

THE LANGUAGES AT HOME & AT SCHOOL IN IRUN.

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ABSTRACT

This master thesis is about a small study conducted in Irun, named The Languages at Home and at School in Irun. The purpose of this work is to get some data about the diversity in the city, which in the last twenty years has become a "melting pot" of different cultures, ethnicities and languages. The data I wanted to collect is related to the newly arrived citizens, their origin and their languages and how they get integrated in the schools of a city which belongs to a bilingual community. Moreover, this community has an educational policy which includes the teaching of two official languages, and a third language as a subject.

What I want to know is about the difficulties these immigrant children, from non-Spanish speaking countries, face when they have to learn different languages, and about the maintenance of their mother tongue. To get the data I made a questionnaire which was carried out at to six, out of nine schools, in Irun, among children from eight to ten years old. The findings of this study were surprising and not expected at all. The main outcome is that there are very few Basque speaking homes in the city, even immigrants as a whole are a larger community than the Basque speaking community.

Irunen egindako ikerketa txiki baten inguruan da tesina hau, izenburua du Hizkuntzak bai etxean bai eskolan Irunen. Lana honen helburua da Irungo hiriaren datu batzuk biltzea, hiria azken hogeitun urteetan bilakatu da aniztasunaren hiria, non kultura ezberdinak, etniak ezberdinak eta hizkuntzak ezberdinak elkarrekin bizi dira. Biltzea nahi nituen datuak hiritarrei buruzkoak dira, beraien jatorria eta beraien hizkuntzak, eta nola lortzen dute integratzea Komunitate elebidun bateko eskola batean, hezkuntza politika batekin zeinak bi hizkuntzak ofizialak eta hirugarren hizkuntza ikasgai bezala irakasten dituenak.

Jakinaren gainean izaten zeintzuk dira etorkinen umearen zailtasunak, batez ere, gaztelaniaz hitzegiten ez duten herrialdeetatik datozenentzat, lortzen dute zenbat hizkuntzak ezberdinak ikastea eta amaren hizkuntza mantentzea aldi berean. Datuak lortzeko galdeketa bat sei eskoletan, nahiz eta bederatzi izan Irunen, zortzi eta hamar arteko urteko umeei pasatu nien. Lortutako emaitzak ez dira espero nituenak, eta lortu

dudan aurkikuntza nagusia da Euskaldun etxeen kopurua oso txikia dela hirian, areago, etorkinak, talde bezala, komunitate handixeago da Euskaldun Komunitate baino.

KEY WORDS:

-Language.

-Immigrant.

-School.

-Pupil.

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CHAPTER 1. Introduction

This study is going to take part in the city of Irun, a city in the Basque Autonomous Community with a population of 61,179 citizens in the year 2012, last data available. Among its citizens we find 1,180 registered immigrants from different countries. This might not be a very précised data if we want to encounter the real number of immigrants because, as we know; some already have the Spanish nationality due to a Treaty Spain has with all South American countries, and due to the amount of newborns among immigrants, which obtain the Spanish nationality automatically. And not to forget those immigrants who have not jet a legal status and that are not counted within the census data but they take their children to school.

The idea of this study was taken from the *Multilingual Cities Project*, a study carried out by Guus Extra and Kutlay Yagmur (2004), which, in a coordinated manner, gathers data from six different European Cities, collecting, analysing and comparing data on the status of immigrant minority languages at home and at school.

Due to the wide variety of ethnic groups that are living together in the city of Irun, I thought this matter could enable us to understand better one another better, to analyse what immigrants face with when they became a new citizens of Irun and to look into them from different perspectives:

-From a demographic perspective, the work in this survey can allow us to define and identify the multicultural school population.

-From a socio-linguistic perspective, home language data offers data about the vitality of the different home languages among different population groups.

-From an educational perspective, the home languages survey can be a very helpful tool in planning new educational policies in favour of maintaining and promoting this large list of immigrant languages, with the aim of a better understanding the future development.

-And from an economic perspective, home languages can be promoted to help international relations (globalisation).

To better understand our population and to avoid racism we should know better about those immigrants in order to know which policies are the best and should be taken to promote integration and avoid assimilation.

In order to understand better the terminology used in this survey, I will give the definition of some key concepts:

Immigrant Minority Languages: Are those languages used by a relative small part of the population that has come from abroad and has become inhabitants of the host city or country independently of if that language has a great number of speakers in its home country.

Language shift: Is considered when the second generation of immigrants, as common, lose their mother tongue.

Language attrition: It is the case of those immigrants who leave their country with a relatively young age so that they cannot longer develop their home language, as it would had happened if they would have stayed in their country.

Regional Minority Languages across European countries: are those, as it is the case of Basque language, languages which live together with a dominant language in the same territory or nation. In some cases these languages have the status of official languages in its own region, part of a larger nation, but in other cases is not, as it is the case of the Basque language in France, just to mention one example.

English as a lingua Franca: It is named a lingua franca because is the language most people use to communicate in international relations, among people whose language is different. This is the case of English, which it has more speakers who have it as a second or a third language than the amount of speakers who have it as a mother tongue.

The structure of the master's thesis is as followed:

The abstract will provide the reader it with the idea of what I wanted to find out by doing this master thesis, the methodology I used to gather the data and some of the findings briefly explained, and it is written in two languages, Basque and English.

This master thesis is divided into five chapters:

The first Chapter is a brief introduction, smaller than the following chapters, which explain the purpose of the study and the structure of this master's thesis.

In the second chapter, I want to mention the different views on the specific topic under study, the languages at home and at school, and I will also discuss the strong and the weak points of these views trying to reach a conclusion about these recent trends. I will mention which are my research questions as well. Then I will make an introductory review of the city of Irun and its educational policies.

In Chapter 3 I will explain the methodology I used, the design of it and I will provide some information that I found relevant about participants, instruments and procedure for data collecting, the weak points of it and ethical standards.

In Chapter 4, findings, I will analyse the data according to the research questions, including tables and figures, where they will be appropriate and after I will explained the findings. This will be the longest chapter.

Last chapter number 5 will be for drawing conclusions taking into account my findings, the research questions and the review of the literature.

I will also explain the limitations of the study and suggest areas for further research. Implications for education will be mentioned.

CHAPTER 2. Review of the Literature

In this chapter we are going to see a brief review of some of the literature on this topic. I will study and discuss the strong and the weak points of these views. The two principal sources for my study have been two books, the first one named *Immigrant Languages in Europe*, edited by Guus Extra and Ludo Verhoeven, and a second one named *Urban Multilingualism in Europe* edited by Guus Extra and Kutlay Yagmur, *Immigrant Minority Languages at Home and at School*.

In the first book mentioned they analysed the concept of "Ethnic Minorities" and it is contemplated as the group of different generation members who consider themselves and others different from the main group of inhabitants of the host country they are living in in terms of number, socio-economic status and power, let say in politics, and in terms of language and culture, which often contemplate religion. Even though the concept of ethnicity does not necessarily include all the three terms. (Extra.G.&Verhoeven.l.pag.4-5)

I have to say that I haven't include the term ethnicity in the survey because nowadays we can misunderstand the feelings of belonging to a concrete ethnic with racism towards others ethnics we are living together with, for obvious reasons of nationalism and politics, which is not our matter of study. Instead I just ask the pupils for their country of birth, taken into account the Basque Community as different community from those who belong to Spain.

We agree with the statement that says that language use is a mark of group identity, and a core value of identity, however, it is not necessarily a prerequisite for the intergenerational maintenance of group identity; migration, tourism, trade and media go together with the growing awareness of cultural and linguistic diversity. We should not misunderstand the concept related to nation states and national languages with the less mentioned concept of regional minority languages and immigrant groups and immigrant language varieties. European Community Languages refers to official or national languages.

