



INCORPORATING ENGLISH AS A PRIMARY LANGUAGE INTO THE ANDORRAN EDUCATIONAL SYSTEM

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Abstract

The aim of this paper is to propose how to incorporate English as a main language into the Andorran educational system starting in primary school, using a combination of Content and Language Integrated Learning and traditional language classes, in order to address the increasing need for Andorran students to be proficient in English as a result of the global spread of the English language and Andorra's situation within Europe. Although English is taught as a foreign language within the Andorran educational system, students are not graduating with a sufficient level of proficiency in English to meet today's demands. The primary method of data collection was acquired through the review of literature concerning language education, plurilingualism and the role of the English language in globalization. We also conducted a semi-structured interview with the director of the Andorran school system as well as with a local primary school principal in order to gather relevant data regarding the reality within the country. As a conclusion, we will demonstrate that students' linguistic proficiency will improve, not only in children at a high socioeconomic level, but also in students that cannot afford to study English outside of school.

Keywords: Global English, Multilingual Education, CLIL, Language Education

INTRODUCTION

As a result of a highly globalizing world in which human mobility and international relationships between different nations and countries have greatly increased, there have been significant changes in the political, social, labor and educational demands around the world. It is our responsibility to adapt to the changes in society and prepare the new generation by giving them the tools and skills, which they will need to succeed in an international world. These changes have considerably impacted European nations as they seek effective ways to work together in order to ensure the future of their economies and citizens. One of the ways that European nations are striving to meet the new global demands is through increased and improved language education. As Vez (2009) points out, "the European dimension in language education, it is generally believed, is not what it was. Globalisation, European Union (EU) policies, migrant movements and Global English are changing the languages and cultures of European nations in some ways" (p.8). Andorra, which is a small, independent microstate on the border of France and Spain, has not been left untouched by the effects of globalization. While in the 1950s, Andorra was still a small mountain country, primarily occupied with farming, it is now an international country with tourists and immigrants coming from around the world to enjoy its ski resorts, shopping centers and beautiful nature (Micó, 2006). Being a co-principality with vital ties to both France and Spain, Andorra has a long history of multilingualism. Andorra is unique in that it offers its citizens three educational systems: 1- the public French school overseen by the French government, where instruction is done in French accompanied by Catalan classes as Catalan is the official language of the country; 2- Spanish public schools, where the majority of instruction is done in Spanish along with Catalan classes as in the French schools; Private Spanish catholic schools where the instruction is done mostly in Catalan accompanied by some Spanish and 3- the Andorran educational system where instruction is done primarily in Catalan, French and at times in Spanish (Marquet, 1997). In this paper we will be dealing strictly with the Andorra educational system, as it is the national educational system of the country. While it must be recognized that Andorra has excelled in introducing three languages into their national educational system, unlike many European countries, Andorra has failed to place major importance on acquiring a sufficient level of English. As of now, English is still introduced as a foreign language where students



learn basic English in a dedicated English class and graduate with an inadequate level. The ability to speak more than one language is essential nowadays, more than ever, and as a result of the global spread of the English language, many nations have introduced English in primary schools in order to give students the skills that they will need to compete in a global workforce (Hamid and Honan, 2012). Companies are globalizing and, in order to communicate effectively, many have chosen to use English as the official “enterprise language”. Andorra is also experiencing the effects of the global spread of English as the majority of the population works in commerce, hospitality, tourism and restaurants (Micó, 2006). Many of the tourists who come to Andorra use English as their means of communication. Andorra, now finds itself in a situation where the majority of the population of Andorra needs to be able to effectively communicate in English in order to conduct business. While there have been articles published stating that the Andorran Ministry of Education has the intention of one day using English as a vehicular language, they have yet to publicize or discuss the way in which they would do this or any details regarding their intentions. Our comprehensive proposal here focuses on the need to introduce English as a principal language starting in primary education in order to address the growing need of English fluency among Andorran residents. The reason we chose primary school as the starting point is due to the fact that students are already introduced to French in kindergarten and school is not obligatory until children reach six years of age. It is important to re-assess the language policy and language programs in response to the changes occurring in a globalizing world. The proposal here is not to introduce English at the expense of regional languages, but to introduce it as a necessary language for international communication and intercultural understanding. Unfortunately, English is now becoming a dividing factor as “much of the recent attention to the spread of English deals precisely with this point: that English is not only helpful but is becoming increasingly necessary for success in the working world, leaving those who do not speak it behind” (Johnson, 2009, p.135). The aim of this paper is to design and propose a way to incorporate English into the Andorran educational system in order for its students to graduate with a sufficient dominance of the English language to be competitive in today’s global market and address the ever more present prerequisite of English proficiency in order to pursue higher education.

METHODOLOGY

In order to propose an efficient method to tackle the issue of insufficient English proficiency amongst the students graduating from school in Andorra, we have made use of several different sources as a way of gathering more information about the current linguistic situation throughout Europe and specifically in Andorra and the current educational situation within the country. We first reviewed what role the English language is playing throughout the world, focusing in on Europe and Andorra in order to reinforce the justification for our proposal. Then, in order to propose an effective way to incorporate English as a primary language within the Andorran educational system, we have reviewed several documents and works done concerning the realities of European plurilingualism, which includes various existing methods of multilingual language education, the Common European Framework of Reference for Foreign Languages, NESET’s analytical report prepared for the European Commission about Multilingual Education in the Light of Diversity, as well as other literature focused on multilingual policies and multilingual education. We also conducted interviews with the director of the Andorran Educational system, Ester Vilarrubla, and one of the current Head of Studies of an Andorran primary school, David Barbosa, as a way to acquire a genuine and up-close view of the realities of the current situation within the system and of the students and assure that the proposal would fit in with the current educational system in the country. These interviews added to information gathered from having reviewed articles on the sociolinguistic realities of Andorra. Based on the research done on the present language educational method used in Andorran language education, various language education models and personal experience within the Andorran school system, we chose to further analyze research done on Content and Language Integrated Learning (CLIL) as the smoothest and most effective way to incorporate English as a primary language within the existing



educational structure. We then examined the connections between the CLIL method and plurilingualism in order to combine the two to offer a well-rounded English language education proposal best suited to the country. Following our proposal including how to incorporate English as a main language throughout primary school and secondary school, we will summarize our conclusions.

