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Multilingualism in European Bilingual Contexts

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Edited by

David Lasagabaster and Ángel Huguet

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In memoriam

Jehannes Ytsma (1957-2005)

One of the contributors to this volume, Jehannes Ytsma, died while the manuscript was being reviewed. It was a shock, first of all because this kind of news is always unexpected, but the impact is even greater when the person concerned is young, healthy and seemingly full of energy. Yet, on December 9, 2005 Jehannes died of a heart attack at the age of 48.

I had first met Jehannes many years ago at one of the conferences where we happened to coincide and we shared a meal and a couple of drinks. He was a specialist on bilingualism and trilingual education, which are also my fields of research, and therefore we had many scientific interests in common. In fact, the week before his passing away he had just sent me an email asking for some data about the Basque educational system.

When I talked to him about the project put forward in this volume he immediately wanted to contribute, as he was always ready to work and share his knowledge and new experiences with his colleagues. Unfortunately, he could not see the final product and we, as editors, did not have time to congratulate him on his work nor thank him properly for his cooperation.

I would like to dedicate this volume to his memory and to his family.

David Lasagabaster
University of the Basque Country

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Jehannes Ytsma (1957–2005) was senior researcher at the Fryske Akademy. He was a specialist in the study of bilingual and trilingual education and published on many topics, such as Frisian in education, models of trilingual education, bilingualism in early childhood, interaction in multilingual families, the sociology of language in Friesland, migration and the integration of newcomers or language attitudes. He was the co-author of *Frisian: The Frisian Language in Education in the Netherlands* (2001) and co-editor of *Trilingualism in Family, School and Community* (2003). He died on 9 December 2005.

Introduction: A Transnational Study in European Bilingual Contexts

DAVID LASAGABASTER and ÁNGEL HUGUET

In the last decades there has been increasing interest in the maintenance of minority languages and a greater awareness of the need to speak foreign languages. As a result, the presence of more than two languages in the curriculum is commonplace in many European bilingual contexts. Although this is an expanding phenomenon in Europe, the number of research studies tackling the analysis of language use and language attitudes towards multilingualism is very limited. This volume intends to examine language use and language attitudes towards three languages (the minority, the majority and the foreign languages) in different European bilingual contexts.

Language attitudes are learnt and, therefore, educators play a paramount role in their formation, to such an extent that attitudes formed under educator influence may be extremely difficult to change. Students who face a situation in which different languages are in contact realise in early schooling that society, family and school all place importance on these languages. The students' own assessment, together with the information and the knowledge they gain, will lead to the establishment of their attitudes towards the different languages, the speakers of these languages and to the learning process itself.

The teacher's role with regards to the formation of language attitudes can thus be crucial in the students' future language attitudes. All the papers included in this volume, therefore, elicit information from university students whose degrees are geared towards teaching. The sample consisted of more than 1800 undergraduates. This has a twofold objective. Firstly, all the participants were enrolled in similar degrees and thus the possible effect of the specialisation variable could be controlled. Secondly, our different research studies focus on the analysis of the language use and the language attitudes held by those who are going to become teachers in the short run and whose influence on future generations' attitudes is beyond any doubt.

The book consists of nine chapters on language use and attitudes in nine different bilingual areas/states: the Basque Country, Catalonia,

Galicia, and the Valencian Community in Spain, plus Belgium, Friesland, Ireland, Malta and Wales. The book is divided into two main sections: the Spanish context and other European contexts. It is worth pointing out that in Spain 40% of the population live in bilingual areas, as Galician is spoken in Galicia, Catalan in Catalonia, the Valencian Community and the Balearic islands, and Basque in the Basque Autonomous Community and Navarre. This makes it one of the most interesting contexts to carry out research on language use and language attitudes (see Table I.1). The bilingual communities with the largest populations (Catalonia, the Valencian Community, Galicia and the Basque Country) are included in this volume.

