RESEARCH REPORT

Attitudes towards English in the Basque Autonomous Community

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ABSTRACT: The learning of more than two languages in the school context is becoming very commonplace all over Europe, especially in the many places where a minority language is spoken. The situation of the Basque educational system is a very good case in point, as, apart from Basque and Spanish, English is also learnt at school. This study examines the attitudes of 1,097 university students towards the aforementioned three languages, using Baker’s (1992) questionnaire on attitudes as the main instrument of the survey. In a previous study carried out with a smaller sample (133 students) in which the majority were Basque Philology degree students, it was observed that the participants’ L1 had a clear impact on their attitudes. In fact, those students who had Basque as their L1 viewed the two international languages (Spanish and English) less favourably. In the case of the present sample, it was expected that students would not show such a negative attitude, as the range of degree courses being followed is much wider. Because the Basque language does not form the central core of the participants’ studies, their attitudes towards Spanish and English will be more positive and farther from what Baker calls a 'bunker attitude'.

1. INTRODUCTION

The Basque Country has a population of about 2,500,000 inhabitants. It is on the coast of the Bay of Biscay and straddles the Eastern Pyrenees. Its northern provinces form the south-western corner of France and the area to the south of the Pyrenees pertains to Spain. The Basque Country refers therefore to the area occupied by the Basque speech community, which is divided into three political units: the Basque Autonomous Community (henceforth BAC) and Navarre in Spain, and the Atlantic Pyrenees Department in France. The data shown in this paper were gathered in the BAC, one of the 17 autonomous communities into which Spain is split up.

The BAC comprises three provinces (Araba, Bizkaia and Gipuzkoa) and since 1962, resulting from the implementation of the Basic Law on the Standardization of Basque, it is an officially bilingual community. Basque is the minority language and Spanish is the majority language. About a quarter of its population can speak Basque fluently, while a further 17 per cent speak it with difficulty and understand it well or reasonably well. However, about 55 per cent are monolingual Spanish speakers, people who can neither speak nor understand Basque. Thus, while the last 20 years have seen a small but steady increase in the number of people who can and do speak Basque in their everyday life – especially among children and young people due to the ever more popular immersion programmes – Basque is still clearly a minority language (Lasagabaster, 2001a).

Moreover, the age at which students start learning English (the predominant first foreign language in the Basque educational system) has been gradually lowered, and since the 2000–2001 school year it has been taught to children as young as four. This is an attempt on the part of the Basque Government to respond to social pressure in this direction, as Basque society supports and demands constant improvement in the teaching of this international language, and this early teaching is widely believed to be the correct way forward. Therefore, all pupils have contact with three languages from a very early age, irrespective of their linguistic background. The Basque educational system attaches growing importance to trilingualism and multilingual education.

Although the English language is in the ascendant in many parts of Europe, there are still sociolinguistic differences. In fact, the Basque context is very different from that in the Netherlands (van Essen, 1997), Denmark (Christoffersen, 1991), Germany (Erling, 2002), Sweden (Berg, Hult and King, 2001) or Finland (Hyrrystedt and Kalaja, 1998; Lasagabaster, 2001b), where knowledge of English or its presence out of the school setting (advertisements, TV channels, etc.) is much more common than in the BAC (Lasagabaster, 2001c). In the case of the BAC English is not used for internal communication needs and its use is clearly determined by international purposes. In this community all TV programmes and films are dubbed and there is a very large percentage of the population that cannot speak English.

Since World War II English has gained importance in many European countries. In Finland “almost all Finns are exposed daily to the language and its culture(s) through the mass media, TV being amongst the most influential!” (Hyryrstedt and Kalaja, 1998: 345). In Flanders (Belgium) some people think that English has become a threat to the Dutch language and there is concern about the ever increasing number of university courses taught in English, which is the reason why the presence of English has become such a hot debate in Flemish newspapers and magazines: “And it plays a role in the fact that 13-year-old Flemish pupils already know 400 English words before even taking a first formal English class” (Goethals, 1997: 107). In the case of Sweden the most “obvious manifestation of this concern is the move by the government to develop legislation to support the position of Swedish” (Berg, Hult and King, 2001: 307), as many people think that Swedish may become an intimate-sphere language and English the leading language of Swedish society. In Germany “English-language television shows and films are still generally dubbed into German, but there is a strong presence of English in society – there are plenty of English language bookstores and cinemas, and English can be found on shop signs, in menus, on the radio, in songs, in advertising, etc.” (Erling, 2002: 9). Although English has no official status and there is no institutionalized domain for it in these countries, their citizens use English for interpersonal and professional purposes. As a result of this, some wonder whether these countries (where English does play a role in business, education, politics, the media and even in interpersonal communication) are closer to outer-circle than to expanding-circle countries (Erling, 2002).

