

Typology in Multilingual Pedagogy: Pursuing Migrants’ Linguistic Integration and Minority Languages’ Preservation

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Abstract

Linguistic typology’s applications have contributed to the layout of a unique linguistic structure of language as a cognitive construct of the mind. This relates to the use of typological patterns to form a methodology of multilingual language teaching for primary schools through the use of typological parameters, such as word order, verb inflection, comparative morphology, or syntax, among others. Their use would enable young learners to acquire second language(s) parallel to their own mother tongue in a direct manner in multilingual contexts through a single method common to the multiple target languages. Such methodology breaks down language into a skeleton learners approach regardless of previous knowledge, cultural background, or age. Permanently, all second languages are addressed through their features related to the native tongue of the learner, which leads to their comprehension and quick, effortless, natural assimilation and acquisition through visual and memory methods, along a plethora of exercises. It may be used traditionally, or with ITs, fluidly to help migrants banish linguistic barriers when integrating within foreign communities. Simultaneously, as migrants access alien educational institutions and life in the community within a minority language, this methodology may help preserve and ensure its growth through the increase of speakers. By doing so, the creation of cultural production in that minority language —and the preservation of the language itself— may be reassured. This methodology approaches the teaching of Basque —one of the oldest minority language in the world— and other European or Asian languages, although expandable to whatever language.

Keywords: typology, multilingual pedagogy, minority language preservation.

*The challenge is not to mend this system, but change it,
not to reform it, but transform it.*

Ken Robinson.

Introduction

Traditional methodologies encountered great criticism during the last years as linguistic and pedagogical research enlightened its limitations and misconceptions. Such 'obstacles' have led to 'incorrect' approaches to teaching, which derivate in pupils' ill feelings, negative response, suffering, and poor linguistic skills (Marina, 2015). The current paper attempts to bring into evidence a methodology based upon Typology and its applications, which refer to linguistic research and pattern exposition that languages display as a valid tool for the teaching of languages in multilingual scenarios.

Furthermore, typological approach lays out patterns of grammar, or syntax, among others (Comrie, 1981). This is performed visually through cardboard cut-outs, or computer based methodologies following the same trail; to enable the pupil to visually comprehend and become aware of the linguistic components that conform language. These mechanisms require short-term and long-term memory skills, all with little or no need for previous linguistic knowledge but that of their own native tongue. These would conform competences (Gimeno Sacristán, 2008).

This same tool may help immigrants integrate linguistically, and hence, socially or economically as a social asset (Marina, 2015). This is so because it would require their own language and *competences* as a valid tool for their integration through the school's ability to address the migrant population (Gimeno Sacristán, 2011). Such task is to be carried out through a unique method valid and common for all languages taught. In other words, the foreign language learning starts off, and finishes, with and in the inclusive knowledge of the pupil (Clemente Linuesa, 2011).

Finally, minority or endangered languages might benefit from the use of this methodology through the increase of speakers. This would be feasible so that phenomena such as diglossia, or poor use of language may be overcome (Clemente Linuesa, 2011; Comrie, 1981). This paper examines the case of Basque, which is spoken in the north of Spain and three provinces of southern France, one of the oldest languages in the world, and currently, endangered (Zuazo, 2005, 2010).

Typology and its role in multilingual teaching methodologies

Word Order as the most effective tool for the formation of multilingual verb tenses, sentences, and for solving various syntactic and semantic issues

Traditional definition of Subject and its problematic approach

The definition of subject used in traditional language teaching methodologies addressed it as the 'doer of an action'. Such definition rendered inconsistent and erroneous whenever certain verbs and their nature was analyzed (Comrie, 1981). Hence, the 'agent' role of the subject can pose certain problems, as in the following examples¹:

e.g. *He* is making the bed (English, transitive verb).

Él está haciendo la cama (Spanish, transitive verb).

Bera ohea egiten ari *da* (Basque, transitive verb).

¹ Whenever examples are provided, if necessary to explain whatever implied, translations to other languages shall be given, for this article approaches multilingual teaching, and in order to address this phenomenon, the cross-linguistic behavior is also to be considered.

Il est en train de faire son lit (French, transitive verb).

My niece studies hard (English, intransitive use of transitive verb).

The woman gave her son a present (English, ditransitive verb).

The girl fell down the stairs (English, intransitive verb with non-agent subject).

