

Plurilingualism Promotion Plan

A language policy for Andalusian society

(Traducción al inglés a cargo de David Baines)

“Man is the enemy of all he ignores: teach a language and you will prevent a war.
Spread a culture and you will bring peoples together”

Naím Boutanos

PLURILINGUALISM PROMOTION PLAN IN ANDALUSIA

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I. Introduction

Since the establishment of modern schools something over a century ago, policymakers have tried to **adapt the education system to new needs and the evolution of knowledge**. As a consequence of technological, social and economic changes, expectations regarding innovation in education have multiplied rapidly over the last three decades, influencing the organisation of education systems and, especially, the stakeholders. In the immediate future, the expected changes affect pedagogical orientation, the curriculum and school management. The first decade of the 21st century will, then, be an important landmark in educational policy.

At the same time, the development of the knowledge society underlines the importance of guaranteeing that every citizen receives a high-quality education. The conclusions of the Lisbon Summit, in March 2000, bluntly stated that "...European education and training systems must adapt to the need to raise the level of employment and improve its quality". Therefore, **reinforcing efficiency and equality in education systems** is a priority objective of the public administrations.

Likewise, the phenomenon of globalisation has been felt throughout society, bringing with it many social, economic, political and cultural consequences on an extraordinary scale. Undoubtedly, history will show that change is the only constant, but perhaps the novelty in our times is that the speed of change has generated a process of globalisation unprecedented in the history of humankind. This process is irreversible, and it will require an enormous effort by the whole of society to adapt to the new realities. For governments and administrations, it supposes new challenges that must be met with imaginative solutions. The Andalusian Regional Government has named this response the **Second Modernisation of Andalusia**, and it consists of a series of initiatives by the Regional Government for the present legislature.

This is the background against which the **Plurilingualism Promotion Plan** stands, answering a need in Andalusian society in this new situation. In fact, the document *Strategies and proposals for the Second Modernisation of Andalusia*, expressly states that in Andalusia "...we must meet the challenge of foreign language teaching within the framework of a globalised world, as a fundamental instrument, in order to ensure success and share a better future". And, as the same document says, language is a key element in our lives: "We are beings who are capable of thought and who are able to express and exchange ideas, thanks to the use of language, and so, in any debate which requires us to imagine how we will live in a new or renewed society or civilisation, we must know in which language we will be expressing ourselves, what the common language is to be and in what ways we will use our mother tongues, whose diversity is the wealth and the heritage of humanity".

But the process of globalisation has generated the idea in some quarters, encouraged in certain sectors, that there is a need to unify languages and, by extension, cultures, into a single "lingua franca" which meets the demands of this new social reality. These are reductionist ideas which ignore the wealth offered by plurilingualism and by the very process of teaching and learning a language. And, as well as the fact that language learning helps to develop linguistic, textual, discursive and cultural skills, making languages the most outstanding vehicles for culture, this teaching / learning process allows what has rightly been called the "**dialogue of cultures**", since the foreign language classroom is a first meeting

place, where the teacher becomes a “mediator” between the native and the foreign culture, a space mid-way between the known world and the outside, the remote.

From this perspective, we come to the conclusion that the more languages our citizens learn, the more they will appreciate their own language, as it will allow them to understand their mother tongue more clearly, communicate with others on an equal footing and, more importantly, learn about other cultures, which is a fundamental foundation of respect towards those cultures.

The Council of Europe, closely monitoring the linguistic and cultural environment in the continent, has expressed great interest in the focus given to the language teaching / learning process. And so, it has decided to encourage the concept of plurilingualism rather than multilingualism, the latter being understood as the knowledge or coexistence of several languages within a given society.

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. This document clearly sets out the aims of plurilingualism, stating that thanks to plurilingualism, “as an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but builds up a communicative skill to which all knowledge and experience of language contributes and in which languages interrelate and interact. In different situations, a person can call flexibly upon different parts of this skill to achieve effective communication with a particular interlocutor.”

The **Plurilingualism Promotion Plan** being implemented in our Autonomous Community is a response to this. It is a Plan which figures in the Spanish Socialist Party (PSOE) manifesto and was specifically mentioned by the President of the Andalusian Regional Government in his investiture speech.

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.

Furthermore, in his investiture speech, the President specified 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 this legislature.

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.

Knowledge and use of other languages other than one's mother tongue will be a powerful weapon in the fight against racism and xenophobia. It is obvious that the best protection against these threats is knowledge and direct experience of the reality of the other, and the improvement of the capacity to communicate. The need for mobility and access to information also makes real communication skills, which transcend mere linguistic frontiers, an essential element for the citizens of tomorrow to be able successfully to meet the challenges and to take advantage of the opportunities offered by a new society.

For all these reasons, as well as the linguistic content that must make up the language curriculum, other citizenship-related cognitive skills must also be added: knowledge of the legal and political systems of the world today and the principles and values related to human rights and democratic citizenship. Likewise, as reflected in the document mentioned above, *Promoting language learning and linguistic diversity*, foreign languages will be used to teach non-language subjects, which include those skills and will include documents and subject matter which are a valuable aid towards the integrated learning of a language, culture and other subjects.

Educational institutions, whether Infant, Primary or Secondary Schools, Universities, Adult Training Centres or on-line learning, are important spaces for the development of political and structural equality. These institutions must be based on the principles of human rights and equal dignity of all persons, and on the fundamental individual freedoms, such as the freedom of expression and association, thereby reflecting the model of a democratic society. Language skills related to argument, discussion, negotiation and critical interpretation of the

written word are of great importance, and their development will make a powerful contribution to the teaching and learning of languages.

In this line, international projects have been developed, among which **Linguapax** stands out. It was promoted by UNESCO in 1987 for the teaching of foreign languages and literature, and aims to promote the culture of peace through plurilingual education, the protection of the linguistic heritage and aid for understanding and cooperation between peoples. This project demonstrates how the school plays an essential role in the creation of a climate of peace in relationships between individuals and between communities, that language is closely linked to the cultural aspects of communities and that the study of languages can reveal the relativity of the way different communities view and interpret each other.

The Andalusian Regional Government has, then, taken the decision to improve the status of the different languages. This is an arduous task, which is now being launched with the Plurilingualism Promotion Plan, and it is based on compelling motives, and for which we are not starting from scratch. In fact, this is seen as the ideal moment to put the plan into action:

- Because over the last few years, since 1998, the Regional Ministry of Education has established experimental bilingual schools or departments in all of the provinces of Andalusia. The accumulated experience has laid the foundations needed for the wider-ranging Plurilingualism Promotion Plan. We are not, therefore, starting just with ideas or projects, but with concrete realities which have been improved through reflection, self-assessment and ongoing analysis.
- Because Andalusia has a large network of Official Language Schools and has plans to expand it. These Schools will provide support and development for Plurilingualism. They will collaborate in teacher training, they will be the channel for distance language learning, and will, in short, provide the aid needed by persons involved in the Plan, by means of specific training.
- Because, as well as making the second foreign language an obligatory, priority subject in all Baccaureate courses, the Regional Ministry of Education experimented, in the year 2000, by bringing forward the first foreign language from the 2nd cycle of Infant Education or the 1st cycle of Primary Education.
- Because the teaching staff, in general, and language teachers in particular, have expressed great interest in bringing in substantial changes in foreign language learning, both in the curriculum and in methodology. Teachers are aware that the future and the development of Andalusian society necessarily requires the improvement of the intellectual and cultural capacities of its people, of its men and women, of its children and its youth, and that in this process of cultural improvement, languages are a key component.
- Because the improvement of the mother tongue and knowledge of foreign languages is a basic element in the Second Modernisation of Andalusia and we need enterprising men and women who can develop our natural resources and create companies, but at the same time, who can run them in a proper, professional manner. Knowledge of languages is fundamental to our economic development. We must, therefore, smooth the path of the generation who are today at school or in training, because they are the future of our region.

- Because Andalusia has an economic and human potential that should be allowed to spread beyond our borders and be seen as a reference point by other peoples in Spain and in Europe. This requires the young Andalusians who are to shape the future of our Community to be trained, to learn other languages and to export the values that have for time immemorial been deeply rooted in our society: coexistence between peoples, the acceptance of outsiders, tolerance, concord, the approach to life, solidarity, peace, etc.
- Because it is necessary for our social coexistence. Andalusia, increasingly, is inhabited by men and women with different languages, of different races, with different religions. Diversity is becoming a characteristic of our society. Accepting and respecting other ethnic groups, other languages, other religions, other models of society may be a concern in the present, but it will be a reality in the near future.

In short, the health of our future as a Community demands that we accept that Andalusia is and will continue to be a multi-ethnic, pluricultural, plurilingual society, and we must embrace this new reality, learning its languages, its cultures, etc. Andalusia must continue to show the world what it has always been: a people who are open to other cultures and peoples from all over the world.

II. Language teaching in other European countries

2.1. Regulations and the legal framework

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 n° (69) 2**, of 1969, which launched projects to plan foreign language teaching in Europe; **Recommendation n° 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 n° 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.

Nevertheless, despite the efforts made, the surveys carried out by the **Eurobarometer** in April 2000 reveal that less than half of Europeans feel able to hold a conversation in a foreign language. The results reveal the need to foster life-long language teaching and learning from a very early age among the citizens of Europe. Consequently, the different education systems are attempting to respond to this situation, bearing in mind that schools today are the best places for this type of learning.

The European Parliament and the Council of Europe, aware of the need to lend fresh impetus to the development of language learning, declared 2001 the **European Year of Languages**. The objective was to raise the awareness of the population with regard to the importance of the wealth of linguistic and cultural heritage in the Union and, for this reason, the Council and the Parliament insist that knowledge of languages is essential to the personal and professional development of the person. The almost 26,000 activities organised throughout 2001 illustrate the idea that language learning does not just contribute to economic success, but it also leads to social inclusion, the development of the linguistic rights of regional and minority languages, European citizenship and multicultural comprehension.

As a consequence of this renewed interest in language teaching and learning, the European Commission appointed a team of experts to draw up the aforementioned **Common European Framework of Reference for Languages: Learning, Teaching, Assessment** (2001) with the aim of producing plurilingual European citizens. This was complemented by a **Resolution of the Council of Europe** (November 2001) which recommended the use of this instrument to establish skill validation systems in the field of languages.

This *Common Framework* is a non-legislative instrument which describes the communication skills and the concepts, procedures and attitudes required to acquire them and the situations and contexts in which the languages can be used. It is written for educational authorities, authors of manuals, examiners, trainers, teachers – in short, everyone involved in language teaching. Its application will bring coherence and transparency to language teaching on the basis of a set of common criteria which are applied in the elaboration of the curriculum and teaching programmes, materials and assessment of learning. It also mentions terminology, creating a basis for joint reflection by language professionals and it establishes reference points to aid national and international coordination, in order to plan language teaching and tie in examinations with common European levels. To this end, the Language Policy Division has created a pilot device that will help the organisers of language certificates to establish the relationship between the diplomas and certificates issued by educational institutions and the scales described in the *Framework*.

As a complement to this, the **European Language Portfolio** came about. This is a document where anyone who has learned or is learning a language, at school or anywhere else, can enter their language skills and cultural experiences in this *linguistic passport*. In this way, language learners can reflect on their own studies, define their own language skills using criteria recognised in all European countries, and complement the traditional school certificates. The *Portfolio* is designed to promote plurilingualism, increasing motivation and support for more effective life-long language learning.

At the same time, the **European Year of Languages** launched a new programme which the Language Policy Division presented at the **Intergovernmental**

Conference at Strasbourg (2002), where the new priorities take into account the social and political implications of plurilingualism-centred language education. This initiative by the Division carries with it aid for the Member states to analyse their language policy and promote a global conception that develops existing points of convergence between foreign language teaching and the other languages spoken in a country or region. All of this has culminated in the publication of the **Guide for the elaboration of language education policies in Europe** (2003) which helps Member states to define and implement language education policies which are coherent with the development of social integration and democratic European citizenship, and of the **Language Education Policy Profiles** (2003), which are designed as an instrument to support Member states, regions or Autonomous Communities in performing a self-assessment on education.

Recently, under the guidance of the Language Policy Division of the Council of Europe, the **Strasbourg Policy Forum**, at a meeting in June 2004, analysed the evolution of international policies, the implications of existing mother-tongue, national and foreign language teaching policies, and the new initiatives to achieve transparency in the field of assessment. The Forum has also looked at innovative teaching techniques to promote plurilingual education in institutional, regional and national contexts and has studied ways of taking advantage of the multilingual potential that exists in European society, in order to promote plurilingualism in education systems.

The document produced by the Strasbourg Forum, in the context of the **European Year of Citizenship through Education** (2005), is meant to foster dialogue about the relationship between language teaching and education for democratic citizenship, within the framework of the language policies of the Council of Europe, and whose objectives are plurilingualism, linguistic diversity, mutual comprehension, democratic citizenship and social cohesion.

2.2. The foreign language teaching situation in Europe

The pioneers in Europe in introducing and promoting **obligatory foreign language learning from Primary Education** were the Scandinavian countries, Denmark (1958), Sweden (1962), Norway (1969), Finland (1970) and Iceland (1973), although we should not forget that Luxembourg (1912) and the German-speaking community in Belgium (1940's) were also early entrants in the field, when they introduced French or German teaching.

The Central and Eastern European countries reorganised their education systems in the mid-1940's and brought in a single structure for obligatory education. They tended towards the teaching of western languages, especially German, French and English, a language that had traditionally not been widely taught in Central Europe in the first half of the 20th century, but which was beginning to gain ground at that time. Towards 1950, the introduction of intensive Russian teaching completely changed the panorama of foreign language learning in these countries, and Russian became the principal foreign language, except in Slovenia, where it was optional until the 1960's and was replaced by English or German from then on.

Russian, then, held a privileged position in these countries for 40 years, though the interest of the population in learning western languages survived and was, at times, encouraged by private schools. In consequence, in the 1960's, parallel systems of special schools were created, which in practice were bilingual schools for the best pupils, in Bulgaria, Poland, Romania, Czechoslovakia, Estonia, Lithuania and Latvia. However, the provision of language teaching in these countries was not to be widened until the 1990's.

As regards Western Europe, educational reforms to introduce obligatory foreign language teaching in Primary Education did not take place until the 1980's or even the 1990's in most European Union countries. Austria (1983), the Netherlands (1985) and Portugal (1989) took the lead and, a little later, they were followed by Spain (1990), Greece and Italy (1992), France (progressively as from 1992), Scotland (1993), Liechtenstein (1996) and the French-speaking community in Belgium (1998). In almost all these countries, the teaching of the first foreign language has been introduced in Primary Education and, in most cases, there is a choice between several first foreign languages, although English is the most popular, followed by French and German, which are usually chosen as the second foreign language.

There are also some countries which offer **foreign language teaching beyond just the minimum contents**, as is the case in Germany, where, since the 1970's, the introduction of a foreign language has been recommended at Primary Education level. In other countries, such as the Flemish-speaking community in Belgium, England, Wales and Northern Ireland, language teaching was left in the hands of schools, which in these states were able to set their own curriculum.

Today, in almost all European Union countries, it is **obligatory for schools** to offer **a second foreign language** as from the age of 12, although it is optional for pupils. In some countries, pupils in Secondary Education learn three and even four foreign languages during their schooling, although, at times, these are optional, as is the case in Germany, Belgium, and Luxembourg.

An interesting phenomenon in the field is the resurgence of **the teaching of autochthonous languages** which, in some countries (Scotland, Wales, Northern Ireland and the Irish Republic), are even used as the medium of instruction of other subjects, a situation which, over the last few years, has also been seen in some of the Autonomous Communities in Spain.

