GLOSSARY RELATED TO "THE PLURILINGUALISM PROMOTION PLAN: A LANGUAGE POLICY FOR ANDALUSIA"

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This glossary is not intended to be exhaustive, neither is it a neutral piece of work by an external person to the Plurilingualism Promotion Plan in Andalusia (PPPA), since it has been collected by a stakeholder, a person who is in charge of the coordination of the Plan at a provincial level. However, it has tried to include all those words, expressions and acronyms that are commonly used in the literature, courses and workshops offered to the teachers who have voluntarily decided to take part in the implementation of the Plan. So, it could be a helpful resource for them, particularly for those who learn and/or teach English or through English, but also for any other professionals of education interested in understanding the philosophy and implications of the PPPA from within.

Acquisition: According to Krashen (1986), it is the product of a subconscious process by which people acquire a second language. It requires meaningful interaction in the target language - natural communication - in which speakers concentrate not on the form of their utterances, but on the meaning of the communicative act. (See "incidental learning")

Actions of the Plurilingual Promotion Plan: They are 74 measures related to the development of the five programmes that make up the Plan as well as its organization and assessment. These actions constitute a network that gives cohesion and coherence to the Plan by providing funds and activities that try to foster long-life language learning among teachers, students and all Andalusian citizens. Examples are the provision of language assistants to schools, the organization of specific linguistic and methodological training courses for teachers, or the expansion of distance language learning.

Assessment: In the PPPA, this must be understood as the process of documenting, in quantitative and qualitative terms, not only the knowledge, skills and attitudes of a learner, or the design, delivery and outcome of the syllabus and courses that s/he follows at bilingual schools, but also the outcome of the foreign language courses or teacher training programmes that language and content teachers take, as well as the implementation of the actions of the Plan as a whole.

BICS: It is an acronym created by J. Cummins (1979) to refer to the basic interpersonal communicative skills that a second language learner needs to communicate fluently in everyday life in the target language, that is, his/her conversational language proficiency,

which is a first step for school success. (Cummins, 2000)

Bilingual education: This term refers to a wide variety of educational programmes in a continuum from total immersion, where all content subjects of the curriculum are taught in a second or foreign language, to content-based instruction or CLIL programmes, in which only part of the curricula is taught through another language rather than the L1 of the majority group. In general terms, depending on the social goals of the programmes, they can be assimilationist or pluralistic; and depending on their outcomes, they are subtractive or additive. In subtractive bilingualism the learner loses his/her first tongue in the process of acquiring the second one; in additive bilingualism, however, the learner learns a second language while maintaining and reinforcing the mother tongue (Roberts, 1995: 370-1).

Roberts (1995) describes seven types of bilingual programme models in the North-American majority English-speaking context, which nowadays to a certain extent could be generalized to other contexts:

Submersion: Minority groups simply follow the mainstream L2 classes, so they learn the language of the majority group with an assimilationist goal and a subtractive outcome.

ESL pullout: Non-native English speakers are taken out of some classes to receive a given number of sessions on English as a second language (SL or L2), its goal is also assimilationist. This is similar to the *ATAL* (*Aula Temporal de Adaptación Lingüística*) Programme in Andalusia and similar programmes for immigrants in other regions in Spain. These are intended for minority groups learning Spanish so that they can follow mainstream classes as soon as possible.

Sheltered: Similar to the previous one but designed with a more language-sensitive focus; not only the language teachers but also the content teachers are more aware of the importance of language in learning and cognition, so as to coordinate and develop an adjunct model of instruction providing SL classes combined to some content subjects making them linguistically more accessible.

Transitional: This model tries to offer a bridge to move learners from their native language to English quicker. In this sense, they start learning some content subjects; usually the most demanding in their L1, and the ones that provide more opportunity for socialization in the SL along with specific ESL classes, gradually the L1 classes will disappear.

