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Universidad  
del País Vasco

Euskal Herriko  
Unibertsitatea

# Multilingual education and the revitalization of Basque: Successes and challenges

**Ibon Manterola**

Gnéithe den ilteangachas san oideachas / Aspects of  
multilingualism in Education.

SEALBHÚ-Dublin City University. 19th, October 2021

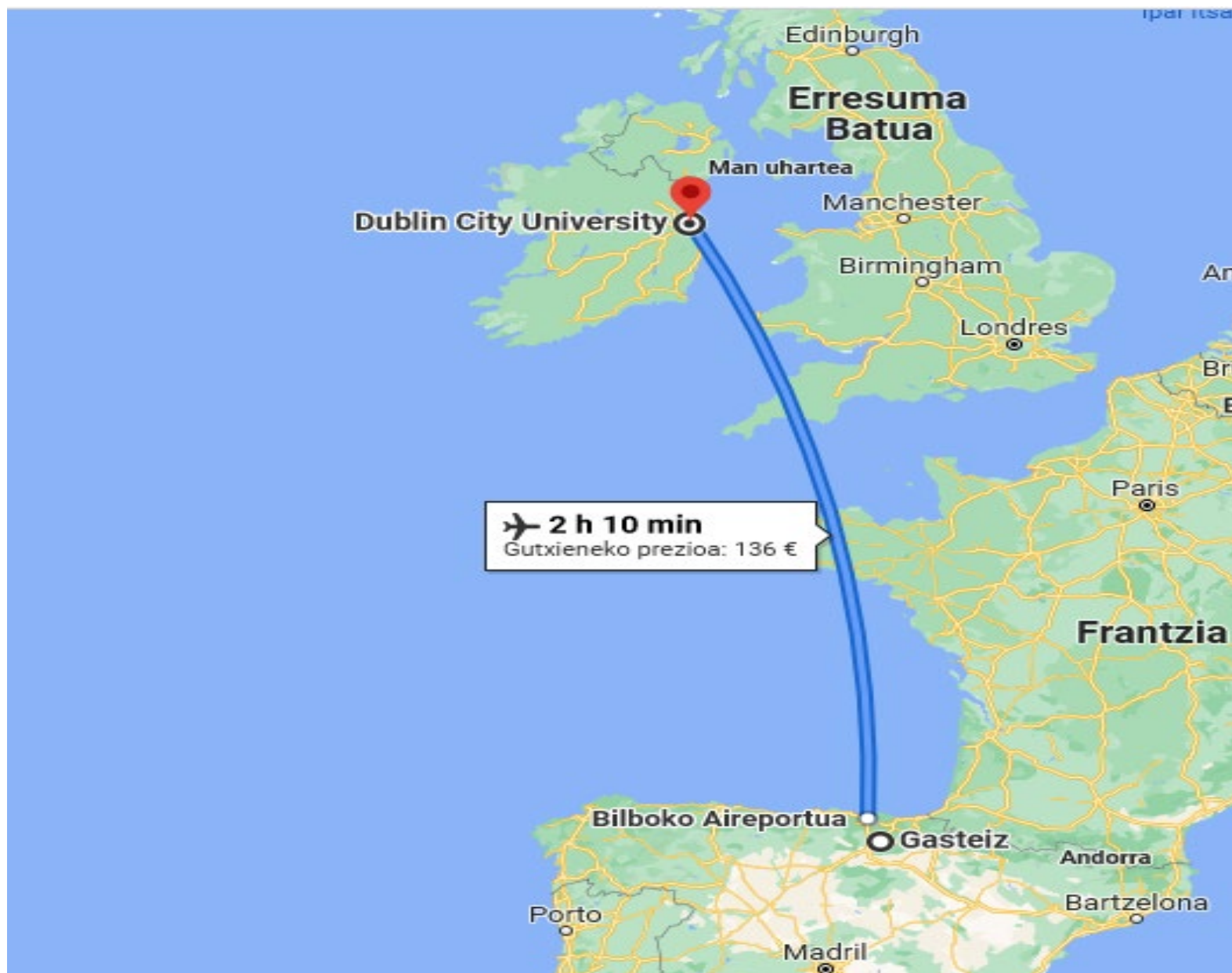
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# Outline

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- ▶ A general overview of the Basque revival process
- ▶ The evolution of the multilingual education system
- ▶ Summary of the main successes and ongoing challenges

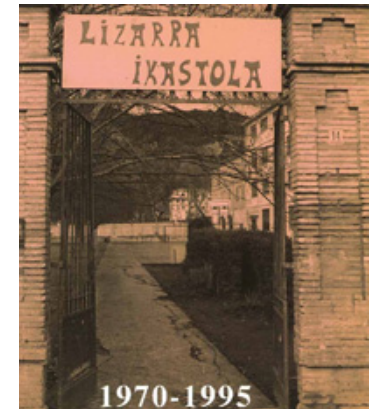




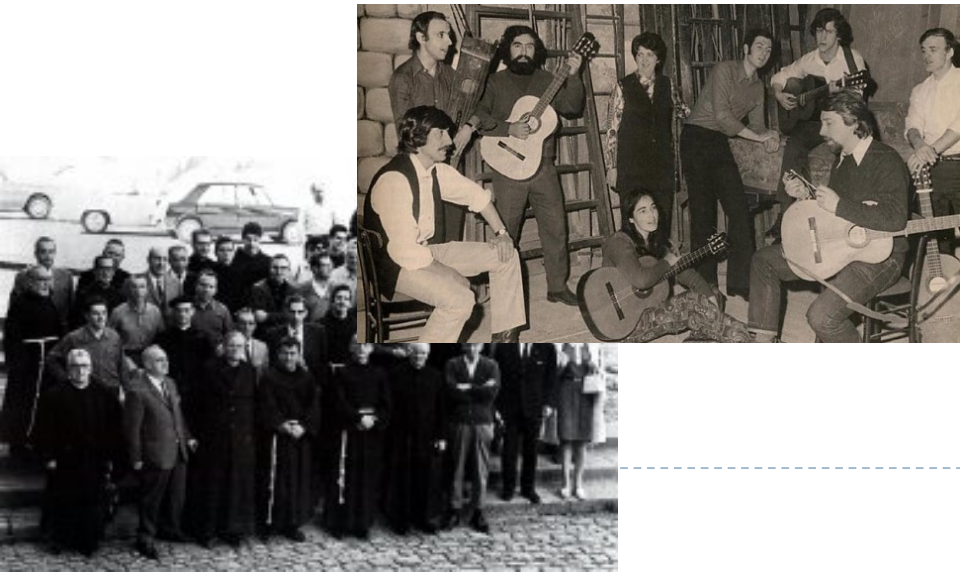
# A general overview of the Basque revival process

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1960s - ... : the creation and expansion of the *Ikastolak* network



1968: the establishment of the standard variety.