The conclusion that we can draw from all of these initiatives that have taken in Europe over the past century is that, gradually, the different countries have started to give priority, in one way or another, to foreign languages. Another 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.

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

Lastly, we must mention the most innovative experience that has been attempted in the field of language learning, **linguistic immersion**, in the Aosta Valley, a self-governing region in northern Italy, which is an important example for the rest of Europe.

In this region, French is the historical legacy left by the House of Savoy, but the state, under Mussolini's fascist regime, Italianised the Aosta Valley, making Italian the language of half of the population, while the other half was bilingual since, as well as Italian, they also spoke a Franco-Provençal dialect. Nevertheless, the citizens had always cherished the French language, and so it was well received when, since 1985, all public schools began to teach half of the subjects in Italian and the other half in French. Some members of the Regional Council even launched, in 1991, the *Pax Linguis* Programme with the aim of promoting bilingualism even more, and three years later, the promoters of the Programme presented to the European Ministers of Education and Culture a Magna Carta on plurilingual education, signed by many politicians and linguists.

The bilingualism promoted in the Aosta Valley is, however, singular in that it involves all of the public schools in the region, not just some of them. Logically, this measure is more viable in a small region than in a large state and, it is also true, the teachers enjoy a great deal of freedom in the organisation of their work, as they are only asked to meet the requirement of 50% Italian and 50% French. Nevertheless, the teachers have discovered that alternating the two languages during the same class hour is an extremely useful classroom tool: the child learns the subject matter better when it is first presented in Italian and the content is then discussed in French.

2.3 The foreign language teaching situation in Spain

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.

The Spanish Constitution of 1978 changed the organisation of the state, which was now structured around the Autonomous Communities which, gradually, took over responsibility for education. This situation, in the field of languages, was translated into initiatives by each of the Autonomous Communities which have allowed them to design their own language policies.

2.3.1. The Autonomous Communities

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 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.

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 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 **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.

Valencia is planning to create 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 **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.

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 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 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 **Extremadura**, early language teaching takes the form of foreign language classes in Infant and Primary Education.

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.

Lastly, 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.

2.3.2. The Autonomous Community of Andalusia

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.

Despite the existing limitations, in the years prior to the enactment of the LOGSE in 1990, the Regional Ministry of Education of the Andalusian Government implemented a number of measures designed to strengthen the role of foreign languages in obligatory and post-obligatory education, making the region a pioneer in the field. The two most interesting initiatives launched at that time were the **Experimental Reform Plan of Secondary Education**, which was prior to the LOGSE, which introduced two foreign languages into the experimental first cycle, second cycle and Baccalaureate of the Reform, and Andalusia's participation, as a region, in the 1987 **Modern Languages Project of the Council of Europe** which was implemented in several Secondary and Professional Training schools in Andalusia, where the language teaching recommendations of the Council of Europe were applied in specific school contexts. The results were later assessed positively by a committee of experts. Andalusia was the only Autonomous Community in Spain which ran the pilot experience and intensive phases of the project.

With these measures and initiatives, the Regional Ministry took the determined decision to develop and enhance the role of foreign languages in the Andalusian education system, fully aware of the deficiencies of foreign language teaching in the region.

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. Andalusia took full advantage of this opportunity and has taken numerous initiatives since then.

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.

Andalusia has a network of 24 Official Language Schools spread throughout the region, most of which were created between 1988 and 1992, although recently, new schools have been opened in Priego de Córdoba (in the province of Córdoba) and Guadix (province of Granada).

Our Autonomous Community was also a pioneer in implementing the experimental programme to **bring forward the teaching of foreign languages**, under the Order of 8 February 2000 (published in the BOJA, the official journal of the Regional Government, on 11 March). This Order regulated the experiment to bring forward the teaching of a foreign language to the second cycle of Infant Education and the first cycle of Primary Education. With this programme, the Regional Ministry of Education met the demand from a society that was increasingly aware of the need to learn a foreign language and which accepted the importance of early learning in of non-native languages, at an age when children are intellectually more receptive, thereby facilitating posterior attitudes and aptitudes with regard to foreign language learning. Furthermore, foreign languages become a support instrument for learning other subjects of the curriculum and contribute to the overall development of the child, to the acceptance of difference and of multiculturalism.

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.

A **characteristic** of the Bilingual Programme is, then, the teaching and learning of certain subjects through the medium of these two languages, and not simply an increased number of hours of tuition in the foreign language. This second language is, therefore, an instrumental language, a language of learning, a teaching vehicle, which is used in parallel to the first language (the mother tongue). It does not, at any time, invalidate the first language, which is still the language in which the subject is presented. In short, it is a question of studying certain subjects in both

languages. In this way, the general **purpose** of Bilingual Education becomes the fostering of plurilingualism and linguistic diversity and, in both Primary and Secondary Education, the natural *language immersion* method is used, based on communication, interaction and the prioritisation of the spoken language.

To sum up, all of the available resources have been used to achieve the objective for which these Sections were conceived: for our pupils to acquire the necessary levels of language skill to operate in an increasingly globalised society (See Annexe: "Bilingual Sections in Andalusia").

Until now, in the field of **European Projects**, teachers have given priority to actions under the Comenius Programme, which organises exchange trips for pupils from other countries. But today, other more school-centred projects are being contemplated. We are beginning to see the promotion of school twinning and European educational projects, in this way encouraging reflection on teaching issues with other European countries and cooperation between our young people by working together.

We must also highlight the efforts made by the Regional Ministry of Education to promote **distance language learning**, such as the experience with disabled persons in the Provincial Adult Education Institute in Jaén.

Finally, we should mention that the Regional Ministry of Education, in collaboration with the Regional Ministry of Equality and Social Welfare, and within the framework of the Andalusian Family Support Plan, has launched the **Language and Youth** Programme, which over the last two years has allowed young Andalusians (three thousand last summer) to take English courses in England and French courses in France. The majority chose English.

Bilingual Sections in Andalusia

The Bilingual Sections established in Andalusia are designed in accordance with the definition given by William Mackey and Miquel Siguán, for whom bilingualism is a system in which teaching is through the medium of two languages, one of which is usually, though not always, the pupils' first language. The two languages, then, in a bilingual school, are seen as vehicular languages and they are used for the learning of non-linguistic concepts. They coexist as the languages of communication, teaching, learning and culture. For these two authors, a bilingual person is a person who, as well as his or her first language, or mother tongue, also has comparable competence in another language and is able to use either of the two in any situation with similar efficiency. This is called balanced bilingualism but it is only found in a few cases and, furthermore, it is likely to disappear, depending on the circumstances, since normally, a person will live in a situation of unbalanced bilingualism, in which one language dominates the other.

Miquel Siguán argues that bilingual education can be applied in situations in which two languages coexist within the same state or region. It may be the result of the presence of foreign or migrant pupils in a society, it can be marked by the desire to promote bilingual education for the acquisition of foreign languages and it can be established within the framework of European construction.

Jean Duverger, another inspiration behind the model of the Bilingual Sections in Andalusia, mentions the cognitive advantages of studying another language. Through reflection on the linguistic and communicative functions of a non-mother tongue, pupils create an instrument which facilitates and regulates the learning of that language, but, at the same time, by means of contrast, also improves use of the mother tongue. The acquisition of that mechanism will also facilitate the learning of other languages in the future.

This process of abstraction and conceptualisation which forms part of language learning puts pupils in a state of "intellectual alert", developing, in consequence, greater perceptive and intellectual capacities that will lead to the acquisition of concepts and procedures other than those which are directly related to language skills. It has been demonstrated that a bilingual person is usually more creative, has better understanding of written texts, has better listening and speaking skills, is more sensitive as a result of developing a receptive, critical attitude towards information and is a better translator, since he or she is used to using different lexical sets. Assessment carried out in the French Basque Country, where school subjects are taught equally in French and Basque, and in Canada, where numerous studies of bilingualism are carried out, confirm these benefits.

On the theoretical basis provided by these and other authors, the system of bilingualism in schools, as promoted by the Andalusian Regional Government, believes that it is fundamental for foreign language practice to be extended to the study of different areas of knowledge, such as geography, history, sciences, etc., thereby making it a true vehicle for communication, a language that is used for learning and which acquires a similar status to the mother tongue. In this way, pupils become aware of the usefulness of studying not just **the** foreign language, but **in** the foreign language, since they can use that language for real communicative purposes.

The wider **objectives** that the Bilingual Sections aim to achieve are very varied. From a language point of view, the aim is to improve skills in both the first and second language and, later, in a third language. This will lead to the development of a metalinguistic awareness. The pupils, since they handle a great variety of documents covering many different lexical fields, and since they use many different sources of information, increase their language comprehension and production skills and their capacity for critical assessment. Teachers of different subjects jointly address the linguistic component and ensure that the pupils acquire the capacity to communicate in the second language, so that it can be used to learn other subjects and to acquire knowledge of social sciences, mathematics, natural sciences, etc.

Likewise, pupils are confronted with two different codes, and this induces them to reflect on language, not just through the mediation of the language teacher, but also through the intervention of teachers of other subjects who give tuition partially through the medium of the second language. These reflections oblige pupils to make comparisons and perceive the similarities and differences between the two languages. This movement from one language to the other increases their skills in the mother tongue and develops metalinguistic capacities that will make them more creative, better readers and better translators.

From a cultural point of view, pupils in Bilingual Sections come into contact with other realities at an early age and can soon make comparisons with their own environment, and in this way awaken their interest in other cultures with different beliefs, customs, institutions and techniques, enable them to gain an idea of problems with an international dimension and try to find global solutions based on solidarity and cooperation. It encourages freedom, tolerance and respect for pluralism as fundamental values of education and prepares the future citizens of Europe to shape a democratic, plural, modern society, free of prejudice and stereotypes.

Lastly, from a cognitive point of view, the language teaching / learning process helps pupils to develop great flexibility, which improves their capacity for analysis and observation of the operations used in their own learning processes. In this way, pupils must reflect on how the first and second languages work linguistically and communicatively, and this regulates their learning and improves their skills in both languages.

It is important to underline that the fact that Bilingual Education has been incorporated into state schools brought a seal of quality to language teaching and learning in Andalusia. To this, we can add the interest aroused by the introduction of European sections, which are, in principle, the same as the Bilingual Programme that we are experimenting with today in our Autonomous Community and which, in many aspects, are more developed than in other European Union countries.

The Andalusian model had been introduced in state-run Infant and Primary schools and the Secondary schools which they feed. In this way, the children who begin their bilingual education in the third year of Primary Education are able to complete it in the second year of Baccalaureate.

The official **curriculum** is, of course, observed, introducing adaptations in those areas which are directly related to the Bilingual Programme. In the third year of Primary Education, pupils begin to study the foreign language. Where the Bilingual Programme has been introduced, the language is French or German, but part of the syllabus of Environmental Knowledge and Artistic Education, or another subject chosen by the teachers, will be reinforced in the foreign language. In the second cycle of Primary Education, the timetable for the language is increased by one hour per week, bringing it up to three hours.

In Infant and Primary Schools authorised to run Bilingual Sections, it is essential to bring forward foreign language teaching / learning to the very early stages of schooling. Raising awareness of language at an age when the pupils' intellectual flexibility and receptivity are at their height creates the necessary conditions for subsequent foreign language learning.

From the very beginning, the Programme was started, in parallel, in the first year of Obligatory Secondary Education and, so far, it has used French or German as the medium of tuition of Social Sciences. Other subjects may be added and, in fact, some Secondary Schools are teaching mathematics, experimental sciences, music and art & visual education in the foreign language. The second language option is obligatory in all years of Obligatory Secondary Education and, furthermore, both the first and second foreign languages are increased by one hour per week.

In Baccaureate, the first and second foreign language timetables are increased by one hour per week and Philosophy is brought in as the non-linguistic subject, since it is the only subject that is taught in the two years of this level.

As regards **organisation**, the aforementioned Collaboration Protocols state that the Technical Monitoring Commission, made up of representatives of the Regional Ministry of Education and of the foreign signatories, shall coordinate the application of the provisions related to pedagogical projects, teacher training plans and the human and financial resources. The Commission is also responsible for the monitoring and assessment of the programme.

With respect to **pedagogical projects**, the teachers in the Bilingual Sections have adapted the curriculum to meet the new requirements of the Bilingual Programme. The language specialists must adapt, prioritise and sequence the syllabus to serve the needs of other subjects. Social science teachers and those of other subjects which form part of the Bilingual Education programme give their classes partially in the foreign language and, above all, they incorporate elements of the culture and civilisation of the other country. These projects, run by the Infant, Primary and Secondary Schools authorised to run Bilingual Sections, are numerous, and include from the attendance of teachers, as experts, at Seminars, Meetings and Conferences to meetings with primary school pupils in youth hostels.

Education in values is integrated transversally by **coordination** between the teachers as coherently and efficiently as possible. In this way, education for peace, ethical and civic education, heritage education, education for Europe, multicultural, environmental, health and gender equality education are all strengthened from within the teaching of each different subject.

The **monitoring** meetings, attended by teachers from all over the Autonomous Community, have addressed the need to unify criteria, share materials and reflect on the teaching standards most appropriate for this type of education. The conclusions of the different working groups have been put down in writing and the methods being applied in Andalusia have been compared with those used in other countries of the European Union. The results, curricular adaptations and materials elaborated by the teachers of the Bilingual Sections are being posted on Internet (<http://juntadeandalucia.es/averroes/bilingue>), jointly funded by the European Commission under a Comenius 2.1 project, coordinated by the Regional Ministry of Education of the Andalusian Regional Government.

In the field of **teacher training**, the Teacher Training Centres involved in bilingual education have paid special attention to teachers from the public primary and secondary schools participating in the Programme. Obviously, the success of this

kind of education depends largely on the fluency of the teachers of the non-language subjects and, hence, on the training activities aimed at improving this aspect of their performance.

Teacher training is, then, one of the pillars upon which the Bilingual Programme rests. We are not referring only to the improvement of their language skills, but also to the need to introduce new methodology in the classroom that will allow us to provide comprehensive Bilingual Education. It should also be noted that, as the training activities are aimed at Primary and Secondary school teachers, there is inter-level activity which provides fruitful contact between the teachers at these two different educational levels.

In some provinces, in order for the Bilingual Programme to be taken on board by the whole **School Community**, the families of bilingual pupils have also been invited to take part in the training courses. The results have been very positive, as all of the parties involved fully accept bilingualism, and this leads to greater cooperation between teachers and families. At the same time, different activities related to French and German society and culture are held as part of the Culture Week organised by all of the schools. It is also a fact that in those schools where the majority of the teaching staff are involved in the Bilingual Programme, other improvements are seen, such as greater capacity for teamwork, which leads to better coordination between the different departments and, consequently, better teaching.

Thanks to the close collaboration between the Andalusian education authorities and the German and French language attaches, training activities have been planned in both countries. Study visits are organised by the Andalusian education authorities, together with the *Institut Universitaire de Formation des Maîtres* in Paris and the International College in Berlin, to attend to the needs of the teachers who have taken part in the training activities organised by the Teacher Training Centres. The aim of the study visits is to offer **a language recycling course** in the foreign country and to analyse the methodology of Bilingual Education.

Over two academic years, within the framework of collaboration with the *Rectorat de Strasbourg*, new lines of action have been designed to foster the **mobility of pupils and teachers**. As a result, a group of teachers is to undergo a three-week training period in a school in Alsace coinciding with a visit, to the same schools, of twenty fourth-year ESO and first-year Baccalaureate pupils from different secondary schools in Andalusia. As a result of agreements with training centres in France (*Instituts Universitaires de Formation des Maîtres*), the Primary and Secondary schools enjoy the presence of French teachers undertaking teaching practice, which stimulates pedagogical reflection on the introduction of bilingualism in both countries and enriches the teaching practices of both local and foreign teachers.