Maintenance: The essential goal of this bilingual model is to maintain learners' L1 while learning the L2, that is, to offer them opportunities for achieving bilingualism and biliteracy. They are given L1 and L2 classes and content subjects in both languages throughout their whole schooling.

Developmental (enrichment or two-way model): In contrast to all the models above, this not only involves minority group learners but also majority group learners. The non-native English learners follow a maintenance programme while their English-native mates do an immersion programme in the others' language. The goal is additive and pluralistic, gradually having both groups of learners together receiving content subjects in both languages.

Immersion: The majority group learns all content subjects in an L2, second or foreign, with additive and pluralistic goals, sometimes there are also members of minority groups in the classes. It could be said that originally this programme model was followed only by learners from privileged socio-economic and/or cultural backgrounds in private schools and that it is still considered or known as the only real bilingual programme by most people.

Bilingual education in Andalusia: Following Roberts' (1995) classification, it could be said it is close to a sheltered programme model, but there is a significant difference: here CLIL is the underlying methodological approach and it has pluralistic, cross-cultural and additive goals. The learners implicated are not immigrants learning English as a second language, but mainly Spanish-speakers learning 30 to 50% of some content subjects (usually 2 to 4) through a

foreign European language (1 or 2 hours per week) adjunct with classes of that language (L2) (3 to 4 hours) coordinated with L1 classes (3 to 5 hours) and L3 classes from year 11 (2 to 3 hours) so as to gradually develop a plurilingual intercultural communicative competence in a long-life learning process.

Bilingual person: It is said of a person who is able to communicate, to varying extents, in a second language. This term includes those who make irregular use of a second language, are able to use a second language but have not for some time (dormant bilingualism) or those who have a considerable skill in a second language (Crystal, 1997)

Bilingual project: It was the proposal schools had to present in Andalusia to be selected as bilingual so that they can offer content subjects in an L2. From this year on schools still have to design a project once they are appointed by the educative authorities depending on some criteria, particularly being a secondary school linked to a primary one that is already bilingual. That project has to include objectives, contents, methodology and a report of viability, depending on the linguistic level and compromise of language and methodological updating of their teachers.

Bilingual schools: In Andalusia bilingual schools are the infant, primary or secondary schools in which 30 to 50% of the curricula of two or more content subjects (i.e.: Social Science, Art, Maths...) are taught through a foreign language (L2), which becomes an instrument of instruction, along with the mother tongue (Decree of July 24th 2006). The schools interested in being appointed as "bilingual" had to present a project or proposal- according to the Decree of 21st of July 2006, recently derogated-, including an analysis of the viability of the project and the compromise of methodological and linguistic updating on the part of the teachers or at least of a group of them, in order to be selected by the educative authorities. For the following years, the schools can request or inform about their intention to have a bilingual section, but the provincial educative authorities will be the ones that will analyse the viability and determine if those schools or others should have bilingual sections depending on their conditions, the demand of the families and a more homogenous territorial distribution.

Once selected, these schools have to design and implement an integrated curriculum of the languages and content subjects involved in the bilingual project. The involved teachers are expected to assume collaborative work and a learner-centred, interactive, experiential methodological approach, based on a constructive philosophy of learning.

Bilingual section or line: The branch of a bilingual school which implements a 30 to 50% bilingual curriculum. Although the whole school is designed as 'bilingual', it is often the case, that there is only a branch that adopts the bilingual project.

CALP: This acronym refers to the cognitive academy language proficiency necessary for a person to have academic success. That academy language is made up, on the one hand, by a common basic academic language that all subjects share and, on the other, by the specific lexicon and discourse that each discipline has. J. Cummins (1979) established the distinction between BICS and CALP in order to draw educators' attention to the fact that not being conscious of these two aspects of proficiency became a major factor in the creation of academic difficulties for minority students. Nowadays it should be considered a major factor of academic difficulty not only for minority groups of speakers of other languages but also for an important number of L1 students who come from different cultural (Spanish-speakers from Latin America in Spain) and lower socio-economic backgrounds. In fact, one of the central issues of teacher training programme is making them aware of this distinction so that they can plan their lessons both in L1 and L2 with a more language-sensitive focus to make content more accessible to learners.