Nevertheless, and although there is an increasing number of studies focused on the learning of English as a third language among European bilinguals (Cenoz and Jessner, 2000), there are very few studies on attitudes towards English as an L3. As Brutt-Griffler (2002: 5) puts it, “Yet, while the English language has been spreading beyond the confines of the British Isles for some three centuries, World English as a field of study has only recently emerged.” From the perspective of the study of world Englishes, this paper endeavours to contribute to our understanding of this situation, while delving into the regular power asymmetry between minority and majority languages. It is important to bear in mind not only the real necessity of English, but also the perceived demand and value of the language (Berg, Hult and King, 2001).
Attitudes are manifested in the form of societal reactions such as those held by opinion-makers in the media or by ordinary citizens. However, attitudes spring from general and unorganized forces interacting with planned or visible interventions such as those exerted by policy makers (Pulcin, 1997). Several studies have been carried out in the BAC with the aim of examining students’ attitudes towards the two official languages, whereas those also concerned with English as a foreign language are scarce. As a matter of fact, not much world Englishes research has been carried out in theail concerning attitudes and perceptions of English, despite the fact that positive attitudes have been indicated as one of the main reasons for the spread of English throughout the world and that we need to examine learners’ attitudes towards the language in order to understand its use (Friedrich, 2000). The studies completed during the 1990s (Etxebarria, 1995; Garcia, 2001; Larrañaga, 1995; Madariaga, 1992) in the BAC have demonstrated that attitudes towards Basque and Spanish are sharply influenced by several factors, irrespective of the age of the students (these results have been confirmed with primary, secondary and tertiary education students): (1) Those whose L1 is Basque usually harbour more positive attitudes towards the minority language than those with Spanish as their L1. (2) The same applies to those who can speak Basque when compared with those who cannot speak it. (3) Those who have studied in Basque are more positive towards this language than those who have attended regular programmes (Spanish as vehicle language). (4) The clear effect of the sociolinguistic context: the higher the percentage of Basque speakers, the more positive people’s attitudes are.

The only study in the attitudes of university students towards the three languages have been analysed is the one undertaken by Lasagabaster (2000d). The hypotheses put forward in this study were two: (1) students would show a positive attitude towards English, and (2) the students’ different L1 (Basque or Spanish) would have an effect on their attitudes towards Spanish and Basque, but not with regard to English. The first hypothesis was borne out, as the students in general showed a very positive attitude towards English with a score close to 4 (in a scale in which 1 represented a very negative attitude and 5 a very positive one). However, the second hypothesis was not confirmed. As expected, those with Basque as L1 held more positive attitudes towards the minority language than those with Spanish as L1, whereas the results were just the reverse concerning Spanish. When examining the attitudes towards English, however, differences were found depending on the students’ L1. Those with Spanish as L1 showed more favourable attitudes towards the foreign language than those with Basque as L1.

The effect of the students’ L1 seems to be unambiguous. Whereas those who have Spanish as their L1 are not so positive about Basque, those with Basque as L1 are less positive with respect to the two international languages. The latter seem to be afraid of the presence of such powerful and ethnonationally vital languages (Giles, Bourhis, and Taylor, 1997; Otero, 1995). Nevertheless, it has to be considered that most of the L1 = Basque participants were Basque Philology students, students who reflect a special identification with the Basque language and its culture (as their choice of specialization evidently shows), and who may feel threatened by the presence of the two international languages. This is the reason why I decided to embark on a larger research study whose sample would be made up of students from different specializations, in an attempt to avoid the (unconsciously) likely bias of the previous sample. Because the Basque language did not form the central core of the participants’ studies, it was expected that their attitudes towards English would be more positive. Moreover, a third group was added, that of students with both Basque and Spanish as L1.