Immigrants, as it is said in the book, until those days, almost wanted to acquire and use the dominant language, learned for instrumental use due to their condition. We have to say that the book was written in the sixties, but is true that now the tendency is to go back to the eighties where in many Northern and Western European countries the general policy allowed the maintenance of mother tongue in immigrants. In the eighties immigrant languages were given the opportunity to serve to particular public functions in the community. As regards to education as well some initiatives were taken offering mother tongue instruction at schools. But in those years, the sixties, the policy had been assimilatory, based on the argumentation of adaptation and integration of those immigrant groups.

It says also that immigrants do very much of code switching within the native and the majority language, but is understandable, within the family, the parents were the ones who had not the opportunity of education in the host language, that is why when a message from the media or from outside home came, children or the younger try to translate to their parents the message, although, the language at home was not the mother tongue, the accuracy of the language was not enough to understand some messages.

It is also known that children with ethnic minority language might have a lower level of mother tongue when schooling is in the first or second language environment. Due to the subtractive bilingualism, which happens when BICS and CALP (see references) are not developed enough we can say that this kind of bilingualism it might happened only in the early years of schooling without being a phenomenon in the further developing of language learning. Considering that a speaker at some point in time is no longer mainly a language learner but a language user.

The above mentioned question drifts us to a very relevant matter on bilingualism, and that is the concern parental attitudes, towards bilingualism, in the acquisition of immigrant minority languages. Should immigrants be assimilated by language shift? This is what it happens in second generation groups of immigrants where identity is not

any longer a matter of concern. Motivation of the second generation to preserve the mother tongue can be very small due to the instrumental motivation, lack of use outside their family; they might be totally integrated in the host country.

Attitude towards bilingualism and the role of parents in the acquisition of first language joined by the role of school played an important role. But, is there a place for immigrant minority languages in the curriculum? Some children just don't want to go to extra lessons 2 hours per week in European Northern countries where they are also thought about culture, tradition and geography. Another added problem to those classes is that immigrants might be from the same country but differ of the region reflecting different dialects, and in some cases politic conflicts. Depending from the origin country, parents might disagree in the use of first language and second language in school. Some are more critical in the use of first language at school. Is the case when language's shift happens more rapidly among some groups Americans or refugees.

In 1975 Bullock Committee Report acknowledged the importance of home language in a child's educational development. For first time an important government document recommended that: in a linguistically conscious nation in the modern world we should see bilingualism as an asset, as something to be nurtured, and one of the agencies which should nurture it is the school (page 294). No child should be expected to cast off the language and culture of the home as he crosses the school threshold, and the curriculum should reflect those aspects of live. (Page 543).

"The Inner London Education Authority (ILEA) since 1979, the largest education authority in the world, dissolved in 1989. The ILEA language censuses give an indication of the variety of languages spoken in the inner city schools. A total of 84 different languages were identified among ILEA pupils. In the area of language education, bilingual teaching strategies and multilingual approaches to education began to be developed by many schools, by recruitment and training of teachers who shared the language background of the children in schools. ILEA (1989) 1988 Language

Survey, Inner London Education Authority, Rs 1261/89 London". (Extra G. & Verhoeven L.1960 pag.59)

Another survey was made in Holland whitening those pupils with Moroccan background. It was measured as High grade entrants. HGE children where those with educational experience in Morocco who entered Dutch elementary school later; others may be called first grade entrants FGE. It was about Arabic language proficiency, a task was made to measure instruction comprehension, word decoding, spelling, written vocabulary and syntax.

There are also politics about immigrants and education in Sweden from the 1960, with a population of the 11% of children at school being immigrants. The policy towards immigrants in Sweden has been a policy of freedom and equality of opportunities. At school mother tongue has been tough, maybe only because of the fact that is beneficial for the second language learning the development of the first language. Classes in first language at the beginning with 6 years became gradually reduced in benefit to Swedish lasting first language for two hours per week. Another thing to consider is that those hours of first language teaching are taken from the compulsory Education, as Special Education or Speech Therapist, therefore many of the parents don't want to miss ordinary lessons in benefit of first language or mother tongue. It is also expensive for the state. Also many teachers are not trained adequately in the field. If lessons are confined to after school hours, pupils are tired and consequently they became less attractive.

Summarising we can see that some policies from some governments have been taken and also that the population at school has been studied in order to improve education to immigrant students and to avoid failure.

The second book object of study is named Urban Multilingualism in Europe edited also by Guus Extra, which now we can say it is an expert in the theme of study, & Kutlay Yagmur, Immigrant Minority Languages at Home and School.

Again we can see mentioned Regional Minority Languages and that is due to the reality of the common things they have together with Immigrant Minority Languages, issues such as the spread of the language, their domestic and public vitality, the processes and determinants of language maintenance versus language shift towards majority languages, the relation between language ethnicity and identity and the status of minority language in school in stages of Primary and Secondary education, are issues they have in common. It mentions also that when parents stop speaking the ancestral language with their children it becomes almost impossible to reverse language shift. But education is seen as the major factor in the maintenance and the promotion of the minority language. But once again teaching of Immigrant Minorities Languages are often seen by speakers of dominant languages as obstacles to integration

We can see a big contrast between the language of exclusion and the call for integration, and something I must admit is the fact that the European discourse derives from a restrictive interpretation of the notion of citizenship and nationality. When European immigrants left their continent and colonized countries abroad they legitimized their claim to citizenships in the constitution of these countries USA, Canada, Australia, South Africa, nobody ask the native inhabitants for place, what happened was that a great number of newcomers strive for equal status as citizenship.

Census in other countries provide a statistical portrait of the country, all levels of Government use census data to make policy decisions about national, regional and local socio-economic action programmes. The data can also provide to the Parliament or to determine equal payments and other status-community transfer payments and to design and assess particular programmes. Business, industry, association, institutions, academia and media depend on census data as a valuable decision-making tool. It can as well be used to plan important community services such as health care, education,

transportation, day care, fire and police protection, employment and training programmes.

Demo-linguistic maps. There is no tradition of collecting large-scale language use data in the European context, there are, however, a few countries, in particular Great Britain and Sweden, which collect home language data among school children.

A variety of questions are made in their periodical censuses as nationality, citizenship, birth country, ethnicity, ancestry, race, languages spoken at home and or at work and religion.

Language rights perspectives, May (2001), linkage between language and minority rights and nationalism, language loss, ethnicity, identity and education. Assimilation policies were the common, when native languages were confined to a few domains, thereby lowering their functional value and prestige. Canada, Russia, America, South Africa... Diversity and multilingualism were seen as enemies of social cohesion and national unity. Among dominant group members the policy was to no let them extend their languages and to no become a multilingual country.

The recognition of language rights by the Supreme Soviet in October 1991 is remarkable. In the Declaration of Human Rights and Freedoms (cited in Leontiev 1995) it is stated that "every person is guaranteed the right to use the mother tongue, to have education through the medium of the mother tongue, and the protection and growth of the national culture". The Russian position contrast sharply with some recent documents of European origin which contains absolutely empty formulation like (everyone has the right of expression in any language).

In June 1996 The Universal Declaration on Linguistic Rights in Barcelona in his 1.5 Article says:

"This Declaration considers as a language group any group of persons sharing the same language which is established in the territorial space of another language community

but which does not possess historical antecedents equivalent to those of that community. Examples of such a groups are immigrants, refugees, deported persons and members of diasporas.

Appendix in Extra& Gorter (2001) Declaration proposes a set of measures to improve (home) language data-gathering methods and to stimulate action programmes in education and research, thus improving the status of both Regional Minority Languages and Immigrant Minority Languages across Europe.