CEF (also CEFR): Acronym for the *Common European Framework of Reference for Languages: Learning, Teaching and Assessment* (Council of Europe, 2001). It is a descriptive

document about the competence-based nature of languages, about how, why and where languages are used, and about how their learning and teaching could be assessed depending on the purpose. Published in 2001, it was the result of more than 30 years of study on language use and learning, carried out by an important number of experts, appointed by the European Council to set the basis for a common European language policy. The CEF has been the inspiring document for the Andalusian language policy in the frame of the European educative policy.

The two most useful documents derived from the CEF for the PPP are particularly the "Common Reference Levels of Language Proficiency" and the "European Language Portfolio" (ELP). The former document is particularly important for its descriptors of language proficiency, which must be used as benchmarks to specify the assessment criteria for the levels of language competence to be achieved in the different stages of the bilingual sections. On the other hand, the ELP acknowledges the value of plurilingualism since it allows for keeping records and reporting on learners' effort to diversify their language skills and intercultural understanding.

Classroom language: The language used to organize and manage a class, typically, the language used for eliciting information, questioning, checking understanding, revising learning, motivating and praising pupils.

CLIL: This acronym (content and language integrated learning) refers to a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Marsh and Langé, 2000: 2). This term was created by a group of European language experts (see http://www.tieclil.org/html/partners.htm) to name any content-based approach to the learning of a foreign or second language that can foster cross-cultural understanding.

It has its antecedent in its North-American counterpart, CBI, content-based instruction, with which it has much in common but it has some important differences: while CBI emerged to make content accessible to English language learners, that is, mainly to immigrants in Canada and USA, CLIL has been thought particularly for the majority group of any European country learning content through another European language with a more cross-cultural perspective in order to offer European citizens opportunities for mobility and cohesion by achieving the Council of Europe's recommendation of learning other languages (L1+2) without altering the national curricula much. (Fruhauf *et al.*, 1996)

Summarising the literature on this field, which depicts a great variety of CLIL contexts all over Europe (Marsh, Maljers and Hartiala, 2003), the CLIL glossary of the University of Cambridge ESOL Examinations states that there are four different ones:

Monolingual: mainly native students in home country learning a subject through CLIL (Austria).

Bilingual: students learning curricular subjects in a second or foreign language (The Netherlands).

Multilingual: students learning subjects in three or more languages (Estonia, Basque Country, Catalonia).

Plurilingual: students learn several languages, one or more of which may be through CLIL (Finland).

I would say that in Andalusia most infant and primary bilingual schools belong to the first context, whereas secondary ones belong to the plurilingual category since they learn two foreign languages (mainly French and English) and two or more subjects through partial CLIL.

CLIL Cascade Network (CCN): It is an on-line platform designed by the CLIL Consortium to offer free international resources for all educators involved with CLIL working at different levels of education, and in different languages. It is co-financed by the European Commission. CCN aims to consolidate local, regional and national network activities in CLIL at a European level so as to accelerate development of teacher competences and qualifications; local and regional competence building.

CLIL Consortium: It is a network of 10 experts on CLIL who work individually, and jointly, on

specific problem-solving and development tasks which concern "medium of instruction".

CLIL teacher: It is a subject teacher who also has a foreign language qualification and is able to deliver 30 to 50% of the lessons in the SL. This qualification may vary, but the minimum linguistic levels required can be B1 or B2 of the CEF (Common European Framework of Reference for Languages). Depending if the teacher has a permanent post in the school, then he is allowed to start the experience with B1 but is required to achieve B2 later; or if he applies for a temporary one, in this case, apart from having a B2 international certificate he must pass an oral test.

