

CORE

State-of-the-art Analysis



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¹ A complete list of schools can be found at: <http://misestudiosclick.es/educacion-primaria/colegios/colegios-publicos-bilinguees>

1. THE EUROPEAN DIMENSION OF EDUCATION.

1.1. Introduction

Since education in Europe has both deep roots, and is highly diversified from one Member State to the next, it was not until the 1970s that members of the European Economic Community began to step up cooperation in this area, mainly by harmonising national policies. Thus the Ministers of Education of the Member States embarked upon regular consultation, and on 6 June 1974 adopted a resolution establishing an 'Education committee consisting of representatives of the Member States and the Commission', the first of its kind, and which would later expand. Some two years later, the first real European action programme for education was established, and the foundations for Community cooperation in this area were laid.

Among other things, the programme was to maximise the opportunities in each Member State for the cultural and vocational training of citizens from other Member States as well as their children; to implement a more systematic exchange of information on each education system; to step up international contacts, fostering school exchanges and study trips, advocating the freedom of movement of teachers and mutual recognition of academic qualifications, etc. It is also in this action programme that early references to the concept of the 'European dimension in education' are found. Indeed, this area is expressly covered by the programme, which states that in order to give a European dimension to the experience of teachers and pupils in primary and secondary schools in the Community, Member States will promote and organize:

- short study visits and exchanges for teachers, with special emphasis on student language teachers;
- development of the national information and advisory services necessary to promote the mobility and interchange of pupils and teachers within the Community;
- contacts between the authorities of establishments concerned with teacher training;
- educational activities with a European content.

From that point on, the concept of the European dimension in education became one of the chief concerns of the Member States, and several types of concrete activity aimed at its development were swiftly proposed. In addition, a vast number of the European educational programmes introduced at the end of the 1980s stem from the 1976 action programme.

On the whole, the European dimension is understood as a principle present in education system enhancing understanding of wider European context and educational perspectives, opening horizons of global thinking and intercultural understanding. The European dimension includes both a dimension of cognition (knowledge of Europe) and a dimension of affection (relationship, attitude, experience and Europe). Rather than in a narrow sense (historical and political context, activities of a society etc.) it is necessary to define the European dimension in a wider sense, which also includes the following aspects: anthropological-existential, cultural, cognitive, emancipation, participation and effective, qualitative, economic, social, egalitarian, communicative, as well as the aspects of protection, mobility and security.

However, before concrete proposals are made for action to implement the objectives set out, is the consideration of the Community to contribute education by encouraging cooperation between Member States to the development of necessary measures, by supporting and supplementing their educational policies and the organization of education systems and their cultural and linguistic Diversity. Such consideration should take place within a much wider context featuring the completion of the Single Market and its impact on the area of education and training, as well as changes in the need for human resources in the light of social and technological changes. It should include the contributions to education that enables young people to have a better understanding of their socio-economic environment and so, in due course, to be better equipped to participate both as citizens and as workers.

1.2. European activities in the field of education

As the organisation and the content of teaching are matters entirely for Member States, it is for them to take measures to promote the development of quality in education. For this reason this Green Paper invites all those involved in education to concentrate their thoughts on the appropriate means of accomplishing this, while also asking them to identify areas for complementary and subsidiary Community action. Consideration of this question will also be important in the context of the enlargement of the Community, especially for the EFTA countries.

In the new context afforded by the Single Market, education has as one of its aims the preparation of young people to exercise their responsibilities in a wider social and economic area. It is in this perspective that the development of a European dimension of education must be seen as an important factor in the adjustment of the educational process to the new economic, social and cultural environment. Indeed, the improvement of linguistic competence, the mutual understanding of the practices and cultures of other Member States, and even the ability to work with those of other nationalities or in another setting, are among the most important factors that help young people to become integrated into society and to accept more readily their responsibilities as European citizens. At the same time, the new possibilities available in the context of building the European Community, in particular the greater range of educational opportunities, are a bonus which Member States should recognise.

European cooperation in education has had only a short history. At the beginning of the fifties last century the situation had developed to the point where beside a discussion on mutual recognition of acquired qualification, measures were being prepared to support this cooperation financially. The process of European cooperation in education took its final form in a resolution from 1986, when COMETT and ERASMUS were the first programmes implemented with a financial effect. Since then educational establishments of member states and partly of candidate states have been getting involved in various programmes and schemes of EU and have been taking part in many thematic initiatives.

The general objectives of the European Dimension of Education include contributing towards:

- equality of opportunity for everyone;
- giving all young people a sense of their responsibilities in an interdependent society;
- developing their pupils' ability to act autonomously, to make judgments, to assess matters critically and to make and adapt to innovations;
- enabling all young people to achieve their full potential in their working life and in their own personal development, especially by developing in them the taste for life-long learning;
- giving their pupils training and qualifications which will facilitate their transition to working life, in particular through being able to master technological change

Even more specifically, in the area of education could thus be centred naturally on schools, through transnational educational projects set up on the basis of partnerships.

These could include the following:

- cooperation through mobility and exchanges;
- the training of teachers and others involved education;
- the development of language teaching;
- distance learning through multimedia systems;
- the promotion of innovation in teaching;
- the exchange of information and experience;
- using the experience of the European Schools.

1.3. Foreign language teaching as a contribution to European dimension

As apparent from the above, foreign languages play a key role in the issue of European dimension. Foreign language learning is at the moment accompanied by a number of slogans such as: *Europe of languages, language diversity, bilingualism, multilingualism, plurilingualism* etc. Educational politics also stresses the importance of foreign language teaching. The idea that every European should master his/her mother tongue and two more languages of EU raises an issue how to achieve this aim. In Andalusia (Spain) there is the first compulsory language for all pupils with the introduction of a second language in from primary and secondary education.

In contemporary foreign language teaching there is an apparent trend to the communicative concept. Further the trend is to include intercultural dimension (life and institutions, history, social and political life, culture, arts, traditions) and media skills (internet, text handling skills). At the level of particular innovations in foreign language teaching there are also represented the following concepts and topics: early foreign language teaching, CLIL (Content and Learning Integrated Learning – i.e. non-language subjects taught in a foreign language – e.g. geography taught in English), European language portfolio, European language passport, etc.

2. PLURILINGUALISM AND MULTILINGUALISM WITHIN THE EUROPEAN DIMENSION OF EDUCATION

2.1. Introduction

The emphasis from an early stage in Council of Europe projects on successful communication skills, motivated by increasing opportunities for interaction and mobility in Europe, remains important, but globalisation and internationalisation pose new challenges to social cohesion and integration. Language skills remain essential if individuals are to benefit from opportunities in employment and mobility but they are also necessary to participate actively in the social and political processes that are an integral part of democratic citizenship in the multilingual societies of Council of Europe member states. This increasing focus on language policies for democratic citizenship and social cohesion reflects the priority that the Council of Europe accords to education for citizenship and intercultural dialogue in the 21st century. It is reflected in the goal of education for plurilingual and intercultural citizens capable of interacting in a number of languages across linguistic and cultural boundaries.

