

# Bilingualismo in Andalusia

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**Junta de Andalucía**  
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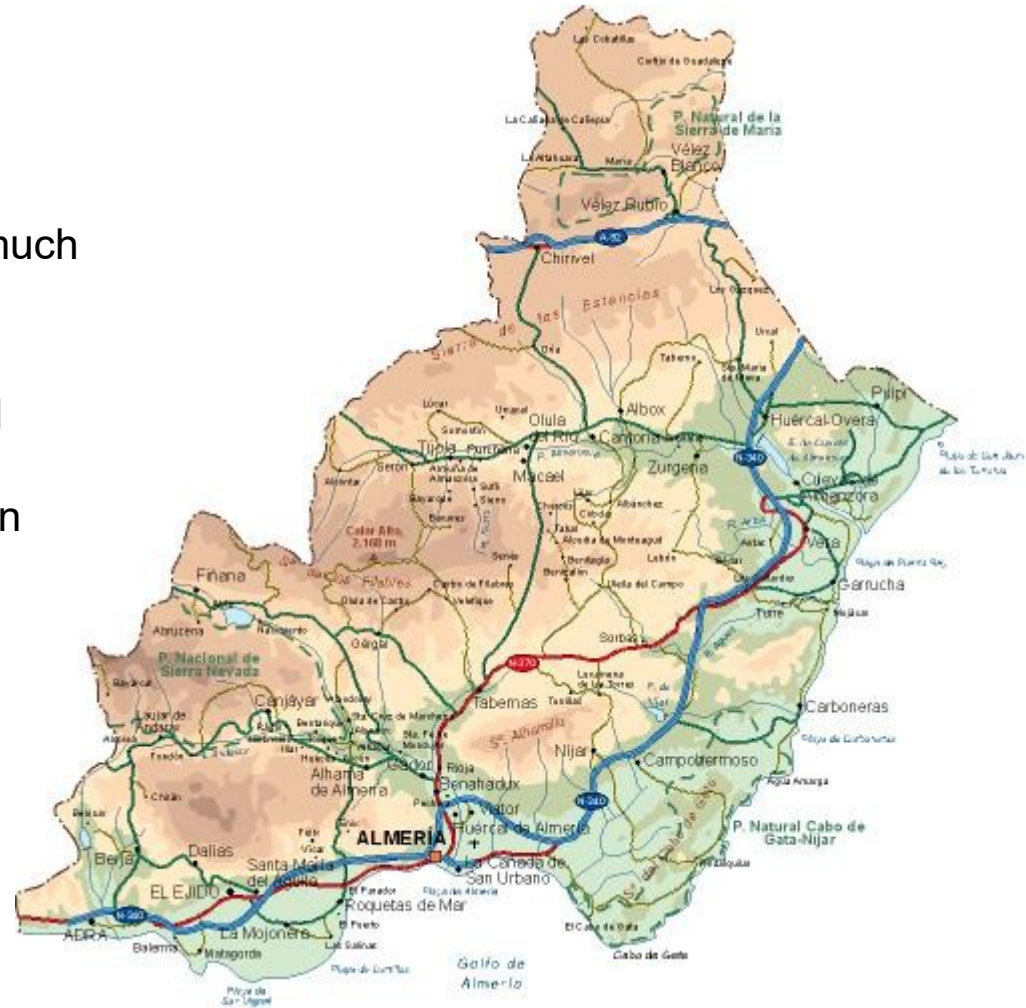
# Introduction: Spanish Education System



