



EUROPEAN COMMISSION

Education and Culture

Lifelong Learning: Education and Training policies

Multilingualism policy

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Follow-up of the Action Plan on language learning and linguistic diversity National Report Template

Country: **SPAIN**

INTRODUCTION

The Action Plan for language learning and linguistic diversity invited Member States to take actions on various issues. This document lists these points for action. It follows the same order as the chapters of the Action Plan: *1.Lifelong language learning; 2.Better language teaching; 3.Building a language-friendly environment*. Chapter four invites you to outline the global national strategy on languages and, if Member States so wish, to provide information on other language initiatives which do not fit into the framework of the Action Plan and/or plans for multilingualism.

Some actions recommended by the more recent Communication on Multilingualism are also included in the relevant chapters. They are shadowed in grey and are optional. Although the time allowed for these actions is shorter, Member States have the possibility to report on their initial work on them.

The national report should be written by filling in this template. Each point is followed by some key questions which guide Member States in presenting their work in progress. It is not compulsory to answer each point. If some of them were not a priority at national level it should be mentioned and the point(s) skipped.

Once completed, the national report should be posted on CIRCA: http://forum.europa.eu.int/Members/irc/eac/languages/library?l=/actionsplans20042006/follow-up_national&vm=detailed&sb=Title

For more information, please post a message on the CIRCA language newsgroup (http://forum.europa.eu.int/Members/irc/eac/languages/newsgroups?n=europa.eac.languages.bulletin_board) or contact Patrizia Baralli or Luca Tomasi (see contact details at the end of the document).

1. LIFE-LONG LANGUAGE LEARNING

1.1. 'Mother tongue plus two other languages': making an early start

It is a priority for Member States to ensure that language learning in kindergarten and primary school is effective, for it is here that key attitudes towards other languages and cultures are formed, and the foundations for later language learning are laid. The European Council in Barcelona called for "further action ... to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age.

In implementing this commitment, most Member States will be called upon to make significant additional investments. In implementing their commitment to teach at least two foreign languages from a very early

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age, Member States should consider whether adjustments are necessary to primary school curricula, and whether provision for the training and deployment of additional specialist teaching staff and other teaching and learning resources in primary and pre-primary schools is adequate.

Member States are invited to review their current arrangements for early language learning in the light of best practice from across Europe; and

implement the Conclusions of the Luxembourg Presidency concerning Content and Language Integrated Learning, including raising awareness of the benefits of this approach, exchanging information and scientific evidence on good CLIL practice and specific CLIL training for teachers.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

The new Spanish education Act (LOE, Organic Law of Education) in forced since April 2006, taken into account the multilingual and multicultural context where we live in and the demands that society makes to the education system regarding the teaching and learning of foreign languages, establishes as one of the main aims of the system the capacity for the communication in the official language, the co-official language in the Autonomous Regions where it exists, and a in one or more foreign languages. For the purpose the Law introduces several and important reforms regarding foreign languages.

- One of these reforms concerns pre-primary education, where a first approach to the learning of a foreign language is recommended in the second cycle of this educational stage (3-6 years of age). In fact children in many Autonomous Regions are already learning a first foreign language from the age of three.
- The advance of the teaching and learning of a second foreign language in the last cycle of primary education (10-12 years of age), in the former education Act the introduction of a second language was established in the second cycle of secondary education (14 years of age). Pupils learn this second foreign language as an optional subject, but schools should offered this subject on a mandatory basis. Some Regions have introduced this second language at the beginning of primary education.
- The support to innovative bilingual projects. Currently most of these projects are in English and some in French, German and Portuguese from primary school onwards with a Content and Language Integrated Learning approach. Most Autonomous Regions have adopted them and the number of schools, which undertake them is constantly increasing.

- b) What obstacles to the implementation of this recommendation have been identified?

What are the proposed initiatives to overcome these obstacles?

1.2. Language learning in secondary education and training

In secondary education or training young people complete the acquisition of the essential core of skills that will serve them throughout a lifetime of language learning. Member States agree that pupils should master at least two foreign languages, with the emphasis on effective communicative ability: active skills rather than passive knowledge. 'Native speaker' fluency is not the objective, but appropriate levels of skill in reading, listening, writing and speaking in two foreign languages are required, together with intercultural competencies and the ability to learn languages whether with a teacher or alone.

Member States should provide adequate information to parents about the choice of their child's first foreign language, and the flexibility of school curricula to permit the teaching of a wider range of languages.

a) What concrete actions (if any) have been accomplished in this field since 2004?