- '*Multilingualism*' refers to the presence in a geographical area, large or small, of more than one 'variety of language' i.e. the mode of speaking of a social group whether it is formally recognised as a language or not; in such an area individuals may be monolingual, speaking only their own variety.
- '*Plurilingualism*' refers to the repertoire of varieties of language which many individuals use, and is therefore the opposite of monolingualism; it includes the language variety referred to as 'mother tongue' or 'first language' and any number of other languages or varieties. Thus in some multilingual areas some individuals are monolingual and some are plurilingual.

Council of Europe policy attaches particular importance to the development of plurilingualism – the lifelong enrichment of the individual's plurilingual repertoire. This repertoire is made up of different languages and language varieties at different levels of proficiency and includes different types of competences. It is dynamic and changes in its composition throughout an individual's life. The use and development of an individual's plurilingual competence is possible because different languages are not learned in isolation and can influence each other both in the learning process and communicative use. Education systems need to ensure the harmonious development of learners' plurilingual competence through a coherent, transversal and integrated approach that takes into account all the languages in learners' plurilingual repertoire and their respective functions. This includes promoting learners' consciousness of their existing repertoires and potential to develop and adapt those repertoires to changing circumstances.

The added value of the approach is viewed according to different opportunities. First and foremost, this is in terms of providing greater individual economic opportunities and benefits that, in turn, provides greater overall economic return on investment in language education. In addition, there are issues such as enhancing social inclusion and egalitarianism through providing a greater range of young people with alternative platforms for learning languages which suit specific styles, particularly with regard to learning strategies; gender mainstreaming in terms of male and female performance in

language learning; being able to take advantage of the benefits of naturalistic early language learning; recognising and capitalising on the relevance of limited and domain-specific competencies in languages; making learners linguistically prepared to take up their rights to study in other countries, and providing a catalyst for school development which leads to improvement of educational environments.

The 1995 White Paper of the European Commission on Education and Training categorically states the need to know other European cultures and languages, and it proposes to develop the teaching of at least two EU languages among young Europeans, to promote innovative language-teaching techniques, to disseminate good teaching practices among schools and to foster awareness of the other languages and cultures of Member States from an early age. Nevertheless, the first European cooperation programmes, drawn up by the Language Policy Division in Strasbourg, date back to 1957, and their main objective was to democratise language learning in order to improve the mobility of persons and ideas and to promote European heritage, represented by its cultural and linguistic diversity.

Later, the programmes run from 1970 to 1980 brought about an international consensus on the basic principles on which language learning policy was based, with the agreement that language learning was to be directed at all European citizens, was to be student-centred, was to have the aim of cross-cultural communication and was to be life-long. Since 1994, the European Centre for Modern Languages in Graz has also been contributing to the elaboration of European cooperation programmes, and helping Member states to apply reforms in order to develop the communicative skills of learners and foster innovation in language teaching and teacher training, supporting learner-centred methodology.

All of these programmes and projects have been materialised through the publication of the different Resolutions of the Council of Europe and the Recommendations of the Committee of Ministers, among which we should remember Resolution no (69) 2, of 1969, which launched projects to plan foreign language teaching in Europe; Recommendation no R (82) 18, of 1982, which provided the framework, in the 1980's, for the reform of the curriculum and of teaching and assessment methods, and for the Member states to standardise their procedures and experiences and introduce new teaching materials and methods in the classroom (information and communications technology, bilingual education, educational contacts and exchanges, pupil autonomy, the specification of linguistic objectives, etc.), and Recommendation no R (98) 6, of 1998, which underlined the need to achieve closer union between the Member states, stressing the primary role of cross-cultural communication and plurilingualism, and suggesting the performance of specific actions (strategies to diversify and intensify language learning, the reinforcement of contacts and exchanges, the use of information and communications technology) with the aim of achieving plurilingualism in a pan-European context.

Today, the intention of the Council of Europe with respect to multiculturalism in Europe is to meet the challenges generated by the mobility of citizens and increasing international cooperation in the fields of education, culture, the sciences, trade and industry. Likewise, the intention is to promote

aspects such as mutual comprehension, the spirit of tolerance, respect for identity and cultural diversity, which would be reinforced by more fluent international communication. Recent Recommendations of the Council declare the need for a multilingual, multicultural Europe which can only be achieved by improving the communication skills of European citizens. They also underline the dangers that will arise from the marginalisation of those persons who do not have the necessary skills to communicate in an interactive Europe.

2.2. CLIL in Europe²

During the last decade, plurilingualism and educational bilingualism have become an important area in the pedagogical debate. The requirements from the European Commission that all European citizens should possess two additional languages to their mother tongue has led many countries to develop innovative programmes to achieve this objective, and among them many have opted for different types of teaching language and content in an integrated way, normally labeled with the umbrella term CLIL. The different countries have started to give priority, in one way or another, to foreign languages. And the result of this has been the adoption in some countries of initiatives related to bilingual education or European sections, that is, the teaching of one or more subjects of the school curriculum using the foreign language as the medium of instruction. The idea is that “language learning partly requires authentic content learning which fosters critical thinking and leads to the generation of meaningful communication, as opposed to *learning language just for the sake of language*” (Asikainen *et al.*, 2010:2). However, this diversity, which might be interpreted as a signal of non-uniformity in the principles that govern these programmes, is one of the best assets of CLIL:

“CLIL/EMILE allows for great flexibility in curricular design and time-table organisation, ranging from early total, early partial, late immersion type programmes, to modular subject-determined slots as implemented in Germany and the United Kingdom. The modular approach allows for subjects to be handled in different combinations of languages, thereby responding to the desire to safeguard L1 capacities, improving L2 capacities and introducing L3 or a variety of languages, according to perceived local contingencies. Flexibility also allows for a wide range of abilities to benefit from partial education through a different language.” (Baetens-Beardsmore, 2001:25)

Although the approaches and the characteristics of the implementation of CLIL are obviously diverse in many countries, there are more similarities than differences. As Marsh, Maljiers and Hartiala point out (2001:15): “European CLIL is highly diverse with many different ‘types’ commonplace. Although different, such ‘types’ have much in common because the *reasons for doing CLIL*, what we call the *dimensions*, are inter-linked in CLIL practice.”

In this field, the German-speaking community in Belgium, in the late the

² A summary of the actions behind the implementation of CLIL programmes in Europe can be found in the document named “Milestones-European Language Learning and CLIL: http://archive.ecml.at/mtp2/CLILmatrix/html/CLIL_E_news.htm

1940's, proposed a system whereby French or German was used to teach the different subjects. This bilingual system was reinforced by the fact that almost all Belgian pupils go on to study at Universities in the French-speaking part of the country. Other European countries, following this initiative, have also introduced bilingual education in some subjects. In Finland, Austria and the Netherlands, English is used as the vehicle of instruction; in Eastern European countries, languages are being diversified, and where previously English, German and French were the preferred languages, Italian and Spanish can now be found; in Germany, bilingual schools usually teach the social sciences in a non-native language, and in some Länder, pupils can obtain a double qualification, German and French, at Baccalaureate level; in France, the European sections, which form part of the School Project, teach some non-language subjects in a foreign language, and pupils who successfully complete their bilingual education receive a special mention in their Baccalaureate diploma.

