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**The School Language Project. A proposal for Secondary
Education**

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ABSTRACT

The content of this work is approached in accordance with the principle of subsidiarity that presides over the curriculum organization by levels of concreteness. International determinations concerning language teaching and the promotion of the multilingual key competence, lead to focus on the regulation of foreign language teaching in the national and regional education system and, in particular, on school documents. In the case of the latter, the *School Language Project* is a very relevant point of interest for the Secondary Education stage. Its study serves as a basis for dealing in a didactic way with the integration of the languages of schooling and the gradual development of the communicative competence of the students throughout the stage. A proposal for a School Language Project is presented, which contains lines of action, objectives, participants, methodology and resources, among other elements. Finally, final aspects are provided which conclude about the planning of this type of project and its integration in Secondary Education schools.

Key words: Secondary Education, Language teaching, Multilingual competence, School Language Project, Proposal.

RESUMEN

El contenido de este trabajo se aborda conforme al principio de subsidiariedad que preside la organización curricular por niveles de concreción. Desde las determinaciones internacionales sobre la enseñanza de lenguas y la promoción de la competencia clave multilingüe, se focaliza la atención en la regulación de la enseñanza de lenguas extranjeras en el sistema educativo nacional y regional y, de forma particular, en documentos de centro. Entre ellos, supone un punto de interés muy pertinente para la etapa de Educación Secundaria el *Proyecto Lingüístico de Centro*. Su estudio sirve de base para tratar de manera didáctica la integración de las lenguas de escolarización y el desarrollo gradual de la competencia comunicativa de los estudiantes en toda la etapa. Se presenta una propuesta de Proyecto Lingüístico de Centro que contiene, entre otros elementos, líneas de acción, objetivos, participantes, metodología y recursos. Finalmente, se aportan aspectos finales que concluyen acerca de la planificación de este tipo de proyectos y su integración en centros de enseñanza obligatoria.

Palabras clave: Educación Secundaria, Enseñanza de lenguas, Competencia multilingüe, Proyecto Lingüístico de Centro, Propuesta.

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INTRODUCTION

Education laws develop methodological guidelines in their texts and set desirable goals in education. From the laws to the classrooms, the path is drawn through three levels, known as curriculum organizational levels (Van den Akker, 2006). In every school, the adaptation of the prescriptive curriculum to the characteristics and peculiarities of the environment and the students is proposed, reflecting such adaptation in the curricular projects of the Schools. Decisions about what, how and when to teach and evaluate are specified in them, being this a responsibility that corresponds to the teaching teams of each school.

Therefore, each school must develop and use a series of planning instruments, that is, institutional documents -permanent and contingent-, in order to facilitate their organizational task, as well as to give coherence and promote educational activity. The validity of these documents has a variable periodicity, depending on their purpose, but in any case, they must be functional.

It is necessary that the different institutional documents that each school must prepare, be at the service of the good organization and operation of the school departments, as well as, contributing to the development of quality education.

These documents are of great importance since they are contextualized and respond to the interests and needs of the groups involved. At the same time, they must be coherent, agile, flexible and articulated with each other, and it is also essential that they are agreed and accepted by the entire educational community. In short, they must be useful tools of work and not just bureaucratic documents.

There is no denying the obvious heterogeneity that exists in today's schools, in terms of linguistic and cultural diversity. This linguistic diversity requires an adequate educational treatment and also to be attended from institutional documents. Among them, the School Language Project (Trujillo Sáez, 2010) stands out for its recent incorporation to school life, created to ensure a harmonious development of students' communicative competence where the languages of schooling are interrelated. The institutionalization of this project is timely to contribute to the quality of education and school organization.

Justification

The most noteworthy factor that draws attention to teachers in their daily practice at all educational levels is the reality that students largely lack the communication skills that allow them to produce or interpret written and oral texts. Despite the progress, there are numerous deficiencies in managing the delimitation of the objectives to be achieved, the acceptance of a coordinated work and the imperative pedagogical coordination of the different linguistic areas.

In addition, there are many other factors that justify the need not only to strengthen teachers' coordination and learners' communication skills, but also to promote the elaboration of a School Language Project in schools today:

- The appearance of the *Common European Framework of Reference for Languages* (Council of Europe, 2001, 2018).
- The key competences for lifelong learning (European Commission, 2019).
- The introduction of diagnostic evaluation tests as a proposal to improve the quality of the education system.
- The large number of studies and publications on the teaching and learning of languages, which pose the need to have a School Language Project at a school disposal.
- The implantation of bilingual schools that demand strategies to further develop the communicative competence by teachers from non-linguistic subjects.

For these reasons, the *object of study* of this paper is the profiling of the School Language Project from its roles, functions and elaboration process in Secondary Education for the education quality improvement.

So that, the elaboration of this paper has allowed the acquisition of general and specific competences belonging to the Master's Degree in Teacher of Secondary Education, Upper Secondary, Vocational Training and Language teaching. This means that the knowledge and standards necessary to carry out the professional tasks, have been reached. Some of these competencies are summarized as: *the acquisition of strategies to motivate students and promote their learning ability in foreign languages; the knowledge of the regulations, school documents and the institutional organization of the education system; the ability to design and develop research, innovation and evaluation projects; and the knowledge of the curricular contents of the subjects related to the teaching specialization.*

Objectives and aims

Taking into account the previous considerations and in accordance with the object of study, the main objective and the aims are:

Main objective

- Characterize the School Language Project and its elaboration process in Secondary Education, in pursuit of planning guidelines to improve the communication quality in foreign languages.

Aims

- Give an account of the legislative and programmatic panorama around the teaching of languages according to organizational levels of curricular order.
- Identify the main elements that make up the School Language Project.
- Present a School Language Project proposal for the whole stage of Secondary Education that contemplates lines of action, main resources and agents involved.
- Establish final aspects oriented to conclude about the planning of the School Language Project in Secondary Education.

PART I

THEORETICAL ASPECTS

Chapter 1. The higher curricular organizational order: *supra*, *macro* and *meso* levels

1.1 Foreign language teaching from international and European directives

The expansion and incorporation of the teaching of foreign languages and new cultures requires a modernization of our society, as well as the need to train students in the world of languages so that they can develop in this global world that has been created.

We live in the era of communication, where we have the opportunity to acquire a cultural wealth like never before. This is one of the bases that supports the promotion of language learning in the document set by the Official Journal of the European Union (2019). This document reminds us:

the vision of a European Education Area in which high-quality, inclusive education, training and research are not hampered by borders; [...]; speaking two languages in addition to one's mother tongue is far more widespread; and people have [...] awareness of Europe's shared cultural and linguistic heritage and its diversity (C/189/15)

Article 22 of the Charter of Fundamental Rights of the European Union states that “the Union shall respect cultural, religious and linguistic diversity” (Official Journal C 364). Article 21 prohibits discrimination based on a number of grounds, including language” (Official Journal L 232).

The Commission of the European communities (2005) began to shape a policy of empowerment of multilingualism to:

- “improve communication between European citizens and the institutions that serve them” (p. 2)
- “reaffirm the Commission’s commitment to multilingualism in the European Union” (Ibíd, p. 2);
- “set out the Commission’s strategy for promoting multilingualism in European society, in the economy and in the Commission itself” (Ibid., p. 2); and
- “propose a number of specific actions stemming from this strategic framework” (Ibid., p. 2).

