

Key Factors to be Considered by CLIL Teachers

1. Introduction: Language teaching and the Ikastolas

In modern-day society, in the century of globalisation, where communicative resources, personal mobility and international relations are on the increase, it is impossible to maintain and revitalise a minority language such as Basque by considering it to be the only language of a society. If Basque is to survive, it must become the dominant language in its linguistic area, but Basque speakers must also be capable of living in a multilingual society. The future of Basque citizens is, therefore, multilingual.

From the Ikastolas (Basque-medium schools) point of view, this multilingualism will require from Basque citizens not only an active commitment to the normalisation of Basque, but also an extensive knowledge of the corresponding state's official language (Spanish and French) with which Basque is in contact. In addition, Basque citizens will need a broad knowledge of English, as the dominant language of international communication. Finally, it will be vital for the cultural cohesion of the Basque communities on both sides of the French-Spanish state border that individuals learn the official language of the other state, at least to a basic functional level (Garagorri et al. 2008).

Throughout their history, the Ikastolas have been implementing various kinds of educational projects in order to ensure that students develop the communicative competence required by such a view on multilingualism.

In the 1960s, the Ikastolas were created in order to ensure mother-tongue education of quality to Basque-speaking children. The result was that Spanish and French-speaking families began to enrol their children in the Ikastolas, turning them into immersion programmes for Spanish and French-speaking children.

However, it soon became apparent that promoting the use of language beyond the school context was a goal not easily achieved. Students attained a good level of academic language but there was no generalisation or transfer of that language into informal contexts outside or even within the school itself. Thus, the use of the Basque language in society did not grow proportionately with the number of new Basque speakers created by the education system. In order to bridge that gap and to promote the use of Basque, in 1980 the Ikastola network created *Euskaraz Bizi*¹ (Gorostidi 1991). With this programme, motivational campaigns, extra-curricular and leisure activities, etc. were organised for students, teaching staff and families.

In 1990, the Ikastolas reviewed and widened their linguistic objectives so that multilingualism, and not so much bilingualism, became the new aim. Within this context, the *Eleanitz-English (Multilingual-English)* project was created in order to fulfil the multilingual requirements derived from being part of the European Union. *Eleanitz-English* involved the early introduction of English (L3) at the age of four with the objective of learning a whole school subject through this language during the last two years of compulsory education (ages 14–16) (Arzamendi et al. 2003). Nowadays, there are 75 ikastolas involved in the *Eleanitz-English* project and 42 out of those 75 are implementing a CLIL programme aimed at teaching Social Sciences only through English.

By the year 2000, the Ikastola network felt the need to create a tool which would give coherence to all the different language-related projects (i.e. *Euskaraz Bizi*, *Eleanitz-English*, etc.) implemented until then. This tool became known as *The Ikastola Language Project* and is intended to help the Ikastolas to develop a multilingual school model that will foster multilingualism without compromising the recovery and promotion of the Basque language (Elorza/Muñoa 2008; Confederation of Ikastolas of the Basque Country 2009).

This chapter will focus on one of the projects that the Ikastolas are implementing in order to develop that multilingual school model: a CLIL project called SSLIC (Social Science and Language Integrated Curriculum). This project is carried out during the final stages of the

1 *Euskaraz Bizi* means *Live in Basque*.

Eleanitz-English project and it consists of teaching Social Sciences only through English in the last two years of compulsory education (ages 14–16).

In the following pages, and based on the Ikastolas' 8-year experience implementing SSLIC, we will underline some of the key factors that, in our view, teachers and schools need to consider when implementing CLIL programmes. Section 1 will discuss the fact that implementing CLIL should be a whole-school decision. Section 2 will describe the SSLIC didactic materials created by the Ikastolas' network. In Section 3, we will refer to the teacher training offered to SSLIC teachers. In Section 4, we will discuss the need to evaluate the learning outcomes of CLIL programmes and comment on some of the results drawn from the evaluation of the SSLIC project. We will end the chapter by commenting on the benefits that CLIL has brought to the teaching and learning of Social Sciences and Basque Language within the Ikastolas.

