

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

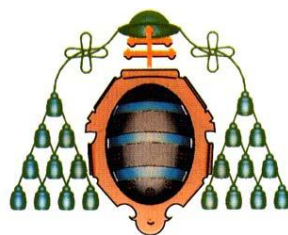
**Trabajo Fin del Máster en Enseñanza Integrada de la Lengua Inglesa y Contenidos:
Educación Infantil y Primaria**

**Linguistic Projects in The Basque Country.
Bilingual and Multilingual Projects in Primary Schools.**

Elena Iturbe Álvarez

Tutor: Alberto Fernández Costales

Enero 2015



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INTRODUCTION

We live in a globalized world where communication plays a very important role. Being bilingual is almost a must nowadays and the sooner the second language is acquired the better. A new era is here, the information age which demands new competences, one of them being the use of new languages.

The links among countries, being these links, political, technological and economic among others, have made us aware of the need of using other languages than our own.

Education is an important element in our society; therefore these changes cannot be ignored. In the last years we have witnessed how countries are showing a great interest in fostering multilingual acquisition programmes.

The European Union is also working towards this objective, as addressed in the resolution of the Council of Europe (1995) *on improving and diversifying language learning and teaching within the education system of the European Union*.

As a member of the European Union, Spain is also engaged in this process at the national and regional levels, by means of its Autonomous Communities. In 1978 the Spanish Constitution established the right to the autonomy of the different regions in Spain. The country was divided in 17 Autonomous Communities. In 1979 they passed their own Statue of Autonomy. In Article 3 the Constitution declares that Spanish is the official language of the State but it also granted the minority languages of Spain the status of official. Therefore, bilingual programmes have been implemented in educational curriculum all over the Spanish territory and at different educational stages.

Since 1980 The Spanish Government granted their support to regional languages, as result of which we have two main contexts:

- Monolingual communities, where Spanish is the official language
- Bilingual communities where Spanish is the official language with another regional language, the case of the Basque Country, Catalonia, Galicia and Valencia, Navarra and the Balearic Islands.

Bilingual communities have had an influence on education. The expertise gathered after years of practice in bilingual communities has provided an excellent model for the design and implementation of programmes in monolingual communities (Ruiz de Zarobe and Lasagabaster, 2010: 10).

However, we cannot talk about bilingualism without bearing in mind Content and Language Integrated Language (CLIL), which is a valuable tool in improving language competence and communication skills. According to Ruiz de Zarobe and Lasagabaster (2010):

In the last decade CLIL (Content and Language Integrated Learning) has undergone a rapid development in the Spanish scenario. This is the result of a commitment with the European policies aimed at fostering multilingualism and a growing awareness of the need to learn foreign languages. Increasing priority has been given to CLIL as the best way to foster multilingualism and language diversity, one of the aims of European policies in the last decade.

In the same sense, David Marsh states that CLIL makes bilingualism in mainstream education a realist and achievable aim (Marsh, 2008).

The objectives of this dissertation are, on the one hand, to describe the bilingual education programmes that have been implemented in the Basque Country and, on the other hand, to see the teachers' point of view on the bilingual projects of their schools and the results they are obtaining. Therefore, a questionnaire was sent to six schools of Primary Education; this survey was answered by the teachers participating in the bilingual and multilingual projects of the schools taking part in this study.

I have chosen the Basque Country for several reasons: first, because I spent my childhood there and I was a witness of how bilingualism gave its first steps so I am very interested in seeing how the project has developed and worked out through all these years. Another important reason for choosing this community is that it is a bilingual region that has gradually started to implement trilingual projects in some schools. I believe it is very interesting to analyze and see the results they are obtaining from the teachers' point of view and see the reality of the classroom. I will also focus on the effect of bilingualism on third language acquisition.

My investigation is going to focus mainly on three dimensions: the methodology used in the schools, the results obtained so far and the challenges faced by teachers of Primary Education in bilingual contexts in the area.

The Basque Country has gained experience along all these years as a bilingual community that implemented their bilingual projects in 1982 after the Basic Law of Normalization of the Basque was passed. Therefore, I hope this Master's thesis can offer new proposals or suggestions that can be used in the implementation of CLIL in Asturias.

▪ **Organization**

In this dissertation first I will offer a view on bilingualism. I will start by defining the term. Then I will comment on the different types of bilingualism, taking into account the opinion of different authors.

In the next chapter I focus on bilingual education and its objectives. I will also look into the different types of bilingual programmes. CLIL will be analyzed as it is one of the most popular approaches to bilingualism and multilingualism nowadays. According to the British Council (2004):

Over the past two decades an increasing body of research has demonstrated that CLIL can enhance multilingualism and provide opportunities for deepening learners' knowledge and skills. CLIL has been found to be additive (one language supporting the other) and not subtractive (one language working against the other). It involves a process which is generally curriculum-driven with the language curriculum arising from the content curriculum.

Although many researchers agree on the advantages of implementing CLIL in the educational programmes towards the acquisition of multilingualism as stated by the British Council, most of them insist on the need of more research to be carried out to confirm all the benefits of CLIL approach. White and Turner (2005) state that studies in foreign language learning contexts are still scarce. In the same vein, Ruiz de Zarobe and Jiménez Catalán (2009) claim that issues as vocabulary acquisition, rate of acquisition and stages of development among other aspects are still necessary to investigate.

Ruiz de Zarobe and Jiménez Catalán (2009) carried out a study in Catalonia and the Basque Country to compare results at different ages of CLIL and non-CLIL instruction and the results obtained show that CLIL can be more effective than traditional methods in obtaining proficiency. Nevertheless, as mentioned before, more research is necessary; I believe that using CLIL is an approach that is smoothing the way towards multilingualism.

In the third chapter I will focus on the linguistic programmes implemented in Primary Schools in the Basque Country. I will begin with a brief panorama of the bilingual situation in this region along the years until our days. The three models of language schooling will be analyzed and a research on their multilingual project will be carried out. I will have a look at the advantages and challenges in the Basque Country Educational System.

The last chapter is focused on the main objective of my Master's Thesis that is to know how the linguistic projects are working in the Basque Country. For this part of the

dissertation the teachers' point of view is going to be a cornerstone, as their answers will be used to analyze the linguistic programmes in the Basque Country.

On one hand this thesis is based on data received from the Basque Government's Department of Education on the total number of schools, the amount of students and the percentage of students in each model and, on the other hand on the teachers' point of view on bilingual educational programmes. First hand information has been received through the questionnaires filled in by the teachers taking part in these projects in the schools participating in this study. The questionnaires are divided in various scales or sections: teachers' background, training received, methods used in bilingual and trilingual programmes, resources, CLIL and challenges they face. The Likert scale, combined with open-ended questions, was used for these questionnaires. In this way, teachers were offered the possibility to express their feelings and attitudes towards the linguistic projects.

The surveys also provide general information of the schools, such as: location, social status, if it is a Basque speaking place, how long has the bilingual project has been operating, the number of students and the percentage of pupils in each model.

The research was carried out in six schools of the Basque country: two in Vizcaya, two in Alava and two in Guipúzcoa. The questionnaires were mailed to all the teachers taking part in bilingual and trilingual projects of the schools in this study. Information about amount of students, schooling models offered, bilingual background of the city or town was also required from the school.

CHAPTER ONE: BILINGUALISM

▪ **Definition of the term.**

What is bilingualism? The term is opened to a variety of interpretations and definitions. It is not an easy task to delimit this concept. Bilingualism is a worldwide phenomenon nowadays, as it affects high percentages of our population. According to Grosjean (1982: 7) it affects at least half the population; Brown (2006: 1) believes that one out of two uses two languages on a daily basis: and Baker and Ada (2001: 32) claim that among 60 and 75 percentage of population is bilingual.

As Baetens-Breadsmore states “bilingualism as a term has open-ended semantics” (1982), meaning that the term can have different meanings to different people and there is not only one definition.

Along this chapter we will have a look at some definitions from different specialists in the field. To understand the big picture, we can say that the definitions range from the expectations of totally balanced bilingualism to the ability to speak two languages. In the middle of the spectrum there is a whole array of definitions. All these definitions go from a native-like competence in two languages to a minimum proficiency in a second language.

On the side of the spectrum that considers bilingualism as the ability of speaking two languages we can include several linguists as:

Uriel Weinreich (1979: 1), who is considered a pioneer in the study of bilingualism. He defines bilingualism as the practice of alternately using two languages, and a person involved is a bilingual. This definition is ambiguous as there is no mention to proficiency or to the use of the language. In a similar way to Weinreich, Baker (2006) defines bilingualism as the ability to use two languages. Morris’ (1979: 24) definition of the term takes into account its etymology (Bi + lingualism) meaning the ability of speaking two languages.

Macnamara (1969) can also be included in this group; he proposes that a bilingual is anyone who possesses minimal competence in one of the four skills in a language other than his mother tongue.

These are the most inclusive definitions, as anyone who speaks two languages is considered bilingual without taking into account his or her level of competence or the frequency of use of the second language. However, they raise some controversial and inquiries. Should a person who uses and understands just a few words in another language

be considered bilingual? When does a person start being bilingual? None of these definitions take into account the proficiency in the language, the use of the language or the ability in the four skills.

On the other side of the spectrum we find researchers who talk about native-like control in the second language to be considered bilingual. Here we can include Bloomfield and Halliday, whose definitions are very similar.

Bloomfield (1933: 55) defined bilingualism as native-like control of two languages and Halliday (1970: 141) describes an ambilingual as a speaker who has complete control of two languages and makes use of both in all uses to which he puts either.

This approach describes the ideal bilingual; however these definitions lack precision, as they do not clarify what is meant by native-like control of the language. How can we decide how is the ideal native speaker? Native speakers of a language may have different proficiency in their mother tongue; so who do we consider to be a real bilingual?

Diebold (1964) talks about incipient bilingualism to characterize the initial stages of contact between two languages. An incipient bilingual is a person that may not be able to produce meaningful utterances. I believe this is a very interesting idea, as most of the students in the linguistic projects analyzed in this dissertation will be at some point in the process of second language acquisition.

All these definitions are centered on language competences, but, according to other researchers, there are other factors that are also relevant as cultural and cognitive factors. We can say that researchers do not agree on the definition of the term and depending on their field of study they will highlight one aspect or another.

I would like to add my own idea of bilingualism to this dissertation: I would define a bilingual as the person who is able to communicate in two languages, as communication is in my opinion the most important function of a language. However, I would consider different stages or degrees in bilingualism as you master the language.

As I mentioned above, for this dissertation I will take into account Diebold's definition of incipient bilingual because most of the students in the schools participating in my survey will fall into this definition.

- **Types of bilingualism**

Taking into account that there is not one only definition for bilingualism, it is logical to think that there are different types of bilingualism. The next step for a better knowledge and understanding of the concept is an approach to its different types.

Age is one of the main factors to bear in mind when talking about bilingualism. According to Baker (2006) we can talk about early and late bilingualism. Early bilingualism refers to acquiring a second language during the stage of infancy and childhood. Late bilingualism refers to acquiring the second language at a later stage. Baker states that some children become bilingual almost effortlessly from birth whereas others learn a language later in life.

In early bilingualism we can also make a distinction between simultaneous and sequential bilingualism. According to De Houwer (2009), simultaneous is when the child learns the two languages at the same time from birth. Sequential refers to when the child starts learning the second language when he has partially acquired his mother tongue.

Romaine (1995) states that young children who are exposed to more than one language before the age of puberty acquire the languages equally well. According to Romaine (1995) there are the following six types of bilingual acquisition.