Likewise, they base their defense of promoting these ideals on the fact that the ability to understand and communicate in more than one language encourages us to open ourselves to the cultures and opinions of other people, improves our cognitive capacity and consolidates the knowledge of our mother tongue. In line with this, the presidency conclusions of the

Barcelona European Council (2002) with regard to the education field stressed the importance of having mastery not only in one's mother tongue but also in at least two foreign languages. For this, the Council called for "teaching at least two foreign languages from a very early age" (p. 19)

Taking into account the diversity of education systems in Europe and the difficulties they all face in developing, it is almost impossible to think of unifying the entire Union under the same educational laws. Starting from this base, from Europe what is being considered is to create a common foundation of educational ideals, but through proposals that little by little will meet needs. These proposals have had a key reference document, the *Common European Framework of Reference for languages* (Council of Europe, 2001, 2018), in order to "overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe" (p. 1)

This is the case of the evolution of language teaching. Since 1990, every relationship between countries of the Union that develops culture and languages has been strengthened. This is how all the so-called European Education Projects (Socrates, Comenius, Lingua...) arose, according to the Commission of the European communities (2005), to "encourage us to become more open to other people's cultures and outlooks" (p. 3).

Half of the European population is able to carry on a conversation in a foreign language albeit, according to the proposed educational policies, the use of at least the twenty official languages is defended. The Council of Europe (2008) pointed out that "is a right and indeed a responsibility to participate in the cultural, social and economic life and in public affairs of the community together with others" (p. 28). Even though nowadays all the official documents of the European Union are mostly in three languages: English, French and German, the fact is that this second language is English with 34%. In this vein, Beacco (2008) pointed out that social demand seems to focus usually towards almost exclusive learning of English. For this reason, Beacco et al. (2016) propose that:

Plurilingual and intercultural education is a response to the needs and requirements of quality education, covering: acquisition of competences, knowledge, dispositions and attitudes, diversity of learning experiences, and construction of individual and collective cultural identities. Its aim is to make teaching more effective and increase the contribution it makes both to school success for the most vulnerable learners and to social cohesion. (p. 10)

Beacco et al. (2016) defended a policy that covers all the areas necessary for its proper development: strengthening national strategies, teacher training, language learning at an early age, integrated content learning, higher education and of course the key factor a European indicator of linguistic competence. This is the tool that will make possible positive results. Taking into account that we cannot create benchmark educational laws, this kind of "accountability" similar to the PISA program will put all the countries of the Union to work to show what position they occupy in Europe.

1.2. Spanish policies for the regulation of Secondary Education

1.2.1. The Foreign Language teaching in the official provisions

In 2006 the Organic Law 2/2006, May 3, of Education (LOE) was enacted in Spain. It remained in force until it was amended by Organic Law 8/2013, of December 9, for the improvement of educational quality (LOMCE). The LOE entrusts the Government with the inclusion, for the first time, of the basic competences (defined at European level) among the components of the minimum education. The first of the competences is the "linguistic communication" competence, which refers to both official and foreign languages. Thus, the presence of foreign language teaching is included throughout the normative document and at all educational levels.

Training in at least one foreign language is established as a goal for the education system, which will be promoted from the second cycle of Early Childhood Education in which a first approach to the teaching of foreign languages must take place, especially in the last year.

As for Secondary Education, the objective consists of “comprender y expresarse en una o más lenguas extranjeras de manera apropiada” (LOE, p. 27). It is integrated into all years, with the teaching, on the one hand, of the *First Foreign Language* subject being compulsory from first to last year. On the other hand, of the *Second Foreign Language* subject which is compulsory offered by schools, but optional for students. In Year 4th of Secondary Education is compulsory to study the First Foreign Language subject; however, the Second Foreign Language is part of the block of MLCA¹ subjects from which students must choose at least three.

¹ This acronym corresponds to “Materias de Libre Configuración Autonómica”.

In Upper Secondary Education, the foreign language is part of the common subjects and the objective for students is “expresarse con fluidez y corrección en una o más lenguas extranjeras” (LOE, p. 34). Likewise, the offer of optional subjects must include the possibility of studying at least one second foreign language.

On the other hand, in the regulations developed by the LOE and specifying the minimum common teachings for the entire state, the educational administrations are allowed to authorize the study and teaching of non-linguistic curriculum areas/subjects taught in a different language. The teaching of these subjects takes place in Primary education, in Secondary Education and in Upper Secondary Education.

Both within the framework of the European Union and in the Spanish education system, linguistic diversity is a reality, which is why the ability to communicate in several languages is considered essential for citizens, organizations and companies. Therefore, language learning is an important priority. Multilingual competence is one of the new eight key competences (European Commission, 2019) necessary to improve the quality and effectiveness of education and training.

The article 13 of Royal Decree 126/2014, of February 28, which establishes the basic curriculum for Primary Education, and the second additional provision of *Royal Decree 1105/2014*, of December 26, which establishes the basic curriculum of Compulsory Secondary Education and Upper Secondary Education, introduce an important novelty that entails a methodological change. Both allow the educational Administrations to establish that a part of the subjects of the curriculum are taught in foreign languages, without this implying modification of the basic aspects of the curriculum regulated in them. Also taking into account that the Spanish language or the co-official language will only be used as a support in the process of learning the foreign language.

Therefore, in order to adapt the regulation of current bilingual teaching programs to these methodological changes introduced by the LOE, in the process of learning the foreign language, it has been considered appropriate to modify the regulation of the same. The system of teaching in foreign languages will be unified applying equally in all Spanish schools.

The Foreign Language Teaching System will allow an autonomy of the schools to determine the configuration of the offer in foreign languages and the teaching in one foreign

language of any non-linguistic areas or subjects of each year through CLIL² programs. In addition, the creation of a multilingual school culture will be facilitated through the knowledge of the culture of foreign countries, the contact with people from these countries and the use by teachers of the foreign language as a means of communication with their students.

1.2.2. The Foreign language teaching in Castile and Leon

The fundamental instrument for communication and learning is language. Knowledge and use of other languages, apart from the mother tongue, constitutes an indispensable baggage of people immersed in a globalized world, where relations between them, countries, organizations and companies are increasingly frequent and close.

In Castile and Leon, the curriculum for Secondary Education was enacted in the *Order 362/2015* of May 4, which establishes the curriculum and regulates the implementation, evaluation and development of Secondary Education in the Community of Castile and Leon. The curriculum section for the First Foreign Language subject is structured in four blocks that correspond to the communication skills as they are described in the *Common European Framework of Reference for Languages* (Council of Europe, 2018): comprehension and production of oral and written texts.

In each of these blocks, the *contents, evaluation criteria and learning standards* that make up the stage curriculum of the First Foreign Language are presented. For each of the communicative tasks perceived in the standards, the set of contents collected for each respective block must be incorporated; in the same way, to evaluate the degree of acquisition of each of the learning standards of a certain language activity, each and every one of the evaluation criteria collected and described for the corresponding activity must be applied.

The main objective is the effective use of the foreign language in real and communicative contexts. Therefore, the first and main methodological criterion is to teach classes in the foreign language, avoiding resorting to the mother tongue to develop students' communication skills.

² This acronym refers to 'Content and Language Integrated Learning'.