2. Key factors to be considered when implementing CLIL programmes

Based on the Ikastolas' experience, there are four key factors in the successful implementation of CLIL programmes:

- CLIL programmes need to be embraced and promoted by the whole school, and not only by individual teachers.
- They need to be supported by didactic materials that can answer to the needs of the students involved.
- They need to emphasize teacher training, since teaching through a foreign language is much more than changing the language of instruction.
- Results of such programmes need to be evaluated in order to measure whether the objectives are met and the learning benefits are worth the invested energy and resources

2.1 School project

The implementation of a CLIL programme has to be, at least, a decision taken by the whole school community since it might require dealing with several potentially controversial issues such as:

- The academic profile of the students that will be in the CLIL programme: is it going to be offered to all students or will it only be aimed at those students with a good command of the foreign language and/or the subject content?
- Is CLIL going to be carried out by Subject teachers (during subject teaching hours) or is it going to be implemented by English teachers (during English teaching hours)?
- Which subject will be taught through the foreign language? Will that subject be learnt through English only, or will the school offer the same or similar contents through the school's usual language of instruction as well?
- If CLIL is to be carried out by Subject teachers, what should be the role of the English teacher in such a context? Will or should the school's usual English curriculum be modified?

When facing those issues, the Ikastolas decided that:

- All students should have access to SSLIC; therefore, the opportunity to learn Social Sciences through English should be offered to all of our students regardless of their command of English or Social Sciences.
- SSLIC students should study the same curriculum as if they were studying Social Sciences in Basque.
- This CLIL programme involving teaching Social Sciences through English should be implemented during Social Science hours (preferably by the Social Science teacher) and not during English hours.
- There would be no additional Social Science instruction in Basque, therefore, those contents will only be taught through English.

- Thus, SSLIC was to be not only aimed at developing students' linguistic competence in English; it should also achieve the objectives of Social Sciences as a school subject *per se*.
- The objectives and contents of English classes would be adapted to support the language needs derived from studying Social Sciences through that language (in addition to the content and language integration approach of the Social Science curriculum).

2.2 Didactic materials

As a result of the above-mentioned characteristics of the CLIL project, the Ikastolas created a set of Social Science didactic materials that would integrate the content and the language of this subject. On the other hand, and taking into account the students' variety in terms of target language proficiency, didactic materials to be used by English teachers in English classes were created in order to give students extra-support in terms of the linguistic structures, the linguistic skills, and the text genres they needed to master in order to be successful in Social Sciences content.

2.2.1 Creating CLIL materials for Social Sciences

As for Social Science CLIL materials, the starting point was the translation-adaptation of the didactic materials created by the Ikastolas network to teach Social Sciences through Basque to students within this age range. This translation-adaptation process resulted in the textbook *Ostadar Social Sciences* and it involved analysing the original Social Science contents and materials from the linguistic and cognitive point of view. As a result of this analysis, a series of activities were created in order to break down the main linguistic and cognitive difficulties and facilitate students' access to the content of the subject.

Regarding the linguistic contents of Social Sciences, its materials were added a series of linguistic activities aimed at helping students' comprehension and production of Social Science texts. As for

the cognitive processes required by this subject, a set of activities was created in order to guide students through those processes; in other words, the activities added to the original Social Science materials integrated both the language and the contents specific to this subject. In addition, the syllabus of the English language subject was designed with the objective of working on those same cognitive processes and linguistic features.

This materials creation process resulted in a detailed teacher's guide including the necessary strategies for classroom interaction and for guiding students' comprehension-production so that students appropriately assimilate Social Science contents. An additional teacher guide with similar characteristics was created for the materials used during English hours.

The activities created for the Social Science CLIL materials can be grouped into four types of activities that are explained below.

2.2.1.1 Activities to foster students' oral and written communication.

These activities have the objective of using communication to construct-consolidate Social Science concepts and their inherent linguistic features, as well as developing L3 communication skills. For instance, students could be asked to define a series of Social Science concepts and then read them out to one of their classmates, who, in turn, will have to guess the concept being defined. This kind of activity is a clear example of content and language integration since in order to complete the task successfully, students will need to understand the concept to be defined, know the subject specific vocabulary, and be able to construct content-appropriate and linguistically accurate definitions.

2.2.1.2 Activities to develop reading strategies.

The aim of these activities is to help students to develop reading strategies that will enable them to face Social Science texts, which are usually conceptually and linguistically complex. The approach to such texts consists in giving students a task that needs to be completed with the help of the written text; in other words, reading would not be an objective per se but a tool to complete a given task. This way, the

importance of reading for an aim is stressed and students are guided so they can develop the appropriate strategies depending on the reading objective.