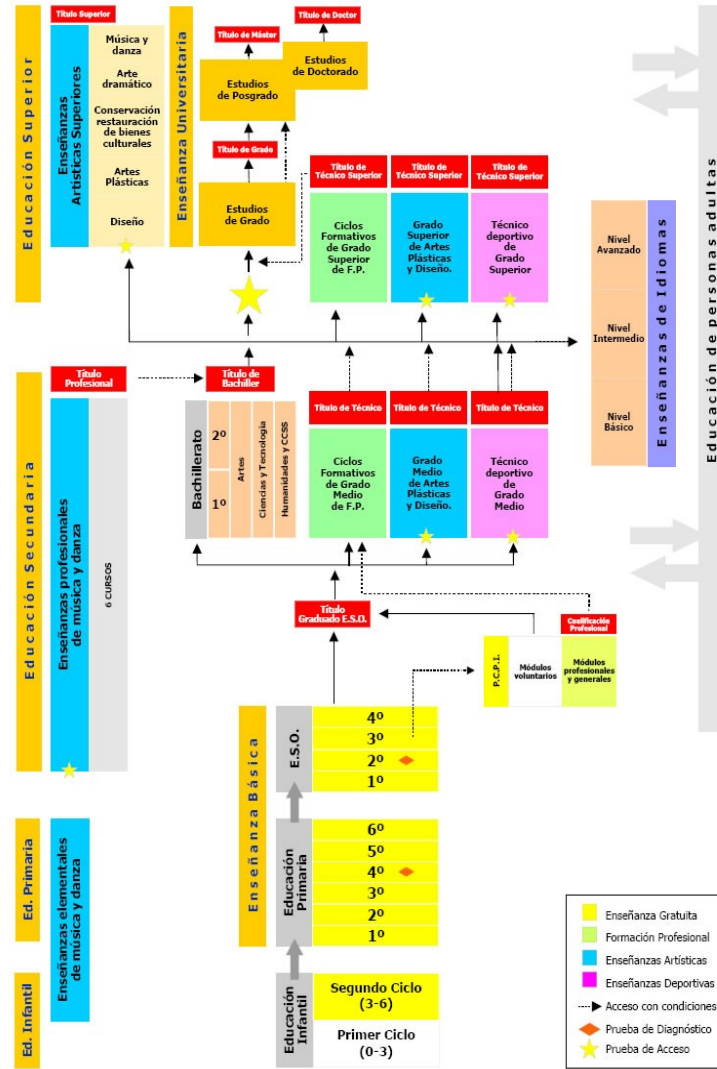


# Introduction

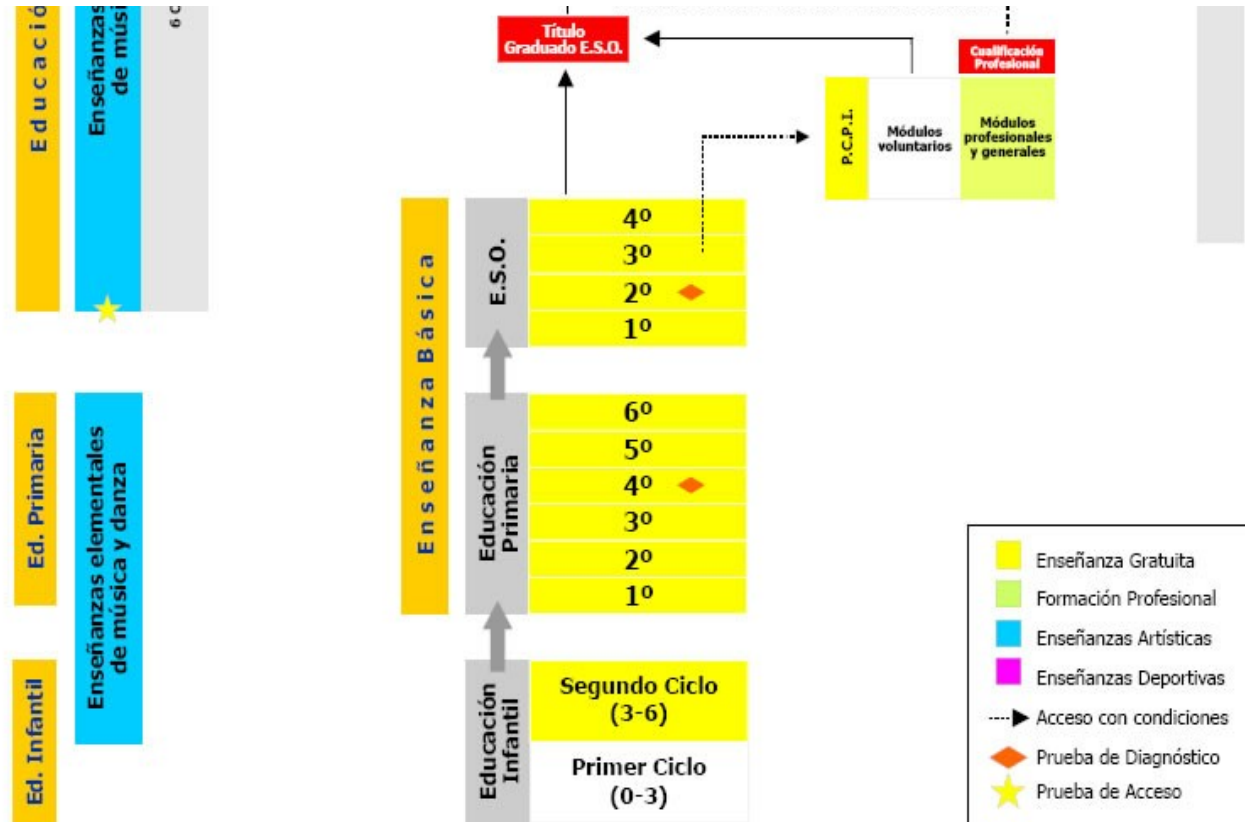
- Municipalities on the coast have much more demographic and economic growth than those located inland.
- The most economically developed municipalities attract immigrants mostly from Morocco, sub-Saharan Africa, Eastern Europe and South America.



