

Spanish Education System Bilingualism in Andalusia

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Consejería de Educación y Deporte



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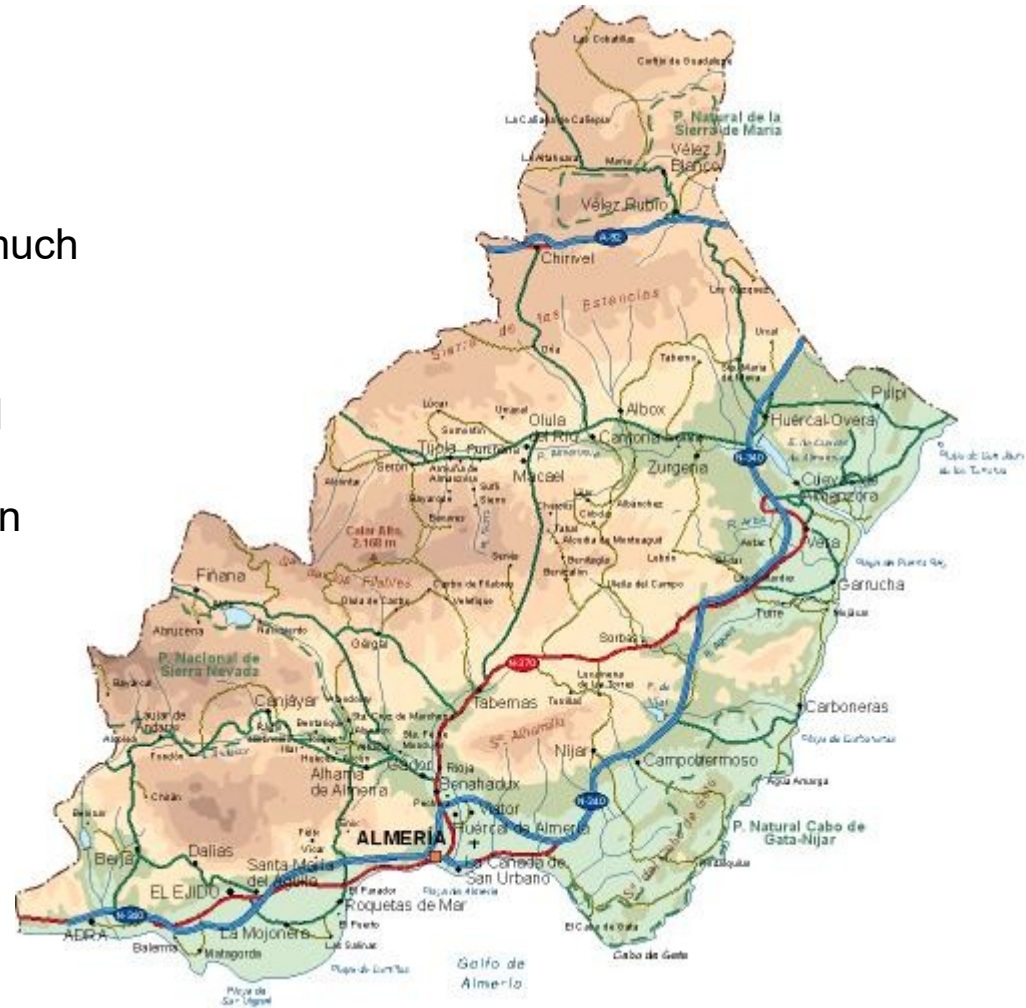
CLIL and other related approaches
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Introduction: Spanish Education System



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.

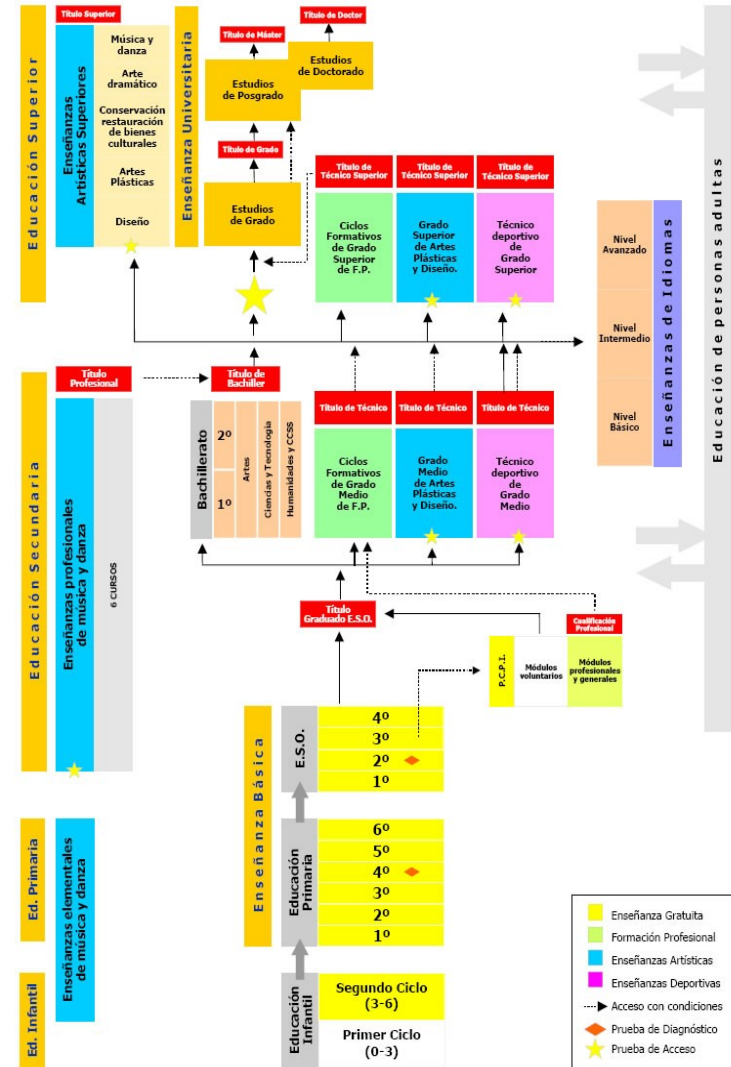


Spanish Education System

Organic Law on Education 2/2006 (LOE), in force since 2006, modified by *Organic Law 3/2020 (LOMLOE)*.