With this background in mind, the following three hypotheses were put forward:

H1: Students with Spanish as L1 will show more negative attitudes towards Basque than their L1 = Basque and L1 = Basque and Spanish counterparts.
H2: Students with Basque as L1 will show more negative attitudes towards Spanish than their L1 = Spanish and L1 = Basque and Spanish counterparts.
H3: Students with Spanish, Basque or both languages as L1 will show positive attitudes towards English (no statistically significant difference is expected between the three groups).

2. METHODOLOGY

2.1 The sample

The BAC is one of the smallest autonomous communities of Spain, the University of the Basque Country being the public university of this community. This university has approximately 60,000 graduate students. The questionnaires were filled out by students from the three campuses in which the University of the Basque Country is divided: Araba, Bizkaia and Gipuzkoa (named after the provinces in which they are located).

The participants were 1,097 undergraduates in the age range of 18 to 50, the mean age being 20.65. Most of the students were first year (20.8%), second year (37.5%), third year (22.1%) or fourth year undergraduates (11.7%), although a few were in their fifth or sixth year (4.9%). Students had the following language L1: Basque (21.2%), Spanish (57.4%) or both Basque and Spanish (21.5%) as their L1, and their specializations covered a wide range of different degrees: Business Studies, Art History, Basque Philology (only 34 subjects, that is to say, 3.3% of the sample), English Philology, German Philology, French Philology, Spanish Philology, Law, Biology, Naval Machinery, Political Sciences, Audiovisual Communication, Engineering, Teacher Training, Architecture, Translation and Interpretation, History or Geography. The sample was very balanced regarding gender: 50.2% were male students and 49.8% female students.

2.2 The instrument

The students completed a questionnaire based on an adaptation of Baker’s, since, although the latter was aimed at school pupils, it was considered that it “might well be suitable for adults” (Baker, 1992: 83). Baker’s original questionnaire, which was made up of 20 statements, was reduced to 10 as a result of the influence that both our particular context and the status of the different languages under study exert on its design.

The main aim was to use the same questions concerning the three languages in order to avoid any possible bias (which could have been the case if different questions about each particular language had been asked), while at the same time it would give us the opportunity to compare the results obtained. Since Baker’s questionnaire focused on a minority language (Welsh), some of its statements could not be applied to the two international languages (Spanish and English) present in our university students’ curricula. For example, it would not make sense to ask the following questions in Baker’s questionnaire (1992: 141) with regard to the English language in the Basque context: “English has no place in the modern world,” “English will disappear as everyone in the Basque Country can speak Spanish and/or Basque,” “You are considered a lower class person if you speak English,” “We need to preserve the English language,” or “It is hard to study Science in English” (when all the participants had only studied English as a subject, and had never been taught through the medium of English).

The subjects were given the choice of answering the questionnaire in either Basque or Spanish. The ten statements in the appendix concerned English – they had to answer the same ten statements for
Basque and Spanish – and there were other questions related to personal information (academic year, age, specialization, gender, L1, etc.). The minimum score for each item was 1 and the maximum 5. It has to be underlined that items 4 and 5 were reversed, because the expected positive attitudes were just the opposite to the answers to the rest of the statements. Therefore, the answers were recorded in the following way: $1 = 5$, $2 = 4$, $3 = 3$, $4 = 2$, and $5 = 1$.

### 2.3 Method

The questionnaires were completed in class and the time allowed was 20 minutes (since these results are part of a longer study on attitudes towards trilingualism). The answers were recorded on answer sheets, which after having been codified were statistically evaluated. The statistical analyses were carried out by means of the SPSS (Statistical Package for Social Sciences).