Type 1: One person-One language	
Parents:	Parents have different native language but each of them has some competence in the other's language.
Strategy:	Parents speak their own language to the child from birth. The language of one of the parents is the one in the community.
Type 2: One Language-One Environment /Non –dominant Home Language/	
Parents:	Parents have different native language and the language of one of them is the dominant in the community.
Strategy:	Parents speak the non- dominant language to the child. He is exposed to the dominant language when outside the house and at school.
Type 3: Non –dominant Home Language without community support	
Parents:	Parents share the same native language which is not spoken in the community.
Strategy:	Parents speak the non- dominant language to the child. He is exposed to the dominant language when outside the house and at school.
Type4: Double Non –dominant Home Language without Community support	
Parents:	Parents have different native language and the dominant language spoken in the community is different.
Strategy:	Each of them speaks their language to the child and the child is exposed to the dominant language outside the home, therefore the child is exposed to three languages.
Type 5: Non –native Parents	
Parents:	Parents share the same native language which is spoken in the community.
Strategy:	One of the parents speaks to the child in a language that is not his/her native language.
Type 6: Mixed Languages.	
Parents:	Parents are bilingual.
Strategy:	Parents code-switch and mix languages.

Table 1 – Types of bilingualism. Adapted from Romaine (1995).

Leaving the age factor aside, there are other factors that can be taken into account. In 1975 Lambert introduced the concepts of subtractive and additive bilingualism. Additive being the one in which the acquisition of a second language is not an obstacle for the first one, quite the opposite. Individuals learn both languages, one helping the development of the other, fostering balanced bilinguals that have positive attitudes towards both languages. Lambert attaches special importance to “the prestige or social relevance of the bilingual’s two languages”.

Liddicoat (1991: 6) sums this up succinctly: additive bilingualism develops when both languages and the culture associated with them bring complementary positive elements to the child's overall development. Subtractive is when the second language is added at the expense of the first language and culture. Instead of complementing each other they are competing at cultural and linguistic level. Lambert (1975) gives us the example of ethnic minority group, when they enter a school with a high prestige, socially powerful, dominant language that is the language of instruction. This process can lead to the impoverishment of the first language or mother tongue.

This situation may be occurring right now in schools in our country. In the last years Spain is receiving a great amount of immigrants from Rumania, Russia, etc. The instruction in our schools is mainly in Spanish and in the ones with bilingual projects some subjects are instructed in English. There are parents who are really interested in their kids not losing their roots, so apart from speaking their native language to them sometimes they assist to classes to maintain their mother tongue and their culture and traditions. As teachers we should encourage our students to keep in touch with their native tongue and their roots.

Bearing proficiency in mind, we can talk about ‘balanced’ and ‘dominant’ bilingualism. These terms were used by Lambert and Peel in 1962. Balanced bilingualism is when we talk about a person who has a strong command in both languages whereas the dominant is used to refer to a speaker who has a stronger command of one of the languages.

However, Irujo (1998) does not agree with this argument of language dominance because she believes that bilinguals prefer to choose to speak one language or the other depending on different situations, different people, etc.

I agree with Irujo since I think most bilinguals have a dominant language, which they prefer to use, even though they may be highly proficient in both languages. There is always one language where you feel more at ease. We can also include in this category ‘receptive

bilingualism', although it is not considered true bilingualism by some linguists. In this case the individual understands the language but does not speak it.

In this thesis the term additive bilingualism is going to be a key concept, as I believe this is the type of bilingualism we want in our schools. One language helping the development of the other and our students should have positive attitudes towards both of them. This is a must in every linguistic project.

CHAPTER TWO: BILINGUAL EDUCATION

- **What is bilingual education?**

When we talk about bilingual education many questions or doubts rise in our mind. What is bilingual education? What are the objectives of bilingual education? Is it effective? Along this thesis I will look into answering these questions.

Baker (2006) states that one of the illusions about bilingual education is that it is a 20th century phenomenon. Bilingual education is an education that uses and promotes two languages, it fosters bilingualism. He also points out that bilingual education is a simplistic label for a complex phenomenon. The term has been used to define a wide range of situations where two languages are used in class, but there is a difference between a classroom where instruction fosters bilingualism and another where there are bilingual children but bilingualism is not present in the curriculum. That is the reason why Baker claims that it is an ambiguous and unclear term.

In the same vein Lewis (1977: 22) ascertains that bilingualism and multilingualism are a very early characteristic of human societies, and monolingualism a limitation induced by some forms of social change, cultural and ethnocentric developments. Baker (2006) states that the aims of bilingual education can be very different:

1. To assimilate individuals or groups into the mainstream of society; to socialize people to full participation in the community.
2. To unify a multilingual society; to bring unity to a multi-ethnic, multi-tribal or multinational linguistically diverse state.
3. To enable people to communicate with the outside world.
4. To provide language skills which are marketable, aiding employment and status.
5. To preserve ethnic and religious identity.
6. To reconcile and mediate between different linguistic and political communities.
7. To spread the use of colonial language, socializing an entire population to colonial existence.
8. To strengthen elite groups and preserve their privileged position in society.
9. To give equal status in law to languages and equal status in daily life.

10. To deepen an understanding of language and culture.

Bilingual education is not only about education, as we can see above, it also deals with other factors (i.e. sociocultural, economic and political issues). I think the political elements play a very important role. Focusing on the Basque Country, when the Basic Law of Normalization of the Basque was passed in 1982 and bilingual programmes were implemented, politics was a key factor in this decision.

The term bilingual education is used differently throughout the countries. For example, as reported by Brisk (1998; in Bialystock, 2006), in the USA the term is used to describe non native English children's education, while in the rest of the world it is used to describe an education in two languages, as it is in most parts of Europe.

- **Types of bilingual education**

There are different types of bilingual education depending on different aspects, for instance: how the two languages are taught, the methods used, the teachers, the pupils and the students' attitude towards bilingualism among others.

Baker (2006) divides bilingual education in ten different categories which are divided in three major groups depending on the linguistics objectives of each type of bilingual education. These groups are: monolingual, weak and strong forms for bilingual education.

Monolingual form of education for bilinguals

There are there are three types of programmes:

- **Mainstream / Submersion Education:** minority language students are taught through the language of the majority, without taking into account their mother tongue. It leads students into frustration, disinterest, hence impoverishes educationally (Baker, 2006). This is a clear example of subtractive bilingualism. The second language is added at expense of losing the first one.
- The second programme is **Mainstream with Pull out classes**. In this programme minority groups have compensatory classes in the majority language. This programme is still seen in a negative way by authors. Ovando (2003) states that this leads to stereotyping and labeling of the students.
- The third programme is **Segregationist Education**. The two groups, the majority language speakers and the minority language speakers are totally divided, usually

they attend different schools. This programme is separatist. The minority group attends schools where the education is in their language.

Weak form of bilingual education for bilinguals

There are also three programmes in this group.

- **Transitional Bilingual Education.** In this programme children are taught in their own language until they are proficient enough in the majority language. It is also a form of subtractive bilingualism, as their first language is only an instrument to acquire L2.
- **Mainstream Education with Foreign Language Teaching.** Students have foreign language lessons in the curriculum. The problem with this method is that it rarely produces functional bilinguals, able to really communicate in the foreign language.
- The third programme in this group is **Separatist Education.** A minority language tries to detach itself from the majority. The objectives of these schools are monolingual and monocultural.

Strong forms of bilingual education for bilinguals.

- **Dual language Bilingual Education.** It is also called two way. There are students of the minority and majority language in the same class and both languages are used in a balanced way during the instruction, that way none of them becomes dominant. The aim is to produce relatively balanced bilinguals, that is, individuals that are efficient in both languages.
- **Heritage Language Bilingual Education.** It happens when the minority language group is taught in their native language. The objective is achieving complete bilingualism. L2 is used outside the classroom.
- **Immersion Bilingual Education.** It consists in teaching the curriculum in a second language, with the aim of producing efficient bilinguals. Baker (2006) this type of education has spread rapidly in Canada and in parts of Europe (Spain, Finland, Scotland, Ireland, Switzerland, etc.), and also in Japan, Australia and some other locations. There are various type of immersion bilingual depending on the age the students start the programme and on the amount of time spent in immersion.

- **The last type of programme is Bilingual Education in Majority Languages.** The majority here would be world-spread languages as: English, French, German, etc. In this type of instruction two majority languages are used. These programs are used in countries where the majority of the society is already bilingual, for example: Singapore, Luxembourg), or where there is a great number of people from different nationalities who want to become bilingual. International Schools are an example of centers implementing these projects.

As can be seen in this classification Baker (2006), the third group is the one that is considered real bilingual education and its objective is to produce balanced bilinguals whereas in the other two groups the aim is monolingualism or limited bilinguals.

However we cannot talk about bilingual education without mentioning Content and Language Integrated Learning CLIL, which is an approach that is widely spread in Linguistic projects nowadays.

- **Content and Language Integrated Learning CLIL.**

Content and Language Integrated Learning CLIL has gained popularity across Europe since the 90's due to a commitment of the European Union to promote a multilingual Europe. This can be seen in different documents published by the European Union, such as the White Paper (White Paper on education and training. Teaching and Learning towards the learning society 1995) and the Common European Framework of Reference for Languages prepared during the 1990.

According to Marsh and Langé (2000):

CLIL is a generic term and refers to any educational situation in which an additional language and therefore not the most widely used language of the environment is used for the teaching and learning of the subjects other than the language itself.

Bearing in mind this definition it can be said that this approach should not be considered as a method to learn a language as it does not focus on language but on contents as well. Content and language are integrated, this way students learn in an integrated way. The L2 is the mean of instruction to teach content. It enhances the language acquisition while learning content.

In the same vein Coyle defines CLIL as a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language. The learning-teaching process is focused on the content and L2 as well. It is not a new way of learning concepts or a new approach to learn a foreign language but the integration of both: language and content.

Marsh (2008) states that Content and Language Integrated Learning can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive "can do" attitude towards themselves as language learners. I believe this "can do" aspect in Marsh's definition adds a very key term: motivation. If students are motivated the learning process is more successful and the results will be better. The more engaged students are in the process of learning the more likely they are to learn and remember the information. Quoting Chomsky (1988) 99% of teaching is making students feel motivated in the material.

CHAPTER THREE: BILINGUAL EDUCATION IN THE BASQUE COUNTRY

- **Educational Models and Objectives**

The Basque Country was established as a Community in 1979 by the Statute of Autonomy. It encompasses three provinces: Alava, Vizcaya and Guipúzcoa. It became a bilingual community in 1982, as result of the Basic Law on the Standardization of Basque. Spanish (majority language) and Basque (minority language) are the official languages of the community.

Education has been a very important point in helping Basque language to survive Lasagabaster (2007). In 1983 the law of the use of Basque language at pre-university level was passed and three linguistic models were established:

Model A: programme in which Spanish is the vehicle language and Basque is taught as a subject, four to five hour per week. The L1 of the students is Spanish.

The Basque language objectives in this model are:

- To understand Basque well.
- To be able to give basic explanation in Basque.
- To prepare student for participation in Basque environment.
- To strengthen positive attitudes towards Basque.

Model B: in this model both languages are used as means of instruction. This is the most heterogeneous model. Depending on different factors as the location of the school and the availability of Basque teaching staff, the time assigned to each language can vary considerably.

The Basque language objectives in this model are:

- To acquire suitable competence to perform in Basque as a high level of competence as well.
- To prepare students to carry out further studies in Basque.

Model D: Total immersion programme. Basque is the vehicle language and Spanish is taught as a subject.

The Basque language objectives are:

- To strengthen competence in Basque, enriching language skills.

- To strengthen the community of Basque speaking students and help foster Basque language in the community.

There is also another model called X¹. Students included in this programme do not take Basque lessons, it is the case of students who are temporarily studying in the Basque Country. They represent a very low percentage.