We agree in that the recognition of cultural pluralism or diversity is conceived as a prerequisite for social cohesion or integration.

At first we recognized two types of strategies as commonly referred to as prerequisite for language maintenance: intergenerational transmission at home and language teaching at school. After the Language Rights the book goes on with educational perspectives, and I will mention some of the remarkable policies that have been taken in other countries on this matter.

North-Rhine Westphalia in Germany and Mother Tongue Education. (We have to mention that language policy in this domain is vulnerable to political changes in Government, left-wind conceived while right-wind reduces). Common principles for language teaching should be taken into account, such as building upon previous skills and knowledge, offering meaningful contexts for communication and stimulating metalinguistic awareness across the boundaries of any particular language.

Mother Tongue Education contributes to the maintenance and development of contacts and bounds with the country of origin.

Mother Tongue Education is an expression of the public value attached to the linguistic and cultural heritage of immigrant minority children and their parents.

Children who have spoken and written competencies in their mother tongue will be ready and capable of learning better German.

As Educational objectives children must learn to:

-Value cultural diversity.

-Look at their cultural background from their own and from others people's perspectives.

-Understand the behaviour of others to solve problems arising from cultural misunderstandings.

-Develop strategies and techniques to handle concrete conflicts arising from different expectations, interests and values.

-Act on the basis of Human Rights against discrimination directed at minorities.

-In the case of Muslim children, learn about Islamic tradition and history, be able to function effectively in a dominantly Christian society, and acquire knowledge about a regular society with freedom of faith.

In the year 2003, 19 languages were offered 5 hours per week maximum. During 2002/2003 school year 1,377 Mother Tongue teachers were employed at the North Rhine Westphalia state level. At the end of the sixth grade, the level of achievement attained in Mother Tongue Language is taken into consideration for the final level assessment of Primary school pupils at large. In some cases these grades are taken as substitutes for traditional foreign language results.

We agree in that the example of North Rhine Westphalia is remarkable in some aspects as:

-Mother Tongue Language teaching is part of a state-supported educational philosophy in favour of multilingualism and multiculturalism in a state wide and European context.

-Mother Tongue Language teaching is offered in a broad spectrum of languages and for a broad spectrum of target groups, independent of the pupil's or parent's nationalities.

-Languages are offered on demand, given a sufficient enrolment of pupils and the availability of qualified teachers.

-Evaluation of achievement through Mother Tongue Languages is carried out by measuring the bilingual proficiencies of children rather than proficiency in German only.

-Parental interest and involvement in providing Mother Tongue Languages for their children is stimulated.

-Mother Tongue Language is offered under the supervision and control of the regular school inspection system.

-Mother Tongue Languages are provided by teachers who are appointed and paid by the state, not by source country agencies.

-Teacher training and service training for Mother Tongue Language teaching are taken seriously, and these teachers must fulfil the same requirements as any other teacher.

-Learning materials are subject to quality control, and developed and or published with state support.

We find this project very complete in order to satisfy the needs of these growing communities of immigrants in terms of Educational Policies. But if we desire to develop a similar program we should contemplate the following parameters for Immigrant Language teaching and it's research questions.

-Referred to the target group we should ask ourselves if the target group is specified in terms of countries of origin and mother tongues. And if is utilised and accessible by indigenous pupils.

-As arguments we have to find out if are given in terms of a struggle against deficits and if are given in terms of multicultural policy.

-As objectives we should look if are specified in terms of language skills.

-As regards to the evaluation we should see if pupils'achieved skills take place and if so how and when and if pupils get grades or report figures for achieved skills in their regular school reports.

-As regards to the enrolment if is there a minimal enrolment requirement and if so if this figure is determined per class, school or per municipality, and how high is this minimal enrolment.

-As regards to the curricular status if is Immigrant language teaching perceived as regular education and if is offered instead of other subjects and or at extra-curricular hours.

In terms of funding for which target groups and or languages is immigrant language teaching funded by national, regional or local educational authorities and if is by consulates, embassies of countries of origin.

-Teaching materials if are originated from the country of residence and of from countries of origin.

-Teacher qualifications if are dependent of regulations in the country of residence and or in countries of origin.

These will be the parameters which we should take into account for Immigrant Languages teaching.

Then the book shows it's research called Multilingual Cities Project, an investigation that was carried out in order to reveal the degree of multilingualism that actually existed among children in Primary schools in six cities of Europe, but we are going to contemplate just Madrid.

Madrid 1990 has become a host country in particular from no European countries. ELCO enseñanza de lengua y cultura de origen (Statutory Law 8/2000) says: all foreign minors under 18 have both the right and duty of education under the same conditions as Spanish pupils which includes access to free compulsory education.

The law doesn't establish any difference between those who reside legally in Spain and those who do not. The state has to guarantee education for all minors.

Chapter V of the Law on Special Education (LOGSE) is dedicated to pupils with special education needs. Schools must have the necessary means to allow these pupils to reach similar objectives as other pupils. The law specifies that the policies of compensatory education should oppose the inequalities caused by social, economic, cultural, geographic, ethnic or other factors. The law also allows independent communities with educational competences to develop specific programmers in relation to this matter.

The policy is that children who do not understand Spanish well enough as the mainstream language of the school leave the mainstream group for a determined number of hours per week which varies according to educational centers.

Intercultural education has become the new framework for managing the increasing presence of immigrant minority pupils in schools, and The European Union has recommended the application of intercultural educational principles in schools. Portugal and Moroccan governments sign agreements with Spain. No Governmental Organizations managed programmers some of them receive subsidies from educational authorities, in public centers outside school hours. Classes are open to all children who wish to learn Arabic irrespective of their nationality.

The pupils who take part of the programmer are examined to confirm whether they learn Arabic and satisfy the objectives specified in the programmer carried out by teachers. No evaluation ELCO has been carried out by the Spanish Ministry of Education either. There are two modalities: A Arabic language and Moroccan culture are provided outside the school curriculum and the B model which is integrated into the school curriculum. 2001/2002 ELCO was part of B model.

Moroccan government is charge of the recruitment of teachers, their remuneration and the elaboration of teaching materials. Portuguese children most of them have Spanish nationality.

The Multilingual Cities Project was carried out as a multiple case study under the auspices of the European Cultural Foundation established in Amsterdam. It was coordinated by a research team at Babylon, Centre for Studies of the Multicultural Society, at Tilburg University in the Netherlands.

Even though I have not mention any of the results shown in the book of Multilingual Cities Project I have mention the policies and the arguments mentioned in the book for further policies that could be taken into any Community. As results I will write the ones I got in the city of Irun, after I made my own study of the Immigrant Languages spoken.

The city of Irun is placed strategically in the political map of Europe. It is placed between France and Spain in the border with Nafarroa, old Kingdoms. In his history has been a Roman port, nowadays we have the Oiasso museum which show us archaeological rests from those times. Its strategic position has made it suffer different attacks from the neighboring kingdoms. During the Civil War in 1936 the city got burnt and destroyed.

The economy of the city has been linked to the railway, where all goods from Europe and those goods which went to Europe too made the change of wide of the railway in the city. In one hand, with the Schengen treat in 1990 the economy of the city suffered very much, with the close down of many agencies of transport and customs. On the other hand the free commerce of goods and people made grow the transport by road, and logistic places were built in the city to manage dealing with all the traffic of goods. Irun is a city of services but has got his own industry as well what made an interest place to become for living. We can see how much has grown the population of the city, with dates that show in 1940 a population of 14,368 people to 61,113 inhabitants in 2013.