*æk*



## A general overview of the Basque revival process

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- ▶ Late 1970's: beginning of a new era of the revitalisation process.
- ▶ The framework of “language normalisation”.

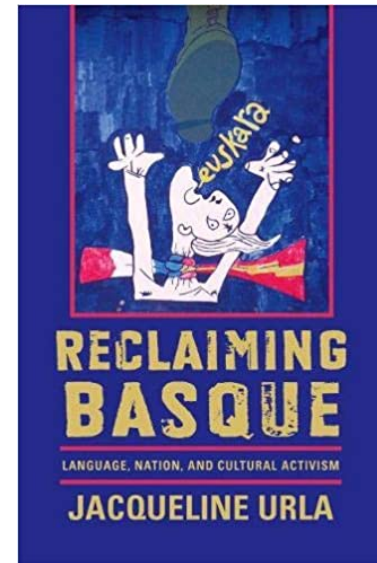
the social process intended to retain and retrieve **speakers** and **areas of use** for Basque, so that the language be maintained or become **the usual language** within the linguistic community, both in formal and informal contexts, and both in oral or written interactions

Zalbide, M. (1998), “Normalización lingüística y escolaridad : un informe desde la sala de máquinas”, *Revista Internacional de Estudios Vascos*, 43, 2. 355-424.

## A general overview of the Basque revival process

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The process of revitalising Basque, until that time limited to the activities of social movements, became an area of governmental activity in the Basque Autonomous Community.



# A general overview of the Basque revival process

## ► Law for the Normalization of the Use of Basque (1982)

# HADE

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Basque public media group Euskal Irrati Telebista

**EiTB, the first communication group in the Basque Country**

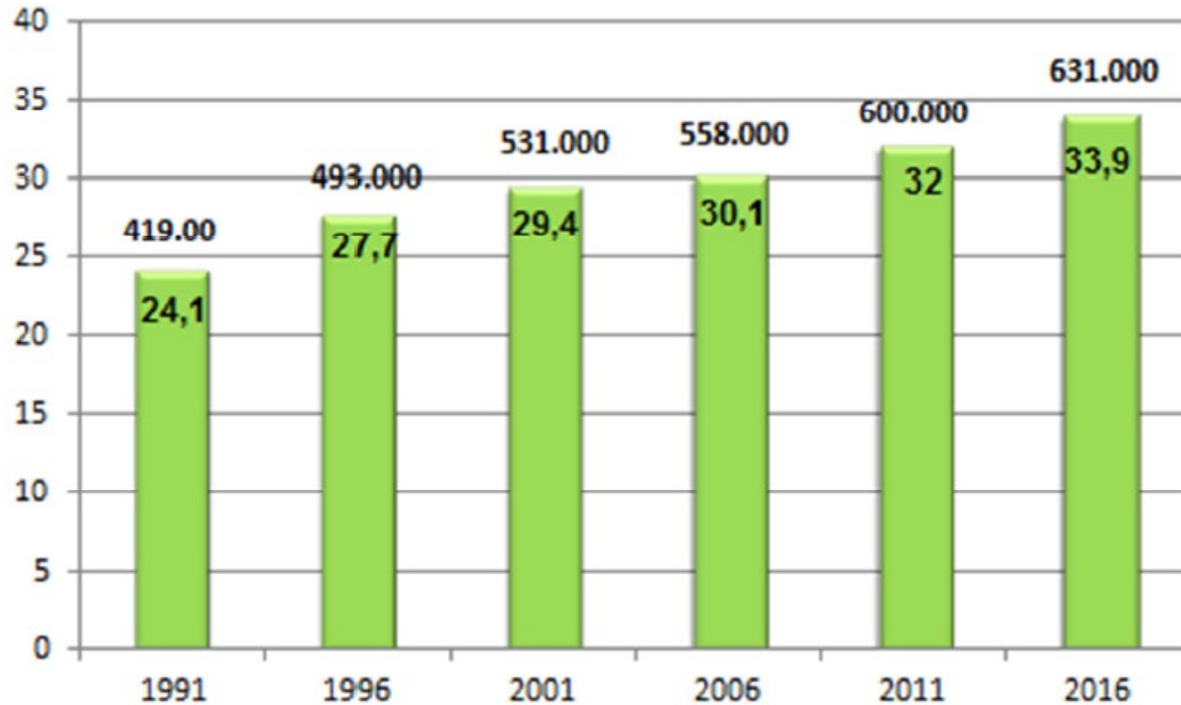
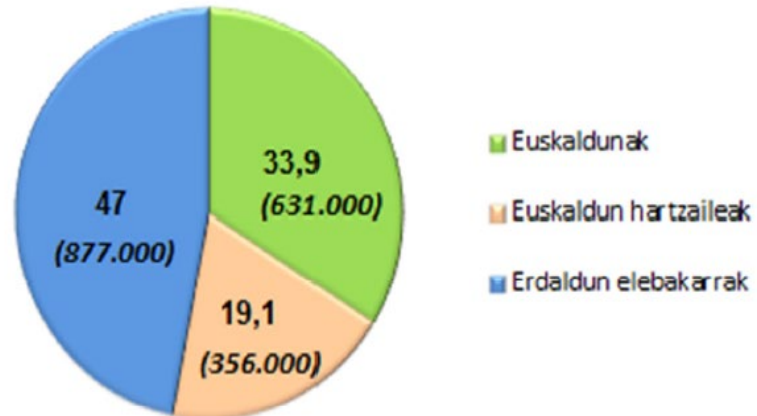