2.2.1.3 Activities to guide students' oral and written production

In this group of activities we would include, on the one hand, activities for brief and controlled production with the help of guided linguistic models and, on the other hand, freer and more substantial production aided by pre-tasks language and content guidance.

As for controlled production activities, these would be aimed at guaranteeing students the opportunity to prepare their interventions. Students would, therefore, be offered a series of models (linguistic and content-oriented) and given the opportunity to structure their intervention according to those models. Such models would guarantee that students with less developed communicative competence or subject knowledge would be able to intervene in class.

Regarding more open and substantial interventions, such as oral presentations or written reports, students would be offered guidelines in order for them to select, organise and communicate information efficiently.

2.2.1.4 Activities to develop higher cognitive skills

The objective of these activities would be to *make students think* and besides being crucial for significant learning to happen, they would offer multiple opportunities for linguistic work. These activities usually require to apply what has been learnt to new situations or to infer implicit information from the data or the knowledge at hand. For example, if faced with a time-line of scientists and their main contributions to science, students could be asked to classify them into rationalists or naturalists. Students will have to infer the information they need (methods, areas of research...) from the information given in the time-line.

2.2.2 Supporting the language needs of Social Sciences in an English class

As has been mentioned before, and due to the fact that SSLIC was aimed at students with various degrees of mastery of the target language, the Ikastolas re-organised the existing English syllabus and its corresponding materials in such a way that they would work on the specific linguistic characteristics of the language used in Social Sciences. This re-organisation involved a linguistic analysis of the Social Science objectives, content, and didactic materials, which led to the identification of a series of text genres and skills students needed to master in order to be successful in that discipline.

Following the text genre classification used in the Ikastolas for the development of their Basque and Spanish language curricula, these new English materials were designed mainly around the following three fields of usage: the academic field, the mass media (which is one of the most important information sources in Social Sciences) and the field of interpersonal relations. Table 1 shows a summary of the main text genres and skills that characterise the language of Social Sciences.

A set of English materials was therefore created to work on those text genres, skills and related linguistic elements. Those materials were organised around a series of didactic units composed of activities arranged towards the comprehension and production of a specific text genre and the development of the skills and linguistic features required by each genre.

This kind of work enables students to transfer what they have learned or what they are learning in English hours to the tasks they perform in their Social Science CLIL lessons. For this transfer to really happen, of course, coordination between both English instructors and Social Science teachers is crucial, since making the links between the two subjects explicit facilitates the transfer of such knowledge.

SOCIAL SCIENCE TEXT GENRES and SKILLS (ages 14–16)
<p>ACADEMIC FIELD</p> <p><i>1. Informative discourse</i></p> <ul style="list-style-type: none"> – Expository texts <ul style="list-style-type: none"> ▪ Contrast & comparison ▪ Cause-consequence ▪ Chronological accounts ▪ Description – Diagrams (synthesis of information) – Oral presentation – <i>Historical biography</i> – <i>Propagandistic poster commentary</i> – <i>Historical text commentary</i> – <i>Research reports</i> <p><i>2. Persuasive discourse</i></p> <ul style="list-style-type: none"> – Discussions: identifying others' opinions; forming and expressing personal opinions
<p>MASS MEDIA</p> <p><i>1. Informative discourse</i></p> <ul style="list-style-type: none"> – Internet texts (on-line newspapers and other web sites) – Information processing: locating, selecting, organising information ... <p><i>2. Persuasive discourse</i></p> <ul style="list-style-type: none"> – Internet texts (on-line newspapers and other web sites) – Information vs opinion (explicit, implicit) – Arguments vs fallacies
<p>INTERPERSONAL RELATIONS</p> <ul style="list-style-type: none"> – Dialogue to construct knowledge – Dialogue for cooperation

Table 1. Text genres and skills specific to Social Sciences.