Key features:

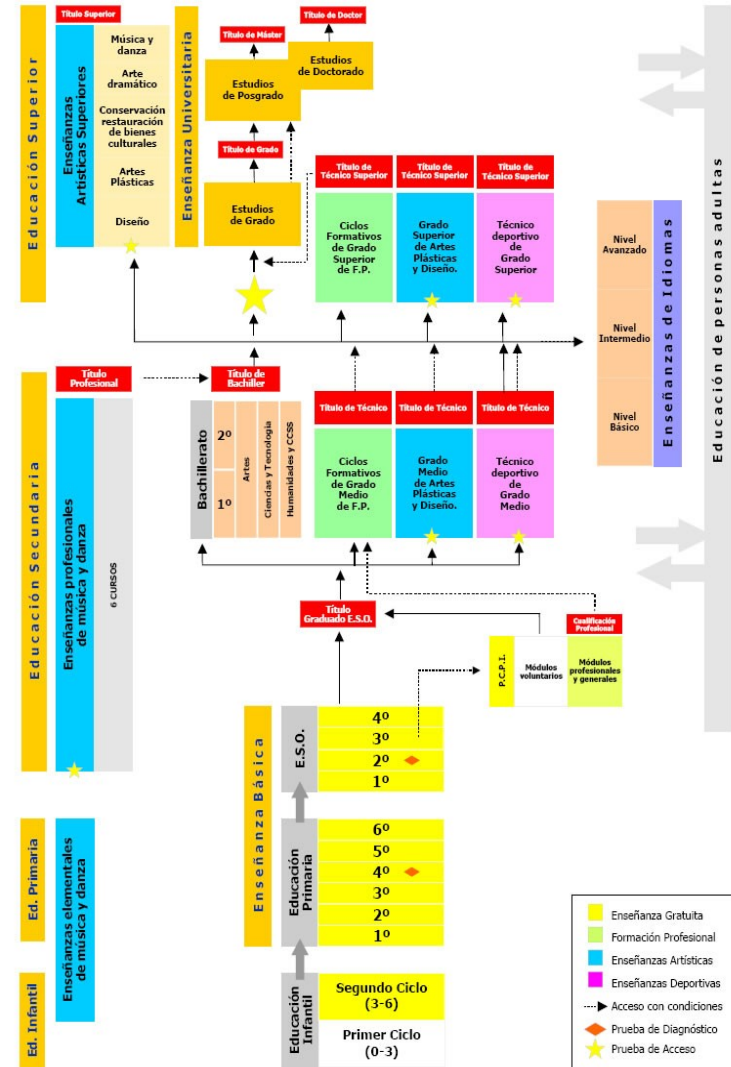
- It places **children's rights** on top of the guiding principles of the system.
- It promotes **gender equality**.
- It encourages the **continuous improvement of schools** and the **individualisation of learning**.
- It gives a central role to the development of **digital competence**.
- It recognises the importance of education for **sustainable development**.