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HEZKUNTZA SAILA  
DEPARTAMENTO DE EDUCACIÓN

# A general overview of the Basque revival process

## Evolution of Basque speakers

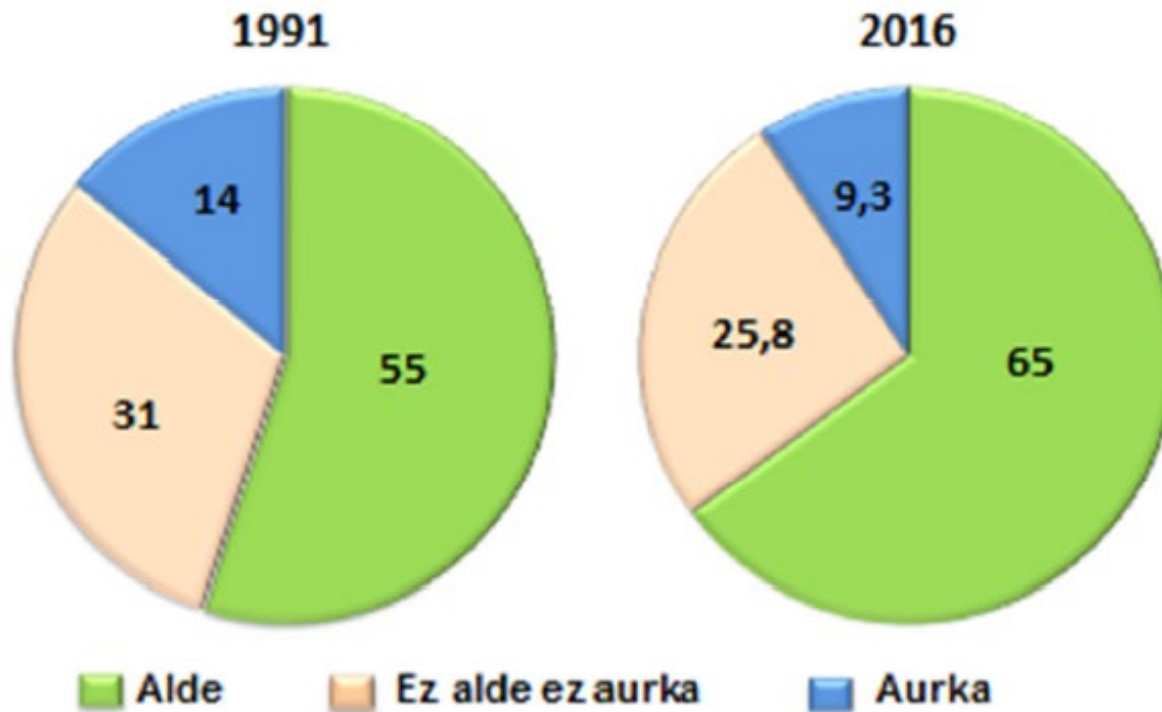




# A general overview of the Basque revival process

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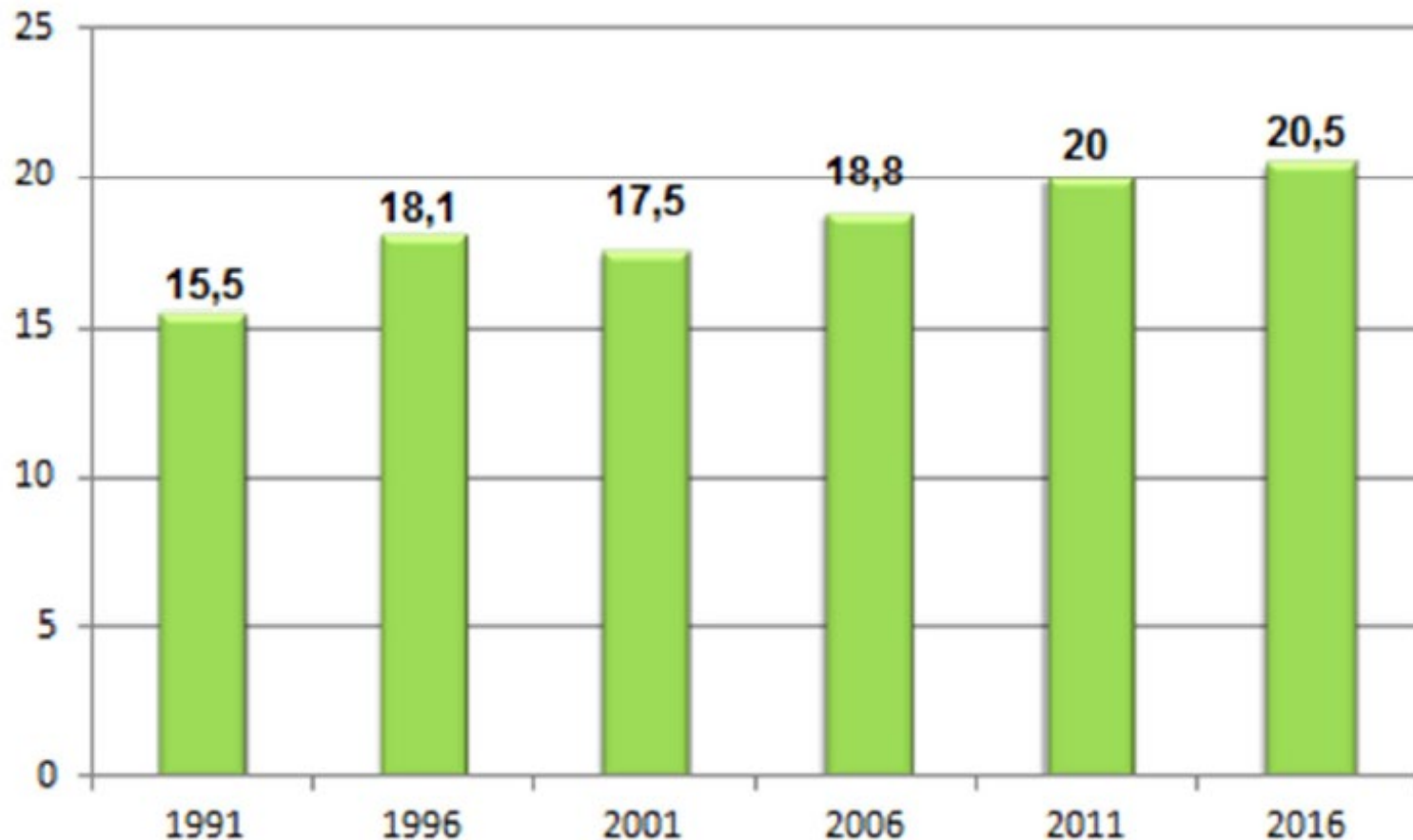
## Attitudes towards the promotion of Basque



## A general overview of the Basque revival process

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### Use of Basque



# The evolution of the multilingual education system

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|                            |               |
|----------------------------|---------------|
| Preschool                  | Until 5 years |
| Compulsory primary (1-6)   | 6-11 years    |
| Compulsory secondary (1-4) | 12-16 years   |
| Baccalaureate              | 17-18 year    |

## The evolution of the multilingual education system

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### ► 1982 Law:

“sufficient practical knowledge of both official languages by the end of their compulsory education”

*Without a school that teaches Basque extensively and intensively, there is no future for the Basque language.*

Zalbide, M. (1998), “Normalización lingüística y escolaridad : un informe desde la sala de máquinas”, *Revista Internacional de Estudios Vascos*, 43, 2. 355-424.



