

Embracing Linguistic Diversity: Notes Towards a Comprehensive Study of Bi-multilingual Education in Spain



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The sociolinguistic landscape of Spain is shaped by the coexistence of Spanish with official regional languages and by the growing importance of foreign languages. Thus, while bi-/multilingual programs in monolingual regions focus on Spanish and additional language instruction through Content and Language Integrated Learning (CLIL), bilingual regions also incorporate regional languages as core components of instruction. These programs serve two purposes: (1) to enhance students' communicative competence in multiple languages; and (2) to preserve regional linguistic heritage. We present a study that explores historical foundations, legal frameworks, and pedagogical models of bi-/multilingual education. We also provide a descriptive analysis of the 17 bi-/multilingual programs implemented in each region of Spain. Through comparative analysis, we reveal key differences in language policy, instructional models, and educational goals between monolingual and bilingual regions. Despite these differences, all regions share several unique challenges, alongside a commitment to multilingualism, intercultural understanding, and educational equity.



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