral variation accounted for is quite small. At the next step, we looked to see whether the addition of identity to the list of explanatory variables would better predict the behavior of the informants (Table 7). Indeed, there is a dramatic increase (25%) in the proportion of the variation explained, while the effect of

Table 6: Regression analysis of language choice on sociodemographic factors and politics

Dependent variable	Explanatory variables	Standardized coefficient (B)	t	sig.	R ²
Choice of Valencian	Origin	0.40	5.78	0.00	27%
	Politics	0.31	4.47	0.00	

Table 7: Regression analysis of language choice on sociodemographic factors, politics and identity

Dependent variable	Explanatory variables	Standardized coefficient (B)	t	sig.	R ²
Choice of Valencian	Spanish identity	-0.57	-9.42	0.00	52%
	Catalan identity	0.24	4.36	0.00	
	Origin	0.21	3.55	0.00	

political orientation disappears. The Spanish identity index has a large effect on the choice of Castilian while the Catalan identity index favors the choice of Valencian.

We then investigated whether including the six variables measuring linguistic attitudes would lead to a comparable or greater increase in explanatory values than the two identity variables when added to the sociodemographic factors and politics. The somewhat surprising result (Table 8) is that the increase in explanatory power is much less (only 16%), and that the status measures were not even significant; only the solidarity ones were significant. Moreover, the attitude variables did not replace or diminish the effects of politics and origin in the way that identity did.

Table 8: Regression analysis of language choice on sociodemographic factors, politics and attitudes

Dependent variable	Explanatory variables	Standardized coefficient (B)	t	sig.	R ²
Choice of Valencian	Castilian solidarity	-0.37	-5.68	0.00	43%
	Origin	0.27	4.09	0.00	
	Catalan solidarity	0.19	2.54	0.01	
	Valencian solidarity	0.16	2.25	0.02	
	Politics	0.15	2.26	0.02	

Table 9: Regression analysis of language choice on sociodemographic factors, politics, identity and attitudes

Dependent variable	Explanatory variables	Standardized coefficient (B)	t	sig.	R ²
Choice of Valencian	Spanish identity	-0.47	-6.89	0.00	53%
	Catalan identity	0.17	2.85	0.00	
	Origin	0.17	2.81	0.01	
	Castilian solidarity	-0.19	-2.94	0.02	
	Valencian solidarity	0.12	1.99	0.02	

Finally, we considered all explanatory variables at the same time: socio-demographic characteristics, politics, identity and linguistic attitudes. Comparing Table 9 with Table 7, we see that the presence of the attitude variables detracts very little from the explanatory power of the identity variables, and only adds one percent to the total variation explained. On the other hand, in comparing Table 9 with Table 8, we see that the predictive value of the attitudinal variables, and political orientation, is almost completely subsumed by the effects of the identity variables, which add a full 10 percent to the 43 percent of the variation explained.

Summarizing, the normalized identity measures (Catalan minus Valencian, Spanish minus Valencian) have considerably more predictive value on language choice than do feelings of solidarity, while perceptions of the status of the linguistic varieties have none at all. The amount of variation they explain is substantial, around 50 percent.

5. DISCUSSION

The indices of status and solidarity, the Catalan and Spanish identity indices and political orientation are all positively or negatively correlated to a greater or lesser extent, but these are not extremely strong correlations, never exceeding 0.55, so that these indices all operationalize distinct but related aspects of social and linguistic ideology. Thus it is not surprising that most of them, considered one at a time, are somewhat predictive of language choice. The question is, which of them is mostly closely related to the motivations for this choice. The answer is clearly identity, with solidarity playing a smaller role and political orientation having its effect only by contributing to determining identity and solidarity. Status (or prestige), at least as it is operationalized in the attitudes literature, has no significant effect; the hypothesis implicit in the work of Ros, Blas Arroyo and Gómez Molina, that language status determines language choice finds little support in our data.

Landry and Allard (1990) and Allard and Landry (1994) developed a model

for the determinants of bilingual behavior in which the fundamental distinction is between exocentric and endocentric beliefs and values. 'Exocentric' refers to factors and the behaviors of others that affect language vitality, while 'egocentric' relates to the feelings and the personal dispositions of the individual, which are generally better predictors of behavior. Indeed, the hierarchy we have found: identity, solidarity, politics and status neatly proceeds from the most egocentric to the most exocentric notions. Although the relative position of solidarity and status is not surprising, given the literature on matched guise, the positions of identity and politics represent new results that validate the distinction of Allard and Landry.

For the Valencian and Catalan contexts, Querol (2000) adopted the paradigm of Allard and Landry, but did not contrast the effect of egocentric and exocentric factors on choice. We emphasize that all the sociodemographic and ideological characteristics of our informants only explain half of the variation in the choice data. Moreover, neither sociolinguistics nor social psychology suggest other factors that would materially improve this proportion, although contextual information of course helps predict individual choice events. Like political orientation, which is not very predictable from class and other sociodemographic factors, and like solidarity, status and identity, which are not very predictable from politics and the sociodemographic factors combined, language choice among these students remains an individual prerogative.

NOTES

1. This research was supported in part by grants from the Natural Sciences and Engineering Research Council of Canada. David Sankoff is a Fellow of the Canadian Institute for Advanced Research.
2. Valencian is the historical name of the variety of the Catalan spoken in the Autonomous Community of Valencia. It shares a common literary tradition, and is thoroughly mutually intelligible, with the varieties spoken in Catalonia, the Balearic Islands and Roussillon (France). It is characterized by a small number of phonological and morphological differences, reflected in minor orthographic particularities, and a repertoire of distinctive lexical items. Dialectologists recognize five regional varieties of Valencian. There is an evolving standard based on the *Normes de Castelló* of 1932, but also reflecting ongoing debates between pro-Catalan, nationalist versus anti-Catalan ('secessionist'), centralist political movements. There is a recent, legislatively-mandated linguistic authority, the *Academia Valenciana de la Llengua*.
3. A major proportion of the Castilian speakers in the Autonomous Community are in fact direct descendants of Valencian speakers, two or three generations removed.
4. Identity, in the sense of this study, is probably more variable than political orientation. For example, identity varies among siblings more than political orientation does, although we infer this only through anecdote and observation

- rather than statistical evidence. Not that a student's politics are fixed for life; they tend to polarize as they get older into conformity with socioeconomic class (IVAJ 1995).
5. Two additional items ('a teacher', employable in the European Union), originally destined for the status index, provoked little variation in the responses (overwhelmingly Catalan and Castilian, respectively), and were not used.
 6. A small number of specialized lexical items and frozen forms from Valencian appearing in otherwise Castilian responses were treated as borrowings and the responses were counted as Castilian. Aside from the occasional use of distinctively Catalan expressions uncommon in Valencia in the context of a visit to Barcelona, there was no issue of distinguishing responses written in Catalan from those in Valencian; there are very few Catalanian students in the high school classes sampled, bidialectism is not affected by even the most pro-Catalan students, and the minor orthographic differences that exist are only variably invoked and would not generally suffice to disambiguate Catalan responses from Valencian ones.
 7. There is no subgroup of students, for example, that habitually uses Valencian in school without also using it in family interactions, and no subgroup habitually using Valencian in public situations without also using it in school and in the family, etc.

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