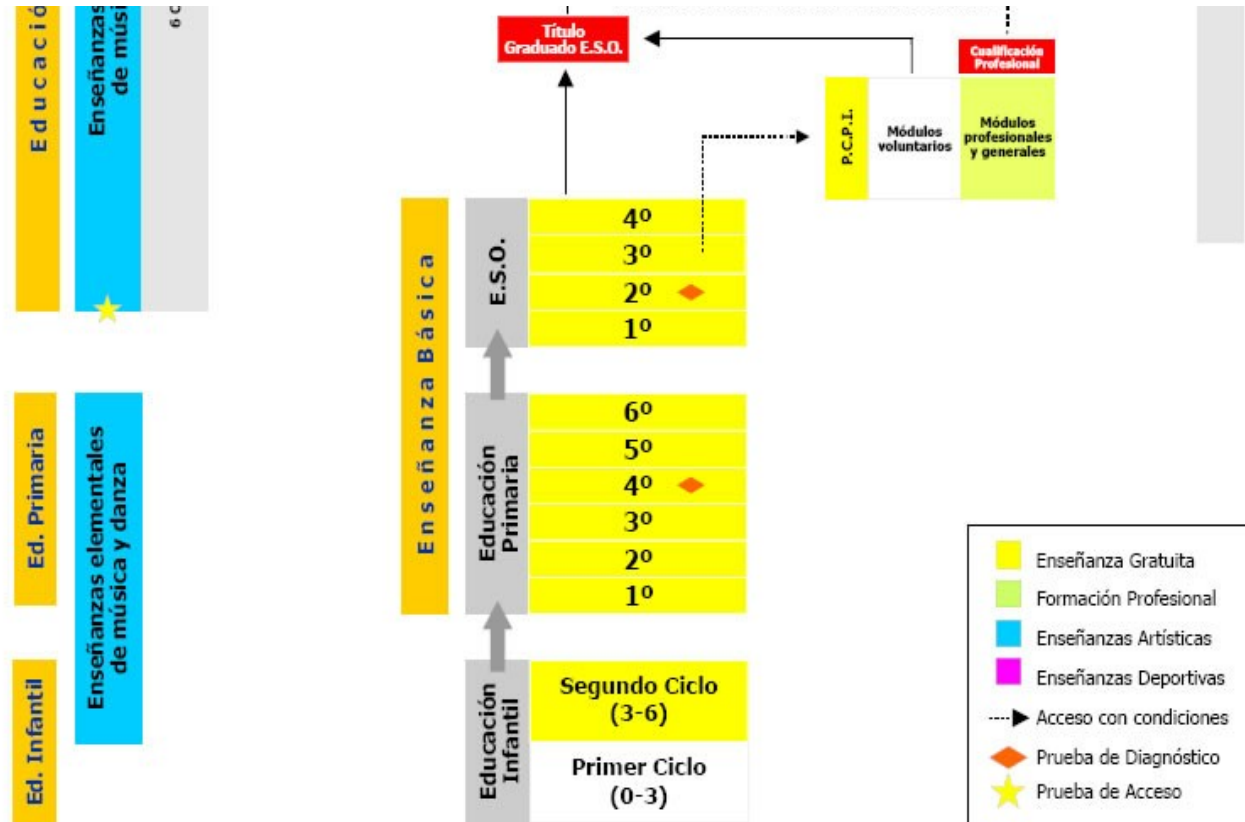
Spanish Education System

Administration:

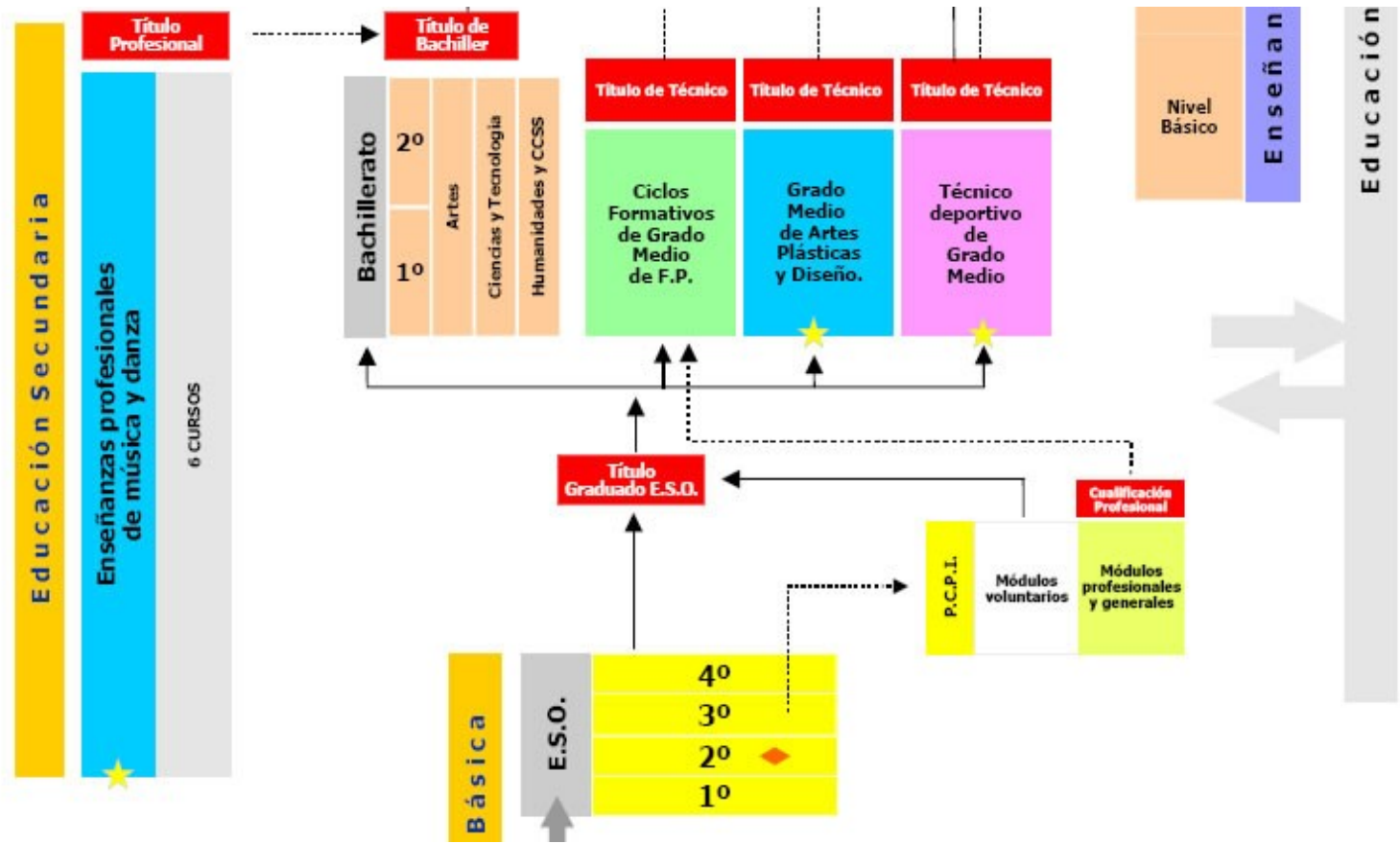
- **Decentralisation:** educational competences are shared between the General State Administration (MEFP) and the authorities of the autonomous communities:
- Schools have pedagogical, organisational and management **autonomy** for their resources.
- Participation of the **education community** (parents associations, town halls, etc.) in the organisation, management and evaluation of schools.