Chapter 2. The lower curriculum organization order: the *micro* and *nano* levels

2.1. Micro level. School plans

According to a vertical and subsidiary logic, the supra, macro and meso levels find their greatest concreteness in the micro and nano levels. Focusing on the micro level, corresponding to the educational centers, the set of recommendations and policies are contemplated in center documents according to the contextual features of a particular environment. Among these documents, we cite the most significant: the School Education Project; the Project Management of state schools; the Annual General Program and the Syllabus which are described below.

2.1.1 The School Education Project

The School Education Project is one of the main constitutive elements of the schools. It is the document that gives "own identity" to a school.

It is a programmatic document that reflects educational, organizational and normative principles, being the basis of other approaches that should articulate the democratic and participative management of educational schools. But it is also a planning, management and consensus document that includes decisions and agreements made by the entire educational community. Antúnez (1998) pointed out that the School Education Project:

debe utilizarse como referencia para cualquier proceso de evaluación interna o externa del centro; para la provisión y dotación de recursos (no se puede tratar de la misma manera a todos los centros desde la Administración independientemente de lo que hagan); como criterio para la adscripción y constitución de los equipos de profesores y profesoras con los necesarios controles democráticos, etc. (p. 80)

That is why it should not be limited solely and exclusively to curricular aspects, but should also take into account the contextual characteristics and specific needs of the school at all times.

The School Education Project must be approved by the school board as it is a document by and for the school. In addition to including the values, objectives and priorities for action, it should also include the transversal treatment in the areas, subjects or modules of education in values and other teachings. So, this document should answer a series of specific questions that define the parts of it:

- Where are we?
- Who are we?
- What do we want? and
- What means do we have?

Therefore, the School Education Project of the center will depict aspects such as: the socio-economic and cultural situation of the population where the school is located, the characteristics of the school (infrastructure, families, students, teachers, support staff and non-teaching staff, identity signs that define the center, general objectives, organization...). It is important to note that the School Education Project is a reviewable document, exposed to possible modifications as long as the educational community considers it necessary.

2.1.2. The Project Management of state schools

The Project Management of state schools is the document responsible for collecting aspects related to the organization of the resources of the center, both human and material. It must be developed in the terms established by the educational administrations and will be informed by the faculty and approved and evaluated by the school board. This acquires special importance in an educational center, which should contribute to the students receiving training, that includes respect for the environment and reflective and prudent consumption. The centers use public economic resources for their operation and, therefore, their management must be transparent and rigorous and must be focused on improving education.

The management project will include the economic management project of the high school, the organization of human resources and the use of material resources and facilities, as it was mentioned previously.

2.1.3 The Annual General Program

The Annual General Program is prepared at the beginning of the year by the Management Team, taking into account the deliberations and agreements of the School Board and Council. This document specifies according to Vázquez Cano (2017) “una serie de objetivos concretos (pocos, abarcables) para el curso académico”. It encompasses:

- The organization and operation of the school for a given school year including the general objectives of the center.

- The general hours of the school (student hours, tutorials), the planning of meetings of the governing bodies.
- The programming of teaching activities, the annual program of complementary and extracurricular activities.
- Modifications or new decisions deemed appropriate to introduce in the School Education Project and in the Curriculum Project.
- The Administrative Report, which will include the Organization Document of the Center.
- The statistics of the beginning of the course and the situation of the facilities and equipment.
- The draft budget of the school.

In any case, the Annual General Program should respond to the analysis of the educational reality. For this, it must be operational, effective, realistic, clear and evaluable, while considering the possibility of making the appropriate modifications throughout the year, hence it should not be considered as a closed document.

2.1.4. The Syllabus

There is a constant concern and need on the part of schools to offer quality training that ensures that their students are properly inserted into society, both nationally and internationally. They are faced with the challenge of reinforcing teaching planning through didactic guides that facilitate the learning of their students. This has involved dedicating significant efforts to redesigning the teaching-learning processes with the creation of the Syllabus, which is the responsibility of the teacher.

The syllabus defines the objectives, the contents to be developed and in a generic way, teaching methodologies and evaluation strategies. But according to Jerez, Hasbún y Rittershausen (2015) it not only contains the definition of expected learning outcomes and associated content:

sino que también la especificación de las estrategias, metodologías, actividades y recursos a utilizar para obtener los resultados de aprendizaje esperados; y los criterios y procedimientos evaluativos a considerar para monitorear los avances y logros de aprendizaje de los estudiantes (p.21)

This document is created with the purpose of supporting teachers and assistants in the process of reorienting their teaching practices, focusing them on the learning of their

students, in terms of facilitating the acquisition of knowledge, abilities and skills, and the development of capacities for mobilize and apply them in different contexts. Zabalza (2004) pointed out that the syllabus is a tool:

orientada al desarrollo de Proyectos formativos, a organizar nuestra actuación no como un conjunto de acciones imprevisibles y desconectadas entre sí, sino como la puesta en práctica de un plan bien pensado y articulado. (p. 3)

At the time of its elaboration it must be taken into account; the number and characteristics of the students, including their previous knowledge and their preparation to achieve quality learning, available time; teaching resources, etc.

2.2 Nano level. The English documents in Secondary Education

2.2.1 Lesson plan

The lesson plan is a way of planning the teaching-learning process around a content element that becomes the integrating axis of the process, providing consistency and significance. It is a working instrument that allows the teacher to organize his/her educational practice to articulate quality teaching and learning processes adjusted to the group and the student.

Thus, the lesson plans are actually the organization of specific topics that are intended to be taught to students, always adjusting to the age of the student and other curriculum elements.

The first part or component of a lesson plan is the description, which consists of a kind of summary or global record of the unit, where the topic to be discussed appears, as well as the name or title of the unit. In addition, it includes the previous knowledge that the student must present to be able to receive, as well as the initial activities programmed to teach it.

The objectives must also appear, because they include the knowledge and skills that students are intended to learn through the lesson plan. The contents include the knowledge that is intended to be taught, the sequence of activities (their order of application, duration, theme...) that will be carried out, as well as the relationship they have between them.

The methodology, what procedures, methods, strategies and educational tools will be used.

The materials and resources that will be needed and that are intended to be used to develop the different lesson plans and finally the evaluation, where a series of criteria and indicators of general evaluation and the evaluation of each activity and unit will be indicated.

2.2.2 Classroom Programming

Classroom Programming is part of the last level of specification of the curriculum, where both the official curriculum and the Syllabus are specified for a group of students and a school year. It is the key to the entire teaching scheduling process and the fundamental guide for the daily life of the teacher.

The Classroom Programming, as a document, is made up of a brief introduction about the references for its elaboration and the set of lesson plans, themes or projects that are elaborated for a school year. Fortunately, in the majority of autonomous communities, a Classroom Programming model has not been imposed that must be followed compulsorily; that is to say, there is no official model of mandatory compliance. It is an aspect that is left to the autonomy of schools or teachers.

This document is a planning, an estimate of what we want to teach, but the programming is at the service of the teacher and the students, and not the opposite. Therefore, it is something dynamic, which can be modified depending on the situation and circumstances of a course, the pace of learning of the students and the conditions that teachers find themselves.

Programming starts from the socio-family and school context in which it is developed. It should establish the objectives, contents, experiences of teaching-learning, methodological criteria for the selection of didactic materials and resources, and criteria and instruments for evaluation. They are based on the frame of reference established in the Curricular Project, and by contextualizing their orientations based on the particular characteristics of the students to whom the educational intervention is directed.

In all programming, an ordered and coherent sequence of the teaching units is established, which organize, develop and specify the objectives, content and evaluation criteria that the teaching department has established, which will be developed throughout the year or cycle reference.