With regard to **human and financial resources**, the increased number of schools authorised to run Bilingual Sections has obliged the Regional Ministry of Education to give special attention to teachers working in the Bilingual Programme. In consequence, calls have been made inviting specialists in French and German to cover posts in bilingual schools in the state system, and for French or German-speaking Secondary School teachers to cover specific teaching posts in non-language subjects, when vacancies arise.

Likewise, these schools have an auxiliary conversation teacher or lector who helps with the elaboration of material, reinforces oral activities in the classroom and coordinates with both the French or German teachers and with the teachers of the non-language subjects which are taught in the foreign language. The assistant

conversation teacher is also considered the most appropriate person to cover the subject of the civilisation, current affairs and leisure activities of the country of origin.

The classroom hours of the teachers directly involved in the experience are reduced in order to facilitate the task of creating teaching materials, which are not available commercially and which make it possible to make the necessary adaptations to the curriculum, and for coordination with other colleagues.

The Regional Ministry of Education **monitors, assesses and coordinates** the Programme as follows: in the **schools**, the school management team is informed of the launch of the Programme; advice on pedagogical projects is provided with the aid of experts from the Teacher Training Centres; and programming and reporting is supervised. The Programme is also presented to the families interested in the Bilingual Sections and, on finishing the cycle of Primary Education, the Bilingual Programme is assessed by means of questionnaires drafted by the Regional Ministry of Education. The **Provincial Delegations** appoint inspectors to resolve any doubts arising *in situ*, and this is included in their inspection plan. The correct and proper use of the human and material resources of the Bilingual Schools is also ensured. In the **Teacher Training Centres**, the training advisers perform a training needs analysis on the teachers of the Bilingual Schools and make the appropriate proposals. It is ensured that, at all times, the actions are homogeneous in all of the provinces, and the specific or particular needs of all schools are attended to. The training advisers coordinate different working groups which elaborate materials and make suggestions at the provincial monitoring meetings. They also channel the European projects requested by the schools authorised to run Bilingual Sections.

Lastly, we should emphasise the contact that has been maintained with different university institutions which have collaborated in the elaboration of the theoretical foundations of Bilingualism and which have provided students for teaching practice in bilingual schools. These are the Universities of Cádiz, Granada, Málaga, Seville, the Sorbonne IV of Paris, Orléans-Tours, Nantes, Strasbourg and Wuppertal, in Germany.

III. The Plurilingualism Promotion Plan in Andalusia

3.1. General Objectives of the Plan

The main pillars of the Plurilingualism Plan are to improve the language skills of the Andalusian population in their mother tongue and, at the same time, to provide them with **plurilingual and pluricultural skills**.

As far as **Andalusian school pupils** are concerned, the objective is to achieve plurilingual and pluricultural skills, sequencing the contents of each stage of schooling and adapting assessment criteria to those established in the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* as mentioned above. In fact, in some of the existing Bilingual Sections, the levels described in the *Framework* have already been used to adapt the curriculum and lay down the assessment criteria. To do this, the school must create a need among the pupils to use the foreign language in order to communicate, and to use it in the most realistic context possible, in such a way that it allows them to become aware that it is a valid instrument which can help them to discover and structure their vision of the world.

With the objective of improving the language skills of Andalusian school pupils, measures are to be taken to **bring forward** the teaching of the first foreign language to Infant and Primary schools. There will also be a progressive **flexibilisation of school timetables** in order to make it possible for Secondary School pupils to receive foreign language tuition every school day, in accordance with the pedagogic trends.

Likewise, there must be **attention to the diversity** of our pupils, since this is the prime mechanism for adjustment of the pedagogical offer to the capacities, interests and needs of the pupils who require it and since it can correct inequalities in the conditions of access to language learning. From this perspective, attention to diversity is seen as an imperative of social justice for democratic schooling and it is necessary to adapt the curriculum to different individual situations in order to make it accessible to all pupils. This is not only for ethical reasons, which are undoubtedly important, but also for reasons of efficiency in the teaching / learning process. In this sense, adaptations of the curriculum are made for pupils with special educational needs, especially in Bilingual Schools, and support is given to schools which run bilingual programmes for persons with hearing difficulties, with the use of sign language being extended to other schools.

The launch of **Secondary Education distance learning** for persons with disabilities offers the opportunity to bring plurilingual education to adult learners and learners with special needs. The obvious social function of secondary education through distance learning is endorsed by the Andalusian Plan for Attention to Immigrant Pupils and is reinforced through attention to pupils with disabilities. Persons with disabilities, or those in Hospital Schools, can access this highly enriching form of education, which contributes to their integration, while immigrant pupils have the opportunity to recycle their foreign language skills and continue developing their communicative skills, at a time when these competences are very important to their education. Furthermore, if they are able to use their mother tongue in the classroom in some subjects, they progress more quickly, value their mother tongue as an essential part of their education and feel satisfaction at seeing how their language is recognised as a valid educational instrument in the host society. Lastly, offering secondary education in a distance-learning course allows

gifted pupils to access training in a foreign language that is appropriate to their capacities and expectations, independently of the school where they may study.

There will also be more **exchange visits** by Andalusian school students, especially pupils in Baccalaureate and Professional Training, and students from other foreign countries, with the aim of establishing relationships between schools which encourage language learning and cross-cultural dialogue. These actions are channelled through the **twinning** of Andalusian schools with other European schools, through **pupil exchanges** with schools in other European countries and **study visits** to different European cities, in general, in order to learn languages and, in particular, for Professional Training students to undertake work experience in other European countries.

In this field, the **Language and Youth Programme**, will be further promoted by increasing the number of students participating to 30,000 young Andalusians throughout the programme. In the same way, the programme of **language-learning summer camps** has been strengthened, especially for Primary School and Obligatory Secondary Education pupils, and will reach the figure of 5,000 pupils by the end of this legislature. The network of Andalusian School Residences participates in this programme.

As well as the aforementioned actions, with respect to exchange visits, we should mention the European Union programmes, such as **Socrates** in the field of Primary and Secondary Education and **Leonardo da Vinci** in Professional Training, which involve European educational projects which bring together Andalusian schools with schools in other European countries.

Within the framework of the Socrates Programme, the participation of schools in the **Comenius** programme is to be encouraged, with the aim of improving the quality of school education and reinforcing the European dimension, fostering transnational cooperation between schools and contributing to the improvement of the teaching profession, and also promoting language learning and cross-cultural knowledge. The **Lingua** Action is also to be promoted, in order to stimulate linguistic diversity, contribute to the improvement of language teaching and learning and to facilitate access to ongoing language learning by adapting it to the individual needs of the student. The **Grundtvig** action will support the work of the Official Language Schools and Provincial Adult Training Institutes, improving the quality, the European dimension, the availability and the accessibility of life-long learning in order to provide better educational opportunities for those who left their studies, and in order to promote innovation by means of alternative educational itineraries. The **Minerva** programme will also be promoted in the Adult Training Centres, in order to foster European cooperation in the field of open and distance education and information and communication technologies applied to education.

Within the Socrates Programme, the Regional Ministry of Education is to participate in the **Programme of Observation of Education Systems, Policies and Innovation**, thereby helping to improve the quality and transparency of education systems and to progress in the process of educational innovation in Andalusia. Information and experiences will be exchanged, good practices identified, education systems and policies analysed and issues of common interest in the field of education policy studied.

The **Leonardo da Vinci Programme**, which promotes a European space in the field of professional training and education, will support disadvantaged persons in the labour market, strengthening practices which facilitate the access of Andalusians to training, foster equal opportunities between men and women and support the struggle against discrimination. Specifically, **Mobility Support**

Projects will be aided through transnational exchanges aimed at students in Professional Training and their trainers. **Language Skills Projects** will also be strengthened, focusing on the design, experimentation, validation, assessment and dissemination of innovative teaching materials and methods adapted to different, specific professional and economic needs. The fundamental principle underlying this measure will be the reinforcement of multilingual and multicultural communication in Professional Training and in the working environment.

All of these activities, as well as being highly motivating for pupils, will bring meaning to language learning and will provide cultural elements which would otherwise be unachievable.

Teachers are the main actors in the implementation of the Plan, and the Regional Ministry of Education considers that it is a priority for Andalusian teachers to receive appropriate language training. With this objective in mind, training activities are to be organised for teachers, which may be classroom or distance training with global or partial linguistic objectives, depending on the needs detected. Different institutions will be responsible for the training, including the Official Language Schools, Teacher Training Centres and different Spanish and foreign training organisations.

Independently of language learning or the improvement of language skills, training actions for teachers will include innovative language teaching techniques and techniques for teaching other subjects through foreign languages. To this end, the exchange of good teaching practices and the creation of teaching materials in the field will be encouraged among teachers in different countries. Support will be given to teacher training and the use of information and communications technologies in the classroom under the different programmes of the Plan. In order to complete the training of the teachers, there will be visits abroad, organised by the Ministry of Education through the European Programmes and "job for job" exchanges, as has already been done under the French Bilingual Sections programme, etc.

The objective of improving language skills among **Andalusian society** as a whole is a commitment of the Regional Government that is based on the plurilingual, pluricultural character of our Autonomous Community, which is a result, in large part, of the numerous holidaymakers and residential visitors we receive. This commitment requires a considerable effort to train the population in plurilingualism. To this end, ordinary, specific or distance schooling will be facilitated; efforts will be made to ensure that language learning is an ongoing, permanent process, and it will be aimed at professional groups who demand it for their work, and at children, in support of their schoolwork, and to achieve the full integration of immigrants.

Such a variety of types of language teaching and training interests require very varied responses. For this reason, the Official Language Schools will help in the development of specialisation courses for professionals, for the comprehension of the migrant workers' language or in Spanish as a foreign language. There will also be support from the media, with news, documentaries, radio shows, films, etc., being heard, seen and read in different languages, awakening an awareness of the usefulness of knowing languages in an increasingly globalised society. Parents' Schools will also help, as has been done in the region's existing Bilingual Sections, to promote language courses aimed at families as a group, helping to involve them in the life of the school and, at the same time, helping to foster plurilingualism in Andalusian society.

We should also underline the need to design the new **language curricula**. These will be new curricula which are based on the principle that people do not have differentiated, separate communication skills depending on the languages that they

know, but that they possess plurilingual and pluricultural skills which cover all of those languages as a set, accepting also the fact that the acquisition of one or more foreign languages will affect one's reflections on the mother tongue.

In this sense, the new curricula will be integrated and adapted to the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. They will leave behind the antiquated mother tongue / foreign language 1 / foreign language 2 formula, putting more emphasis on the acquisition of plurilingual skills which can respond to the new multicultural reality of the Autonomous Community of Andalusia. The Plurilingualism Plan, then, is aimed as much at the pupils as at the teachers and at Andalusian society as a whole and, from this point of view, it is a globalising plan.

The **integrated curriculum** will focus on the pupil, who is at the core of the teaching / learning process and is the person responsible for this process, as an individual who communicates and develops his or her own learning strategies, and therefore learns to learn, as a social being whose integration must be facilitated and as a person who is developing and reaffirming his or her personality. Oral and written skills in the mother tongue and in the foreign language(s), both receptive and productive, are taught and practiced in an integrated manner, attempting to simulate real-life communication processes. The development of communicative strategies which compensate the lack of competence in the foreign language will continue to be encouraged, as will the transfer of those which have already been developed in the mother tongue. Oral communication in the classroom is seen as something that is common to everyone, as well as being the most authentic means of communication, and for that very reason, foreign languages will be used as the essential medium of communication. With foreign languages, the classroom context should also be used to create simulations of situations related to the world outside.

Finally, lines of research will be opened up in order to experiment and implement the **European Language Portfolio** in the whole educational sphere.

MEASURES RELATED TO THE DEVELOPMENT OF THE PLURILINGUALISM PLAN IN ANDALUSIA	
GENERAL ACTIONS	
Action 1	Increase in the number of hours of language study in the school curriculum (by bringing forward language learning to early ages, learning non-language subjects in foreign languages, expansion of the network of Official Language Schools).
Action 2	Establishment of a network of 400 Bilingual Schools where foreign languages will be used to teach subjects and areas of the curriculum.
Action 3	Bringing forward the first foreign language to Infant Education and the First Cycle of Primary Education.
Action 4	Progressive implementation of flexible school timetables in order to allow Secondary pupils contact hours with the foreign language every school day.
Action 5	Adaptation of the curriculum for pupils with special educational needs, especially in Bilingual Schools.
Action 6	Reform and expansion of distance language learning.
Action 7	Promotion of the participation of schools in European programmes, especially, schools participating in the Plurilingualism Promotion Plan.
Action 8	Promotion of exchange visits by pupils and teachers in general and, especially, those in schools participating in the Plurilingualism Promotion Plan.
Action 9	Progressive extension of the Language and Youth Programme to 30,000 young Andalusians.
Action 10	Strengthening of language-learning summer camps for pupils in obligatory education.
Action 11	Promotion of twinning between schools in different countries.
Action 12	Creation of a commission to develop a new design for the integrated language curriculum.
Action 13	Opening of a line of research to experiment and implement the European Language Portfolio throughout the education system.

3.2. Specific Programmes

3.2.1. Bilingual Schools Programme

We propose to **create a network** through the selection and authorisation of 400 Bilingual Schools during this legislature. These Infant, Primary and Secondary Schools will use the mother tongue as well as foreign languages to teach different subjects in the curriculum and they will expand the number of hours of foreign language teaching. In line with European Recommendations, these schools will enjoy linguistic and cultural plurality.

The minimum requirements to be met by schools in terms of organisation and curriculum will be defined in a **public call for applications**, and the schools that are to participate experimentally in the programme will be chosen from among the applicants. These schools will have sufficient teachers to teach the languages, there will be a number of non-classroom hours devoted to teaching activities for teachers of non-language subjects in foreign languages, specific training for teachers at the school, specific curriculum-related teaching material and equipment, technological equipment, training plan for parents, etc.

For the Bilingual Programme to run as smoothly as possible, there will be an increase in the number of specialised language teachers at these schools, language assistants will be brought in (auxiliary conversation teachers) on grants, **the first foreign language will be introduced from the first cycle of Primary Education** and the **second foreign language** from the third cycle of Primary Education. The number of groups will eventually be **doubled** in language subjects in Secondary Education (as contemplated in the Ministry of Education's green paper, *A Quality Education for All and between All*), which could relieve the difficulties involved in prioritising communication in the language classroom. As in the case of the French-Spanish and German-Spanish Bilingual Sections, **agreements** will be signed with foreign institutions devoted to the dissemination of language and culture.

Likewise, these Schools will be equipped with appropriate equipment (specialised language classrooms, wiring, etc.).

Definition of the programme

Given the experience gained by the Andalusian Government's Regional Ministry of Education with existing French-Spanish and German-Spanish Bilingual Sections, and considering the smooth running, in general, of the programme, it seems reasonable that this experience should basically define the framework of the new Bilingual Schools. Their aims will be the following:

- 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.
- 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.
- 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.
- Bilingual Schools must foster the idea of democratic citizenship which recognises differences and aspires to equality.
- 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.

Specific objectives

Bilingual Schools, chosen through open calls for applications by the Regional Ministry of Education, must be open to plurilingualism and pluriculturalism. They will implement the concept of the Bilingual Section in which **certain subjects or areas of the curriculum will be taught in a language other than the mother tongue**, especially those which are spoken most widely in the European Union.

Consequently, the teaching and learning of certain areas of knowledge will be in at least two languages, and there will not simply be an increase in the number of class hours for languages. In this respect, the second language is an instrumental language, a language of learning, together with the mother tongue. Furthermore, throughout their schooling, pupils will come into contact with other languages taught at their schools. In both Primary and Secondary Education, the method used will be based on communication, interaction and the prioritisation of oral language, though without neglecting written language. It is what is sometimes called the "natural language bath method".

