This paper reports a study that looks at trilingual competences in Basque, Spanish and English. The theoretical approach used in the study is "Focus on Multilingualism" (Cenoz & Gorter, 2011; 2014) which considers all the languages in the multilingual learner’s repertoire. The aim of the research study was to examine multilingual competencies by looking not only at different skills in each of the languages but also at the same skill across languages. Participants were 10,523 (47.9% male; 52.1% female) from over 100 secondary schools. All the students had Basque, Spanish and English as school subjects and all the students had Basque as the language of instruction. The programme combined the use of the L1 as the medium of instruction for Basque L1 students with immersion in the L2 for speakers of Spanish and other languages. Basque was the first language for 30.1% of the students. All the students took tests of reading, writing and listening comprehension in the three languages. The results confirm the need to analyze the development of language competencies across languages and not only within languages and provide evidence for the interaction of the languages in the linguistic repertoire.

References


Keywords: multilingual education, language skills, multilingualism.