Even though it is a Basque city of the most Basque spoken region of the whole Community, the second bigger city of Gipuzkoa after Donostia, the population is a melting pot who mainly came from all over Spain and other parts of the world. We have a minority of people with Basque roots. Due to the closeness to the border with France many people go to Hendaia to work or to send their children to school. Last dates show a population of the 67% of the pupils in Primary school who come from Irun. This caused difficult teaching and changes in their policy. We have to say that many people choose French education in order to avoid Basque compulsory teaching in the Basque Autonomous Community.

In Irun we have a wide offer of Educational schools, from Child education and Primary, with 12 centers, to Secondary education with 7 centers, followed by professional Schools, 3 public and 4 private and one private University center, University of Mondragon.

In Primary education, as in the whole Community we have three models, A, B and D. A is the one which teach Basque as a subject, what make it very difficult to acquire the Basque language. The B model which is bilingual still have not making real bilinguals

due to the diglossia with the Spanish language as the dominant language among the inhabitants of Irun, and the D model which is with Spanish as a subject, the only model which make real bilinguals. In Irun we have offered B and D, with most of the pupils having chosen D. We have to say that to learn Basque out of school is a very difficult business in Irun, if you want to learn it you can go to the language school or to the euskaltegis, the first one is official and free and the euskaltegis are concerted so it can get very expensive if you do not pass the tests. Out of these schools you have the media, TV and radio and the newspaper, then you have to make your own circle of friends to practice the language, out of that it is difficult to practice. Basque is not an Indo-European origin language, which has nothing to do with Romance languages or its modern languages coming from Romance languages making a bigger distance to learn the language which takes 4 or 5 years to learn it in an immersion course.

What concerns to immigrant people when they first come to our city, the town hall offers a service to introduce immigrants in all services offered to them. Related to the school, the Basque government offers together with the Berritzegunes, (centers for the coordination of teachers) a Welcome Plan to immigrants, called the Inclusion Plan which helps us in the intervention with the new students. First a technique of the school, called HIPI meets the family and then the HIPI instructor introduce the pupil another pupil called big brother who will translated at first amongst pupil and parents and the teachers. The HIPI teacher will be in charge of the linguistic attention of the new pupil and will make the introductory process.

Research questions:

-1. How much diversity, in terms of country of birth and language, do we find among the school population in Irun?

-2. Which languages do the primary school children in Irun use and which one do they prefer?

CHAPTER 3. Methodology

After we have seen the review of the literature in chapter 2, now, in this chapter 3, we are going to see the design of the study and I will also provide information about participants, instruments and the procedure for data collection.

I have to mention first of all that the design of the study it looks very much like the design of the: Multilingualism in Lithuanian Cities. Languages at Home and at School in Vilnius, Kaunas and Klaipeda realized by Meilute Ramoniene and Guus Extra.

First of all, to make the study I have pasted a questionnaire to all the students of second cycle of Primary Education, children from eight to ten years old in the third and fourth course year, of six schools from Irun, city which have nine schools. The children who have taken part of the study make a total number of five hundred and twenty five. Even though is no the total number of students from Irun, we thought that is a significant number for the study.

THE QUESTIONNAIRE

- 1- Girl or boy.
- 2- Name of the school.
- 3- Model.
- 4- Level.
- 5- Place of birth.
- 6- Father place of birth.
- 7- Mother place of birth.
- 8- Languages spoken at home.
- 9- Others.
- 10- Which language do you speak with your mother?
- 11- Which language do you speak with your father?
- 12- With language do you speak with your oldest sibling?
- 13- Which language do you speak with your youngest sibling?
- 14- Which language do you speak with your friends?
- 15- Which language is used in your home more often?
- 16- Which language do you learn? Where?

- 17- Which language would you like to learn?
- 18- In which language do you watch TV?
- 19- Which language do you like to speak most?

I have to say that the questionnaire has been filled up during lesson hours with the teacher's help but in questions like which language do you like to speak most, we have got a great number of languages due to the lack of understanding the question, in which they answered as if they were asked to answer which language do they would like to speak instead of which languages do they speak easily.

After a spoke to the school master for permission, I left the questionnaires there and I pick them up two weeks later. With the questionnaires I have put all the data into Excel programmer. To put all data into the programmer I had to put it codified, this is all languages and countries were given a code number, codes that are shown in the book of codes in the appendices. Once all the data was in there I used PSPP programmer to process the data, a programmer which is very similar to SPSS, a programmer which is conceive to process data and get, among others, frequencies. All these frequencies, which they look like tables, were put in Word programmer together with the rest of the survey to make a whole paper.

This is briefly the explanation of the design of the study.

CHAPTER 4. Findings

This chapter is the one which is going to show us the analyses of the data and it will be in accordance to the research questions. It will provide the survey with tables and figures, and explanations of them.

TABLE NUMBER 1. GENDER

Label	Value	Frequency	Percentage
Girl	1	260	50.39
Boy	2	256	49.61
	0	9	Missing
	Total	525	100%

Valid	516
Missing	9

We do not have much to analyze here, we just can see that is a very equal number of pupils between genders. We have some missing, just because the questionnaire had been past when some pupils did not go to school that day but in the percentage we do not count them.

TABLE NUMBER 2. PLACE OF BIRTH

Label	Value	Frequency	Percentage
Euskal- Herria	1	443	88.25%
Spain	2	15	2.99%
Portugal	3	10	1.99%
France	4	2	0.40%
Morocco	5	1	0.20%
Brazil	7	2	0.40%
China	8	2	0.40%
Slovaquia	9	1	0.20%
Argentina	10	1	0.20%
Peru	12	3	0.60%
Rep. Dominicana	13	3	0.60%
India	15	1	0.20%
Ecuador	16	1	0.20%
Nicaragua	19	2	0.40%
Italy	20	1	0.20%
Nigeria	21	1	0.20%
Colombia	23	3	0.60%
Roumania	24	5	1.00%
Russia	29	1	0.20%
Cape Verde	30	1	0.20%
Egypt	31	1	0.20%
Moldavia	39	1	0.20%
Angola	42	1	0.20%
	0	23	Missing

Valid	502
Missing	23
Total	525

We can see in this table that we have a variety of twenty three different countries with the most mentioned figure, number 1 which belongs to the Basque country with a frequency of four hundred and forty three. The number of pupils born in Spain is also no very significant. The frequency of pupils born abroad in percentage is of 8.76% with Portugal at the head with ten pupils.

TABLE NUMBER 3. FATHER'S COUNTRY OF BIRTH

Label	Value	Frequency	Percentage
Euskal-Herria	1	267	58.11%
Spain	2	50	15.31%
Portugal	3	8	2.04%
France	4	5	1.53%
Morocco	5	5	1.28%
Aljeria	6	2	0.51%
Brazil	7	4	1.02%
China	8	1	0.26%
Slovaquia	9	1	0.26%
Argentina	10	1	0.26%
Camerun	11	1	0.26%
Peru	12	3	0.77%
Rep. Dominicana	13	3	0.77%
Germany	14	1	0.26%
India	15	2	0.51%
Ecuador	16	4	1.02%
Nicaragua	19	2	0.51%
Italy	20	1	0.26%
Nigeria	21	1	0.26%
Ukrania	22	1	0.26%
Colombia	23	4	1.02%
Roumania	24	4	1.02%
Korea	25	1	0.26%
Egypt	31	1	0.26%
Chile	33	1	0.26%
Cuba	37	1	0.26%
Sahara	38	1	0.26%
Moldavia	39	2	0.51%

Mozambique	40	1	0.26%
Angola	42	1	0.26%
Guinea	43	1	0.26%
	0	133	Missing
	Total	525	100%

Missing	133
Valid	392
Total	525

In this table we can see a great number of ceros, which must be due to the short age of pupils who might do not know their father's origin, but, also due to the situation of illegality of some immigrants, mainly from Eastern countries and from African countries. Is significant as well the increasing numbers of fathers born in Spain, followed by a small number of fathers born in Portugal, France and Morocco as the most repeated figure.