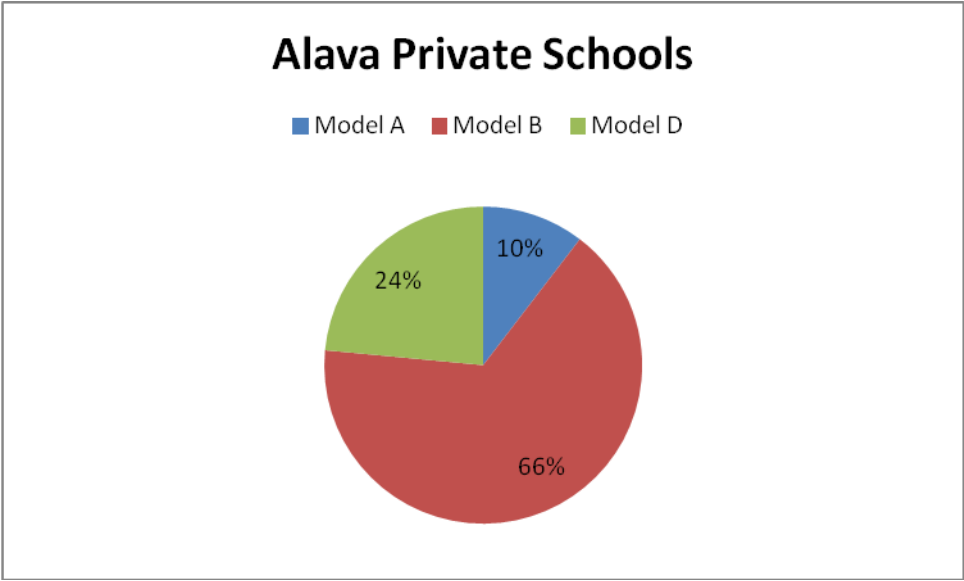
¹ We may wonder why there is not a Model C in the Basque Country Educational system, the answer is very simple: in the Basque language there is no letter C.

Data from the Basque Government

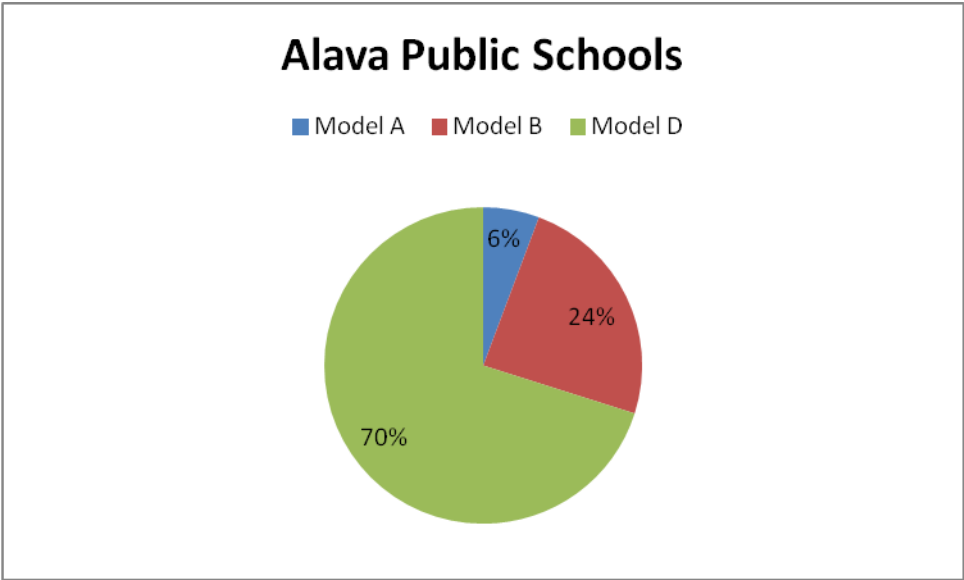
An email was sent to the Basque Government asking for information on the percentages of the different educational models in public and private schools in the three provinces of the community. At the beginning of November, I received this graph with data for the present academic course.

COURSE	SCOO L TYPE	PROVINCE	LEVELES	MODEL A	MODEL B	MODEL D	MODEL X	TOTAL STUDENTS
2014	Private	ARABA/ÁLAVA	KINDERGARTEN C1	40	1316	419	0	1775
2014	Private	ARABA/ÁLAVA	KINDERGARTEN C2	249	2761	1005	0	4015
2014	Private	ARABA/ÁLAVA	PRIMARY	808	5118	1821	0	7747
2014	Private	BIZKAIA	KINDERGARTEN C1	414	2998	4140	34	7586
2014	Private	BIZKAIA	KINDERGARTEN C2	1056	6875	7509	451	15891
2014	Private	BIZKAIA	PRIMARY	3072	14588	14097	868	32625
2014	Privada	GIPUZKOA	KINDERGARTEN C1	173	524	4294	0	4991
2014	Private	GIPUZKOA	KUNDERGARTEN C2	543	652	9215	0	10410
2014	Private	GIPUZKOA	PRIMARY	1106	4495	15917	0	21518
2014	Public	ARABA/ÁLAVA	KINDERGARTEN C1	18	376	2727	0	3121
2014	Public	ARABA/ÁLAVA	KINDERGARTEN C2	205	1154	4857	0	6216
2014	Public	ARABA/ÁLAVA	PRIMARY	651	2749	7997	0	11397
2014	Public	BIZKAIA	KINDERGARTEN C1	109	368	6689	0	7166
2014	Public	BIZKAIA	KINDERGARTEN C2	265	793	14697	0	15755
2014	Public	BIZKAIA	PRIMARY	861	2170	28567	0	31598
2014	Public	GIPUZKOA	KINDERGARTEN C1	0	26	5708	0	5734
2014	Public	GIPUZKOA	KINDERGARTEN C2	0	110	11035	0	11145
2014	Public	GIPUZKOA	PRIMARY	0	809	21179	0	21988

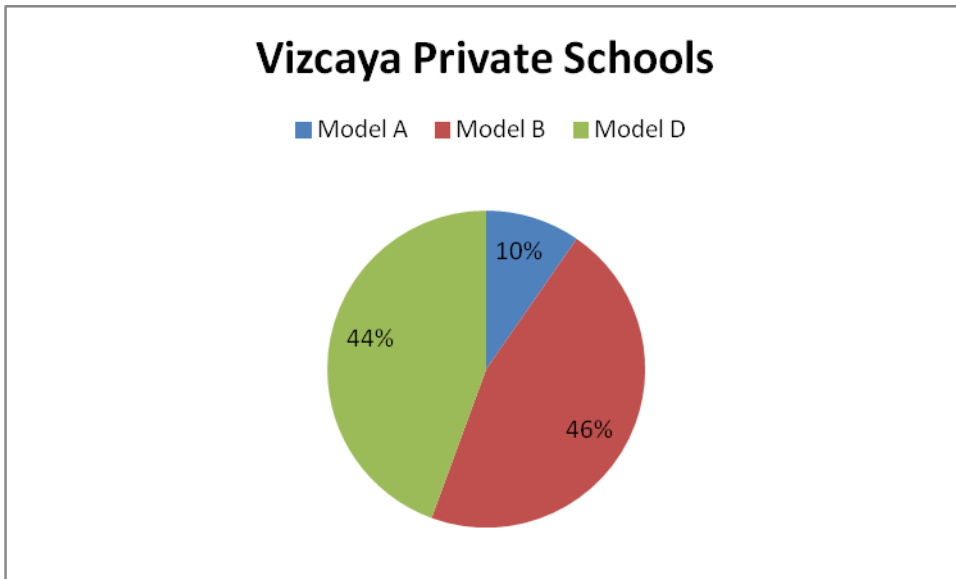
Graph 1- Enrolment data course 2014-2015. Source: Basque Government.



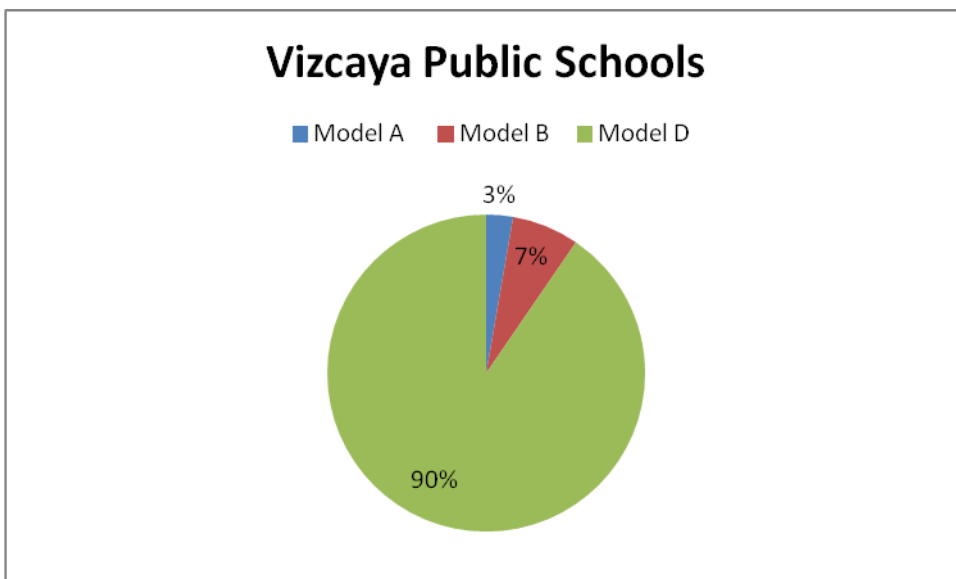
Graph 2- Linguistic models in Alava Private Schools.



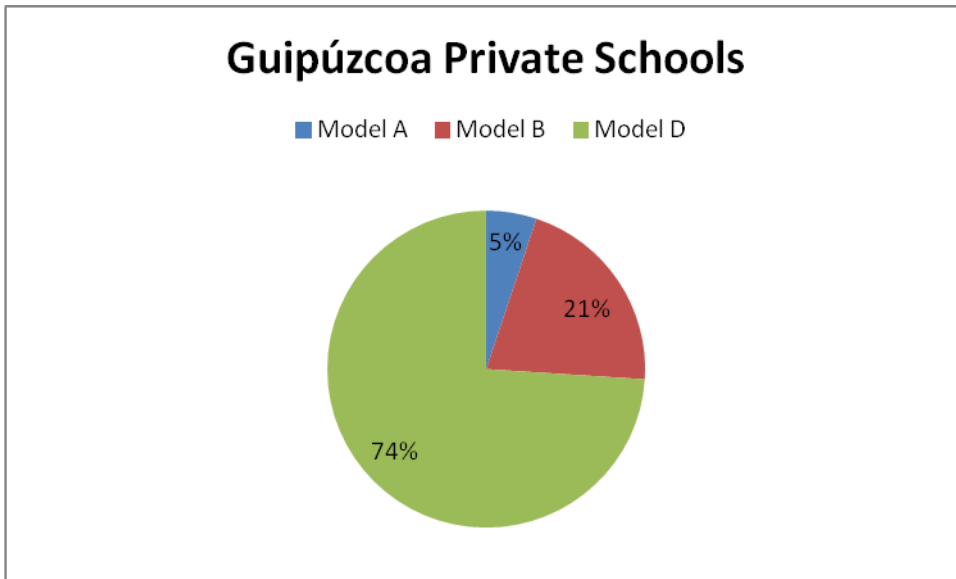
Graph 3- Linguistic Models in Alava Public Schools.



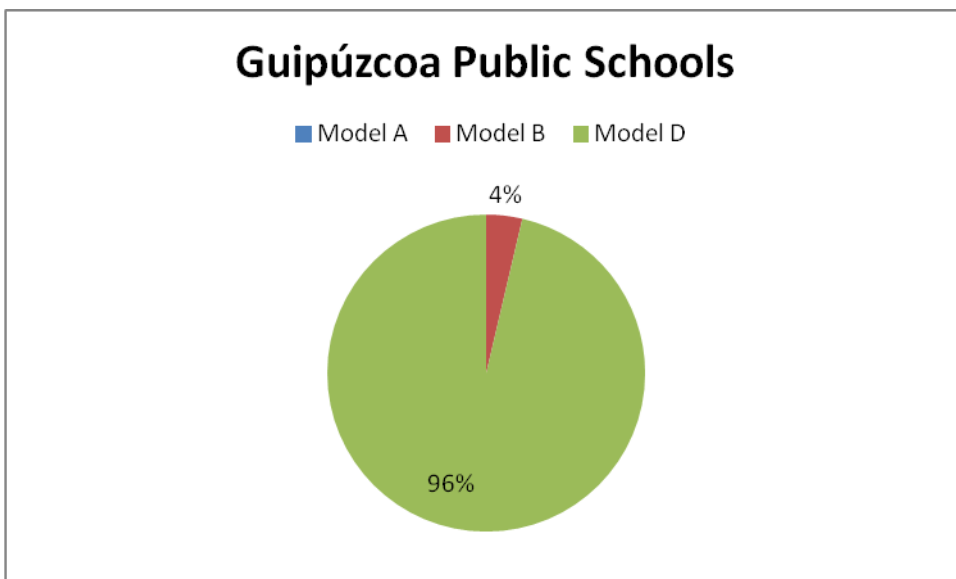
Graph 4- Linguistic models in Vizcaya Private Schools.