The first example shows that *he/él/bera/Il* has a semantic role of ‘agent’, that is, ‘doer of the action expressed by the verb’. It fits the traditional conception of *subject*, for, semantically, the transitive —the type of verb that necessarily requires a patient object to have full meaning— verb ‘make’ requires an ‘agent’ role of a (human) doer and a ‘patient’ role of the (non-human) entity expressed in the sentence as the object. Being a transitive sentence, both the agent and the patient need to appear, for absence of either would cause ungrammaticality:

- * __ is making the bed (lack of subject) / * He is making __ (lack of object).
- * __ est _ haciendo la cama / *Él está haciendo __.
- * __ ohea egiten ari __ / *Bera __ egiten ari da.
- * __ est en train de faire son lit / *Il est en train de faire __

The second example shows the intransitive —the type of verb that does not need a patient object to have full meaning— verb ‘study’, which requires a (human) overt agent subject, but it does not involve any (non-human) patient object. Once again, the traditional definition of Subject looks as if it poses no problem.

The third example displays a ditransitive —the type of verb that necessarily requires a patient object and a beneficiary/destinatory object to have full meaning— verb with a (human) agent subject ‘doer’, a (non-human) patient direct object, and a (human) destinatory/beneficiary indirect object with a preposition *to/a/-ari*. To avoid confusion between the order of both objects and their roles of patient and beneficiary, as Comrie (1981), Haegeman (1991), and Moure (2001) indicate, the hierarchy of grammatical and syntactical elements rank subject, then direct object and finally, the indirect —agent, patient, and beneficiary, respectively—. However, whenever the characteristic ‘human’ vs. ‘non-human’ appears, it is the former that appears first, which might presume that if the patient object and the human come first, both are the same. Thus, if patient is followed by beneficiary, the human object shall bear the preposition ‘to’/’a’/’-ari’/’à’, whereas if beneficiary comes first followed by a patient, the human element shall not bear any preposition. Hence, hierarchy of elements and the ‘human’ vs. ‘non-human’ dichotomy is respected, besides complements. Additionally, in Spanish and Basque, morphology expresses both:

- e.g. The woman gave a present to her son.
 agent patient beneficiary
La mujer dió un regalo a su hijo.
 agent patient beneficiary
Emakumeak opari bat semeari eman dio.
 agent patient beneficiary

As a contrast with:

<u>The woman</u>	gave	<u>her son</u>	<u>a present</u> .	
agent		beneficiary	patient	
<u>La mujer</u>	dió	<u>a su hijo</u>	<u>un regalo</u> .	
agent		beneficiary	patient	
<u>Emakumeak</u>		<u>semeari</u>	<u>opari bat</u>	eman dio.
agent		beneficiary	patient	

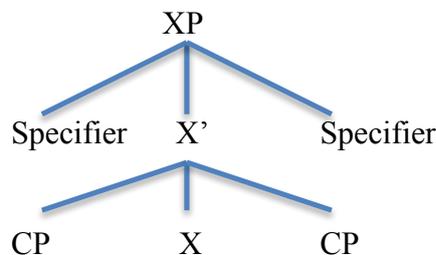
Nonetheless, the last example displays a non-agent subject of an intransitive verb. In this case, the human subject is no 'doer of an action', but sufferer. If agent, the verb 'fall down' would be semantically problematic, for one does not fall upon will — agent—, but falls as an accident —patient—. Thus, according to the traditional definition of the Subject, this sentence would face a conflict: lacking subject, which is not possible.

In addition, sentences such as passive, with necessary patient subject, would no longer be grammatical, which is absolutely preposterous. Thus, the subject is to be defined as something different.

Redefining Subject

The Subject must be defined, not semantically, but as what it really is: a position within a structure. It is defined through the 'X bar Theory', developed by Chomsky (1957) and the Generativist school (Robins, 1992), comprehending language as a structure emanating from an innate mental cognitive construct of the mind (Carnie, 2002; Cuetos, 2009, 2011; Pinker, 1994;).

Generative theory explains whatever possible phrase structure through the following scheme:



This structure represents with X any given head —inflection, complement, noun, adjective, adverb, verb, or preposition— of a maximum projection, or phrase, once other maximum projections may be prepositionally or postpositionally adjoined through government and binding relations in a sentence level —Inflectional Phrase or IP, or subordinate Complement Phrase, or CP—. The top position has a Specifier position, where the subject lies in the sentence level. Thus, subject is a position.

Importance of Final Law 1

As Comrie (1981) and Lewandowski (1992) analyze, Final Law 1 is a linguistic universal. To this respect, Comrie (1981) says that 'invariantly, every sentence possesses a final subject, that is, a subject at the end of every cyclic movement with an inflected verb' (34). This implies that there must always be a subject. Analogously, in the imperative form the subject does appear, but omitted. Nevertheless, subject is unequivocally identified:

e.g. *They_i* arrived soon, and (*they_i*) left.
Ellos_i llegaron_i pronto y (*ellos_i*) se marcharon_i.
Haiek_i garaiz etorri ziren_i eta (*haiek_i*) joan (*ziren_i*).
Ils_i sont_i arrivés et (*ils_i*) sont_i partis

French realizes overt lexical subject to avoid phonetic confusion within different realizations of morphological subject within the verb through inflection in different tenses.