### 3. RESULTS

In the case of the whole sample, the mean scores on attitudes towards Basque were as shown in figure 1. The results reflected in this graph suggest that the dominant attitude is favourable towards the minority language. The highest scores – with a mean well above 4 – were related to the items “I like hearing Basque spoken” (4.17), “Basque should be taught to all pupils in the Basque Country” (4.24), “Learning Basque enriches my cultural knowledge” (4.29), “Basque is a language worth learning” (4.42) and “If I have children, I would like them to be speakers of Basque regardless of other languages they may know” (4.47). In contrast, the lowest scores were obtained in the items “Basque is a difficult language to learn” (2.32) and “There are more useful languages to learn than Basque” (2.77).

With regard to Basque the results are apportioned in figure 2. Concerning the majority language, the most favourable attitudes are held in the items “Learning Spanish enriches my cultural knowledge” (4.06), “I would not mind marrying a Spanish speaker” (4.00) and “Spanish is a language worth learning” (4.16), whereas the least favourable attitudes were shown towards the items “There are more useful languages to learn than Spanish” (2.87) and “I prefer to be taught in Spanish” (2.87).

The students’ attitudes towards English were as shown in figure 3. As can be shown, the lowest scores were related to the questions “I prefer to be taught in English” (2.09) and “English is a difficult language to learn” (2.76), whereas the more positive attitudes were shown towards the questions “English is a language worth learning” (4.51) and “Learning English enriches my cultural knowledge” (4.31). The rest of the variables showed a generally positive attitude, since their scores were close to 4.0, the point of the scale that confirmed their agreement with the proposed statement.

However, when the students’ attitudes towards each language were analysed depending on their different mother tongues, there were important differences. In order to check the three hypotheses, Anova analyses were performed (see table 1). Following a widely used procedure in the study of language attitudes (Oskamp, 1991), an overall attitude index towards each of the three languages was obtained by adding the scores corresponding to the 10 items which the questionnaire consists of.

<table>
<thead>
<tr>
<th>LI = Basque</th>
<th>LI = Spanish</th>
<th>LI = both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Attitudes to Basque</td>
<td>44.61</td>
<td>3.30</td>
</tr>
<tr>
<td>Attitudes to Spanish</td>
<td>29.61</td>
<td>5.70</td>
</tr>
<tr>
<td>Attitudes to English</td>
<td>33.26</td>
<td>5.01</td>
</tr>
</tbody>
</table>

*p < 0.01
Concerning the minority language, those students with Basque as L1 obtained the highest mean, those with L1 = both came second and those with Spanish as L1 obtained the lowest scores (see figure 4). The Scheffe test revealed that L1 = Basque students held significantly more positive attitudes towards the minority language than their L1 = Spanish (p < 0.01) and L1 = both (p < 0.01) counterparts. Similarly, the students with L1 = both outscored their L1 = Spanish counterparts (p < 0.01). When the 10 items were analysed individually, all of them followed this clear-cut pattern.

In the case of attitudes to Spanish, the results were just the opposite (see figure 5). The students with L1 = Spanish obtained the highest mean and those with L1 = Basque the lowest, whereas the L1 = both were in between. The Scheffe test exhibited significant differences in favour of the L1 = Spanish with respect to the L1 = Basque (p < 0.01) and L1 = both (p < 0.01) students. The L1 = both group also showed significantly more positive attitudes than the L1 = Basque group (p < 0.01). Eight out of the ten individual items matched this pattern.

As happened with regards to the other international language (Spanish), in the case of attitudes towards English we can see that once again the L1 = Spanish participants harboured the more positive attitudes, those with L1 = both came second and the L1 = Basque students showed the last favourable attitudes (see figure 6). Once again the Scheffe test demonstrated that these differences were statistically significant when the L1 = Spanish group was compared with the L1 = Basque (p < 0.01) and L1 = both (p < 0.01) groups. Likewise, the L1 = both students were more favourable than the L1 = Basque group (p < 0.01). Seven out of the ten individual items also showed the same trend.