Graph 5- Linguistic models in Vizcaya Public Schools.



Graph 6- Linguistic models in Guipúzcoa Private Schools.



Graph 7- Linguistic models in Guipúzcoa Public Schools.

From the information received from the Basque Government for enrolment for the present course we can deduce that model D is the most widespread in public schools in the three provinces. However, in private schools in Alava and Vizcaya the most extended one is Model B. Guipúzkoa is the province with the highest presence of students in model D.

According to Lasagabaster (2000) the tendency from 1983 is a change from monolingual to bilingual system. Enrollment figures go gradually down in model A whereas model B and D go steadily up.

Besides these three models the Department of Education of the Basque Country has set up an experimental programme to implement CLIL models to promote the knowledge of a foreign language (English or French). This approach provides the opportunity to learn a third language without requiring extra time in the curriculum. Multilingualism is fostered in these schools as classes are taught in Spanish, Basque and English.

In 1996 the Basque Country started a multilingual project in twenty schools in order to foster linguistic competence in a third language. The project is gained popularity year by year. In 2012 the project had spread to 118 schools. Isabel Celaya (2011), Regional Minister of Education states:

El trilingüismo no tiene marcha atrás ni freno de mano. Nuestro objetivo es que este tipo de enseñanza sustituya en el curso 2013-2014 a los actuales modelos educativos que han quedado obsoletos, con el fin de que las lenguas dejen de ser rivales para convertirse en aliadas.

- **Advantages and disadvantages in the Basque linguistic Projects.**

Several research studies have been conducted in the Basque Country, with more than 30,000 students involved. Even though the first study was in 1974, it was not until the 1980s that an interest was shown in this issue (Etxeberria, 1999). As it usual happens with these studies, most of them focus on first and second language development.

The results of the research have been almost the same, they show that model A students' competence in Basque is extremely poor (Gabiña, 1986; Lasagabaster, 2000; Lasagabaster and Cenoz, 1998; Sierra and Olaziregi, 1989). The Basque language objectives are not achieved in this model. In general, students are not able to use Basque language as instruction language in the classroom. Focusing on Model B, it can be observed that the students attain a higher level of competence in Basque. Sociocultural, methodological and contextual variables seemed to have a great influence on the wide range of results in Basque achieved by the students in this model.

However, it is the students in model D the ones who achieve the best competence in Basque, therefore they are the closest ones to balanced bilingualism, that is students proficient in both languages. According to these studies, Basque native speakers usually outperform their Spanish speaking counterparts. It is important to bear in mind that the

students in this linguistic model are the ones with a Basque family environment, therefore with higher level of motivation and with several factors that facilitate and foster the access to Basque language.

Regarding Spanish, no significant difference has been observed among the three models. This is due to the fact that Spanish is the majority language in the Basque Country (Lasagabaster and Cenoz, 1998; Sierra and Olaziregi, 1991). Its presence in society and the media, such as TV, cinema, the Internet, etc., fosters the use of Spanish in students' life regardless the instruction language used at school.

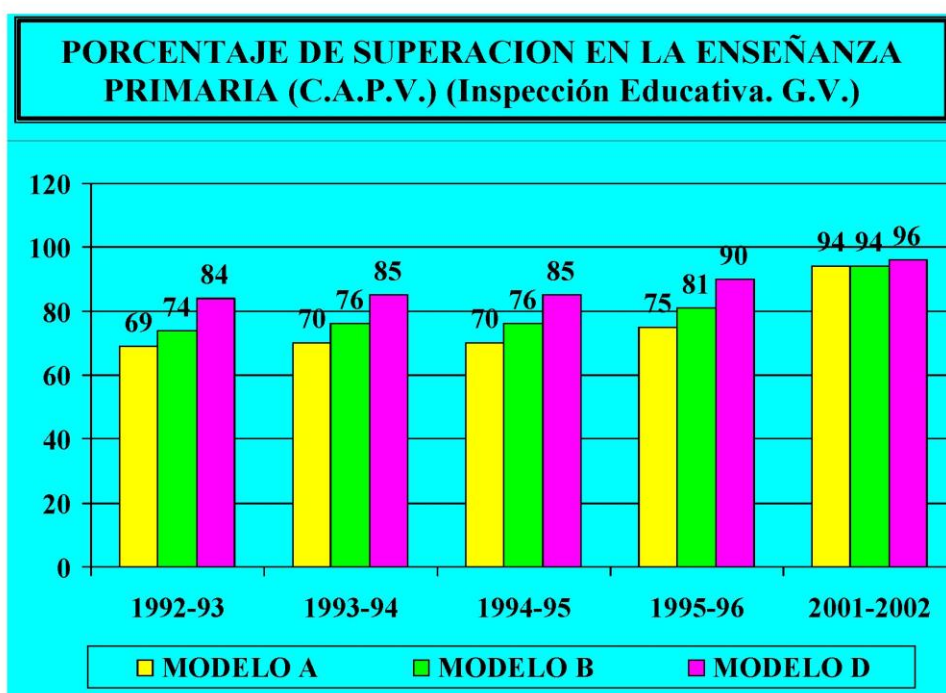
Focusing on non-linguistic results researchers claim that there are no real differences in the three models regarding other subjects (Lukas, 1990). Using Basque as instruction language does not slow down the progress in the other subjects. The percentage of academic success in primary education is higher in model D (89.9 %) than in model A (74.7 %) (Etxebarria, 1999).

The main conclusion we can draw with the research is that bilingual individuals have certain cognitive advantages compared to monolinguals. All the research studies agree on the idea that only the students in model D are balanced bilingual, as they are proficient in both languages, Spanish and Basque.

Focusing on the situation of the Basque Country it can be said that the importance given to the L1 when it is a minority language, as it is the case of Basque, does not hinder the acquisition of L2 and L3.

When L1 is the majority language, the acquisition of L2 and L3 does not interfere the normal development of L1.

According to data provided by the EUSTAT (2002) (Basque Institute of Statistics), the results achieved in the different educative models have improved year by year.



Graph 8- Percentage of success in Primary Education. Data from EUSTAT (2002)

Focusing on the chart we can observe that the academic results obtained in all the models have been improving progressively and that the differences of results in the three models are disappearing. Studying the graph, we can see that while in 1992 there was a 15% difference between models A and D, in 2001 that difference is only of 2%.

As mentioned before in this Master's Thesis, the Basque Country Educational System is fostering trilingualism models. They started in 1996 with some experimental programmes and the number of schools taking part in this project increases every year. These schools are progressively adopting a content-based methodology to incorporate English or French as a third language in an already bilingual context. These schools began to teach one or two non-language subjects in the foreign language: Science, Arts or Music are usually the subjects offered in this programme.

One of the main advantages of using a content-based approach in the learning of a foreign language is that students have more opportunities of using the language in meaningful ways.

Several studies and research have been conducted in these programs and I think it is of great interest to include them in this dissertation. However, as mentioned before in this Master's Thesis, researchers insist on the need of more research to be carried out to confirm

all the benefits of CLIL approach. White and Turner (2005) state that studies in foreign language learning contexts are still scarce. In the same vein Ruiz de Zarobe and Jiménez Catalán (2009) claim that issues as vocabulary acquisition, rate of acquisition and stages of development among other aspects are still necessary to investigate.

Some of the studies that I will focus on to analyze the advantages and challenges of CLIL in the Basque Educational System are the ones conducted by Yolanda Ruiz de Zarobe and Jiménez Catalán (2009) and Yolanda Ruiz de Zarobe (2011). I have decided to focus on these studies because Yolanda Ruiz de Zarobe is a Professor of English Linguistics at the University of the Basque Country who is involved in several national projects granted by the Ministry of Education and the Ministry of Science and Innovation. Her research interests are second and third language acquisition. She has also participated in a number of European Linguistic projects. Moreover, she has conducted several studies on CLIL in the Basque Country. She has a great experience in CLIL and multilingualism in the Basque Country, so I believe her studies are of great relevance for my dissertation. Her studies provide data to support some aspects of CLIL, see some of the challenges and suggest ideas to overcome some of the drawbacks.

The aim of Ruiz de Zarobe's study was to compare the speech production outcome in CLIL groups versus non-CLIL groups. The results of the study show that students in CLIL groups achieved significantly better results in speech with a higher lexical richness. Students with more exposure through English achieve higher levels of proficiency on speech production.

The studies from Jiménez Catalán and Ruiz de Zarobe (2009) showed that CLIL groups present better results in receptive tasks such as reading comprehension and lexical knowledge.

According to Ruiz de Zarobe, although more empirically driven research is necessary to confirm the benefits of CLIL approach in different linguistic domains, this study serves as evidence that CLIL can be more effective than traditional foreign language teaching in achieving proficiency in the language.

Ruiz de Zarobe carried out another study in 2011 to analyze which aspects of language where the most benefited by CLIL methodology. This author concludes that receptive skills, such as reading and listening, vocabulary acquisition, writing, motivation, creativity and fluency were benefited. In vocabulary, she states the receptive vocabulary is more benefited

than productive.

Students are more motivated as the input is meaningful for them, they are not only learning a language, they are learning content through the language.

According to Muñoz (2002), research studies have demonstrated the potential of CLIL for increasing the number of successful FL learners:

- Learners benefit from higher quality teaching and from input that is meaningful and understandable.
- CLIL may strengthen learners' ability to process input, which prepares them for higher thinking skills and enhances cognitive development.
- In CLIL the learners' affective filter may be lower, as learning takes place in a relatively anxiety-free environment.
- Learners' motivation to learn content through the FL may foster and sustain motivation towards learning the FL itself.

As we can see through our all these studies, research suggests that there are many advantages in using CLIL as a method to teach foreign languages. However we need to highlight there are also some drawbacks or challenges:

- CLIL classes tend to focus more on fluency than on accuracy. Teachers are usually not so concerned about linguistic aspects as in a traditional EFL class.
- Maybe not all students are capable of studying through an additional language and they might not be motivated to learn through L2.
- Teachers' competence in the target language could also be a problem and sometimes language teachers can have minimal knowledge of the subject they have to teach.
- Training courses for CLIL teachers are scarce.
- There is a lack of material to teach CLIL. To create material for these classes can be time consuming and overload teachers.
- Sometime workmates can also be a problem. They see no need for CLIL in the school and feel that the CLIL teachers are "stealing" their job and that they do not have real knowledge to teach certain subjects.
- In some cases parents see no need to foster CLIL methodology.

- There are subjects where the vocabulary and structures required by learners to use are limited, therefore the vocabulary learned by students will be very limited too.
- Assessment can also be a problem. What do teachers assess? The language and content? Only content?

But now years have passed. CLIL approach has been used in the Basque Country for more than 25 years, so I believe that the questionnaires filled in by the teachers participating in the study of this Master's Thesis are going to help us see the real situation of bilingualism and CLIL nowadays. Are all these drawbacks real nowadays? Have teachers overcome these challenges? Are there any new ones they are facing in their classes nowadays?

CHAPTER FOUR: TEACHERS' POINT OF VIEW

This chapter focuses on the teachers' point of view and opinion on the linguistic project of the Basque Country.

