

# From Bilingualism to Multilingualism: Basque, Spanish and English as Languages of Instruction

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# Outline

1. The Basque Country and bi- multilingual education
2. The University of the Basque Country
3. Basque and Spanish at the University of the Basque Country
4. From bilingualism to multilingualism
5. Conclusions and future challenges

# 1. The Basque Country and bi-multilingual education



# Bilingual Education Models

## MODELS:

Model A: Spanish

Model B: Basque and Spanish

Model D: Basque

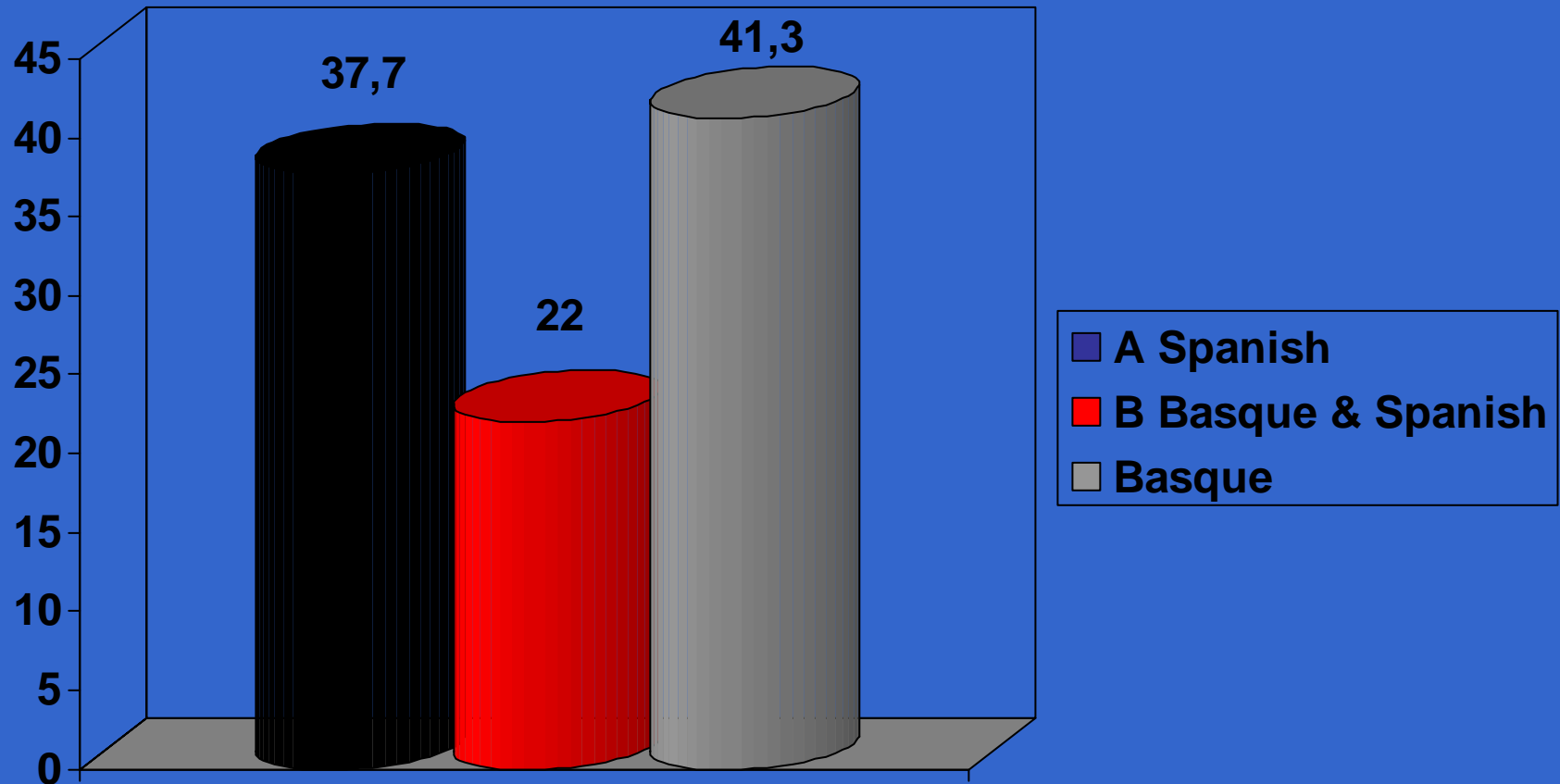
## LEVELS:

Kindergarten 2/3-

Primary 6-12

Secondary 12-18

# Bilingual Models: distribution



# Development of L3 Teaching at school

- Up to 1993: L3 from age 11 (6th year)
- 1993: L3 from age 8 (3rd year)
- 1991: Some schools L3 from age 4 (kindergarten)

