Usage of Basque among students in the education setting, by linguistic model. Navarre (%)

Definition

This indicator gathers information on the languages used in the education setting among fourth grade primary school students (children aged 10 and 11 years) and second grade secondary school students (teenagers aged 13 and 14 years).

It reviews the language used in the four following settings: with their teachers within the classroom; with their teachers outside the classroom; with their classmates within the classroom, and with their classmates during recess.

Moreover, the combination of those four usages of the language allows for the calculation of the indicator “global usage in schools”.

The general data reflect the usage rate for the student body. Based on the answers given to several questions on the linguistic usage, and with a view to summarize the high volume of answers collected in the survey, assigned usage rates have been calculated.

The assigned usage rate allows to determine the average value, on a scale from 0 to 100.

Outreach

Navarre

Variables and categories

Share of communication in Basque

- General data (%)
- 100 % in Basque
- 70 % to 99 % in Basque
- 30 % to 70 % in Basque
- 1 % to 30 % in Basque
- 0 % in Basque

Linguistic model:

- Model A
- Model D

Level:

- 4th Grade, primary education
- 2nd Grade, secondary education

Sex:

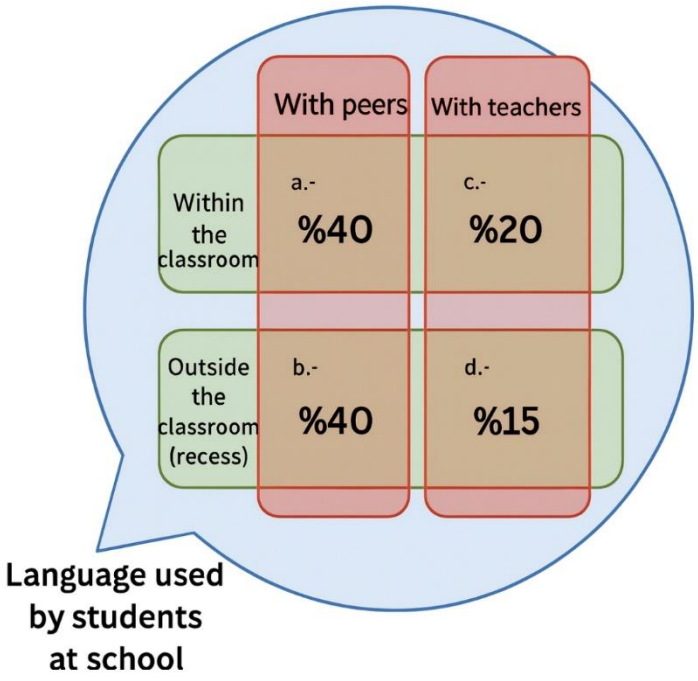
- Female
- Male

In order to calculate the global usage of Basque among the student body in schools, researchers took

into account the answers given to four questions related to the usage of Basque in the following settings:

- Usage among students with their teachers within the classroom.
- Usage among students with their teachers outside the classroom.
- Usage among students within the classroom.
- Usage among students during recess.

This four settings have been combined to create the following synthetic variable: "global usage among students in schools". Nonetheless, in this synthetic variable not all usages have been assigned the same importance, and the following image shows the relevance given to each one of them:



In the weighing exercise, three parameters were taking into account:

1. **Share of linguistic usage:** Even though it can not be expressed in concrete figures, clearly fourth grade primary school students (and even more so second grade secondary school students) spend more time with their classmates than what they do with their teachers, that is, they spend more time talking to them. This is essential. Practice and speaking (the skill that allows for the transmission of a given message, rather than the simple absorption capacity to understand what was heard) activate usage among speakers as a whole. Speaking practice plays a central role on this matter.
2. **Type of linguistic usage:** The informal usage among students builds a stronger foundation for the development of life skills for society —being associated with their intentions, desires and fears of everyday life— than other kind of interactions, more formal, aimed at developing curricular activities related to their abilities or knowledge. This is essential. Most of us do not need to resort to the Pythagorean theorem (nor use the kind of language necessary for its explanation) in our daily lives; some of the dispositions included therein could be appropriate in formal contexts, but (excluding certain areas of work) this type of situations represent a minimal part for the majority of speakers, let

alone for this specific group (as a result of the functional adaptation of Basque-Spanish).

3. **Linguistic usage context** (influence of where and with whom the communicative act takes place): acts of communication when interacting with teachers differ from those with peers, including with regards to the conditions resulting from the situation. Some of the activities are freer, while others are highly subject to environmental conditions. Moreover, those environmental conditions are of relevance, even from the point of view of solidarity/authority parameters. Of course, this also affects the choices for the future of said activity.