ENGLISH AS THE NEW GLOBAL LANGUAGE

Many might wonder why we are proposing to introduce English as a principal language into the Andorran educational system when students are already exposed to three different languages during their schooling and graduate being tri-lingual. The truth is whether we like it or not, English has blossomed into becoming the lingua franca of European communications and dealings. While being plurilingual continues to be extremely valuable and key to creating real, true and deep cultural awareness and relationships, the truth is that the ability to speak English has now become a necessity. Johnson (2009) pointed out that The Economist now considers English to be “a basic skill of modern life comparable with the ability to drive a car or use a personal computer” (p. 133). The English language has become very powerful as it is now used by businesses and organizations all over the world and many people have either consciously or unconsciously accepted it as the global language. The effects of this new “Global English” can now be seen not only in businesses, universities and international organizations, but also in window shops and on the radio. The English language’s association with being popular and hip has resulted in English being used across the world in advertisements and logos. As you walk the streets of Andorra, you can look in window shops and see shirts with English sayings such as the newly popular expression “Keep Calm”. As you peruse the classifieds, you see the majority of jobs asking for candidates with English speaking ability. This does not only affect the upper middle class citizens who wish to attain management positions, it also affects blue-collar workers as you can see job offers for shop attendants, Information Technology technicians, receptionists and waiters requiring English proficiency as well. While, English is taught in the Andorran school system as a foreign language, students do not graduate with a sufficient level. As part of our research regarding the current status of English language instruction within the Andorran primary schools, we conducted an interview with the Director of Studies of the primary school in Escaldes, David Barbosa. According to M. Barbosa, most students finish primary school with an elementary (A2) level in English comprehension and a beginner (A1) level in English expression. However, as he stated, this varies quite a bit amongst students depending on whether or not they also study English outside of school. A great number of students in Andorra go to after-school language academies in order to learn English. This is what originally brought my attention to the issue of a lack of English proficiency amongst Andorran students and the increasing need and demand for English in Andorra. During the research done for this proposal, we also interviewed Ester Vilarrubla, the director of the Andorran school system who agreed that the current level of English proficiency is not up to par. She also established during her interview that English proficiency is no longer optional in today’s world, but has instead become a requirement. Unfortunately, there is no set consensus on the current level of English proficiency among students as many students who are children of privileged families have the advantage of going to English classes after school from the time they are very young. Then on top of it, some also have the opportunity of studying abroad in an English-speaking country for a year or more during their high school years with some of them spending all or part of their summer vacation in English speaking countries. However, as confirmed during our interviews with Barbosa and Vilarrubla, we have observed that this is not an option for a great number of middle class families living in Andorra. As a consequence, students graduate with varying levels of English proficiency with the students who belong to wealthier families who can afford extra private English classes or immersion abroad generally graduating with a higher level. Unfortunately, this still leaves a great number of students whose families do not have the means to supplement their English language education at a great disadvantage as they finish their schooling with an insufficient level of English proficiency. English proficiency is now becoming a dividing factor within Andorra. While the official



language of Andorra is Catalan, the reality is that Andorra is a country largely comprised of immigrants with an economy that is essentially reliant upon tourism. As confirmed by Farràs (2003), who studied the sociolinguistic reality of Andorra, Andorra's linguistic actuality is quite complex due to the fact that it is a landlocked microstate bordered by France and Spain and that its economy is largely dependent on the European Union and its member states. Furthermore, as a European country, Andorra has not been exempt from the effects of the new Global English reality. Andorran politics has already publicly demonstrated their acknowledgment of these effects when the previous Minister of Education, Roser Suñé, professed her opinion regarding the need to increase the level of English proficiency among Andorrans in 2013 and supported the future possibility of adapting the educational system as a way to adapt to a new reality in Andorra in response to the spread of English and its use. While some may argue that English will not remain the lingua franca for long, according to Johnson (2009), "no other language in recorded history has ever been spoken as widely as English" (p.143). English is seen by many as the ideal global language as it has a history of borrowing words from other languages and has demonstrated its ability to be a flexible language, not only due to the presence of its variants including American English, British English and Australian English, but also to its ability to create, accept, and put into use new words that have come along with the introduction of widespread technology. Unlike traditional languages, such as Latin or Greek, English has demonstrated its ability to adapt and spread across all of the continents. English is now the most commonly studied foreign language in Europe.

"Some 380 million speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in some sense exposed to it and by 2050, it is predicted, half of the world will be more or less proficient in it. It is the language of globalization – of international business, politics and diplomacy" (Johnson, 2009, p.131).

As confirmed by Barbosa, English has now become the lingua franca in Europe, the majority of information available on the internet is in English, and in a world as globalized as today's, English proficiency has become a necessity. "Today English enjoys a great popularity in Europe. According to the 2004 Eurobarometer survey, 75 percent of Europeans agree that English is the most useful language to learn and 69 percent believe that everyone in the EU should speak English" (Johnson, 2009, p.153). Many European countries, within and outside of the European Union, use it as a neutral language for communication while about 85 percent of international organizations use it as their official language. Unfortunately, those who do not obtain a sufficient level of English proficiency are at a disadvantage. While it may be unfair to require everyone to be proficient in English, it is the current reality here in Europe, and in Andorra. Students here in Andorra may actually be even more affected by the globalization of the English language than other students living in other parts of Europe since most students have to go outside of the country to attend university or have a wider variety of job opportunities (Barbosa, personal communication, 2017). Andorran students venturing out into France, Spain, or other European nations to continue their studies are going to encounter greater difficulties if they do not have a sufficient level of English proficiency. Many universities are now demanding English proficiency as a requirement to complete studies at their universities or to participate in the evergrowing Erasmus programs. Depending on the university program students choose, they might actually be required to pass the Cambridge First Certificate Exam in order to pursue their studies. This requirement for English proficiency does not only affect those who wish to go to university, but is also having an effect on the job market as "without a doubt, the playing field in Europe is tipped in favor of those who speak English. Salaries of non-English-speaking workers can lag as much as 25%-35% behind their English-speaking counterparts" (Johnson, 2009, p.155). Furthermore, the Andorran educational system plans to offer the International Baccalaureate (IB) Career Related Program (CP) and Diploma Program (DP) starting in 2018 and 2019 respectively, which will put additional pressure on students to have a decent command of the English language. The IB Diploma Program requires students to take English courses in which accuracy, clarity and fluency



are necessary, as students will need to be able to communicate and create a variety of text types in class.