The learning of a first foreign language is compulsory throughout lower and upper secondary education with three lessons a week as a mean. Pupils have also the opportunity to study a second foreign language on an optional basis through all secondary education. Some Autonomous regions intend or have already made this second language compulsory, but the implementation of this measure would represent a real problem in some Regions, those with their own official language, where pupils devote many hours to the mandatory learning of three different languages: Spanish, Regional language and a first foreign one.

The Spanish education system does not restrict the learning of languages to any particular one, but the demand for English is so strong that more than 95% of pupils study it as first foreign language. As far as a second foreign language concerns, 41.8% of pupils in lower secondary education learn a second foreign language, and 29.0% pupils in upper secondary education (bachillerato). Most of them study French (38.4% in lower secondary) and 26.9% in upper secondary education.

The reform of the foreign language curriculum for compulsory education, that is now being carried out according with the prescriptions of the new Educational Act (LOE), has taken the CEF as a reference and reinforces the communicative approach for the teaching and learning of languages that was firstly introduced in 1990 with the LOGSE curriculum.

Regarding bilingual school programmes (CLIL or similar ones), all the Regions continue their development at this educational level, increasing year by year the number of participating schools.

The Ministry and the Autonomous Regions are very much committed to promote the active involvement of pupils and teachers in the EU programmes. The number of participating schools, pupils and teachers has increased in the last years. However, Comenius 1.2 has experimented a decrease due mainly to the conditions established by the programme regarding the minimum of fourteen days of stay abroad.

b) What obstacles to the implementation of this recommendation have been identified?

With respect to CLIL, two are the main obstacles: there is no official qualification for becoming CLIL teachers and most Regions have a shortage of non language teachers with a good command of a foreign language,

Regarding the learning of a second foreign language, pupils can choose this option a year, but they can abandon it the following one, what means a real obstacle for the pupils performance on that language.

c) What are the proposed initiatives to overcome these obstacles?

Provision for in-service training addressed to CLIL teachers and in-service training courses devoted to the improvement of teachers' foreign language skills.

1.3. Language learning in Higher Education

“Higher Education institutions play a key role in promoting societal and individual multilingualism. Proposals that each university implement a coherent language policy clarifying its role in promoting language learning and linguistic diversity, both amongst its learning community and in the wider locality, are to be welcomed. All students should study abroad, preferably in a foreign language, for at least one term, and should gain an accepted language qualification as part of their degree course”

Member States are invited to review training programmes at universities to ensure that they equip students in the language professions with the right skills for rapidly changing working conditions.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

It is difficult to reflect the real panorama of language learning in Higher education institutions due to the high level of autonomy that universities have and the variety of situations. While in a great number of cases the acquisition of foreign language competences is hardly included in the university study programmes, assuming that students should have acquired a good command of foreign language throughout secondary education, other programmes include these competences, mostly in the form of learning for specific purposes, as it is the case in the engineering, computer sciences and scientific study programmes.

Many higher education institutions offer their pupils the possibility to follow up courses in foreign languages with internationally recognised certificates.

Some universities offer intensive language courses to teachers and students prior to their going on a study abroad.

- b) What obstacles to the implementation of this recommendation have been identified?
c) What are the proposed initiatives to overcome these obstacles?

1.4. Adult language learning

Every adult should be encouraged to carry on learning foreign languages, and facilities should be made readily available to make this possible. Workers should have the opportunity to improve the language skills relevant to their working life. Cultural activities involving foreign music, literature or films, holidays abroad, town-twinning activities, voluntary service abroad can be promoted as opportunities for learning about other cultures and languages”

- a) What concrete actions (if any) have been accomplished in this field since 2004?

The network of Spanish Official Schools of Languages spread all over the country allow adult students to learn up to twenty different languages. The teaching of foreign languages is organised in three levels: basic, intermediate and advanced. Their curriculum describes these levels in a way that the aims, contents and assessment criteria, correspond respectively with the levels A2, B1, and B2 of the CEF of Council of Europe. These schools can also organise courses in any of the twenty languages at the CEF levels C1 and C2. The certificates provided by these schools can, in this way, be validated by other national, European or international institutions

Many different private or public institutions offer their workers the possibility of learning a foreign language. As an example, the Ministry of Education itself provides its staff the opportunity to carry on learning English, French, German or Italian on a voluntary basis through and agreement with different language schools.

The President of the Spanish government has recently announced that 35,000 youngsters from 18 to 35 years of age will be able to receive a special grant of 1,000€ aimed at improving their mastery of the English language. Conditions for applying has not been made public yet.