4. CONCLUSIONS

The main novelty of this paper is that it analyses attitudes towards the two official languages in the BAC and English (L3) in a context where the English language fits within what Kachru (1988, 1992) calls the Expanding Circle (that is to say, a context wherein English is not employed for communication needs internal to a community). After analysing the data, the most striking result relates to the significant differences that were observed in the attitudes towards English dependent variable. In a previous study (Lasagabaster, 2001c) carried out in the same context, the participants who had Basque as their L1 viewed the two international languages less favourably and those with both languages as their L1 were less positive towards Spanish, whereas those with Spanish as L1 showed less positive attitudes regarding the Basque language. However, it was underlined that the L1 = Basque students were mostly enrolled in Basque Philology and therefore reflected a profound sensibility towards the Basque language and culture, which could have had a clear effect on the results.

Therefore, the present study was undertaken in the belief that once the sample was more varied (made up of students from many different degree courses), these differences would vanish or at least diminish in the case of the English language. As all the research studies completed in the BAC have shown, the students’ L1 does have a significant effect on their
attitudes towards the two official languages, and that is why no change was expected in the case of our sample concerning this question. Consequently, and in accordance with previous studies undertaken in the BAC, hypotheses 1 and 2 are borne out, as the $L_1 = $ Spanish students view less positively the minority language, and the $L_1 = $ Basque group harbours less positive attitudes towards the majority language than their counterparts.

Unlike Wales, where positive attitudes towards the minority language became less favourable depending on the individual's age (Baker, 1988 and 1992; Sharp et al., 1973), Basque speakers keep a strong ethnolinguistic identity. Baker (1992) examined the language attitudes of 797 Welsh students and observed that after the age of 14 the attitude towards the minority language was no so positive as before that age, especially as a result of the influence exerted by youth culture (music, TV, etc.), and this even among students living in a predominantly Welsh context. Our results do not coincide with Baker's, which makes us aware of the importance of the peculiarities of different contexts. The Basque language is still clearly a minority language in the BAC, but its speakers show a clear determination to stand up for their linguistic rights and manifestly favour their $L_1$. In fact, their scores exhibited very positive attitudes towards their $L_1$ and were higher than those of the $L_1 = $ Spanish speakers towards Spanish: for example, when they were asked whether they liked hearing their $L_1$ (4.89 was the mean of the $L_1 = $ Basque speakers when asked about Basque versus 3.85 of the $L_1 = $ Spanish when dealing with Spanish), speaking it (4.89 versus 3.98) or being taught (4.74 versus 3.55) in their $L_1$, whether it was worth learning it (4.92 versus 4.32) and whether their children should speak it (4.96 versus 4.33).

However, the results invalidated our third hypothesis, as the students' $L_1$ proved to exert once again a definitive influence on the attitudes exhibited towards the $L_3$. The $L_1 = $ Basque students obtained the lowest scores in seven of the ten items and in the general attitude index. Although they are very reluctant to be taught in English (mean of score = 3.96), they widely support its learning at school (3.58) and defend that it is worth learning it (4.34), as well as believing it enriching (4.15). Moreover, it is also worth mentioning that their total score in attitudes towards English (33.26) is higher than their score in attitudes towards Spanish (29.61). As said in the introduction, the fact that English is not present in the Basque context may be the reason for these results. Despite the fact that the English language is in the ascendant in many parts of Europe, there are still sociolinguistic differences. The Basque context is thus very different from that in the north of Europe, where knowledge of English or its presence out of the school setting is very commonplace. As a matter of fact, in some countries such as Finland (Hyrkstodt and Kalaja, 1998) or Sweden (Findahl, 1996) there is an increasing number of people concerned about the massive presence of English, which has led some of them to questions regarding the survival of Finnish/Swedish or the possibility of both Finnish/Swedish and English becoming native tongues in the short run. English still has a long way to go in the Basque community to reach the sociolinguistic situation described by these authors in Finland or Sweden.

According to Truchot (1997), to get a share of the market of international linguistic exchanges, languages need to fulfill a number of conditions: an important demographic weight, a strong economic position, international spread and a high level of modernization. "English fulfills all these conditions; German and French fulfill some of these conditions; Russian has lost several of them; Spanish and Chinese may acquire some potential in the future. But most languages are more or less excluded from the linguistic market" (Truchot, 1997: 76). The Basque language should undoubtedly be included in the last group, which may be the reason why Basque speakers harbour such reluctant attitudes towards the two international languages. Although the Basque language is in a process of reverse language shift due largely to the promotion of Basque in the educational system, it still has a long way to go before the most important issue being that of securing intergenerational transmission and public use (Fishman, 1991).