(*You_i*) go to hell!
(*Tu_i*) *Vas_i* te faire voir!

Semantic roles and parts of speech

As seen with the subject, the various parts of speech are not semantically defined, but on its distribution, both morphological and syntactic (Carnie, 2002). Additionally, verb semantics relate to the distribution of the categories according to the thematic marking of meaning its roles, such as agent, or ‘doer’; or patient, or ‘sufferer’. Thus, Haegeman (1994: 49-50) determines the following thematic roles:

Agent/actor: the one intentionally initiating the action.
Patient: the entity undergoing the action.
Theme: the entity moved by the action.
Experiencer: the entity experiencing some (psychological) state.
Beneficiary: the entity that benefits from the action.
Goal: the entity towards which the action is directed.
Source: the entity from which something is moved as a result of the action.
Location: the place in which the action takes place.

These shall define the distribution of the predicates within the sentence, which is what is to be ultimately addressed through the typological parameter of Word Order. It serves as the combinatory approach to an inclusive methodology for multilingual language teaching and learning by addressing typologically all target languages. And of course, this happens without neglecting the native language of the language learner.

Word Order and Structure Preservation Rule

Word Order is the typological parameter indicating what order the different linguistic units assume when forming sentences. Other patterns may include typology of subjects, ergativity, or prepositions, among others. Briefly and practically, it can be said that once word order of each origin and target languages is known, its comparative establishment in an inclusive manner occurs. This enables language teachers approach teaching and pupils through the knowledge of the native language as a bridge to reach target languages through the parametrical instrumentalization.

Linguistics, hence, approaches through mathematical numbering the various elements of the sentence (Comrie, 1981; Moure, 2001), as follows:

1 = Subject 2 = Verb 3 = Object(s)

World languages are seen as combinations of these (Comrie, 1981). According to such numbering, languages are 123 or SVO, 132 or SOV, and so on. As Comrie (1981), Cuetos (2009, 2011), or Pinker (1994) establish, language is an evolutive development of humans, and since the baby's knowledge of the world starts off from itself, naturally, most languages display a 123 (SVO) or 132 (SOV) pattern, as if 'I (S) know and master (V) the world (O)'. On the other hand, other communities more closely linked to life in direct—and more symbiotic through less dominating—contact with nature display patters of 213 (VSO) or 231 (VOS), but in numbers they are much less. Finally, there is a minority of 312 (OSV) and no 321 (OVS) language.

The 1-2/S-V positions are subject to agreement with inflection: *He goes* (English), *bera doa* (Basque), *él va* (Spanish), *Er geht* (German), etc. Apart from that, the verb must give information of time, aspect, or any other piece of information to identify the subject and fully express the meaning. *How* this happens (singular-plural, movement, etc.), of course, depends on the internal mechanisms of each language.

When one verb does *not* give information because of any reason, *Auxiliary verbs* are used. They adopt those functions of agreement, tense, etc. and are used in a position between the subject and the verb. This happens because agreement must be maintained, not to violate the Final Law 1.

e.g. *He does* the house chores.
I was doing the house chores.

To express further meaning Modal verbs are included. They occupy the same position, for Auxiliaries and Modal verbs have the same syntactic functions. Nevertheless, Modal verbs indicate how the verbs happen, while Auxiliaries do not.

In order to form questions, there is no Subject-Verb inversion, as traditional methodologies explained: 1-2 does not become 2-1. This has been a flaw as for language teaching, for it did not address real linguistic phenomena, and this led to the lack of proper linguistic competences (Comrie, 1981; Gimeno Sacristán, 2008). What simply happens is the first word occupying the 1.5 position is moved to a 0.5 position:

e.g. <i>I</i>	<i>am</i>	going	home	>	<i>Am</i>	<i>I</i>	_____	going	home	?
1	1.5	2	3		0.5	1	1.5	2	3	
S	Aux	V	O		Aux	S	Aux	V	O	(plus ? sign)

Finally, for different reasons, a 0 position can be used to indicate a sentence is a condition (if, unless, provided, etc.), it is a relative sentence (who, that, which, etc.), or there is a *wh*-complement:

e.g. If	you	are	here,	you	can't	be	there.
0	1	2	3	1	1.5	2	3
cond.	S	V	O	S	Mod	V	O

Where	have	they	_____	left	my bag	?
0	0.5	1	1.5	2	3	
wh-(?)	Aux (?)	S	Aux	V	O	?

Hence, it is very important to say that the “skeleton” of word order is always respected, and semantically, nothing changes. This is called Structure Preservation Rule. This linguistic rule observes that the syntactic structure—deep and surface—is always respected. Everything occupies a position that is canonically established according to semantics and syntax.