The reality is that all students living in Andorra deserve to have the same opportunity to attain sufficient level of English proficiency regardless of their economic status if they wish to succeed in their future endeavors, whether it be university studies or entering the workforce. As proposed by Vez (2009), it is now necessary for states to consider that "... proficiency in English as a possible and reliable interlingua mediator and the equality of people's linguistic identities will have to play equal parts in any multilingual education policy" and

"Any policy which treats multilingualism as an 'either-or' decision runs the risk of creating social exclusion either through cultural or political exclusion. To put the same thought in a positive way: sustainable cultural and political inclusion, which can lead to opportunities of participation in a multilingual Europe, requires a holistic language education policy inclusive of English and linguistic diversity" (p.21).

The Council of Europe correspondingly emphasizes that it is now vital for states to take into account national language requirements needed for economic and market purposes of the country. English has become a common means for communication and a necessary language to succeed in a state largely dependent on tourism and international relations with other countries. While it is admirable that Andorra has defended and supported their national language along with French and Spanish, it is now time to adjust to a rapidly globalizing world where technology and mobility no longer respect national borders. Just as Andorra adapted consciously and subconsciously to the wave of Spanish and French immigrants a few decades ago, Andorra will now have to do the same with English if the country wishes to continue to educate students who will continue to flourish in a rapidly changing world. Our proposal is not to introduce English into the Andorran education system and society as the language of identification of the people, just as it was not with French, but instead to introduce it as a language necessary for communication and intercultural awareness. Our goal is to create a plurilingual educational system that represents the reality of the presence of a new Global English in addition to the present linguistic diversity existing in the country.

THEORETICAL FRAMEWORK

European Plurilingualism

First of all, we will deal with distinguishing between multilingual and plurilingual since many authors and articles use the two terms interchangeably. In this article, we will use the definitions of the terms proposed by the Council of Europe. The Council of Europe states that

"plurilingualism is the ability to use more than one language- and accordingly sees languages from the standpoint of speakers and learners. Multilingualism on the other hand, refers to the presence of several languages in a given geographical area, regardless of those who speak them" (Beacco et al., 2016, p.20).

So, while we might talk about multilingual environments or educational systems, the preferred goal would be to support the development of plurilingual individuals since "plurilingual competence is defined as the ability to use a plural repertoire of linguistic and cultural resources to meet communication needs or interact with people from other backgrounds and contexts, and enrich that repertoire while doing so" (Beacco et al., p.20). Plurilingualism is not the sum of several monolingualisms in which each language is perfectly spoken, but completely separate. Plurilingualism is the ability to speak several languages and use your plurilingual repertoire in order to successfully



make use of cognitive strategies to make connections between languages in order to communicate effectively in more than one language and can allow individuals to have access to more knowledge and act as mediators within a multilingual and multicultural world.

As we can read in the Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education, published by the Council of Europe in 2016, the ability to speak more than one language derived from plurilingual education provides many benefits to students growing up in a globalized world –

“The characteristics of a plurilingual and intercultural curriculum derive from the values and principles on which this vision of education is based. Such curricula will enable every learner to maintain, recognise the value of and expand his or her language repertoire. This applies as much to learners who become plurilingual through schooling as to those who have other languages in their repertoire through their family background. Learners will gain by having the opportunity to utilise the resources of their initial repertoire, whatever it may be, to build the other language competences necessary for community living: in the first instance, the language of schooling, foreign languages and, in the case of learners who are plurilingual by origin, if they and/or their parents so wish, their first language (language of the home), whether it is a dialect, a regional or minority language or a migration language. Learners will derive benefit from being enabled to perceive the creative potential of every language, making it possible for them to create new linguistic forms and giving access to the world of the imagination. Lastly, they will be given the opportunity to acquire the resources needed for access to the specific textual genres – associated with social practices and other matters – which are essential to their academic success” (Beacco et al., 2016, p.16).

An educational system supporting plurilingualism will help produce students who will be prepared to participate more actively while giving them equal opportunities to thrive. In order to foster the development of effective and successful plurilingualism, multilingual and plurilingual educational systems need to ensure that they are laying down the correct foundations for second language learning. The analytical report on multilingual education prepared for the European Commission by Herzog-Punzenberger, LePichon-Vorstman and Siarova in 2017 outlines seven separate points that are essential to second or additional language learning –

- >Conversational language proficiency is fundamentally different from academic language proficiency.
- >Pupils must have access to comprehensible input that is just beyond their content level of competence.
- >Pupils must have opportunities to produce output for meaningful purposes.
- >Social interaction in which language learners actively participate fosters the development of conversational and academic language proficiency.
- >Second (additional) language learners with strong native language skills are more likely to achieve parity with monolingual peers than are those with weak first language skills.
- >A safe, welcoming classroom environment that minimises anxiety about performing in the school language is essential to learn.
- >Explicit attention to linguistic forms and function is crucial to academic language learning” (p. 54).

If the Andorra educational system wishes to continue to support a plurilingual education, then it should take the above points into consideration. The European Union has also touted its support of the importance and value of speaking more than one language as a way to boost communicative development and encourage intercultural dialogue (Herzog et al., 2017). Another important point that should be taken into consideration regarding second or additional language learning is the matter of continuity. Anyone who has learned a second language has heard that if you do not use the language, you lose it. In order to successfully acquire and maintain a second language, it is essential to remain in contact with that language and continue to use it interactively and usefully. Everyone has also heard that the earlier you learn a language, the better. Most European countries, such as Finland and Sweden, introduce a foreign language between the ages of six and nine years old with 73 percent of primary



students learning English in 2009 (Delvin, 2015). Starting students off early with additional language learning is essential if we wish to encourage long-term successful second language proficiency in English and other languages as well. For our study, it is important to consider what competences the common European considers essential for students to develop and work on in order to become knowledgeable citizens of the world.

Common European Framework of Reference for Languages

The Common European Framework of reference for Languages (CEFRL) was put together by the Council of Europe as a guideline to be used for teaching, learning and assessing foreign languages throughout Europe and the world. The CEFRL is divided into six different reference levels ranging from beginner (A1) to mastery (C2). It is widely used throughout Europe in public institutions as well as private ones. The CEFRL is a comprehensive guide providing clear objectives with extensive descriptions in order to promote international cooperation and mobility. For this reason countries should take this guideline into consideration when developing language education programs. It is a flexible and easily understood way to organize language education into different internationally recognized levels and provides examples of real life tasks. The CEFRL can also be used as a tool for educational systems wishing to support multilingual/plurilingual education. The CEFRL provides those teaching additional languages with a common reference for evaluating the level and achievement of students learning foreign languages. While CEFRL descriptors provide a common set of terms and uniformity and can be used to establish goals, create assessments and monitor progress, they should be used flexibly to determine students' overall language abilities since the majority of students listening comprehension, reading comprehension, writing skills and speaking skills vary from one to the other.