It is surprising the rapid spread of CLIL programmes in the European context. Whereas in the 80s there were few countries developing this type of programmes –mostly related to elitist schools- we can see now that the majority of countries are implementing particular variations of CLIL programmes. In 2006, the Eurodyce study from the European Commission stated that CLIL is present in a permanent or gradual way in the majority of the European countries, and that between 3% to 30% of students in primary and secondary education are integrated in some kind of CLIL teaching and learning programmes. In Belgium, Italy, Finland, Romania, and Spain, for example, there are even activities in a foreign language in pre-primary education, and the possible duration of the CLIL might cover in many countries a total number of 10 years. However, this period is highly variable in all these countries, and in some of them it is even extended to the final years of pre-university studies (Abitur, Baccalauréat, A-levels, etc.).

There are many forms of organizing the structure of CLIL, and one of the big questions is to identify the admission criteria of students. In the early years the process was spontaneously regulated by the supply and demand conditions (as it is still being made in the region of Andalusia, Spain), but now many countries have established linguistic and content entry requirements. For example, in the Czech Republic, Slovakia and Bulgaria students are required to take entry exams testing their general knowledge, specific content knowledge and competence with their mother tongue. Others like France and Romania, for example, test their linguistic competence in the L2 used for the transmission of content. In Hungary, the Netherlands and Poland, candidates to enroll CLIL programmes have to demonstrate a solid knowledge of both content and language.

Another central issue is the selection of the subjects that are most suitable to be included in this type of teaching and learning. In general, we find a division between three kinds of subjects: those belonging to humanities and social sciences (History, Geography, Sociology), to natural sciences (Mathematics, Physics, Biology), and the creative ones (Arts, Sports and Music). In primary education, few countries have a rigid selection of subjects to be participating in CLIL, with the exception of Estonia and the German-speaking

region of Belgium, where only the subjects related to artistic creativity can be taught through a foreign language. As for secondary education, there is some degree of flexibility, as in France, Italy, Ireland, Poland, Hungary, Austria and Spain. In other countries, for example, the selection of subjects is restricted to the areas of natural and social sciences, whereas in Sweden, Finland, the Netherlands and Bulgaria natural and social science subjects are involved together with arts subjects, as it is the case of Andalusia also.

Finally it must be highlighted that one of the key indicators for CLIL programmes is the number of hours included. The exposure time is not fixedly established in many countries and depends on the characteristics of the schools, for example in Finland, Italy and Slovenia. Other countries like the French-speaking area of Belgium, the Czech Republic, Austria and Germany have approximate norms, whereas others like France, the Netherlands, Poland and some regions in Spain do regularise it, sometimes in a more or less fixed way or sometimes allowing a gradual increase in the hours (as it is being done for example in Andalusia).

2.3. Characteristics of European CLIL programmes

As described by Coyle, Holmes and King (2009), the principles of CLIL programmes are:

A. Choosing appropriate content

- CLIL is about *new learning*. In a CLIL lesson the learner is discovering new knowledge, developing new or existing skills and deepening understanding
- Lessons must integrate *subject area content and language content*
- Content planning involves choosing *relevant contexts* for learning which are appropriate to the learners' age, ability and interests and provide meaningful interaction with and through the language
- The CLIL approach will take account of the statutory requirements of the national curriculum and provide a suitable platform for developing *personalised learning*.

B. Developing intercultural understanding

- CLIL actively seeks to promote *intercultural understanding* by planning and providing rich opportunities to investigate and reflect on different cultures, traditions, values and behaviour
- This approach not only involves learning content through another language but also often involves learning content through another cultural lens. This helps learners to redefine the familiar, offering *multiple perspectives* and developing knowledge of and understanding about issues of shared global relevance
- Themes with relevance across the curriculum provide an appropriate arena to develop *citizenship* addressing challenging ideas and fostering a human rights perspective on individual roles and responsibilities.

C. Using language to learn/learning to use language

- CLIL involves *rich input*. Learners are expected to interact with language which is accessible to their existing linguistic level but which promotes linguistic progression by exposing them to a wide range of authentic, unedited resources at an appropriate level
- Learning new content through language often requires learners to *find information* by processing language and extracting meaning from spoken and written text which is at a higher level than the learners' current productive capability
- CLIL accelerates the development of a range of *language learning strategies* to support learners in working out the meaning of what they hear and read, including recognising key words and cognates, identifying high frequency structures and using prior knowledge to predict content.
- The CLIL approach builds on and transfers the range of *reading strategies* developed in literacy in English, for example, the use of contextual clues, including non-verbal features such as layout, punctuation and graphical illustrations, reading between the lines (inference), visualising and summarising main ideas
- Appropriate code-switching between languages, particularly in EAL and community language contexts, enriches understanding and encourages the development of pluriliteracy across the curriculum.

D. Making meanings that matter

- There is an expectation that CLIL will involve *maximum interaction in the target language* within and beyond the classroom
- Learners will have frequent opportunities to use language for *authentic communication with native speakers* through video conferencing, classroom learning links, email exchanges, blogs, shared internet enquiry, and school international projects
- There will be content which challenges learners' thinking, stimulating the desire to interact with and through language at an appropriate level of *cognitive demand*
- CLIL provides *motivating contexts for communication* which encourage learners to use language to express thoughts, ideas and feelings which genuinely matter to them
- With careful planning, monitoring and evaluation, over time CLIL can lead to the development of literacies across languages, metacognitive awareness and intercultural understanding (Coyle, Hood and Marsh, 2010).

E. Progression

- In a sequence of learning there will be evidence of *scaffolding* in both language using and interaction with content
- *Learner support* will be provided in a number of forms, including speaking and writing frames, key words, guided web quests, model answers, gap texts, summaries of key points, graphs, diagrams and other visual aids

- Learners will *progress in language and in the content subject*. They will develop knowledge, skills and understanding and improve their capability to use language in order to construct new knowledge and develop a range of transferable and specific skills
- Learners will develop *creativity and independence* in language using. They will gradually take control of the language system in order to access information from a range of sources, make new meanings and impart information
- Learners will develop *higher order thinking skills*, demonstrating their ability to make observations, analyse, generalise and apply their skills to fresh contexts.

3. CLIL PROGRAMMES IN SPAIN

3.1. Introduction

In Spain, for most of the 20th century, foreign language learning at non-university level was restricted to the Baccalaureate. Pupils began learning foreign languages at around twelve years of age, in the second year of the Baccalaureate, and ended at fourteen, in the case of the Elementary Baccalaureate, or sixteen in the Higher Baccalaureate. The foreign language most frequently studied was French, except for a small proportion of pupils who, in the 1950's and generally in private schools, began to study other languages, English or German, as their main foreign language.