Spanish Education System

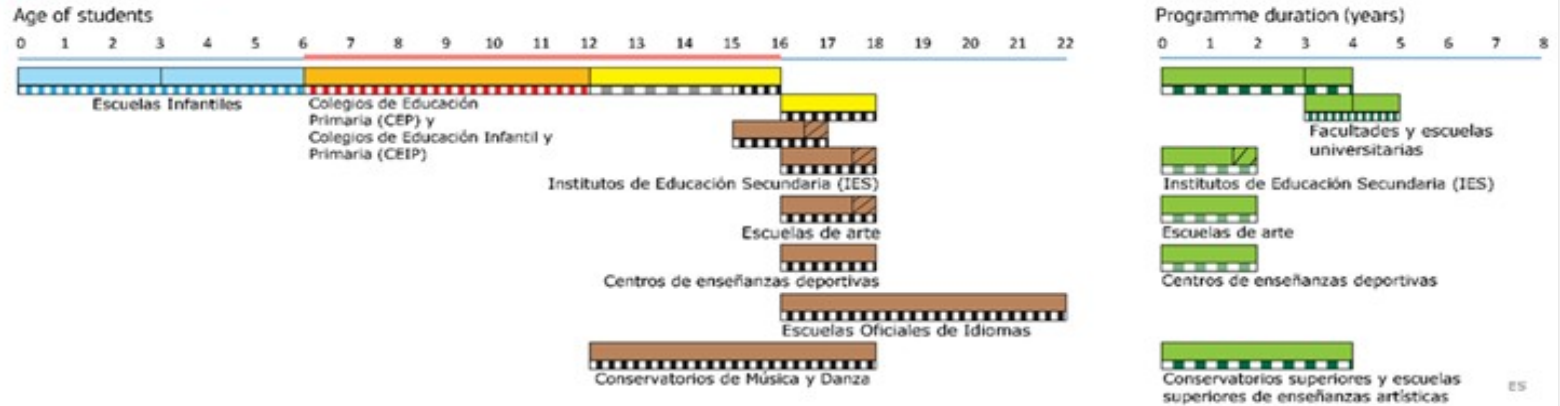


Spanish Education System



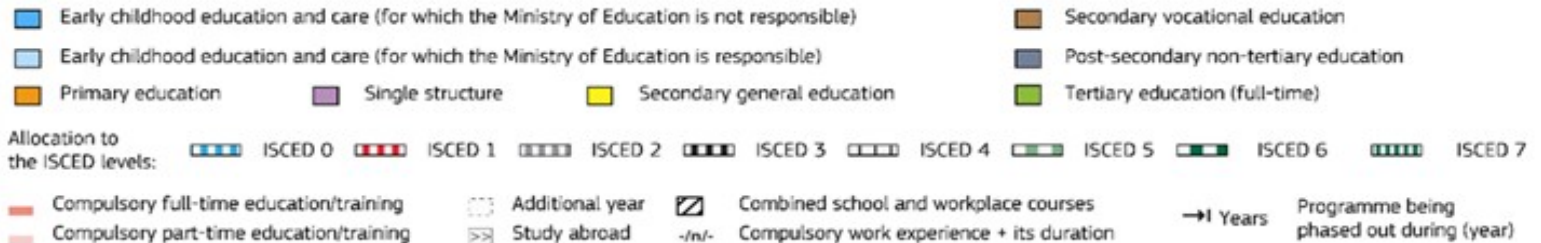
Spanish Education System

Spain – 2020/21



Note: *Escuelas oficiales de idiomas* offer language courses that may last for 11 years.

Some of the education provision of *Conservatorios* can be recognised/validated in full-time mainstream education programmes and contribute to the obtaining of *Bachillerato* certificate *Bachiller artístico*.

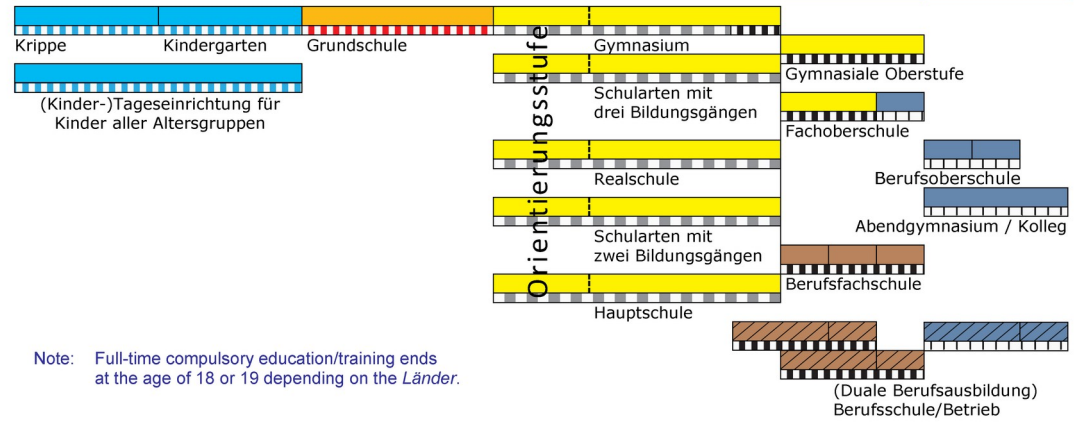


German Education System

Germany – 2021/22

Age of students

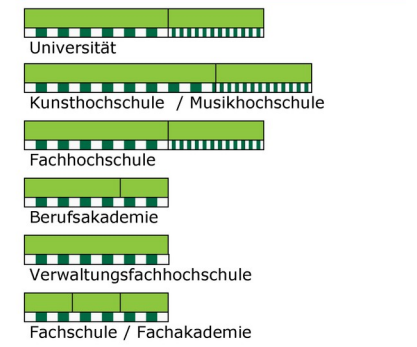
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22



Note: Full-time compulsory education/training ends at the age of 18 or 19 depending on the *Länder*.