Content and Language Integrated Learning

For our research and ultimate educational proposal, it is important to take into consideration the advantages of Content and Language Integrated Learning (CLIL) as a valuable approach to language education. Considering the Council of Europe's guidelines for successful plurilingual and additional language learning, CLIL is a practical and sustainable option for educational systems wishing to implement plurilingual/multilingual education. The CLIL methodology helps fulfill key competences set forth in the new European Framework such as the ability to communicate in a Foreign Language, develop Social and Civic Competence including preparing students for the workforce and intercultural realities, as well as helping students develop Cultural Awareness and Expression. CLIL is an educational methodology that calls for the integration of language teaching and content teaching in which teachers use a second (or third or fourth) language to teach content in order to bring language learning to new levels and cognitively challenge students. The CLIL method is used in many countries and is the most widespread language education method in Spain. "Global English" tends to dominate among CLIL programs although it has also been used to implement additional language learning of other languages. Students are required to use language in a natural way and cognitive development is promoted by allowing students to employ code-switching and translanguaging if necessary as effective communication is the goal. CLIL aims to not only help students learn an additional language, but also to learn content through different perspectives as each language provides its own perspectives. This approach to language learning allows students to develop strong fluency and expression skills while increasing their motivation and using language in a natural way. The CLIL method can actually be linked to the Natural Approach to language learning developed by Tracy Terrel and Stephen Krashen in 1977. The Natural Approach calls for the use of a variety of sources in order to provide comprehensible input and stresses the fact that mistakes are a natural part of learning. The CLIL method allows for both of these to take place in the classroom, as the focus is not on grammatical correctness, but instead on fluency, comprehension and production. Correspondingly, this methodology also takes many ideas from the Communicative Approach to language learning since



students are using language in the real world from day one seeing as they are using it to learn. Furthermore, CLIL's focus on using language to understanding content share Vygotsky's belief that meaning emerges from context. Students are associating language with the development of authentic learning. As pointed out by Vez (2009), in CLIL "it is not so much what we know but how we use it which is so important when we consider effective language learning and communication" (p.16). CLIL builds students confidence while developing a positive attitude towards languages particularly in young students who gain confidence as a result of being able to produce in a second language. The CLIL approach to language learning allows for students to cultivate a variety of language related skills. Students greatly improve their receptive skills as their listening skills greatly increase as a result of consistent exposure in the classroom. Students also learn to take risks in order to communicate without the fear of making mistakes, as they learn it is a natural occurrence and part of the learning process. Furthermore, this approach greatly increases students' fluency since they are constantly having the need to express themselves orally in order to communicate with the teacher and classmates in class. The CLIL methodology does not only encourage the development of language skills, it also enhances problem solving skills as students become creative in finding ways to communicate when they do not know specific words that they are trying to use, which in turn also helps them to lose language inhibition and encourages them to express themselves freely. CLIL supports the use of authentic materials as well as a myriad of other resources available online in order to provide language support and help students construct meaning.

Making Connections

Contrary to traditional rigid immersion programs where students are just expected to "pick up" all aspects of the additional language; the CLIL method can be used as a complement to traditional language instruction in order to help students make connections across different subject areas. The expectation would be for subject area teachers and language teachers to cooperate and work together in order for students to learn more about pragmatic and linguistic conventions in their language class that would help them to assimilate all of the language structures that they are exposed to in their CLIL classes employing second languages. Marsh and Frigols Martín (2012) point out that "CLIL is a form of language learning, but it is rarely a form of language teaching. Language teaching definitely plays a role, but it has to be done in conjunction with authentic teaching and learning" (p.4). This fusion of content learning through a second language and more traditional language can truly bring language learning to new levels. In this way, assimilation of language as well as content are both stimulated using various techniques and resources. This type of teaching combines the communicative and natural approach with a concept-based approach that involves metalinguistic reflection and helps students learn both meaning and form. The Guide published by the Council of Europe confirms the significance of promoting trans-disciplinary connections when it states that "the central element in plurilingual and intercultural education is, on the one hand, establishing cross-cutting links between language taught as subjects and, on the other, establishing these links between the teaching of these languages and that of other subjects" (Beacco et al., 2016, p.93). Combining the CLIL methodology of using a secondary language to teach different subject areas with the support of traditional language classes not only ensures that students will gain a higher proficiency in the language, but will also be cognitively challenged as it also supports competence based learning and academic development.

CURRENT ANDORRAN EDUCATIONAL SYSTEM

As mentioned earlier, there are three different national systems that are available to Andorran citizens; however, here we will be focusing on the Andorran national educational system. The Andorran educational system is quite unique as it includes three languages as vehicular languages.