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. The development of this linguistic awareness will help pupils to distance themselves from the linguistic forms they use or hear. Pupils will handle a great variety of documents covering many lexical fields, thereby improving their linguistic production and comprehension. Their capacity for critical evaluation will be increased, since they will have many different sources of information, and they will become more creative and better readers and translators.

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 (Bain, 1974). This may explain the better results achieved in different tests (verbal intelligence, conceptual formation, global reasoning, discovery of the rules underlying the solution of a

problem), as well as in tasks which involve a certain distancing from and reflection on language. (Cummins, 1978).

The new organisational model

The organisational model of Bilingual Schools must 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 is essential that the School Management Team ensures that the teachers, as a body, and the School Council participate in the process of implementing the Programme if it is to run smoothly. The information given to the families must be precise and accurate. It should describe the **organisation of cultural activities and pupil and teacher exchange visits**. It should contemplate the inclusion of bilingual actions in the **extra-curricular activities** of the School, introducing language-based activities aimed at pupils, teachers and families. It should analyse the need to **increase the number of class hours** devoted to language learning. It must name a Coordinator of the Bilingual Section. It should lay down a **specific teacher training plan** which contemplates this new model of teaching / learning, which must include periods of Language Immersion. It should support the creation of a multilingual mediatheque with manuals, bilingual works, videos, CDs, DVDs, etc. For these purposes, the Andalusian education authorities will offer aid for the creation of specific teaching and curricular materials by means of prizes for work already done in the field and subsidies for new projects in the future.

The function of the **Coordinator of the Bilingual Section** will be to organise and supervise the elaboration of the linguistic project and the integrated curriculum within the framework of the School Project, to organise meetings of the teaching staff in the Section in order to adopt the integrated curriculum of the language and non-language areas, to rationalise the classroom hours of the auxiliary conversation teacher who is to support the work of all the teachers directly involved and, in short, to coordinate, 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 will have to 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 will provide the linguistic elements necessary for progress in the non-language subjects taught in the foreign language and will take part in the elaboration of the classroom programme for the non-language subject. They will also select the teaching units to be taught in the foreign language, which must be 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** will ensure correct pronunciation and expression by pupils in the non-language classes. They will coordinate with the non-language teachers to introduce the written language from a very early stage, and they will participate in the creation of bilingual teaching projects on transversal themes with a mainly cultural component. They will cooperate with the teachers of other subjects in the choice of textbooks and other documents appropriate to the language skills of the pupils. They will 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 will contribute to the assessment of comprehension and expression, both oral and written, in the non-language subject. Wherever possible, the non-language teachers will 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.

With the aim of reinforcing the work of language teachers, the Bilingual Schools will also have an assistant, who will be a native speaker, for the foreign language classes, and their budget will be increased depending on the number of units making up the section.

The new curricular model

The Bilingual Schools Programme will foster a new curricular model. The **model must cover all of the languages** that are studied, and **all of the stages of education**. The final aim is to provide the School Community as a whole with an **integrated language and non-language curriculum** which can be recognised by the education authorities in neighbouring countries. To this end, the schools applying to join the Programme must demonstrate that their curriculum contains a global language education which emphasises especially the development of the pupils' mother tongue, without prejudice to the other languages.

Languages must be 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. Baruk (1985) reminds us that language, "the subject of no discipline, is in reality, the discipline of all subjects, of all subject matter and of all learning procedures". We should not forget that language is a tool which favours and makes possible the structure of knowledge, and at the same time, it aids in the discovery of another culture, another worldview and other ways of life. But it should also enable us to do things such as teaching how to learn, how to discover, how to be.

The new curricula must take into account the fundamental principle that should apply to the **bringing forward** of foreign language teaching / learning to earlier ages, and that is globalisation and coherence. It is at this time that children construct the basis of their future learning and the variety and wealth of the experiences that the school can offer them will allow them to prepare themselves for integration into the plural society in which we live. The objective of the activities proposed is the development of their motor, emotional, social and intellectual capacities. Pupils will be helped to understand and to express themselves via different means of communication (and we are not referring only to the spoken language), and they will gradually be able to adapt their language to the interlocutor and the context in order to make themselves understood.

Many authors have researched the surprising **precocity of children's hearing**. The number of sounds that a child can differentiate is far higher than those that can be identified by an adult or even an adolescent. Nevertheless, this quality fades quickly. The critical age for a loss that is difficult to recuperate is eleven years, the so-called phonetic threshold (Hagège, 1996). After that age, children have serious difficulty in clearly perceiving unknown sounds in their mother tongue and, logically, in producing them. (Dalgalian, 1980). These premises lead us to opt for early learning of the first foreign language.

The principle of Ronjat (1913), which recommends “**one person – one language**” is still today considered highly beneficial for teaching languages to very young pupils. For these children, it is more normal to hear their form teacher speaking their mother tongue and then change the linguistic code when the specialised language teacher takes over the classroom. This avoids the confusion which, in some European schools without specialised primary school language teachers, is caused when the form teacher has to teach using a toy or a puppet which “speaks” the foreign language.

In children, **learning words** comes before learning sentences. This type of learning in the first stages of the teaching of a foreign language comes from the reproduction of the same model through which they learn their mother tongue (Hagège, 1996). At first, certainly, it is obvious that the capacity to use language depends directly on the number of words known. Later, knowledge of the content of the words will bring greater linguistic fluency. Teaching the most frequent words in the immediate environment and repetition, which is a weapon to be used against difficulty, will, then, be two methodological standards that are very important in the second cycle of Infant Education and the first cycle of Primary Education. The language elements which pupils find easiest to learn are the names of objects in their everyday environment. The growth of vocabulary is closely related to the child’s knowledge of the world.

It has been demonstrated that children quickly become familiar with the **language of formulas or routines**. The expressions used to greet, to begin or end an activity, games or attracting attention are expressions that are learned as a single block, and yet they carry a great cultural and social weight that is specific to that language and which the pupils will later be able to break down and interiorise. It is undeniable that passive knowledge, or comprehension, will come out in the form of expression when the child considers it necessary, using short sentences in the foreign language in a way that is natural, voluntary and gratifying. Hagège (1996) recommends that instead of highlighting the importance of grammar, as is the usual practice, teachers should limit themselves to the essential rules and pay more attention to lexical peculiarities. He argues that a good knowledge of grammar will allow the construction of sentences, but, if the speaker does not have sufficient lexical competence, it is difficult to decide which expression to use.

Still in the first cycle of **Primary Education**, there is no point in systematically teaching grammar. It is of interest, though, to address certain **parts of the syllabus of Environmental Education** in order to continue using language as a tool to help pupils discover the world. Pupils will learn to recognise entire sentences, even though they do not use them, since it is more difficult to produce the sentence than to express oneself, which does not mean that the pupil’s brain is not capable of memorising and, with increasing precision, dealing with entire sentences. The **organisation of activities** should avoid fragmented, disperse treatment of aspects which, in the experience of the children, appear to be united. This is why it is necessary to **coordinate between the form teacher and the specialised foreign language teacher**. The idea is for the pupils to become aware that language can be used in real teaching / learning contexts and related to other subjects in such a way that the structuring of the language is more intense and its interiorisation more appropriate to the child.

During Primary Education, as well as the activities already proposed, coordination between teachers will, on the one hand, allow the creation of small-scale **bilingual projects** that reinforce and enrich the skills acquired in different areas of the curriculum. But it is also useful to introduce **written language** early, as recommended by Jean Duverger (1996). Duverger distinguishes between the different pathways taken by a child to learn the mother tongue and a foreign

language. The learning situations are not the same. The pupils do not have to wait before they start on written language, and it is possible, and indeed beneficial, to start introducing it bit by bit.

But what we do not need to touch upon, for obvious reasons, is the undeniable, unquestionable **development of general language skills**, such as describing, explaining, discovering, arguing, justifying, reasoning, relating, projecting, directing, interacting, etc., which the teaching and learning of a foreign language or culture allows. Pupils' ability to use another language at these ages must be based on talking about the things that make up their world: how they do things at school (drawing, singing, counting, cutting out, playing, building, reading, writing), what the people around them are like, how they live, their stories and their customs. The wealth that we should be propitiating is the opening up of that vision, which will make them plurilingual citizens and will strongly favour European and international communication.

As from the second cycle of **Primary Education**, as well as the generalisation of language classes, the **learning of other subjects** in the foreign language must also be consolidated. As regards language classes, which will be more technical in nature, it is essential that the teachers make the pupils understand that sentences are not isolated, but that they fit in with other subject matter. The pupils must be able to adapt the sentences they have to use to the linguistic context of a real interaction, and to the situation in which the interaction takes place. It is useful, therefore to immerse the child in a situation of **integrated communication**, in a true social relationship expressed through languages. The debate about the teaching of grammar or lexis has been overtaken by the pedagogic efforts that lead to the acquisition of real, wide-ranging communicative skill.

Studying a language in a Bilingual School will mean that the pupils assimilate cultural knowledge and background that will arouse curiosity and interest, at a time when they still do not have any pre-conceived ideas about other societies. This type of teaching will open up the spirit of the pupils to tolerance and will enrich them. The **socio-cultural subject matter** need not be included artificially, but as the cultural and social heritage upon which the everyday life of a real population is based. To do this, documentaries related to the syllabus of Environmental Education, radio programmes, songs, correspondence with pupils in other countries and videoconferencing, etc., could all be used.

In summary, the changes required for Bilingual Education in Primary Education are related to the **procedures** that will have to be applied in the second language, as a **vehicular language**. In the same way, it is necessary to encourage the development of **attitudes** and **transversal issues**, since those which are related to languages can be perfected, but so can those related to other subjects. The change that underlies this Programme is the adaptation of the curriculum in order to produce an **integrated curriculum of all the languages studied in the school and for all of those subjects** which are to be taught partially in a language other than Spanish. To achieve this, it is essential not only for the teachers to be willing to create the materials in order to adapt them to plurilingual education, but they must also take on the task of coordinating with form teachers.

In **Obligatory and Post-Obligatory Secondary Education**, it is, if possible, even more important to have a curriculum that integrates all of the languages taught at Secondary Schools with the subjects directly linked to the Bilingual Schools Programme. They will have to **overcome the demarcation of learning, programmed separately by subject, in order to develop an integrated curriculum**. This programming is defined in the School Curriculum Project which will incorporate the specificity of Bilingual Education and encourage the **opening**

up of the School at an international level, running **extra-curricular activities** related to other cultures and acting as a catalyst to **pupil and teacher exchanges** with neighbouring countries.

This integrated curriculum of language and non-language subjects will include the development of pupils' skills with regard to **reflection about language**, **familiarisation with other cultures**, for which the languages act as vehicles, and the use of **communication** through the mother tongue and foreign languages in the learning of other subjects. Likewise, the document will address the selection of the syllabus of the different subjects and its sequencing, favouring the development of a European dimension in education and comparative work on cultural and scientific phenomena in neighbouring countries. This will contribute to the development of critical awareness, rejection of stereotypes and, consequently, to the creation of democratic European citizenship.

All of the teachers involved in the Bilingual Section will insist on use and reformulation to teach the subjects involved and to **construct language skills**. In effect, teaching subjects in a foreign language is not simply a matter of translating the subject matter. For example, when a subject has been presented in the mother tongue, it is more a question of doing a whole series of exercises, taking notes, making summaries, etc., in the other language. That language, at these stages, must be sufficiently rich to be able to deal with non-language subjects. In the non-language classes, pupils may perceive greater permissiveness with **language errors** and, on many occasions, this dissipates their inhibitions, which is positive, since it will make them more willing to speak. Nevertheless, it is important for the teachers of the Bilingual Section to define the threshold of tolerance of errors and lay down non-coercive correction mechanisms.

Bilingual Education, on the one hand, aspires objectively to perfect linguistic skills, and, on the other, reflects on the **idea of communication**. From the linguistic point of view, the aim is to improve oral communication and to learn the lexis of the non-language subject. From the communicative point of view, it is necessary to become aware that when we change language, we change meaning and this allows the pupils to seek out the other, the different, and to have a distinct, richer worldview. Pupils will have access to new syllabus content and different points of view about it.

To develop the **syllabus content**, it is necessary first to work on meaning in all areas. The evocation, or interior representation which depends on each different person, is the source of subsequent intellectual work. The syllabus content should address a "problem" which has to be solved. The pupils can compare and develop inductive thought. The tasks chosen by the teachers will require their thought processes to be in constant action, moving constantly between different situations and diverse problems, through which they will identify similarities and differences. Systematic work on **comparison** has consequences for the capacity for induction, abstraction and memorisation.

Language teaching, of whatever language, will develop the capacity for communication, including all four skills, reading, writing, listening and speaking. Therefore, pupils must be trained to understand, read and write in a language which is the object of study in the class. But this teaching process also contributes to **the formation of awareness**, to the **enrichment of their culture** by putting them in contact with different social realities and to the **development of their autonomy** and their **conceptual skills**. The practice of language, the raw material of communication, and of thought will have a fundamental role in the formation of awareness.

In the integrated curriculum, **thematic unity** will bring coherence to different learning processes that include juxtaposed, interdisciplinary strategies brought together in different learning activities. The most common form of **interdisciplinarity** is related to the integration of different subjects. Through the use of tasks, interdisciplinary strategies bring together the learning in two different subjects. It is, from this point onwards, the procedures or operations performed by the pupils that serve as the point of connection. This is what we call the **integration of learning**.

Obviously, the teachers of non-language subjects will have to **adapt the level of learning so that it is appropriate to the language being used** at all times during the class, and to the subject matter being taught. Non-verbal material should be used from the very beginning: drawings, diagrams, plans, graphs, statistics, caricatures, etc., at first, then passing on to longer texts at a later stage. The **lexis**, in principle, does not appear too difficult, but we must be aware that it carries with it a different way of seeing the world, depending on the language used. Use of vocabulary must be fine tuned because it contributes to a better understanding of the foreign culture. The use of **documents** is an essential element for this type of teaching. At first, it will be necessary to adapt them to the language skills of the pupils by creating or adapting texts or using an annotated genuine document. Lastly, it is essential to accustom the pupils as early as possible to **reporting techniques**, asking them to draft précis, take notes or write reports, etc.

The benefits that will come with the integrated curriculum of language and non-language subjects is that the link that is established between the different fields of knowledge, as well as bringing methodological coherence to the teaching / learning process, will also **eliminate duplications and repetitions** and allow **the different subjects to reinforce each other**. The coordination meetings between the teachers of the different subjects will ensure that all of the teaching staff in the Bilingual Section know what is to be taught in the other subjects and the skills that the pupils are expected to learn in the process. As a consequence of these comparisons, the creation of pluricultural and multidisciplinary projects will be more viable. The role of language teachers will be modified by the incorporation of the **study of comparative linguistics**, bringing forward the teaching of certain grammatical constructions and the progress in techniques and procedures used by the pupils to work in other subjects.

The teachers of the subjects included in the Bilingual Sections, as well as coming into contact with language teaching techniques, will have to prioritise the most relevant parts of the syllabus so that the pupils can learn pluricultural skills. Since foreign languages are used as vehicles to convey the chosen subject matter, teachers have to be alert to the connotations of the lexis used. **Coordination** with the rest of the teachers will make it possible to structure the pupils' learning so that they are aware of what they have learned and why such structuring prevents the dispersion and fragmentation of knowledge. **Corridors** are constructed **between the different subjects**, the accent is put on **transversal issues** and on the **interdisciplinary use of languages** as tools to access knowledge.

