



## LINGUISTIC NORMALIZATION AND MULTILINGUALISM PROGRAM

### Information Report

November 2005

### OVERVIEW

During this school year 4 different actions will be operative:

- **Early Introduction to English** (2<sup>nd</sup> Cycle of nursery School and 1<sup>st</sup> Cycle of Primary education)
- **INEBI** (Ingelesa Edukien Bitartez-English through Content in Primary)
- **BHINEBI** (INEBI in Compulsory Secondary Education)
- **Multilingual Experience** (Compulsory Secondary Education and Baccalaureate).

### SOME DATA

<b>Early Introduction to English</b>	Approximately 90% of schools	Approximately 90% of all students
<b>INEBI</b>	211 schools	Approximately 28.000 students
<b>BHINEBI</b>	32 schools	Approximately 1.600 students
<b>MULTILINGUAL EXPERIENCE</b>	18 schools	Approximately 600 students

The first three actions (EIE, INEBI & BHINEBI) are proposals to work in English as a subject. English is taught through other subjects' matter (Social Sciences, Science, Maths, Art etc.) The content taught in these programmes refers to English as a subject and curricular content with regard to other subjects.

The fourth action, the Multilingual Experience, refers to different areas that are taught through English, that is English is the medium of instruction, besides English itself as a subject. In Compulsory secondary education (ESO) the minimum hours to be taught in English are 7 per week, as well as in Basque. In Baccalaureate, non- compulsory secondary education, the minimum curriculum time to be taught in English is 25% of the total school time in both Basque and English.

The main aim is to foster trilingualism having bilingualism as a starting point, always guarantying knowledge and use of the minority language, that is the Basque language.



## 1- What is the program about?

The main objective of the multilingual program is for our students to achieve the same degree of linguistic and communicative competences in Spanish and Basque and a good, acceptable level of communicative competence in one or more foreign languages.

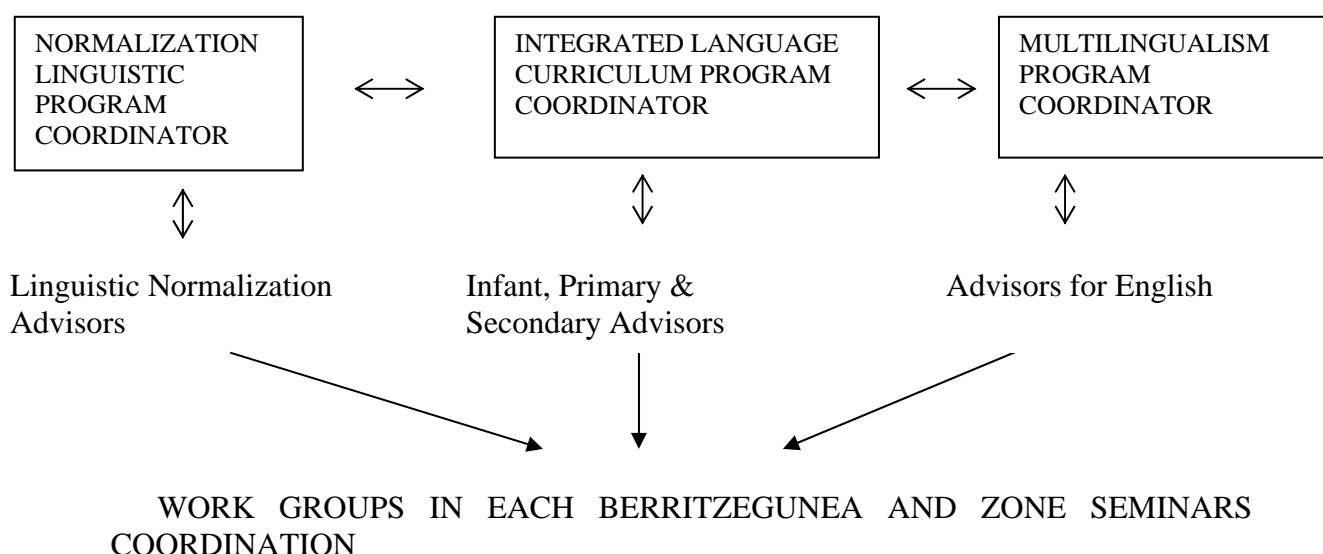
For the development of these aims we propose a communicative and functional approach to the teaching and learning process; that is, we understand that language apart from being a subject of study in itself (grammar, punctuation, syntax, etc.), it is also a communication tool and also a tool to build knowledge.