## The evolution of the multilingual education system

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- ▶ 1983 Decree of bilingual “models” or “programs”: diverse bilingual programs where the role and use of Basque and Spanish differ.
- ▶ Parents have the right to choose among the diverse programs.
  - ▶ A model: Spanish language of instruction, Basque subject matter.
  - ▶ B model: Basque & Spanish languages of instruction
  - ▶ D model: Basque language of instruction, Spanish subject matter.
- ▶ The three linguistic models were originally conceived taking into account the initial language of the pupils and the sociolinguistic context (Idiazabal, 2003)

## The evolution of the multilingual education system

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### ► A gradual shift towards an increasing presence of Basque:

A general social trend favourable to the increase of Basque in the public life.

Families' support for the education of children in Basque.

The demand of school administrators and teachers for more Basque-medium provisions.

Teacher training on Basque competence offered by the administration.

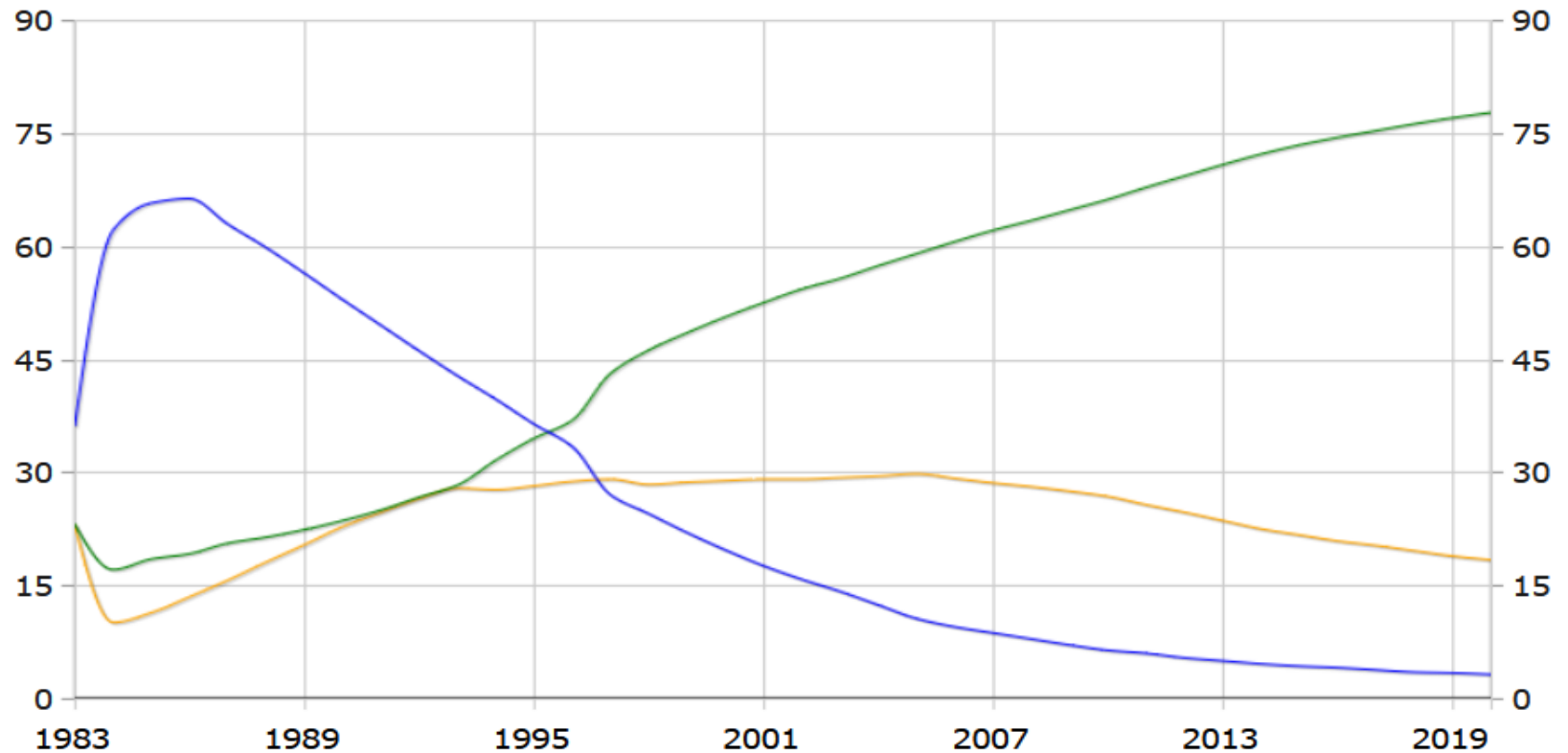
D model: best results in bilingual competence