To conclude, we can say that English Word Order is the following:

(0)	(0.5)	1	(1.5)	2	3
Wh-?	Aux/Modals-?	S	Aux/Modals	V	O
If			in affirm/negat.		
Relatives					
English Verb Tenses					

Auxiliaries (present, past, future):

- BE (*ser-estar* in Spanish; *izan-egon-ukan-edun* in Basque, *haben-sein* in German, etc.):
am, is, are // was, were // will be. Used with continuous –ing.
- DO (different behaviour cross-linguistically): *do, does // did // zero* for future uses modal verb ‘will’. Used in the present and past non-perfect simple for negatives and questions.
- HAVE (*haber* in Spanish, *izan* in Basque, *haben* in German, etc.): *have, has // had // will have*. Used in Perfect tenses with the past participle.

Therefore, out of this example of the English verb system, the word order and manner in which verbs form tenses; we may comprehend how this may be transported in a comparative manner to target languages, while simultaneously respecting the linguistic parameters. In order to illustrate this, the general outline of English verbs shall be laid out as the basic skeleton. When addressing pupils in early stages of primary education, cardboard cut-outs are to be used, all with colors representing grammatical relationships of various lexical components. Hence, it is as follows:

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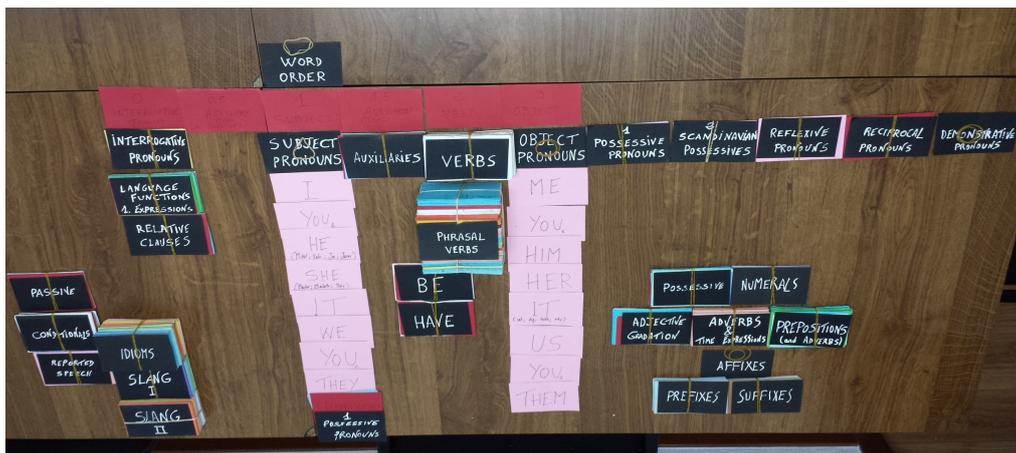
		Verb Tenses							
		0	0.5	1	1.5	2	3		
		wh	AUX	S	AUX	V	O		
		?	?						
Present she/it →	Non-perfect	simple	—					<p>___ The boy ___ makes the bed</p> <p>___ The boy doesn't make the bed</p> <p>Does the boy ___ make the bed?</p>	
		continuous	be+ing					<p>The boy is making the bed</p> <p>The boy isn't making the bed</p> <p>Is the boy making the bed?</p>	
		simple	—					<p>The boy has made the bed</p> <p>The boy hasn't made the bed</p> <p>Has the boy made the bed?</p>	
		continuous	be+ing					<p>The boy has been making the bed</p> <p>The boy hasn't been making the bed</p> <p>Has the boy been making the bed?</p>	
	Perfect have+pp	simple	—						<p>The boy made the bed</p> <p>The boy didn't make the bed</p> <p>Did the boy make the bed?</p>
		continuous	be+ing						<p>The boy was making the bed</p> <p>The boy wasn't making the bed</p> <p>Was the boy making the bed?</p>
		simple	—						<p>The boy had made the bed</p> <p>The boy hadn't made the bed</p> <p>Had the boy made the bed?</p>
		continuous	be+ing						<p>The boy had been making the bed</p> <p>The boy hadn't been making the bed</p> <p>Had the boy been making the bed?</p>
Past -ed	Non-Perfect	simple	—					<p>The boy will make the bed</p> <p>The boy won't make the bed</p> <p>Will the boy make the bed?</p>	
		continuous	be+ing					<p>The boy will be making the bed</p> <p>The boy won't be making the bed</p> <p>Will the boy be making the bed?</p>	
		simple	—					<p>The boy will have made the bed</p> <p>The boy won't have made the bed</p> <p>Will the boy have made the bed?</p>	
		continuous	be+ing					<p>The boy will have been making the bed</p> <p>The boy won't have been making the bed</p> <p>Will the boy have been making the bed?</p>	
	Perfect have+pp	simple	—						
		continuous	be+ing						
		simple	—						
		continuous	be+ing						
Future Will	Non-Perfect	simple	—					<p>The boy will have made the bed</p> <p>The boy won't have made the bed</p> <p>Will the boy have made the bed?</p>	
		continuous	be+ing					<p>The boy will have been making the bed</p> <p>The boy won't have been making the bed</p> <p>Will the boy have been making the bed?</p>	
		simple	—						
		continuous	be+ing						
	Perfect have+pp	simple	—						
		continuous	be+ing						
		simple	—						
		continuous	be+ing						