During these last school years several innovation programs with regard to languages have been set up in our community: Linguistic Normalization, Early Introduction to English, the constructivist approach to the reading and writing processes, didactic techniques improvements and the design and creation of materials. All these schemes have been carried out under the umbrella of the linguistic and educational processes implied in the language acquisition process.

In September 2001 the Berritzeguneak (Centres for Educational Innovation) were launched thus setting up a network of advisors linked to the Linguistic Normalization and Multilingualism Program. This program's purpose is to try give coherence and cohesion to all those above mentioned projects.

The Linguistic Normalization and Multilingualism Program has three main coordinators: one for Linguistic Normalization, another one for Integrated Language Curriculum and finally another one for Multilingualism. These three people not only coordinate their own section of the program but also coordinate among themselves and bring together the three programs to foster the same approach in the languages teaching and learning process. Each particular program's advisors are located in the different Berritzeguneak and coordinate their efforts through these coordinators. They also work together with the rest of language advisors in their own berritzegunea to answer the specific needs of their own working zone.

This visual diagram can help to understand this structure of work:





## 2- Multilingualism Program. The Beginnings.

In the year 1996, the Education Department set up a multilingual experience in 20 schools. The calling for in this experience explained the basic principles for schools to be able to take part in it. The experience proposed three different modalities:

- a) The introduction of English with 4 year olds. (Educational laws only make it compulsory starting at 8 in the third year of Primary).
- b) To increase the amount of time dedicated to the teaching of English in two hours more (a total of five hours per week) between year 3 and 6 of Primary thus to be able to work through other curricular content in English (specific themes and topics and/or whole areas such as PE, Art & Crafts, Science, taught in English
- c) The same scheme as above but for Compulsory Secondary Education.

The modality chosen by most of the schools was the first (120 schools); the second and the third had a moderate amount of schools (10 and 20 respectively).

The experience asked for 20 schools so the last figures were the following: a) 13 schools; b) 3 schools and c) 4 schools.

The experience started the following school year 96-97 for an overall duration of four school years. These schools had external advisors (institutions with expertise in teacher training) and were also provided with extra staff and money.

One of the main objectives of this experience was to analyse which of the three modalities was the most appropriate one for a further extension of the project. Reality gave the answer before the experience could be properly evaluated in each one of its modalities: most of the schools that applied for modality a when they saw their application rejected decided to set up the experience on their own. And with the limited resources they already had available. As a result and due to the pressure that parents put on schools and the readiness of English teachers an increasing number of schools started to teach English to 4 year olds, without receiving proper training. The group of teachers taking part in the experience started to work towards the regularisation of this de facto situation and to offer coherent and good teaching models following the approach given to language teaching in our community. This team of six teachers began the creation and design of curricular materials to be used with 4 year olds and to advise and train a total of 120 schools during the 99-00 school year.

Since then the Multilingual Program, as it came to be called, has grown a lot. It has given training to a whole generation of teachers, training based on theoretical frames and classroom practice with the ultimate goal of improving the quality of the teaching-learning processes in our community. To reach this goal, the team of advisors design materials where content of other subjects and language are integrated (Science, Geography, Maths, Art & Crafts etc.).