TABLE NUMBER 4. MOTHER'S COUNTRY OF BIRTH

Label	Value	Frequency	Percentage
Euskal-Herria	1	268	56.17%
Spain	2	50	14.81%
Portugal	3	5	1.48%
France	4	4	0.99%
Morocco	5	5	1.23%
Aljeria	6	2	0.49%
Brazil	7	7	1.73%
China	8	2	0.49%
Slovaquia	9	1	0.25%
Argentina	10	2	0.49%
Peru	12	5	1.23%
Rep.Dominicana	13	3	0.74%

Germany	14	1	0.25%
India	15	2	0.49%
Ecuador	16	5	1.23%
Indonesia	17	1	0.24%
Nicaragua	19	2	0.49%
Nigeria	21	1	0.25%
Ukraine	22	3	0.74%
Colombia	23	4	0.99%
Rumania	24	5	1.23%
Albania	26	1	0.25%
Japan	27	1	0.25%
Nigeria	28	1	0.25%
Cape Verde	30	1	0.25%
Mexico	32	2	0.49%
St. Domingo	34	1	0.25%
Armenia	35	1	0.25%
Bogota	36	1	0.25%
Cuba	37	1	0.25%
Sahara	38	1	0.25%
Moldavia	39	2	0.49%
Angola	42	1	0.25%
Guinea	43	1	0.25%
Kenia	44	1	0.25%
	0	120	Missing
	Total	525	100%

Valid	405
Missing	120
Total	525

In this table we can see that the amount of mothers born in Spain surprisingly is the same one as the amount of fathers born in Spain. Most of the mothers are from Basque country followed by a small amount of mothers from France, Brazil, Portugal, Peru, Ecuador and Rumania.

TABLE NUMBER 5. LANGUAGES SPOKEN TO THE MOTHER

Label	Value	Frecuency	Percentage
Basque	1	69	13.66%
Spanish	2	320	63.37%
Arabic	5	2	0.40%
Rumanian	7	1	0.20%
Chinese	8	1	0.20%
Portuguese	9	5	0.99%
Slovenian	10	1	0.20%
Armenian	14	2	0.40%
Hindu	15	1	0.20%
Ukrainian	19	1	0.20%
Italian	20	2	0.40%
Latin	22	3	0.59%
Moldavian	27	1	0.20%
Basque, Spanish,English	50	1	0.20%
Basque, Spanish	51	75	14.85%
Spanish, French	53	3	0.59%
Spanish, Arabic	54	2	0.40%
Spanish, Portuguese	55	3	0.59%
Spanish, French, Arabic	56	1	0.20%
Basque, French	60	1	0.20%
Spanish, English	67	3	0.59%
Spanish, Chinese	79	1	0.20%
Spanish, Russian	97	1	0.20%
Japanese, Italian	108	1	0.20%
Basque, Spanish, Moldavian	109	1	0.20%
Spanish, Latin	114	1	0.20%
Spanish, Ukranian	122	1	0.20%
Portuguese, Mozafrican	123	1	0.20%
	0	20	Missing
	Total	525	100%

Valid	505
Missing	20
Total	525

In this table we can appreciate the high percentage of pupils who use Spanish to communicate to their mothers, with a percentage of 63.37%, followed by a percentage of 13.66% of mothers who speak Basque to their child or children and a percentage of 14.85% of mothers who speak Basque and Spanish indistinctly. As regards to no official languages at the top we have Portuguese, followed by Rumanian and then a combination of two languages like Spanish- French, Spanish-Portuguese, and Spanish-English a combination, this last one, which has been taken from the same school, El Pilar, a private school although we can no say it is related to mother tongue but maybe could be related to the cultural level of parents who take their children to that school or to the fact that many of these pupils hear English at home from the media.

TABLE NUMBER 6. LANGUAGE SPOKEN WITH THE FATHER

Label	Value	Frequency	Percentage
Basque	1	80	16.33%
Spanish	2	305	62.24%
English	3	1	0.20%
French	4	1	0.20%
Arabic	5	2	0.41%
Rumanian	7	1	0.20%
Chinese	8	2	0.41%
Portuguese	9	7	1.43%
Slovakian	10	1	0.20%
Catalan	13	1	0.20%
Armenian	14	2	0.41%
Hindu	15	1	0.20%
Cale	17	1	0.20%
Ukrainian	19	1	0.20%
Latin	22	4	0.82%
Moldavian	27	1	0.20%
Basque, Spanish	51	65	13.27%
Basque, English	52	1	0.20%
Spanish, French	53	2	0.41%
Spanish, Arabic	54	4	0.82%
Spanish, Portuguese	55	1	0.20%
Spanish, English	67	4	0.82%

Basque, Spanish, French	85	1	0.20%
Portuguese, Mozambican	123	1	0.20%
	0	35	Missing
	Total	525	100%

Valid	490
Missing	35
Total	525

Here the data is very similar to the languages spoken to the mothers, but is a slightly higher percentage of fathers who speak Basque to their child or children. We can appreciate also that the percentage of Spanish language spoken is lower among fathers than among mothers in this case. It is followed by Portuguese, Rumanian, Basque and Spanish indistinctly etc.

TABLE NUMBER 7. LANGUAGE SPOKEN TO THE OLDER SIBLING

Label	Value	Frequency	Percentage
Basque	1	44	16.30%
Spanish	2	169	62.59%
English	3	1	0.37%
Arabic	5	1	0.37%
Chinese	8	1	0.37%
Portuguese	9	3	1.11%
Catalan	13	1	0.37%
Ukrainian	19	1	0.37%
Latin	22	2	0.74%
Basque, Spanish, English	50	2	0.74%
Basque, Spanish	51	42	15.56%
Basque, Spanish, English, French	57	1	0.37%
Spanish, English	67	1	0.37%
Spanish, Moldavian	124	1	0.37%
	0	255	Missing
	Total	525	100%

Valid	270
Missing	255
Total	525

Here we can see that many of the pupils do not have older siblings. Related to languages shown by the table we can see that Spanish is at the top with 62.59%, followed by Basque, with a percentage of 16.30% and bilinguals in Spanish and Basque with the 15.56%. We can deduce that people who speak Basque do speak Spanish as well indistinctly, but not the other way round. Even though pupils who use Basque at home with their older siblings together with those who do it in Basque and Spanish make a percentage of half of the figure of those who speak Spanish only.

TABLE NUMBER 8. LANGUAGE SPOKEN TO THE YOUNGEST SIBLINGS

Label	Value	Frequency	Percentage
Basque	1	37	16.67%
Spanish	2	131	59.01%
Arabic	5	2	0.90%
Armenian	14	1	0.45%
Ukrainian	19	1	0.45%
Rumanian	22	2	0.90%
Moldavian	27	1	0.45%
Basque, Spanish	51	44	19.82%
Spanish, Portuguese	55	1	0.45%
Spanish, Armenian	58	1	0.45%
Spanish, Italian	73	1	0.45%
	0	303	Missing
	Total	525	100%

Valid	222
Missing	303
Total	525

As it is shown in the table the percentage of pupils with younger siblings is lower than the percentage of pupils with older siblings. Here the amount of bilinguals is higher than the Basque speakers and it is followed by Rumanians and Moroccans with a frequency of just two of each nationality.