Programme duration (years)

0 1 2 3 4 5 6 7 8



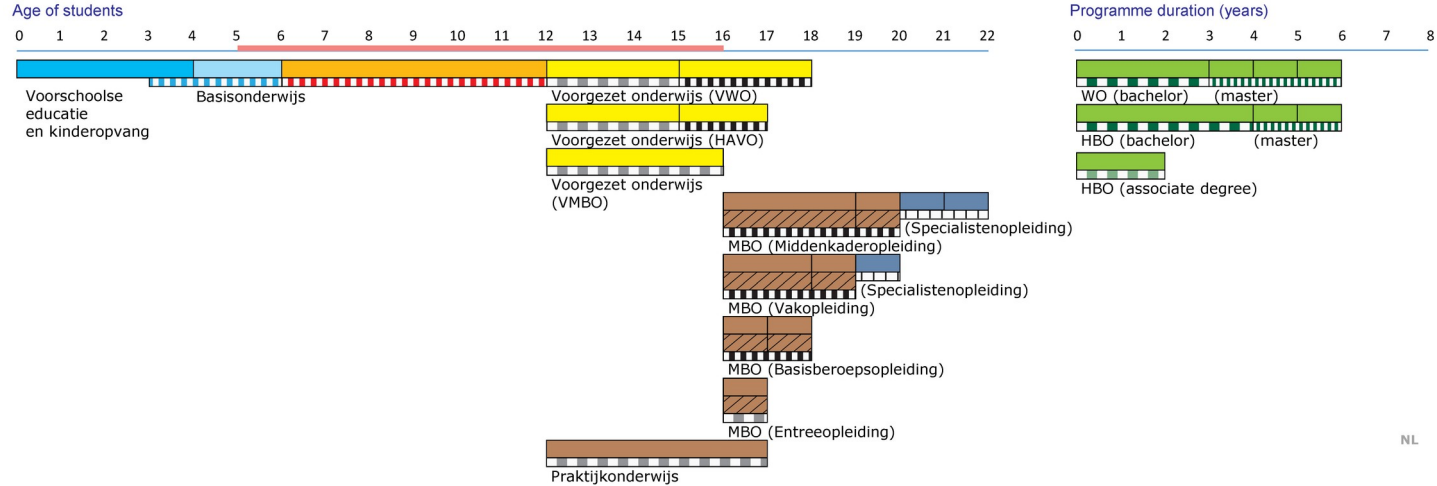
- Early childhood education and care (for which the Ministry of Education is not responsible)
 - Early childhood education and care (for which the Ministry of Education is responsible)
 - Primary education
 - Single structure
 - Secondary general education
 - Secondary vocational education
 - Post-secondary non-tertiary education
 - Tertiary education (full-time)
- Allocation to the ISCED levels:
- ISCED 0
 - ISCED 1
 - ISCED 2
 - ISCED 3
 - ISCED 4
 - ISCED 5
 - ISCED 6
 - ISCED 7

- Compulsory full-time education/training
- Compulsory part-time education/training
- Additional year
- Study abroad
- Combined school and workplace courses
- Compulsory work experience + its duration
- Years
- Programme being phased out during (year)

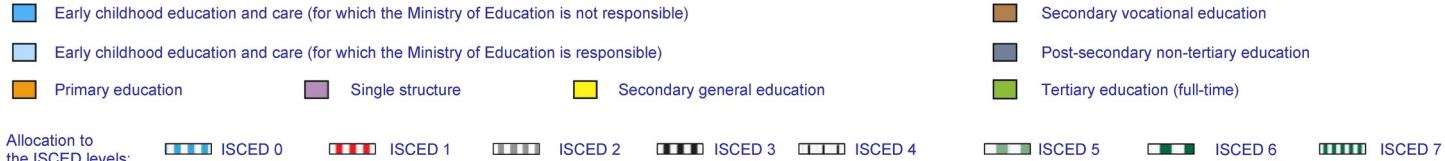


Dutch Education System

Netherlands – 2021/22



Note: At 16, students who have not obtained a basic qualification (*Startkwalificatie*) have to continue their education/training until they turn 18 or get a senior general secondary (HAVO) or pre-university (VWO) or VET (at least MBO 2) diploma.





Challenges in Spanish Education



Challenges in Spanish Education

1. Prioritising modernisation and flexibilisation.
2. Improving students' competence levels and compensating for initial disadvantages.
3. Modernising of **Vocational Training** and improving enrolment and qualification rates.
4. Reducing **early school drop-out** and facilitating **reintegration** into the system.
5. Updating the teaching profession to lead **methodological and curricular innovation**.
6. Improving the scope and quality of 0-3 education.
7. Giving more individual attention for educational achievement in secondary school.
8. Guaranteeing **education in civic values** to enable critical thinking and participatory citizenship.
9. Guaranteeing investment in education and scholarships.
10. Increasing **STEM vocations**, especially among female students.