Furthermore, during these years, foreign language learning in Spain suffered the effects of deficient legislation which has proved a millstone to language teaching in the country for decades, causing an evident imbalance in pupils between the acquisition of basic linguistic skills, to the detriment of communicative skills. All of which resulted in a truly discouraging situation in which most of the people who studied up to secondary school level and who had at least four years of contact with a foreign language have serious difficulties in holding a simple conversation in that language.

This state of affairs did not improve with the entry into force of Law 14/1970, of 4 August, the General Law on Education and Funding of the Educational Reform. The novelty in this Law, with regard to foreign languages, was that they came out of secondary education and became part of primary schooling. However, foreign language classes were to start at the age of twelve, in the first year of the second stage of General Basic Education. In response to this new situation, it was necessary to create the figure of the Specialised Foreign Language General Basic Education Teacher in French or English. This speciality had not existed until then, and it made it necessary to provide the general primary education teachers trained under the 1950 Plan with further general training that included very basic instruction in foreign languages, generally French and, to a lesser extent, English. The need for these specialists initiated and favoured the development of specific training courses, which then began under the auspices of the Ministry of Education and Science.

3.2. The Ministry of Education's bilingual programme

In 1996 the Ministry of Education and Science and the British Council signed an agreement to introduce an integrated curriculum in Spanish state schools. In this way bilingual education was established in 43 state schools with 1200 pupils aged three and four. Since 1996 bilingual education has slowly but surely been introduced at every level of education from age three through to sixteen in the project schools.

The national Bilingual Education programme (BEP henceforth) in Spain began in 1996, following an agreement between the Ministry and the British Council. It derived its inspiration from the British Council School.

One of the reasons for initiating an early bilingual education programme was an increasingly widespread feeling of dissatisfaction among teachers and parents in Spain with the outcomes of what might be termed the mainstream

model of teaching a Modern (foreign) Language at Primary School (MLPS), based on relatively small amounts of time per week being made available. This perception of the limitations of the MLPS model is given authority by a review of research on this topic across the European Union, sponsored by the European Commission, in which the authors (Blondin *et al.*, 1999) found that, although pupils' attitudes to MLPS were generally positive, there was only limited evidence of pupils having developed a fluent, flexible and accurate command of their foreign language by the end of their primary school education.

By contrast, an early bilingual education approach offers in principle three potentially key factors which differentiate it considerably from MLPS. These are:

- a) an **early start** (in some cases beginning at the age of three)
- b) a **significant increase in 'time'** for the learning and use of the additional language,
- c) an **increase in 'intensity of challenge'**, in that pupils are challenged not only to learn the additional language but also to learn other important primary school subject-matter and to develop new skills through the medium of that language.

3.2.1. Objectives

The published aims of the national BEP in Spain as set out in the official Guidelines for the Integrated Curriculum Primary (p. 87) as approved by the Ministry of Education in Spain are:

- To promote the acquisition and learning of both languages through an integrated content-based curriculum.
- To encourage awareness of the diversity of both cultures.
- To facilitate the exchange of teachers and children.
- To encourage the use of modern technologies in learning other languages.
- Where appropriate, to promote the certification of studies under both educational systems.

3.2.2. Key characteristics

The BEP possesses the following key characteristics:

- It operates in state schools and not in schools that are private or fee-paying.
- It begins at an early age, normally when pupils are three or four years old.
- It is based on a whole-school³ approach, in order to ensure that all children at the school have the same opportunity, regardless of socio-economic or other circumstances.
- It is supported by a set of Guidelines⁴ which were shaped not only by staff of the Ministry and British Council but also by participating teachers.
- Before a school joined the BEP, there was a visit by staff from the British Council and/or Ministry, in order to discuss with staff and parents what the programme meant and to check that they were in favour of the school's participation.

- A significant amount of curricular time is allocated to the additional language (in this case, English), roughly equivalent to 40% of each week at school, allowing pupils to learn a number of challenging subjects through English such as science, history and geography.
- The skills of reading and writing in English are introduced from an early point, in order to complement the skills of listening and speaking and to promote an underlying general competence in language.
- From the beginning there was agreement with the associated secondary schools that when the BEP pupils entered secondary school, they would continue to receive a bilingual education.
- The schools are situated in ten of the seventeen autonomous regions of Spain, plus Ceuta and Melilla, covering a range of socio-economic, ethnic, linguistic and other contexts; they were not selected on the basis of social or other privilege.
- Supernumerary teachers were made available to each participating school in order to support the everyday classroom teachers in implementing the EBE programme.
- Further support at national level was made available through the appointment of a key person in each of the Ministry and the British Council who jointly oversee the project, visiting schools, arranging for initial training and for Continuing Professional Development (CPD) and also through the appointment of staff in the British Council whose tasks include liaison with schools, development of a BEP website, and production of a magazine (entitled Hand in Hand).

3.2.3. Schools

In the school year 2008-2009 there were 74 primary schools and 40 secondary schools involved in the BEP, distributed as follows:

Aragón (21 primary /4 secondary); Asturias (2/2); Baleares (2/2); Cantabria (1/1); Castilla-La Mancha (7/7); Castilla y León (19/10); Extremadura (2/0); Madrid (10/10); Murcia (2/1); Navarra (6/1); Ceuta (1/1); Melilla (1/1).

There were signs in 2009, however, of a possible decrease in the numbers of secondary schools participating in the national BEP. This should not be taken as a sign of disaffection with Bilingual Education, however, since in certain areas a regional BEP has been developed with the secondary schools in the national BEP engaging with their regional scheme in some cases.

3.2.4. Teacher appointments in state schools in Spain

In state schools in Spain, most of the teaching is done by *funcionarios* (teachers with civil service status and conditions) who are appointed following a series of competitive examinations (oposiciones). Some teaching is done by teachers on temporary appointment waiting to present themselves for these examinations (interinos). Funcionarios may hold a plaza fija (a permanent appointment to a specific school). Those who do not have a plaza fija may be transferred to another school at the end of the school year.

When the BEP was set up in 1996, it was recognized that, although there were some funcionarios with good English, staffing resources needed to be supplemented by native (or near-native) speakers of English, and appointments of *asesores lingüísticos* / language assistants (AL) were made. The number of AL varies at present from three to five across the schools according to their size. In the year 2008-2009, there were 231 contracted teachers of this sort working in primary schools.

In 2004, when the first cohort of pupils moved on to secondary education, individual regional authorities decided whether to appoint contracted teachers to teach in secondary schools (ESO) or whether to use subject teachers from their own workforce deemed to have adequate language skills. In 2008- 2009, there were fourteen ALs appointed in secondary schools in six of the regional authorities, to teach science (*ciencias naturales – CN*) or social science (*ciencias sociales – CS*). (CS includes geography and history).

Some of the regional authorities chose to use foreign language assistants (FLA) (*auxiliares de conversación*) as well as or instead of AL in order to support teachers in secondary schools. The number of FLA varies between one and four across the schools, but there are no overall figures available for the number and distribution of these appointments in the BEP schools across the regional authorities

For recruitment to primary schools involved in the BEP, applicants are expected to have a native or near-native command of both spoken and written English, have recognized European QTS (Qualified Teacher Status) in infant/primary teaching (exceptionally teachers with secondary PGCE (Postgraduate Certificate of Education) or TEFL (Teaching of English as a Foreign Language) qualifications may be appointed) and have had classroom experience with children between three and eleven years of age.