# L3 Teaching at school now

- Most schools English as L3 from the age of 4
- Some schools English as an additional language of instruction in secondary education

# 2. The University of the Basque Country

- The only public university in the Basque Autonomous Community
- Three campuses: Gipuzkoa, Bizkaia, Araba

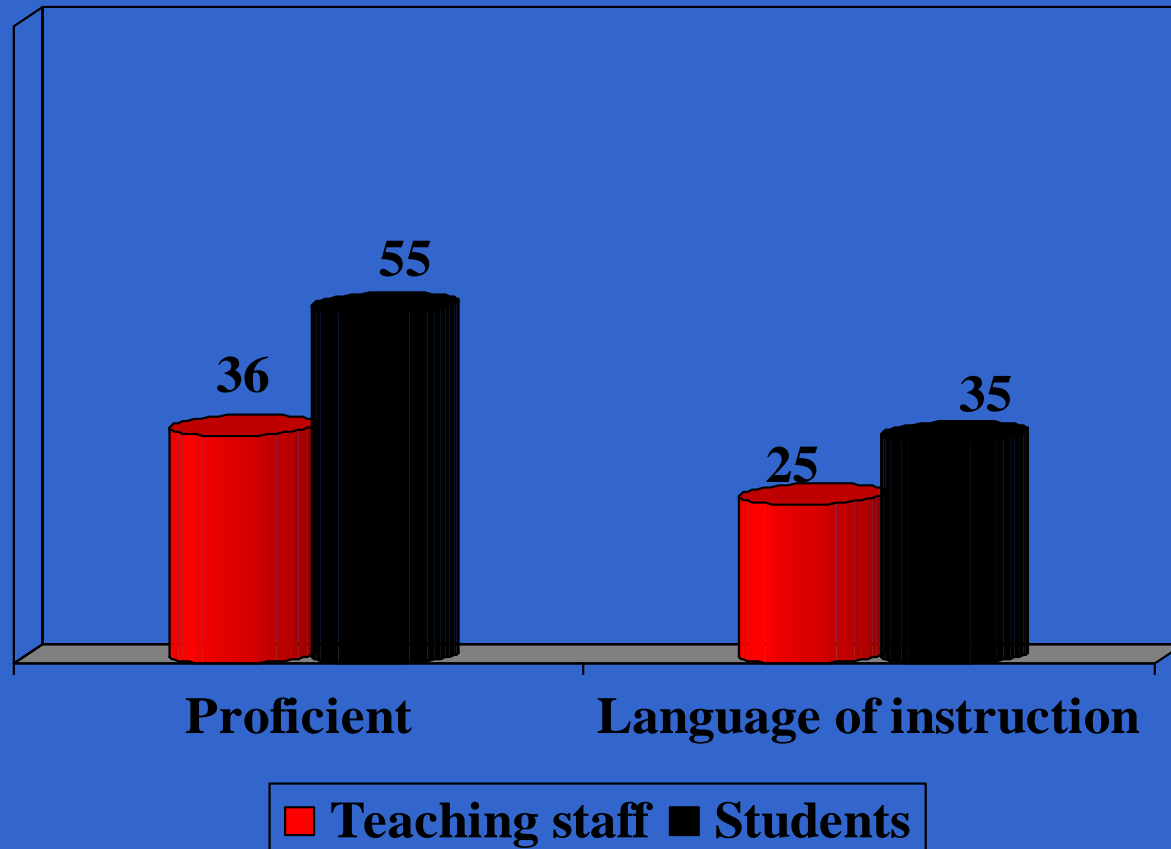
# The University of the Basque Country: data

- 30 faculties and colleges
- 50,000 students
- 4,000 teaching academic staff
- 1,500 supporting staff