TABLE NUMBER 9. LANGUAGE SPOKEN TO FRIENDS

Label	Value	Frequency	Percentage
Basque	1	55	11.34%
Spanish	2	255	52.58%
Basque, Spanish	51	165	34.02%
Basque, English	52	1	0.21%
Spanish, French	53	3	0.62%
Spanish, Arabic	54	1	0.21%
Spanish, Portuguese	55	2	0.41%
Basque, Spanish, Ukrainian	74	1	0.21%
Basque, Spanish, Hindu	75	1	0.21%
Spanish, Ukrainian	122	1	0.215
	0	40	Missing
	Total	525	100%

Valid	485
Missing	40
Total	525

We can see that a percentage of 7.62% did not answer to this question, quite a higher number; I do not know the reason why. Then on top again Spanish with a 48.57%, followed by bilinguals of Basque and Spanish with a percentage of 31.43% and Basque used just by a percentage of 10.68%. With no official languages we have bilinguals of French and Spanish 3 pupils and Portuguese and Spanish 2 pupils.

TABLE NUMBER 10. HOME LANGUAGES

Label	Value	Frequency	Percentage
Basque	1	29	5.74%
Spanish	2	200	39.60%
Arabic	5	2	0.40%
Rumanian	7	1	0.20%
Chinese	8	1	0.20%
Portuguese	9	5	1.19%
Slovakian	10	1	0.20%
Armenian	14	2	0.40%
Cale	17	1	0.20%
Ukrainian	19	1	0.20%
Latin	22	3	0.59%
Basque, Spanish, English	50	53	12.48%
Basque, Spanish	51	125	24.75%
Basque, English	52	3	0.59%
Spanish, French	53	4	0.79%
Spanish, Arabic	54	4	0.79%
Spanish, Portuguese	55	3	0.59%
Spanish, French, Arabic	56	1	0.20%
Basque, Spanish, English, French	57	5	0.99%
Spanish, English	67	19	3.76%
Spanish, Galego	68	1	0.20%
Arabic, Hindu	71	1	0.20%
Basque, Spanish, Arabic	72	1	0.20%
Spanish, Italian	73	1	0.20%
Spanish, Chinese	79	1	0.20%
Basque, Spanish, Galego	80	3	0.59%
Basque, Spanish, French	85	3	0.59%
Spanish, Italian, Latin	86	1	0.20%
Spanish, English, French	90	5	0.99%
Basque, Spanish, Japanese	91	1	0.20%
Basque, Spanish, Russian	94	1	0.20%
Basque, Spanish, Catalan	95	2	0.40%
Basque, Chinese	100	1	0.20%
Basque, Spanish, Moldavian	109	2	0.40%
Basque, Arabic,	110	1	0.20%

Moldavian			
Spanish, Korean	112	1	0.20%
Spanish, Cale	113	1	0.20%
Spanish, French, Portuguese	120	1	0.20%
Basque, Spanish, English, Ukrainian	126	1	0.20%
Basque, Spanish, English, Mozambican	127	1	0.20%
Basque, Spanish, English, French, Portuguese	128	1	0.20%
	0	20	Missing
	Total	525	100%

Valid	505
Missing	20
Total	525

Well this table gives us a broader vision of languages. At the top Spanish with 200 speakers. Follows the group of bilinguals Spanish, Basque with 125 speakers, and then the multilingual of Basque, Spanish and English with 63 speakers and then the Basque speakers with a number of 29 speakers. After we can see just five groups of multilinguals with more than four speakers.

TABLE NUMBER 11. WHICH LANGUAGES DO THEY LEARN

Label	Value	Frequency	Percentage
Basque, Spanish, English	50	474	90.63%
Basque, Spanish	51	24	4.59%
Basque, Spanish, French	57	16	3.06%
Basque, Spanish, Slovakian	59	2	0.38%
Basque, Spanish, English, Hindu	70	1	0.19%

Basque, Spanish, English, Arabic	76	1	0.19%
Basque, Spanish, English, Chinese	87	1	0.19%
Basque, Spanish, English, Catalan	101	1	0.19%
Basque, Spanish, English, Gale	115	1	0.19%
Basque, Spanish, English, Italian	129	1	0.19%
Basque, Spanish, French, Japanese	141	1	0.19%
	0	2	Missing
	Total	525	100%

Valid	523
Missing	2
Total	525

This table shows us the languages pupils are learning. We have not found any of the schools which offer A model, the model which teaches all in Spanish and have Basque as a subject but we have found B model the bilingual model which offers half of the subjects in Basque and the other half in Spanish. Most of the pupils learn the D model. We must say that there is not C model because this letter does not exist in the Basque alphabet. We will show a table of the models next. The higher figure we have found is number 50 which means the study of Basque, Spanish and English. We must mention that there is not even one school which offers Immersion in English or CLIL. This figure it is followed by 51 which means bilingual Basque and Spanish without English as a subject, learned by 24 pupils, this number might be because it was a class of the third level, in a school where we could not get the questionnaire past to the fourth level, and they consider pupils are not older enough in third level and they start teaching English as a subject a bit latter. After we have 57 which mean they learn Basque, Spanish, English and French learned by a number of 16 pupils. We have to say that the four languages are not offered in any school as a subject but pupils take extra lessons out of the school. There are 68 pupils who learn English as a subject in private lessons out of school.

TABLE NUMBER 12. EDUCATIONAL MODELS

Label	Value	Frequency	Percentage
D	1	393	75.58%
B	2	127	24.42%

	0	2	Missing
	Total	525	100%

Valid	523
Missing	2
Total	525

We are not going to comment about this table now; we will do it in next chapter where we will offer the conclusions according to the research questions.

TABLE NUMBER 13. LANGUAGES THEY WOULD LIKE TO LEARN

Label	Value	Frequency	Percentage
Basque	1	24	5.08%
Spanish	2	9	1.91%
English	3	75	15.89%
French	4	165	34.96%
Arabic	5	6	1.27%
Wolof	6	3	0.64%
Rumanian	7	1	0.21%
Chinese	8	37	7.84%
Portuguese	9	16	3.39%
German	11	5	1.06%
Japanese	12	15	3.18%
Catalan	13	3	0.64%
Hindu	15	1	0.21%
Quechua	16	2	0.42%
Galego	18	1	0.21%
Ukrainian	19	4	0.85%
Italian	20	20	4.24%
Swedish	21	2	0.42%
Nigerian	23	1	0.21%
Russian	24	1	0.21%
Korean	25	4	0.85%
Berber	26	1	0.21%
Hawaiian	29	1	0.21%
Turkish	30	2	0.42%
Slovenian	31	1	0.21%
Basque, Spanish	51	1	0.21%
Basque, English	52	3	0.64%
Spanish, Portuguese	55	1	0.21%
Basque, French	60	3	0.64%

French, Arabic, Portuguese	61	1	0.21%
French, Chinese, Portuguese	62	3	0.64%
Spanish, English, Slovakian	63	1	0.21%
French, Chinese, German	64	1	0.21%
French, Catalan	65	1	0.21%
Spanish, English	67	1	1.21%
Spanish, Italian	73	1	0.21%
French, Chinese	77	9	0.91%
Arabic, Chinese	78	1	0.21%
Spanish, Chinese	79	1	0.21%
English, Galego	81	1	0.21%
English, German	82	2	0.42%
English, French	83	5	1.06%
German, Italian	84	1	0.21%
French, Italian	88	4	0.85%
Arabic, Portuguese	89	1	0.21%
French, Chinese, Japanese	92	3	0.64%
Arabic, German	93	1	0.21%
French, Portuguese	98	2	0.42%
Chinese, Italian	102	3	0.64%
French, Catalan, Russian	103	1	0.21%
Chinese, Japanese	104	2	0.42%
French, Japanese	105	1	0.21%
Chinese, Catalan	107	1	0.21%
Basque, Spanish, English, French, Arabic	111	1	0.21%
French, Arabic, Portuguese	116	1	0.21%
French, Wolof	117	1	0.21%
French, Chinese, Japanese, Italian	125	1	0.21%
French, Japanese, Italian	131	1	0.21%
French, German,	132	1	0.21%
French, Chinese, Portuguese, German	133	1	0.21%
German, Galego	134	1	0.21%
French, Chinese, Russian	135	1	0.21%
French, Portuguese, Italian	136	1	0.21%

French, Rumanian,	137	1	0.21%
Arabic, Chinese, Galego	138	1	0.21%
English, Rumanian, Catalan	139	1	0.21%
English, Rumanian, Chinese	140	1	0.21%
Basque, English, French, Chinese, German	142	1	0.21%
French, Rumanian	143	1	0.21%
	0	53	Missing
	Total	525	100%

Valid	472
Missing	53
Total	525

This is the variable with more diversity of the study. At the top we have found French, this must be related to the proximity of the city to the border of France. This reality of the proximity to the border give us the fact that many parents choose schools in France to take their children, due to the fact that later these kids will became bilingual in Spanish and French and it is also due to the reality that going to a School in France allows the pupils to skip the Basque language as it is not a compulsory language in France. This figure it is followed by English with 75 pupils, Chinese with 37, Basque with 24, Italian with 20, Portuguese with 16 and Japanese with 15.

