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Bilingual Education in Spain and Latin America. Is it a contribution to linguistic revitalization?

Eva Gugenberger

(University of Flensburg, Germany)





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SESSION 6 - INTERCULTURAL EDUCATION: DIVERSITY, PROGRESS, AND CHALLENGES



1. Acquisition Planning

- Within the framework of **language policy and planning**:
 - Type of activity specifically aimed at education - **acquisition planning** (Cooper 1989):
 - All activities aimed at reacquiring, maintaining, or learning a language, especially within the school system
 - **Fundamental goal: to increase the number of speakers and users**
- Has BE been able to achieve this goal and therefore contribute to the revitalization of minority languages in Spain and Latin America?



2. Historical background

- For centuries, a monoglossic ideology
 - Educational field: Spanish, the only language of instruction
- Some exceptions include:
 - **"General languages"** in education during the early colonial period
 - **Basque ikastolas**
 - **Early bilingual education experiments** (Mexico, Peru, Ecuador) since the early 20th century
- A **decisive shift** in language and educational policies **began in the 1970s**
 - **Introduction of bilingual education**



3. Bilingual education in Spain: Catalonia, Galicia, the Basque Country (Euskadi)

Linguistic situation:

- **Galicia:** nearly 90% can speak Galician
- **Catalonia:** approximately 80% can speak Catalan
- **The Basque Country:** 43% are Basque speakers
(40 years ago: less than 30%)

Catalonia

- Introduction of the **Catalan-Spanish conjunction model**
- 1990s: **single linguistic model**
 - **Catalan as the basic vehicular language for all students**



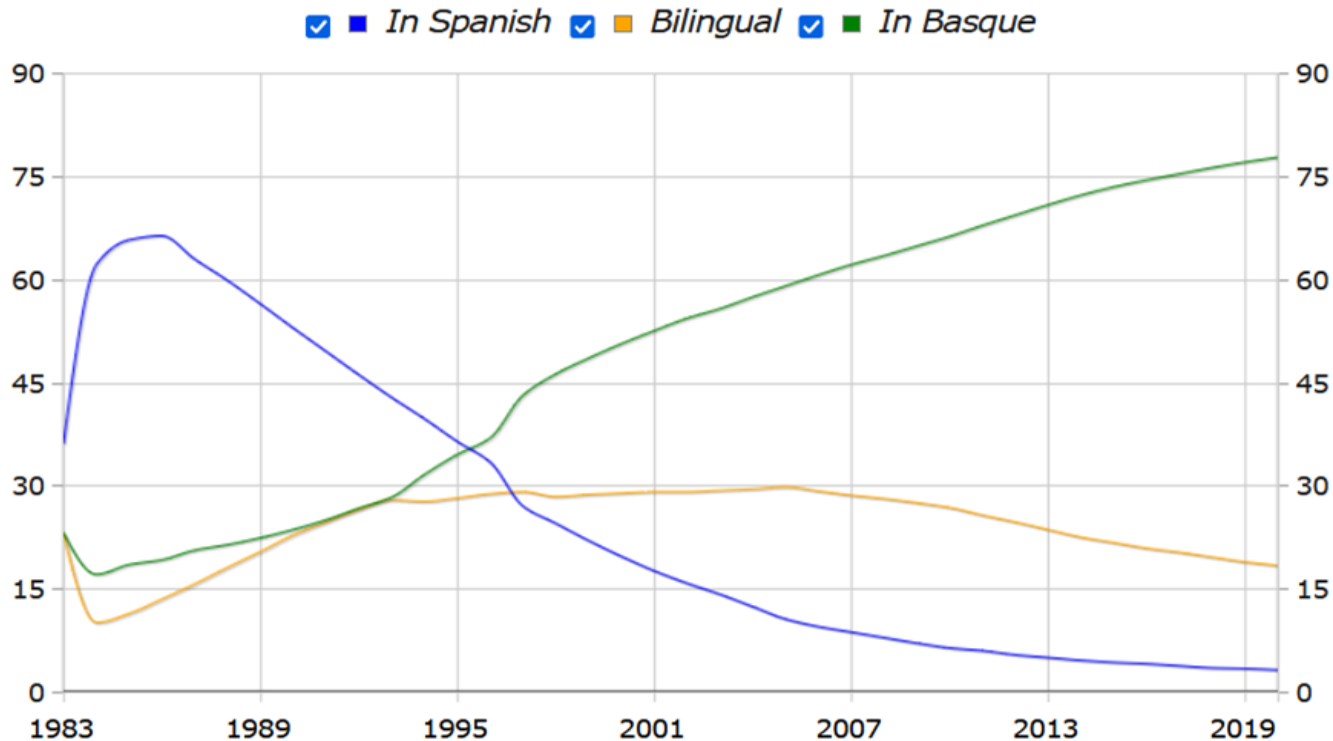
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Basque Autonomous Community (CAV) 3 models of free choice