ACADEMIC LANGUAGE			
	BASQUE 3rd year of Secondary	SPANISH 3rd year of Secondary	ENGLISH 3rd year of Secondary
Unit 1	Expository texts: ▪ Concept map ▪ Outlines	Report: oral presentation	Expository texts: ▪ Contrast & comparison
Unit 2	Expository texts: ▪ Outlines ▪ Summary ▪ Oral presentation	Objective description: ▪ Definition	Oral defense of a point of view
Unit 3	Didactic exposition	Didactic exposition Outlines and summary	Expository texts: ▪ Cause-consequence
...
	BASQUE 4th year of Secondary	SPANISH 4th year of Secondary	ENGLISH 4th year of Secondary
Unit 1	Critical interpretation of content: ▪ Arguments and fallacies Interpretation of the form ▪ Structure: problem-solution ▪ Discussion	(unit 1 does not include specific work on academic language)	Oral presentation Interpretation of content and form: ▪ Text sequences ▪ Outlines Historical biography: ▪ Structure
Unit 2	<i>Research reports:</i> ▪ Graphs ▪ Information sources ▪ Conclusions	Critical interpretation of content: Interpretation of the form ▪ Text sequences ▪ Summary ▪ Outlines	Critical interpretation of content: ▪ Thesis and arguments ▪ Cause-consequence ▪ Structure
...

Table 2. Summary of the integrated language curriculum regarding the text genres and skills specific to the academic field.

In addition to the Social Science subject itself, the Ikastolas' Integrated Language Curriculum is an important source for the new English syllabus. In other words, English materials rely not only on the previous work done around those text genres and skills in English but also on how students have been dealing with those genres and skills in their other language disciplines, that is, Basque and Spanish. Table 2 shows a summarised example of how this Integrated Language Curriculum distributes common linguistic contents within the academic field among the various languages taught at the Ikastolas.

2.3 Teacher training

Teacher training should be the 3rd key factor to be considered when implementing CLIL programmes since teaching a school subject through a second or third language involves much more than the mere change of the language of instruction; it might require quite deep changes in terms of the instructor's teaching methods involved. This is very closely linked to teachers' profile, and in the case of SSLIC:

The ideal combination for this kind of project is a Social Science specialist competent in English and working closely with the English teacher responsible for the complementary programme. However, in the absence of Social Science teachers able to teach through English, in several schools the English language teachers have been responsible for both the Social Science and the English classes. (Ball and Lindsay, 2010)

As stated in Ball and Lindsay (2010), this heterogeneous teacher profile has caused the need to develop a CLIL teacher training programme aimed at answering quite different needs – the needs of subject specialists, who obviously have a better grasp of the subject content but may lack pedagogical training and thus have little knowledge of the demands made for language support, and the needs of English teachers, who are more confident with the language and have more methodological awareness of how to organise the classroom and tasks to promote communicative competence. However, they may have problems with the subject content and with some of the specific skills related to the discipline.

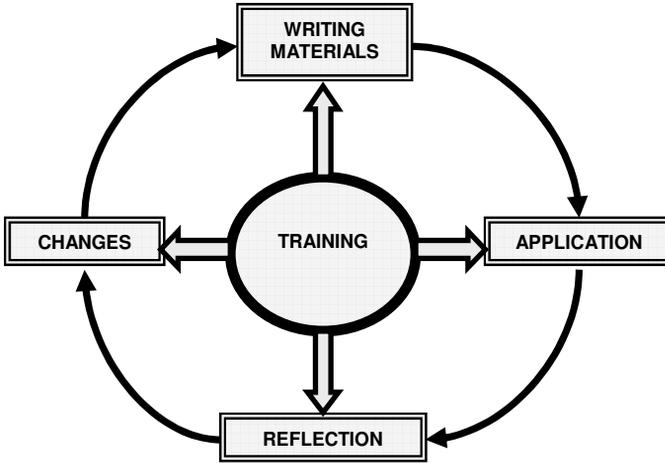


Figure 1: Teacher training model.

In order to answer to those training needs, teachers involved in this CLIL project are offered in-service training based on an action-research model that was developed to train *Eleanitz-English* teachers². As Figure 1 shows, that in-service training model is based on the application and subsequent reflection on the materials created both for Social Science and English disciplines. As stated by Ball and Lindsay (2010), this loop of *experiment-reflect-change* has been a key factor in the success of the project and has proved beneficial to both the materials writers/trainers and the teachers. On the one hand, reflecting on practice and didactic materials has led to the identification of training needs in terms of methodology and classroom management. On the other hand, the opportunity for writers to witness teachers pilot the materials first-hand has facilitated a continuous piloting and improvement of the materials being used in the classroom, and it has given the teachers a real stake in the creative process.