The 4Cs: Coyle (1999) considers that a good CLIL approach takes into consideration these four elements: content, communication, cognition and culture. For Mehisto, Frigols and Marsh (2008), culture is related to the concepts of citizenship and community.

Code switching: This expression refers to the alternative use of two languages in a given context, either for lack of proficiency in one of the languages or for need of communication. In the PFP it mainly refers to the strategic alternation from L2 to L1 by the teacher to ensure learners' comprehension. According to Cook (1991), code switching can be used as a foundation for the development of a second language learner who can stand between the two languages and use whichever is most appropriate to the situation rather than becoming an imitation native speaker.

Cognition: The set of neurological processes or mental operations involved in learning, thinking, developing concepts, upraising awareness and judgement.

Collaborative work: Collaborative work or teamwork can be defined as a process among partners who share mutual goals and work together to achieve them. In the case of Andalusian bilingual schools, the teachers implementing the project are expected to work collaboratively with the help of a coordinator who will stimulate discussion, reflection, sharing ideas, resources and skills. They must be aware of the fact that learning opportunities, particularly when a SL is used, have to be carefully organized and orchestrated for both content and delivery so that learning is not accidental or haphazard, but intentional, with content material made accessible to all students by suitable scaffolding .

Common reference levels of language proficiency: The global framework or scales of six reference levels with illustrative descriptors to measure or represent the proficiency of a user in any language, validated by qualitative and quantitative analysis and commonly accepted by the 47 members of the European Council.

Communication: An interactive process made up by a combination of speech acts between people, either face-to-face or through mediated forms through a common system of symbols, signs, or behaviour (Brown, 1994).

Communicative competence: The ability to choose a communicative behaviour and the speech acts that are both appropriate and effective for the intended purpose and the situational context. According to the CEF (chapter 3), it is a compendium of 3 components: linguistic (the range, quality of knowledge, cognitive organization and accessibility of a person to the resources of language), sociolinguistic (the social and cultural conditions of language use) and pragmatic (the functional use of linguistic resources).

Constructivism: A philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Learning is basically the process of adjusting our mental models to accommodate new experiences. Information can be transmitted but knowledge can only be constructed by each learner by means of interaction, guided instruction, experience and reflection (Vygotsky, 1986)

Content-based instruction (CBI): The term refers to an approach to language curriculum design which involves the concurrent learning, more or less balanced, of a second language and a given content. According to Brinton *et al.* (2003: ix), it implies "the integration of content learning with language teaching aims".

Content subject: It refers to any non-linguistic subject or discipline, i.e. Art, P.E., Maths, Science, History, etc.

Cooperative learning: It is a methodological approach which consists of structuring classes in small groups in which each member contributes to the learning of the rest, fostering an atmosphere of achievement by common effort and mutual benefit instead of competence. It incorporates interdependence, interaction, individual accountability, interpersonal skills, and group processing.

Coordinator of the bilingual project: The teacher, preferably of the L2, who coordinates the exchange of ideas, skills and resources among teachers to design and implement the integrated curriculum of the bilingual section, and who mediates between the educative administration, the directive board and those teachers, giving or demanding the necessary information or resources for the best development of the bilingual project.

Cultural awareness: The ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions so that we can understand and analyse cultural differences in a critical way.

Didactic sequence: A planned series of teaching phases with linked activities at each step in order to do a final global task to achieve some specific linguistic and cognitive objectives. In a CLIL lesson, a full teaching sequence usually covers several sessions throughout which there must be a balance of varied activities to fit all types of learning styles and develop, in an integrated way, oral and written comprehension and production.

Discourse: Language used in context. Every subject sets its own context which requires a specific discourse, language that conveys a given meaning depending on that context. (See text)

Domains: The different contexts where language can be used. They can be very varied but, for practical reasons, the CEF in relation to language learning classify them as fourfold: personal, public, educational and occupational.