- b) What obstacles to the implementation of this recommendation have been identified?
- c) What are the proposed initiatives to overcome these obstacles?

1.5. Language learners with special needs

Language learning is for everybody. Only a very small minority of people has physical, mental or other characteristics that make language learning impossible. Provision for learners with special needs of one kind or another is increasingly being made within mainstream schools and training institutions; however, such learners are still excluded from language lessons in some cases. Good practice in teaching languages to learners with special needs can be further developed and new methods and approaches need to be developed for the teaching of foreign languages to such learners

- a) What concrete actions (if any) have been accomplished in this field since 2004?

Pupils with special educational needs enrolled in mainstream schools are not excluded from language lessons as a general rule. Nevertheless curricular adaptation programmes are provided to those pupils that present some physical or mental characteristics that impede them to follow normal classes.

- b) What obstacles to the implementation of this recommendation have been identified?

The main obstacle is the lack of teachers specifically trained for this purpose.

- b) What are the proposed initiatives to overcome these obstacles?

The Ministry and the Regions are extending such specific training to more teachers

1.6. Range of languages

Promoting linguistic diversity means actively encouraging the teaching and learning of the widest possible range of languages in our schools, universities, adult education centres and enterprises. Taken as a whole, the range on offer should include the smaller European languages as well as all the larger ones, regional, minority and migrant languages as well as those with 'national' status, and the languages of our major trading partners throughout the world. The imminent enlargement of the European Union will bring with it a wealth of languages from several language families; it requires a special effort to ensure that the languages of the new Member States become more widely learned in other countries. Member States have considerable scope to take a lead in promoting the teaching and learning of a wider range of languages than at present.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

Spain, linguistically speaking, is a very reach country with five different official languages and some minority languages as “Bable” or Aranés”. The learning of the official languages is included in the school curriculum and even those real minority languages are sometimes studied at the schools situated inside the field of influence of the language. The new education Act (LOE) establishes as one of aims of the Spanish education system to provide students with the ability to communicate not only in the State official language but in the co-official language in the Autonomous Regions where it exists and in one or more foreign languages.

Concerning the range of foreign languages in mainstream schools, the current educational legislation does not impose a particular language to be studied,

nevertheless the demand of the families makes English the predominant one. The proximity of other countries changes the situation in some Regions, French and Portuguese have a significant demand and as a consequence some schools offer those languages as a first foreign language.

Inside the education system but as education of special regulation, the Official schools of languages foster specifically the study of the official languages of European Union Member States, the co-official languages in Spain, the study of Spanish as a foreign language and the study of all those languages that due to economical or social reasons present an special interest. The number of European languages offered at these Schools is constantly increasing. For instance, Hungarian, Check and Polish is now offered in some schools, Arab has a big demand in the south of Spain and therefore is offered in many schools in Andalusia, and due to the demand of Chinese or Korean some Schools in Catalonia are offering those languages on an experimental basis.

b) What obstacles to the implementation of this recommendation have been identified?

Rare demand of languages other than English in compulsory education.

c) What are the proposed initiatives to overcome these obstacles?

Some Regions are implementing specific plans for the promotion of multilingualism comprising national languages and the languages of immigrants that will foster a more open and multilingual society.

2. BETTER LANGUAGE TEACHING

2.1. The language-friendly school

It is important that schools and training institutions adopt a holistic approach to the teaching of language, which makes appropriate connections between the teaching of 'mother tongue', 'foreign' languages, the language of instruction, and the languages of migrant communities; such policies will help children to develop the full range of their communicative abilities. In this context, multilingual comprehension approaches can be of particular value because they encourage learners to become aware of similarities between languages, which is the basis for developing receptive multilingualism.

a) What concrete actions (if any) have been accomplished in this field since 2004?

In accordance with the recommendation of the European Union on key competences, the new Spanish curriculum for compulsory education incorporates for the first time eight basic competences that a student should achieve on finishing compulsory secondary education. One of these basic competences is the "Linguistic communication competence", which adopts a holistic approach including both competences language of instruction/mother tongue and foreign language. This competence refers to the use of the language as an instrument of oral and written communication, as a learning instrument and as an instrument of regulation of behaviours and emotions.

b) What obstacles to the implementation of this recommendation have been identified?

c) What are the proposed initiatives to overcome these obstacles?