It must be taken into account, how to attend to the diversity of the students, how to create in the educational community a favorable environment for which the teaching-learning process is optimal and what kind of ICT and other resources to use in it.

Chapter 3. The School Language Project: main features

The education system is, together with the family, the main guarantor of the socialization of the students and, therefore, of the development of their key competences. Educational centers become spaces for growth and comprehensive training through the specification of the curriculum and the selection of the most appropriate methodological strategies. Students and society need a high level of competence in linguistic communication (*multilingual competence* as it has been recently called) to meet the challenges of the future: personal development, employment, mobility and international relations. Mackiewicz (2011) pointed out that:

Proficiency in several Community languages has become a precondition if citizens of the European Union are to benefit from the occupational and personal opportunities open to them in the border-free Single Market. (p. 2)

For this reason, the main way for educational centers to promote the development of the multilingual competence is the design and development of a School Language Project, which includes according to Miguel Calvillo (2013) the agreed regulation of communicative linguistic uses and their education in all aspects of school life (teaching, subjects, documents, administration, activities, etc.) in order to improve teaching.

The School Language Project is a plan that aims to work and improve the multilingual competence of the students of a particular school, through the coordinated action of all members of the educative community. It is a comprehensive plan that aims to cover language learning in an integrated and interdisciplinary way, developed in all areas of the curriculum and at all levels of the Secondary education and Upper Secondary Education. Being a plan developed and agreed by all teachers, the main challenge is to unify the efforts of the entire faculty to achieve an improvement in language proficiency and, therefore, the academic performance of students.

Among these agreements and commitments, the proper selection and sequencing of the communicative contents in the various subjects, as well as the adoption of methodological approaches that encourage and improve the learning of communication skills and abilities, is essential.

As any project, the process of elaboration is as important as the document itself, because it implies a reflection shared by the centre and a decision taken by it. It is an opportunity to improve all aspects of the presence, use and teaching of languages in the

centre. Therefore, it is aimed at improving both didactic intervention and linguistic coexistence and cohesion.

3.1 Conceptual considerations about the School Language Project

The School Language Project implies an interrelation between all the languages that are used and taught in a school. This would mean a change from a monolingual management to a multilingual one. Pérez (2019) said that “el Proyecto Lingüístico de Centro es el camino adecuado para la mejora de la CCL en el alumnado” (p. 32); as well as the improvement in the quality and effectiveness of education and training in basic skills such as reading, writing and languages. Our education system has the challenge of ensuring bilingualism and achieving multilingual people, who have in their starting profile sufficient competence to communicate in Spanish, in an appropriate and effective way, in all areas of life and communicate adequately at least in a first foreign language in personal, social and academic situations and environments.

According to Pérez (2019) the School Language Project is “uno de los conceptos más efectivos y revolucionarios en los centros educativos de los últimos tiempos. En un mundo donde las competencias del ciudadano están a la orden del día, la pieza clave de la competencia lingüística se revaloriza” (p. 31). It is at the service of improving the skills of citizens in reference to employability, innovation, active citizenship and well-being.

There are many advantages that the School Language Project can provide in a school. There are three reasons that Cantero García (2012) exposed to justify the existence of this document within a school:

existen alumnos con una gran diversidad de intereses, necesidades y actitudes hacia las lenguas, sus aprendizajes y sus hablantes. Y para dar respuesta a tal diversidad se necesita un PLC en el que se delimiten las distintas didácticas de las lenguas, bien diferenciadas en función de cada situación. (p.112)

Schools must adapt to new circumstances and thus face the different linguistic needs of their students. Another important reason is the change in the way of teaching languages, in that a more spoken use of languages that allows communication is intended. This idea is supported by Cantero García (2012):

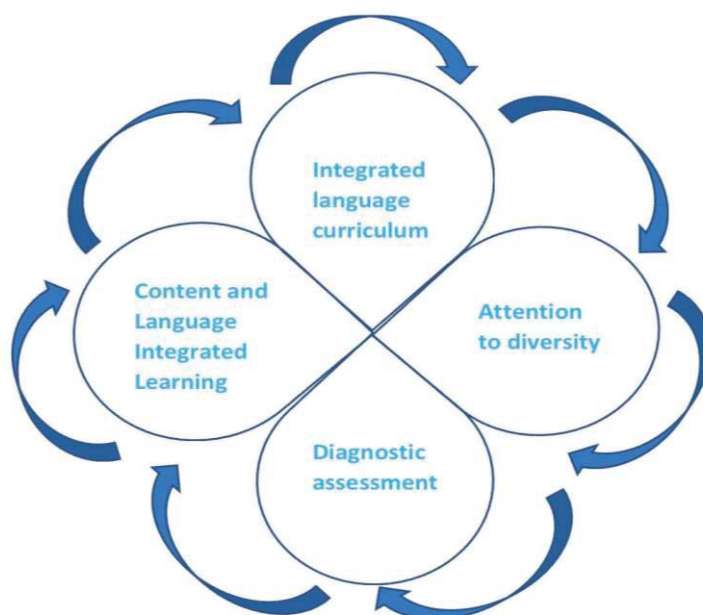
la enseñanza-aprendizaje de lenguas ha experimentado en los últimos años un cambio radical de enfoque. Ya ha quedado atrás el afán gramaticalizador del aprendizaje de

las lenguas, pues ahora el epicentro de dicho aprendizaje consiste en el dominio de las mismas por medio de su uso. (p.113)

This would imply that both the center and the teachers must reach a series of objectives that provide an inclusive, global and flexible teaching model for the teaching-learning of languages. And the last but not least reason is how that all decisions must be shared by all teachers: “la necesidad de contar con un documento pedagógico en el que se recojan las decisiones que adopte el profesorado en lo que afecta a la educación lingüística de los alumnos” (Ibíd., p.114). Making the linguistic and cultural development of the study languages not only exclusive in subjects related to language teaching.

3.2. Lines of action

Trujillo (2010) pointed out that the School Language Project “puede centrarse en cuatro grandes actuaciones [...]: currículo integrado de las lenguas, aprendizaje integrado de contenidos y lenguas, evaluación de diagnóstico y atención a la diversidad” (p. 36). It must contain a structured corpus, which provides, on the one hand, strategies both for the planning and implementation of joint actions, as well as for its subsequent evaluation. On the other hand, the guidelines for didactic action and the coordination of all areas and subjects that constitute the curriculum. We synthesize these ideas contributed by the author cited in the following graphic 2:



Graphic 1. Lines of action from a School Language Project

Integrated language curriculum: the curriculum integration movement is in line with the best educational tradition to overcome the artificial barriers created between subjects or areas of academic knowledge and to link the curriculum to the personal interests of students and issues of social interest. To this end, the curriculum imitates reality: from the linguistic perspective, in real situations it is increasingly frequent to use several languages in a simultaneous or consecutive manner to solve a task (integrated language curriculum) or to use a variety of languages to access academic content and to carry out our learning (in-service learning of content and languages).

Attention to diversity: attention to diversity is a fundamental principle of our education system, which is based on quality education for all students, regardless of their conditions and circumstances, and which guarantees equal opportunities, educational inclusion and non-discrimination, acting as a compensatory element for personal, cultural, economic and social inequalities, with special attention to those resulting from disability.