Enquiry learning: A teaching strategy designed to develop part of pupils' learning through systematic gathering of observation and investigation

ELP: The European Language Portfolio is a document, derived from the CEF, to help language learners and users to assess, plan and reflect on their own learning process. It is made up of three different parts: biography, dossier and passport.

The biography is the record of a person's linguistic history.

The dossier is like what a portfolio has been for an artist, a sort of file or bank where, in this case, a language user can keep his most special linguistic and cultural experiences, his best linguistic productions and certificates.

The passport provides an overview of what a person is able to do with different languages; in fact, it is a sort of summary of the other two parts.

E-twinning: It is a cybernetic framework for schools to collaborate on the Internet with partner schools in other European countries. It promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services to make it easy for schools to form short or long term partnerships in any subject area. For more information: http://www.etwinning.net

Europass: It is a dossier of five documents adopted by the European Commission to facilitate European citizens' mobility by making their skills and qualifications clearly understood as they are based on a common transparent framework accepted by all members. Of those five documents two can be filled in on line by the person interested in studying or working in another country: Europass curriculum vitae and Europass Language passport. The other three must be filled in and issued by competent organisations: E. Certificate Supplement, E. Diploma Supplement and E. Mobility.

European language portfolio (ELP): It is a document derived from the CEF and established by the European Council for those who learn

languages to give transparency and homologate their linguistic competence. It is made up of tree parts: the passport, the language biography and the dossier, which can register language learners' linguistic history, progress and achievement. It has two main aims: to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels and to provide a record of the linguistic and cultural skills they have acquired.

The ELP is being used on an experiential base in over a hundred bilingual schools and language schools in Andalusia as a tool to help students, from infant to adults, to become aware of their own linguistic and cultural history and to be able to self-assess their progress. (See: http://www.coe.int/t/dg4/portfolio/default.asp?l-e&m-/main_pages/welcome.html)

European language policy: The European language policy is designed by the complementary works of two institutions of the Council of Europe: the Language Policy Division (Strasbourg, France), and the European Centre for Modern Languages (Graz, Austria). The first one implements intergovernmental programmes with special emphasis on policy development while the second puts special emphasis on language research projects related to those programmes. The essential aims of the European language policy are the following: plurilingualism, linguistic diversity, mutual understanding, democratic citizenship and social cohesion. (See: "Guide for the Development of Language Education Policies in Europe" in http://www.coe.int/t/dg4/linguistic/Source/FullGuide_EN.pdf)

Experiential learning: This term was first defined by David Kolb (1984) in his book, *Experiential Learning: Experience as the source of learning and development*. As the title suggests, it is a learner-centred approach which promotes that pupils learn best from experience.

Exposure: It refers to the percentage of the curriculum that learners are exposed to the foreign language both in the L2 lessons and CLIL lessons. According to most experts, it will be low from 5 to 15%, medium from 15 to 50% and high when the exposure is over 50%. The PPP establishes that the bilingual schools or sections of the schools must teach 30 to 50% of the curriculum through the L2 and it is recommended to do it progressively.

Extra-curriculum activities: In a bilingual section, they are the activities designed to provide learners with a larger range of opportunities to be exposed to the L2 in informal contexts, which can foster incidental learning, i.e. drama, English/French or German club, partnerships, school exchanges and so on.

Focus on form: It usually refers to discrete-point grammar teaching, that is, a traditional type of language instruction where linguistic features are treated sequentially, or where attention is primarily paid to the lexis and grammar of a text without considering its communicative context. Most recently it is also used to describe some of the main methodological options for attending to form in communication.

Focus on meaning: It refers to a communicative approach to language learning and teaching which consists of paying attention to the meaning of a text considering its context. Its rationale is that giving adequate opportunities, people can learn much of an L2 grammar incidentally, while focusing on meaning, or communication.

Focus on meaning, language and use: According to Cummins (2001), this threefold focus is the necessary balanced approach to language and literacy instruction for optimal progress to occur.