The group of the study is composed of 26 teachers who work in schools with bilingual and trilingual projects in the three provinces of the Basque Country.

When I began this Master's Thesis, my idea was to focus my study on six schools: two in each province, that is, two in Vizcaya, two in Alava and two in Guipúzcoa. In November 2014, I sent a questionnaire with a letter explaining the purpose of my study to five schools in each province, that is, fifteen in total. Unfortunately, I did not receive the feedback that I expected. Therefore my initial plan changed and the study is focused on six schools, four of them in Vizcaya, one in Alava and one in Guipúzcoa. Five of the schools are public and one is private. All the schools in the study offer only the Model D.

I will start explaining the term *ikastola*, as it appears in this dissertation, since some of the schools in the study are *ikastolas*. These schools played a very important role in the development and consolidation of the Basque language. They were created in the 1960s. During this initial stage they were banned and occupied a legal limbo. The number of them grew gradually and by 1975 there were federation of *ikastolas* in all the Basque Provinces. In that moment what distinguished them from the rest of schools was that Basque was the instruction language.

In 1979, with the passing of the Statute of Guernica, Basque became a fully official language and in 1982 the Basic Law of Normalization of the Basque was passed. It is in this moment when the *ikastolas* began working in a legal way in the Basque Educational System, through an agreement signed by Basque Government and the Spanish Ministry of Education.

In 1993 with the Law of the Basque Public School, some *ikastolas* decided to form part of the Public Educational System in the Basque Country and others decided to continue being private schools.

The questionnaires emailed to the schools are divided in various sections: teachers' background, training received, methods used in bilingual and trilingual programmes, resources, CLIL and challenges they face. The Likert scale, combined with open-ended questions, was used. These way teachers were offered the possibility to express their feelings and attitudes towards the linguistics projects.

First of all I will give a brief description of the schools that took part in the study. As mentioned above there are four in Vizcaya, one in Alava and one in Guipúzcoa.

In Vizcaya, three of the schools are in Guernica and one in Bermeo. Guernica is a small town of 17,000 inhabitants. Basque is spoken in the town's daily life so almost all the students know the language when they first go to school. For many students it is their mother tongue.

Colegio Público Barrutia.

The school has kindergarten and primary education. It has 291 students. In this school only Model D is offered to the students. A Trilingual Project is offered to students in fourth, fifth and sixth grade. The subject taught in English is Science.

Colegio Público Allende Salazar.

It offers Kindergarten and Primary education. There are 685 students. The school only offers model D. It has Trilingual project. The subjects taught in English are Arts and Science. This project is offered in fourth, fifth and sixth grade.

Seber Altube Ikastola

This ikastola offers kindergarten, primary and secondary education. It is a private school. It has 700 students. There is only model D. They have a trilingual project that is offer in the third and fourth course of secondary education. The subject that is taught in English is Science.

San Frantzisko Herru Ikastetxea

This school is situated in Bermeo, The town has a long maritime tradition and its economy is based on the fishing industry. It has 17,159 inhabitants. Basque is the mother tongue of almost all of its inhabitants so when students go to school they already know the language, it is nothing new for them.

The school is the only public one in the town. It offers kindergarten and primary education. Only model D is offered. It has trilingual project that is offered to third and fourth grade. The subject taught in English is Natural Science.

Abendaño Ikastola

This ikastola is located in Vitoria that is the capital of the province of Alava. Vitoria has 242,082 inhabitants. Basque is hardly spoken in this city so as we will see later on, this is a handicap for the bilingual project in the school.

The school has 605 students. It offers model D. This Ikastola has no trilingual project. It offers kindergarten and primary education. It is a public school.

Luzaro Ikastetxea

It is situated in Deba in the province of Guipúzcoa. Deba is a small town of 5,500 inhabitants. Basque is the mother tongue of almost all its inhabitants and it is very common for them to use the language in their daily life.

The school has 568 students. It has kindergarten and primary education. It offers model D. At the moment they do not offer a trilingual program but they expect to have it next year.

All these schools start their kindergarten at the age of 2.

In this point of my dissertation I will address the results of my investigation. I will analyse them and I will also relate the information given by the teachers to the theoretical framework of the present work.

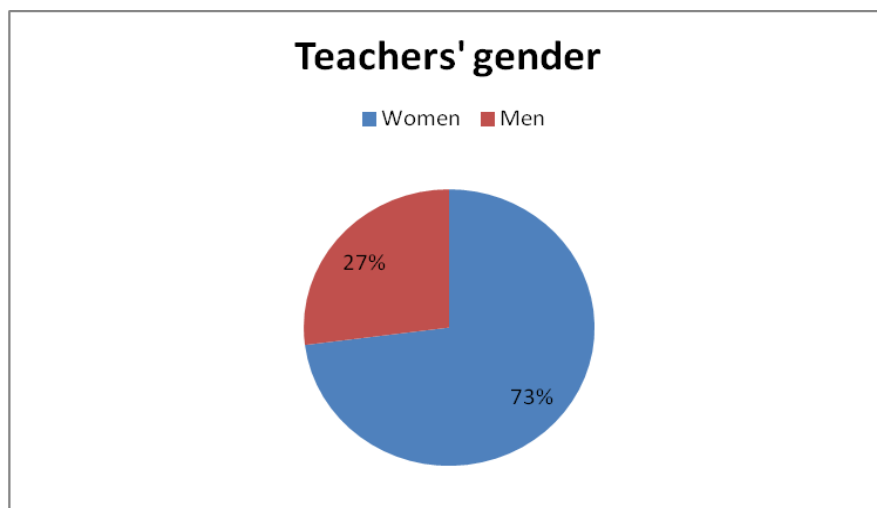
I decided to divide the questionnaire in five sections so it was more organized and easier for the teachers to answer, therefore the analysis of the results will also be divided in the same parts, as you can see below:

1. Teachers' background.
2. Teachers and school.
3. Content and Language Integrated Learning (CLIL).
4. Bilingual Programme.
5. Trilingual Programme.

- **Teachers' background**

In this section I will comment the characteristics of the group of teachers that took part in this study. Information on gender, age, degree, mother tongue, experience and linguistic profile will be analysed.

First of all I focused on the gender of the teachers. In this group of 26 teachers, 19 of them are women and 7 men, that is, 73% of the teachers in this study are women and 27% men. I personally believe that this is not a surprising data as whoever is related to the educational world knows that there are more women than men teaching, at least in primary education. It is something that can be observed at first sight in any school.

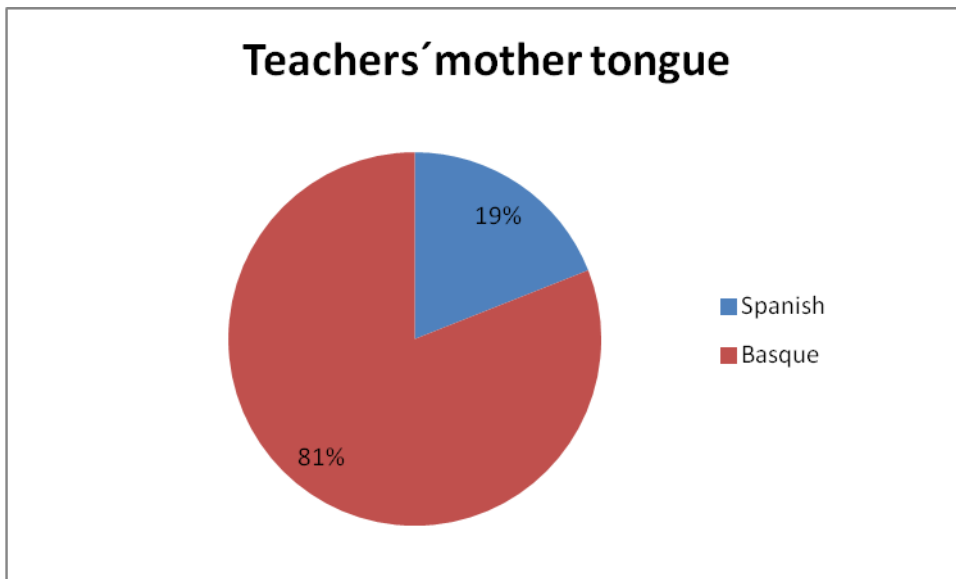


Graph 9- Gender of the teachers participating in this research.

The next point of the questionnaire is focused on age. The youngest person in our study is 36 years old and the oldest is 58. All of them have more than ten years experience and the great majority of them have a wide teaching experience. The most numerous group is in the range 49-57.

Another question of the survey was the degree teachers had, 24 out of the 26 teachers who took part in the study had a Primary Teaching Degree and two had Kindergarten Teaching Degree. In the group of the primary, teachers were specialised in different areas: 9 in primary, 5 in Basque, 4 in English, 3 in P.E, 2 in English and kindergarten and 1 in Music.

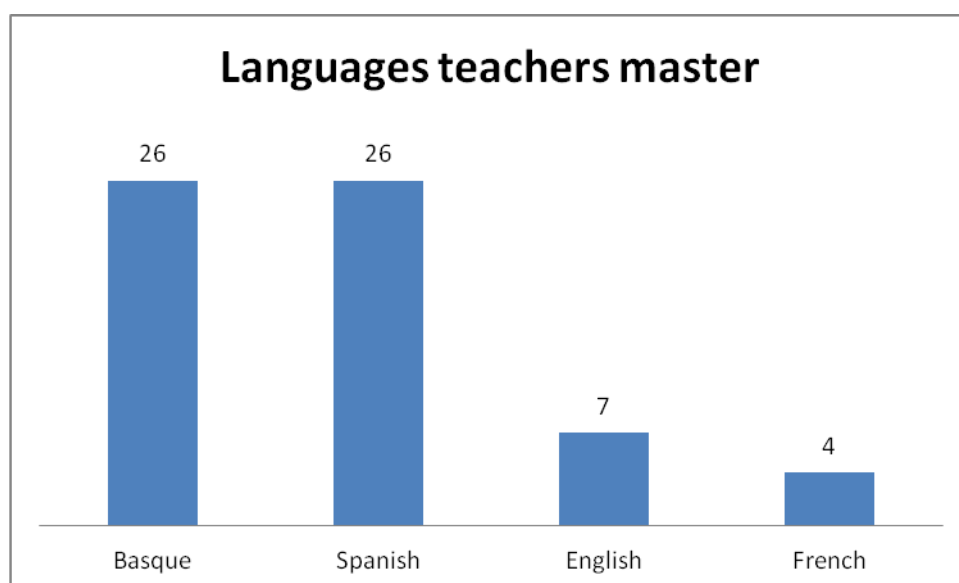
Focusing on the linguistic profile which I believe is of great interest for this study as it is an investigation on bilingual and trilingual projects, I will begin analysing the target group's mother tongue.



Graph 10- Teachers' mother tongue.

As we can observed in the graph above, 19% of the teachers have claimed that their mother tongue is Spanish, this corresponds to five teachers. I think it is remarkable to point out that four of these teachers are the ones working in the school in Alava. As mentioned before in this dissertation, Alava is the province in the Basque Country where Basque language is not that common in their daily life. The other 81% claimed that their mother tongue is Basque.

Another interesting point in my study was the languages the teachers mastered.



Graph 11- Languages spoken by the teachers.

Focusing on the graph we can see that all the 26 teachers in the study speak Spanish and Basque, this is due to the fact that to work as a teacher in this community, mastering both languages is a requirement. Actually to take part in the state exams to work in public schools a certificate in Basque language is compulsory. English is mastered by 7 teachers and French by 4, although two of the teachers that speak French, mentioned that they have a basic level.

Next, I focused on the level of Basque of the teachers in reference with the Common European Framework of References for Languages CEFR which is an international system that describes learners' abilities in a foreign language using six levels from A1 (the lowest) to C2 (the highest).