## The evolution of the multilingual education system

### Students enrolled in Infant and Primary Education by language model in the Basque Country

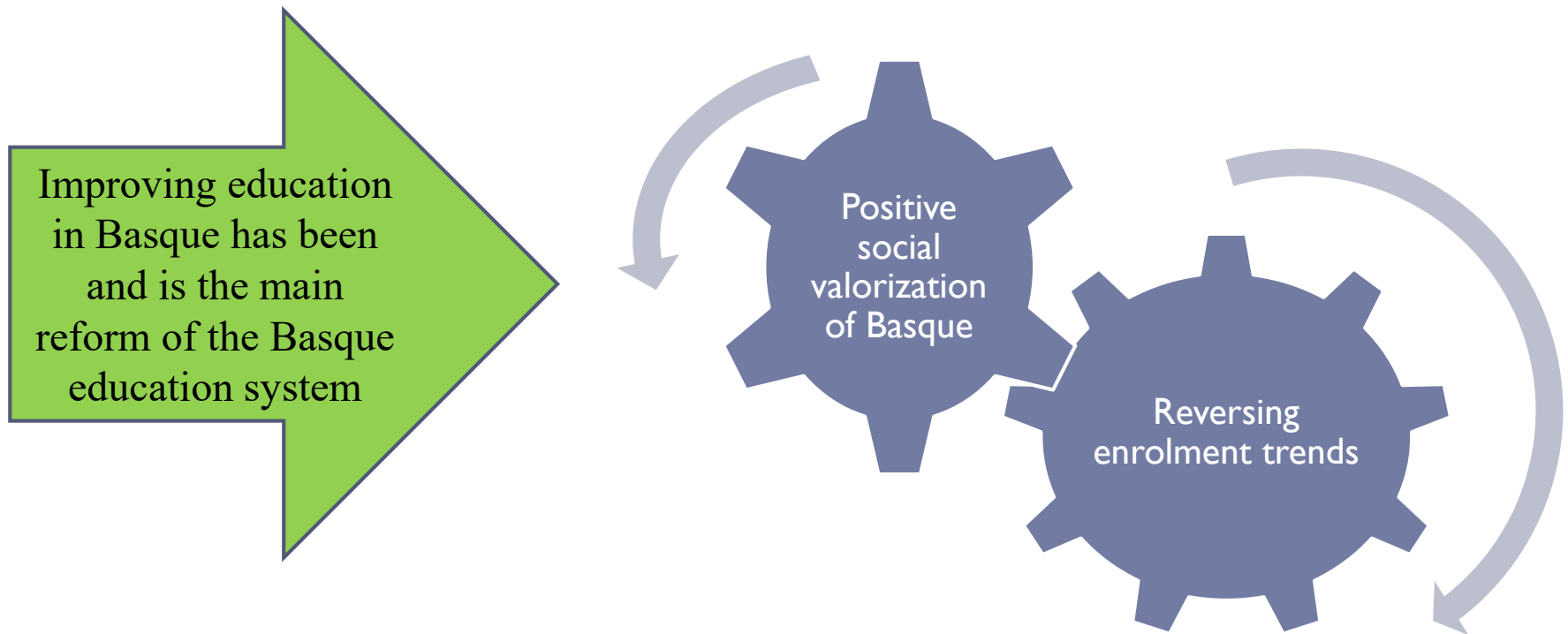
Percentage

✓ ■ *In Spanish* ✓ ■ *Bilingual* ✓ ■ *In Basque*



# The evolution of the multilingual education system

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# The evolution of the multilingual education system



A, B, D models + English-medium CLIL

# The evolution of the multilingual education system

## Heziberri 2020

Euskara

[Inicio](#) [1. Material didáctico](#) [2. Programación](#) [3. Formación](#) [4. Desarrollando competencias](#) [Covid-19](#)

### HEZIBERRI 2020. NORMATIVA Y RECURSOS

En esta página se recogen los documento marco y normativos así como los materiales creados desde el Berritzegune Nagusia para favorecer la aplicación en los centros educativos y en las aulas de los principios recogidos en el Marco Pedagógico Heziberri 2020.

Los apartados que estructuran estos recursos son los siguientes:

1. Materiales didácticos
2. Programación didáctica
3. Módulos de formación
4. Desarrollando competencias



- Aspectos esenciales del currículo y actividades
- Propuesta de actividades para el verano
- Desarrollo de las competencias transversales
- Ámbito socio-emocional y cohesión de grupo
- [Irakas-digitala formazioa 2020-21](#)



#### HEZIBERRI 2020



#### DECRETOS



#### Material didáctico

En este apartado se recogen diferentes recursos, todos ellos relacionados con la práctica del aula.



#### Programación didáctica

En esta página se pueden encontrar los documentos orientativos para realizar las programaciones didácticas en la Educación Básica.



#### Módulos de Formación

En este apartado se colocan una serie de recursos que pueden ser utilizados para la formación interna en los centros, para impulsar el desarrollo de las competencias básicas del



#### Desarrollando competencias

En esta página se reúnen documentos sobre metodología y evaluación para el desarrollo de las competencias básicas.

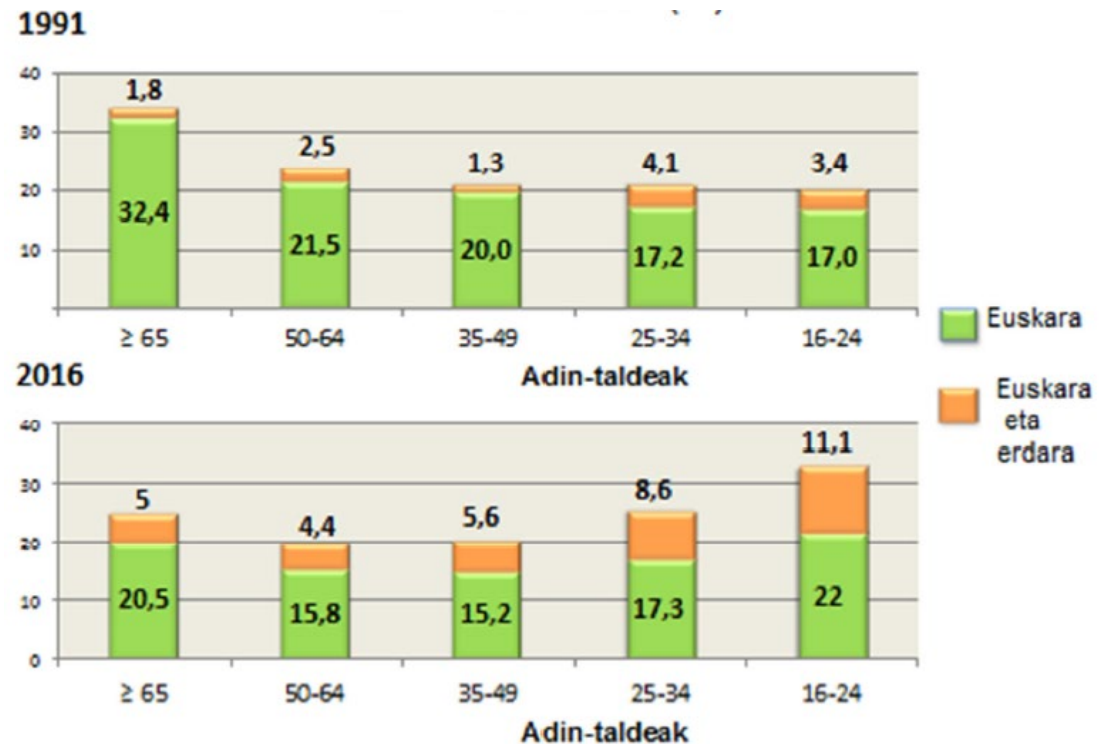
## Summary of the main successes and ongoing challenges

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- ▶ To increase of new speakers of Basque among children and young people.
- ▶ To foster positive attitudes towards the language and to increase its overall social prestige.