So, the first step in being able to build an inclusive school is to be prepared to do so, and the keys are information and training. In relation to the diversity of capacities present in the educational centre, the School Language Project can favour both participation in training experiences organised in the corresponding Teacher Training Centre and the organisation of the centre as a professional development environment through self-training and peer training strategies.

Diagnostic assessment: the diagnostic assessment is today the best tool to take the pulse of the school in relation to basic competencies. Therefore, the analysis of the data from the diagnostic assessment is a source of inspiration that indicates what the path to improvement may be. The data from the diagnostic assessment indicate the strengths and weaknesses in relation to multilingual competence in a given centre. With these data we can analyse whether the School Language Project considers both orality and literacy and whether there is an adequate relationship between them, whether a variety of genres, registers, domains or specific areas are incorporated and whether the necessary linguistic activities, strategies and skills are being worked on through these with the appropriate didactic approach.

Content and language integrated learning: content and Language Integrated Learning (CLIL) refers to a methodology for learning non Linguistic subjects taught in a foreign

language, that crosses the boundaries of the classroom of the subject itself, since it involves other subjects, or at least part of them, being taught in a foreign language with two objectives: learning the content and learning the language involved. Two factors are very important when acquiring the skills needed to defend oneself in two languages in the same way. The first is reading, which must become a habit and an activity that does not require extra effort. The second factor, but no less important, is oral fluency. Students develop fluency in English to be able to communicate for a variety of purposes and in very different contexts.

3.3. The contents of the School Language Project

The Common European Framework of Reference for Languages (Council of Europe, 2018) reflects on the languages to be learned in the school framework to improve the multilingual competence.

If we look at this graphic, we can intuit the treatment and the contents that a School Language Project can have in a school:



Graphic 2. Schooling languages that encompass the multilingual competence. (Adapted from Antonia Gómez Vidal and Diego Arcos Cañete, I.E.S. Mirador del Genil, Iznájar, Córdoba).

3.4. The main objectives of the School Language Project

According to CEO Miguel Delibes (Segovia) the main objectives of the School Language Project in reference to the students are:

- Develop the communication skills in the mother tongue and the foreign language: listening, speaking, interacting, reading, and writing.

- Assimilate all kinds of texts and contexts.
- Access to variety of documents and supports.
- Learn to select the most important information.
- Have a plan open to the environment.
- Communication for everyone and for everything.
- Use of active methodologies.

Some of the instruments to achieve the objectives of the School Language Project are to analyze the results of the diagnostic tests on the linguistic competence of the students, coordinate the different curricula of the languages taught at the center in order to agree on terminology that allows the support of all languages in the learning process, and encourage the timing of common content, carry out complementary and extracurricular activities that contribute to the improvement of students' communicative competence, establish evaluation criteria that include the degree of multilingual competence acquired and those aspects that the student needs to improve. As a final element it would be a matter of preparing a compilation document of all the actions carried out in linguistic programs.

The School Language Project supposes the concretion in the School Education Project of all those measures destined to the development of the multilingual competence of the students by means of the teaching, promotion or visibility of the languages in the school. The creation of learning situations that involve the effort to produce and understand a second language.

PART II

METHODOLOGICAL ASPECTS

Chapter 4. Contextualization of the proposed School Language Project

The following School Language Project proposal will be designed in the Autonomous Community of Castile and Leon, a community with a long monolingual socio-institutional tradition (Guillén Díaz & Sanz Trigueros, 2019), where it is necessary to have documents that adequately regulate language teaching/ learning.

4.1 Physical and sociocultural context of the population

The project will be envisaged in a high school located to the northwest of the city of Valladolid and integrated in the immediate periphery. Despite the fact that its surroundings are close to one of the main entrance routes to the city and it has constant nearby traffic, it is far away and quite well isolated from disturbing noises or other interruptions. It is a centre close to various neighbourhoods with working class, immigrant or marginal populations.

The school has approximately 1500 students and 50 teachers. Due to the large number of students, there is a great diversity within its classrooms. There are students from different ethnic groups and countries of origin who are perfectly integrated into the school and its dynamics. The socio-cultural, educational and economic level of the families has risen in comparison with previous years and is in a medium-high status, although some students may have certain limitations. Currently, most of the students that the centre receives come from neighbourhoods, rural areas and new urbanisations that are located near the city.

4.2 Physical and architectural aspects

The campus, which covers an area of 80,000 m², is divided into several buildings. On the left side, they are found the buildings dedicated to the teaching of pre-school and primary education. In the central part we would find the main building divided into four where the classes for Secondary Education and Upper Secondary Education are located. Also, the centre has 18,000m² of workshops and laboratories, 20,000m² of sports and garden areas, large playgrounds, football pitches, basketball, volleyball, skating rink, fronton, athletics track and a sports centre where physical education classes are held.

Of course, the centre has a library on the ground floor of one of the buildings, a chapel, an assembly hall and various classrooms (technology, chemistry, biology, audiovisuals...). In addition, it has internet in all the classrooms, an interactive digital

blackboard and projector, a dining room and cafeteria service and a wide variety of specialized workshops thanks to the large number of middle and upper level training cycles offered.

4.3 General organization of the school

The physical and architectural aspects of the high school undoubtedly influenced the elaboration of its School Education Project. Nowadays, the high school has the following stages:

- Infant and Primary Education
- Secondary Education
- High School
- Intermediate, Advanced and Vocational Training

In addition to the regulated academic activity, the centre offers other services such as:

- FOD courses
- Job Board
- Extracurricular activities (languages, sports activities, workshops, etc.)
- Participation in voluntary work and social entrepreneurship offers.

The centre promotes a personalized education focused on the physical, intellectual, artistic and technical aspects. It educates for freedom and personal maturity: to be a person who, from his/her freedom, is not only capable of working with others, but also to convert and live for others being a sensitive person against all forms of dehumanization. It educates for the integration of faith and culture, teaching to discover, study and understand this world, with all its richness and diversity of scientific realities, artistic manifestations or expressions of human progress.

4.4 Extracurricular activities and specific programs that take place in the school

In addition, the centre has a Department responsible for organising school parties, the industrial exhibition, the cultural week, exhibitions, multi-day get-togethers, cultural trips, sports Wednesdays, federated sports and meetings with other high schools.

As in any centre, various extracurricular activities are offered. Nine sports are offered such as rhythmic gymnastics, karate, skating, soccer, basketball... among others. Typing

workshops, crafts and 3, 2, 1 program and create. Youth camps, Camino de Santiago, coexistence in Loyola, as well as one-week language immersion programs with native teachers. And the Languages programme that consists of promoting the knowledge of other languages enhancing all the necessary skills to turn their students into great multilingual speakers.

The centre has several educational projects such as Erasmus +, Plan for the Promotion of Reading, a multilingual programme and Dual Training.

At the high school they think of an increasingly globalized society, supporting that speaking more than one language has obvious advantages. Multilingualism can improve cognitive skills that are not uniquely related to language. In 2013, bilingualism was implemented in Secondary Education in the first three courses, attending to a common objective which is the comprehensive training of its students so that they play a good role in society, not only on a personal but also constructive level.

They believe in a necessary language empowerment plan with which to promote the knowledge of other languages to their students. In this way, this high school intends to respond to this growing need for language learning as a basic element in the comprehensive education of students, which is why it incorporates the teaching of a second language, French, from fifth grade of Primary Education offering its continuity in Secondary Education and Upper Secondary Education.