# Spanish Education System

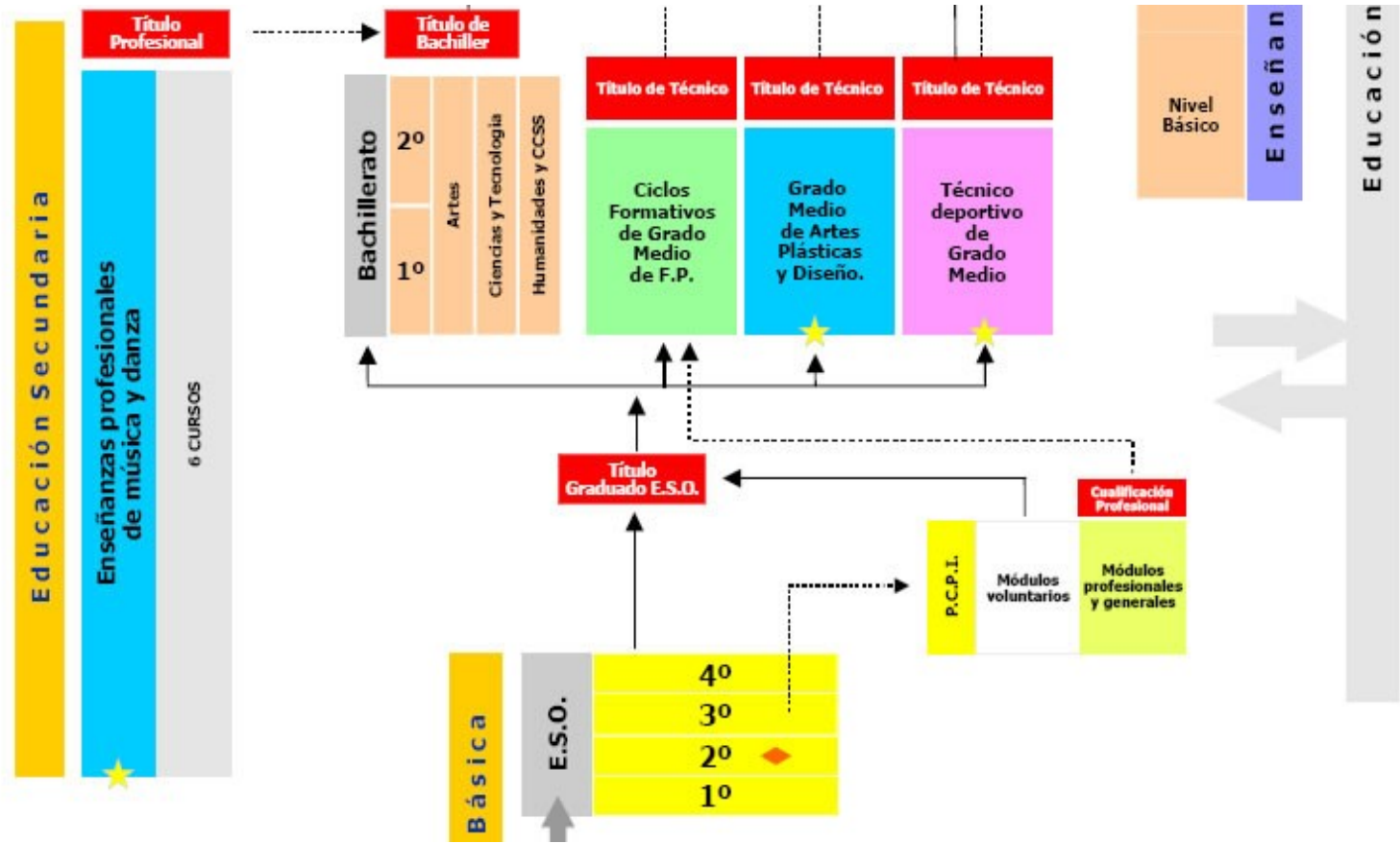


# Spanish Education System





# Spanish Education System





# Past and present of bilingual education in Almería



# Bilingual Education

## 1998 – 2005

- Experimentation

## 2005 – 2008

- PFP: 400 schools
- CEFR: B1 > B2

## 2008 – 2011

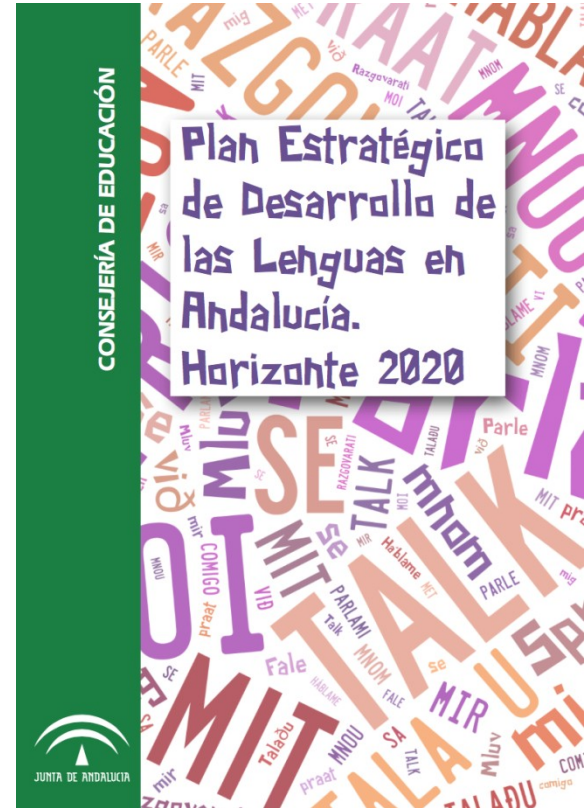
- New teaching stages

## 2011

- *Orden 28 de junio de 2011*: New inclusive model
- Bilingual private schools

## 2017

- PEDLA: up to 1500 schools in four years and teachers with a C1 level certificate.