In the graph below we can observe that the great majority of the teachers a 62% which corresponds to 16 out of 26 have C1 level, this level certifies that these teachers are proficient in the language. The next group in number is the 19%, that is 5 teachers out of 26 which have a B2, that is independent user, upper intermediate level. The 15% percent corresponds to 4 teachers who have a C2 level, that certifies a mastery in the language. The final percentage is a 4% that is represented by a teacher who has a B1 level, which is a basic level.

In the Basque Country, for most of the public job offered, Linguistic Profiles are required. They go from PL1 to PL 4, their correspondance with the CEFR are:

PL 1----B1

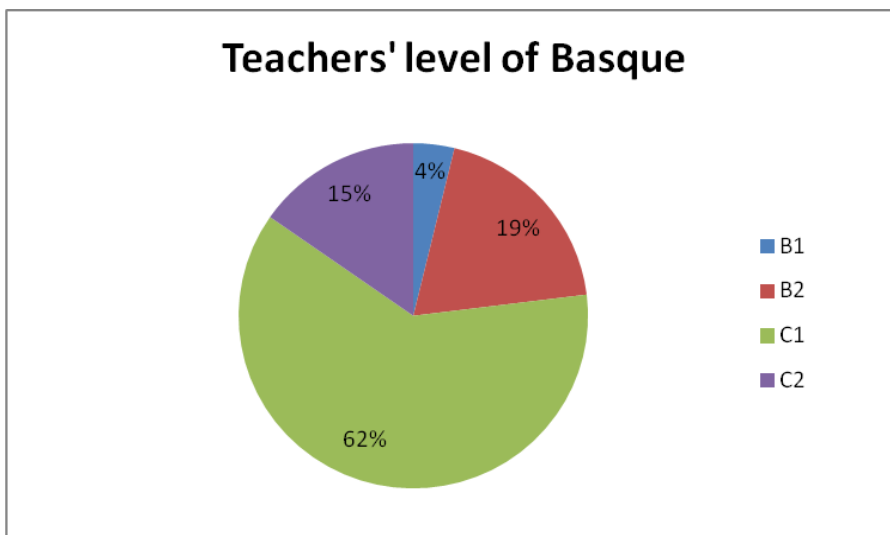
PL 2----B2

PL 3----C1

PL 4----C2

In the teaching sector, most of the job positions required a PL3, that is a C1 level, that is why most of the teachers in the study posses that level. However there are other teaching positions in which the required level is lower, it depends on the subject you are going to teach.

With a quick look at the graph we can state that the teachers in the study have a good command of the language. Personally, I think that mastering the language is a must when teaching in a bilingual or trilingual project.



Graph 12- Teachers' Level of Basque.

To sum up this first section of the questionnaire, I want to highlight that all the teachers in the study are experienced teachers, with a good command of Spanish and Basque. I think it is worth mentioning that Basque is the mother tongue of the great majority of them. There is a group of them who masters three languages and a small percentage claims to have knowledge of a fourth language.

- **Teachers and schools**

In this section I wanted to collect information about the teachers, grades and subjects they teach and if they participated in the trilingual projects of their schools.

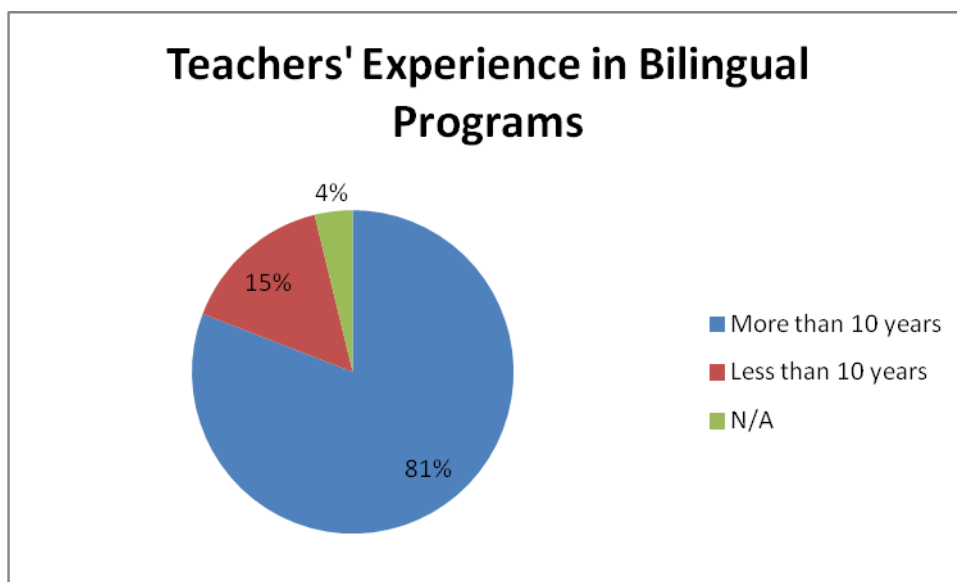
The first question and second questions were the grade and subjects they taught. The results obtained show that there are 14 tutors, 5 English teachers that teach in different levels, two of them teach from 1st to 6th grade, one Music and two P.E teachers who teach from 1st to 6th grade too and three kindergarten teachers. I think this variety is good for our study as we have teachers from all the different courses in Primary Education and specialist teachers too.

Another point in the survey was the linguistic model they taught at and the percentage of students in each model. As mentioned before all the schools in the survey only offer model D, therefore there is 100% in this model. This confirms what Lasagabaster (2000) states that “the tendency from 1983 is a change from monolingual to bilingual system. Enrollment figures go gradually down in model A whereas model B and D go steadily up”.

The number of schools that participated in the study is not a big sample. However, I

think it is remarkable that all of them offer only model D.

Next I think it is interesting to know the experience teachers have in bilingual projects.



Graph 13- Teachers' experience in Bilingual programs

Observing the graph we can see that an 81% of the teachers in the study, that corresponds to 21 teachers, have more than 10 years experience in bilingual projects, the 15% represents 4 teachers with less than 10 years experience and the 4 % represents one teacher who did not answer the question. This result is due to the fact that in the Basque Country bilingual programmes have been in the schools since 1983 and the great majority of the teachers in our study are in the age range of 49-57, therefore they are highly experienced professionals.

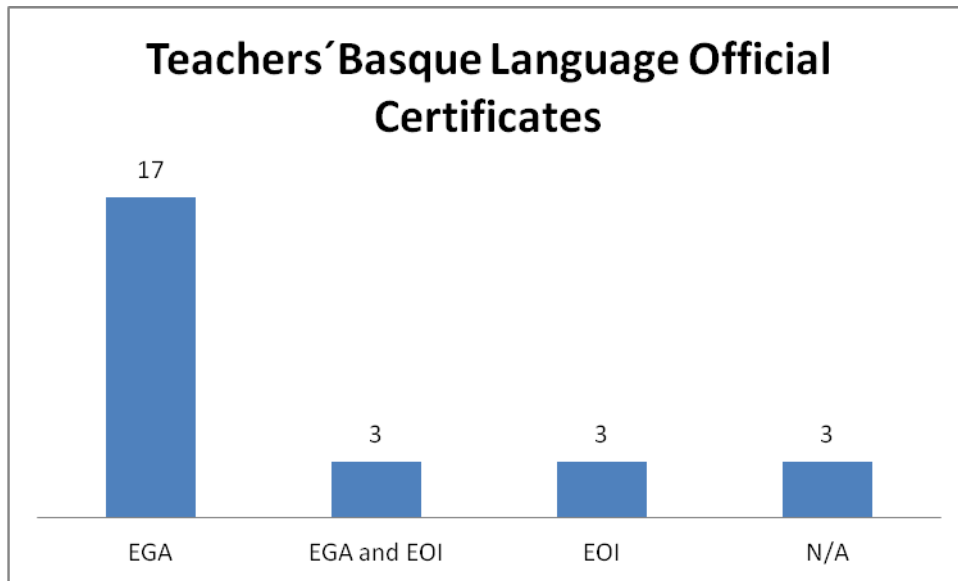
The last question in this section was if there was a trilingual project in the school. This question has already been mentioned before. Four out of the six schools in the study have a trilingual project, although one of them, Seber Altube Ikastola, only offers this project in secondary education.

- **Content and Language Integrated Learning (CLIL)**

This part of the survey is of great interest for the study and my Master Thesis, as in this part the teachers gave their opinions and points of view to relevant and important questions related to CLIL and their daily teaching.

First of all I asked the teachers about the official certificates they had in Basque and

English.

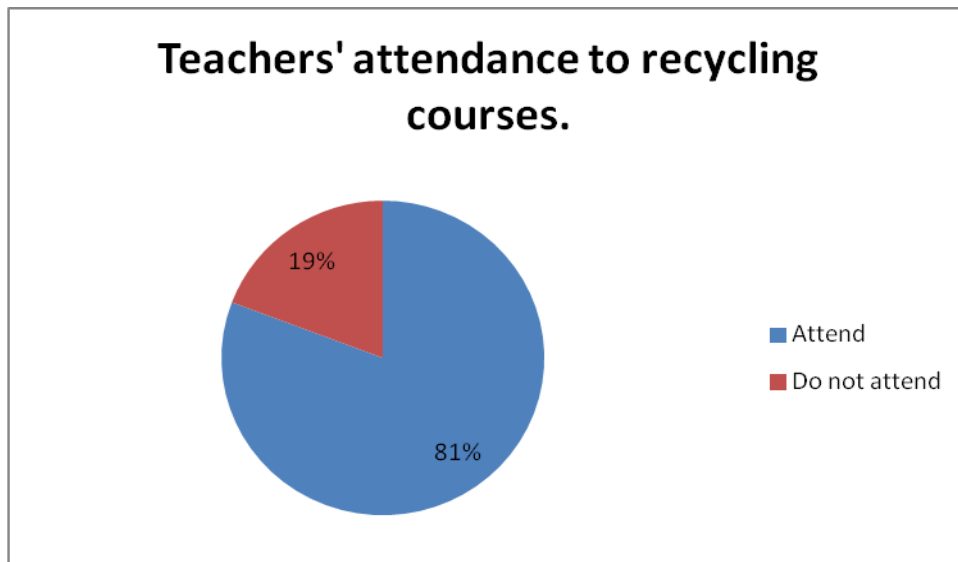


Graph 14- Teachers' Basque Language Official Certificates.

Studying the graph we observe that 17 out of 26 teachers have the EGA certificate, it is a certificate from the Basque Government and certifies a C1 level. Three teachers claim to have a certificate from the Escuela Oficial de Idiomas (EOI), two of them the EOI and EGA and three of the teachers in the survey do not answer the question. The EOI in the Basque country offers up to C2 level and it is the level the teachers with this certificate have.

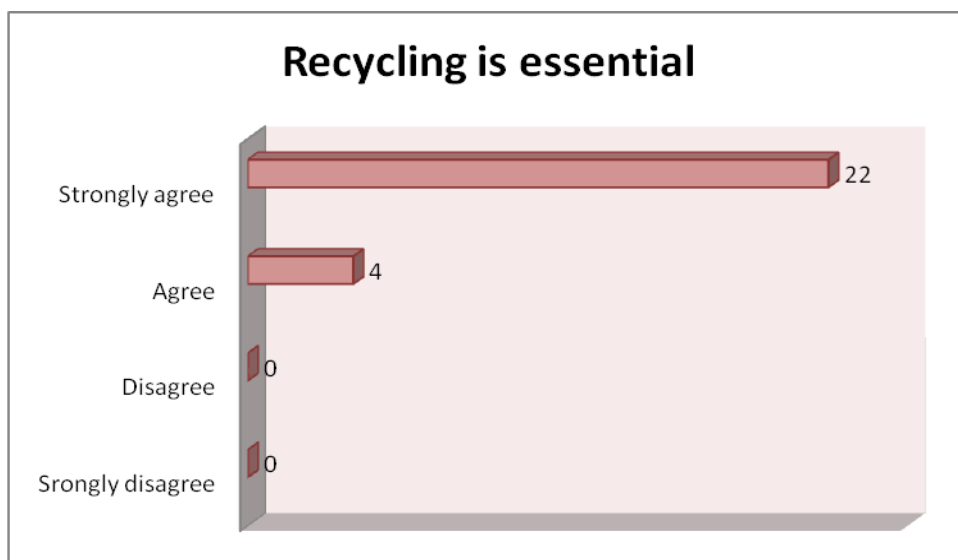
Regarding English official certificates only seven teachers have one. Three have the EOI certificate level C1, another three have the CAE (Advanced Certificate of Cambridge) which is also C1 and one of them has the FCE (First, Cambridge) that certifies B2 level.