Graphic Organisers: All types of diagrams which facilitate the organization of information, such as graphs, grids, charts, mind-maps, and so on. They help learners to understand and store information.

ILC: The integrated language curriculum is a document developed as one of the most important actions of the PPP in order to explain and put into practice the pedagogical principles underlying its social view of language and its final aim, the development of a plurilingual competence as defined in the CEF. Designed by a commission of experienced primary, secondary and university Andalusian teachers, it also offers mother and foreign language teachers

models of text-focused, task-based units of English, French, German and Spanish language, related to content subjects, from 1st year primary education to the last year of compulsory secondary education. The units include an important variety of activities including some related to the ELP and the use of ICTs. Each of these units has been piloted in class with bilingual groups before their final version and is accompanied by a useful pedagogical guide. (See: impe/web/contenido?pag=/contenidos/B/InnovacionEInvestigacion/ProyectosInnovadores/Plurilinguismo/Seccion/CVIntegrado/cil).

ICTs: The information and communication technologies are the building blocks of the networking world. Bilingual schools are provided with ICTs, including telecommunication technologies, such as internet, telephony, cable or satellite, to be integrated systematically in the teaching-learning process of the bilingual sections to facilitate it by a more illustrated, authentic and integrated use of foreign languages as well as to develop the digital competence.

Incidental learning: It is learning without a direct attempt. Incidental learning is unintentional or unplanned learning that results from other activities such as observation, repetition, social interaction, and problem solving. It is a "natural" way of learning that has characteristics of what is considered most effective in formal learning situations: it is situated, contextual, and social (Kerka, 2000).

Integrated curriculum: A curriculum organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive (Shoemaker, 1989: 5). This is the view of learning and teaching that the curriculum of bilingual or plurilingual sections in Andalusian schools must reflect integrating the learning of L1, L2 and/or L3 and the content subjects partially taught through L2. (See: http://www.juntadeandalucia.es/averroes/impe/web/contenido?pag=/contenidos/B/InnovacionEInvestigacion/ProyectosInnovadores/Plurilinguismo/Seccion/CVIntegrado/CurriculoIntegrado&esBuscador=si).

Interactive teaching: It is a process in which the teacher facilitates learning by becoming more aware of the learners' characteristics, interests and different learning styles by a planned systematic observation and interaction with them so as to modify his or her approach in response to their needs (Brown, 1994).

Intercultural competence or intercultural communicative competence: The knowledge and ability to interact with people from different cultural backgrounds successfully, being aware of one's own culture and that of others, being able to see both the positive and negative aspects of cultural differences critically (Byram, 1997).

Key competences: According to the European Reference Framework, they are eight basic competences, understood as a combination of knowledge, skills and attitudes, which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. (See: "Key Competences for Lifelong Learning. A European Reference Framework", European Commision, 2006: 5).

Keywords: These are the words used for denoting the main concepts of every unit studied in content subjects. They are also referred under the terms "specialist vocabulary" or "subject-specific language".

Language teacher: The teacher of any language taught at school, mainly Spanish, English and French, but also the teacher of a classical language such as Latin or Greek.

Language activities: The performances a language user carries out with his/her communicative competence. They can be activities of reception, production, interaction or mediation (interpreting and translating).

Learner-centred: A pedagogical approach that focuses on learner's interests and needs. The learner-centred education approach is a paradigm shift from traditional education, where

learning is upheld as a result of the transmission of authoritarian and coded knowledge. It entails the learners participating in the process of knowledge construction, this does not mean that the teacher's role is diminished; rather it needs teachers to enact their knowledge and resources to co-produce possible and effective learning projects for and with the learners. As early as 500 BC, Confucius made it clear that an important way of learning is to get the learners involved in the forming of knowledge. He said: "Tell me, and I will forget; show me, and I may remember; involve me, and I will understand." (Dewey, 1998).