# Bilingual Education

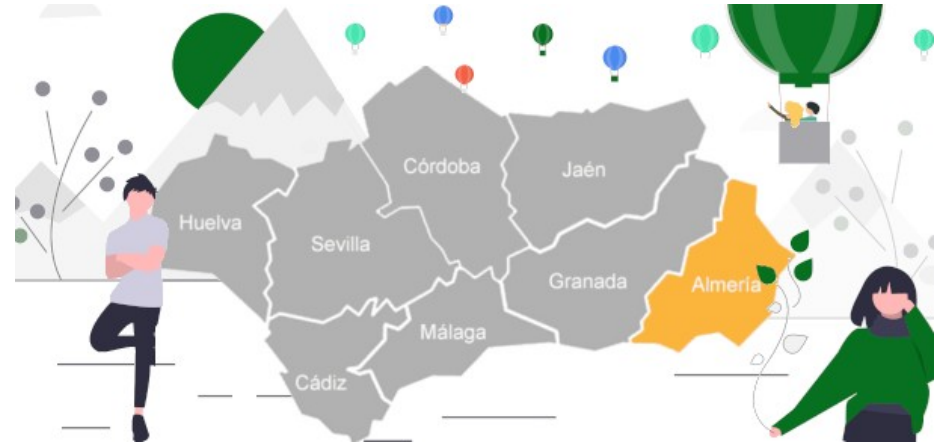
The Andalusian Government has developed different actions to improve our students' linguistic competence:

- Creation of bilingual schools: PFP > PEDLA
- **CEFR:** A2 after Primary School, B1 after 4º ESO, B2 in Bachillerato.
- **CLIL methodology**, promoted in the teaching-learning of non-linguistic bilingual subjects.
- **Integrated Curriculum**, to integrate all bilingual subjects into one coherent syllabus.
- **PLC (School Language Project):** coordination of several plans, seeking the involvement of the whole teaching staff. *“Every teacher is a language teacher”*.
- **European programmes:** Erasmus+, eTwinning.