In the different chapters that make up the volume each author briefly describes each particular sociolinguistic context and educational system (paying special attention to the presence of the different languages in contact), followed by a brief summary of the results obtained in previous studies on language attitudes carried out in the context concerned. Language use and language attitudes towards the minority language (L1 and/or L2), the majority language (L1 and/or L2) and the foreign language (L3) have been examined by analysing the results obtained from an essentially identical questionnaire completed in the nine different bilingual settings. A final chapter compares and discusses the results.

In every single case the researchers used the same questionnaire to gather the data and the same methodology was applied in each setting, allowing comparison of the results obtained in bilingual areas notable for their singularities. The instrument used was based on Baker's (1992) and

Table I.1 Population and percentage of Spain's officially bilingual communities

<i>Autonomous community</i>	<i>Population</i>	<i>% of overall Spanish population</i>
Catalonia	6,343,818	15.53
Valencian Community	4,163,161	10.19
Balearic Islands	842,029	2.06
Galicia	2,693,747	6.59
Basque Autonomous Community	2,082,253	5.10
Navarre	555,898	1.36
Total	16,680,906	40.83

Source: Huguet (2004: 401)

was translated into different languages: Basque, Catalan, Dutch, English, French, Flemish, Frisian, Galician, Irish and Spanish. The reliability tests carried out before its implementation showed that all the translations of the instrument gave consistent results when tested on different occasions, a fact underlined by the high correlation indexes obtained after having passed the test twice (all the correlations above 0.88), leaving at least a month between the first trial and the second. The results of the test–retest are apportioned in Table I.2.

The questionnaire (see the Appendix) utilised to gather the data can be divided into three main parts. The first one deals with personal information, such as age, sex, parental occupation or L1. In the second section the participants were invited to answer questions concerning the use of the two official languages with regards to: (i) their closest relations (family, friends, classmates or neighbours) and (ii) the means of communication (television, newspapers and journals, music, and radio). They were also asked about the importance attached to the minority language to do everyday activities such as going shopping, making friends, reading, writing, getting a job or bringing up children. The final section focused on language attitudes by means of the same ten items on a five-point Likert scale for each of the three languages.

Table I.2 Results of the test – retest

<i>Context</i>	<i>Language</i>	<i>Observations</i>	<i>Correlation</i>	<i>p-value</i>
1. Catalonia	Catalan	48	0.943	0.0001
2. Galicia	Galician	104	0.963	0.0001
2. Galicia	Spanish	92	0.873	0.0001
3. Basque Country	Basque	108	0.976	0.0001
3. Basque Country	Spanish	132	0.948	0.0001
4. Valencian Community	Catalan	92	0.980	0.0001
5. Belgium	Dutch	36	0.965	0.0001
5. Belgium	French	60	0.967	0.0001
6. Friesland				
7. Ireland	English	84	0.970	0.0001
8. Malta	English	80	0.963	0.0001
9. Wales	English	72	0.883	0.0001

It has to be stressed that there were some minimal variations in some of the items used. For example, item 18 (first part) was added in those contexts where different linguistic models are available (such as the Basque Country), but was not included in those where there is no opportunity to choose between different models (as is the case in Malta). Similarly, we will take advantage of this introductory chapter to explain the recoding of some of the items in order to avoid repetition later on in the individual chapters. Thus, as for the *parental occupation* (item 6) or socioprofessional status, the highest answer (irrespective of whether it belonged to the father or mother) was chosen and then all the answers were codified in three categories: High (which corresponded to answers 'a' and 'b'), Medium (answers 'c' and 'd') and Low status (the rest of the answers, that is to say, 'e', 'f' and 'g').

Similarly, the attitudes towards each of the three languages in contact were codified in the following way: the option *Strongly Agree* (SA) was recoded as 100, the option *Agree* (A) as 75, *Neither Agree Nor Disagree* (NAND) as 50, *Disagree* (D) as 25 and *Strongly Disagree* (SD) as 0. Once the results were codified, the *average* for the ten items related to each language was obtained, which allowed us to distinguish three categories: (i) the first one was made up of *Unfavourable attitudes*, that is to say, those between 0.000 and 33.333; (ii) the second category comprised *Neutral attitudes*, for those whose scores were between 33.334 and 66.666; (iii) the third one consisted of those students who held *Favourable attitudes*, i.e. those between 66.667 and 100.000. In this way, we had at our disposal a *quantitative* variable (the average score for the ten items) which could also be used as *qualitative* (depending on their favourable, neutral or unfavourable attitudes).