# Summary of the main successes and ongoing challenges

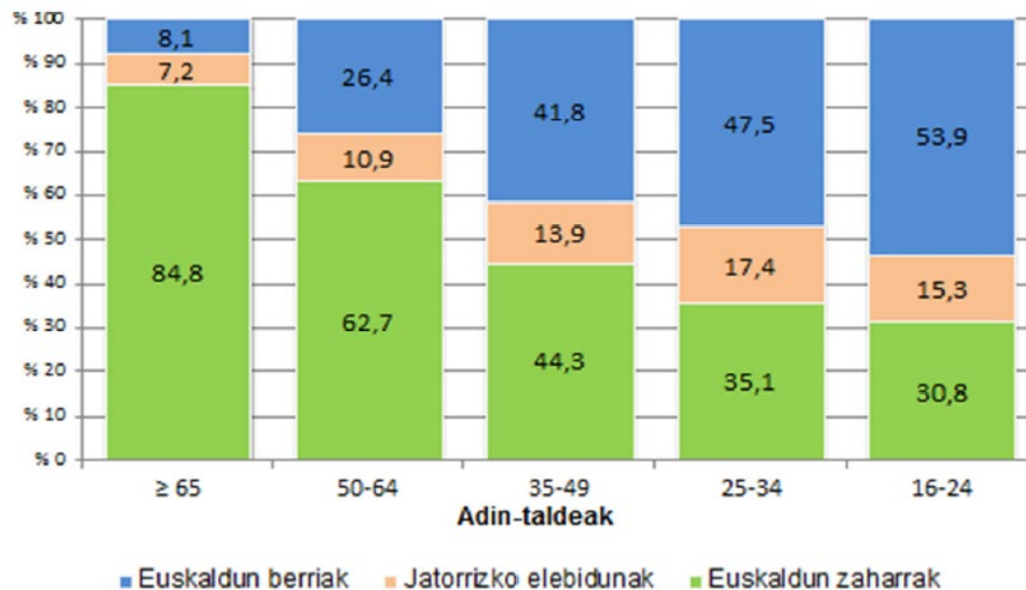
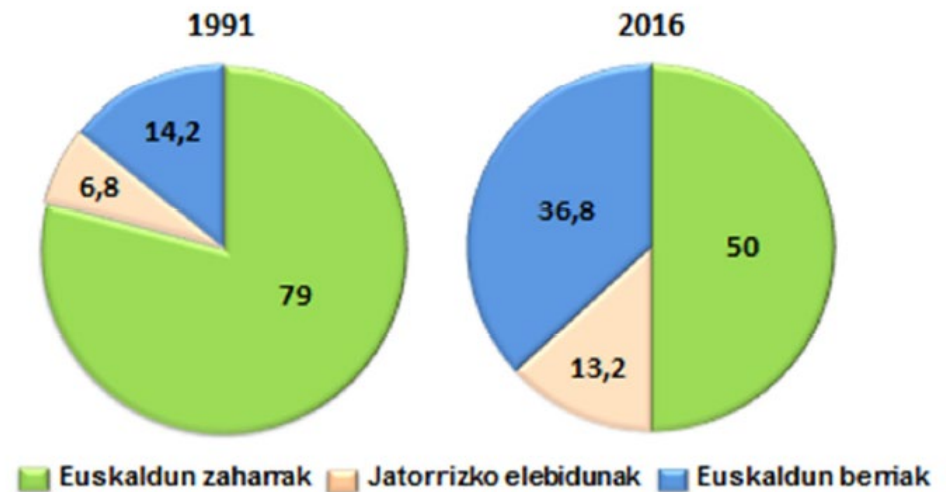
A consistent shift in the internal configuration of the Basque speaking community: from mainly “aged native” speakers to increasingly “younger new speakers”.