The new variable resulting from such criteria and the weighing exercise described above has been called ***global usage among students in the school setting*** or ***usage rate for the student body***.

The general data from the BAC reflect the usage rate for the student body. This rate is the result of the calculation made to summarize the high volume of answers collected in the survey, so as to assign them a numeric value.

Based on the answers given to several questions on the linguistic usage, and with a view to summarize the high volume of answers collected in the survey, usage rates assigned have been calculated, according to different variables. Specifically, each one of the six possible answers given by the student body was assigned a numeric value:

- Always in Basque = 100 % in Basque
- More Basque than Spanish = 75% in Basque
- As much Basque as Spanish = 50% in Basque
- Less Basque than Spanish = 25% in Basque
- Always in Spanish = 0 % in Basque
- In other language = 0 % in Basque

The assigned usage rate allows to determine the average value in a scale from 0 to 100 and, therefore, to summarize in just one category the information given in all six categories of them, which provides for a general overview of the language usage.

Sub-indicators (crossings)

- Usage of Basque among students in the education setting, by linguistic model. Navarre (districts) (%)

Source/s

IZASKUN ARRUE Project

Characteristics of the source	The IZASKUN ARRUE Project is focused on the usage of Basque among students from Navarre in the education setting. In February 2019, through the Diagnostic Assessment carried out by the Department of Education of the Government of Navarre, researchers were able to collect for the first time data from fourth grade primary school students and second grade secondary school students. Data on linguistic behaviours of all the student body in the education setting. As a result, the Sociolinguistic Cluster has analysed the main results of this first data collection at the request of the Basque Language Institute of Navarre (Euskarabidea). The Basque Indicator System (EAS) shows all the information reported by model A, B

<table>
<tr><td></td><td>and D students (with the exception of students enrolled in model G, given that they do not have any contact with the Basque language in the education setting, even though they represent more than half of the total student body).</td></tr>
<tr><td>Source administrators</td><td>Euskarabidea and Soziolinguistika Klusterra.</td></tr>
<tr><td>First data collection and frequency</td><td>First data collection: 2019
Frequency: Data were collected in 2019 and 2023. Looking forward, the data collection frequency still has to be determined.</td></tr>
<tr><td>Notes:</td><td>• General data from Navarre refer to students enrolled in model A and Model D (+B). Students enrolled in model G have not been taken into account, given that they do not have any contact with the Basque language in the education setting, even though they represent more than half of the total student body).
• The value “General data” (total) refers to the assigned usage rate to the student body. This rate is the result of the calculation made to summarize the high volume of answers collected in the survey, and to assign them a numeric value. The assigned usage rate allows to determine the average value, on a scale from 0 to 100.
• The information collected in 2019 by districts and linguistic model is distributed as follows:
<table>
<tr><th></th><th colspan="2">Fourth grade primary school students</th><th colspan="2">Second grade secondary school students</th></tr>
<tr><th></th><th>Model A</th><th>Model D</th><th>Model A</th><th>Model D</th></tr>
<tr><td>Navarre</td><td>1,340</td><td>1,743</td><td>630</td><td>1,616</td></tr>
<tr><td>Baztan-Bidasoa</td><td>9</td><td>233</td><td>11</td><td>233</td></tr>
<tr><td>Sangüesa/Zangozerria</td><td>32</td><td>25</td><td>18</td><td>22</td></tr>
<tr><td>Larraun-Leitzaldea</td><td>-</td><td>92</td><td>-</td><td>57</td></tr>
<tr><td>Pamplona/Iruñerria</td><td>805</td><td>979</td><td>381</td><td>974</td></tr>
<tr><td>Pirineo/Pirinioak</td><td>-</td><td>30</td><td>2</td><td>17</td></tr>
<tr><td>Prepirineo/Pirinioaurrea</td><td>11</td><td>24</td><td>-</td><td>37</td></tr>
<tr><td>Ribera/Erribera</td><td>69</td><td>13</td><td>22</td><td>14</td></tr>
<tr><td>Ribera Alta/ Erriberagoiena</td><td>39</td><td>-</td><td>26</td><td>-</td></tr>
<tr><td>Sakana</td><td>40</td><td>209</td><td>41</td><td>156</td></tr>
<tr><td>Tierra Estella/Estellerria</td><td>179</td><td>88</td><td>59</td><td>73</td></tr>
<tr><td>Izarbeibar-Novenera</td><td>45</td><td>20</td><td>-</td><td>-</td></tr>
<tr><td>Zona Media</td><td>111</td><td>30</td><td>70</td><td>33</td></tr>
</table></td></tr>
</table>