Andorra's official language is Catalan; however, due to the fact that it is a co-principality with one of the co-princes being the Bishop of Urgell from Spain and the other the President of France, Spanish and French are widely spoken and recognized. After studying the sociolinguistic reality of Andorra, Farràs (2003) concluded that "la societat andorranana té alhora un grau molt elevat de plurilingüisme a la llar, escola, carrer, comerç, mitjans de comunicació, a la vida social i actius de socialització" (p.7) translated as "Andorran society currently has a high degree of plurilingualism in the home, school, street, commerce, modes of communication, within the social life and active socialization". As a result of this plurilingual reality, the Andorran school system decided to place an important focus on the development of students' linguistic abilities focusing on Catalan, French and Spanish. In the Andorran school system, primary school focuses mainly on Catalan and French. In every primary classroom, there are two teachers present, one who speaks in Catalan and the other in French. In this way, students are exposed to both languages from the beginning of their mandatory schooling. The reason that they chose to focus on French and Catalan is because most students are widely exposed to Spanish outside of school as forty percent of immigrant residents come from Spain (Govern d'Andorra, 2015). The Spanish language is widespread in social situations and media as the majority of films shown at the movie theater are aired in Spanish (Marquet, 1997). Most students are exposed to Spanish either at home, with friends, at the movies, on television, or in the street. As students are pretty much guaranteed to being exposed to the Spanish language in some way outside of school, primary education focuses on providing students with a solid foundation in Catalan and French. Spanish is introduced as a separate subject class between the ages of ten and twelve in order to reinforce their knowledge and use of the language. Students are not introduced to the English language until they are in the second cycle of primary school (ages eight to ten) when they begin to receive two sessions of approximately thirty to forty minutes per week focusing on using the English language to partake in oral activities (Marquet, 1997). Starting in secondary school, students begin to attend dedicated English classes, but the focus remains more basic compared to what they encounter in French, Spanish or Catalan classes. Beginning in secondary school, different subjects are taught in different languages. The two main languages used for vehicular purposes are French and Catalan; however, some subjects can also be taught in Spanish depending on varying factors. Students also attend dedicated language classes for all three languages, French, Catalan and Spanish in order to learn how to appropriately use the language in academic situations and refine their knowledge of the three languages. Furthermore, students are also required to take English classes although English is not a vehicular language; students are introduced to English as a foreign language where the focus is primarily on learning English for daily situations (Marquet, 1997). Currently, students graduating from the Andorran school system graduate with very different levels of English proficiency (Vilarrubla, personal communication, 2017). This inconsistency comes as a result of an unequal amount of exposure amongst the students. Many children in Andorra attend afterschool English classes in order to improve their level; however, this is not something that is accessible to everyone. Furthermore, as mentioned above, it is also quite common for children of wealthier families to study abroad in an English speaking country for one year in order to also further their English knowledge and fluency. As a result, there is a wide disparity in the level of English proficiency among Andorran students. Due to the inequity in exposure among the four languages, the majority of students wind up with a strong foundation in the three Latin languages of the country, but with a weaker foundation of the English language. Despite the Minister of Education in 2013, Roser Suñé, publicly stating that Andorra as a country needed to improve the level of English proficiency and confirming our argument that it is a language that is not present in the country, we can see how the current Minister of Education, Eric Jover, still refers to English as a secondary language in comparison to French, Spanish and Catalan ("Educatió Aposta per l'Anglès" 2013 and Consell General d'Andorra, 2017). Back in 2013, Suñé announced that she supported introducing English as a vehicular language as a way to improve the level of English proficiency in the country, and Eric Jover also supported that idea; however, despite the ministry declaring that they were looking into the English level of actual personnel and considering what type of training would need to be done, they have had yet to discuss any concrete



plans as to how, when or if they would actually implement the idea. The ministry has passed the last couple of years focusing on implementing and adapting to its new methodology, PERMSEA, which we will discuss further on, and on its project to incorporate the IB DP starting in 2019, and seems to have placed planning how to implement the idea of English as a vehicular language on the backburner. The Andorran educational system currently employs the Common European Framework of Reference for Languages (CEFRL) in order to assess language proficiency. While Barbosa, the head of studies at one of the primary schools in Andorra, believes that most students finish primary school with a level of English proficiency between the A1 and A2 levels (according to the CEFRL), he does believe that it would be beneficial to students for them to graduate school with a higher level of English proficiency as English has not only become the lingua franca, but also, most students need to leave Andorra to pursue higher education or career opportunities where they are faced with the increasing need of being fluent in English. While students are required to have a B1 level in Catalan, Spanish and French in order to attend batxillerat, optional high school for students aged 16 to 18 years old, they are only required to have an A2 level in English, which is still considered as only basic knowledge of daily English (Govern d'Andorra Website). Vilarrubla, the director of the Andorran school, also agrees that the level of English instruction and proficiency among Andorran students is not up to par as of now. The Ministry of Education seems to be open and aware of the new reality regarding the ever-growing need for English and is inclined to find a way in the nearby future to put more emphasis on students learning the English language. While students are graduating as proficient trilinguals in Catalan, French and Spanish, unfortunately, a great number of students are still graduating secondary school with an insufficient level of English proficiency.

INNOVATION PROPOSAL

English as A Primary Language

In order to address the current issue regarding the necessity of increased English proficiency among students living and studying in Andorra, the proposal is to include English as a principal vehicular language starting in primary school. Introducing the English language in this way would not only ensure that students improve their English level, but would also help students learn to recognize the value of languages while establishing links between languages as school subjects with their active use in learning content matter. In this proposal, students would continue to attend English language classes to reinforce pragmatic and linguistic conventions and rules that are different from the other languages of schooling while at the same time being required to actively use the language in other subjects. This also helps to support the need of students to have a balance between guided learning and autonomous learning in order to fully assimilate concepts. This is in line with the method that the Andorran educational system is currently using regarding French, Spanish and Catalan language education. Students would begin their significant exposure to the English language starting immediately in primary school because language exposure and experience for young children is optimal. It is important to consider students' age and developmental stages when contemplating language instruction and introduction. Beacco et al. explain that "language education, at the stage when writing and reading abilities are developing, is decisive for subsequent schooling" (2016, p.83). Regular use and demonstration of students' syntax, lexical and discourse abilities outside of the traditional language class reinforce the rules and norms of the language. The earlier students are exposed to a language in an authentic setting and are required to use it, the better they assimilate the ins and outs of the language. This type of education using the language as a vehicular language such as is done in CLIL along with traditional language classes promotes assimilation of a language using various techniques and resources, which is not the situation regarding English language education in Andorra at the moment. As is observable by the current level of English proficiency among Andorran students and the information gathered in the interview with the director of the Andorran school, the current system of English language education where students simply attend traditional English language



classes is not sufficient if we wish for students to graduate from the system with sufficient fluency in English in order to pursue higher education opportunities or careers where English is now a prerequisite. If we want a different outcome, we need to change the current way of teaching English in the Andorran schools. Many students easily get bored in traditional language classrooms reading about the traditional made-up situations in the airport, at the restaurant or in the supermarket. This proposal of teaching English through a combination of CLIL with the support of a traditional English class would allow students to learn the structures and conventions necessary to properly express oneself while motivating the student to use the language in an authentic and motivating setting. In this way, students' need for a higher level of English proficiency would be addressed while supporting a focus on competence based learning allowing for much richer learning across the board. Continuity in language learning and education is essential starting from a young age if we wish for our students to develop fluency and confidence in the language. Language education is not only about learning a language; it is about using it and maintaining it as well.