Towards a new methodology

Traditional language teaching methodologies in Spain —the whole educational system in general— have undergone great development in academic literature, but very little in school practice, causing schools and pupils to lack the appropriate dynamics and much ‘experimentation’ (Marina, 2015). Pupils have inherited traditional methodologies and curriculum design based upon the mechanical repetition of exercises affecting short-term memory, which does not enable the pupils develop proper linguistic competences (Gimeno Sacristán, 2008). Moreover, such methods have failed to be efficient regarding pupils with linguistic difficulties, for repetition does nothing but reinforce the issues affecting those pupils, mainly due to these methodologies’ inability to address and properly establish the post-semantic mechanisms operating beyond the circular transformation in the target language that the repetition indicated acts upon (Kessler, 1975).

Second language acquisition seems to operate upon different mechanisms that are used when learning the mother tongue (Bever, Clark, Dingwall, Ferguson & Kessler, 1975). Furthermore, evidence shows that first language learning greatly enables the learning of second languages, through the advantage of knowledge acquired when learning the mother tongue and the mechanisms used (Artiagoitia, 2000), especially lateralization (Cuetos, 2009, 2011; Kessler, 1975). The brain seems to act upon similar manner, for various structures —progressive –ing, prepositions, plural, possessive, articles, present regular, or present irregular— seem to be acquired in the mother tongue and in the second language in the same order and at the same time (Kessler, 1975).

This methodology approaches multilingualism through the active use of the pupils’ mother tongue through word order —for that is one of the patterns acquired in earliest stages— visually through cardboard cut-outs, helping the pupil effectively deal with *their* predictions attributed, along syntax and its problems (Dulay and Burt, Hakuta, 1975). The use of overtly displayed typological and grammatical units make an indirect use of the pupils’ linguistic abilities in a direct manner upon openly displayed syntax-based space operation. See the picture below:



Cardboard cut-outs distributed according to Word Order pattern.

Red color cut-outs indicate Word Order pattern, in the case shown, of English; therefore, linguistic hierarchy is displayed and the pupil may see what they are to place where. So, for example, when the pupils are to distribute and learn subject and object pronouns —shown in pink—, they address the position they occupy and the order in

which they appear within the various syntactic operations. These operations span from the simplest to the most complex.

The pronouns may be given their phonetic patterns for correct pronunciation. This may enable the pupil to steadily acquire their phonology and scripture, but also its correspondent form in their native tongue, which helps them associate meanings more successfully and establish bilingual or multilingual competences (Clemente Linuesa, 2011; Gimeno Sacristán, 2008). Besides, physical display and active manipulation helps their memory abilities and capacity to make predictions in the short-term, while acquiring the meanings, names, etc. necessary for the long-term acquisition developing the capacity to make correct guesses with the minimum effort.

Since word order implies full possibilities of verbs, auxiliaries, and further combinations in a cumulative manner (passives > passives with modal verbs > conditionals in passives > reported speech of conditionals in passive, etc.), the pupil may face gradual language assimilation in the highest effortlessness possible. This happens essentially because the acquisition hierarchies are respected to the implied additive explanations of the learning process (Dulay and Burt, 1975). Thus, a simple sentence may become more complicated as it follows—all is to be done with colored cut-outs representing all grammatical and syntactic features—:

0	0.5	1	1.5	2	3
Wh-?	Aux.?	S	Aux.	V	O
If					
Relatives					
Yes/No					
___	___	My niece/He	___	studi-(e)s	hard
___	___	My niece/He	do-(e)s-n't	study___	hard
___	Does	my niece/he	___	study	hard?
Yes	,	he	does.		