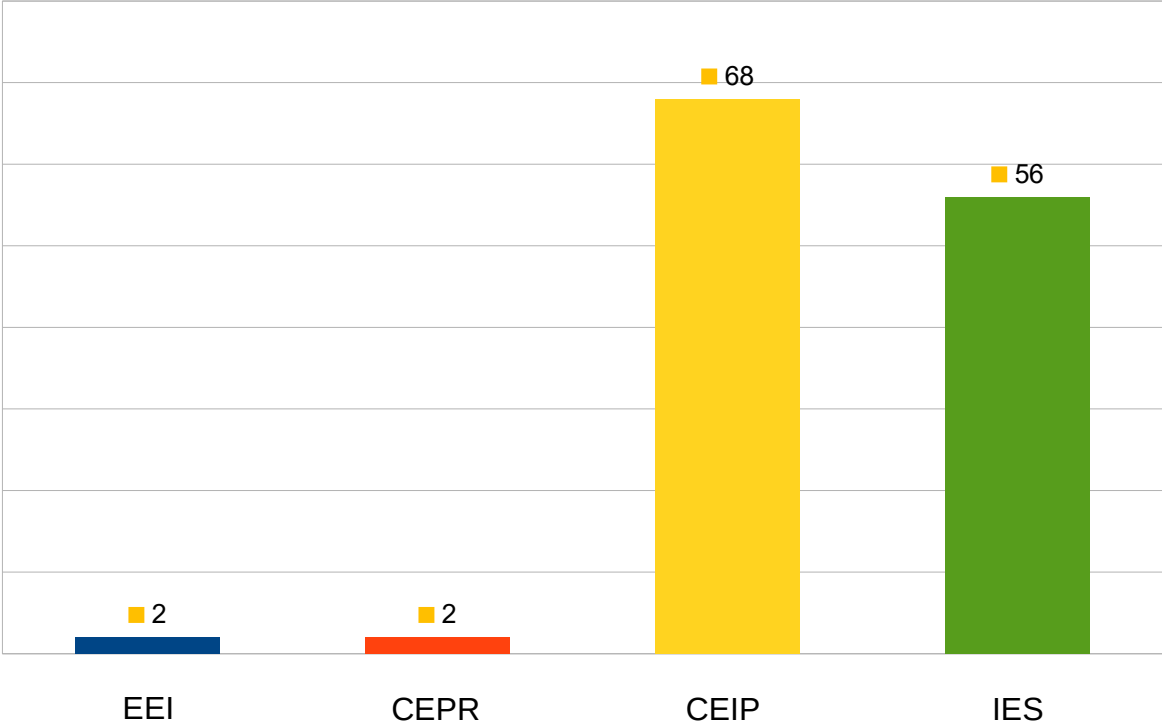


# Bilingual Education

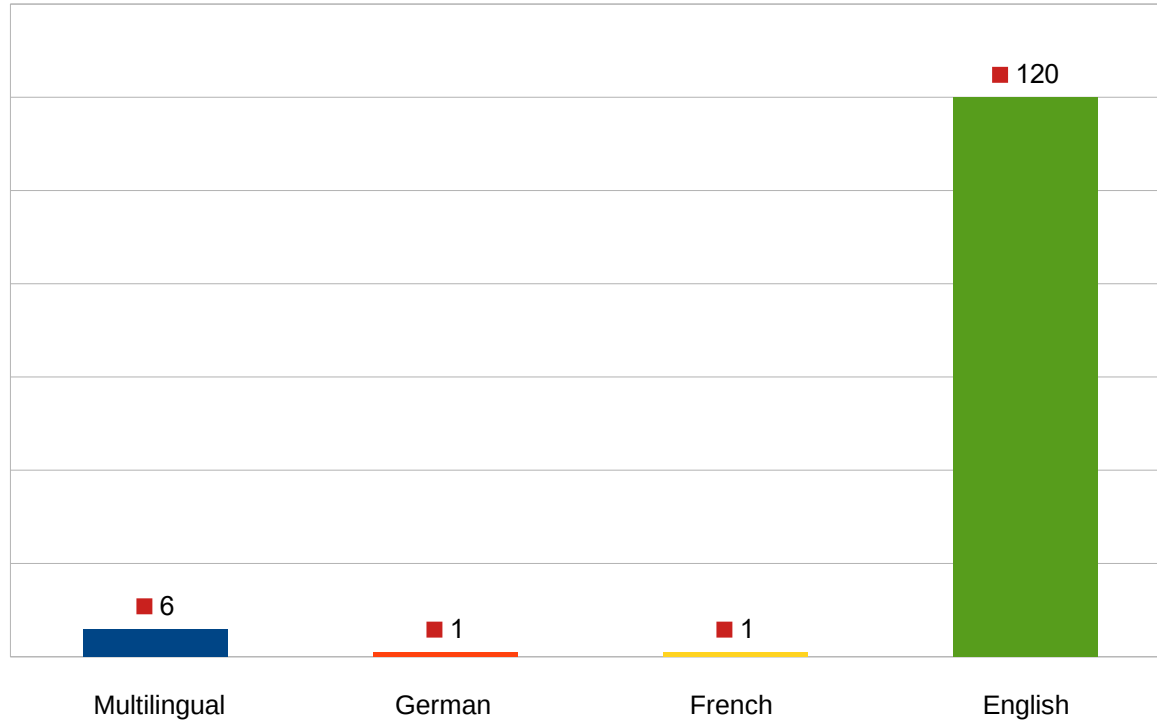
- 128 public schools
- 24 private schools
- 18 IES with bilingual **Bachillerato**
- 10 IES with bilingual **vocational training**
- 6 **multilingual schools**
- French as L2: CEIP Saint-Sylvain D'Anjou
- German as L2: IES El Argar
- **Chinese:** CEIP Madre de la Luz and IES Alborán, extracurricular at IES Nicolás Salmerón and IES Fuente Nueva
- Árabe as L3: IES Francisco Montoya and IES La Mojonera
- **Bachibac:** IES Alborán
- **International Baccalaureate:** IES Celia Viñas



# Bilingual Education



# Bilingual Education



# Bilingual Education

## Management

- Content subjects must be taught in L2 at least **50%**
- Progressive implementation
- **Childhood Education:** introduction to L2, minimum 1 h. 30 min. a week
- **Primary Education:** Natural and Social Science are obligatory. Art and PE are optional.
- **ESO:** Content and foreign language subjects must amount to at least 30% of students' school hours. 2 content subjects every year. Teacher's bilingual class hours: minimum 60%.
- **Bachillerato and Vocational Training:** Minimum 2 content subjects in total.





# Language assistants: Profile and functions



# Language assistant profile



## Age

Young, about 22-25



## Educational background

University student / graduate  
No teaching experience



## Level of Spanish

Low, limited fluency



## Experience abroad

Little or none

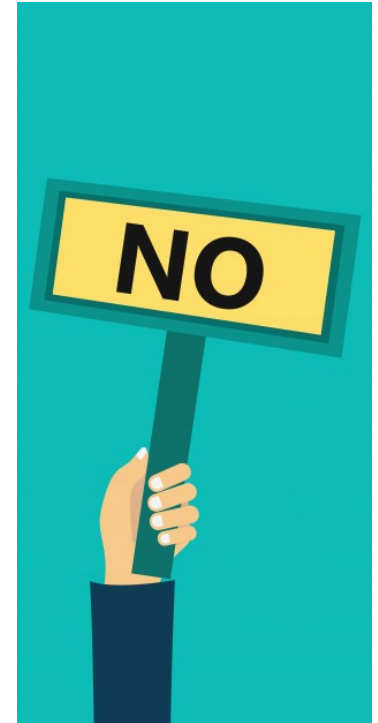
# Language assistant functions

- Always speak in the target language in the classroom.
- Help improve the students' **oral skills** along **12 hours** a week under the teacher's surveillance, offering a model of oral linguistic correctness: **vocabulary, grammar, pronunciation.**
- Plan activities together with the content teachers.
- Collaborate in the making of **didactic materials in L2** and search for resources.
- Bring students closer to the **culture** of their country.
- Participate in extracurricular activities within the country with no direct responsibility over the students.



# NO language assistant functions:

- Direct teaching without the teacher's surveillance.
- Explaining grammar.
- Writing planning documents, memos or reports; marking tests, exams, essays and other written tasks.
- **Evaluation** of students.
- Responsibility over the **students' safety** while participating in extracurricular activities.
- Dealing with students' behaviour and **discipline problems**.
- **Social involvement** with students, exchanging personal details, following on social networks, inviting or accepting friendship invitations.