Learning strategies: They are activities performed by the learner to make it easier to learn, store, recall and apply knowledge during learning. They help learners to take control of their own learning and become more proficient. They are usually classified in three categories: metacognitive (i.e. planning for, thinking about or monitoring learning), cognitive (i.e. guessing, note taking, summarising, practising, reasoning) and socio-affective (i.e. self-encouraging, asking for clarification, collaborating) (Oxford, 1990; Wenden and Rubin, 1987).

Linguistic project: It is a common project of language across the curriculum so that all teachers of a school become more aware of the central importance of language in learning and cognition and plan their lessons in order to contribute to the improvement of learners' literacy and language proficiency as the base for academic success.

Lisbon strategy: The European Council summit held in Lisbon in March 2000 agreed a strategy to make Europe the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion. To implement that strategy, the improvement and greater coordination of the educative systems of the state members was considered essential, particularly with respect to the development of digital competence and diversification of language learning, in order to create a European identity. (See: http://ec.europa.eu/education/languages/eu-language-policy/doc120_en.htm).

Linguared: It is an on-line network for teachers and teacher trainers involved in the PPP in the province of Granada with 3 main aims: a) providing information about legal, practical and theoretical aspects of the Plan, b) fostering vertical and horizontal training on principle-based teaching practice in bilingual education, c) sharing feelings, ideas, skills and resources among teachers. (See: http://ulises.cepgranada.org/moodle/login/index.php).

Linguistic subject: It refers mainly to L1 (Spanish language and literature) and foreign modern languages (L2, mainly English, and L3, mainly French) that are learnt in Andalusian schools, but it could also include classical language subjects such as Latin and Greek, which can be studied in secondary education.

Lifelong learning (LLL): It is "*all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective*" (Council of Europe, 2002). Lifelong learning is related to promoting more flexible and open learning opportunities to all citizens independently of their age for updating or developing the knowledge and competences that will enable each one to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future. (See: http://eur-lex.europa.eu/Notice.do?mode-dbl&lng1-es,en&lang-&lng2-da,de,el,en,es,fi,fr,it,nl,pt,sv,&val-269722:cs&page-&hwords-null).

Measures of PPP: (see Actions).

Multilingualism: It refers to the coexistence of multiple languages in a given society, often in the framework of tensions and conflicts. Multilingualism in Europe, however, is perceived as an essential element of its identity, and each language a component of its rich cultural heritage, which must be preserved and promoted (Van de Craen, 2001). Multilingualism and multilingual education is viewed as a necessary and empowering step beyond bilingualism in current societies (Cenoz and Genesee, 1998).

Partnership: It is a link between two or more schools, in our case, between an Andalusian school and another European school, mainly of an English, French or German speaking country, in order to facilitate their cooperation, design and develop bilingual educative projects in common or exchange visits of teachers and students. Promoting partnerships is an important measure of the PFP since it facilitates schools to know and learn from one another especially by setting bilateral or multilateral associations in order to receive funds for developing European Comenius or Leonardo projects. For that reason, in November 2006 the Regional Ministry of Education signed agreements with the Local Authorities of 16 English counties, which has allowed for the signature of over 120 partnerships between English and Andalusian primary and secondary schools as well as the exchange visits or stays (from a week to a whole school year) of over 300 Head teachers and teachers in three school years.

Plurilingual and pluricultural competence: It is the ability to use languages for the purpose of communication and to take part in successful intercultural interaction, where a person is viewed as a social agent with a different degree of proficiency in various languages and experience of several cultures. (See chapters 1 and 8 of the CEF).

Plurilingualism: It refers to the knowledge and ability of a person to use more than two languages with higher or lower proficiency (Van de Craen, 2001). Plurilingualism emphasizes the fact that as a person's experience of languages expands, both at school and by direct experience, he or she does not keep these languages and their cultures in separated mental compartments, but rather builds up a communicative competency to which all knowledge and experience of language contributes and in which the languages interrelate and interact (CEF, chapter 1).