From early childhood education, its multilingual educational program offers students the possibility of participating in English and French extracurricular and obtaining an Official Certificate of Cambridge English for Young Learners. While starting from Primary and extending to Secondary and Upper Secondary Education, its after-school educational program in foreign languages offers students the possibility of obtaining an Official Cambridge, Delf and Confucius certificate, official titles of the Common European Framework of Reference for Languages with official validity and great international recognition. Students can take the exam at their own school by being a Collaborating Examiner Center for the prestigious Cambridge English Language Assessment and being part of the National Schools Project.

These certifications serve the school as an external quality control of their work in teaching English, but they are not sufficient to accredit, enrich and revalidate the language level of their students.

To achieve all this, the school has been working with Language Kingdom as partner-collaborator since the 2015-2016. Within the academic dimension, it is intended that from the bilingual subjects, with an active and participatory methodology, activities can be carried out using new technologies, using English as a vehicular language in various subjects and introducing conversation assistants to reinforce the oral use of the English language, etc.

In addition, language immersions will be promoted where students must contrast what they know directly in immersions, summer trips, or stays in English-speaking countries throughout the school year. And expanding its offer of extracurricular in two ways; the number of languages offered (English, French and Chinese) and preparing students who wish to do so for official certifications.

Despite everything, there is no document that contains all those aspects and objectives necessary when implementing the development of language skills.

4.5 Languages of schooling and communication skills in Secondary Education

The language of schooling in the center is Spanish but there is also the possibility of choosing English as the main language for teaching some subjects through the bilingual project. At first, English is considered as a second foreign language that must be studied on a compulsory basis, while French is studied as a third language and in some courses, it has an optional character. This school has not a linguistic section in Secondary Education, which prevents good coordination when establishing the requirements to be achieved in learning a second or third foreign language.

Basically, there are three English cornerstones in order to promote effective communication:

- Verbal communication
- Written communication
- Nonverbal communication

These are the levels of competencies and skills that students acquire through the experiences and education that obtain allow them to perform and regulate communicative activity. To achieve an adequate acquisition of these skills of the English language as a foreign language it is essential to know the different steps on which the activity is based. The individual characteristics of each student and the type of action to take into account.

Secondary Education students at this school have a highly developed command of written and nonverbal skills. They are able to handle the use of grammatical constructions and a large vocabulary, but there are shortcomings when applying it to spoken ability. Assuming that communication in the classroom is not the same as in real life, students are learning the language all the time but are unable to apply it to spoken communication.

Therefore, the school must insist that students are willing to use language both correctly (accuracy), which depends on the domain of the language system, and fluently that is derived from the experience of using language by itself. In addition to creating a balance between these aspects, which in the end will make students able to communicate properly.

All communication skills are important but if we had to highlight one it would be spoken communication, where it is seen if a student really knows how to communicate in any situation. For this, the design of a School Language Project based on enhancing oral expression is proposed.

Chapter 5. Towards a School Language Project proposal

The School Language Project is understood as a process of reflection on the treatment of the various languages that, at different levels, are in the centre. The School Language Project is part of the Educational Project and is defined in these great themes: the role of the vehicular language, the treatment of the curricular languages and the aspects of organization and management that have linguistic repercussions.

The complexity of the multilingual competence requires the writing of this proposal that reflects the decisions taken by the centres on this issue. Beyond a document which adds to the bureaucratic tasks at the beginning of the year, this proposal sets out the agreements shared by the faculty around the development of multilingual competence. This implies that there has been reflection and agreement by teachers, who all understand that they can address the issue and offer solutions. The strategy is set in writing to make decisions more visible, transparent and durable. The School Language Project of the centre can address issues such as student performance, teaching methodology, the most effective working models, the distribution of languages in the school and the presence of mother tongues and environmental languages.

The proposal presented below is aimed to creating a School Language Project which is a space for coordinating plans that promote the development of multilingual competence: bilingualism, school library, reading programmes, teaching the language of instruction as a second language, European programmes, use of ICT, etc. and should be carried out not only by the linguistic areas (mother and foreign tongues) of the bilingual centers, but also by other departments to work in parallel teaching sequences.

This proposal can also serve as a model for socio-educational contexts with a monolingual tradition, such as the one previously contextualized, where it is necessary to create documents that regulate the teaching and learning of foreign languages as well as multilingual competence.

5.1. Forerunners of the School Language Project

Since the implementation of bilingual education, the different educational regulations reflect the need for each school to make decisions about the presence, use and teaching of languages in an appropriate manner to its context. The extension and consolidation of

bilingual education (through immersion and maintenance programmes) and the steps taken towards multilingual education have forced schools to review and modify their decisions on languages to adapt them to new social, cultural and educational situations.

In one way or another, all schools have made decisions related to languages, they have an implicit project as the School Language Project. In some cases, these decisions are set out in the form of a consensus document in force, and in others, they have not yet been formalized as a draft or need to be updated.

We found predecessor projects to this proposal, such as the Reading and Library Plan. From them derive action plans such as the "Reading Promotion Plan" or the implementation of the library through a work team, all aimed at the development of language skills.

In Secondary Education, the connection between the previous and subsequent cycles is worked on in a planned manner with a merely practical methodology in the transversal development of the language. In addition, a plan is developed for the use of ICT as a means and tool for learning and not as an end (through presentations, exhibitions, reflective work... making understanding and expression necessary).

In order to overcome these plans, given the need to adapt them to current circumstances, it is necessary to go further and develop a School Language Project, since not all centres have one. This development would allow the insertion of strategies to work on communicative competence in non-linguistic areas of the curriculum, guidelines to plan, implement, coordinate and assess the proposals for action to be undertaken in an educational centre that is committed to improving the basic language skills of students who are studying not only their mother tongue or foreign language, but also, and particularly, non-linguistic areas.

5.2. The integration of the languages of schooling and their didactic treatment

Given the multilingual and multicultural nature of today's society, there is a need for schools to introduce the organizational and methodological changes needed to respond to the communication needs of multilingual students. To this end, one working way is proposed: the integrated treatment of different languages. This is the reason why language training in Secondary Education cannot be limited to a single language, but has to enable an averagely trained citizen to be able, at least, to understand and express himself in a foreign language and in Spanish.

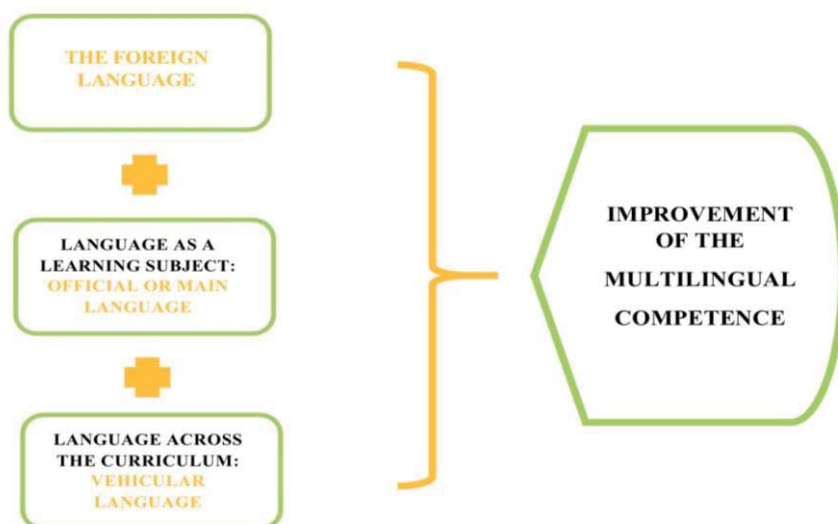
This methodological proposal, based on the communicative approach to language teaching applied to learning situations in which different languages coexist, proposes the collaborative work of teachers of the different languages of the school on the basis of all those elements that they share.