For teaching their classes in BEP secondary schools teachers are expected to have a native or near-native command of both spoken and written English, hold a recognized degree in a relevant subject and recognized European QTS in secondary teaching, and have had classroom experience with children between 12 and 16.

3.2.5. Working arrangements

The ALs are additional members of staff and are not in charge of any one class, i.e. they are not class teachers. Timetables vary and teachers are expected to be flexible. Teachers on the BEP can expect to be employed in infants (3-6 years) or primary (6-12 years) but in some schools teachers teach within both areas. The AL, particularly at the infant stage, works alongside the class teacher or takes the whole class for games, stories, reading and writing and other curriculum input. However, in primary the AL is often, though not always, left in sole charge of the group. Spanish teachers of English have been gradually brought on board to help deliver a curriculum which includes subject areas from both the Spanish and the English national curriculum. In secondary schools, there is a specific need for co-operation and coordination between departments. The CN and CS teachers are expected to work closely with the

English teachers, often planning together how the English department can support the CN and CS teachers through, for example, the teaching of specific language skills, areas of vocabulary, developing reading and writing skills and non-fiction texts which might focus on teaching and developing the specific language of instruction, prediction, report writing etc. The contracted teachers are on renewable annual contracts and do not have the same conditions as funcionarios; for example they do not receive *trienio*, i.e. an entitlement after three years of service.

3.2.6. INSET and Staff Development

Each year in early September the Ministry and the British Council organise a short induction course for newly appointed contracted teachers.

A programme of staff development for teachers on the BEP is jointly run by the Ministry and the British Council.

3.3. CLIL programmes in the different regions of Spain³

In the last two decades of the 20th century, a ministerial regulatory framework was established under Royal Decree 942/1986, of 9 May, which laid down the general rules for education in schools, and under the Order of 29 April 1996, which authorised the experimental teaching of foreign languages in the second cycle of Infant Education. This framework allowed many regions / Autonomous Communities to draft specific regulations to govern and launch different early language programmes or introduce language teaching at an earlier age.

Here, the Autonomous Communities with a language of their own undertook early language teaching with the intention of restoring the importance of their own language within the education system and, at the same time, as in the rest of the Autonomous Communities, they set up different language training programmes, most of which were structured around three basic areas of action: pupils, teachers and schools. Furthermore, in some of these, the education authorities, in response to the existing need, have designed Specific Programmes to teach Spanish to pupils from immigrant families.

Aragon has brought in regulations covering the requirements and authorisation procedures for innovation projects. In all cases, the objective is to bring forward the first foreign language to Infant Education at the age of four and to the first cycle of Primary Education. Likewise, public and contracted private schools, under certain conditions, have been authorised to bring forward the teaching of a second foreign language to the third cycle of Primary Education. Spanish-French Bilingual Sections in the different phases of Obligatory Secondary Education and Baccalaureate have also been introduced in *Aragon*, as an experimental innovation.

Under an agreement signed between the Regional Government, the

³ A complete list of schools can be found at: <http://misestudiosclick.es/educacion-primaria/colegios/colegios-publicos-bilinguees>

Ministry of Education and Culture and the British Council, *Asturias* is currently implementing an Integrated Spanish-English Curriculum which includes the content that each signatory considers essential for pupils to learn about the social, cultural and historical realities of Spain and Britain and, at the same time, allows pupils to obtain academic qualifications from both countries.

The *Balearic Islands Autonomous Community* has designed and developed an experimental programme called the EPI Programme. Its purpose is to introduce English language teaching from the age of three. Also as an experimental measure, it has implemented the European Language Portfolio in very different schools, from Infant to Adult Education, and English Bilingual Sections are planned in Primary Education, for pupils who have learnt English in Infant Education, and English, German and French in Secondary Education and Baccalaureate.

In the *Basque Country*, the “Nolega” programme is under way. This is a programme to normalise the use of the Basque language and, at the same time, develop a plurilingualism project. The intention is for schools to become Plurilingual Research and Experimental Centres, giving more intensive foreign language instruction by starting at an earlier age or by reinforcing the higher levels, all of which is done within normal classroom hours. Another important language initiative are the Innovation programmes, one of whose core elements, linguistic processes, is designed to achieve integrated, coherent progress towards the objectives of normalising the two official languages of the Basque Country and for pupils to learn at least one foreign language.

The Autonomous Community of the *Canary Islands*, after an experimental period, has regulated the obligatory study of English as the main foreign language, from the second cycle of Infant Education onwards, and the voluntary study of a second foreign language (French or German) from the third cycle of Primary Education. Consequently, primary teacher training has been modified to include a new language speciality called “Primary Education, Spanish and German Language and Philology”, which does not exist in other Autonomous Communities, where only speciality in English or French is recognised. Another interesting initiative, still at an experimental stage, is the regulation of the award of a foreign language qualification, the Basic English Level to pupils who finish their Obligatory Secondary Education and either leave school to work or who continue their education.

Cantabria has several experimental language training programmes in progress: bringing forward English language learning to the second cycle of Infant Education and the first cycle of Primary Education; the French Bilingual Sections Innovation Programme in Obligatory Secondary Education and Baccalaureate, enriched by the incorporation of the first German-Spanish Bilingual Sections; and the English- Spanish Bilingual Sections Innovation Programme in Specific Professional Training, for the higher training cycles of Specific Professional Training, incorporating English language teaching.

In *Castilla-La Mancha*, language teaching has been brought forward through the generalised introduction of foreign languages in the second cycle of Infant Education and the first cycle of Primary Education.

Castilla-León has launched an experimental early language teaching programme, offering English as the first foreign language in the second cycle of

Infant Education and the first cycle of Primary Education, and a second foreign language (French) in the third cycle of Primary Education, which is obligatory for all pupils in the cycle.

In *Catalonia*, the main language of instruction is Catalan, whose acquisition is considered a priority for all pupils attending school in Catalonia, while the Catalan educational authorities developed the “Orator” project for linguistic immersion in English.

In *Extremadura*, early language teaching takes the form of foreign language classes in Infant and Primary Education. In 2010 they had 117 bilingual schools (named Bilingual Sections), from which 234 teachers enjoyed a 4-week stay in a foreign country. Their bilingual programme includes the realisation of specific training courses organised by the 18 teacher training centres of the region.

The *Galician Regional Government* has a language policy based on four areas of action: the normalisation of the Galician language; bringing foreign language teaching forward to Infant and Primary Education; French and English European sections, which run from the second cycle of Obligatory Secondary Education; and the Language Reinforcement Plan which, on the one hand, establishes the means of teaching foreign languages in the Educational Cycles which do not offer languages, and on the other hand, it offers secondary school pupils the opportunity to obtain the Elementary Certificate of the Official Language Schools, and lastly, it improves the language skills of secondary school teachers of non-language subjects.