MEASURES RELATED TO THE DEVELOPMENT OF THE PLURILINGUALISM PLAN IN ANDALUSIA	
ACTIONS RELATED TO THE BILINGUAL PROGRAMME SCHOOLS	
Action 14	Recognition of non-classroom teaching hours worked by teachers of non-language subjects in foreign languages.
Action 15	Creation of a specific training plan for teachers in Bilingual Schools which includes periods of Language Immersion.
Action 16	Increase in the number of specialised language teachers.
Action 17	Incorporation of auxiliary conversation teachers in Bilingual Schools.
Action 18	Obligatory first foreign language from the first cycle of Primary Education in Bilingual Schools.
Action 19	Progressive incorporation of the second foreign language from the third cycle of Primary Education in Bilingual Schools.
Action 20	Progressive doubling of groups in foreign language subjects in Secondary Education.
Action 21	Aid for the creation of specific teaching and curricular materials, by awarding prizes for work already done and subsidies for new projects.
Action 22	Provision of technological equipment to digitalise Bilingual Schools (specialised language classrooms, wiring of the school, etc.).
Action 23	Elaboration of an integrated curriculum of language and non-language subjects.
Action 24	Elaboration of a programme to support teachers who work on the integrated curriculum and the corresponding materials.
Action 25	Elaboration of a training plan for parents.
Action 26	Signature of agreements with foreign institutions devoted to cultural and linguistic dissemination.
Action 27	Creation of the post of Coordinator of the Bilingual Section (linguistic project and integrated curriculum).
Action 28	Incorporation of the figure of the native-speaking teaching assistant for language classes in Bilingual Schools.
Action 29	Support for Language Immersion actions in all of the activities of the School Community.
Action 30	Recognition of bilingual schooling through a certification appearing in assessment documents.

Official Language Schools Programme

Definition of the programme

Official Language Schools are schools which offer specialised language courses. The Official Language Schools will 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. The Official Language Schools will have a sufficiently large pool of **teaching staff**, in which the different types of instruction, training courses and special plans will be taken into account.

Their basic **structure** will follow the new Basic, Intermediate and Advanced levels, each one of which will be given over a period of two academic years. To access these courses, an essential **requirement** will be to have completed the first two years of Obligatory Secondary Education or to hold the School Graduation Certificate, the School Certificate or the Primary Education Certificate. Pupils who are not scholarised in these schools can obtain the corresponding certificates by passing the tests that are organised with certain basic requirements.

It will be necessary to **adapt the organisation and running** of the existing Official Language Schools, **and the teaching** they offer, to the new orientations laid down under the Plurilingualism Promotion Plan, fundamentally as regards criteria for the acceptance of pupils. The three levels of teaching will also be regulated in order better to adapt them to the new curricula and language learning as established in European Union countries. Royal Decree 827/2002, of 27 June, which establishes the calendar applicable to the new organisation of the education system, established under Basic Law 10/2002, of 23 December, on the Quality of Education, contemplates the implementation of a first and second year at basic level in the 2005/06 academic year, and its entry into force implies that instruction will no longer be given in the first and second years of the elementary cycle. Consequently, a **new curriculum** at basic level will be developed during the 2004/05 academic year.

Specific objectives

The fundamental objective of the Official Language Schools is, in response to social demand, **to foster the study of languages** in general and, in particular, those of the co-official languages of Spain, the languages of the Member states of the European Union, those of neighbouring countries and the teaching of Spanish as a foreign language.

With this aim in mind, it is planned to **expand the current network**, with the objective of opening schools in all of the provincial capitals and, progressively, to certain geographical areas in which there is significant population growth and strong demand for this type of learning.

Actions

Courses will be run to update knowledge of languages and to **train adults** and teachers. These courses will primarily concentrate on teachers from the Bilingual Schools, both those in Primary Education who teach foreign languages, and Secondary teachers of non-language subjects. These actions will require a specific trainer training programme aimed at the teaching staff of the Official Language Schools themselves.

Distance learning will be strengthened so as to attend to the greatest possible number of people. Given the importance of diversifying all of the different types of learning, distance learning will be integrated into the Official Language Schools, enabling the development of a foreign language distance learning programme, and it will be completed by distance learning with personal tutorials for adults and other lines of language training using the potential offered by information and communications technologies. In this sense, the aim is to incorporate the Official Language Schools providing this type of distance learning into the **digital schools network**.

Research and innovation plans are to be developed with respect to the teaching offered by the Official Language Schools, concentrating on the validation and recognition of these courses in line with the requirements of the *Common European Framework of Reference for Languages*, with the collaboration of the teachers who have been working with these adaptations for several years. The Official Language Schools will also be contributing through experiments and the implementation of the **European Language Portfolio**.

The foreign language curricula of the Official Language Schools, Baccalaureate and Professional Training will be standardised so that the pupils and students in each of these different stages successfully pass the tests planned in the new design of the Official Language Schools. This will have direct consequences in the methodology used by the teachers and in the performance of the tests. For this reason, there will be procedures for specific training for Baccalaureate and Professional Training teachers in the Official Language Schools, so that criteria can be unified.

The **tests** will be **unified**, since the Official Language Schools are to have a certification role.

Duplication will be avoided in these different types of study and the number of languages on offer will be diversified, giving priority in access to the Official Language Schools to persons in Secondary Education and Professional Training who wish to study a language not taught at their schools.

MEASURES RELATED TO THE DEVELOPMENT OF THE PLURILINGUALISM PLAN IN ANDALUSIA	
ACTIONS RELATED TO THE OFFICIAL LANGUAGE SCHOOLS PROGRAMME	
Action 31	Reform of the organisation and running of the Official Language Schools.
Action 32	Reform of the rules governing entry into the Official Language Schools.
Action 33	Development of a new curriculum for these studies.
Action 34	Expansion of the network of Official Language Schools to all provincial capitals.
Action 35	Progressive expansion of the network of Official Language Schools to geographical areas with high population growth and strong demand.
Action 36	Development of language recycling courses for teachers, especially teachers in Bilingual Schools.
Action 37	Training programme for teachers at Official Language Schools on the Common European Framework of Reference for Languages.
Action 38	Development of a specific teacher training programme in foreign languages aimed at teachers of the Official Language Schools.
Action 39	Promotion of distance language learning.
Action 40	Incorporation of Official Language Schools that are authorised to offer distance learning into the digital schools network.
Action 41	Development of research and innovation plans related to teaching in the Official Language Schools.
Action 42	Development of rules to govern access tests, recognition of studies and the unification of certification tests.

3.2.3. Teachers and Plurilingualism Programme

Definition of the 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. This, undoubtedly, can also be said of the actions that are necessary throughout the education system in order to adapt it to new needs and to the evolution of knowledge. 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. Likewise, these objectives have been declared priorities by the politicians responsible for education in the countries of the Union (Eurydice, 2004).

Specific objectives

Since teacher training is one of the basic pillars of any education system and, given the need to adapt this training to the teachers, who must themselves adapt to the diversity of tasks imposed upon them by the new context, the **updating of scientific knowledge** is essential in all fields, and especially so in the field of foreign languages. In order not to lose communicative fluency, both the language teachers and those who are to teach their subjects through the medium of a foreign language must be given sufficient practice in the language. In the same way, this training will be extended to cover those teachers who attend to the immigrant population and those who wish to update their knowledge or learn new languages.

The fundamental objective, therefore, of this programme is to enhance training for language teachers as well as for teachers of non-language subjects, in order to adapt the syllabus to the *Common European Framework of Reference for Languages* and apply the approved European assessment programmes.

Actions

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.

In general, the **Teacher Training Centres** will organise the training activities, which may be classroom-based or distance training, aimed at improving teaching practice in the classroom. In order to implement the Plurilingualism Promotion Plan, it will be essential to run actions which, together with the updating of language skills, promote a new methodological model, a reflection on the assessment criteria contemplated in the Common European Framework of Reference for Languages, the incorporation of the Portfolio at all educational levels, the creation of materials which incorporate the new techniques proposed and the promotion of European

programmes. Likewise, the Teacher Training Centres will encourage the organisation of working and training groups in schools which will drive forward the launch of Bilingual Schools.

The **Teacher Training Centres** will also have to propose improvements in the language skills of teachers in schools which have difficulty in accessing the courses of the Official Language Schools. To do so, they will have the support of language specialists who give classes to the teachers at the Bilingual Schools under similar conditions to the courses in the Official Language Schools.

The **Official Language Schools** will run specific courses for teachers who participate in the Plurilingualism Promotion Plan. In this way, the Official Schools will be able to attend to the teachers who wish to raise their language skills in order to give their classes in a foreign language. In order to diversify the languages taught in the school, the teachers must be offered the opportunity to study different languages. It will be necessary to design courses which give priority to teachers' oral skills, so that they attain fluency and are able to interact with the pupils. These courses may be classroom-based, semi-classroom courses or distance learning, so as to attend to the needs, interests and motivation of the teachers.

With the same objective of improving the knowledge and use of languages for their application in teaching situations, **agreements will be established with Universities and teacher training centres in other European countries.** The participation of teachers from Bilingual Schools in **European programmes** will be encouraged, such as the Grundtvig and Comenius programmes, which involve training visits abroad and the Andalusian education authorities will strengthen measures such as exchanges visits with foreign teachers and "job for job" exchanges, specific licences for language training, etc., among both language teachers and teachers of non-language subjects.

3.2.3.1. Primary Education

In many European countries, even when there is no true speciality in foreign languages at Primary level, semi-specialists are used if the usual teacher does not possess foreign language skills. This is the case in Belgium, Germany, France, Ireland, Italy, the United Kingdom, the Czech Republic, Estonia, Lithuania, Latvia and Slovenia. Spain and Portugal are an exception in that there are specialised language teachers within the primary education teaching workforce.

Foreign language teaching in Primary Education is, then, a general concern in Europe. Andalusia, like other regions and countries which introduced the first foreign language in the 1990's, has teachers working in schools who do not possess all of the required skills to teach the languages that are in demand. These teachers were offered the opportunity to receive *ad hoc* language training so that they could take on these tasks. This initiative was intended to palliate the linguistic insecurity felt by teachers who had not been trained to teach languages. However, it has not been possible in all cases for these teachers to attain sufficient fluency to be able to interact with their pupils in a foreign language.

In order adequately to train the teachers who are to teach foreign languages (Teachers and Plurilingualism Programme) or who also teach non-language subjects in a foreign language (Bilingual Schools Programme), it is necessary to implement an important training plan that covers several modes of teaching. On the one hand, the Official Language Schools will provide **longer-term training** (throughout the entire school year) which will allow the teachers to acquire fluency in the foreign language and obtain the corresponding official certificates. The Teacher Training

Centres will also design training activities to provide teachers with the appropriate teaching methods and techniques in order to teach the language in a way appropriate to the pupils' level (Infant or Primary Education).

The second type of training needed by foreign language teachers is **immersion in the language and in the country where it is spoken**. The design of the courses must also contemplate several aspects. Logically, it is necessary to design a language recycling module which is appropriate to the teachers' starting level. However, there must also be some training devoted to methodological practice, knowledge of the culture and civilisation of the country, the creation of teaching materials, the use of information and communications technologies and the observation of classes given by native teachers.

Likewise, there will also be training activities for teachers who do not teach through the medium of a foreign language but who need the language in order to communicate with some of their pupils or who wish to widen their training by learning a new language or those who simply want to refresh their knowledge of languages.

With these purposes in mind, the Regional Ministry of Education will establish agreements and collaboration accords with **Universities, Centres and Teacher Training organisations in different European countries**. From the initial teacher training to the ongoing training given to teaching professionals, study visits abroad will be a necessary experience in their career.

3.2.3.2. Secondary Education

Among secondary school teachers we must distinguish between specialist language teachers and teachers of other language subjects, and also between initial and ongoing training.

Language teachers

It is a fact that, in Spain, since the 1990's, language teaching has come to be considered more important both because of the school year in which it begins (many Autonomous Communities have brought language teaching forward to the Infant Education stage), and because of the number of class hours that it takes up out of the pupils' total timetable. We have referred to the specialisation of teachers in Spain, something which is uncommon in the rest of the European Union in the case of Primary Education. It should therefore be asked why the academic results achieved by the pupils on completing their obligatory education are so poor. Although specialist language teachers at primary level undergo more training in methodological techniques than Secondary teachers, the Secondary teachers have acquired a good level of fluency through their studies, but the lack of initial pedagogical training has had to be remedied through strenuous subsequent efforts.

With regard to the specialisation of the teachers, it is obvious that the education authorities intend to put the emphasis on the changes that are being seen in society. And so, it is necessary to provide future teachers with **firm scientific foundations in their discipline**, with their corresponding **didactic dimension**, as well as **academic qualifications** and **professionalism**. But it is also necessary to underline that, due to the complexity of 21st-century education systems and the growing heterogeneity of the classrooms, a new teaching workforce is required with new disciplinary and didactic training. For language teachers, it is also important to stress the need to know **communicative theories** in depth, an aspect which in the past has possibly been the cause of ineffective foreign language teaching.

In Spain, since the General Law on Education and Funding of the Educational Reform (1970), great importance has been attached to the need to develop the pupils' oral skills. The Basic Law on the General Organisation of the Education System (1990) explicitly states that the achievement of communication is more important than the formal result. From this, it can be deduced that the study of grammar, pronunciation and vocabulary have been made subordinate to communicative objectives. As a consequence of communication theory, it is essential for pupils to be exposed for as long as possible to the foreign language.

The academic knowledge of language teachers has been valued very highly, but their training needs to be complemented with teaching methodology so that they can teach secondary school pupils who are progressing slowly, who are not necessarily motivated by the subject and who are in overcrowded classrooms which make it more difficult to develop the speaking and listening skills. To face up to this reality, it is essential to have solid **didactic training** which provides teachers with **methodological strategies** that lead to the practical use of language and which relegates to second place the recurrent use of morpho-syntactic elements with little specific weight in normal communicative interactions. This training should be carried out both in the initial training stage, in the learning stage, as well as in the permanent stage, through training actions organised in the Teacher Training Centres.

The gathering of small groups of pupils for oral language practice is an important resource, and it is essential for schools to be staffed with the teachers necessary to **attend to the pupils' listening and speaking skills** in optimum conditions and with adequate technical resources.

Other points worth mentioning in this section are the **heterogeneity of the pupils** and the **development of their autonomy in the learning process**, which are two matters that have to be analysed by secondary school teachers. It is also necessary to look more deeply at the use of **information and communications technologies**, and the **development of and balance between the four macro skills** (speaking, listening, reading and writing), and the strengthening of the use of **languages as a means of opening up to the outside world**. It is only if teachers have adequate tools at their disposal, which must be provided through training at the Teacher Training Centres, that it will be possible to improve pupils' knowledge of foreign languages.

With respect to the Bilingual Schools Programme, it is necessary to offer all teachers incentives to perform their work in coordination with the rest of the educational team. In order to achieve adequate levels of bilingualism among the pupils, the Programme must be accepted and taken on board in the School Project and it must be promoted by the Teachers' meetings and the School Council. Watertight departmentalisation can be of no benefit to this type of teaching and the culture of **teamwork** can be encouraged through **in-school training**, organised through the Teacher Training Centres, which will give rise to a catalogue of good teaching practices.

Lastly, foreign language teachers in schools offering distance learning will have access to the appropriate training in order to run a virtual tutorial.

Teachers of non-language subjects

The training of these teachers must run in parallel to Primary Education training. Teachers who are already working should be offered **language learning or recycling** activities by means of **classroom-based, semi-classroom or distance learning courses** run by the Official Language Schools. Even so, and bearing in

mind the eventual scope of the Plurilingualism Plan, all of the institutions capable of organising activities will be needed. The Official Language Schools and the Teacher Training Centres can cater jointly for Infant and Primary Education teachers and for teachers of non-language subjects in Secondary Education.