There is a need for measures to be taken in schools to facilitate not only the teaching of several languages but also teaching in different languages. Students need to interact with their classmates and teachers to learn different subjects, to develop their intellectual and personal abilities, etc. This requires speaking, listening, reading and writing in one, two or three languages coordination between the language teaching staff and those of the curricular areas, which is a must.

However, in multilingual school contexts the reality is often very different. Teachers are divided into various departments, applies methodological principles that may be contradictory. The scarce contact between the teaching staff of the linguistic and non-linguistic areas, although languages are learned and taught from all areas, is accompanied by no coordination between language teachers.

5.3. Contents for improving multilingual competence

This proposal presents the contents and languages that a School Language Project must contain in order to improve the multilingual competence.



Graphic 3. Improvement of multilingual competence.

5.4. Characteristics of the proposal for the elaboration of a School Language Project

The distinctive features of a School Language Project can be the following:

- *Concretion*: It should address the planning of actions, the sequencing of objectives by course and what will be worked on in each area.
- *Precision*: It will have to be specified when and with what materials to work. These resources will be collected in a portfolio which will include what is going to be scheduled and when it is going to take place.
- *Real commitment*: It must include the short- and medium-term commitments of each didactic department and curricular subjects.
- *Continuity*: It will consist of the incorporation of the School Language Project into the Center and Area Curricular Project to be developed in future courses.
- *Verification*: the mechanisms for reviewing and monitoring the degree of compliance with the schedule, the results obtained and the improvements that may be practiced must be foreseen.

5.5. The objectives that the proposal can have in the school

The School Language Project proposal has five fundamental objectives which are based on educational innovation and the implementation of a methodological renovation in the school. These objectives are intended to symbolize a space for the coordination of actions that promote the development of the multilingual competence. This will be done through the participation of the teaching staff of the different areas and subjects, which will facilitate the development of the oral and written skills of the students, both in their mother tongue and in the different foreign languages that are part of the curriculum.

- To integrate the curriculum between linguistic areas and non-linguistic areas, promoting the development of communication skills and abilities in non-linguistic areas, both in the mother tongue and the foreign language.
- To improve the school before the results of the diagnostic tests carried out in previous courses.
- To be the answer to the linguistic diversity present in a school through foreign students who speak different languages than the vehicular language.

- To redesign common indicators to evaluate multilingual competence from all areas, establishing the weighting for each one of them and creating awareness in the student of their importance to achieve a positive progression in their learning.
- To integrate, in a transversal way, competences such as learn to learn or personal autonomy in the design of the School Language Project.

5.6. Lines of action

Any proposal for the development of a School Language Project must follow some lines of action. These lines of action could be summarized in:

LINES OF ACTION			
INTEGRATED LANGUAGE CURRICULUM	ATTENTION TO DIVERSITY	DIAGNOSTIC ASSESSMENT	CONTENT AND LANGUAGE INTEGRATED LEARNING
Languages are tools for communication and their learning and teaching is based on their use for communication.	Improvement of the results of those students who have learning disorders when learning a foreign language.	Assessment of the teaching-learning processes of the dimensions included in the linguistic field, the management of the curriculum and the coordination mechanisms between the teaching staff.	It involves cooperation between language teachers and the rest of the teaching staff.

Graphic 4. Lines of action for the School Language Project proposal

The Diversity Attention Plan, which aims to regulate the management of the school, includes documents that provide necessary actions to improve the results of those students who have learning disorders when learning a foreign language (English) and prevent them from reaching the proposed goals.

The school must define how it organizes the attention to the diversity of needs and learning rhythms of the students, which, in linguistic matters, must be focused fundamentally on reinforcing the development of reading comprehension and oral and written expression in the teaching of a second language in Secondary Education.

The integrated language curriculum involves recognizing the existence of a global multilingual competence, beyond the languages in which the individual expresses himself. In this sense, the integrated language curriculum is based on a fundamental idea: languages are tools for communication and their learning and teaching are based on their use for communication. Thus, the morphological or lexical knowledge of a language may allow understanding in another language, and reading comprehension strategies developed in one language may be useful for other languages.

Obviously, this overall competence is shown at different levels of ability according to the languages, communicative situations and activities in which a person is involved. This implies assuming that the fundamental activity in the classroom is the development of communicative activities of production and reception of oral and written texts, since the development of multilingual competence depends on these in a decisive way.

The content and language integrated learning involves cooperation between language teachers and the rest of the teaching staff. This, in turn, provides realism to the second language class, where real texts that students find in other subjects are worked on, but it also allows non-linguistic disciplines to incorporate language teaching practices and to contribute, from their field of knowledge, to the multilingual competence.

The content and language integrated learning not only favours the development of multilingual competence, but also promotes better results in learning of non-linguistic disciplines. Students obtain resources for learning in different languages, develop important cognitive-linguistic skills necessary for study and review the contents of different subjects beyond the class hour. It provides mechanisms to help students who speak other languages to approach non-linguistic disciplines at the same time as they learn the language of the school and extends the number of hours and effort devoted to learning foreign languages, giving them the meaning and context that these languages do not have outside an immersion situation.

The set of actions proposed for the school, in relation to the different phases of the assessment of language learning and use, will include the assessment of the teaching-learning processes of the dimensions included in the linguistic field, the management of the curriculum and the coordination mechanisms between the teaching staff.

Assessment is applied as a part of the teaching-learning process which, in part, should serve to hold learners accountable for their own learning. Indicators and monitoring mechanisms, including language use, are in place to coordinate the application of assessment criteria throughout the courses and are also elements of reflection for decision-making in relation to curriculum organisation and methodological approaches. Competences related to the language field are assessed in communicative and task-based contexts, without prioritising the moment of the final assessment to the students.

5.7. Teaching materials and resources

When determining teaching materials and resources for language learning and teaching, the school applies clear and consistent criteria as to what their functions should be, what characteristics they should have and how they should fit in with the curriculum. The centre establishes criteria of coherence and methodological continuity for the choice of teaching materials and resources ensuring that students have access to a variety of additional resources that encourage attention to diversity.

5.7.1. Physical resources

Laptops, tablets, digital blackboards, television, CD and DVD players, pen drives... There are timetables in which the days and times of use of these resources by teachers and students are organised. It is a flexible structure that can be modified according to needs or demands. All these resources are available to all the students of the centre.

5.7.2. Interactive resources

-Website of the school: It is a working environment for teachers and students where they can share documents, multimedia files that allow them to form an online educational community.

-Blogs: It is a tool that allows collaborative work, information exchange and access to resources such as games, videos or online activities. Moreover, it also allows the development of critical and reflective skills.

-Email: It is a tool that allows students and teachers to be in permanent contact. It is a way to resolve and ask questions.

5.7.3. Resources for the teaching team

-*Google Drive*: It is an easy and simple way for teachers to share, develop and distribute information with their students. It also allows cooperative work, self-evaluation, elaboration of documents in real time and multiple revisions of the same document.

-*OneDrive* (tests, programming, schedules...): It allows the sharing of documents in real time which ensures better results at the academic levels.