Plurilingualism Promotion Plan: It is the realisation for the Andalusian territory of the European language policies, based on the CEF. It consists of a scheme of 5 major programmes and also an organisation and assessment plan. The programmes are: Bilingual schools, Official Schools of Languages, Plurilingualism and Teachers, Plurilingualism and Society, Plurilingualism and Interculturality. The major goal of the Plan is to complete the design and implement a language policy for Andalusia coherent with the principles of the European educative policies, to provide the citizens with wider opportunities to acquire the plurilingual and pluricultural competence needed to respond to the new economic, technological and social challenges. (See: http://www.juntadeandalucia.es/averroes/impe/web/portadaEntidad?pag-/contenidos/B/InnovacionEInvestigacion/ProyectosInnovadores/Plurilinguismo/)

Problem solving: A general term which covers a diversity of problem types which make a range of demands on thinking, from creative to critical, to favour cognition by a more experiential learning.

Reflective teaching: it is a constructivist approach to teaching, related to creative problem solving. It usually follows a cyclical process to construct meaning by observing and gathering information; by analyzing the information to identify any implications; by hypothesizing to explain the events and guide further action; and by implementing an action plan (Henderson, 2001).

Scaffolding: A well planned set of supporting activities for learners to receive assistance early on to complete tasks, then as their proficiency increases, that support is gradually removed. So, step by step students take on more and more responsibility for their own learning. Scaffolding students' learning can involve modelling, providing guided practice with language and concepts, guiding questions, and using comprehensible input (Gibbons, 2002).

Subject-specific language: It is basically another term for specific vocabulary or the keywords of a particular subject. It includes words and expressions that are common in that subject but rarely used in another context, for example: *addition* or *subtraction* in maths; *photosynthesis* or *osmosis* in science; *crust* or *vent* in Geography.

Task: According to the CEF (chapter 7), a task is a set of purposeful actions that a person or a group undertake in a given domain in order to achieve a specific outcome. Tasks may be more

or less complex and usually but not necessarily involve language activities. Nunan (2004) points out that there is a basic distinction between real-world or target tasks, and pedagogical tasks. A target task refers to uses of language in the world beyond the classroom, a pedagogical task occurs in the classroom. For him, this type of task, therefore, is a piece of classroom work that involves learners in comprehending, manipulating, interacting and producing in the target language while their attention is in conveying meaning rather than in manipulating form (Nunan, 2006).

Task-based learning: It could be considered the linguistic version of experiential learning or learning by doing, which consists of a teaching strategy based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using. The students are assigned a task and when they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance (Willis, 1996).

Teamwork: It refers to work done in a group composed of people with different backgrounds and competences who coordinate to share ideas and skills in order to achieve a common goal, which allows people to discuss their work together and, as a result, to grow professionally (see collaborative work).

Text: Any piece of oral or written language that conveys a given meaning depending on the context it is used. The term *text* is used here as synonym to discourse since, based on CEF, the PPP views languages from a socio-functional perspective. Pupils will learn languages by interacting with the teacher, the language assistant and classmates and also with texts, using them as springboard to do pedagogical and target tasks.

Text typology: A set of text types defined on the basis of cognitive categories or linguistic criteria. As each content subject tends to have one or few specific text types, content and language teachers will co-ordinately select and work progressively on a range of texts that learners need to understand and produce in order to develop proficiency in interpersonal and academic language, i.e.: dialogic, narrative, descriptive, argumentative, emotive, informative, imperative.

Thinking skills: They refer to processes of thinking that can be used in a range of contexts and subjects to enhance learning and cognition, i.e. creative or critical thinking, enquiring, evaluating, drawing inferences, information-processing, reasoning.

Transfer: It is the ability to apply or use a skill or an idea learnt in a context in another different context.

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