Past and present of bilingual education in Almería



Bilingual Education

1998 – 2005

- Experimentation

2005 – 2008

- PFP: 400 schools
- CEFR: B1 > B2

2008 – 2011

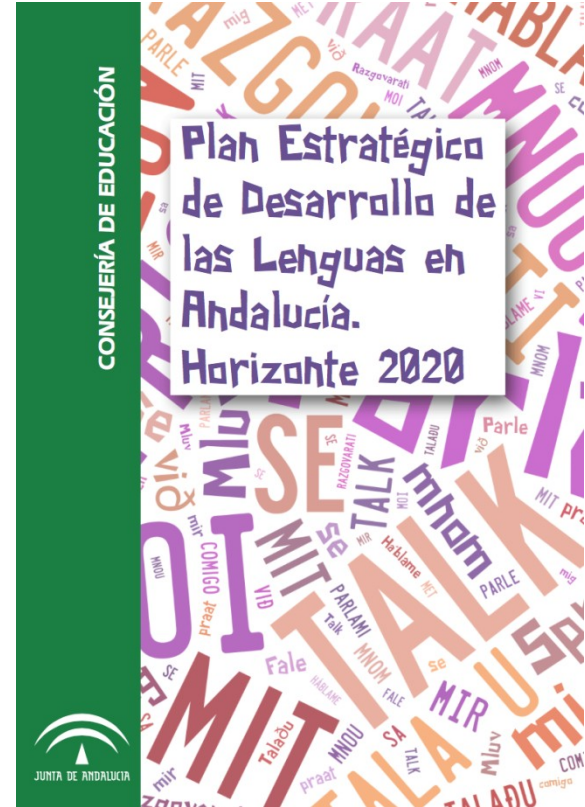
- New teaching stages

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

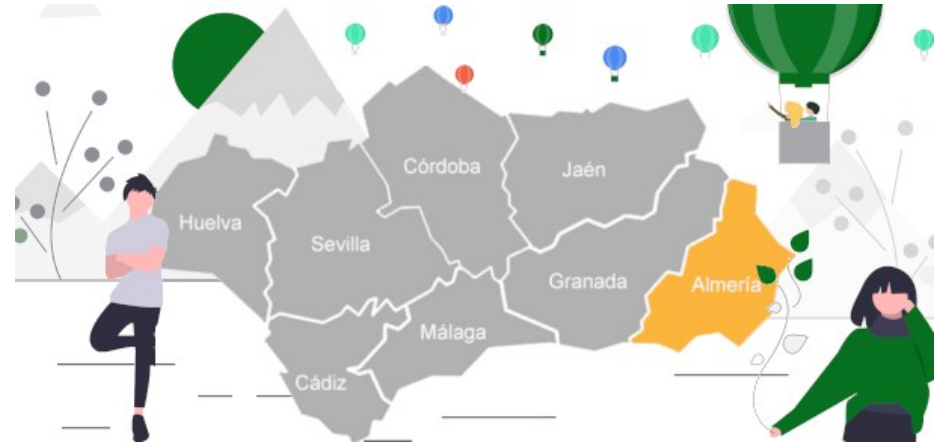
The Andalusian Government has developed different actions to improve our students' linguistic competence:

- 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.