In *La Rioja*, English has been brought forward to the second cycle of Infant Education; an experiment has been made with the regulation of access of pupils to secondary schools, relating it to the possession of the Elementary Certificate of the Official Language Schools; and the European Language Portfolio has been introduced at non-university levels by calling on schools to propose Language Innovation Projects for the use of a foreign language as the language of instruction.

The Autonomous Community of *Murcia* has regulated early language teaching in the first cycle of Primary Education and, experimentally, in the second cycle of Infant Education, although many schools in the region of Murcia had already been applying this system by virtue of national regulations. Furthermore, the region has introduced, also as an experiment, Spanish-French and Spanish-English Bilingual Sections in Obligatory Secondary Education and Baccalaureate, in which each of these languages is considered the first foreign language and becomes the language of tuition for other subjects.

Some years ago, *Navarre* started to develop an early language learning programme for the first and second foreign language in the second cycle of Infant Education and in Primary Education. Today, most schools in Navarre have been authorised to offer early learning of the first foreign language (English) in the second cycle of Infant Education and in the first cycle of Primary Education, while some schools bring forward the second foreign language to the third cycle of Primary Education.

Valencia has created a plurilingual education system, including the Valencian language, in its education programmes. It will do so through a

Language Immersion and Progressive Incorporation programme, and the Bilingual Education programme, which includes a foreign language, as the teaching vehicle, as from the first cycle of Primary Education.

The following is a summary of the actions carried by the different regions in Spain, and of their outcomes. These data were presented by the representatives of Andalusia, Aragon, Asturias, Balearic Islands, Basque Country, Canary Islands, Cantabria, Castilla La Mancha, Castilla-León, Catalonia, Ceuta, Valencia, Extremadura, Galicia, La Rioja, Madrid, Melilla, Murcia and Navarra in a Seminar held at the Ministry of Education (Madrid) in October 2010:

- Improvement of linguistic competence of teachers.
- Methodological training courses.
- Hiring native speaker teachers.
- Recruiting language assistants through national agreements.
- Courses and stays in foreign countries.
- Assuring stability of posts in bilingual schools.
- Fostering participation in European projects (Comenius, Grundtvig, e-twinning, etc.)
- Training courses on making the CLIL teaching/learning process efficient.
- Focus on ICT.
- Specific courses for Management Teams in schools.
- Focus on the use of the Portfolio.
- Elaboration of specific didactic materials.
- Using new models of evaluation (criteria and tools) in bilingual education.
- Improving cross-curricular coordination among teachers.
- Measures to increase of student's linguistic competence.
- Creation of collaborative networks among teachers.
- Development of clear norms and regulations for bilingual schools.
- Increase of number of language hours.

4. ANDALUCIA'S CLIL PROGRAMME

4.1. Introduction

The plurilingual focus aims to go further than this, as was reflected in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, drawn up by Language Policy Division of the Council of Europe. The Plurilingualism Promotion Plan being implemented in our Autonomous Community is a response to this. The programme expressly states: "We shall draw up an integrated plan in order to achieve the gradual implementation of functional bilingualism". The plan itself gives some general lines of action, such as completing the network of Official Language Schools, developing and promoting a cutting-edge, Internet-based language teaching system and offering incentives to teachers, allowing more permits to study and encouraging training periods abroad, and exchanging teachers with other EU countries, with the aim of helping to promote the knowledge and use of languages and their application in teaching.

There are two actions which give substance to these general lines action: the increase of the number of class hours devoted to foreign languages and the introduction of the teaching of certain subjects in the curriculum in other languages in a network of 400 Bilingual Schools during the period . Consequently, the determination of the Andalusian Regional Government to elaborate an integrated plan to promote plurilingualism among Andalusian citizens is part of a new language policy in our Autonomous Community, within the framework of European objectives in this field. In this way, the aim is that Andalusians, as well as their mother tongue, are also able to express themselves in other languages and that they learn about the cultures of other countries around us.

The Andalusian Regional Government's proposed language policy is based on clearly defined aims which must be promoted in the schools and which were defined by the Council of Europe, when it stated that democratic citizenship, promoted by schools, should encourage active participation, social cohesion, equality and solidarity. Furthermore, it will contribute to the integration of citizens, their participation, culture and values, allowing them to take on their responsibilities and exercise their rights as members of society. The main lines of this language policy are aimed at fostering the capacity to coexist with others, to cooperate, to design and run joint projects, and to accept responsibilities. Plurilingual and pluricultural education will enable citizens to accept differences, establish constructive relations with others, solve conflicts by non- violent means, take on responsibilities, participate in decision-making and use mechanisms to protect people's rights.

At the same time, questions related to language, identity and participation are shared by other EU Member States in their policies, not only in the field of language, but also in the development of citizenship, and this must be related, also, to the different Communications and Recommendations of the Commission of the European Communities to the Council, the European Parliament, the Social and Economic Committee and the Committee of the Regions, especially in the content of the document Promoting language learning and linguistic diversity: an action plan 2004-2006. Consequently,

among the fundamental pillars of these policies are awareness of and respect for the rights of the person, as the legal and ethical basis of citizenship and education, since language is the most important social and cultural mark of identity, and since the international community is essentially multilingual. So, then, education for plurilingualism, pluriculturalism and tolerance will remove the obstacles that hinder Andalusian school pupils' active participation in an increasingly globalised world.

4.2. Regulations and the legal framework

Before the Basic Law on Educational Organisation (LOGSE), foreign language teaching in Andalusia was similar to the rest of the country. The existing education system, created under the 1970 General Law on Education, was pre-constitutional and, therefore, predated the creation of the Autonomous Communities. As a result, the Autonomous Communities had no legislative framework which allowed them to take initiatives in the field of languages.

This unpromising panorama, which was to be seen throughout Spain, began to change with the entry into force of the LOGSE, or Basic Law 1/1990, of 3 October, on the General Organisation of the Education System. This offered the opportunity and enabled the Autonomous Communities, within the limits allowed by the Law, to change the previous system, enriching education as a consequence. With regard to foreign language learning, the Regional Ministry of Education, worked on three lines of action: the highest possible number of contact hours per week in obligatory education; signing agreements, protocols and accords with foreign organisations and universities to allow exchange visits and the mobility of pupils and, above all, of foreign language teachers (these agreements were signed between the Regional Ministry of Education of the Andalusian Government and the French Embassy in Spain, the Rectorate of Strasbourg, Oxfordshire County Council, and the University of Salford (UK), and are still in force); and introducing the second foreign language as an obligatory offer among the optional subjects in Obligatory Secondary Education and as an obligatory subject in the Baccalaureate. In the latter case, an important qualitative and quantitative leap was made with respect to other Autonomous Communities, as a second obligatory foreign language was brought into the two academic years of the Baccalaureate. This increased and diversified the languages offered in schools and, at the same time, took advantage of the available human resources in those schools, especially the specialised French teachers, who were seeing how their chosen language was being gradually relegated by the strength of the demand for English.

