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European Research Centre on
Multilingualism and Language Learning

hosted by **FRYSKE AKADEMY**

ARAGONESE

The Aragonese language in education in Spain

| Regional dossiers series |

Contents

Glossary

CEFR	Common European Framework of Reference for languages
CEIP	Pre-School and Primary Education School (Colegio de Educación Infantil y Primaria)
CFA	Aragonese Language Council (Consello d'a Fabla Aragonesa)
CIFE	Educational Formation and Innovation Centres (Centros de Innovación y Formación Educativa)
CRA	Grouped Rural School (Colegio Rural Agrupado)
CSLA	Higher Council of the Languages of Aragon (Consejo Superior de las Lenguas de Aragón)
ECTS	European Credit Transfer and accumulation System
EFA-ACAR	Aragonese Philology Study-Academy of Aragonese (Estudio de Filología Aragonesa-Academia de l'Aragonés)
EHEA	European Higher Education Area
ELLIJ	Reading education. Infant and Youh Literature and Identity Construction (Educación para la lectura. Literatura Infantil y Juvenil y Construcción de Identidades)
ESO	Compulsory Secondary Education (Educación Secundaria Obligatoria)
IES	Secondary Education Institute (Instituto de Educación Secundaria)
LLA-2009	Law on the Use, Protection and Promotion of Aragon's Own Languages (Ley de uso, protección y promoción de las lenguas propias de Aragón)
LLA-2013	Law on the Use, Protection and Promotion of Aragon's Own Languages and Linguistic Modalities (Ley de uso, protección y promoción de las lenguas y modalidades lingüísticas de Aragón)
LOCE	Organic Law on Education Quality (Ley Orgánica de Calidad de la Educación)
LOE	Organic Law on Education (Ley Orgánica de Educación)
LOMCE	Organic Law for the Improvement of the Education Quality (Ley Orgánica para la mejora de la calidad educativa)
LOU	Organic Law on Universities (Ley Orgánica de Universidades)
SLA	Aragonese Linguistic Society (Sociedat de Lingüistica Aragonesa)

Foreword

background   The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation, and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.

aim   Regional dossiers aim at providing a concise description of and basic statistics on minority language education in a specific region of Europe Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils, and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.

target group   Policymakers, researchers, teachers, students, and journalists may use the information provided to assess developments in European minority language schooling. They can also use a Regional dossier as a first orientation towards further research or as a source of ideas for improving educational provisions in their own region.

link with
Eurydice   In order to link these regional descriptions with those of national education systems, the format of the regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

administration and structure of national education systems in the member states of the European Union.

contents   The remainder of this dossier consists of an introduction to the region concerned, followed by six sections each dealing with a specific level of the education system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects, and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources with a list of publications.

1 Introduction

language

Aragonese is a language that belongs to the Romance branch of the Indo-European language family. The Aragonese language has suffered a secular decline and progressive substitution by Spanish in almost the entire Aragon territory since the 15th century. Currently, Aragonese is spoken in the northern area of Aragon (the Pyrenean area) and the language is fragmented into several dialects that are closely related to each other.

The most common formal name for the language as it is locally, historically and internationally known, is *aragonés* (Aragonese). Scholars also use the compound *navarro-aragonés* (Navarrese-Aragonese), especially when referring to the medieval stage of the language. Dialects are known by a local name, such as *ansotano, cheso, belsetán, chistabín, ribagorzano, pandicuto,* etc*.* (which are the Aragonese variants respectively spoken in Ansó, Echo, Bielsa, Chistau, Ribagorza, and Pandicosa) or even *patués* (spoken in Benás Valley, also known as *benasqués*). *Fabla aragonesa* (Aragonese speech) or just *fabla* are other informal terms that have been popularised in the last quarter of the 20th century.

The Glosas Emilianenses (glosses written at the margin of a Latin codex in the 11th century) are considered to be the first written manifestation of the Aragonese language (Wolf, 1996). However, it was only at the end of the 12th century when Aragonese was found in all kinds of written texts, such as notarial documents, legal texts, the protocols of Aragonese Courts (medieval parliament), diplomatic letters and historiographical texts. In the 14th century, the humanist Johan Ferrandez d'Heredia promoted the compilation of historiographical works in Aragonese and the translation of several chronicles and antiquity classics into Aragonese (Vicente de Vera, 1992; Nabarro, 2011).