This progressive construction makes the pupil face the need to use various intelligences simultaneously. These spread across cognitive demand, kinesthetic approach, or abstract thinking, among others. In addition, they demand analytical and/or abstract thinking to make predictions in a language they do not fully comprehend, and especially, emotional, for success is immediately rewarded both through joy and through motivation and positive reinforcement. This has a dual purpose, for besides amusement and positive feelings and encouragement, it helps reduce frustration to the minimum (Cuetos, 2009, 2011; Marina, 2015) as the phonetics, scripture, pronominal forms, verb systems, etc. are progressively assimilated. Furthermore, the gradual acquisition of languages feeds back the different intelligences, so to speak, 'makes the pupil more intelligent' (Cuetos, 2009, 2011; Pinker, 1994). The full content may be given this shape:



Full grammar of English distributed in a 30x25 cm. box

Nevertheless, it is important to address that while some languages are open, or transparent; others may be opaque for western pupils (Comrie, 1981; Cuetos, 2009, 2011; Morales, 1989; Fernández, 2008; Robins, 1992; Wardhaugh, 1986). Its phonetics and scripture have a direct correspondence in open languages, as in Spanish, Basque, German, or Italian, for instance; while English or French do not provide such direct access. Furthermore, Russian, Arabic, or Chinese, among other languages; imply the learning of another alphabet, thus making language acquisition more problematic through syntax. Thus, they may be accessed later as reading abilities of pupils in these languages are gradually mastered, or functionally decided upon immediate needs emanating from to be educated and integrated.

The most important thing is that this methodology using Word Order and other typological patterns makes the pupils address grammatical contents and language acquisition by addressing language as a whole. The pupil's ability to obtain a broader linguistic picture and learning awareness steadily increases as well. This occurs because the pupil faces languages as a functional whole, and not as fragmented patterns with little or no correlation with each other, as performed by traditional methodologies.

Preservation of minority languages and integration of immigrants. A case study of Basque

Basque, one of the oldest languages in the world (CDBG², 2009³) has endured a very long process of survival. Considering this, Basque linguist and professor Zuazo (2010) considers it to be 'a miracle'. Basque survived the boost of Indo-European languages, Latin then, and its dialects later: Occitan, Navarra Romance, French, and Castilian.

As Miren Azkarate (as cited in CDBG, 2009, p. 7) and Zuazo (2005, 2010) explain, there is an improvement in the situation of Basque, though still endangered and minority, throughout the last 25 years, due to the creation in the 1960s of *Euskara Batua*, or Standard Basque. It unified different dialects in a standardized linguistic form for academic and professional —education, television, press, or literature, among others— uses. This has provoked the 'creation' of new speakers, mostly through the so-called 'D model' of schooling. This uses Basque as the main language for academic life from 0-18 years old, and retains Spanish and foreign language as subjects. Throughout the 1990s and 2000s, there has been an increase of around 300,000 new proficient speakers within a total population of 2,129,339 inhabitants (CDBG, 2009).

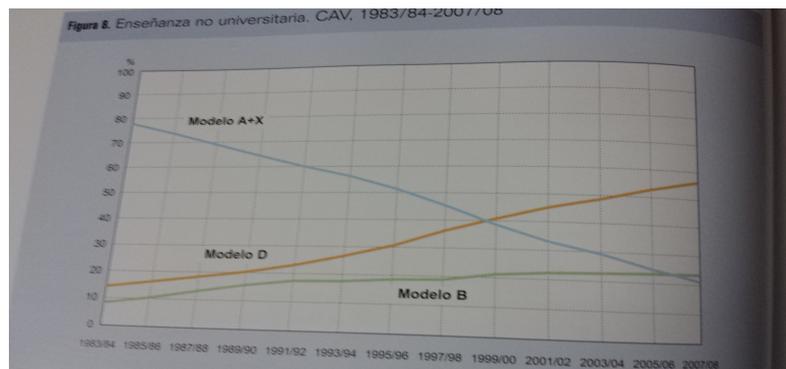
² Culture Department of the Basque Government.

³ Further data as of 2009 is yet unknown, for it is being collected and analyzed (Author's Note).

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'D model' became strong in the *Ikastola* school system, created in the final years of Franco's dictatorship, which directly attacked Basque in its various ethnic, ideological, and cultural forms forbidding the use of the language or names (Zuazo, 2005, 2008). *Ikastolas* were created as a tool for Basque education *in Basque* which may enable the revival of Basque language and culture, overtly endangered. This created a cultural movement, including the creation of the EHU-UPV (University of the Basque Country).

Currently, the CDBG (2009) offers data explaining that the 'D model' gathers 56% of pupils and covers the ages from 0 to 18. 23.2% use the 'B model', which offers education in Basque and Spanish as the teaching languages in a 50-50 system, while retaining foreign languages. This model is usually used when addressing the linguistic integration of immigrants in the Basque education. Finally, there is a 'A model', which offers Spanish as the schooling language, just retaining Basque to teach Basque language and literature in a sole subject, and foreign languages, gathering 20.9% of pupils. However, data differs when approaching the late 2000s, which show an increase of 'D model' to rates peaking at 83% and the decrease of 'A model' to rates of barely 5.9%. Lapurdi, Behe Nafarroa, and Zuberoa are in France, utterly neglected by the French and Spanish governments, offering Basque as a non-official language in the French Educational Board, through the *Ikastola* movement does retain its validity and makes use of it (Zuazo, 2005, 2010).