Primary School

Introduction of a foreign language as a principal vehicular language starting in primary school requires that some adjustments be made to the traditional way of teaching. Children will be acquiring competence in more than one language through exploration and learning. It is important to consider that during children's primary school years, teachers who are instructing in a non-native language, in this case English, need to learn to accept silence from students as this is one of the ways that young learners first respond to information being given in a foreign language. Teachers will need to use a variety of resources in order to address students' needs at this age and stage of language development. It is vital for teachers to introduce a great amount of visuals, body gestures and role-play activities. Teachers are encouraged to use a wide variety of multimedia resources and to encourage learning and participation through play and immersion (Beacco et al., 2016). By doing this with all of the languages of instruction, students will start to develop the ability to receive and give information in more than one language. The primary school years will be the years when students will discover the different functions of a language. Students should learn the importance of listening attentively as this will help understanding and later production of the language. Through listening, students will also learn the different sounds associated with the different languages while also developing the ability to use different metalinguistic knowledge, tools and resources. In order for students to develop these linguistic abilities, it is vital that teachers help them learn the value of keeping records – writing down new vocabulary, new phrases etc. In this way, students also learn how to make comparisons between languages and make use of their multilingual repertoire. Through the use of various scaffolding strategies such as, flashcards, highlighted texts and nonverbal language, students begin to acquire the language and subsequently become comfortable enough to use it in the subject classroom in an authentic way. This consistent and authentic exposure and use of the language throughout primary school successfully sets students up to be able to effectively use the language to communicate and learn. However, at this stage students are just beginning the process of becoming proficient users of the language. It is important to continue the process throughout their schooling beyond primary school. In the case of the Andorran school system, they are already using this strategy with the French language by placing two teachers in the classroom at all times, one using the Catalan language, and the other, French. They could adapt the current situation by incorporating a system where the second teacher who instructs in French switches to English in the afternoons. In this way, students would continue to receive exposure to the French language, but would also now be receiving authentic and valuable exposure to the English language starting at an early age when they are most receptive and engaging in active discovery of new language expression.

Secondary School



In Secondary school, it is essential to set students up for their professional and educational future. As subject autonomy increases, continuity in language teaching is fundamental in order for students to maintain their language comprehension and production abilities as well as to build upon them in order to increase their proficiency. During secondary school years, students will acquire more specific vocabulary and higher-level metalinguistic skills as a result of content rich material within their CLIL classes. According to Beacco et al.,

“Preparation for activities involving mediation, interpretation and evaluation of texts and documents of various kinds is the most important thing that experiential curricula should cover at these stages in schooling. These activities are focused on school and ‘academic’ genres, but are also socially relevant in the outside world. Reflexive, metalinguistic activities also increase at this point, as does- above all in certain streams – exposure to textual genres connected with technical and pre-vocational practices” (2016, p.85).

As students would acquire these higher level language and critical thinking skills during their subject classes, they would continue to learn about more intricate grammar conventions in their targeted language class. Our proposal is to continue using the current system where certain subjects are taught in Catalan and others in French, but to alter it by changing the language of instruction to English for a few of these subjects. In this way, it would be a rather smooth transition without requiring a huge overhaul of the Andorran educational system already in place. During their secondary school years, we need to ensure that students are acquiring the linguistic competences that they will need later on in higher education or in the job market. Students should learn how to participate in mediation activities using the language as well as increase their language repertoire. Students should also develop reading comprehension abilities across a wide variety of texts. As they become more familiar with academic use of the language at this level, they should also develop the ability to use various grammatical structures. Furthermore, in secondary school, students should be able to consciously switch between different languages and use the languages to communicate socially on an individual basis as well as to do group work in class. It is also beneficial to show and teach students how to use resources in and out of school in order to help them understand certain language aspects or vocabulary if necessary. This way we are ensuring that they will continue to grow linguistically on their own. All of these skills are meant to successfully prepare students for situations that they will encounter once they graduate. This rich and extensive English language exposure and education throughout all their years of schooling from primary school up through secondary school will help Andorran students become proficient and confident in the English language, which will in turn benefit them as they continue their studies or enter the workforce in a world where English has widely become the lingua franca throughout Europe.

Appropriateness, Benefits and Challenges of Proposal

While there are many different models of language education nowadays, the reason we chose to focus on using CLIL with a combination of traditional language subject classes is because of the ease of its implementation due to its similarities with the existing Andorran educational system and its linguistic and metacognitive benefits. The Andorran educational system recently underwent a methodological renovation by implementing a new methodology they refer to as Pla Estratègic de Renovació i Millora del Sistema Educatiu Andorrà (PERMSEA) whose focus is on developing competences. One of the competences the Andorran school aims to develop is the plurilingual communicative competence. The system ensures this by reinforcing the use and instruction of Catalan, Spanish and French in the aforementioned way by using Catalan and French as vehicular languages and providing dedicated language subject classes. However, as mentioned earlier, they fail to provide as strong an emphasis on the English language within this plurilingual communicative competence aim. By incorporating English as a primary vehicular language starting in primary school, we would be in line with the Andorran Ministry of Education’s belief that “es tracta que l’alumne visqui experiències