During this school year our program is running these different actions:

- **Early Introduction to English** (2<sup>nd</sup> Cycle of nursery School and 1<sup>st</sup> Cycle of Primary education)
  - **INEBI** (Ingelesa Edukien Bitartez-English through Content in Primary)
  - **BHINEBI** (DBH, Compulsory Secondary Education)
  - **Multilingual Experience** (Compulsory and Post-compulsory Secondary Education).
- **EIE (Early Introduction to English):**
- 90% of schools start with English in the 4-year-old classroom.
  - 4 GARATU courses for new teachers coming into the profession since 20003.
- Objective: To provide new teachers with training and advisorship.
- Between the 99-00 to 02-03 school years, training was provided for more than 150, mostly state schools, in the Basque Autonomous Community. The main aim of this scheme was to enable schools to start the teaching of English in the 4 year olds classroom in the best possible conditions. Teachers came to fortnightly set seminar sessions during school hours provided in their own schedules. These sessions were held in the Berritzeguneak and in them the materials created by the advisors were analysed (units of work where English is presented as a tool to build new knowledge)
- Once Infant Scholl finished teachers have continued working with us thus starting the application of the same approach and methodology in Primary. (INEBI program), but we have kept training for Infant education teachers through GARATU courses for new teachers.
- **INEBI:**
- 211 Primary schools
  - 24 fortnightly seminar sessions
  - Approximately 28000 students
  - Objective: To provide continuity to schools in the project and to create materials for Primary 3, 4, 5 and 6.
  - Conditions are the same as in the above-mentioned action: seminar sessions during school hours. Schools also receive an amount of money to be able to buy the materials needed for the experience. Textbooks are not required for students and we try to expose students to real and authentic texts (reference books, encyclopaedias, and stories. CDROMs, DVDs, Internet resources etc.) . Students are systematically trained in skills and strategies to be able to use these materials(key words, scanning, different types of text...). The fostering of oral language and written language skills is also a continuum through the entire Primary proposal. The setting up of routines in the classroom plays a crucial role in INEBI. These activities help learners to use English in an easy, natural and contextualised way: greetings, setting of the tasks, oral presentations of ready-made tasks, etc.



### ■ BHINEBI:

- 32 Schools
- 8 fortnightly seminar sessions
- Approximately 1600 students
- Objective: To present Secondary English teachers the project being carried out in Primary, explain the methodological approach that is being used, provide theoretical training and practice through curricular materials designed specifically for Lower Secondary Education.
- Three teachers collaborate on the project. In the first half of the day they pilot in their schools the units that have been developed and during the afternoons, they revise these materials offering feedback before introducing the units widely to all teachers. Apart from that, the methodology is the same as the one used in Primary. With this, it is intended to give the approach a continuity to the handling of the language in Secondary, because a lot of times the passage between Primary and Secondary means a rupture of the methodological approach which has negative repercussions in the learning process of the student.

### ■ THE MULTILINGUAL EXPERIENCE:

- 18 Schools
- 3 monthly seminars
- Approximately 600 students
- Objective: to provide teachers who take part in the pilot project with theoretical and practical training; to help teachers design and develop their own curricular material in order to teach the subject in English and to support liaison between those teachers.

The first three projects (ITI, INEBI and BHINEBI) are directly linked to the teaching of English as a subject involving the English teachers of the schools. On the other hand, the Multilingual Experience involves only Schools that are teaching subjects in English (History, Computer Science, Biology, etc). This pilot project commenced in 2003-2004 with a call sent to all the Secondary Schools in our Basque Autonomous Community. At the moment 18 schools (1 in Araba, 2 in Gipuzkoa and 15 in Bizkaia) are taking part in it. The teachers who take part in the project must be permanent members of the teaching staff and must prove their knowledge of the foreign language they are going to teach the subject in. (Aptitude of the Official Language School, Proficiency or equivalent). Likewise, students who voluntarily want to participate in the project go through a prior selection process. They must pass two tests, an English and a Basque test. Schools must have a minimum of 15 students to be admitted into the project. Teachers have a reduction in class contact time (an hour for every teaching hour during the first year and half an hour during the second year) for lesson preparation and curriculum development. The schools receive funds to purchase teaching material and also receive additional support by the Advisory Centre.



Other interesting facts:

- ✚ Human Resources (Advisers that participate in the program):
  - The Program Coordinator and 17 advisers distributed in the Berritzegune network.
  - For Secondary Schools there are 3 collaborating teachers that have a part time dedication to the program. The Schools where they work in are provided with supply teachers.
  