# Methodology: CLIL and other approaches. Evaluation.





Council of Europe Conseil de l'Europe







# Definition of CLIL

## CLIL is **NOT**...

- Teaching a language by using contents of other subjects.
- Translating contents into another language.
- Teaching what the student has learned, but in another language.
- A programme for advanced students.

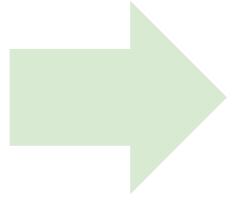


*CLIL REFERS TO SITUATIONS WHERE SUBJECTS, OR PARTS OF SUBJECTS, ARE TAUGHT THROUGH A FOREIGN LANGUAGE WITH DUAL-FOCUSED AIMS, NAMELY THE LEARNING OF CONTENT AND THE SIMULTANEOUS LEARNING OF A FOREIGN LANGUAGE.*

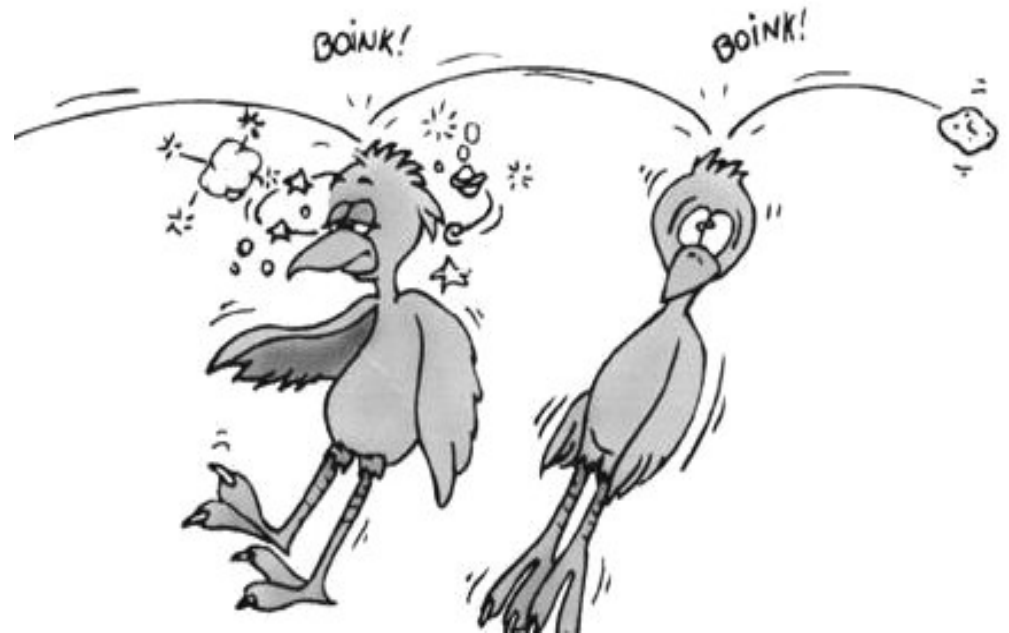


David Marsh (1994)