comunicatives tan variades com sigui possible i que l'orientin en l'ús adequat i correcte de la llengua en la diversitat de modalitats, formats i suports en què es pot presentar" (Ministeri d'Educació, 2015, p.20) translated as "The aim is that the student lives communication experiences as varied as possible that guide him in the adequate and correct use of the language in the diversity of modalities, formats and supports in which he might face". Currently, students within the Andorran school system are only experiencing a limited amount of communication experiences dealing with the English language since students are only exposed to it in their dedicated English subject classes; however, our proposal would solve this issue. Furthermore, the Andorran Ministry of Education clearly states that "per tant, el plantejament metodològic per a l'aprenentatge de les llengües i la competència comunicativa no és contingut d'aprenentatge exclusiu de l'àrea de llengües sinó que és responsabilitat de totes les disciplines i de tots els espais d'aprenentatge, i compartit per tots els docents que hi intervenen" (Ministeri d'Educació, 2015) translated as "Therefore, the methodological approach to language learning and communicative competence is not the exclusive learning content of the area of languages, but is the responsibility of all disciplines and learning spaces, and shared by all of the teachers involved". In order to truly support this belief stated by the ministry regarding their new education methodology, an adjustment such as the one proposed here needs to be made regarding the current instruction of the English language within Andorran schools. Incorporating English as a vehicular language starting in primary school using the CLIL method is an effective way to respond to the problem regarding the lack of English fluency amongst graduating students as well as achieve the goals outlined by the new Andorran educational methodological approach. The director of the Andorran educational system, Vilarrubla, confirmed during our interview that she does not believe that it would be necessary to change the new Andorran educational curriculum in order to incorporate English as a primary language, that it would just be a matter of changing the language of instruction and materials. In this way, using our proposed method of English language incorporation would be a seamless transition. Vilarrubla did not believe that it would have a negative effect on the current system. However, it is important to state that there are some challenges to incorporating English as a primary language of instruction in a country where many of the current teachers are not fluent in the English language. Vilarrubla stated that the ministry has been doing some research on the current level of English proficiency among present teachers and seeing that there is a need for them to learn English, the Ministry of Education is now offering teachers the possibility to take English classes. While, she did not comment on the percentage of teachers who might have the ability to teach in English, she did mention that language training would be necessary if they were to implement our proposal. Vilarrubla argued that the teachers in Andorra are already used to scaffolding since they have been dealing with teaching in more than one language; however, we still believe that because the English language comes from a different language family and background than the other three languages currently emphasized within the school, teachers instructing in English would still need to receive some linguistic training. During our interview with Barbosa, he also confirmed that he believed teachers would need to receive training to learn how to teach content through the English language. There are not as many similarities between English and the other three languages, which are all Latin languages that the students are actively exposed to in and out of school. It is natural for the students to struggle more to understand and adapt to the English language requiring more scaffolding than previously done with Spanish, French or Catalan. Teachers would need to increase their scaffolding techniques while adding resources in order to not diminish the level of content in the different areas. It would be beneficial for educators involved in teaching subjects in English or teaching English language class to undergo training focused on the language acquisition process, the ability to transfer strategies from one language to another, grammar learning and team collaboration among content instructors and language teachers (Beacco et al., 2016). While previously teachers needed to focus on transmitting information, the incorporation of English as a primary language would force teachers to focus more on understanding and assimilation. As stated by Marsh and Frigols Martín (2012),



“Since the objective is that the content of non-linguistic material is conveyed in a second language, the main work rests on the shoulders of teachers of non-linguistic areas, although that is not to say that teachers of linguistic areas play a secondary role given that, as well as having to achieve their own curricular objectives, they have to reinforce and consolidate the assimilation of the academic contents taught in the second language” (pp. 35-36).

Therefore, it is essential for team collaboration amongst all teachers involved. There are a few different training options to ensure that the teachers affected by the incorporation of English as a primary language be prepared for the realities of the project. Teachers expected to partake in the project could attend or learn from trainings offered by different entities including the *Passe-Partout* project from Germany which offers different principles and references for initial and in-service training or the book by the Austrian Ministry, *Framework Model For Basic Competences For Language Education For All Teaching Staff*. Schools throughout the Madrid region of Spain employ the CLIL strategy using English as a vehicular language, and it would be extremely valuable if teachers new to using English as a vehicular language could visit these schools and receive training in order to see the proposal in effect. This type of training and preparation would be vital if we wish for teachers to successfully implement the proposal since

“The greatest challenge that faces teachers of non-linguistic areas is the change in favour of a methodology that emphasizes the use of activities that promote the linguistic competence of students with a communicative end goal, and whose objective is not to teach ‘things’ but to teach to understand, retain and to use” (Pavón Vásquez, 2010, p.37).

It is not sufficient to provide teachers with English language classes in order to improve their level of English, it is also necessary to show teachers the realities of teaching in a second language in which students are not exposed to on a regular basis outside of the school setting in order for teachers to acquire the necessary skills to become linguistically sensitive.

CONCLUSION

After having analyzed the important role the English language is playing in a modernizing global world with an increase in mobility among people across countries whose international economies are progressively more interdependent, we can see how important it is to provide students with a solid foundation in the English language if they wish to be competitive in today’s global market and have a larger range of possibilities. Andorran students with an insufficient level of English proficiency will encounter difficulties should they wish to pursue the IB DP that the Andorran educational system will be offering starting in 2019, study abroad, go to university or establish valuable networking connections in this globalizing world. As confirmed by Phillipson (2003), “for the majority, lack of proficiency in English closes doors” (p. 7). Nations need to find a way to offer educational policy and schooling that balance between providing language education in local languages as well as English in order to provide their students with a powerful linguistic tool, being the ability to speak English, which will in turn benefit them at the time of entering higher education or the business world. While some may think it is unfair that our ability to communicate in English should play a role in our educational and professional prospects, it is a reality, and therefore, we need to ensure that we provide all of our students with the same opportunities to acquire this vital skill. Unfortunately, as we have pointed out throughout this paper, many students graduating from the Andorran educational system are not proficient in English. The ministry of education has identified the need for an increased focus on students gaining a higher level in English proficiency; however, as of now they have yet to make public any solid plans on how or when they plan to attack the problem. As an English teacher within the system, I have been able to notice first-hand the students’ lack of English language proficiency especially in comparison to the other three languages present within the school system. While the



other languages, French, Catalan and Spanish are used as vehicular languages; the English language is still introduced as a foreign language with students receiving significantly less exposure to the language in and out of school. One of the consequences of this lack of English proficiency among the population has been the increasing presence of language academies offering private English classes to students and employees of large enterprises such as Andorra Telecom or government entities such as Andorra Turisme. However, not every family can afford to send their child to private English classes, which results in a great imbalance in English language competence among the students. We believe that all students regardless of their economic status should be afforded the same opportunity to develop a sufficient level of English proficiency to be able to compete in a country where English proficiency is increasingly in demand. After having reviewed various literature regarding multilingual education and plurilingualism and taken into account the current methodology used by the Andorran educational system, we decided to focus in on the CLIL methodology as a way to incorporate the English language into the system in an efficient manner as a way to approach the problem of the reality regarding the lack of English proficiency among Andorran school students. Our proposal presented how we propose to incorporate the English language as a principal language starting in primary school and continue its use throughout secondary school. While we also discussed the possible challenges that would accompany the change such as teacher training, including the English language as a primary language starting at an early age would provide students with opportunity to develop the English fluency they now need in order to have a wider range of opportunities when contemplating higher education or career possibilities.

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ANNEXES

Interview with Ester Vilarrubla, Director of the Andorran School System - June 26, 2017

1. With what level of English do most students graduate? (Amb quin nivell d'anglès es graduen els estudiants de l'escola andorrana?)

Students graduate with a very mixed level. It is not uniform right now because of language academies and students whose parents can afford to send their children to go abroad to English speaking countries to study for the summer or year.