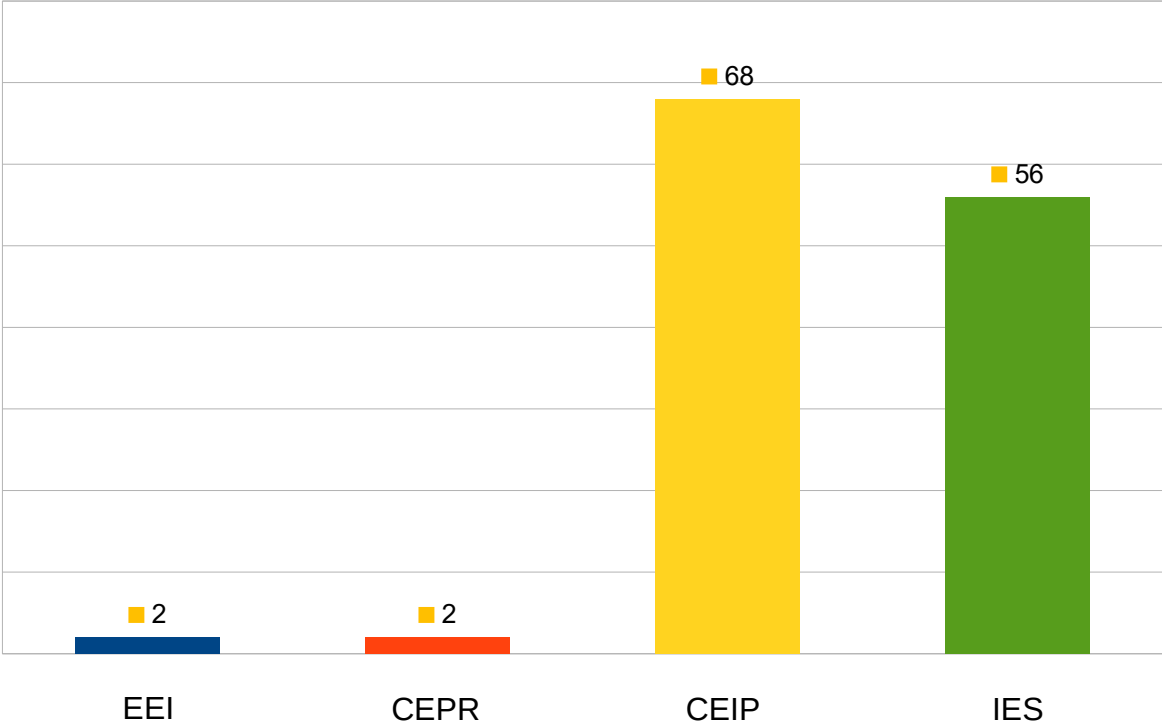


Bilingual Education

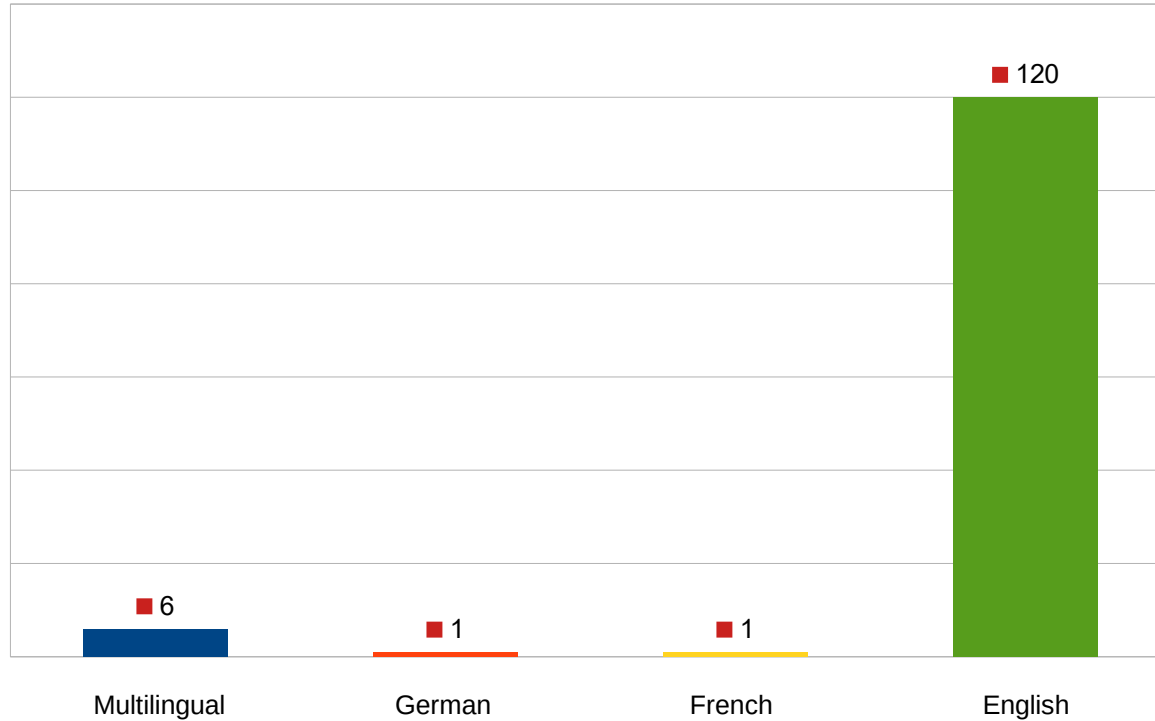
- 128 public schools
- 24 private schools
- 18 IES with bilingual **Bachillerato**
- 10 IES with bilingual **vocational training**
- 6 **multilingual schools**
- French as L2: CEIP Saint-Sylvain D'Anjou
- German as L2: IES El Argar
- **Chinese:** CEIP Madre de la Luz and IES Alborán, extracurricular 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.



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.

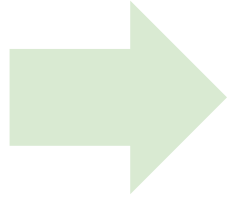


CLIL REFERS TO SITUATIONS WHERE SUBJECTS, OR PARTS OF SUBJECTS, ARE TAUGHT THROUGH A FOREIGN LANGUAGE WITH DUAL-FOCUSED AIMS, NAMELY THE LEARNING OF CONTENT AND THE SIMULTANEOUS LEARNING OF A FOREIGN LANGUAGE.

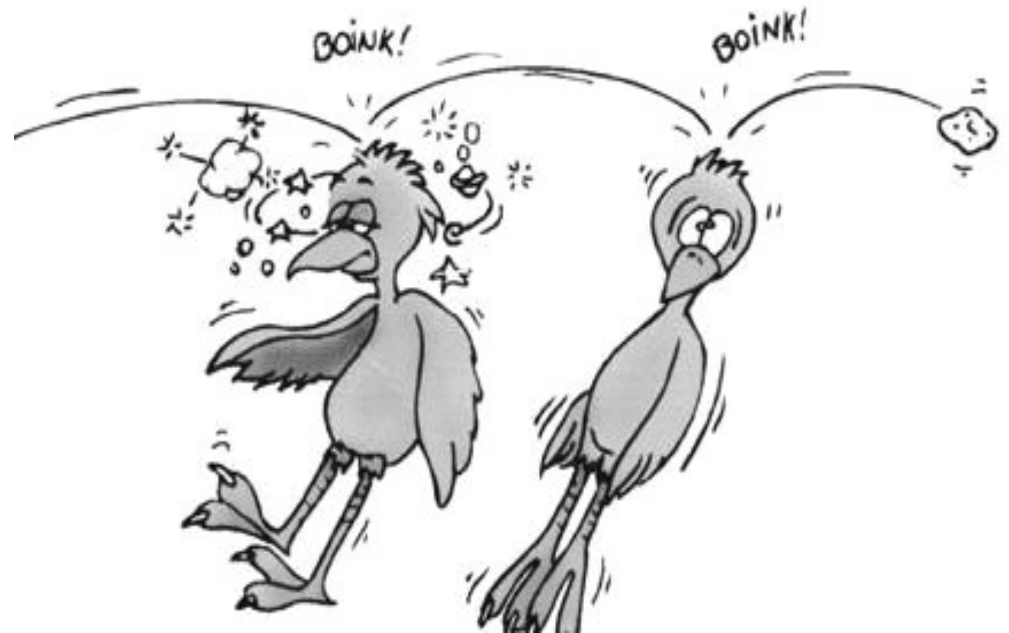


David Marsh (1994)