Likewise, **training visits abroad** are necessary for these teachers. An experience is being run with teachers in the existing Bilingual Sections, highly appreciated by the teachers, involving **observation classes in a foreign country** with teachers of the same subject. The idea is for the teacher to be immersed in the culture of the country whose language he or she teaches and, at the same time, share teaching practices, programmes and curricular material with the foreign colleague, thereby enriching the experience of both.

The **initial training of teachers of non-language subjects** deserves special mention. In this training, it is important to take into account the new profile of the teachers who will be needed. In this sense, it is necessary to include **foreign language practice** in the study plan, since this is considered an important complement to the training of teachers who wish to teach in Bilingual Schools. If, furthermore, they are allowed to do **teaching practice abroad** (as they do in Germany and France), we will have managed to provide initial training which is totally in line with the Plurilingualism Promotion Plan.

Lastly, (and although this depends on national legislation, since none of the following issues are the competence of the Autonomous Community), it is important to highlight the lack of flexibility in the process of transferring workers between posts. This makes it more difficult to place teachers in the most appropriate post. Countries such as Germany and France have restricted transfer processes for this new profile of teacher. In the Bilingual Schools, formulae must be found to fill specific teaching posts in non-language subjects with teachers who speak a foreign language, since these posts can only be filled by certain teachers with the appropriate language training. Likewise, it is also necessary to have mechanisms so that a teacher with two university degrees, but who has been employed on the strength of only one of them, can hold posts at the School which require either of the two specialities if the Bilingual School should require it. In the face of the growing social demand for quality language teaching, and provided that the mechanism for renewing staff is transparent and objective, the Regional Ministry of Education will propose the flexibilisation of the appointments procedure for teaching posts.

MEASURES RELATED TO THE DEVELOPMENT OF THE PLURILINGUALISM PLAN IN ANDALUSIA	
ACTIONS RELATED TO THE TEACHERS AND PLURILINGUALISM PROGRAMME	
Action 43	Development of teacher training courses for early language learning, at the Teacher Training Centres.
Action 44	Development of teacher training courses to improve teaching practice with regard to communicative theories, at the Teacher Training Centres.
Action 45	Training programme for language teachers and teachers of non-language subjects on methodology, based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment and the European Language Portfolio, at the Teacher Training Centres.
Action 46	Development of in-school training and the creation of working groups promoted by the Teacher Training Centres in Bilingual Schools.
Action 47	Development of intensive foreign language training courses for all teachers, especially those in Bilingual Schools, at the Official Language Schools.
Action 48	Free courses for teachers involved in the Plurilingualism Promotion Plan in Official Language Schools and other collaborating organisations.
Action 49	Development of training activities related to Distance Learning.
Action 50	Award of licences for specific studies (language courses abroad, job-for-job exchanges, visits to schools abroad, etc.) for language training in foreign countries.
Action 51	Establishment of a catalogue of good practices for language teaching within the framework of a general protocol of good teaching practices.
Action 52	Proposal to reform the process of the recruitment of teachers with the incorporation of language skills for teachers.
Action 53	Proposal to review employment practice with the creation of a profile for teachers of non-language subjects with language skills.

3.2.4. Plurilingualism and Society Programme

Definition

The training of pupils and, especially, training in one or more foreign languages, is more effective in an environment involving as many as possible of the agents in the learning process.

In this sense, and starting with the family environment, since it is the first area where educational interaction takes place, the determining role of the cultural capital of the family in achieving good academic results at school should be remembered. This cultural baggage can be so important that it very often gives some pupils an advantage over others from the very beginning, which is then translated into unfair determinism.

Aware of this situation, and with the intention of correcting it, the Andalusian Regional Government has launched plans, within the framework of its education policy, to support Andalusian families. These plans involve a wide range of measures aimed at meeting the needs of the families with respect to education, from a global perspective. And this global action is joined by other specific measures such as the Open School Plan; the creation of "T.I.C. & DIG" centres (information and communications technology & digital centres) which have great potential for the improvement of the language teaching / learning process; the Andalusian Migrant Education Plan, aimed at compensating the inequalities suffered by immigrant children and facilitating their scholarisation, offering support in learning Spanish and their mother tongue, etc.

The complexity of contemporary societies and the interconnections between them have led to the coining of the expression "global village", and the conclusion is that knowledge of more than one language is, in our society, a matter for urgent, unavoidable attention. And the fact is that in a world in which economic, demographic and social interchange has become the norm, knowledge of languages becomes essential, not just as the motor of the economic and social progress of a country, but for the very survival of the individual.

It is a demonstrated fact that the benefits of learning languages do not only improve the communicative skills of the individual, but also represent the optimisation of cognitive processes, and contact with other cultures leads to attitudes of comprehension and tolerance towards other ways of life and, therefore, it is important to work in both these directions if we want to lay solid foundations for the Andalusian society of tomorrow.

The Andalusian Regional Government, aware of the capacity for social and economic transformation that comes with language learning, has declared the need to put it into practice in a document which brings together the Strategies and Proposals for the Second Modernisation of Andalusia: language learning should not be restricted to the classroom and, consequently, it proposes a much wider horizon of social action that will allow the language skills of Andalusian society as a whole to be updated and improved, in tune with historical and social evolution.

Specific objectives

With respect to Andalusian society as a whole, and, in particular, as regards the parents of pupils, the objective is to stimulate the participation of these social

sectors in language learning activities launched specially for this purpose. In this sense, as well as specific courses, the media, and especially, the Andalusian public radio and television broadcaster, R.T.V.A., will be effective instruments capable of involving the population in a language learning process.

Actions

In order to materialise the actions proposed in the Plurilingualism and Society Programme, the following initiatives are to be carried out:

Within the framework of the Family Support Plan, teachers in state schools will be encouraged to give priority to offering extra-curricular and complementary activities related to language learning and practice.

Taking the experienced gained in the Bilingual Sections in Andalusia as a starting point, schools for parents are to be 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.

As regards language training for adults and professionals, the programming and organisation of specific courses at Official Language Schools will be encouraged.

Lastly, in relation to the media, and especially R.T.V.A., 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. The media will also have an important role in language learning by the adult population in general, as well as parents and, in particular, professionals with greater difficulties in accessing formal education, such as workers in the hotel and catering trade, transport, commerce, police, etc., by means of specific programming, which could be backed up by classroom teaching at different schools in the public education network.

MEASURES RELATED TO THE DEVELOPMENT OF THE PLURILINGUALISM PLAN IN ANDALUSIA	
ACTIONS RELATED TO THE PLURILINGUALISM AND SOCIETY PROGRAMME	
Action 54	Development of measures to facilitate foreign language learning by adults.
Action 55	Development of specific language courses for the parents of pupils in Bilingual Schools through the launch of parents' schools.
Action 56	Collaboration agreements with the Andalusian public radio and television broadcaster, and other public and private media.
Action 57	Encouragement of extra-curricular and complementary language learning and practice activities in public schools.

3.2.5. Plurilingualism and Cross-Culturalism Programme

Definition of the programme

In today's panorama of globalisation, western democratic societies have for some years been the scenario of increasingly intense contact between cultures and peoples, giving rise to the phenomenon of **multiculturalism**. This multiculturalism or, more accurately, **cross-culturalism**, should not be understood simply as the sum of different worldviews, but as a true inter-relationship between cultural elements of diverse origins which permeate the different social groups and individuals.

Spanish society in general, and Andalusian society in particular, are fully immersed in this phenomenon and, like other societies undergoing a similar process, have been impelled to create a democratic project for cross-culturalism which provides a response to the challenges which arise day by day in this new social scenario.

This project is based on constitutional and democratic principles and its starting point is the universal principle that all citizens should share the common values of democracy as a formula to achieve the necessary harmony between **cultural identity and diversity**. Consequently, from this point of view, each and every one of the individual cultural identities which coexist in society must be defended but, at the same time, it is essential that all of the members are required to tolerate and recognise all of the other cultural options, no matter how small a minority they may be.

To achieve this, against the arguments which justify discriminatory measures of different kinds, the great majority of European countries accept the need both to promote the mechanisms that guarantee **equal educational opportunities for the population**, and also to **widen cross-cultural education to all students** as an efficient way of inculcating in the population respect towards people from different cultures. In this way, without prejudicing the awareness of cultural belonging, the classroom is becoming a space and a workshop for cultural coexistence on equal terms, where different cultural groups consolidate their identity, recognise the identity of others and prepare themselves to participate in the construction of the new identities that will arise from that plurality.

The final objective, then, is to make democracy serve, as has been said, as a "non-violent unity of diversity". To do so, the fundamental tool must be education and, especially, **language education**, which smoothes out cultural gaps and, together with other actions, fosters **recognition, tolerance and democratic pluralism**. With this aim, the Plurilingualism and Cross-Culturalism Programme, which involves an enormous amount of coordination, will be launched with three main lines of action.

Specific objectives

The fundamental objective proposed is to provide **immigrant pupils**, or pupils from colonies of non-Spanish-speaking foreign residents, with schooling that facilitates their integration, which includes Spanish lessons and promotes teaching in their mother tongue. This will be 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** will be strengthened in order to increase cross-cultural awareness, promote tolerance and inculcate mutual respect between pupils of differing linguistic and cultural origins. In this sense, a proposal will be made to the central government to incorporate new languages as the first foreign language, especially those most widely spoken by our immigrant pupil population.

As regards the **teachers** who work with immigrant pupils, the intention is to run specific training courses in foreign languages in order to improve communication with these pupils.

Actions

3.2.5.1. Linguistic Adaptation Programme

The fact that many immigrants, once they have achieved a stable labour situation, regroup their families has meant that the children of immigrants have arrived in our schools in large numbers at practically all times of the year. These children need to integrate into Andalusian schools, into our education system, which promotes **Cross-Cultural Education**.

However, the schools must respond adequately to the new needs that arise and, in this sense, they must adapt their School Project in order to find a balance between the needs and the response, bearing in mind that **cross-culturalism** requires deep reflection and implies commitment to solidarity, coexistence and equal rights and duties, as well as respect for the personal and cultural identity of others.

The objective pursued, then, is the **educational normalisation of immigrant pupils** and, therefore, all levels of the educational community will inevitably be affected when the necessary modifications to the running of the school are implemented. On the basis of a study of how and where a school is affected by a multicultural situation, the required modifications and/or additions are implemented in order to achieve the proposed objectives, and from that point onwards, the necessary steps must be taken to make them a reality. To do this, it is first necessary to review the three fundamental pillars of all schools, which are also the reference points of all school activity, in order to adjust them to that objective: the **Educational Objectives, the School Project and the Curriculum**.

The document of **Educational Objectives** must take into account the fact that the school is **multicultural**, and incorporate objectives such as respect for minorities, the recognition and acceptance of different cultures with values of their own, knowledge of what separates us and the search for all that unites us, solidarity, tolerance, and commitment to the fight for equality based in the inalienable rights of the human being, etc.

The School Project must be modified in order to contribute to the educational normalisation of immigrant pupils, improving it in all those aspects where it is deficient. Likewise, the **Curriculum** should be modified, adjusting it to specific needs, such as improvement in a specific subject, special attention to the development of a given aspect of the curriculum and the necessary adaptations of the curriculum to immigrant pupils, once their level of skills has been determined, in order to address possible deficits they suffer due to particular circumstances such as lack of or insufficient scholarisation, etc.

The **Annual School Plan** draws together the modified teaching aims and Curriculum, and will, consequently, define the activities that will achieve the objectives laid down.

The **general activities of the School** will be prepared from a **multicultural perspective**. There will therefore be annual celebrations on significant dates (Constitution Day, Andalusia Day, Day of the Book), traditional festivities (Carnival, Autumn Festival) sporting and cultural events, etc., with a marked educational intention in this direction.

Activities will also be promoted which are specifically aimed at immigrant pupils, such as the Temporary Language Adaptation Class, which has been run in the province of Almeria since 1998 and which is responsible for the initial adaptation to the Spanish language of immigrant children who enter school with no knowledge of the language, helping them to overcome the shock for an immigrant child of entering a classroom without knowing either the language or the customs. Also included here are the **Specific Supports** which are offered in line with an annual plan which guarantees that all pupils, whether immigrants or not, who suffer any kind of disadvantage in a specific area related to schooling, are given the support they need to overcome that disadvantage. **Specific Cross-Cultural Activities** focus both on the conservation of the pupils' own culture as well as knowledge of that culture among all the other pupils, in a productive exchange which creates mutual enrichment. There will be **Further Training for Teachers**, such as the Working Groups which seek to achieve improvement within the schools where the teachers work, and the Teacher Training Centre courses whose objective is to offer training in more global aspects of the effect of immigration on schools and how to organise it, and all of the different aspects of running the school so that nothing has to be improvised, and above all, so that there is a rapid response to any problems which might create a serious obstacle to the daily life of the school.

3.2.5.2. Joint Education Programme between Andalusia and the countries of origin of the immigrants

This newly-created programme has the aim of promoting **cross-culturalism between Andalusia and other peoples** who come into contact as a result of today's socio-cultural situation, encouraging the learning of the Spanish language and culture in the countries of origin of the immigrants and the language and culture of those countries in Andalusia. With this aim in mind, there will be **agreements with those countries**, Morocco being a priority, which will contemplate, on the one hand, material support for their schools, paying special attention to the use of information and communications technology in schools and, on the other hand, different actions to promote cross-culturalism, mainly exchanges of teachers and pupils.

As a conclusion, we could add that integration strategies in obligatory education for pupils whose mother tongue is not that of the host country are being widely studied in the European Union, especially in relation to the application of the **free movement of persons** in Member states and the **growing presence of citizens from other countries**. Previously, the measures adopted were aimed only at integrating immigrant pupils into the education systems of the host countries. It is a relatively recent development for these countries to focus on the development of a teaching model based on mutual respect, the promotion of other cultures and other trans-cultural skills. This model aims to integrate the educational experience of all pupils, whatever their cultural and linguistic origin.

Interest in **preserving and consolidating the mother tongue and the culture of origin of these pupils** is also a determining factor in the launch of education policies. The desire to facilitate the future return of immigrants to their country of origin was, in the past, the main reason for maintaining the mother tongue of these pupils. Today, this measure comes from the conviction that the scholarisation of

the children is facilitated if they are able fully to enjoy their ethnic and cultural identity and, hence, their mother tongue.

3.2.5.3. Mixed Scholarisation Programme

The Mixed Scholarisation Programme was created with the objective of integrating the language and culture of our immigrant pupils or the children of colonies of non-Spanish-speaking foreign residents. The Greek Cypriot schools and the European state school of Berlin (see Annexe: Schools with mixed scholarisation) were taken as a model. This Programme is being run as a pilot experience in certain schools, in which a single group of pupils is made up of half the children from one language group with the other half being Spanish speakers. In this way, the aim is for both Spanish and the foreign language function as vehicles for learning in non-language subjects. Each language group receives separate training in their mother tongue and study the other as their second language. Some non-language subjects are taught in one language or the other so that all of the pupils have effective practice in the language of the other group.

The result of this Programme is the creation of schools for cross-cultural encounter in which all of the languages and cultures are equally valued and respect for other cultural identities is inculcated among the pupils. It is intended to assess the possible needs that may derive from the launch of such an innovative programme before it is extended to all of the other Andalusian schools with a high immigrant population.