2. Do you think Andorra should take into account and adhere to the European Union's Commission framework for multilingualism encouraging students to learn and speak more languages? (Creu que Andorra hauria de tenir en compte i adherir-se al marc de la Comissió de la Unió Europea per al multilingüisme encoratjant als estudiants a aprendre i parlar més idiomes?)

We already do. We adhere to this principle. One of the principles of the Andorran educational system is to support and encourage multilingualism regardless of the European Union's policy. If it meets it, then great.

3. What does the Andorran system currently refer to for assessment of languages? The Common European Framework of Reference for Languages? (Actualment el sistema andorrà quin criteri segueix per a l'avaluació de les llengües? El marc comú europeu de referència per a les llengües?)

Yes, that is the one we use.

4. What language of instruction has been chosen for the IB DP School that will be implemented? (Quina llengua oficial ha estat escollida per a l'escola IB DP que s'implementarà?)

Final decisions have not been made yet. We know that Catalan and English will not be optional. Spanish and French will be optional languages. However, we have not decided what the languages of instruction will be, but students will have to either do their final project in English or present it in English. The IB Career Related Program is set for September 2018 and the IB Diploma Program for September 2019.

5. How will teacher training be dealt with? (Com es durà a terme la formació del professorat?)

Teachers will attend IB workshops that will take place here or they will be sent abroad, perhaps to Spain to attend the workshops.

6. Where do you get/will you get resources and materials? Do you create your own? (D'on obteniu/obtindreu recursos i materials? Creareu el vostre propi?)

Andorra creates their own materials. Once we begin the IB, we will also refer to the resources available in the IB's online OCC website.

7. What do you think is the most effective method for successful language assimilation? CLIL? (Quin creu que és el mètode més eficaç per a l'assimilació d'idiomes amb èxit? CLIL?)

A combination of formal language teaching and content teaching. The idea would be to be able to have the possibility of having subjects taught in English in the future. Teachers from the Massachusetts Institute of Technology will come for a few weeks in January 2018 to help with certain subjects.



8. Do you agree that English has become the language of international business, tourism and politics and is required if one wants to have a competitive edge in today's world? (Està d'acord amb que l'anglès s'ha convertit en l'idioma dels negocis internacionals, la política i el turisme i que és necessari si volem tenir un avantatge competitiu en el món actual?)

This is obvious. English is now a requirement; it is no longer optional and the current level of English is not up to par.

9. Do you agree that it would be useful for students to graduate with a higher level of English than they have now? (Està d'acord amb que seria útil que els estudiants es graduessin amb un nivell superior d'anglès del que tenen ara?)

Absolutely, they need to.

10. Do you think that Andorra could implement a new curriculum with English as one of the primary languages starting in primary school? (Creu que Andorra podria implementar un nou currículum amb l'anglès com un dels idiomes principals que comenci a l'escola primària?)

I do not think it would be necessary to change the curriculum; we would just have to change the language of instruction and materials. The teachers are used to scaffolding since they have been teaching in various languages for years now.

11. How would this affect the school system? Teachers? Planning time? Resources? Methodology? (Com afectaria això al sistema escolar? I als mestres? I en temps de planificació? I en recursos? I en metodologia?)

The biggest thing would be training, not really in terms of planning since we do not have to change the material, only the language. We are doing research regarding the level of English among the teachers. They have to learn English and already have the possibility to take English classes.

Interview with David Barbosa, Head of Studies of the Andorran primary school in Escaldes - July 5, 2017

1- How long have you been the principal of the Primary Andorran school in Escaldes-Engordany? (Quant de temps ha estat com a cap d'estudis de l'escola andorrana primària d'Escaldes-Engordany?)

It has been 10 years and I will soon start my 11th school year. Before this, I was a French teacher for eight years.

2- What level of English would you say that most of your students have at the end of primary school? (Quin nivell d'anglès diria que la majoria dels estudiants tenen al final de primària?)

I think they have an A2 level more or less, but there is a very big difference among students. Some of them take extra English classes outside of school. However, in general, I would say they have an A2 level in terms of comprehension and A1 in terms of expression.

3- Would you say that all of the students have the same opportunities to learn English? (Diria que tots els estudiants tenen les mateixes oportunitats per aprendre anglès?)

Inside of school, yes, but outside of school, no. Not all of the families can afford to pay for their children to do extra English classes. It depends on the student.



4- Do you think your students struggle with multiple languages or do they seem to manage it quite well? (Creu que els vostres estudiants tenen dificultats per saber i treballar amb més d'un idioma o semblen gestionar-lo bastant bé?)

Catalan and French are the two vehicular languages and based on my experience, they seem to manage it very well.

5- Do you think that it would be beneficial for students to have a better level of English before they finish secondary school? (Creu que seria beneficiós que els estudiants tinguessin un millor nivell d'anglès abans d'acabar l'escola secundària?)

It would definitely be beneficial. I think there is a demand for English proficiency and that is why we need to improve our proficiency in the language. As a country we are missing sufficient contact with English. It is the lingua franca and it is necessary. All of the business meetings are held in English, and there is no doubt that we need English.

6- Have there been any plans made to institute English as a vehicular language? (Hi ha hagut plans per establir l'anglès com a llenguatge vehicular?)

In our school, we are trying to sometimes review some concepts that students already know in English. Maybe in the future, 2018-2019, English could enter in the second cycle of primary school.

7- What obstacles do you see? (Quins obstacles veu?)

Primary school would be relatively easy because the content is easier, but later would be a bigger problem.

8- Why do students need English nowadays?

(Per què els estudiants necessiten anglès avui en dia?)

Andorra lives off of tourism and the lingua franca is English. Seventy percent of information available on the internet is in English. In such a globalized world, many students have to go outside of Andorra to find work.

9- How would this, teaching content in English, affect the teachers/staff? (Com afectaria això als professors/personal?)

In primary school, it would not be a problem because the level of English could be obtained quickly; the problem in my opinion would be secondary school. I do not think it could be achieved as quickly as many think.

10- Would it be beneficial for the students especially considering the new IB CP and DP in 2018/2019 respectively? (Seria beneficiós per als estudiants, especialment tenint en compte els nous programes de IB CP i DP al 2018/2019 respectivament?)

Yes, absolutely.

11- How would you envision it? (Com s'ho imagina?)



I could see it happening in the near future, about three years from now. We have to train teachers first about how to teach content in a foreign language since I am not sure about their ability to do it at the moment. They would need more training. There are two obstacles, the level of English among the teachers and knowing how to teach content in a foreign language.

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