- ✚ The Economic cost: through the call for Training and Innovation, the schools that take part in the INEBI and BHINEBI projects receive extra funds (INEBI: Primary schools that have up to 6 classrooms, 400€ between 6 and 12 classrooms, 700€, more than 12 classrooms, 1000€ BHINEBI: schools that have up to 8 classrooms in compulsory secondary education (Lower Secondary) 500€, between 9 and 12 classrooms, 600€, more than 12 classrooms, 700€). Each of the 18 schools pioneering the multilingual pilot scheme has been provided for this purpose an estimated amount of 1600€ so far.

### **Program Objectives for teachers:**

1. To provide the specialist teacher with the appropriate methodological training to carry out the project in the classrooms through biweekly seminars during working hours.
2. To provide the specialist teacher with language courses through training calls within the GARATU Program, by means of grants to attend summer courses abroad or individual aid packages to cover the cost of attending language courses held in the BAC (Basque Autonomous Community).
3. To respond to the needs of the specialist teacher in every way possible, in order to carry out in an optimal way the early introduction of the English language.

### **3- Evaluation of the Program. Degree of satisfaction.**

Several internal evaluations have been carried out and English teachers have reported a high degree of satisfaction: regarding the training received, teachers were very or quite satisfied, both for the planning of the biweekly seminars (90'66%), and as for the information and materials received (90'66%). 86% of the teachers have seen their expectations fulfilled. Teacher motivation at Infant level is exceedingly high: 94% are very or quite motivated.



#### 4 – How do these projects benefit students?

The Early Introduction of English:

- Our bilingual education favours the learning of a third language because of the positive transfer that takes place between the languages that the children already know and the target language.
- Real learning takes place.
- The early introduction of the English language carried out in a correct way, will help the students optimize the L1 and the L2, the language of instruction at school.
- Contact with another new language at this age will enable children to understand other cultures and perspectives better.
- Introducing a different code through games and motivating activities will help stimulate learning strategies that will be very beneficial to the child's cognitive development.

Learning English through curriculum content:

- Knowledge of the language becomes the means of learning content . This way the pupil will learn on one hand, the content and on the other, the target language.
- The activities proposed are highly meaningful, contextualized and will help achieve motivation.
- To foster the use of different strategies designed to help pupils develop cognitive skills when working with a variety of texts with different levels of difficulty connected with different areas in the L3.
- The development of autonomous learning is fostered through the diversification of tasks and co-operative work.

#### 5 - Methodology

We take as starting point that knowledge of the language becomes the means of learning content not an aim in itself. Therefore, curriculum content provides a meaningful basis for third language learning.

The variety of curricular content that has been developed for Primary as for Secondary is woven around general topics that are connected with subjects such as mathematics, social studies, science, history, etc. Different topics such as "Animals", "The Universe and the Solar System", "The Cycle of the Water", "Ancient Civilizations", "Geography and History of Europe", etc. have been developed.



Through this program the Department of Education of the Basque Government offers teachers two things: in-service training inside their normal working schedule through biweekly seminars in their work area and on the other hand they are provided with teaching material designed and developed by the foreign language advisors from the Berritzegune network. The Berritzegune is the Advisory Centre for Innovation and in-service Training for teachers.

What we hope to achieve with the Multilingual program is improve the quality of the whole teaching-learning process of the foreign language. To improve the quality of learning, teachers are offered specific and meaningful activities that enhance the communicative approach.

Teachers are backed up by teaching materials that have been discussed and analysed in seminars and previously put into practice by collaborators.

Our aim in this whole process is to provide English teachers with specific training so that in the nearby future they will be able to for instance, in Primary negotiate with the class teacher at cycle meetings the educational actions that will be put into practice in the classroom in a coherent and coordinated way. In other words, use the same methodological approach in the teaching of different languages.

We are aware that the program that is being implemented in the classrooms would not be successful nor make any sense if we would not count on the dedication and professionalism shown by English teachers. Their motivation and enthusiasm really raise the quality of the teaching and learning of a foreign language in our community.