TABLE NUMBER 14. In which language do they watch TV.

Label	Value	Frequency	Percentage
Basque	1	22	4.37%
Spanish	2	300	59.64%
English	3	1	0.20%
French	4	2	0.40%
Basque, Spanish, English	50	11	2.19%
Basque, Spanish	51	136	27.04%
Basque, English	52	1	0.20%
Spanish, French	53	3	0.60%
Spanish, Portuguese	55	2	0.40%
Spanish, French, Arabic	56	1	0.20%

Basque, Spanish, English, French	57	1	0.20%
Spanish, English	67	11	2.19%
Basque, Spanish, Hindu	75	1	0.20%
Spanish, Chinese	79	1	0.20%
Basque, Spanish, French	85	3	0.60%
Basque, English, Japanese	91	1	0.20%
Spanish, Catalan	96	1	0.20%
Basque, Russian	99	1	0.20%
Basque, English, French, Chinese, German	106	1	0.20%
Basque, Spanish, Rumanian	118	1	0.20%
Basque, Spanish, Portuguese	119	1	0.20%
Spanish, Ukrainian	122	1	0.20%
	0	22	Missing
	Total	525	100%

Valid	503
Missing	22
Total	525

Here we have 300 pupils who watch TV in Spanish most of the time, 136 who do watch Spanish and Basque TV, 22 who chose Basque TV, 11 who watch English, Spanish and Basque TV, and 11 who chose Spanish and English TV.

TABLE NUMBER 15. LANGUAGES THEY PREFER TO SPEAK

Label	Value	Frequency	Percentage
Basque	1	143	28.60%
Spanish	2	261	52.20%
English	3	14	2.80%
French	4	16	3.20%
Arabic	5	4	0.80%
Chinese	8	1	0.20%
Portuguese	9	9	1.80%
Slovakian	10	2	0.40%
Catalan	12	1	0.20%
Japanese	13	1	0.20%
Armenian	14	1	0.20%
Hindu	15	1	0.20%
Quechua	16	1	0.20%
Cale	17	1	0.20%
Ukrainian	19	1	0.20%
Italian	20	2	0.40%
Latin	22	1	0.20%
Russian	24	1	0.20%
Basque, Spanish, English	50	1	0.20%
Basque, Spanish	51	17	3.40%
Basque, English	52	4	0.80%
Basque, French	53	1	0.20%
Spanish, Portuguese	55	1	0.20%
Spanish, Armenian	58	1	0.20%
Basque, French	60	1	0.20%
Spanish, English	67	5	1.20%
Spanish, Italian	73	1	0.20%
Spanish, Catalan	96	1	0.20%
Basque, Spanish, Berber	109	1	0.20%
Basque, Spanish, English, French, Arabic	111	1	0.20%
Spanish, Latin	114	1	0.20%
Basque, Italian	121	1	0.20%
Spanish, Rumanian	144	1	0.20%
	0	25	Missing
	Total	525	100%

Valid	500
Missing	25

Total	525
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We have to say that this question maybe has not been well understood in the questionnaire. What we wanted to know was in which language they feel more comfortable when they speak, instead of getting the answer to that question we got the answer of which language they would like to speak. This mistake might be due to the misconception of the conditional tense verb when we made the question, due to the short age of the pupils. But not all misunderstood the question.

We have 261 pupils who chose Spanish as the language they feel more comfortable when they speak, 143 chose Basque, 17 chose Basque and Spanish, 16 chose French and 14 chose English. We also got one student who said that he prefers to speak Latin, This might be caused because he misunderstood the question.

Well we have shown some tables and comment them in this chapter. We have not comment every data of the tables, the reader, we suppose, would do it if has any interest on it just by looking at the tables and searching for the meaning of the codes in the code book at the very beginning of the chapter. In next chapter we will drive you through the conclusions.

CHAPTER NUMBER 5. Conclusion, Summary & Implications

In this chapter we are going to see some of the conclusions I got taking into account the review of the literature, the findings and the research questions. I will also mention some implications for education and I will explain the limitations of the study and suggest areas for further research.

The purpose of the study is to get data from Primary schools of the city of Irun about languages spoken by the pupils at home and at school. The subjects of study were the pupils of the third and fourth grade, who are between eight and ten years of age. The research questions are:

1-How much diversity, in terms of country of birth and language, do we find among the school population in Irun?

2-Which languages do the primary school children in Irun use and which one do they prefer?

To make this master thesis we have counted forty two different countries mentioned by pupils when they answer questions related to the place of birth of themselves and of their parents. Languages, we have counted thirty different languages but ninety one combinations of languages which makes one hundred and one different answers related to the languages they speak, they learn, they would like to speak and languages in which they watch TV.

In the country of pupil's birth table we can see that 88.25% of the children are born in the Basque Country, 2.99% in Spain and 8.76% are born in immigrant countries, with Portugal at the head. With regards to the father's place of birth we find an increasing number of people born in Spain followed by Portugal, France, Morocco, Brazil and Ecuador, with percentage of 58.11% Basque, 15.31% Spanish and 2.04% from Portugal. The percentage of immigrant fathers is 26.58% with 133 missing what makes this figure probably bigger due to the illegality of some of them, the no conventional families and pupil's ignorance about their roots. With mothers we have figures in percentages of 56.17% born in Basque Country, 14.81% born in Spain and 29.02% of immigrants from Brazil 1.73%, Portugal 1.48%, Morocco 1.23%, and Peru, Ecuador and Rumania 1.23% each one and 120 missing out of 525.

The findings of the language they speak to their mother lead us to the conclusion that there are many cases of language shift, which means that immigrant children do not keep their mother tongue further than home doors in their early childhood. We find 13.66% Basque speakers, 63.37% Spanish speakers, 14.85% bilinguals of Spanish and Basque and 0.99% Portuguese speakers. With 8.12% of speakers of immigrant languages and 20 pupils missing. Spanish spoken by South Americans is not counted apart. Something similar happens to their fathers, language shift, with just 8.16% of immigrant languages spoken to their children, 16.33% Basque, 62.24% Spanish, 13.27% bilingual Spanish and Basque and 35 missing.

All in all we find languages spoken at home a bit different, with Basque 5.74%, Spanish 39.60% multilingual 12.48% with the languages that are taught as a subject, 24.75% of bilinguals Basque and Spanish and 3.76% Spanish English, 13.77% of immigrant language and 20 missing.

Languages they mention they would like to learn are: Basque 5.08%, Spanish 1.91%, English 15.89%, French 34.96%, Chinese 7.84%, Portuguese 3.39%, Japanese 3.18% and Italian 4.24% among others with 53 missing.