Meanwhile, the Official Language Schools, which had been considered specialised schools since the enactment of Law 29/1981, of 24 June, on the Organisation of Official Language Schools, were conceived as a means of providing two levels of teaching, of which the second, for which the Baccalaureate was an entry requirement, was never implemented. The first of these two levels, though, was regulated Royal Decree 967/1988, of 2 September, and the study plan was structured in two cycles: elementary, lasting three academic years, and higher, lasting two. In the higher cycle, pupils obtain the certificate of aptitude in the language in question, which can be recognised as the equivalent course at Baccalaureate level and which, furthermore,

qualifies primary school teachers as specialists in that language.

Bilingual Sections were launched in Andalusia after the signing, on 2 March 1998, of a Collaboration Protocol between the Andalusian Government's Regional Ministry of Education and Science and the French Ministry of Foreign Affairs. This Agreement led to the implementation and development of bilingual Spanish-French sections in schools in Andalusia. The great novelty that was introduced in this new Bilingual Programme was the teaching of at least one subject through the medium of French. After a positive assessment of the Spanish-French Bilingual Programme, on 26 September 2000, the Regional Minister of Education and Science of the Andalusian Regional Government signed a similar Collaboration Protocol with the Consul General of Germany and the Director of the German Goethe-Institut in Madrid for the implementation of bilingual Spanish-German sections in Andalusian schools. Today, there are 26 schools with Bilingual Sections, 18 French and 8 German.

The Plan for the Promotion of Plurilingualism in Andalusia was presented by the regional educational authorities in November 2004 and was passed in the regional Parliament in March 2005.

4.3. The Plurilingualism Promotion Plan in Andalusia

4.3.1. Objectives of the Plan

Given the experience gained by the Andalusian Government's Regional Ministry of Education with existing French-Spanish and German-Spanish Bilingual Sections, the general aims are the following:

- a) Bilingual Schools must help Andalusian citizens, as citizens of Europe, to develop their right to acquire language skills as part of a life-long process, and in line with their needs.
- b) Bilingual Schools must promote linguistic diversity, since Europe is a multilingual continent and all of the languages have the same value as means of communication and as the expression of an identity.
- c) Bilingual Schools must promote the development of mutual comprehension, since cross-cultural communication and the acceptance of cultural differences depend on the possibility of learning other languages.
- d) Bilingual Schools must foster the idea of democratic citizenship which recognises differences and aspires to equality.
- e) Bilingual Schools must encourage social cohesion, since equality of opportunity in personal, educational and professional development, access to information and cultural enrichment depend on the possibility of life-long language learning.

Among the specific objectives of the Plan, we can highlight:

From the linguistic point of view, the aim is to improve skills in both the first and second language, and later in the third language. This will require the development of a different linguistic awareness. Pupils will be confronted with different codes that will require them to reflect on the behaviour of languages, fundamentally through the mediation of their language teachers (including their

mother tongue), but also through the intervention of the teachers of other subjects in a foreign language. These reflections will oblige pupils to make comparisons, notice the similarities and differences between languages and allow them to transfer rules from one language to another. This movement from one language to another or others will increase pupils' metalinguistic skills.

From a cultural point of view, pupils at Bilingual Schools will come into contact with other realities from an early age and they will very soon be able to make comparisons with their own environment, in this way awakening their interest in other, different cultures, with different beliefs, customs, institutions and techniques. Freedom, tolerance, solidarity and respect for pluralism will all be promoted as fundamental values of education, and the future citizens of Europe will be prepared so that they can form a democratic, plural, modern society, free of prejudice and stereotypes.

Lastly, **from a cognitive point of view**, language teaching / learning will improve general learning skills. When, furthermore, pupils are confronted with several linguistic codes to "do things", they will develop greater cognitive flexibility that will enhance the analysis and observation of the operations used in the learning process. Pupils will reflect on the way languages work and communicate, and this will result in their learning the languages and improving their linguistic production. It has been demonstrated that bilingual persons generally have greater cognitive malleability and flexibility than monolingual persons.

4.3.2. The organisational model

The organisational model of Bilingual Schools take into account certain measures related to the Bilingual Section, such as explicitly defining the linguistic project within the framework of the **School Project**, including the objectives pursued. It describes the organisation of cultural activities and pupil and teacher exchange visits, and contemplates the inclusion of bilingual actions in the extra-curricular activities of the School, introducing language-based activities aimed at pupils, teachers and families.

All schools have a **Coordinator of the Bilingual Section**, who supervises the elaboration of the linguistic project and the integrated curriculum within the framework of the School Project, organises meetings of the teaching staff in the Section in order to adopt the integrated curriculum of the language and non-language areas, rationalises the classroom hours of the auxiliary conversation teacher who is to support the work of all the teachers directly involved and, in short, coordinates, under the supervision of the School Management Team, the different actions undertaken in the school with regard to its participation in the Plurilingualism Promotion Plan.

The different **language departments** and the non-language subjects taught in the second language take into account the specific syllabus of subjects such as Spanish language and literature, languages and the progress of the pupils in non-language subjects. They provide the linguistic elements necessary for progress in the non-language subjects taught in the foreign language and take part in the elaboration of the classroom programme for the non-language subject. They also select the teaching units to be taught in the

foreign language, which are carefully chosen, depending on the cognitive and cultural enrichment they offer the pupils, and the methodology of foreign language teaching that will favour the rapid acquisition by pupils of the communicative and discursive strategies required for the activities designed by the teachers of non-language subjects.

Likewise, **language teachers** ensure correct pronunciation and expression by pupils in the non-language classes. They coordinate with the non-language teachers to introduce the written language from a very early stage, and they participate in the creation of bilingual teaching projects on transversal themes with a mainly cultural component. They cooperate with the teachers of other subjects in the choice of textbooks and other documents appropriate to the language skills of the pupils. They support the selection, adaptation and/or production of materials in the non-language subject, ensuring that the essential grammar needed for the non-language subject is included in the language classes and lastly, they contribute to the assessment of comprehension and expression, both oral and written, in the non-language subject. Wherever possible, the non-language teachers use the foreign language, unless it is necessary to use Spanish. This is essential in order to guarantee the terminology and specific discourse in both languages.

Languages are integrated into the curriculum, awarding them special status, since they are the communication systems through which individuals express themselves and all school subjects are taught through language. Language is, then, the subject of all subjects and a special framework must be created for language teaching and learning. In general, in the field of the mother tongue, interactions are usually oral, and therefore the same situation should be replicated when teaching other languages.

4.3.3. Specific Programmes

A. Official Language Schools Programme

Official Language Schools are schools which offer specialised language courses. The Official Language Schools become integrated language schools, where every type of instruction, whether classroom learning, semi-classroom learning or distance learning, and special plans are implemented either on an ongoing or a one-off basis, whenever they are deemed necessary. Official Language Schools, and the teaching they offer, are adapted to the new orientations laid down under the Plurilingualism Promotion Plan, and their fundamental role is to provide linguistic training to the teachers enrolled in the Plan.