The conclusion to be drawn is that this minority group are aware of the need to learn other languages besides their own $L_1$, but that they feel that the best way to maintain their own language is to protect it from the risk embodied in more powerful languages with a very high degree of ethnolinguistic vitality (defined as "that which makes a group likely to behave as a distinctive and active collective entity in intergroup situations") by those who control the term, Giles, Boursin, and Taylor, 1977: 308), such as Spanish and English. In fact, in a study conducted by Ros, Cano, and Huici (1994: 149) "it is based on two premises: that their language is not shared by any other social group, and that it is a very antique language with unique historical roots." The reason for this could be that "Perception of low group vitality fosters the need to seek a viable identity based on positively valued distinctiveness from the outgroup. Language can be a suitable object for such differentiation" (Ystma, Viladot, and Giles, 1994: 76), and it seems that the BAC is an example of this, which obviously influences the speakers' language attitudes.

Last but not least, it is worth pointing out that several experimental programmes have been put into practice with a view to using English as an additional language of instruction in the Basque educational system. However, and as Cenoz (1998: 189) puts it:

... although Basque and Spanish are official languages, in fact, Basque has minority status in comparison to Spanish and almost all Basque speakers also know Spanish, thereby undermining the status of Basque further. English is a foreign language needed for broader communication in Europe and worldwide; it is not used in everyday life. There is concern that the gains that Basque has achieved in education after long years of effort and a great deal of human and economic investment will be threatened by the use of English as an additional language of instruction.

Such assumptions have conditioned a conception of English as a threat to the linguistic rights of the minority and has prompted Basque speakers to build attitudinal fences in order to stand up for their linguistic rights. The spread of world Englishes is such that minority groups have to face not only the menace of a majority language, but also that represented by a foreign language so powerful as English nowadays is. The spread of English has established multilingual contexts in which little attitudinal research has been carried out and this is a field of research which undoubtedly merits further consideration. This paper is not aimed at judging whether these students hold right or desirable attitudes, but rather at analysing objective data. These data ought to be of great interest and worth to all those involved in the creation and implementation of language policy of
the BAC, who should take into account the different sensibilities when implementing any new policy language. The linguistic question becomes more often than not a political weapon in the BAC (Gardner, 2000; Lasagabaster, 2001a) and this situation unfortunately affects too many people's language attitudes.1

NOTES

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2 A copy of the questionnaire is available from the author.

REFERENCES


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APPENDIX

Here are some statements about the Basque 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
A = Agree
NAND = Neither Agree nor Disagree
D = Disagree
SD = Strongly Disagree

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

*The abbreviations in bold are used in figure 1.
Here are some statements about the Spanish 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 Spanish spoken (S. hear)*
2. Spanish should be taught to all pupils in the Basque Country (S. pupils)
3. I like speaking Spanish (S. speak)
4. Spanish is a difficult language to learn (S. difficult)
5. There are more useful languages to learn than Spanish (S. useful)
6. I prefer to be taught in Spanish (S. taught)
7. Learning Spanish enriches my cultural knowledge (S. enrich)
8. I would not mind marrying a Spanish speaker (S. marry)
9. Spanish is a language worth learning (S. worth)
10. If I have children, I would like them to be Spanish speakers regardless of other languages they may know (S. children)

*The abbreviations in bold are used in figure 2.

Here are some statements about the English 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 English spoken (E. hear)*
2. English should be taught to all pupils in the Basque Country (E. pupils)
3. I like speaking English (E. speak)
4. English is a difficult language to learn (E. difficult)
5. There are more useful languages to learn than English (E. useful)
6. I prefer to be taught in English (E. taught)
7. Learning English enriches my cultural knowledge (E. enrich)
8. I would not mind marrying an English speaker (E. marry)
9. English is a language worth learning (E. worth)
10. If I have children, I would like them to be English speakers regardless of other languages they may know (E. children)

*The abbreviations in bold are used in figure 3.