There are four main reasons why this publication can make a contribution to this area of research, and which differentiate it from earlier works. Firstly, this is a transnational study involving nine different bilingual areas/states. While reviewing studies in this field, we noticed that there is a dearth of studies directed at comparing the language attitudes of different European contexts (Lasagabaster, 2003). There are studies wherein the language attitudes of inhabitants from different bilingual settings within the same country are examined, but very few transnational studies (and none involving so many different contexts) such as the one this volume puts forward. Moreover, it includes bilingual contexts (such as Galicia, the Valencian Community or Malta) that have received very little attention so far.

Secondly, it involves not only the minority and the majority languages concerned in the different bilingual areas, as is usually the case in the vast majority of studies, but also the foreign language. Therefore, it goes beyond bilingualism and into multilingualism.

Thirdly, the instrument (as seen above supported by very high reliability indexes) and the methodology are the same in all cases, which allows us to compare contexts that share some similarities, while at the same time retaining their own sociolinguistic features.

And finally, the sample is made up of a specific group of university students (would-be teachers), whose influence on the language attitudes of their future pupils may be very relevant. Thus we strongly believe that the possible impact of this new generation of teachers on the different educational systems under analysis, both in the short and the long run, is worth considering and examining in detail.

As stated before, the book is divided into two parts. It is worth remembering that, although the first part deals with the three minority languages officially recognised in Spain – Basque, Catalan and Galician – there are other minority languages (Aragonese, Asturian or Bable and Aranese) spoken in the Spanish context which unfortunately are more often than not ignored (Turell, 2001: 2). Having said this, the first contribution by Ángel Huguet, carried out in Catalonia, is focused on Catalan, Spanish and English as the foreign language; Xaquín Loredó *et al.*'s contribution deals with Galician, Spanish and English as L3 in Galicia; whereas the third contribution by David Lasagabaster analyses the language use and language attitudes towards Basque, Spanish and English in the Basque Country. The languages considered by Maria Pilar Safont in the fourth Spanish contribution are Catalan, Spanish and once again English as a foreign language, a reflection of the languages in contact in the Valencian Community's educational context.

Chapters 5–9 tackle other European contexts. Thus, the fifth one, Mettewie and Janssens', is set in the bilingual region of Brussels and the languages under examination are Dutch, French and a range of foreign languages, due to the complex sociolinguistic features of this particular context (30% of its inhabitants are not Belgian). In Chapter 6 Jehannes Ytsma covers Frisian, Dutch and English in Friesland, whereas in the following chapter Ó Laoire takes into consideration the linguistic situation in Ireland and deals with Irish and English with French, German or Spanish as L3. In the next chapter Sandro Caruana puts forward the results obtained in Malta with respect to Maltese, English and the L3 (predominantly Italian), and in the ninth chapter Janet Laugharne introduces the sociolinguistic situation in Wales by presenting her data with regards to Welsh, English and the L3. The book is rounded off with a final contribution by Ángel Huguet and David Lasagabaster in which a comparison of the nine different bilingual settings is completed and some final considerations are presented.

Last but not least, it has to be pointed out that this publication is aimed at a diverse readership. Not only can it be of interest to preservice and in-service teachers, researchers, scholars, students and all those involved

in education departments and ministries, but could also prove useful to those working and studying in a wide range of fields, such as sociology, sociolinguistics, psychology, second-language acquisition, education, bilingualism, multilingualism and even politics.

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Appendix A

The instrument underwent some minimal changes depending on the context. L1 refers to the minority language, L2 to the majority language and L3 corresponds to the foreign language. For example, in the case of the Basque Country, the L1 would be Basque, the L2 Spanish and the L3 English, whereas in the case of Ireland, the L1 would be Irish, the L2 English and the L3 Spanish, German or French.