MEASURES RELATED TO THE DEVELOPMENT OF THE PLURILINGUALISM PLAN IN ANDALUSIA	
ACTIONS RELATED TO THE PLURILINGUALISM AND CROSS-CULTURALISM PROGRAMME	
Action 58	Development of training actions related to foreign language teaching and attention to cross-cultural diversity.
Action 59	Launch of specific foreign language training courses for teachers working with immigrant pupils.
Action 60	Proposal to the Central Government to incorporate new languages as the first foreign language, especially those most widely spoken by our immigrant pupils.
Action 61	Launch of a Linguistic Adaptation Programme in Schools where it is needed.
Action 62	Launch of Joint Education programmes between Andalusia and the countries of origin of the immigrants.
Action 63	Launch of a pilot programme for mixed scholarisation aimed at immigrant pupils or the children of non-Spanish-speaking foreign residents.

Schools with mixed scholarisation

A pilot project has been run in Greek-Cypriot schools since the 2000/2001 academic year. The programme focuses on the immigrant pupils from the ex-Soviet Union, whose official language was Russian. In an effort to promote mutual understanding, the whole class was taught the main aspects of their culture. In this way, the aim was to reinforce the confidence of the immigrant pupils, and at the same time, offer the Cypriot pupils elements of the culture of their classmates.

In Germany, the support measures for learning the language of immigrant pupils varied from one *Länder* to another: preparatory German classes, intensive or complementary classes or bilingual classes. The latter were only for pupils with the same mother tongue, so that it could be used together with German, as the medium of instruction in other subjects. The language of the country of origin was only assessed in the normal curriculum if it was one of the foreign languages normally taught at that school.

The promotion of cross-cultural education is very important in the International Schools in Berlin. In 1996, the conference of the Ministers of Education and Culture published a Recommendation to encourage German speakers to take classes in the mother tongue of their classmates. This Recommendation led to the creation of the European State Schools of Berlin (ESSB), schools for cross-cultural encounter.

The ESSB begin at pre-school level, at five years of age. The bilingual education may continue until reaching any of the school-leaving points approved by the Commission of the Ministries of Culture and Education (after the 10th year), and may qualify for access to university (after the 13th year). Most of the ESSB form part of other ordinary schools in Berlin. The European schools teach in nine language combinations: German and another language (the accompanying language), which can be English, French, Russian, Spanish, Italian, Greek, Turkish, Portuguese or Polish. It is a pilot scheme which is becoming consolidated as each school year terminates.

The classes are made up of two groups which should be of equal size. One group are native German speakers, while the other group are speakers of the accompanying language. The accompanying language is considered a normal subject taught at the ESSB, but it is also used as a language of mediation and instruction in 50% of the subjects.

In the ESSB, the teachers give their classes in their own mother tongue (except in the case of foreign language classes). The mother tongue and accompanying language classes are given in separate groups, in parallel, up to and including the 8th year. The reading/writing process is taught to each group on the basis of their mother tongue. That is, one group begins literacy in German and the other in the accompanying language. Writing in the accompanying language begins for both groups in the 2nd year.

3.3. Towards a new methodological model

The **language policy** now being launched by the Andalusian Regional Government will break away from the traditional separation between the teaching and learning of languages and will propose an **integrated curriculum of all languages, both the mother tongue and foreign languages** (a horizontal change) to be applied **to all stages and types of education** (a vertical change). With the integrated language curriculum, it will be possible to train people who can understand, speak, read and write, with differing levels of competence, a certain number of languages, and who can enrich their language skills over a whole lifetime.

The methodological model to be adopted will be based on the **development of plurilingual and pluricultural competence by Andalusians** in order to allow them to solve the communication problems they will face in a multilingual, multicultural Europe. The main objective is to provide Andalusian citizens with the knowledge, procedures and attitudes they need to **achieve independence in terms of reflection and action in the field of language**, allowing them to be more responsible and cooperative in their relationships with others. The objectives must be defined on the basis of the purposes of language learning (including the mother tongue): the learner should eventually become a competent, practical user of languages.

The reason for the political decision was backed up by the fact that learning a new language is based on the language(s) already learned, that **the concepts and procedures of language learning can be transferred from one language to another** and that this transfer must be exploited educationally in an integrated curriculum. The objective pursued by this curriculum is the recognition and valorisation of plurilingual and pluricultural diversity. It is obvious that we are starting out from a situation in which the population of our Autonomous Community consider their way of speaking to be an essential part of that diversity, valuing their linguistic habits and identity, in order then to reach out to embrace an enriching knowledge of other languages and cultures.

The elaboration of an integrated language curriculum will expand the **general communicative skill of the pupils** with the incorporation of other language codes and the acquisition of new concepts, strategies, skills and attitudes. This methodology will go deeper into the comprehension of the connotative and representative value of language, seeing how **different linguistic codes imply different ways of structuring a single reality**. In this way, the process of the acquisition of a second language becomes more reflexive and contributes to consolidating knowledge of the mother tongue. In the act of communication, learned language strategies are updated and help to accelerate the acquisition of other languages. Pupils will exploit strategies and procedures used while practicing their mother tongue and will be using known procedures.

Firstly, the integrated curriculum will take into account the **rich, varied panorama of languages spoken in Spain** as well as **foreign languages**, with the aim that the pupils in our Autonomous Community can identify their own language and their own way of speaking within the plurilingual Spanish mosaic, and that they respect and value other languages.

In this way, pupils will develop full communicational competence on the basis of their knowledge and appreciation of their own Andalusian way of speaking and they will use it appropriately as a form of expression and communication. They will discover its physiognomy, which is different from other varieties of the Spanish language and is based on phonetic, phonological, morpho-syntactical and lexico-

semantic characteristics which, although they are not homogenous throughout Andalusia, together define a way of speaking.

Equally, the study of classical languages has an important role as a linguistic support for most of the languages spoken today and, therefore, can be brought into the integrated language curriculum in order to reinforce pupils' reflection on language and contribute to their cultural enrichment.

Taking as a starting point the contextualised usage of language by Andalusian pupils, specific, systematic teaching of the oral and written language will be organised, since written language is learned on the basis of the oral language that has already been acquired and which has a clearly functional, communicative purpose. Due to the importance of the **oral register** in the teaching of the mother tongue, this is what must be taken as the **starting point** and as a constant reference in the syllabus content that will be used to stimulate in the learner reflexive knowledge of foreign languages, vocabulary learning and a progressively creative use of foreign languages. Prior learning experiences in the mother tongue and in other foreign languages will widen the pupils' field of observation and reflection on linguistic, cognitive and meta-cognitive aspects, learning to learn and achieving autonomy in that learning process.

This way of organising language learning, working on self-learning and the autonomy of the learner, fosters the **integrated communicative competence of the individual** and increases awareness of the fact that people are enriched by languages and can expand their knowledge of other language registers depending on their needs and circumstances. To facilitate this process, **corridors between different types of educational modes** are established and there will be different types of teaching. The European Commission, as mentioned previously, has noted the need to adapt language curricula to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. This adaptation could suppose big changes in the task of teachers. In effect, if the objectives and skills to be developed in the classroom are taken on board in all their detail, the tasks of the teachers will be very highly specified and the assessment criteria perfectly defined. But, furthermore, the Framework is very explicit about the **cross-cultural and linguistic skills** that the pupils must master.

The document also has flexibility in its favour, and the possibility of adapting it to different contexts. It covers **life-long language learning** and all of the languages taught in schools or in any other social context. The necessary adaptation of the programmes of Infant and Primary Education, Secondary Education, including Professional Training and the Official Language Schools represent an excellent opportunity to incorporate the expectations expressed in this Plurilingualism Promotion Plan into Andalusian schools.

3.3.1. Obligatory and post-obligatory education

For the reason mentioned previously, the new curricular model must be based on an analysis of the strategies that pupils must acquire in order to mobilise their communicative skills and **undertake activities and operations which require the production and reception of oral or written communications**. This model must include the common reference levels described in the Framework, and consequently, allow corridors between the different educational institutions of the education system. It is understood that, on the one hand, there must be a **gradual transition** between the methodological systems used in the first stages (second cycle of Infant Education and first cycle of Primary Education) and the transfer to a stage of consolidation of the reading and writing skills. Furthermore, if the pupils

join a **Bilingual School**, the instrumental nature of the language must be taken into account when setting out the learning objectives. Continuation into Obligatory Secondary Education, whether or not the pupil has had a bilingual education, will also be more accessible if the levels have been clearly defined. The teachers, by means of the categories described for language use and practice by primary teachers, will be provided with the parameters necessary to adjust their own learning objectives.

But if we take into account the fact that the Plurilingualism Promotion Plan aims to train citizens to be, at least, bilingual, the methodological standards must be shared by the **teachers of the mother tongue and of the different languages spoken and/or taught at the school**. Without this work in common, this Plan cannot produce the expected benefits. The premise is that language is an instrument in the service of communication and that all of the subjects taught at school use this tool, whatever the language used as the medium of instruction, since in Bilingual Schools (Programme 1) and schools adopting the Mixed Scholarisation Programme (Programme 5: Plurilingualism and Cross-Culturalism) the language of teaching and learning will not necessarily be Spanish.

For the Baccalaureate, languages, even when they still retain the instrumental character mentioned above, must focus more on the different **aesthetic, technical and scientific uses** of the language and be based on **the needs and motivation of the pupils** studying at this level. Furthermore, it is essential the language teacher encourages learning that leads the pupil to develop a metalinguistic awareness, to analyse his or her knowledge and the procedures which have led him or her to acquire that knowledge, that allows him or her to extrapolate those procedures in order to learn other languages and cultures, and that allows the pupil to select the appropriate material and be capable of self-assessment.

3.3.2. Specific Professional Training

Specific Professional Training, both at Medium and Higher Grade, do not have units related to language skill. In view of the profound changes taking place in our society, it is becoming necessary to redesign the approach in the light of the new demands being made on Professional Training.

The incorporation of these students into a world of work where there is greater mobility will make this necessary. Likewise, **language skills are necessary because of the incorporation of information and communications technologies into all professional and economic sectors**. Knowing foreign languages has become a need, but, undoubtedly, it will in the near future become a requirement for entry into the labour market. For these reasons, it is necessary to create a complementary distance learning unit, whose content will be adapted to the specific needs of each cycle.

3.3.3. Official Language Schools

The Official Language Schools, in turn, must adopt a model of curriculum which fulfils European guidelines and the new functions attributed to them under the new legislation, on the one hand, and through the Plurilingualism Promotion Plan, on the other. The **programmes** to be run by these Schools are of **different types**. They will be **global programmes** at basic, intermediate or advanced level that cover the general communicative skills that students must achieve. However, there will also be **modular programmes** in which certain skills are prioritised in line with a more

specific object, such as teaching adult pupils or updating courses for language teachers.

Official Language Schools will have a relevant role to play in the Plurilingualism Promotion Plan since, as well as validating the knowledge acquired by Secondary and Professional Training pupils, they will form an important pillar of **teacher training**. They will take responsibility for recycling and training courses for teachers in the Bilingual Schools Programme, the Teachers and Plurilingualism Programme and the Plurilingualism and Cross-Culturalism Programme. Likewise, the necessary **diversification of knowledge of languages** which fosters plurilingualism can be generated through those Official Language Schools that offer less common languages. In parallel, the Plurilingualism and Society Programme will benefit from the **distance language learning** that the Schools can offer.

Equally, the Official Language Schools, as stipulated in Article 51 of Basic Law 10/2000, of 23 December, on the Quality of Education, will offer **examinations** leading to the award of an official certification of the knowledge of foreign languages of **Secondary Education and Professional Training pupils**. This is another corridor between different educational institutions.

3.3.4. 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.

If we anticipate that, through language teaching and learning, pupils will **develop their personality and their capacity to learn**, it will be necessary to draw up a programme in which knowledge, skills and attitudes are central. Logically, this methodological model, together with others, will stretch from Infant Education to Post-Obligatory Secondary Education. Another methodological model will establish a programme which will put the emphasis on the linguistic, pragmatic or socio-linguistic components, where what is being addressed is the **intensification of communicative skills**. In this case, obviously, the learner will be a teacher of the different Programmes included in the Plurilingualism Promotion Plan, interested in researching the deeper structure of language.

If the objectives we wish to highlight are those related to **comprehension, expression, interaction or mediation**, the methodological model will be structured around communicative language activities and strategies. This methodological model can be adopted, to a greater or lesser degree, by all language learners.

Sometimes, the most important thing is a methodological model determined by the **areas of interest of the target group** of the educational action. The Framework proposes the following classification:

- The **personal area**: here, we can include pupils in Primary and Secondary Education, numerous teachers, as well as parents who wish to study languages.
- The **public area**, in which the person acts as a member of society or of an organisation, and performs transactions of different types for a variety of purposes. If the Plurilingualism Promotion Plan is to be successful in reaching a large part of Andalusian society, it will have to consider the creation of classroom-based specialisation courses, and distance learning

aimed at groups who need to use languages to interact with persons of other cultures and languages who visit our Autonomous Community (traders, police officers, taxi drivers, etc.)

- The **professional area**: which should determine the model of curriculum for the activities designed by the Teacher Training Centres and for the specialised courses of the Official Language Schools when the training is aimed at teachers in the different Programmes that make up the Plan.
- The **educational area**: which, logically, will be different for the different stages, but also in the different Programmes (Bilingual Schools Programme or the Plurilingualism and Cross-Culturalism Programme) which the pupils are studying. The Framework includes bilingual education in this section and it will be necessary to look more deeply at the methodological direction to be taken in the model of Bilingual School that we are aiming for.

When the tasks and strategies condition the methodological model, the aim is to undertake actions related to the **learning and practice of one or more languages and to the discovery or experience of other cultures**. The Plurilingualism Promotion Plan must take this objective as its transversal axis, whatever the Programme involved. The learner is expected to act as a speaker, an author, a listener and a reader, and to achieve this it is necessary to carry out certain sequences of actions skilfully. The tasks set by the teachers must make the pupils activate specific strategic skills in order to carry out a series of intentional actions in a specific sphere with a clearly defined objective and a specific result.

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, we recommend the following:

- **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.
- **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.
- **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.
- Direct participation in the **tasks** designed for the students.
- **Self-study or directed study** using distance learning materials.
- **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.

The integrated language curriculum must also incorporate criteria which provide an educational response to the **diversity of the student body**. This response to diversity must involve the structuring of teaching and learning situations which are sufficiently varied and flexible to allow the maximum number of pupils to enjoy the greatest possible access to the set of skills which make up the basic objectives (See Annexe: A model of curricular adaptation).

The Andalusian Regional Government, then, will create the most favourable, diverse conditions required for language learning, **from a social point of view**, to attend to the evolution of multilingual societies; **from an economic point of view**, so as to have the required human capital with plurilingual skills and which can adapt to the demands of the labour market and improve the quality of life; and lastly, **from a political point of view**, in order to train Andalusians to understand and respect other languages and cultures and to participate in the social and democratic procedures sustained by plurilingual, pluricultural skills.

MEASURES RELATED TO THE DEVELOPMENT OF THE PLURILINGUALISM PLAN IN ANDALUSIA	
ACTIONS RELATED TO THE NEW METHODOLOGICAL MODEL	
Action 64	Elaboration of the integrated curriculum for all languages, the mother tongue and foreign languages.
Action 65	Adaptation of levels between different types of education (Secondary Education and Official Language Schools).
Action 66	Training for teachers in the different types of education with respect to the new methodological model.

A model of curricular adaptation

While remaining aware that other spheres must also be attended to, from a methodological point of view, we are focussing on the proposal of Onrubia (and others, Sept. 2004): "In this context, we now present these criteria for the adaptation of the curriculum in order to respond to the diversity of pupils through the way we teach.

- With respect to the **selection and design of activities and tasks:**
 - o Diversify the types of teaching and learning activities normally used in the classroom.
 - o Set tasks that can be completed at different levels.
 - o Include in the regular teaching programme activities to reinforce and expand which can be used at different times and in different contexts.
 - o Programme sequences of activities that suppose progressive modifications, gradually decreasing the amount of help given by the teacher to the pupil and gradually increasing the autonomy of the pupil in performing the task.