2.2. Language teacher training

Language teachers have a crucial role to play in building a multilingual Europe. They, more than teachers of other subjects, are called upon to exemplify the European values of openness to others, tolerance of differences, and willingness to communicate. It is important that they have all had adequate experience of using the target language and understanding its associated culture. All teachers of a foreign language should have spent an extended period in a country where that language is spoken and have regular opportunities to update their training.

The skills and personal resources required to teach languages well are considerable. Initial training should equip language teachers with a basic 'toolkit' of practical skills and techniques, through training in the classroom; language teachers need the advice of trained mentors as well as regular opportunities to keep their language and teaching skills up to date, inter alia via e-learning and distance learning.

Language teachers may often feel isolated, unaware of developments elsewhere with the potential to improve their work; they may not have access to adequate professional support networks; it is therefore important to facilitate contacts and effective networks between them at a regional, national and European level.

In this field, Member States have a crucial role to play in ensuring that all teachers of a foreign language have:

- *appropriate initial training including practical training in the pedagogy of foreign languages, and experience of living in a country whose language they teach, and*
- *regular paid access to in-service training.*

Member States will recall that the Council Resolution of 14 February 2002 invited them to encourage future language teachers to take advantage of relevant European programmes to carry out part of their studies in a country or region of a country where the language which they will teach later is the official language.

Member States are invited to review their current arrangements for foreign language teacher training in the light of the findings of the study 'European Profile for Language Teacher Education';¹

- a) What concrete actions (if any) have been accomplished in this field since 2004?

Language teacher training is a priority in the Ministerial and Regional Teacher Training Plans. Different actions are being carried out:

- Programmes of linguistic immersion for teachers in primary and secondary education done in two stages, in a first one teachers receive 60 training hours in Spain and in the second stage they receive 40 training hours in the country of origin of the language.
- Summer language courses in agreement with different universities for teachers in all the educational levels included vocational training and with different purposes such as training in the current tendencies in the didactics of foreign languages, development of oral competences, methodological innovations etc.
- Specific teacher training courses organised by the Ministry of Education with the agreement of the British Council for the development of the integrated Spanish and British curriculum in primary and secondary schools.
- Participation in the European teacher training programmes.
- Study leaves offered by the Regions to study abroad.

¹ *European Profile for Language Teacher Education – A Frame of Reference*
http://europa.eu.int/comm/education/policies/lang/doc/profile_en.pdf

- Participation of language teachers in refreshing courses offered by the Official schools of languages in collaboration with the Regions.

As far as initial teacher training concerns, the initial training of primary teachers is now being revised with the purpose of providing a more generalist training and including a foreign language training for all the teachers, eliminating, in this way, the current foreign language specialization.

- b) What obstacles to the implementation of this recommendation have been identified?
- c) What are the proposed initiatives to overcome these obstacles?

2.3. Supply of language teachers

Some Member States face shortages of adequately-qualified language teachers; these may be general shortages or may relate to certain languages or certain types of education or training; these shortages need to be addressed and sustainable solutions found. More can be done to exchange teachers between Member States; such teachers may work as teachers of their mother tongue, teachers of another language or as teachers of another subject through their mother tongue. In linguistic border areas there is particular scope for initiatives targeting neighbouring languages in this field.

Member States have been recommended² to remove legal and administrative obstacles to the mobility of teachers and their progress needs to be monitored

In this field, Member States have a particular responsibility to remove any remaining administrative or legal barriers to the employment of teachers of a foreign language from other Member States.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

Fortunately Spain does not face shortages of qualified language teachers at least at the moment.

With respect to possible administrative remaining barriers for the employment of foreign language teachers from other Member States, it can be said positively that there are not any administrative barriers that could hinder the employment of teachers from other Member States. Teachers from other Member States will be required the same professional qualification as a Spanish teacher and to follow the same procedure to obtain the accreditation that will allow them to teach in a Spanish public school. Regarding teaching in a private school, they have to possess the required professional qualification to teach a foreign language in Spain but the procedure is much simpler as it is the school headmaster who directly employs the teaching staff.

- b) What obstacles to the implementation of this recommendation have been identified?
- c) What are the proposed initiatives to overcome these obstacles?

2.4. Training teachers of other subjects

Most pupils and trainees could study at least some of their curriculum through the medium of a foreign language. Many more members of the teaching profession should in future be able to teach their subject(s) through at least one foreign language; to this end, trainee teachers should study language(s) alongside their area of specialisation and undertake a part of their teaching studies abroad.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

² by the Recommendation of the European Parliament and of the Council on Mobility ... for Students, Persons Undergoing Training, Volunteers, Teachers and Trainers (2001/613/EC)

As it has been mentioned CLIL projects are constantly increasing both in primary and secondary schools in all the Autonomous Regions, most of these Regions face an inadequate training of non language teachers for participating in these projects. Therefore Regions are developing intensive training plans for these teachers.

b) What obstacles to the implementation of this recommendation have been identified?