The next two points of the questionnaire referred to recycling courses.



Graph 15- Teachers' attendance to recycling courses.

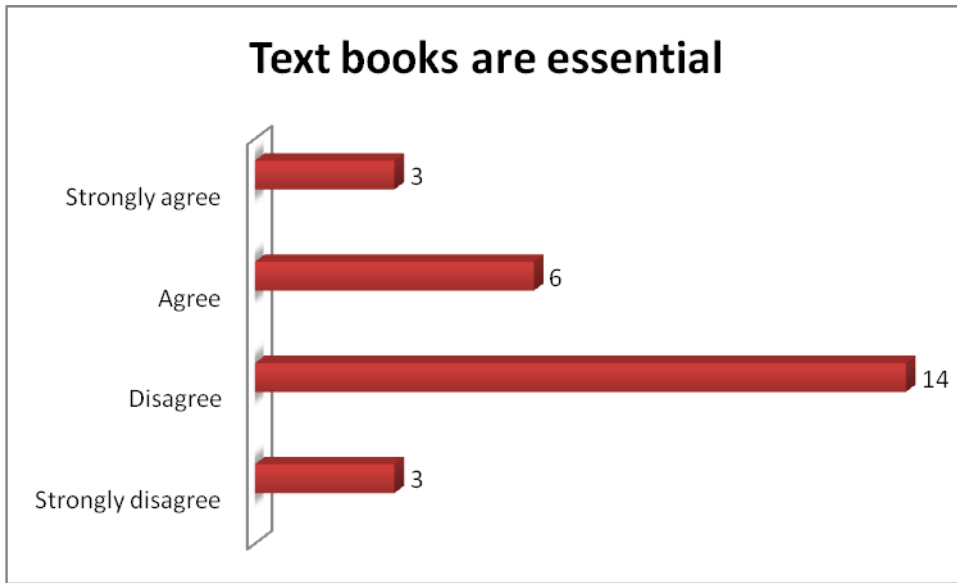
In the graph we can observe that 81% of the teachers, that is 21 out of 26 attended recycling courses whereas 19% claimed they never attended recycling courses. I think it is of great importance that the majority of teachers recycle themselves. The teaching world is in continuous change and all teachers need to be up to date with the new methodologies and technologies.



Graph 16- Recycling is essential.

Twenty two teachers out of twenty six strongly agreed that recycling is essential and four of them agree with the statement. We can conclude that all the teachers in our study think that recycling is necessary and as seen in the previous question almost all of them attended recycling courses.

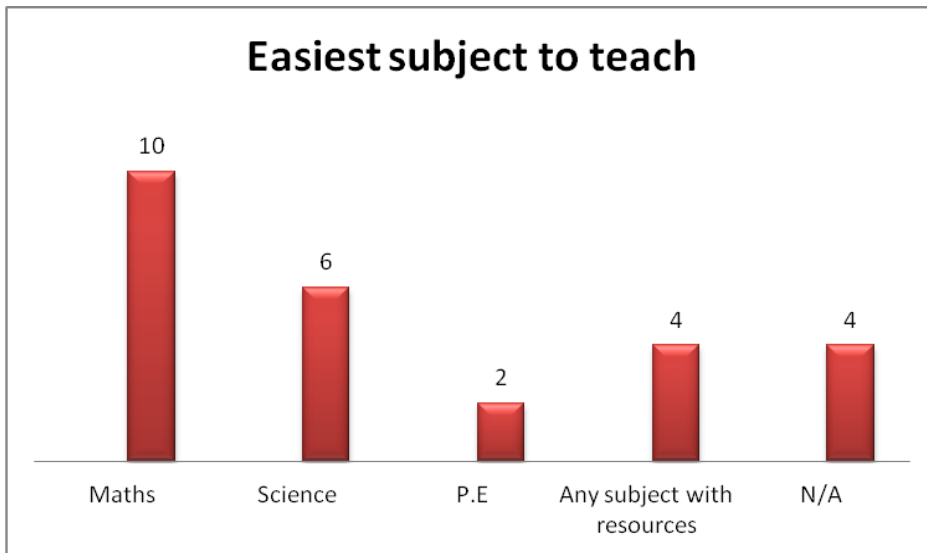
The use of text books is a controversial issue and I wanted to know the teachers' opinion.



Graph 17- Text books are essential.

Focusing on the graph we observe that 3 out of 26 strongly disagreed with this statement and 14 disagreed with it, that is 17 out of 26 did not consider books essential. This is probably due to the fact that they consider there are other resources more useful in their teaching. This is an issue that is addressed in the questionnaire further on. There are 3 teachers that strongly agreed and 6 that agreed with the statement. I personally believe that the different opinions may depend on the subjects they teach and the methodology used. We must also bear in mind that sometimes finding other resources can be time consuming and an overload of work for teachers, therefore some teachers might think that text books are essential for this reason.

Next I wanted to gather information on the easiest and the most difficult subject for teachers to teach. The schools in our study only offer model D, therefore Basque is the instruction language.



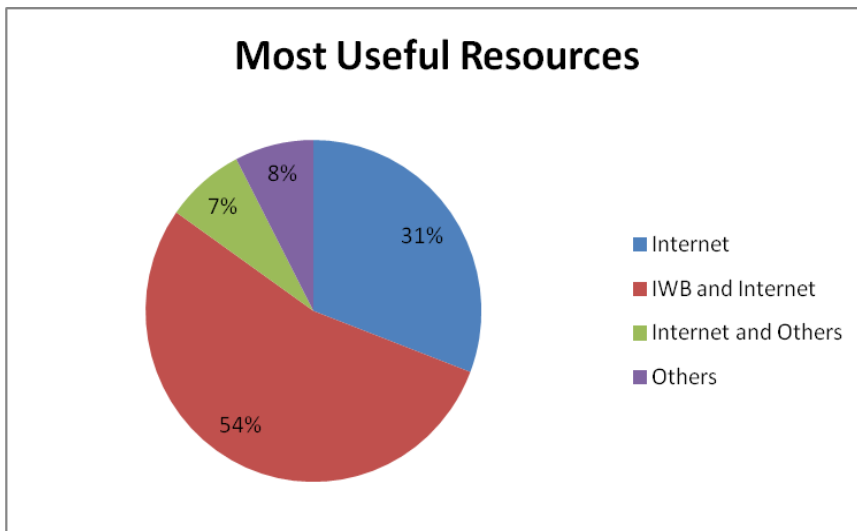
Graph 18- Easiest subject to teach.

As observed in the graph 10 out of 26 teachers thought that Maths was the easiest subject to teach, six of them thought it was Science and 2 P.E. Four teachers did not answer the question and 4 of them claimed that any subject as long as they had enough resources to teach them.

The teachers' replies to the question of which of the subjects was the most difficult one to teach were: 5 out of 26 thought that Basque was the most difficult subject, 3 believed it was Maths, another 3 Science, 3 Spanish, 4 English and 4 believed as in the previous questions, that having enough resources none of them is difficult to teach and 4 of the teachers did not answer the question.

Focusing on these results I think that that the teachers' preferences on teaching one subject or another one depends on their experience or knowledge of the subject.

In the next point I asked them about the most useful resources in their classes. The great majority of the teachers, 54% which corresponds to 14 teachers out of 24 claimed that Internet and Interactive Boards are the most useful resources, followed in number with a 31% that is 8 teachers who think that Internet is the most useful one. The 7% and 8% correspond to 1 teacher who answered Internet and other resources and 2 teachers who replied others. None of the teachers choose the Tablet, which was one of the choices given in the questionnaire; I believe that this is due to the fact that most schools do not have Tablets in the classrooms.



Graph 19- Most useful resources for teachers in the classroom.

- **Bilingual Programmes**

This section was of great interest for my study, as I asked teachers about the main benefits of binlingul projects, problems they face in their classes and suggestions to improve linguistic projects. They were opened questions, so that they could express their opinions and attitudes, therefore there is a wide range of answers. Since most of the teachers in the study are highly experience professionals their answers can be very interesting and helpful for this dissertation.

According to the teachers these are the main benefits of bilingual projects.

- Mental structure.
- Facility to acquire other languages.
- The communication capacity that students develop.
- The number of people they can communicate with.
- Knowledge of different languages and being able to use them to communicate.
- They have more resources in this globalized world.
- It improves the linguistic competence in L1 and L2.
- Students learn linguistic strategies.
- Personal enrichment and possiblilty of finding a better job in the future.

- Metalinguistic capacities are developed.
- Integrating language and contents.
- Immersion.

I would like to highlight that 10 teachers out of 26 claimed that one of the main benefits of bilingual projects is that it facilitates the third language acquisition. It is important to take into account that this is first hand information, as they are talking from their experience. Four of the six schools in our study participate in trilingual projects.

8 teachers stated that communication is one of the main benefits and a group of 3 of them mentioned that being bilingual could offer possibilities of a better life and job. These answers are in the same vein as Baker (2006) aims of bilingual education.

All the answers were related to communication competence in one way or another, I believe this is of great interest in a globalized society where communication plays a very important role.

In the next point teachers expressed the problems or challenges they faced in their bilingual or classes. Once again as there was a variety of answer, I listed them below.

- Problems with students that do not know one or neither language. There are a lot of immigrants in the classes, they sometimes do not speak any of the instruction languages.
- Pressure from parents.
- Cuts in public education which means less teachers and less resources.
- Lack of technological resources.
- Lack of students' motivation.
- Number of students in the classroom and their different capacities.
- Students' mother tongue. Sometimes students tend to use Spanish in the classroom.
- Some students have only a basic level of Basque.
- Lack of material in CLIL. Looking for resources and adapting material for the different subjects is time consuming and an extra workload for the teachers.

Seven teachers mentioned that one of the most important problems they faced in their

classes is some students' lack of knowledge of L1 and sometimes also of L2. This is due to the fact that in the last years many immigrants came to live in the Basque Country and they are not proficient neither in Basque nor Spanish.

Four teachers claimed that an important challenge they had in their classrooms is that students tend to use Spanish, as it is their mother tongue and the language they use in their daily life outside the school. I think it is worth mentioning that these answers were given by the teachers working in a school in Vitoria.

Another point in which 9 teachers agreed is the lack of resources in their schools. Some have pointed out that this is due to the cuts suffered in education in the last years. This was one of the drawbacks I mentioned in the CLIL chapter in this dissertation. I believed that as the Basque Country introduced bilingual projects more than 25 years ago, they had overcome this problem but as we can see from my questionnaire it is still a challenge for them.

I was also very interested in knowing teachers' suggestions to improve linguistic projects.