Attitudes towards three languages in contact

We would like to ask you to help us by answering the following questions. This is not a test so there are no 'right' or 'wrong' answers and you don't even have to write your name on it. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

1. Age (in years and months):
2. Specialisation (degree to be obtained):
3. Course:

In the following please put an 'X' in the right place.

4. Gender: Male Female
5. Mother Tongue: Basque
 Spanish
 Basque & Spanish

- | | | |
|---|--------------------------|--------------------------|
| | Father | Mother |
| a/ Manager, director or owner of a business/company with more than 25 workers | <input type="checkbox"/> | <input type="checkbox"/> |
| b/ Bachelor's degree (lawyer, architect, chemist, engineer, doctor, lecturer, economist, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| c/ Degree or HND (*Higher National Diploma) (school teacher, technical engineer, social worker, etc.), or middle management without a bachelor's degree (commercial head, production head, administrative head, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| d/ Owner of a business or company with less than 25 staff, health worker, clerical worker, salesperson, etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| e/ Specialised worker (mechanic, chauffeur, policeman, plumber, waiter mason, electrician, etc.), farmer or cattle breeder. | <input type="checkbox"/> | <input type="checkbox"/> |
| f/ Labourer, seasonal worker, watchman, etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| g/ Housework | <input type="checkbox"/> | <input type="checkbox"/> |
| h/ Others (please specify) | <input type="checkbox"/> | <input type="checkbox"/> |

7. In the following section we would like you to answer some questions by simply giving marks from 1 to 4.

1 = None, 2 = A little, 3 = Good, 4 = Very good

For example, if your Chinese is 'very good', your Japanese 'good' and you can speak no Arabic ('None'), write this:

	Chinese	Japanese	Arabic
General proficiency	4	3	1

Please put one (and only one) whole number in each box and don't leave out any of them in the first three columns (L1, L2 and L3). If you know another language, please put numbers in the 'Other' columns after specifying the language concerned.

In your opinion, what is your language proficiency in...?

	L1	L2	L3 Other (Specify:)	Other (Specify:)
General proficiency				
Reading				
Writing				
Speaking				
Listening				

8. I started learning L1 at the age of _____
9. I started learning L2 at the age of _____
10. I started learning L3 at the age of _____
11. Have you ever been to an L3 speaking country?: Yes ___ No ___
12. Hometown: a) More than 100,000 inhabitants ___
b) Less than 100,000 inhabitants ___
13. Province: _ Araba
_ Bizkaia
_ Gipuzkoa
_ Nafarroa
14. My hometown is mainly a: ___ L2-speaking community
___ L1-speaking community
15. I studied at a: ___ public school
___ private school
16. How often do you watch TV in L3?
___ Never ___ Hardly ever ___ Once/twice a week
___ 3 to 5 times a week ___ Daily
17. What type of High School studies did you complete before entering university?
___ Technical-Scientific ___ Humanities and Social Sciences
___ Artistic ___ Other (specify):

18. In which linguistic model did you predominantly complete your preuniversity studies?

__ Model A __ Model B __ Model D

Now we would like to know which language you speak to the following people. Please put an 'X' in the box which best expresses your situation. For example, if you always speak in L2 with your father, put an 'X' in the last box:

	Always in L1	In L1 more often than L2	In L1 and L2 about equally	In L2 more often than L1	Always in L2
1. Father					x

In which language do **YOU** speak to the following people? Choose one of these answers:

	Always in L1	In L1 more often than L2	In L1 and L2 about equally	In L2 more often than L1	Always in L2
1. Father					
2. Mother					
3. Brothers & sisters					
4. Friends in the classroom					
5. Friends outside school					
6. Teachers (except with language teachers)					
7. Neighbours (near my house)					

Which language do **YOU** use with the following?

	Always in L1	In L1 more often than L2	In L1 and L2 about equally	In L2 more often than L1	Always in L2
1. Watching TV					
2. The press					
3. Music					
4. Radio					

How **important** or **unimportant** do you think that the **L1 language** is for people to do the following?
There are no right or wrong answers.