Two are the main obstacles, the limited personal disposition of teachers to undertake the training programme and the slowness of the process.

c) What are the proposed initiatives to overcome these obstacles?

2.5. Testing language skills

The Common Reference Scales of the Council of Europe's Common European Framework of Reference for Language³ provide a good basis for schemes to describe individuals' language skills in an objective, practical, transparent and portable manner. Effective mechanisms are needed to regulate the use of these scales by examining bodies. Teachers and others involved in testing language skills need adequate training in the practical application of the Framework. European networks of relevant professionals could do much to help share good practice in this field.

The European Language Portfolio⁴ can help people to value, and make the most of, all their language skills, howsoever acquired, and to carry on learning languages by themselves

In this respect, Member States were invited by the Council Resolution of 14 February 2002 to set up systems of validation of competence in language knowledge based on the Common European Framework of reference for languages developed by the Council of Europe, and to stimulate European cooperation in order to promote transparency of qualifications and quality assurance of language learning.

a) What concrete actions (if any) have been accomplished in this field since 2004?

The only national certification of acquisition of a specific level of ability in a foreign language is the one provided by the Official schools of languages. These schools have recently adapted their curriculum to the CEF matching their courses and levels to those of the CEF as it has been mentioned in section 1.4. On the other hand the reform of the new curriculum for secondary education has also taken as reference the CEF levels. Both reforms will make possible in a near future to provide secondary students with a certification of a specific level of attainment in a foreign language. In fact many Regions have already made agreements with the Official schools of languages in order to validate the learning of foreign languages through secondary education.

After the validation of the 4 Spanish versions of the ELP in 2003 (Adult version in 2004) the Ministry of Education and Science published the materials to allow the 17 Autonomous regions in Spain to implement it. The ELPs have been progressively implemented during the past 3 years in some of the Autonomous regions. This implementation has taken place through training processes, that is, the Teacher Training Centres and other training institutions have presented a plan and a calendar for schools and teachers. Not all the 4 ELPs for the different educational levels have been implemented in all the regions; in some cases, just the ELP 12+ and the 16 + have been chosen to start with. Also, the number of schools involved varies from one

³ http://www.coe.int/T/E/Cultural_Co-operation/education/Languages/Language_Policy/Common_Framework_of_Reference/default.asp

⁴ [http://culture2.coe.int/portfolio/inc.asp?L=E&M=\\$t/208-1-0-1/main_pages/welcome.html](http://culture2.coe.int/portfolio/inc.asp?L=E&M=$t/208-1-0-1/main_pages/welcome.html)

region to the other. Some courses, seminars and working groups have been organised and teachers and trainers have developed complementary materials to use with the ELP. In the evaluation presented by teachers involved in this process, motivation of learners for language learning is underlined as an unquestionable factor.

- b) What obstacles to the implementation of this recommendation have been identified?
- c) What are the proposed initiatives to overcome these obstacles?

3. BUILDING A LANGUAGE-FRIENDLY ENVIRONMENT

3.1. An inclusive approach to linguistic diversity

National and regional authorities are encouraged to give special attention to measures to assist those language communities whose number of native speakers is in decline from generation to generation, in line with the principles of the European Charter on Regional and Minority languages.

Member States are encouraged to give special attention to measures to assist language communities whose number of native speakers is in decline from generation to generation, in line with the principles of the European Charter on Regional and Minority languages.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

The Spanish constitution in its 3rd article establishes that Castilian is the official Spanish language of the State and the other Spanish languages will be also official languages in the respective Autonomous Regions according to their Statutes. It also establishes that the richness of the different linguistic modalities in Spain is a cultural heritage that will be object of special respect and protection.

- b) What obstacles to the implementation of this recommendation have been identified?
- c) What are the proposed initiatives to overcome these obstacles?

3.2. Building language-friendly communities

Every community in Europe can become more language-friendly by making better use of opportunities to hear and see other languages and cultures, thereby helping to improve language awareness and learning. It is in the interest of the Union to capitalise on the skills and experiences of its many bi- and tri-lingual citizens, and temporary residents such as Erasmus students; monolingual citizens have much to learn from them; public authorities can make better use of their skills in schools, adult education centres, cultural establishments and workplaces.