- With respect to the more immediate **ways of intervening and monitoring** by teachers:
 - o Systematic, planned diversification of the type and degree of aid given to pupils during the performance of a given activity or task.
 - o Diversify the support languages used for the presentation of new information to pupils.
 - o Monitor and assess systematically, with the most explicit criteria possible, the development of teaching and learning activities.

- With respect to **group-class dynamics and functioning:**
 - o Create a relational climate in the classroom based on acceptance, confidence and mutual trust between teachers and pupils.
 - o Set tasks that can be planned, developed and assessed in a relatively autonomous manner by the pupils.
 - o Offer pupils the opportunity to participate in the choice / selection of the activities to be performed.
 - o Systematically use cooperative working structures in the classroom.

- With respect to the organisation and structure of the **group-class** and the use of **space** and **time:**
 - o Structure situations and ways of working that make it possible for different tasks and work-rates to converge simultaneously.
 - o Diversify the organisation and grouping of the pupils.
 - o Diversify the ways of structuring and using space and time in teaching and learning situations".

3.4. Organisation of the Plurilingualism Promotion Plan in Andalusia.

The objectives, general measures and Specific Programmes contemplated in the Plurilingualism Plan require an organisational infrastructure that will allow the enormous quantity of needs generated as a result of the launch of a Plan of this scale and complexity to be channelled and answered appropriately.

With this end in mind, an organisational model is to be created, which will require coordination between the management centres and the provincial representatives of the Regional Ministry of Education, and which is intended to be the vehicle for the participation and cooperation with the Plan of the education managers involved.

Specifically, the organisation of the Plurilingualism Plan will involve the creation and launch of:

1. 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. Its creation, composition and functions will be defined in an Order of the Regional Ministry.

2. 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 will take on the functions of pedagogical control and supervision and will cooperate in the assessment of the Plurilingualism Promotion Plan. These functions will be 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, which are to be established by the Regional Ministry of Education. A manager will be appointed to coordinate and submit the reports, studies and proposals generated by the inspectors.

Lastly, within the organisational structure of each Provincial Delegation, the post of Provincial Manager for Coordination, Advice and Monitoring of the Plurilingualism Promotion Plan will be created, and this person will be the reference point for the Plan at provincial level.

MEASURES RELATED TO THE DEVELOPMENT OF THE PLURILINGUALISM PLAN IN ANDALUSIA	
ORGANISATION	
Action 67	Creation of an Advisory Council on Language Policy within the Regional Ministry of Education.
Action 68	Creation of the Coordination Commission of the Plurilingualism Plan.
Action 69	Creation of the Provincial Commission of the Plurilingualism Plan.
Action 70	Creation of the post of Provincial Manager for Coordination, Advice and Monitoring of the Plurilingualism Promotion Plan.

3.5. Evaluation of the Plan and the different Programmes

Evaluation is today considered one of the main instruments available to the education authorities. It is an efficient tool both for management and for the improvement of the quality of education, as is recognised in the preamble to the Royal Decree which regulates the National Institute for Quality and Evaluation: "The qualitative improvement of education demands, firstly, that the education authorities have adequate mechanisms for gathering and analysing data, with a view to informing their decisions and accounting for their actions".

Education administrators attend, primarily, to the reception and processing of updated information which will allow decisions to be taken and specific situations to be accommodated, as established in the LOGSE: "The education authorities must make ongoing efforts to meet social needs and expectations; for this reason, the evaluation of the education system shall be directed towards the permanent adaptation of the system to social demand" (Article 62.1 of the Basic Law on the General Organisation of the Education System, or LOGSE) and in the Law on the Quality of Education, or LOCE, where evaluation has also been assigned a relevant role: "Evaluation, that is, the identification of errors and successes, is not just a basic quality factor; it is also an essential instrument in order to design intelligent policies at all levels and in order progressively to improve their opportuneness and appropriateness to change." (Preamble of the Basic Law on the Quality of Education).

Today, no-one questions the need to evaluate the education system. And so, in the case of the Spanish education system, evaluation, in general, is the responsibility of the central government, through the National Institute for Quality and Evaluation of the Education System. For their part, the regional education authorities in the Autonomous Communities elaborate and implement evaluation plans which are regularly applied to the schools falling within their area of responsibility. It should be noted, however, that evaluation is not the only support given to the education authorities in the decision-making process, because as well as the complexity of a process in which very many elements must necessarily intervene, there is also the fact that educational evaluations never produce unquestionable evidence. The different education administrations, therefore, see evaluation as an essential requirement, but it is not in itself sufficient to inform the decision-making process with regard to education policy.

In the Autonomous Community of Andalusia, educational evaluation is the responsibility of the Regional Ministry of Education and the Ministry, which defines the criteria for the evaluation of school performance, analyses the data, proposes the opportune corrective measures and also evaluates the performance of the education system.

Consequently, the Regional Ministry of Education is responsible for the evaluation of the Plurilingualism Promotion Plan and of the different programmes which make up the Plan and the priority lines of action are determined since, in a language programme, aspects which are not exclusively linguistic are evaluated. These lines of action will concentrate on the study of the results of the Plan and its programmes, and on factors which affect its quality (the efficiency of the specific methods and materials, the type and quality of discourse produced throughout the programme, the satisfaction of teachers and pupils, the efficiency of the teaching, etc.) in order to establish a programme which will facilitate the development of the Plurilingualism Promotion Plan as a whole and improve its application in the short and medium term.

Specifically, the lines of action that it is intended to develop in the evaluation of the Plurilingualism Promotion Plan are:

- The evaluation of the pupils will be carried out, as established in the European Framework of Reference, as an "evaluation of the degree of language fluency of the user", bearing in mind the resources and types of evaluation proposed in the Framework and which are based on "the three concepts which are traditionally considered fundamental in any analysis of an evaluation: validity, reliability and viability".
- The evaluation of processes and factors which contribute to the improvement of the Specific Programmes of the Plurilingualism Promotion Plan and, therefore, of the Plan itself.
- The elaboration, from significant statistical indices which provide information about the progress of the different programmes and which are compatible with national and international systems, of a system of development and quality indicators for the programmes which allow the degree of efficiency and effectiveness of the Plan to be evaluated.
- The development of knowledge about educational evaluation and the training of the agents involved, attending to specific training of the agents responsible for evaluating the Plan, which should be ongoing and adapted to the different programmes of work, providing them with the training necessary to do so.

MEASURES RELATED TO THE EVALUATION OF THE PLAN AND THE DIFFERENT PROGRAMMES	
EVALUATION	
Action 71	Elaboration of procedures for the evaluation of the Plurilingualism Promotion Plan.
Action 72	Elaboration of an evaluation plan for Bilingual Schools.
Action 73	Elaboration of an evaluation plan for Official Language Schools.
Action 74	Evaluation, monitoring and advice on the Programmes which make up the Plan by the Inspectorate of Schools.

IV. FUNDING OF THE PLAN.

The Plurilingualism Promotion Plan involves an investment of €140,764,799 in the period 2005-2008.

Of this amount, €41,461,882 is for personnel costs, of which €35,718,844 corresponds to the enlargement of the teaching staff and €1,802,530 to new administrative and service staff.

For its part, the cost of specific actions in the 400 Bilingual Schools and the Official Language Schools comes to €62,200,373, which includes technological equipment and teaching and curricular materials, as well as provisions for native-speaking collaborators and students in practice.

As regards teacher training, the investment is €6,612,944 and the cost of specific actions for the language and youth programmes, summer camps, and training for parents comes to a total of €30,489,600.

- In summary, therefore, the costs are as follows:

Personnel costs	€ 41,461,882
- Increase in teaching staff	€ 35,718,844
- Increase in administrative/service staff.....	€ 1,802,530
- Other costs	€ 3,940,508
Bilingual Schools & Off. Lang. Schools	€ 62,200,373
Teacher Training	€ 6,612,944
Language & Youth, Summer camps and Training for Parents	€ 30,489,600

- The forecast of total cost increases year on year are as follows:

2005:	€ 12,690,411
2006:	€ 32,513,062
2007:	€ 44,656,898
2008:	€ 50,904,428

TOTAL: € 140,764,799

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GENERAL SUMMARY OF ACTIONS

GENERAL ACTIONS	
Action 1	Increase in the number of hours of language study in the school curriculum (by bringing forward language learning to early ages, learning non-language subjects in foreign languages, expansion of the network of Official Language Schools).
Action 2	Establishment of a network of 400 Bilingual Schools where foreign languages will be used to teach subjects and areas of the curriculum.
Action 3	Bringing forward the first foreign language to Infant Education and the First Cycle of Primary Education.
Action 4	Progressive implementation of flexible school timetables in order to allow Secondary pupils contact hours with the foreign language every school day.
Action 5	Adaptation of the curriculum for pupils with special educational needs, especially in Bilingual Schools.
Action 6	Reform and expansion of distance language learning.
Action 7	Promotion of the participation of schools in European programmes, especially, schools participating in the Plurilingualism Promotion Plan.
Action 8	Promotion of exchange visits by pupils and teachers in general and, especially, those in schools participating in the Plurilingualism Promotion Plan.
Action 9	Progressive extension of the Language and Youth Programme to 30,000 young Andalusians.
Action 10	Strengthening of language-learning summer camps for pupils in obligatory education.
Action 11	Promotion of twinning between schools in different countries.
Action 12	Creation of a commission to develop a new design for the integrated language curriculum.
Action 13	Opening of a line of research to experiment and implement the European Language Portfolio throughout the education system.

ACTIONS RELATED TO THE BILINGUAL PROGRAMME SCHOOLS	
Action 14	Recognition of non-classroom teaching hours worked by teachers of non-language subjects in foreign languages.
Action 15	Creation of a specific training plan for teachers in Bilingual Schools which includes periods of Language Immersion.
Action 16	Increase in the number of specialised language teachers.
Action 17	Incorporation of auxiliary conversation teachers in Bilingual Schools.
Action 18	Obligatory first foreign language from the first cycle of Primary Education in Bilingual Schools.
Action 19	Progressive incorporation of the second foreign language from the third cycle of Primary Education in Bilingual Schools.
Action 20	Progressive doubling of groups in foreign language subjects in Secondary Education.
Action 21	Aid for the creation of specific teaching and curricular materials, by awarding prizes for work already done and subsidies for new projects.
Action 22	Provision of technological equipment to digitalise Bilingual Schools (specialised language classrooms, wiring of the school, etc.).

Action 23	Elaboration of an integrated curriculum of language and non-language subjects.
Action 24	Elaboration of a programme to support teachers who work on the integrated curriculum and the corresponding materials.
Action 25	Elaboration of a training plan for parents.
Action 26	Signature of agreements with foreign institutions devoted to cultural and linguistic dissemination.
Action 27	Creation of the post of Coordinator of the Bilingual Section (linguistic project and integrated curriculum).
Action 28	Incorporation of the figure of the native-speaking teaching assistant for language classes in Bilingual Schools.
Action 29	Support for Language Immersion actions in all of the activities of the School Community.
Action 30	Recognition of bilingual schooling through a certification appearing in assessment documents.

ACTIONS RELATED TO THE Official Language Schools	
Action 31	Reform of the organisation and running of the Official Language Schools.
Action 32	Reform of the rules governing entry into the Official Language Schools.
Action 33	Development of a new curriculum for these studies.
Action 34	Expansion of the network of Official Language Schools to all provincial capitals.
Action 35	Progressive expansion of the network of Official Language Schools to geographical areas with high population growth and strong demand.
Action 36	Development of language recycling courses for teachers, especially teachers in Bilingual Schools.
Action 37	Training programme for teachers at Official Language Schools on the Common European Framework of Reference for Languages.
Action 38	Development of a specific teacher training programme in foreign languages aimed at teachers of the Official Language Schools.
Action 39	Promotion of distance language learning.
Action 40	Incorporation of Official Language Schools that are authorised to offer distance learning into the digital schools network.
Action 41	Development of research and innovation plans related to teaching in the Official Language Schools.
Action 42	Development of rules to govern access tests, recognition of studies and the unification of certification tests.

ACTIONS RELATED TO THE Teachers and Plurilingualism	
Action 43	Development of teacher training courses for early language learning, at the Teacher Training Centres.
Action 44	Development of teacher training courses to improve teaching practice with regard to communicative theories, at the Teacher Training Centres.
Action 45	Training programme for language teachers and teachers of non-language subjects on methodology, based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment and the European Language Portfolio, at the Teacher Training Centres.

Action 46	Development of in-school training and the creation of working groups promoted by the Teacher Training Centres in Bilingual Schools.
Action 47	Development of intensive foreign language training courses for all teachers, especially those in Bilingual Schools, at the Official Language Schools.
Action 48	Free courses for teachers involved in the Plurilingualism Promotion Plan in Official Language Schools and other collaborating organisations.
Action 49	Development of training activities related to Distance Learning.
Action 50	Award of licences for specific studies (language courses abroad, job-for-job exchanges, visits to schools abroad, etc.) for language training in foreign countries.
Action 51	Establishment of a catalogue of good practices for language teaching within the framework of a general protocol of good teaching practices.
Action 52	Proposal to reform the process of the recruitment of teachers with the incorporation of language skills for teachers.
Action 53	Proposal to review employment practice with the creation of a profile for teachers of non-language subjects with language skills.

ACTIONS RELATED TO THE PLURILINGUALISM AND SOCIETY PROGRAMME

Action 54	Development of measures to facilitate foreign language learning by adults.
Action 55	Development of specific language courses for the parents of pupils in Bilingual Schools through the launch of parents' schools.
Action 56	Collaboration agreements with the Andalusian public radio and television broadcaster, and other public and private media.
Action 57	Encouragement of extra-curricular and complementary language learning and practice activities in public schools.

ACTIONS RELATED TO THE PLURILINGUALISM AND CROSS-CULTURALISM PROGRAMME

Action 58	Development of training actions related to foreign language teaching and attention to cross-cultural diversity.
Action 59	Launch of specific foreign language training courses for teachers working with immigrant pupils.
Action 60	Proposal to the Central Government to incorporate new languages as the first foreign language, especially those most widely spoken by our immigrant pupils.
Action 61	Launch of a Linguistic Adaptation Programme in Schools where it is needed.
Action 62	Launch of Joint Education programmes between Andalusia and the countries of origin of the immigrants.
Action 63	Launch of a pilot programme for mixed scholarisation aimed at immigrant pupils or the children of non-Spanish-speaking foreign residents.

ACTIONS RELATED TO THE NEW METHODOLOGICAL MODEL	
Action 64	Elaboration of the integrated curriculum for all languages, the mother tongue and foreign languages.
Action 65	Adaptation of levels between different types of education (Secondary Education and Official Language Schools).
Action 66	Training for teachers in the different types of education with respect to the new methodological model.

ACTIONS RELATED TO ORGANISATION	
Action 67	Creation of an Advisory Council on Language Policy within the Regional Ministry of Education.
Action 68	Creation of the Coordination Commission of the Plurilingualism Plan.
Action 69	Creation of the Provincial Commission of the Plurilingualism Plan.
Action 70	Creation of the post of Provincial Manager for Coordination, Advice and Monitoring of the Plurilingualism Promotion Plan.

ACTIONS RELATED TO EVALUATION	
Action 71	Elaboration of procedures for the evaluation of the Plurilingualism Promotion Plan.
Action 72	Elaboration of an evaluation plan for Bilingual Schools.
Action 73	Elaboration of an evaluation plan for Official Language Schools.
Action 74	Evaluation, monitoring and advice on the Programmes which make up the Plan by the Inspectorate of Schools.