2 Eleanitz English teachers are all the English teachers who are involved in the Eleanitz English Project. This project is based on the early introduction of English (at age 4) and aims at enabling students to study Social Sciences or any other school subject through English. For a more detailed description of the teacher training model followed by the Eleanitz English project see Ball and Lindsay (2010).

In addition, trainers would visit teachers and observe real lessons in order to offer more personalised and specific feedback to the instructors involved. Teachers are asked to ensure that they have some free time available after the class to discuss the lesson and issues arising from it with the trainer. Since the aim of these private visits is to offer a more personalised training, their content always remains confidential.

2.4 Evaluation

Last but not least, evaluation is also crucial to the successful implementation of any CLIL programme, especially those aimed at teaching a series of school contents or subjects through a second or third language. In the case of the Ikastolas, teaching Social Sciences only through English raised the following questions among parents, educators and students:

- Will students reach the Social Science objectives stated by the official curriculum for that age range?
- Will the development of students' linguistic competence in Basque³ be negatively affected because of studying Social Sciences through English?
- Will the development of students' linguistic competence in English be positively affected because of the *Eleanitz-English* project in general, and SSLIC in particular?

In order to answer those questions, in the spring of 2002, the Ikastolas evaluated the Social Science knowledge and level of English attained by the first SSLIC promotion, an evaluation that was carried out by the University of the Basque Country (UPV-EHU)⁴.

3 Teaching a school subject through English raised some issues regarding the negative effects that multilingualism in general, and teaching a school subject through English in particular, might have on the students' communicative competence in Basque, a minority language with varying degrees of linguistic vitality and whose revitalisation is one of the main objectives of the Ikastolas.

4 A more detailed description of this evaluation can be found at Arzamendi et al., 2003 and Association of Languages Educational Services, 2003.

In order to compare evaluation results, the same tests were given to a control group consisting of students who had studied the same Social Science contents, with the same textbooks, but in Basque. In order to evaluate the effects that using English as a medium of instruction might have on the development of Basque competence, the test was done in Basque, even though this decision may have limited the overall performance of those students who had studied the subject through English.

There were two additional characteristics that differentiated the SSLIC groups and the control group:

- Students within the SSLIC groups had started learning English at age 4, whereas the control group had been introduced to that language at age 8.
- Teachers involved in the SSLIC groups had received a stronger pedagogical support since they had received intensive in-service training and a set of didactic materials designed specifically for the CLIL project they were required to implement.

The Social Science test consisted of two sections:

- (1) A set of questions aimed at assessing the comprehension and assimilation of the most important Social Science concepts assigned by the official curriculum for that age range. These questions did not require lengthy or substantial production on the part of the students.
- (2) A set of questions designed to assess the students' ability to express themselves in their own words, using the appropriate Social Science terminology and concepts, and the subject contents studied during the school year. These questions required more substantial linguistic productions and a higher cognitive effort on the part of the students.

Once the data had been collected, it was statistically analysed using the statistical package SPSS.11. The following basic statistical analysis was carried out:

- Uni-variant descriptive analysis.
- Analysis of bi-variant relations: correlation and contingency coefficients.
- Comparison of mean values both through parametric and non-parametric tests: Student T tests, Kruskal Wallis, Variance analysis, Manova Covariance analysis.

Groups		Basic Social Sciences	Superior Social Sciences
Control	Mean	250,2383	211,6351
	Number	193	211
	S.D.	67,96763	122,05894
SSLIC	Mean	264,7912	277,4332
	Number	182	187
	S.D.	63,04642	120,24433
Total	Mean	257,3013	242,5503
	Number	375	398
	S.D.	65,94133	125,44316

Table 3. Evaluation results for Social Sciences.

As Table 3 and Figure 2 show, students who had studied Social Sciences through English had not only assimilated the most important subject contents (see the ‘basic’ columns) but they also obtained higher results in the more complex set of questions (see the ‘superior’ columns). The results also show that these students were able to express the contents they had been studying through English in Basque, which indirectly seems to suggest that their communicative competence in Basque had not been negatively affected by the project.