**Use the language to learn**  
**Learn to use the language**

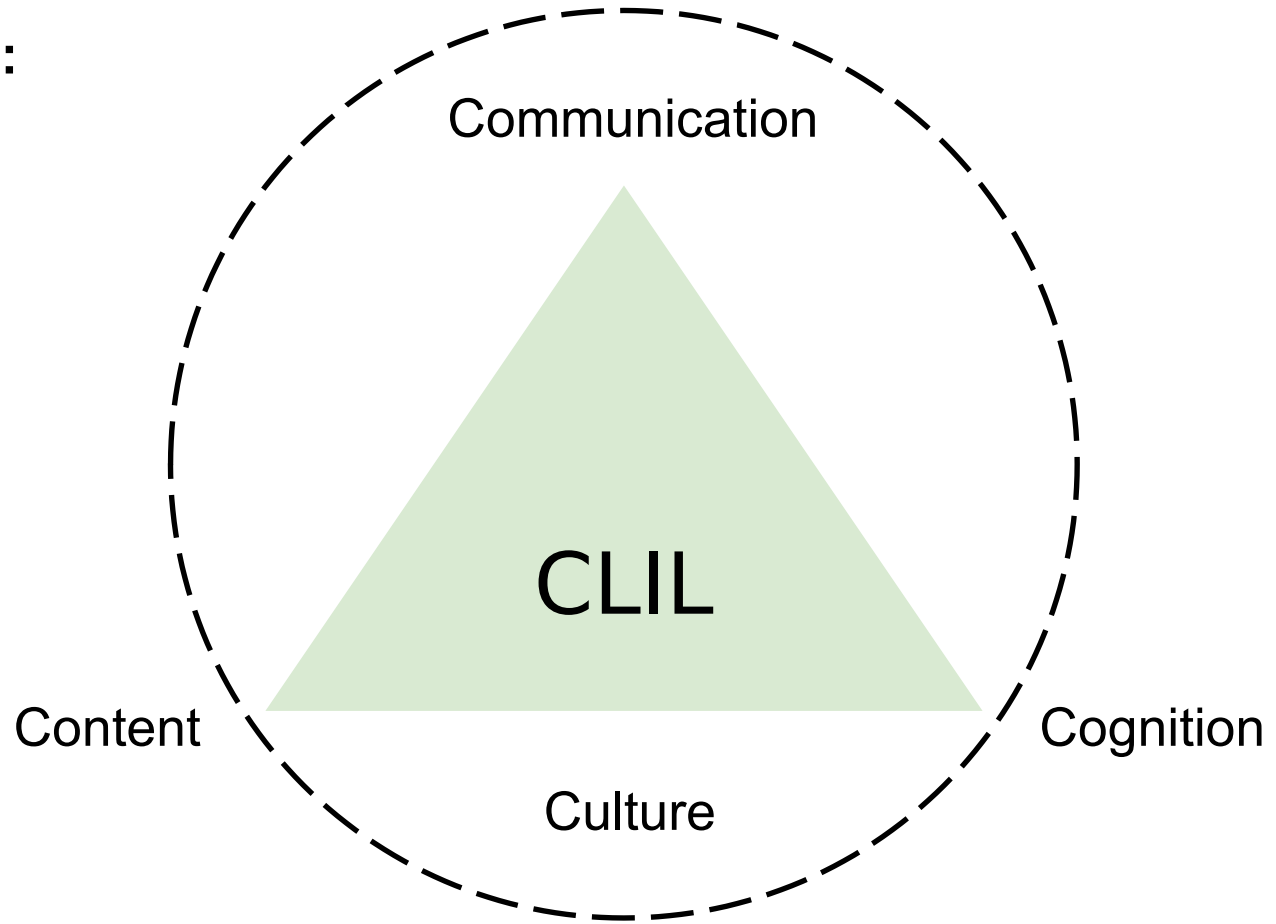


# Principles

- Language is determined by **content**.
- The language is not only used to know the content, but also to communicate.
- **Fluency** is more important than linguistic accuracy.
- Any CLIL lesson plan must contain **the 4 C's**.



## The 4 C's:



# Characteristics

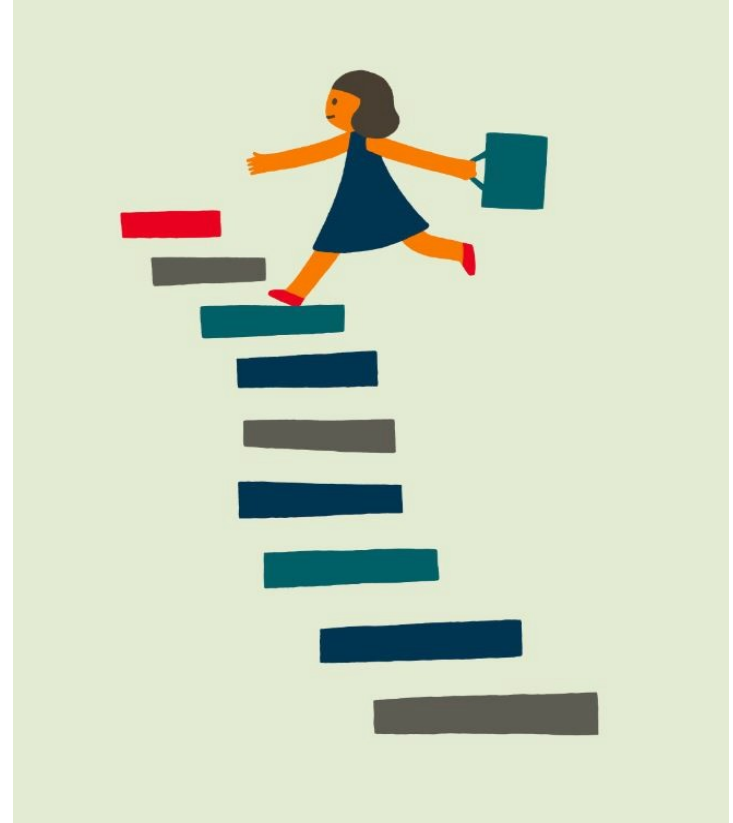
- Student-centred teaching
- Active learning
- Use of ICT and authentic material
- Team work
- **Scaffolding**
- **BICS / CALP**