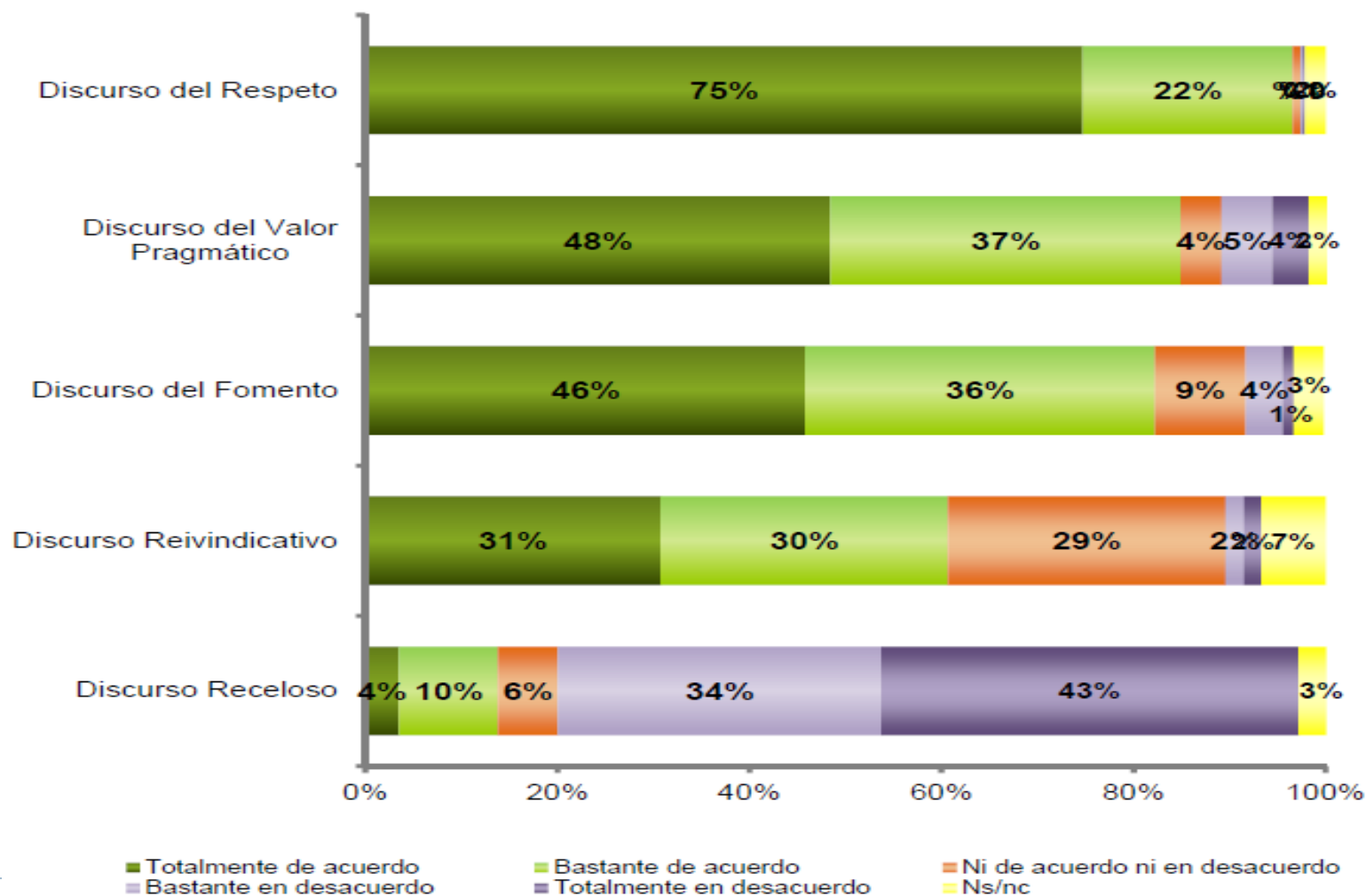


# Summary of the main successes and ongoing challenges

A consistent shift in the internal configuration of the Basque speaking community: from mainly “aged native” speakers to increasingly “younger new speakers”.



## Summary of the main successes and ongoing challenges



## Summary of the main successes and ongoing challenges

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Providing parents the option to choose Basque-medium education constitutes a clear component of the “discourse of respect for Basque”.

*Otros: “El principio de libertad de opción lingüística debe mantenerse como la base de todo el sistema. Sobre ello fue posible el consenso de 1982 y sin ello no es posible consenso alguno. Libertad de lengua, básicamente, también en la escuela”. (Discursos estructurados: 3). [Anexos pág. 37]*

## Summary of the main successes and ongoing challenges

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### The “pragmatic value” of Basque and its use at university:

*“Muchos mencionan el cambio que se ha producido en la universidad tanto en lo que se refiere a la difusión del euskera como a las medidas emprendidas:...creo que el euskera goza de prestigio en la universidad. Los estudios que se imparten en esta lengua tienen la misma reputación que los que se imparten en castellano; el profesorado bilingüe ha demostrado que no tiene ningún problema para la investigación de nivel superior...” / “Además de en cuanto al discurso, el euskera ha logrado un gran nivel de aceptación en la universidad en cuanto al uso diario”. (Informe Delphi). [Anexos pág. 213]*



## Summary of the main successes and ongoing challenges

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- ▶ Non-satisfactory levels of Basque competence at the end of compulsory education.
- ▶ The decrease of the use of Basque in school settings

## Summary of the main successes and ongoing challenges

Gráfico 2.2.3.c.: 4º EP. Evolución en el porcentaje de alumnado por niveles de rendimiento en *comunicación lingüística en euskera*.

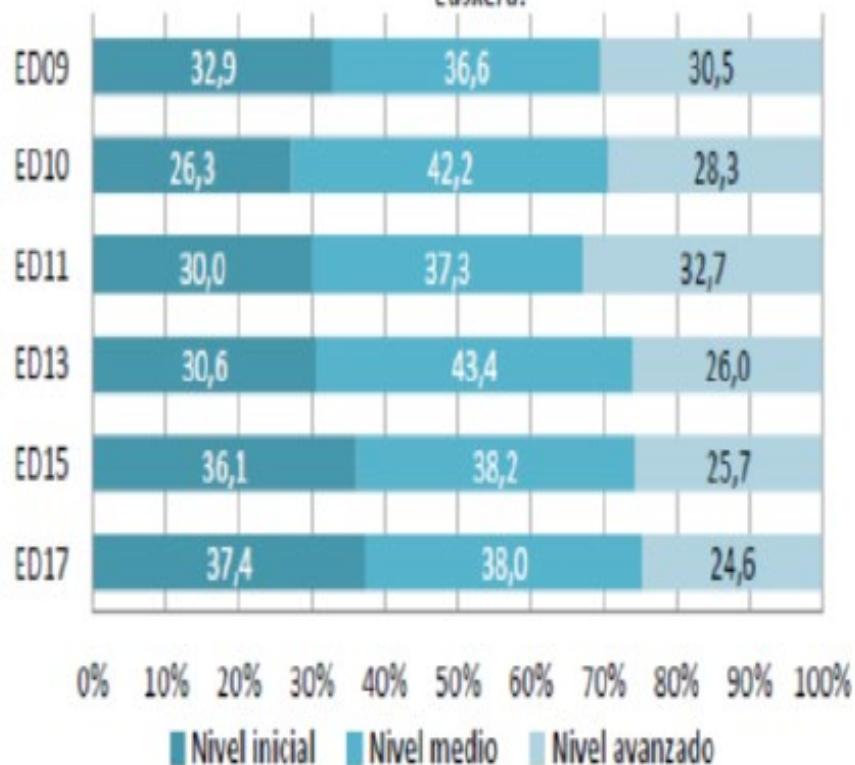
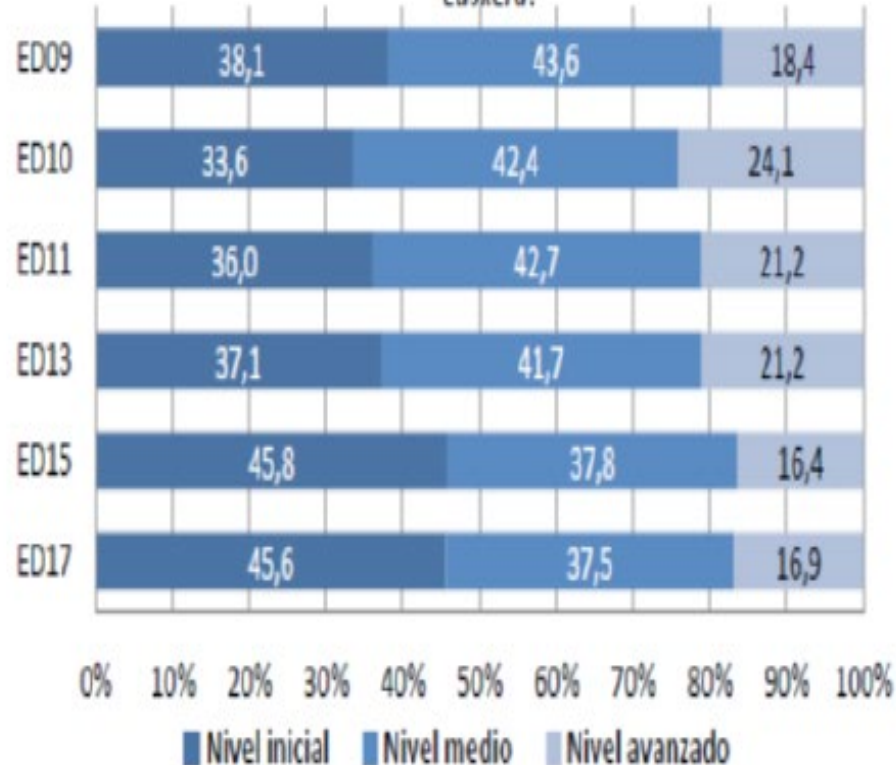