5.7.4. Linguistic and communicative resources

-*Conversational acts*: They allow the development of communication between teachers-students as well as between students-students. This interaction can be achieved through role-playing activities, prediction activities, compilation or presentation of information and debates.

-*Collaborative work*: The collaborative work allows an interaction between the students and will promote the communicative use of the language.

-*British Council*: It has a section where students can practice general English in a dynamic and fun way through games such as "Spelloween", that allow the improvement of spelling in English or videos such as "How to wash your hands" on topics about science, culture or psychology, that allow the development of the ability to understand different accents and speakers.

-*BBC*: This online portal allows access to various materials including quizzes that permit students to know and learn specific vocabulary and grammar on different topics such as "Weather quiz" or "Jubilee quiz".

-*Authentic documents*: Reading books about great classics like *Romeo and Juliet*, radio shows or videos that represent real conversations.

-*Realia*: a London periodical, a London Underground ticket, a Scottish bagpipe or a "Dairy Milk" chocolate bar from Ireland.

5.8. Methodology

Teaching a language is, above all, to awaken interest in its cultivation, to awaken curiosity to discover its internal mechanics and to turn it into a tool for communication. The purpose of teaching a foreign language should be under the adoption of the communicative approach in the classrooms to facilitate the development of multilingual competence and intercultural education, and the development of personal communication skills in informal communicative situations first, and more formal ones later, as the code is mastered.

The great difficulty in the acquisition of second languages, especially if they do not have an age-appropriate social presence, such as the foreign language, is the acquisition of oral skills. This process of language acquisition is related to the students' need and desire to maintain social and emotional contacts with teachers, peers and other people in their environment. In order to make this acquisition easier, the Total Physical Response a language teaching method that combines speech with action and proposes to teach language through the combination of verbal and motor skills (Asher, 1969) will eventually be used, especially, at lower levels.

As the students get older, the teaching of the foreign language can developed all skills, including written skills, provided that contexts of use are created in the foreign language used by the teachers.

The use of the *Flipped Classroom* methodology (Bergmann & Sams, 2015) is a good option to intensify the use of oral skills in English classes. In this form of learning, students learn the concepts at home by watching educational videos online and the activities that were previously done in class, now become tasks carried out at home. In this way, both teachers and students can interact and carry out more participative activities, analyse ideas, debate among themselves... for more personalised problem solving. For the best development of this methodology, a very wide use of new technologies is made through oral presentations, PowerPoint, videos or blogs.

5.9. Participation: Teachers, family and students

The procedures or actions that are carried out to ensure that both teachers and families are knowledgeable and actively participate in the development and optimisation of linguistic communication are very necessary as otherwise these methodological models could not be carried out.

The teachers will have a record sheet for the support plan; which describes the difficulties, proposals for action, evaluation and improvement, schedules and attendance.

In the case of families, there is a communication protocol whose objective is to encourage the continuous relationship between the centre and family and to be able to establish the conditions or contributing aspects in the correct development of the actions stipulated by both. Various activities are proposed to be carried out with the family so that the student receives support both inside and outside the centre.

Student participation is constant throughout the course. This participation must be active in order to achieve the proposed objectives and acquire the multilingual competence.

5.10. Evaluation

The evaluation of the School Language Project is the responsibility of the educational community. The objectives of the School Language Project are planned for four school years. In each course, the committee will choose the specific objectives and actions to be carried out during the course. At the end of each school year, the proposed objectives will be evaluated. In this way, the evaluation of the School Language Project and its results can contribute directly and significantly to the improvement of the proposed competencies.

The evaluation will be done by subjects and will follow the process known as "evaluation by competencies". The development of the students' learning processes will be monitored according to the different skills they acquire and the way they do it. However, it is not only the students who are evaluated, but also the teachers.

The evaluation of the School Language Project, the evaluation of the students and the evaluation of the teaching staff are all linked to the development of multilingual competence. In the evaluation of the School Language Project we want to observe if the project and its different actions are effective; in the evaluation of the students we measure the effectiveness

of the School Language Project and its actions through the results obtained by each student and in the case of teachers will be evaluated their teaching practice and the methodologies applied.

The evaluation will be carried out at the beginning of the process and at the end of the academic year in order to have the most reliable data possible on the application of the School Language Project. In order to carry out this final evaluation, the best idea is a data collection mechanism, from the personal learning environment of each student, as a rubric with the improvement standards specified in improvement achievements for each of the skills and dimensions worked on. This rubric may allow the collection of information on work delivered, tests carried out, oral presentations, completion of the class notebook, lexicon control, compulsory and voluntary readings, participation in events outside the school, etc.

Through a self-evaluation questionnaire, teachers will be able to know the degree of satisfaction with the development of the School Language Project as well as its effectiveness in the classroom.

For the evaluation of the project it will be necessary that those involved in the project carry out a self-evaluation through a rubric by which they can know how the project has been and thus determine its effectiveness and degree of achievement of the proposed objectives.

CONCLUSIONS

This proposal arises as a guide that provides a global framework for the work of educational centres in the development of the School Language Project. Its purpose is to offer guidelines that help them to make explicit a project that reflects the global vision of the centre as a space for communication and linguistic coexistence, as well as to make decisions on new aspects related to the treatment of languages, taking into account the regulations.

It is based on the educational and linguistic objectives of the school, as well as the sociolinguistic reality. It collects the set of action and organizational criteria for regulates and plans the introduction, the degree of presence and treatment of the different languages of the curriculum and sets the means and resources needed to ensure coherent and coordinated development of a multilingual project in all areas of the centre, taking into account the human and material resources available.

The elaboration of this School Language Project proposal will probably have to be done in a long term. The work that requires the mastery of a language needs time. In the short term, a good reception of this proposal undoubtedly augurs well for future success. It should be noted that the implementation and development of this proposal has been the response to a desire to integrate all the work being done in a school, and some of that which has already been done, under a common plan.

It is necessary to pay attention to the rest of the communication skills with the same importance. A work plan involving the whole school is proposed, which has as basic objectives the correct management of oral expression, written expression and oral comprehension, in addition to the written comprehension already developed in the Plan for the Promotion of Reading. In short, it is a matter of giving the same importance to the development of the five skills that make up the language, whether it is a mother tongue or a foreign language. Under that idea, not only written comprehension is important, as shown by the Plan for the Promotion of Reading developed by all the centres, but also, we must work on and value oral expression, written expression and oral comprehension.

The elaboration of the School Language Project allows to adapt to the changes of the own social context, and from the trajectory of the center, to rethink the school and to enrich

the treatment of the languages to fix coherent actions that favor the development of the communicative competence of the students and the use of the languages.

In addition, this proposal is considered:

- A highly valuable instrument for the teaching departments of Secondary Schools.
- A common base tool for establishing the requirements and priorities for action around the development of multilingual competence.
- A key reference framework to position oneself professionally in the starting points and pedagogical lines when integrating the languages of schooling.

Finally, the elaboration of this Final Master Project has allowed me to develop competencies such as the strategies to motivate students and promote their learning ability in foreign languages, being able to design and develop research, innovation and evaluation projects and attending to the improvement of student learning based on a research proposal. Moreover, I have been able to know the regulations, the documents of the center and the institutional organization of the education system. All these competences are relating to the Master's Degree in Teacher of Secondary Education, Upper Secondary, Vocational Training and Language teaching.

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