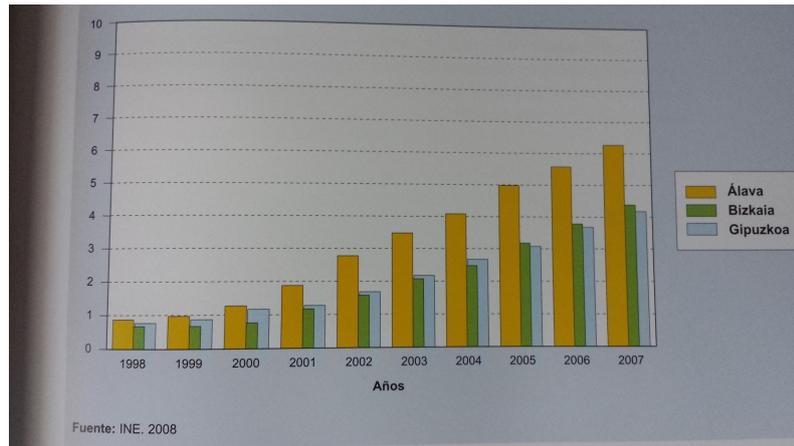
Basque educational models in non-university education (CDBG, 2009).

Tabla 5. Evolución de la población extranjera en la CAV, 1998-2007

Año	CAV			Álava		Bizkaia		Gipuzkoa				
	Población	Pobl. extranjera		Población	Pobl. extranjera	Población	Pobl. extranjera	Población	Pobl. extranjera			
	Nº	Nº	%	Nº	%	Nº	%	Nº	Nº	%		
1998	2.098.628	15.198	0,7	284.595	2.460	0,9	1.137.594	7.437	0,7	676.439	5.301	0,8
1999	2.100.441	16.793	0,8	285.748	2.801	1,0	1.137.418	7.633	0,7	677.275	6.359	0,9
2000	2.098.596	21.140	1,0	286.497	3.818	1,3	1.132.729	9.419	0,8	679.370	7.903	1,2
2001	2.101.478	27.438	1,3	288.793	5.462	1,9	1.132.616	13.120	1,2	680.069	8.856	1,3
2002	2.108.281	38.408	1,8	291.860	8.031	2,8	1.133.444	18.661	1,6	682.977	11.716	1,7
2003	2.112.204	49.231	2,3	294.360	10.445	3,5	1.133.428	23.908	2,1	684.416	14.878	2,2
2004	2.115.279	59.166	2,8	295.905	12.058	4,1	1.132.861	28.876	2,5	686.513	18.232	2,7
2005	2.124.846	72.894	3,4	299.957	15.141	5,0	1.136.181	36.217	3,2	688.708	21.536	3,1
2006	2.133.684	85.542	4,0	301.926	16.857	5,6	1.139.863	43.395	3,8	691.895	25.290	3,7
2007	2.141.860	98.524	4,6	305.459	19.392	6,3	1.141.457	50.092	4,4	694.944	29.040	4,2

Fuente: INE, 2008

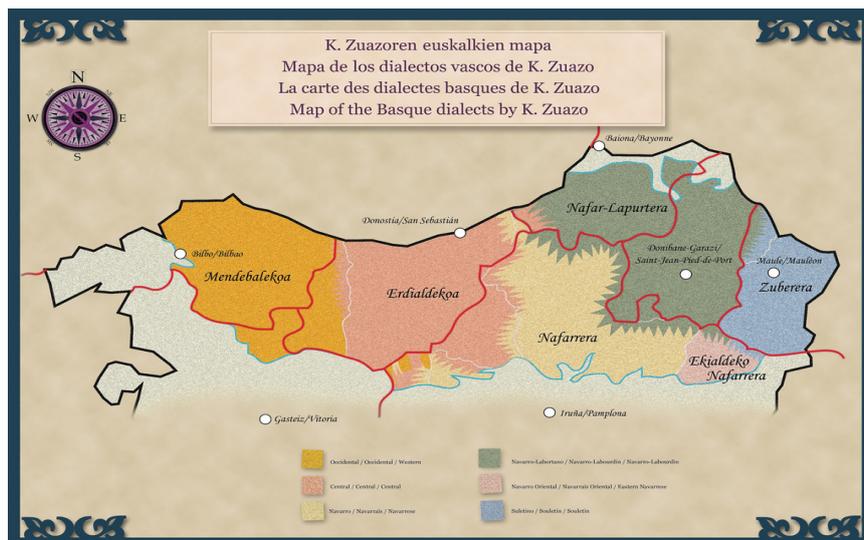
Evolution of immigrant population in the Basque Country in figures (CDBG, 2009).