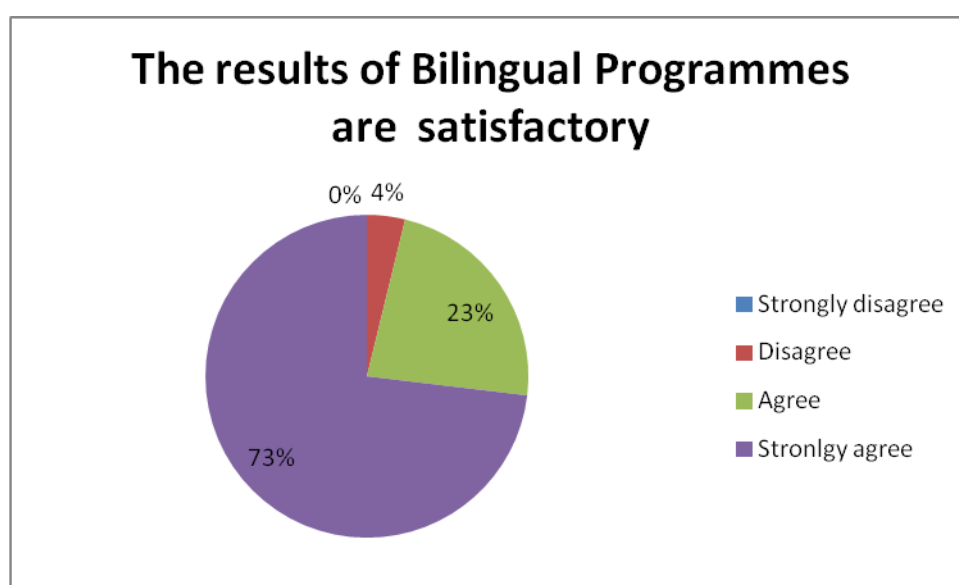
- Investing more on human and economic resources.
- More technology.
- Total immersion in the target language in daily life (TV, newspapers ...).
- Qualified language teachers at schools to assure the acquisition of competences in the different languages.
- Linguistic immersion periods.
- More implication of teachers.
- Using a globalized methodology.
- Teachers need to recycle.
- More native and specialised teachers.
- Catchy programmes and resources for students.

The great majority of the teachers think that the best way to improve these projects is with more resources, technological and also human.

Five teachers addressed that more specialised teachers are needed. This really

surprised me because all the teachers in the study as seen before have a Basque Certificate which certifies C1 or C2 level, so I think that they might be referring to the trilingual programmes when they talk about native and specialised teachers. This was also a drawback in CLIL, that claimed that teachers competence in the target language could be a problem and that more training and courses were necessary. It surprises me to see that this is still a problem after some many years of experience in bilingual programmes. As mentioned above I believe that they are referring to the trilingual project when they addressed this need.

The last part of this section is focused on the results obtained in the bilingual programmes.



Graph 20- The results of Bilingual Programmes are satisfactory.

As we can see in the previous chart 4% which corresponds to one teacher who disagreed with the statement: “The results in Bilingual Programmes are satisfactory”. The next group in number is a 23% which represents 6 teachers out of 26 who agreed with the statement and the remaining 73% that corresponds to 19 teachers strongly agreed. Observing the results we can claim that the great majority of the teachers in the study are satisfied with the results obtained in the bilingual project in their schools.

All the 26 teachers claimed that model D is where better results are obtained in bilingual programmes. This information confirms what Etxebarria (1999) said: “the percentage of academic success in primary education is higher in model D (89,9%) than in model A (74,7%)”. However according to data provided by EUSTAT (2002), the results achieved in the different models have gradually improved and they are almost the same in

the three linguistic models. I would like to point out that the 26 teachers of the study are working in schools where only model D is offered.

- **Trilingual programmes**

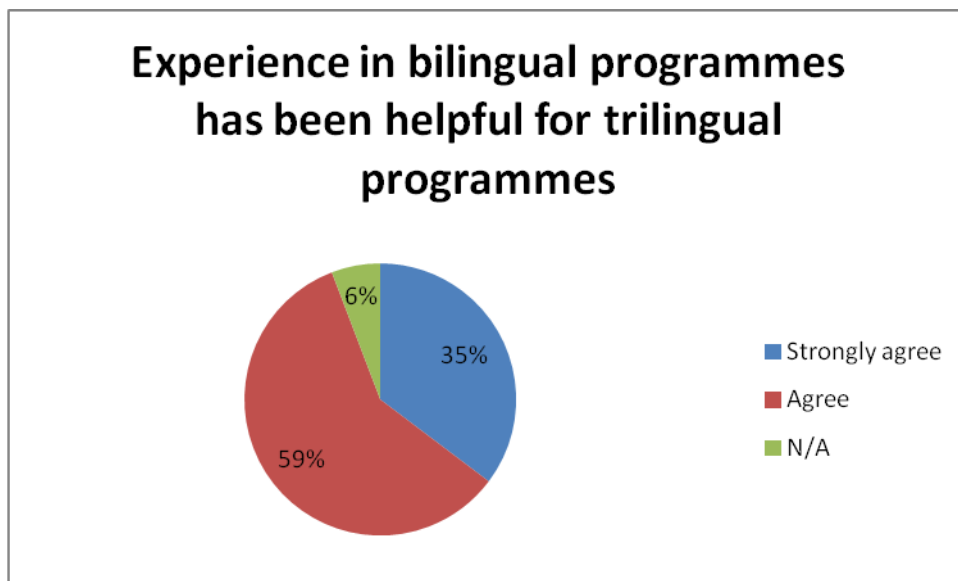
The last section in the questionnaire is focused on trilingual projects. As mentioned before four out of the six schools offer a trilingual programme. One of them, Seber Altube Ikastola, only offers it in secondary education. One of the two schools that do not offer this programme expects to have it next course. 17 out the 26 teachers, which represents a 63,5% work in schools with trilingual programs and 6 of them teach in the trilingual programme. Observing this data we can confirm that the Basque Country is fostering multilingualism which is one of the aims of the European Union.

We can say this is a quite new program in schools. It has been working for less than five years in 3 out of the 4 schools that offered it. Seber Altube Ikastola has had it for more than five years and it offers it in secondary education. This school is the only one in the study that has secondary education.

In the four schools the instruction language used is English. In two of the four schools, this programme is offered in the third cycle of primary education, that is in fifth and sixth grade and the subject taught is Science. Another school offers the programme to fourth, fifth and sixth grades and the subjects are Arts and Science and the last school offers it to 3rd and 4th ESO and the subject is also Science. As we can observe Science is the curricular area chosen by all the schools.

I would like to point out that the trilingual project offered in these schools is not optional for the students, that is 100% of them participated in the programme.

In the last part of this section I wanted to know if the experience gathered by teachers along the last 25 years participating in bilingual projects has helped them in the implementation of trilingual projects in their schools. We must bear in mind that the bilingual programmes have been working for more than 25 years in the Basque Country and that the great majority of the teachers in our study are experienced professionals.



Graph 21- Experience in Bilingual Programmes has been helpful for Trilingual Programmes.

Focusing on the graph we can see that 59% of the group, that is 10 out of the 17 teachers who work in schools where the programme has been implemented agreed with the statement whereas a 35% which represents 6 teachers strongly agreed and the remaining 6% correspond to 1 teacher who did not answer the question. We can conclude that experience is a plus in linguistic projects as it is in most things in life.

To finish to questionnaire I asked teachers if participating in bilingual programmes facilitated the third language acquisition. The results were exactly the same to the previous question. All of them but one, who did not answer the question, think that being bilingual really smoothes the path to learn a third language.

CONCLUSIONS

I started this Master's Thesis stating that being bilingual is almost a must nowadays and, therefore, bilingual education seems to be one of the main projects to educate our students in the globalized world we live in.

This is the main reason why I decided to develop my dissertation on bilingualism and CLIL and also, as I am a primary teacher, I strongly believed that this work could be enriching for me. Choosing the Basque Country for the study was due to the fact that it is a bilingual community that implemented this linguistic project more than 25 years ago and it is implementing a trilingual project in some schools. As we can see, this community is working towards multilingualism following the "European multilingualism dream". Moreover I was living in the Basque Country when the bilingual project gave its first steps and I was really interested in knowing about the development and success of the project.

With this purpose in mind I thought that the best way to gather information and analyse the bilingual project in the Basque Country was to collect information from the teachers working in the project. However, before this research and practical part I decided to present a theoretical framework to base my investigation on. This framework was mainly devoted to bilingualism, types of bilingualism, CLIL, the Basque Country educational system, challenges and benefits of these linguistic projects.

The conclusions I reached were: that the term bilingualism is opened to a variety of interpretations and that it is not easy to delimit the concept. After analysing the term and different definitions from several authors, I will define a bilingual as a person who is able to communicate in two languages. As I have mentioned before in this dissertation, in my opinion communication is the most important function of a language.

In the same sense there are different types of bilingualism and when it comes to bilingual education there are also different aims.

Focusing on the research part, the data was collected through a questionnaire passed to a group of teachers. The information gathered was of great interest. I concluded that all the teachers working in the linguistic project believed that the programme is a success although they are facing challenges as the lack of resources and the arrival of immigrants is also a drawback as they do not master L1 or L2.

Referring to trilingual programmes all the teachers seemed to agree on the idea that the experience on bilingual programmes has been very useful for all of them. Another issue they

agreed on is that being bilingual smoothes the path to third language acquisition.

To sum up I would say that bilingual, trilingual programmes and CLIL are approaches that are fostering multilingualism in the Basque Country. In these 25 years linguistic projects have gone a long way but there is still a lot to do. There are challenges and drawbacks to face and overcome but there are experiences and motivated professionals working to achieve the goals and overcome all the difficulties.

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APPENDIX I

Cuestionario para Profesores participantes en Programas lingüísticos en el País Vasco.

La información facilitada será confidencial. Me será de gran ayuda para mi trabajo fin de Máster. Muchas gracias por su tiempo y ayuda. Eskerrik asko.

Nombre del Centro:
Cargo dentro del centro:

Datos personales

1. Sexo

2. Edad

3. Titulación

4. Especialidad

Primaria Inglés Euskera Otra

5. Idiomas que habla

Euskera Castellano Inglés Otros

6. Lengua materna

Euskera Castellano Otro

7. ¿Cuántos años tiene de experiencia:

Menos de 1 Entre 1 y 5 Más de 10

8. Nivel de euskera estimado.

a. B1

b. B2

c. C1

d. C2

Centro

1. Cursos en los que imparte clase:

Primero Segundo Tercero Cuarto Quinto Sexto

2. Asignaturas

3. Modelo en el que imparte clases

- a. A
- b. B
- c. D

4. Porcentaje de alumnos en cada modelo.

A _____ %
B _____ %
D _____ %

5. Tiempo trabajando en proyectos lingüísticos

Menos de 5 años Más de 5 años

6. Proyecto trilingüe en el centro

Si No

CLIL/AICL

1. Titulación de euskera y/o de inglés.

2. Asiste a cursos de reciclaje.

Si No

3. Reciclarse es imprescindible.

Nada de acuerdo Poco de acuerdo Bastante de acuerdo Muy de acuerdo

4. Los libros de texto son imprescindibles.

Nada de acuerdo Poco de acuerdo Bastante de acuerdo Muy de acuerdo

5. ¿Qué asignatura le resulta más fácil de enseñar?

6. ¿Cuál presenta mayor dificultad?

7. Recursos que le resultan de gran ayuda en su clase

Pizarra digital Internet Tablets Otros

8. Principales beneficios de la enseñanza bilingüe

9. Problemas a los que tiene que enfrentarse en el día a día de su clase.

10. ¿Cómo se podrían mejorar los programas lingüísticos?

Resultados del programa bilingüe

1. Los resultados obtenidos en este programa son satisfactorios.

Nada de acuerdo Poco de acuerdo Bastante de acuerdo Muy de acuerdo

2. ¿En qué modelo son más satisfactorios los resultados?

- a. Modelo A
- b. Modelo B
- c. Modelo D

Programa Trilingüe en el Centro

1. Lleva funcionando

- Menos de cinco años Más de cinco años

2. El idioma en el que se instruye este programa es

- a. Inglés
- b. Francés
- c. Alemán

3. Asignaturas que se imparten en esta lengua.

4. Porcentaje de alumnos que participan

5. Es un programa voluntario.

- Si No

6. La experiencia que tiene del programa bilingüe le ha sido de utilidad para este proyecto trilingüe.

- Nada de acuerdo Poco de acuerdo Bastante de acuerdo Muy de acuerdo

7. Los estudiantes participantes en proyectos bilingües tienen más facilidad para adquirir la tercera lengua.

- Nada de acuerdo Poco de acuerdo Bastante de acuerdo Muy de acuerdo