Languages they prefer to speak: Basque 28.60%, Spanish 52.20%, bilinguals Basque and Spanish 3.40%, French 3.20%, English 2.80% and Portuguese 1.80%, these are the most referred ones.

We have seen from the review of the literature that some countries have taken policies towards immigrant language teaching but, in our Community we have never done it. Nowadays with a school population of 12% of the pupils in Irun being immigrant maybe we have to consider the possibility of doing something like other countries like Germany for example has done in North Rhine Westphalia when it had to face the same phenomenon. It is true that we do not have a significant number of immigrant pupils from only one country, so that we could get them together in a class to receive lessons in their mother tongue, but maybe we could get pupils from other schools or from other towns close to Irun and put them together in mother tongue lessons. We need to make up our minds in order to improve the relation between mother tongue teaching and school marks. We cannot just let these pupils fail at school, as statistics from other research show us that they do.

We have seen that there is a lot of failure in school among immigrant students so they can have a mixture of feelings towards school as an institution and towards Basque language as a subject. But in the early years of schooling is much easier for pupils to face with the languages of school, they do not even know that Basque is a minority language outside the school. What they face is that they have to learn a language that is not the mother language of the majority of pupils, so at the break time they all switch to Spanish within friends to play, which benefits the Spanish language. After they realized that they do not need the Basque language in their everyday live to deal with society, that English is a language of prestige and that is trendier to speak English for business or to travel, they just switch off. Pupils think that Basque is the language of school and that if they want to success in the educational system they have to learn Basque.

We have to point out some limitations of the study. We realized that if we want to change the policies related to mother tongue teaching within curricular subjects as it has been done in several countries before, we should do the study on a larger scale, and official so the institutions would take part in it and the results would lead us to conclusions where we could see further than the school system, and make new policies.

It would be very interesting for a future research, to pass a similar questionnaire to the whole Basque Community students, and by doing that getting data for new implications for education, where mother language teaching will be as a curricular subject with the possibility of teaching immigrant languages not just to immigrants so that the umbrella of languages to be learnt would be broader.

In this master thesis we have seen the data collected in six Primary schools from Irun from a questionnaire of languages spoken by students at home and at school, we have made the review of some literature on the theme and we have shown the tables made by pspp software which has lead us to some conclusions, conclusions that can be taken into account for further research if we want to draw new policies for a better off and richer educational system, one of the pillars of our society.

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APPENDICES.

BOOK OF CODES.

format name	numeric code	value label
gender	1	girl
	2	boy
	3	missing
school	1	San Vicente
	2	Pilar
	3	Belasko enea
	4	Toki Alai
	5	DUMBOA
	6	Elatzeta
model	1	D
	2	B
level	1	3º
	2	4º
birth	1	Euskal herria
Father's birth	2	Spain
Mother's birth	3	Portugal
	4	France
	5	Morocco
	6	Algiers
	7	Brazil
	8	China
	9	Slovenian
	10	Argentina
	11	Cameroun
	12	Peru
	13	Dominican Rep
	14	Germany
	15	India
	16	Ecuador
	17	Indonesia
	18	USA
	19	Nicaragua
	20	Italia

	21	Nigeria
	22	Ukraine
	23	Colombia
	24	Rumania
	25	Corea
	26	Albania
	27	Japan
	28	Nigeria
	29	Russia
	30	Cape Green
	31	Egypt
	32	Mexico
	33	Chile
	34	St Domingo
	35	Armenia
	36	Bogota
	37	Cuba
	38	Sahara
	39	Moldavia
	40	Mozambique
	41	Angola
	42	Guinea
Home languages	1	Basque
Mother languages	2	Spanish
Father languages	3	English
Older sibling languages	4	French
Youngest sibling languages	5	Arabic
Friends languages	6	Wolof
most spoken language at home	7	Rumanian
Learning languages	8	Chinese
like to learn languages	9	Portuges
TV watching languages	10	SlovaKian
Languages would like to learn	11	German
	12	Japanese

	13	Catalan
	14	Armenio
	15	Hindu
	16	Quechua
	17	Cale
	18	Gallego
	19	Ucranian
	20	Italian
	21	Sweedesh
	22	Rumanian
	23	Latin
	24	Nigerian
	25	Russo
	26	Korean
	27	Berber
	28	Moldavia
	29	Mozambique no
	30	Hawaiian
	31	Turku
	50	Basque, Spanish, English.
	51	Basque, Spanish
	52	Basque, English
	53	Spanish, French
	54	Spanish, Arabic
	55	Spanish, Portuguese
	56	Spanish, French, Arabic
	57	Basque, Spanish, English, French
	58	Spanish, Armenian
	59	Basque, Spanish, Slovenian
	60	Basque, French
	61	French, Arabic, Portuguese
	62	French, Chinese, Portuguese
	63	Spanish, English, Slovenian
	64	French, Chinese, German
	65	French, Catalan
	66	Spanish, Catalan , Japanese
	67	Spanish, English
	68	Spanish, Galician
	69	English, Hindu
	70	Basque, Spanish, English, Hindu
	71	Arabic, Hindu
	72	Basque, Spanish, Arabic
	73	Spanish, Italian
	74	Basque, Spanish, Ucranian
	75	Basque, Spanish, Hindu

	76	Basque, Spanish, English, Arabic
	77	French, Chinese
	78	Arabic, Chinese
	79	Spanish, Chinese
	80	Basque, Spanish, Galician
	81	English, Galician
	82	English, German
	83	English, French
	84	German, Italian
	85	Basque, Spanish, French
	86	Spanish, Italian, Rumanian
	87	Basque, Spanish, English, Chinese
	88	French, Italian
	89	Arabic, Portuguese
	90	Spanish, English, French
	91	Basque, English, Japanese
	92	French, Chinese, Japanese
	93	Arabic, German
	94	Basque, Spanish, Nigerian
	95	Basque, Spanish, Catalan
	96	Spanish, Catalan
	97	Spanish, Nigerian
	98	French, Portuguese
	99	Basque, Russian
	100	Basque, Chinese
	101	Basque, Spanish, English, Catalan
	102	Chinese, Italian
	103	French, Catalan, Russian
	104	Chinese, Japanese
	105	French, Japanese
	106	Basque, English, French, Chinese, German
	107	Chinese, Catalan
	108	Japanese, Italian
	109	Basque, Spanish, Berber
	110	Spanish, Arabic, Berber
	111	Basque, Spanish, English, French, Arabic
	112	Spanish, Russian
	113	Spanish, Cale
	114	Spanish, Rumanian
	115	Basque, Spanish, English, Cale
	116	French, Arabic, Portuguese
	117	French, Wolof
	118	Basque, Spanish, Rumanian
	119	Basque, Spanish, Portuguese

	120	Spanish, French, Portuguese
	121	Basque, Italian
	122	Spanish, Ukranian
	123	Portuguese, Moldavian
	124	Spanish, Moldavian
	125	French, Chinese, Japanese, Italian
	126	Basque, Spanish, English, Ukranian
	127	Basque, Spanish, English, Moldavian
	128	Basque, Spanish, English, French, Portuguese
	129	Basque, Spanish, English, Italian
	130	French, Chinese, Japanese, Nigerian
	131	French, Japanese, Italian
	132	French, German
	133	French, Chinese, Portuguese, German
	134	German, Galician
	135	French, Chinese, Russian
	136	French, Portuguese, Italian
	137	French, Rumanian
	138	Arabic, Chinese, Galician
	139	English, Rumanian, Catalan
	140	English, Rumanian, Chinese
	141	Basque, English, French, Japanese
	142	Basque, English, French, Chinese, German
	143	French, Rumanian
	144	Spanish, Rumanian