# Characteristics

## Scaffolding:

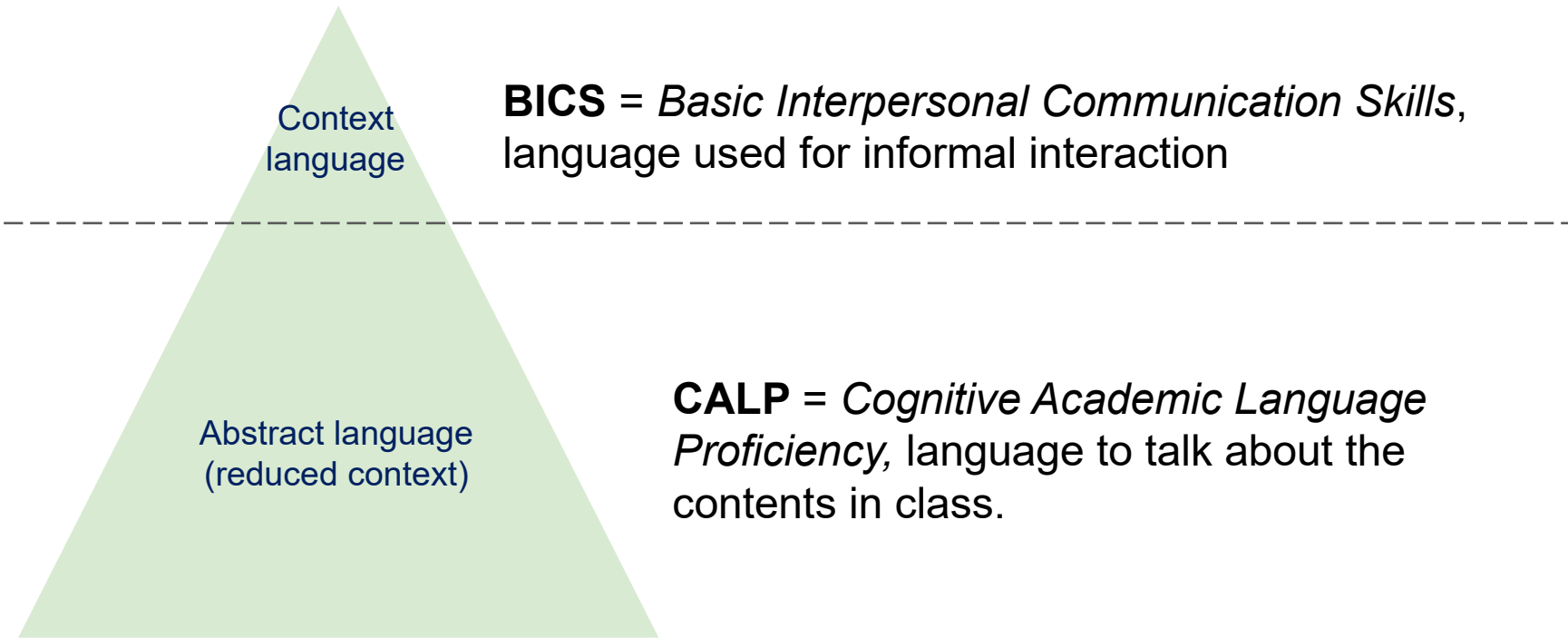
- Set of **supporting** structures, activities or strategies that help build the student's knowledge.
- Vigotsky's *Proximal development zone* theory.
- **Receptive** and **productive**.





# Characteristics

## Iceberg Theory (Cummins)



Context  
language

**BICS** = *Basic Interpersonal Communication Skills*,  
language used for informal interaction

Abstract language  
(reduced context)

**CALP** = *Cognitive Academic Language Proficiency*, language to talk about the contents in class.

# Characteristics

- Learning / Acquisition
- Ability / Opportunity
- Knowledge / Experience



# Other related approaches

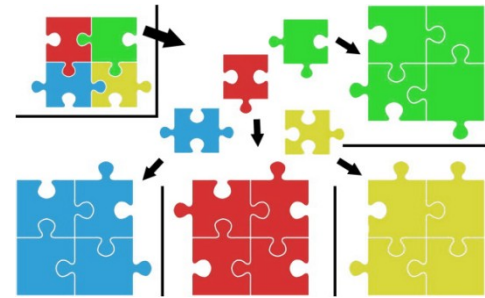
Communicative approach



Task-based learning



Cooperative learning



# The content teacher

## PHASE 1

- Development of **language skills**
- Frequent use of L1
- Tendency to teach in front of the class
- Little multimodal input of L2



# The content teacher

## PHASE 2

- Progress in **language skills**
- Less importance of errors.
- Awareness of being teaching **language**
- More **variety** of classroom activities.



# The content teacher

## PHASE 3

- More experience, fewer worries
- Material seen as both **language and content**
- **Variety of activities**
- Distinction of **registers** (BICS and CALP)
- Use of L2 in **all the lesson phases**



# The content teacher



*Every teacher is a language teacher*



# Tips

1. Teach in a **natural** way – do not explain grammar.
2. Integrate all **language skills**.
3. Use authentic material and **ICT** resources.
4. Have your students work in groups – **cooperative learning**.
5. Repeat key words, use body language and visual aids.
6. Make use of **scaffolding** – anticipate vocabulary, use *language sidebars* on the board.
7. Give **communicative and task-based activities** to practise the L2 – topic presentations, *role play*.



# Evaluation



## Evaluation of foreign languages

5 communicative skills (CEFR)

## Evaluation of content subjects

Contents. Linguistic competence only to improve results.

## Self-evaluation

European Language Portfolio (Council of Europe)

## El Portfolio Europeo de las Lenguas



# Evaluation

- **Written tests:** what is taught in L2 should be evaluated in L2.
- **Use of L2:** only as an added value.
- **Evaluation criteria** of content subjects as planned.
- **Evaluation tools:** oral presentations, rubrics, notebooks, learning logbooks, projects, etc.
- **Errors:** necessary for progress.
- **Language contents:** they must NOT be evaluated in content subjects.



# Para saber más

Blog de Plurilingüismo Almería:

<https://blogsaverroes.juntadeandalucia.es/plurilinguismoalmeria/>



**Plurilingüismo**

DELEGACIÓN TERRITORIAL DE EDUCACIÓN Y DEPORTE DE ALMERÍA



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