Graph 1: enrollment percentages of students in preschool and primary education in the Basque Autonomous Community (CAV) in **model A** ('In Spanish' on the graph), **model B** ('Bilingual'), and **model D** ('In Basque') (Source: Eustat, 2020; in Manterola, in press)



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Galicia

- Controversies regarding the proportion of Spanish and Galician in the classroom
- 2007 Decree (Left-wing Bipartisan Government - PSdeG, BNG; 2005-2009):
 - Mandatory use of **Galician as the vehicular language in at least 50% of the education**
- Plurilingualism Decree - 2010 (Popular Party):
 - English in up to 30% of subjects
 - Leaving only 35% for Galician



4. Intercultural Bilingual Education (IBE) in Hispanic America

- Assimilation model > **Multilingual and pluricultural conception**
- Legal recognition of native languages in most countries
- **Right of indigenous populations to education in their own language**
- Interculturality:
 - ***Intercultural Bilingual Education (IBE)***
 - Late 1990s: **interculturality for all** - including non-indigenous people
- **Implementation of IBE programs**
 - (except Uruguay, Cuba, the Dominican Republic, and El Salvador)



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Current challenges

- **The degree of progress varies by country and region**
- **Current challenges:**
 - **Diverse sociolinguistic scenarios** that IBE must address
 - Many children of indigenous origin have Spanish as their L1 (especially in urban and semi-urban areas)



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Current challenges: the principle of interculturality

- Not just a pedagogical concept
- All dimensions of coexistence among different cultures in **conditions of equality, justice, and mutual respect**
- **Equality for all ethnic groups has not yet been achieved**
 - < poverty rates, educational opportunity inequality
 - < **prestige gaps** between Spanish and native languages
- **IBE:**
 - Some programs have a strong intercultural component
 - Others still maintain a **mere folkloric view of indigenous culture**, without true dialogue with the other culture (Loncon and Hecht 2011: 9, Villanueva 2011)
 - Interculturality for all has not yet been achieved
- **Interculturality remains a goal to strive for**
(Walsh 2005: 7, Hurtado 2007: 140-141, Villanueva 2011: 56, Lagos 2013, and others)



Challenges: Gap between theory and pedagogical practice. Use of two languages as vehicular languages

- **Costa Rica:**

- Significant imbalance in language use
- More of teaching about indigenous languages rather than teaching in them (Guevara Víquez/ Solano Alpízar 2017: 73)

- **Ecuador:**

- Chirihuasi Case (Bosse 2023): Kichwa is only a subject

Preschool	1º	2º - 4º	5º - 7º	8º - 10º	High School
100%	75%	50%	45%	40%	40%

- **Chile:**

- Indigenous languages as a subject (4 hours per week)



5. Has BE managed to increase the number of speakers and users of indigenous ethnic minority languages? Does it contribute to linguistic revitalization?

Basque Autonomous Community (CAV)

(Sociolinguistic survey by the Basque

Government, 2016)

- Euskara (Basque) competence :
 - **The largest increase in Basque speakers among the population aged 16 to 25: 25% (1991) > 71% (2016)**
 - More than half have a better command of Spanish - Euskara as a L2
- Use of Euskara:
 - It has not grown as much as its knowledge
- Challenges:
 - Promoting good competence in Euskara
 - Strengthening its use by students (Manterola, in press)



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Catalonia

(Survey by the Directorate General of Linguistic Policy and IDESCAT among those over 15 years old)

- Competence and use of Catalan:
 - **Slight upward trend** over the past ten years
 - **Younger generations have a better level of Catalan**
 - The use in schoolyards and high schools has decreased significantly
(El País, 19.07.2019)

Galicia

(IGE 2018, 2003-2018, age group: 5-29 years)

- Full competence and regular use of Galician:
 - **A decrease of over 10% in the younger generations**
- **The government of Galicia's school system has failed**



Has BE managed to increase the number of speakers and users of ethnic minority languages? Does it contribute to linguistic revitalization?

Hispanic America

- Lack of data, limited research on the outcomes of IBE
(López 2016: 6)
- National censuses:
 - Only numbers for speakers of native languages or the first language acquired in childhood are available
 - Data on bilingualism and different age groups are missing
 - > Those who learned an ethnic language as a L2, perhaps in school, are not included
- **Linguistic displacement is still ongoing**
 - For example: México – Mayan speakers: 37% (1980) > 15% (2020) (INEGI 2020)



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Summary

- In bilingual education, both in Spain and Latin America, significant progress has been made
- The extent of achievements to date varies from case to case
- The Basque Country, with its immersion model, stands out as the most successful
 - Valuable suggestions for other countries and regions
- In Galicia and in other Hispanic American countries, the loss of speakers has not yet been countered
- In all countries, there are still pending challenges and various tasks ahead





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Thank you for your attention Yupaychani



eva.gugenberger@uni-flensburg.de

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