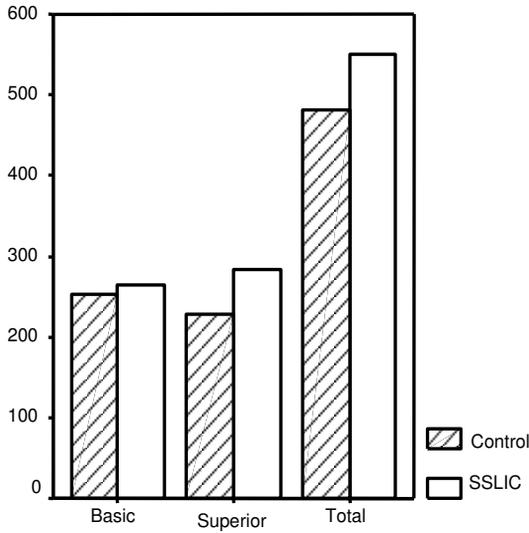


Figure 2. Evaluation results for Social Sciences.

English: evaluation results						
Groups		Listening	Writing	Reading	Speaking	Grammar
Control	Mean	3,78	3,6000	3,4955	5,4528	3,1306
	Number	185	185	185	53	185
	Typ. Dev.	2,545	2,35825	2,24129	2,55189	1,80091
SSLIC	Mean	5,03	4,3963	4,1495	6,2611	4,5178
	Number	291	291	291	90	291
	Typ. Dev.	2,517	2,33584	2,39426	2,19451	1,99875
Total	Mean	4,54	4,0868	3,8953	5,9615	3,9786
	Number	476	476	476	143	476
	Typ. Dev.	2,597	2,37411	2,35532	2,35725	2,03802

Table 4. Evaluation results for English.

The same year, those students sat an English test whose results (see Table 4 and Figure 3) showed that their English level was much higher than that of the control group. In addition, 70% of a random sample of the students involved in the CLIL project obtained the Grade 7 certificate from the Trinity College (Grade examinations in

spoken English for speakers of other languages). Both tests show the linguistic benefits of the *Eleanitz-English* project in place at the Ikastolas.

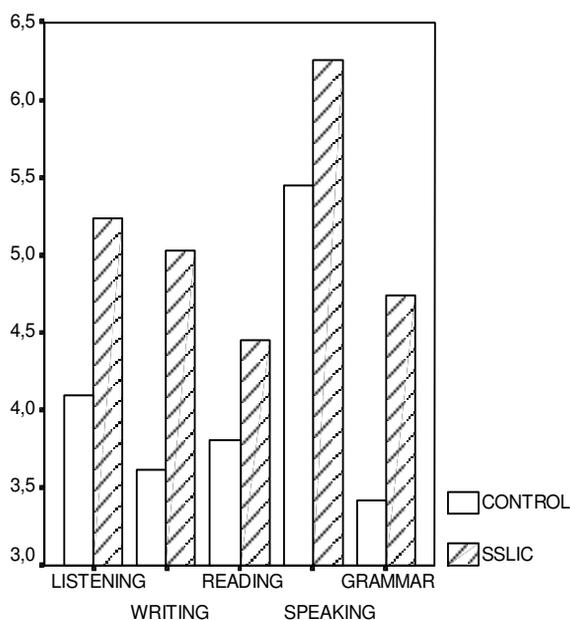


Figure 3. Evaluation results for English.

3. Conclusion

Based on the experience of the Ikastolas network in the *Eleanitz-English* multilingual project in general, and in SSLIC in particular, this chapter has underlined some of the key factors for successful CLIL implementation.

First of all, CLIL programmes need to be fostered and implemented by the whole school, and not only by individual teachers, since, as we mentioned in section 1, the initial stages of any CLIL programme require whole-school level decisions such as the profile

of the students that will take part in the CLIL programme, the profile of the teachers involved, the subject contents to be taught, etc.

Second, CLIL projects need to be supported by didactic materials that can answer to the needs of the students involved (see Fernández and Halbach, in this volume). Third, CLIL programmes need to emphasize teacher training, since teaching through a foreign language is much more than changing the language of instruction; it implies making a school subject available to students with various degrees of mastery of the target language. That is to say, to the usual learning challenges posed by the subject itself, CLIL adds the challenge of carrying out that learning in a language which is not the usual language of instruction.

In this sense, teacher training as well as the availability of appropriate didactic materials are crucial to any CLIL programme but specially to those CLIL programmes aimed at teaching part of the official subject curriculum through a language which is not the usual language of instruction, since schools need to make sure that the standard achievement levels of the subject are not lowered in exchange for language learning benefits.