Gráfico 2.2.3.d.: 2º ESO. Evolución en el porcentaje de alumnado por niveles de rendimiento en *comunicación lingüística en euskera*.



## Summary of the main successes and ongoing challenges

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- ▶ *Arrue Research Project*: use of languages in the school context.
- ▶ Census-based data from 4th primary and 2nd secondary

**Classroom use with classmates**

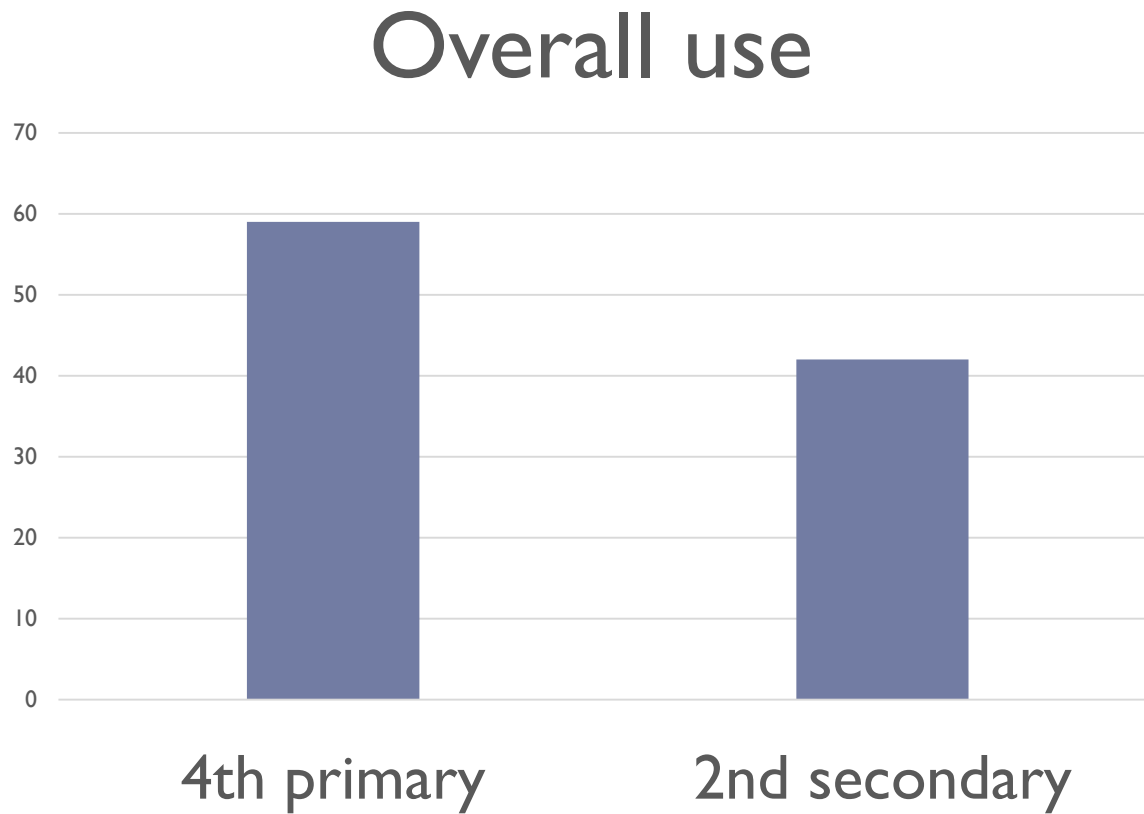
**Classroom use with teachers**

**Schoolyard use with classmates**

**Use of languages with teachers outside the classroom**

## Summary of the main successes and ongoing challenges

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## Conclusions

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- ▶ Macro-sociolinguistic data as well as diverse studies on topics such as students' bilingual development (Manterola et al. 2013; Manterola, 2019), parental strategies and attitudes (Amorrortu et al. 2009) and young new speakers (Ortega et al. 2016) confirm that Basque-medium school is an essential element of the revitalisation of Basque.
- ▶ The Basque case may be of interest for those minoritized communities searching for multilingual education systems that include the goal of language revitalization.
- ▶ The introduction of Basque in the educational system, a factor of social and educational innovation.

Eskerrik asko

Go raibh maith agat



\*This presentation has benefitted from the Basque Government's funding of the ELEBILAB Research Group (IT983-I6 / GIC15/I29).