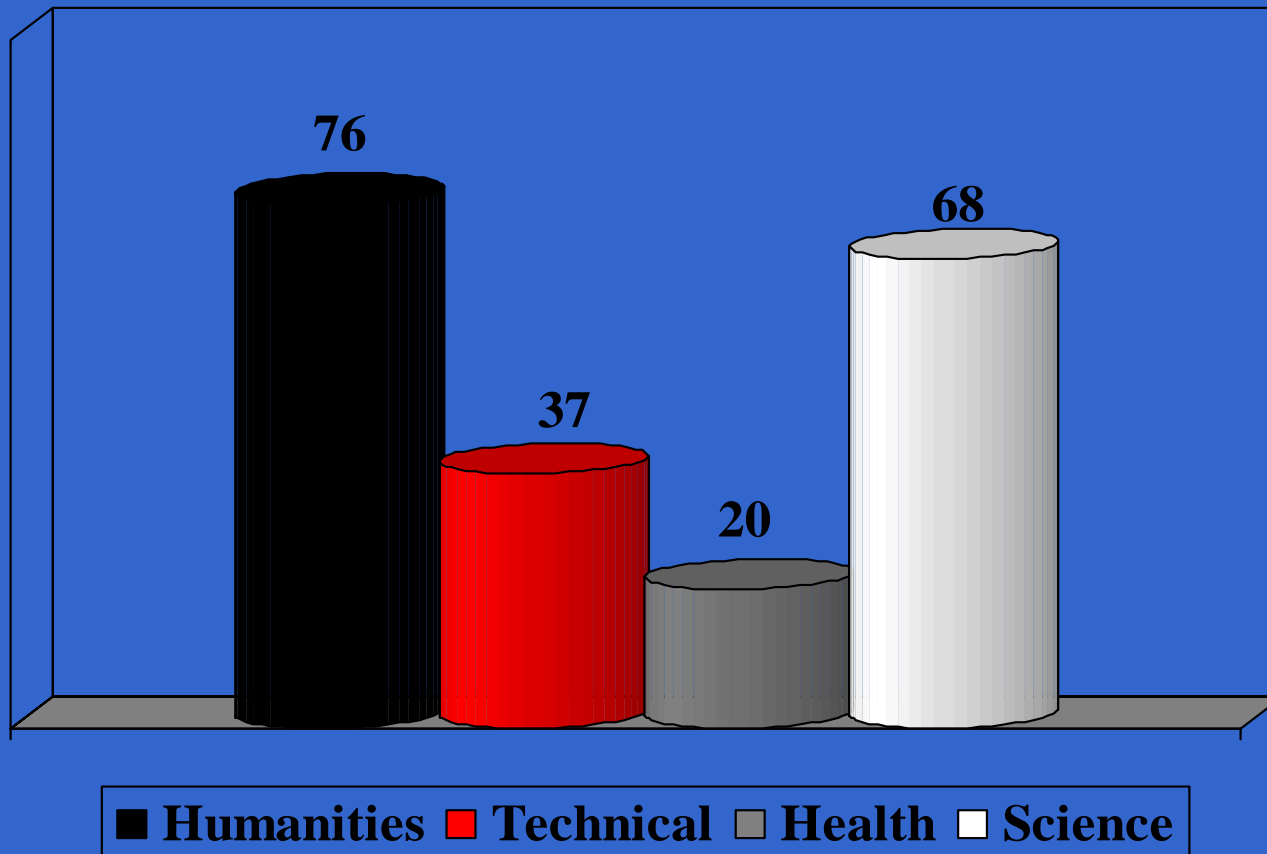
# 3. Basque and Spanish at the University of the Basque Country

- Basque and Spanish official languages
- Students have the right to use any of the two languages
- Official documents in both languages

# Knowledge and use of Basque as language of instruction



# Credits taught through the medium of Basque



# Language policy

- Special plan to promote the use of Basque
- Basque language board
- Support for publications in Basque
- Basque as a requirement for some jobs

# From bilingualism to multilingualism

- Possibility of using additional languages of instruction (Statutes)
- Different roles for Basque, Spanish and other languages
- Need to use other languages, mainly English

# Multilingualism plan: Aims

- To foster mobility and participation in the European Higher Education Area (EHEA)
- To follow up the multilingualism projects developed in secondary education

# Multilingualism plan: Aims (2)

- To increase the number of international students
- To foster the mobility of teaching staff

# Survey

- About 200 lecturers from 60 Departments
- English: 75%
- French: 23%
- German: 2%
- Different levels of proficiency

# Teaching requirements

- An official certificate (Official language school, Cambridge proficiency, etc) or a test
- Specific short courses to teach subjects in English

# Conditions

1. Courses through the medium of a foreign language count 'double' for the first 2 years
2. Support to translate handouts, slides, etc
3. Financial support for general proficiency courses

# Academic year 2005-2006

- Sixteen courses through the medium of English: economics, business, physics, chemistry, pharmacy, law, science
- Courses offered by language studies departments and USAC

# 5. Conclusions and future challenges (1)

- Multilingualism has clear advantages
- Different languages → different challenges
- Different languages have different roles

# 5. Conclusions and future challenges (2)

- Programme evaluation: triangulation
- English and other languages: French and German
- Other possibilities: whole courses, invited lectures...

Kiitos! Eskerrik asko! Thank  
you!

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