B. Teachers and Plurilingualism Programme

A fundamental requirement for the implementation of all the projects and programmes included in this Plurilingualism Promotion Plan is the development of a series of actions and measures affecting the teachers. To have sufficient, competent teachers who are motivated throughout the whole of their professional career has become a priority to educational policymakers, who consider it necessary, on the one hand, to put the emphasis on the

improvement of the quality of teacher training and, on the other hand, to improve their working conditions. There is, then, a triple challenge: to attract the candidates, to provide them with the necessary skills for them to be able to perform the tasks required of them and to ensure permanent professional development throughout their careers. With these objectives, the European Commission has included the improvement of the quality of teacher training in its programme of work on future education and training systems, promoted by the Council of Europe meeting in Barcelona in March 2002.

In order to achieve the objective of providing the necessary training for Andalusian teachers, the Plurilingualism Promotion Plan contemplates the elaboration of a specific programme in the field of foreign language learning. This programme would be implemented with the active participation of the Teacher Training Centres, the Official Language Schools and other Spanish and foreign training institutions.

C. Plurilingualism and Society Programme

Schools for parents have been launched, aimed at giving them language training, so that they will be able to participate in the teaching / learning process, thereby contributing to their full integration into the school community. For that reason, the Plan has specific courses at Official Language Schools for adults and professionals.

In relation to the media, collaboration agreements will be signed to reinforce the Plurilingualism Plan through the broadcasters' programming. These agreements are aimed, in the case of younger viewers and listeners, at reinforcing their language learning through the inclusion, in certain time slots of programmes specifically aimed at them, and children's and young persons programmes in other languages with Spanish subtitles.

D. Plurilingualism and Cross-Culturalism Programme

The fundamental objective is to provide immigrant pupils with schooling that facilitates their integration, which includes Spanish lessons and promotes teaching in their mother tongue. This is accompanied by the study of the culture of the country of origin, in order to help them conserve their cultural heritage and remain in contact with that culture and, should the case arise, facilitate their return to their country of origin. Likewise, cross-cultural education aimed at all pupils is strengthened in order to increase cross-cultural awareness, promote tolerance and inculcate mutual respect between pupils of differing linguistic and cultural origins. As regards the teachers who work with immigrant pupils, there are specific training courses in foreign languages in order to improve communication with these pupils.

4.3.4. A new methodological model: the integrated language curriculum

In general, for all types and stages of education, the integrated language curriculum for the mother tongue and foreign languages will take into account the objectives laid down and the target group of the educational action. In this

way, the curriculum will give priority to one or another methodology, without necessarily excluding the others. The methodological model proposed establishes a programme which puts the emphasis on the linguistic, pragmatic or socio- linguistic components, where what is being addressed is the intensification of communicative skills. The objectives are those related to comprehension, expression, interaction or mediation, and the methodological model is structured around communicative language activities and strategies.

In short, given the plurilingual, pluricultural nature of the Plurilingualism Promotion Plan for the diversification of language teaching and for the application of a new language policy in our Autonomous Community, it would be inappropriate to adopt a single methodological model. The desire to involve the greater part of the population, whose motivations and characteristics vary greatly, advise against the imposition of a single didactic principle, no matter how efficient it may be. Nevertheless, in accordance with the Framework, the following is recommended:

- A) Direct exposure, for as long as possible, to authentic language use through one-to-one interaction with the speaker or native of that language, listening and participating in conversations, listening to recordings, watching documentaries, reading a variety of authentic documents, producing written texts, using information and communications technologies and using foreign languages to learn other subjects of the curriculum.
- B) Direct exposure to selected oral language and written texts. For the integrated teaching of language and content, it will sometimes be necessary to adapt documents relating to non-language subjects.
- C) Direct participation in authentic communicative interactions in the foreign language. This objective can be achieved if the schools encourage exchange visits and participate in the activities of the Plurilingualism and the School Community Programme.
- D) Direct participation in the tasks designed for the students.
- E) Self-study or directed study using distance learning materials.
- F) A combination of presentations, explanations, repetition exercises and exploitation activities in the mother tongue, whose use is progressively reduced and replaced by the foreign language.

4.3.5. Organisation of the Plurilingualism Promotion Plan in Andalusia

The organisation of the Plurilingualism Plan involved the creation of:

At the Regional Ministry of Education:

- An **Advisory Council on Language Policy** which, within the Regional Ministry of Education, will be an eminently scientific body whose purpose is to advise the management bodies of the Regional Ministry.
- A **Coordination Commission of the Plurilingualism Plan**, established within the Regional Ministry of Education and on which there will be representatives of all of the Directorates General, and which will be responsible for the implementation and development of the Plan in Andalusia, and the coordination of all the actions which form part of the Plan.

At provincial level:

- A **Provincial Commission of the Plurilingualism Plan** in each of the Provincial Delegations of the Regional Ministry of Education, whose function will be to coordinate and control the implementation of the Plan in the province and, as in the case of Coordination Commission of the Plurilingualism Plan mentioned above, its creation, composition and functions will be defined in an Order of the Regional Ministry.
- Likewise, at provincial level, the **schools inspectorate** takes on the functions of pedagogical control and supervision and will cooperate in the assessment of the Plurilingualism Promotion Plan. These functions are channelled within the framework of this Plan through specific areas of work to which the inspectors would be seconded in each of the Provincial Schools Inspectorate Services, established by the Regional Ministry of Education.
- Lastly, within the organisational structure of each Provincial Delegation, the post of **Provincial Manager for Coordination, Advice and Monitoring of the Plurilingualism Promotion Plan** is created, as the reference person for the Plan at provincial level.

4.3.6. *Outcomes of the programme*

- In the academic year 2011-12 there are registered 696 primary and secondary state bilingual schools in Andalusia, 626 in English, 57 in French, and 12 in German.
- 9.300 teachers receiving linguistic training (2010-2011).
- 2.031 teachers participated in programmes of linguistic immersion (2009-2010).
- 586 teachers have participated in courses or academic stays in foreign countries and schools since 2005-2006.
- 273 actions (training courses, workshops and seminars) with 4.717 teachers in 2009-2010.
- Consolidation of the Assistant Teachers programme.
- Pairing CLIL and ICT in schools.
- Fostering participation in European projects (Comenius, Grundtvig, e-twinning, etc.)
- A three-year agreement with the 8 Andalusian universities (2008-2010) to train bilingual teachers.
- Elaboration of a guide for bilingual schools on the organisation and structure of curricular design and methodology (including FAQ, links to documents, annexes, etc.).
- Elaboration of the Integrated Curriculum of Languages (<http://www.juntadeandalucia.es/averroes/impe/web/contenido?pag=/contenidos/B/InnovacionEInvestigacion/ProyectosInnovadores/Plurilinguismo/Seccion/CVIntegrado/cil>).
- Elaboration of didactic materials (<http://www.juntadeandalucia.es/educacion/webportal/web/aicle>).
- Elaboration of the Linguistic Project of Schools (<http://www.juntadeandalucia.es/educacion/webportal/web/proyecto->

- [linguistico-centro](#)).
- Agreements with Trinity College and Goethe Institut to certify linguistic competence of bilingual teachers.
 - Extension to the plurilingual plan to Baccalaureate and Vocational Studies.

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