Use the language to learn
Learn to use the language

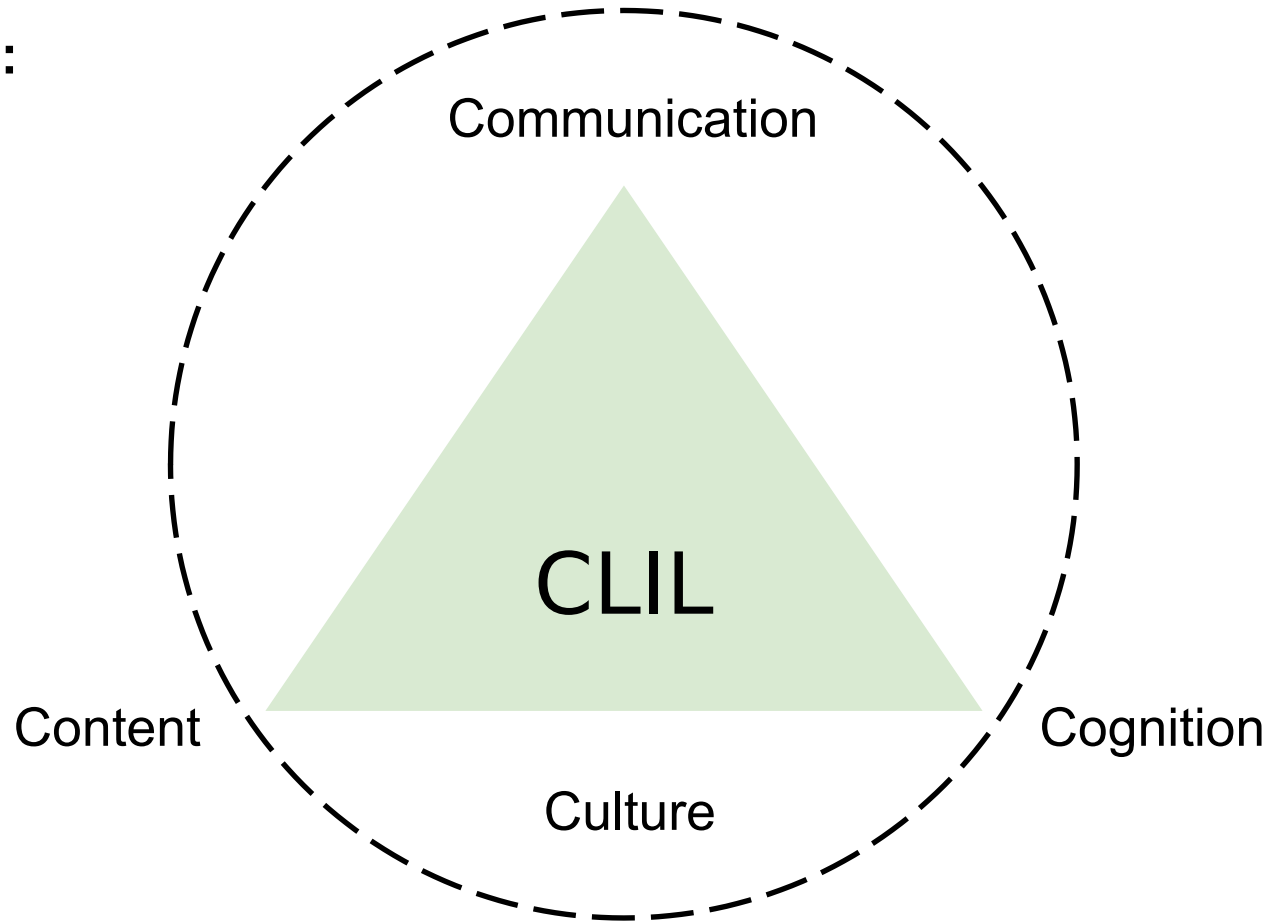


Principles

- 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**.

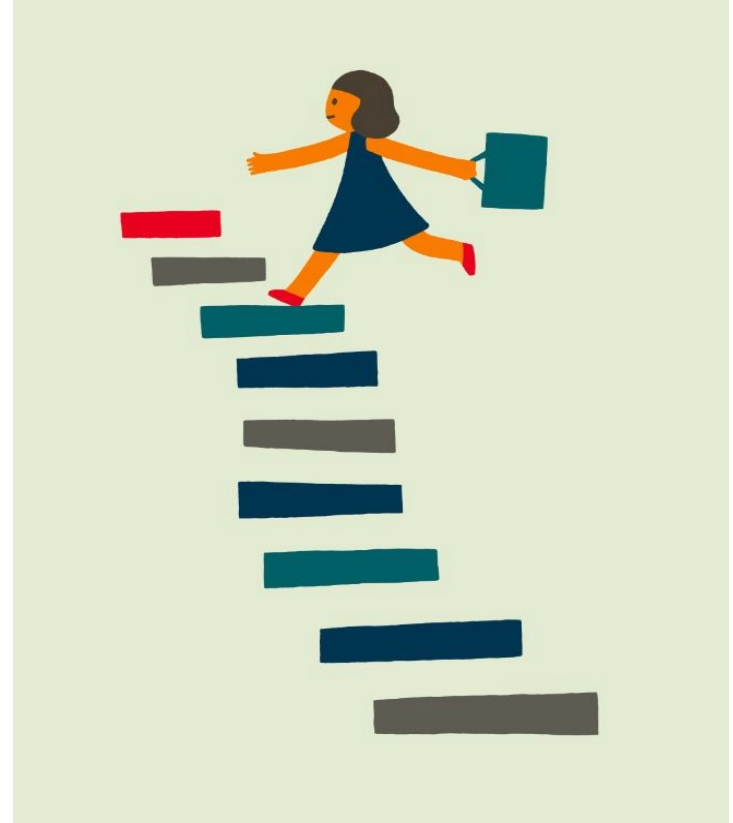


The 4 C's:



Characteristics

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



Other related approaches

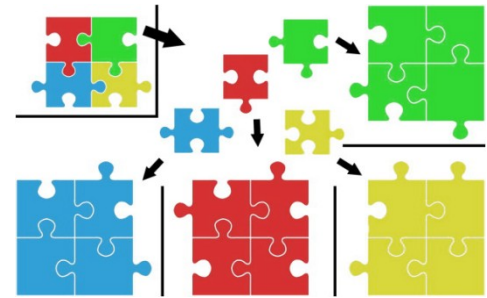
Communicative approach



Task-based learning



Cooperative learning



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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