In the 15th century, with the accession of a Castilian dynasty (the Trastamaras) to the throne of Aragon, Castilian (Spanish)

progressively became the language of social prestige, relegating Aragonese to the rural areas and the domestic sphere. The written use of Aragonese practically disappeared by the 16th century. From that time onwards until the 19th century, only some isolated texts in Aragonese have been preserved. The loss of status of Aragonese and its disappearance from written records, were followed by a progressive abandonment of the language in favour of Spanish, a process which has continued until today.

In the last third of the 19th century, a modest amount of popular literature was developed in different varieties of Aragonese. At the same time, Aragonese was scientifically 'discovered' both by foreign linguists such as Jean-Joseph Saroïhandy, who was followed by, among others, Alwin Kuhn, Fritz Krüger, Gerhard Rohlfs, William D. Elcock, and Rudolf Wilmes, and by Spanish linguists, such as Tomás Navarro, Manuel Alvar and the Aragonese Benito Coll and Tomás Buesa. However, the number of native speakers dramatically decreased during the 20th century. This decrease was mainly due to education and media being exclusively offered in Spanish, the rural flight, the break of intergenerational transmission the negative impact of improved road accessibility, and tourism. For decades, the Aragonese language had the stigma of seeming to be an uneducated language, a rural language or even just "speaking badly". Many parents did not transmit the language to their children but chose to raise them in Spanish instead, deeming that speaking Aragonese would be a barrier to their progress in life. Consequently, only older people currently use the language in most areas and do so almost exclusively inside their family circle.

The 1970s, especially after the end of Franco's dictatorship, saw the emergence of a movement that aimed to defend and promote Aragonese. This movement took form in cultural associations, such as the Consello d'a Fabla Aragonesa (Aragonese Language Council; hereafter: CFA) and language activists of which the majority consisted of non-native speakers.

Since then, the literary use of Aragonese has significantly increased, together with attempts for language standardisation and the definition of more or less consensual spelling rules (Nagore, 1977; Bercero, 2003; Metzeltin, 2004; Segura, 2010; Estudio de Filolochía Aragonesa, 2010). The number of claims for institutional support, promotional measures and the recognition of linguistic rights for speakers of Aragonese and Catalan in Aragon have increased in the last 40 years. Recently, these claims resulted in the adoption of specific legislation by the Aragonese Parliament (see *language status* section, p 12). Although the last decades have shown an increase of self-respect and awareness with regard to the Aragonese language, the institutional support is still poor and the preservation of the historical language still appears to matter little to most Aragonese people.

Regarding language codification and establishment of standards, no public regulatory body has been established until now. In the absence of institutional incentives, social movements promoting the language, organised the I Congreso ta ra Normalizazión de l'Aragones (first Congress towards the normalisation of Aragonese) in 1987. This congress approved a quasi-phonetic spelling system for Aragonese, called Normas Graficas de l'Aragonés (Aragonese Graphic Norms). This spelling system had already been used by some literary authors since the mid-1970s. This norm had an important use in the subsequent years. Nevertheless, most scholars and some speakers' associations refused to use the spelling system, as it broke with previous written tradition of Aragonese (medieval and popular literature) and was visually very different to the Spanish spelling.

The Sociedat de Lingüistica Aragonesa (Aragonese Linguistic Society; hereafter: SLA), an association established in 2004, published a set of spelling rules (*SLA rules*) in 2006, to be used in the scientific journal *De Lingva Aragonensi* (On the Aragonese Language). These rules were based on the written tradition of Medieval Aragonese and were inspired by

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the spelling of Catalan and Occitan. In 2005, after years of deferral of an awaited Law on Languages of Aragon, most of the associations promoting the language began a process called Chuntos por l'aragonés (Together for Aragonese). This process led to the II Congreso de l'Aragonés (second Congress on Aragonese) in 2006. At this congress the decision was made to create a regulatory body for Aragonese, under the form of a private association, composed of recognised linguists and speakers. This body took the name of Estudio de Filología Aragonesa – Academia de l'Aragonés (Aragonese Philology Study - Academy of Aragonese; hereafter: EFA-ACAR), and published in 2010 the *Propuesta Ortografica de l'Academia de l'Aragonés* (Ortographic Proposal *of the Academy of Aragonese*. The adopted spelling system is more in accordance with the Aragonese etymology, although in some cases etymology is disregarded in favour of functionality and integration of the different dialects. It is important to underline that the lack of an official body in charge of normalisation of the Aragonese language has led to a complex situation in which the gap between "traditional" speech communities and "new" speech communities is easily perceived. A survey of 228 Internet users who spoke or were studying Aragonese yielded a rather fragmented picture regarding the spelling used (Paricio & Martínez, 2014), with a 46% following the *Propuesta Ortogáfica* (Ortographic proposal) of 2010, a 29% using the *Normas Gráficas* (Writing rules) of 1987, a 2% using the rules of SLA, while a 23% followed their own spelling rules, usually adaptations of the Spanish spelling.

population Currently, Aragonese is predominantly spoken in Spain, more specifically in the northern counties of the Autonomous Community of Aragon, called *Alto Aragón* (High Aragon), Figure 1 shows the situation of the Aragonese language in Spain.