Finally, and in relation to the learning benefits of CLIL, these programmes need to be evaluated in order to measure whether both the linguistic and subject objectives are met and to evaluate whether the learning benefits attained by the programme are worth the invested energy and resources. Results from the evaluation carried out by the Ikastolas and the University of the Basque Country (UPV-EHU) show that CLIL has not only improved students' communicative competence in English but also their overall competence in Social Sciences. Similar conclusions seem to be arising from other CLIL programmes implemented both in the Basque Autonomous Community (i. e. Alonso et al., 2008; Ruiz de Zarobe, 2008; Ruiz de Zarobe, this volume; Ruiz de Zarobe and Lasagabaster, 2010) and in other European countries (Baetens Beardsmore, 2008).

Evaluation results have been crucial for the consolidation and spread of SSLIC among the Ikastolas. But the positive outcomes of SSLIC, along with the fact that students' competence in Basque has not been negatively affected by the implementation of CLIL, has had additional and quite interesting implications for the Ikastolas. These

implications go beyond the teaching of foreign languages and can be of especial interest for the teaching of minority languages, such as Basque, and for their use as a medium of instruction.

For a start, evaluation results suggest that a multilingual curriculum can be implemented without limiting students' competence in the minority language. As was mentioned in section 4, SSLIC students took the Social Science evaluation test in Basque even though they had studied that subject only through English. Despite that, SSLIC students' results were better than the control group's, which seems to suggest that using English as the medium of instruction for Social Sciences during the last two years of compulsory education does not affect students' ability in using the minority language to express subject-related concepts. These results are consistent with a previous longitudinal evaluation carried out by the Ikastolas and the University of the Basque Country (UPV-EHU) in order to measure whether the early introduction of English (at age 4) had any effect in the development of students' communicative competence in Basque and Spanish. This evaluation was carried out through a period of ten years, and it showed that the introduction of English at age 4 had no effect on the students' competence in either Basque or Spanish, since the students who had started learning English at age 4 and the students who had started at age 8 showed very similar degrees of mastery of Basque and Spanish (Elorza and Muñoa, 2008). Similar results suggesting that students' communicative competence in Basque is not negatively affected by either the early introduction of English or the use of English to teach some school contents have also been obtained by Cenoz (1998) and Lasagabaster (2008) among others.

Secondly, the better Social Science results obtained (especially in the more complex set of questions) by students studying Social Sciences through English, started a deep reflection regarding the methodology and didactic materials used when teaching through Basque. Even if the better results achieved by CLIL students might be explained by the role that CLIL type programmes seem to have in promoting the development of cognitive skills (Baetens Beardsmore, 2008), it seems to us that the answer lies on the methodology, the activity types and the style of classroom interaction developed for the implementation of CLIL (see also Sierra in this volume).

As a result of that reflection process, some materials producers and teacher trainers who work for the Ikastolas' network have identified the need to work more deeply on the linguistic and cognitive needs of subject areas when these are taught through Basque. They have, therefore, considered the possibility of adapting and applying the methodology, activity types and classroom interaction proposals developed for the CLIL programme in the didactic materials commonly used to teach through Basque. It should not be forgotten that, in a sociolinguistic situation like ours, Basque is a second language for many students. Teachers and materials producers seem to forget this fact, especially in Secondary Education, and tend to act as if Basque were the students' L1 when some students' communicative competence in Basque might not be at that level.

Moreover, we think that integrating content and language when teaching through Basque will also be beneficial to those students whose L1 is Basque, since academic language has very specific characteristics. Teachers and materials producers are not always aware of these characteristics and assume that having Basque as an L1 implies mastering both the informal and the formal-academic registers of the language. However, exposure to academic or formal language outside school depends on various factors such as the socio-cultural background of families, and therefore, that exposure is not always guaranteed. Thus, inserting CLIL activity types and classroom interaction proposals can help some students to better acquire the formal or academic Basque required for schooling.

In both cases, the role that subject teachers play in the development of students' communicative competence turns out to be crucial. Within the curricular design proposed by the Ikastolas network, academic language is part of both Basque and Spanish language curricula, and identifying and working on those linguistic contents is seen as necessary for other subject areas. However, we do realise that the effort made by the language teachers will have limited effect if subject teachers do not build on that work and pay attention to the linguistic skills and contents required to be successful in their subject areas. That is why the activity types, the methodology and the classroom interaction model developed for the teaching of Social Sciences through English are being incorporated into the new Social Science materials in Basque.

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