Tourism projects, cross-border projects and town twinning schemes can form the nuclei of local language learning schemes, enabling citizens to learn the language(s) of their neighbours or twin town(s), and offering an incentive to do so.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

The contribution of Erasmus students in building a language-friendly community is important. The amount of Spanish students involve in the Erasmus programme has gone up in the recent years. Around 18,000 students took part in the programme in 2003, whereas more than 20,000 students participated in 2004.

Many Autonomous Regions are involved in different kind of projects that motivate to the learning of languages. Some Regions have set up town-twinning schemes with other Member States and as consequence many schools in those Regions are taking part in activities derived from these schemes.

- b) What obstacles to the implementation of this recommendation have been identified?
- c) What are the proposed initiatives to overcome these obstacles?

3.3. Improving supply and take-up of language learning

It is essential to improve the take-up of language learning opportunities by continuous activities to raise awareness of the benefits of language learning, and by bringing language resources closer to the people who need them. The Council of Europe's initiative the European Day of Languages⁵ can be valuable in motivating people to learn foreign languages.

European Union initiatives such as the European Languages Label⁶ also have a key role in this by highlighting local, regional, or national projects that have found creative ways to improve the quality of language teaching.

The provision of language learning facilities and courses is the responsibility of local, regional and national authorities. Both within and outside formal systems there is still considerable unmet demand not only for language lessons but also for information and advice on language learning.

Appropriate structures are required to motivate people of all ages to learn languages, to offer guidance about how to start, and to provide easy access to a variety of different language learning activities. This is likely to require some investment in new provision, though there is also much to gain by making better use of existing language learning resources and staff in schools and universities, libraries, local learning networks and adult education centres.

- a) What concrete actions (if any) have been accomplished in this field since 2004?

Both Ministry and Autonomous Regions organise different events on the European Day of Languages in order to claim people's attention to language learning and motivate them to continue with the learning of foreign languages in a long life learning perspective.

The number of projects applying for the European Label award for innovative experiences in language teaching and learning has increased considerably. In 2004 twenty-four experiences applied for the label and in 2005 those applications were forty-one in the innovative initiatives modality and five in the teacher modality. The Ministry disseminates the experiences all over the country and also provides a monetary award of 6,000€ first prize, 3,000€ second and 1,500 third prize.

There are also different events to promote language learning. As an example, the educational fair "AULA" is organised every year by the Ministry of education and information, guidance and motivation to learn languages is one of its main aims. Apart from the information on the different languages certificates, and different ways of where and how the learning languages is provided, many activities aimed at motivating students and general public for the learning of languages take place during the fair.

- b) What obstacles to the implementation of this recommendation have been identified?
- c) What are the proposed initiatives to overcome these obstacles?

⁵ 26 September each year; see http://www.coe.int/T/E/Cultural_Cooperation/education/Languages/Language_Policy/European_Day_of_Languages/default.asp

⁶ <http://europa.eu.int/comm/education/language/label/index.cfm>

4. OVERALL NATIONAL LANGUAGE STRATEGY

Member States are invited to describe how the Action Plan fitted into their national language policies

- a) How has the follow-up of the Action Plan been coordinated at national level?

The different units in the Ministry involved in the teaching and learning of foreign languages have coordinated and included, in their respective plans, initiatives which have followed the recommendations established in the Action Plan 2004-06.

- b) Has it been included in national policy initiatives?

The Ministry of education and the Autonomous Regions have integrated different recommendations of the Action Plan in their respective language policies. In fact, the new educational Act (LOE) incorporates an early language start, the learning of a second foreign language and a wide range of learning languages, as examples of those recommendations.

- c) Was there a coordination group / committee?

Member States may provide information on other relevant national initiatives for languages which do not fit into the framework of the Action Plan

- a) Were there any language initiatives and priorities which were either planned or carried out and which did not fit into the framework of the Action Plan?

Member States are invited to establish national plans to give structure, coherence and direction to actions to promote multilingualism, including increasing the use and presence of a variety of languages in daily life⁷

- a) What initial steps have been taken on this issue?
- b) What obstacles to the implementation of this recommendation have been identified?
- c) What are the proposed initiatives to overcome these obstacles?

⁷ These plans should be based upon Integrated Guideline N° 23 and form part of the national plans that Member States are producing in the context of the Lisbon Action Plan for growth and jobs. (http://europa.eu.int/growthandjobs/pdf/integrated_guidelines_en.pdf)