Evolution of immigrant population in the Basque Country according to province distribution (CDBG, 2009).

This shows the current problems Basque has to face, while traditionally and historically confronted four main issues (Zuazo, 2008, 2009): first, it suffered a severe geographical withdrawal. From the Roman times, Basque occupied the southwest of France, current Aquitania. As toponymic data shows, the southern boundaries of Basque related to Burgos, Rioja, Zaragoza, and Huesca; while reached slow withdrawal to current boundaries as of the XVI-XVII centuries, regardless Renaissance displayed great use of Basque industrial and navigational skills for whale hunting, ship engineering, and iron-based industry. Modern day, nonetheless, especially through Franco's dictatorship, reduced Basque's boundaries to the current administrative region. Second, it was, and still is, socially marginalized. As of the XV century, Basque did not have legal status or presence in legal documentation in the Reign of Navarre. On the other hand, it was vanquished by the Inquisition and condemned by the Church. Finally, Franco's dictatorship became the final nail in the coffin, forbidding its use in the public sphere. Third, its structure has been deeply altered. Even though Basque words have been adopted by Spanish ('*ezkerra*' > '*izquierda*'), or English ('*akelarre*', '*jai alai*'); from Latin inherited a great mass of religious vocabulary ('*arima*' or 'soul'; '*barkatu*' or 'forgiveness'; etc. Notwithstanding, new speakers of Basque display great loss of phonetics —loss of palatal *-dd-*, *-tt-*; loss of differentiated pronunciation of sibilants *s*, *x*, *z*, *ts*, *tx*, *tz*; —, or a situation of diglossia. Finally, it endured a harsh dialectal fragmentation. Basque displays 5 main dialects: *Zuberotarra* (in Zuberoa), *Mendebaldekoa* (*Western*, in Biscay), *Erdialdekoa* (*Central*, in Gipuzkoa), *Nafarra* (in Navarre), and *Nafar-Lapurtarra* (in French Navarre and Lapurdi). *Mendebaldekoa*, *Erdialdekoa*, *Nafarra*, and *Nafar-Lapurtarra* would also display a total of 20 subdialects or variants, often with great differences among them. Zuazo (2008) offers the following dialectal map:

Typology in Multilingual Pedagogy: Pursuing Migrants' Linguistic Integration and Minority Languages' Preservation



Dialects and sub-dialects of Basque (Zuazo, 2008)⁴.

Considering languages are learnt step by step (Harris, 1983) and require distinct intelligences from pupils (Cuetos, 2009, 2010; Pinker, 1994), no matter the age, for the learning process acts upon different tools; this methodology described approaches the teaching of Basque, and any other target language addressed in a unitary manner through the use described in chapter 3. It attempts to approach language teaching through the typological fragmentation of language grammar in a systematized manner so that the teachers share a common approach to language. By doing so, one sole system common to all languages —grammar typologically established in its multiple components, phonetics, lexicon, etc.— are organized to be taught and learnt in the system closest to natural learning of language when newborn and babies.

⁴ Retrieved from http://aldizkaridigitala.blogspot.com.es/2014_10_01_archive.html (last visit on 13-3-16).

Conclusions

This methodology approaches multilingual teaching in a most efficient manner by making the appropriate use of typological patterns through the own native language of the pupil. This permits both teaching and learning target languages by solving the limitations that former traditional methodologies have overseen. The pupil becomes a non-passive participant of the teaching-learning dichotomy.

In addition, effortlessness featuring this methodology is remarkable, avoiding feelings of language learning as burdens to be carried, especially among those with evident difficulties. This happens, not because of the limitations of the pupil —also to be taken into due account—, but due to the wrong transmission of teaching input messages, which most often are similar. This ‘homogenization’ of input, be that may linguistic variety or pupil variety, fails to correctly address and tackle with the diversity of pupils, backgrounds, and the way they learn.

Thus, by addressing languages —both native as well as target— displaying the same ‘linguistic skeleton’ constructed by word order and other patterns may enable learning in a more efficient, effective, and above all, more easily. This may be so by conducting diverse linguistic features in the same manner and methodology. Indeed, this makes processes and pupils more efficient and proactive when learning, especially by the increasing use of multiple intelligences required.

Finally, this methodology helps linguistic integration of migrants through their own language. It avoids linguistic impediments and impacts caused by direct and often traumatic immersion; which often affects migrants in a negative manner, for their lack of linguistic competence in that foreign language becomes a serious obstacle for communication. Migrants can approach the target language(s) of the society into which they are to fit by starting off the whole process with their own language, hence, successfully coping with communication problems. And especially in the case of endangered and minority languages, this same tool may help revitalize them by making the creation of new fluent speakers become an easy task, for which besides natives, migrants are a valid asset.

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