For people to:	Important	A little important	A little <u>un</u> important	<u>Un</u> important
1. To make friends				
2. Read				
3. Write				
4. Watch TV				
5. Get a job				
6. Be liked				
7. Live in the L1 country				
8. Bring up children				
9. Go shopping				
10. Make phone calls				

11. Pass exams				
12. Be accepted in the community				
13. Talk to friends at university				
14. Talk to teachers at university				
15. Talk to people out of university				

Here are some statements about the **L1** language. Please say whether you agree or disagree with these statements. There are no right or wrong answers. Please be as honest as possible. Answer with **ONE** of the following:

SA = Strongly Agree (circle **SA**)

A = Agree (circle **A**)

NAND = Neither Agree Nor Disagree (circle **NAND**)

D = Disagree (circle **D**)

SD = Strongly Disagree (circle **SD**)

1. I like hearing L1 spoken..... SA A NAND D SD
2. L1 should be taught to all pupils in the Basque Country..... SA A NAND D SD
3. I like speaking L1..... SA A NAND D SD
4. L1 is an easy language to learn..... SA A NAND D SD
5. There are not more useful languages to learn than L1..... SA A NAND D SD
6. I prefer to be taught in L1..... SA A NAND D SD
7. Learning L1 enriches my cultural knowledge..... SA A NAND D SD
8. I would not mind marrying a L1 speaker..... SA A NAND D SD
9. L1 is a language worth learning..... SA A NAND D SD
10. If I have children, I would like them to be L1 speakers regardless of other languages they may know..... SA A NAND D SD

Here are some statements about the **L2** language. Please say whether you agree or disagree with these statements. There are no right or wrong answers. Please be as honest as possible. Answer with **ONE** of the following:

SA = Strongly Agree (circle **SA**)

A = Agree (circle **A**)

NAND = Neither Agree Nor Disagree (circle **NAND**)

D = Disagree (circle **D**)

SD = Strongly Disagree (circle **SD**)

1. I like hearing L2 spoken..... SA A NAND D SD
2. L2 should be taught to all pupils in the Basque Country..... SA A NAND D SD
3. I like speaking L2..... SA A NAND D SD
4. L2 is an easy language to learn..... SA A NAND D SD
5. There are not more useful languages to learn than L2..... SA A NAND D SD
6. I prefer to be taught in L2..... SA A NAND D SD
7. Learning L2 enriches my cultural knowledge..... SA A NAND D SD
8. I would not mind marrying a L2 speaker..... SA A NAND D SD
9. L2 is a language worth learning..... SA A NAND D SD
10. If I have children, I would like them to be L2 speakers regardless of other languages they may know..... SA A NAND D SD

Here are some statements about the **L3** language. Please say whether you agree or disagree with these statements. There are no right or wrong answers. Please be as honest as possible. Answer with **ONE** of the following:

SA = Strongly Agree (circle **SA**)

A = Agree (circle **A**)

NAND = Neither Agree Nor Disagree (circle **NAND**)

D = Disagree (circle **D**)

SD = Strongly Disagree (circle **SD**)

1. I like hearing L3 spoken..... SA A NAND D SD
2. L3 should be taught to all pupils in the Basque Country..... SA A NAND D SD
3. I like speaking L3..... SA A NAND D SD
4. L3 is an easy language to learn..... SA A NAND D SD
5. There are not more useful languages to learn than L3..... SA A NAND D SD

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- 6. I prefer to be taught in L3..... SA A NAND D SD
 - 7. Learning L3 enriches my cultural knowledge..... SA A NAND D SD
 - 8. I would not mind marrying an L3 speaker..... SA A NAND D SD
 - 9. L3 is a language worth learning..... SA A NAND D SD
 - 10. If I have children, I would like them to be L3
speakers regardless of other languages they
may know..... SA A NAND D SD

Thank you very much for your cooperation

Part 1

The Spanish Context