Francho Nagore designed linguistic maps of Aragonese and Catalan in Aragon (Nagore, 2001). The maps were mainly based upon the data of two linguistic atlases: the *Atlas Lingüístico de*

Figure 1:

Linguistic Map of the Iberian Peninsula (modified from http://commons.wikimedia.org/wiki/File:Mapa_lingüístic_de_la_Península_Ibéria.svg)
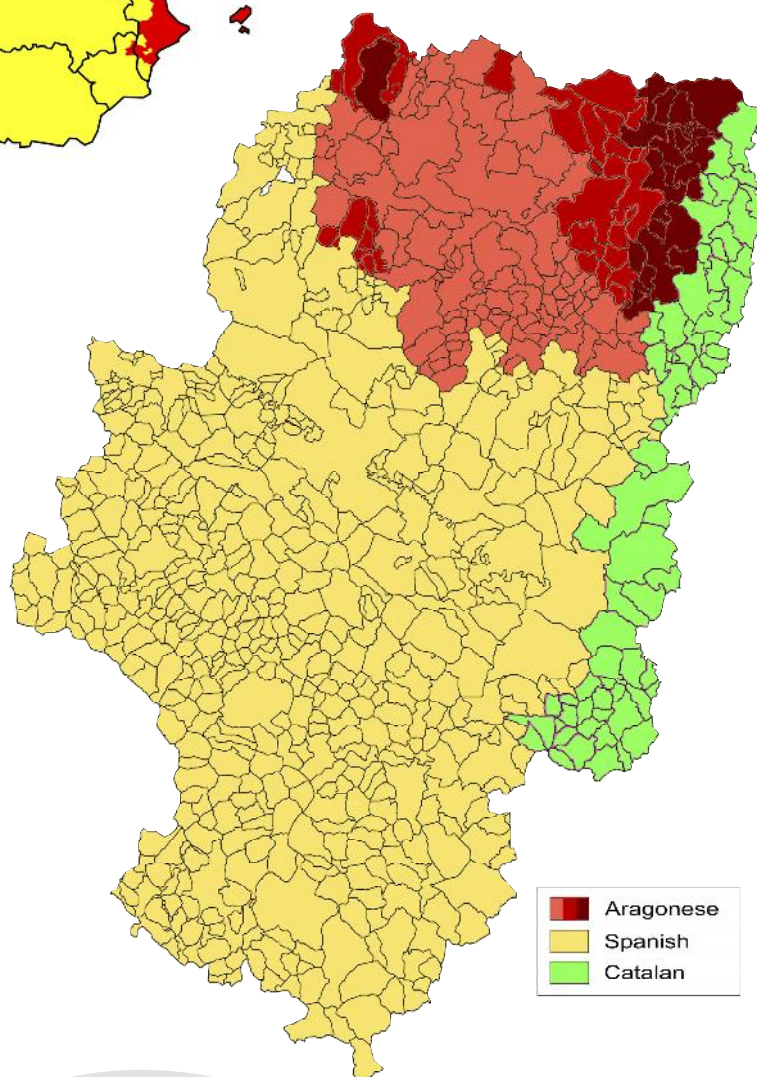

Figure 2: Map of the municipalities of Aragon, indicating the areas for Aragonese (Northern area, in different shades of red) and Catalan (Eastern strip). Note that Spanish is spoken throughout the whole territory.

la Península Ibérica (Navarro & Balbín, 1962) (Iberian Peninsula Linguistic Atlas) and the *Atlas Lingüístico y Etnográfico de Aragón, Navarra y Rioja* (Alvar, Llorente, Buesa & Alvar, 1979) (Aragon, Navarre and Rioja Linguistic and Ethnographic Atlas). In 2001, the Government of Aragon elaborated and published a Proposal on the Languages of Aragon (which eventually was not submitted to the Parliament), explicitly defining two zones where Aragonese and Catalan, would have an official status and additionally listing the municipalities belonging to each zone. These zones essentially match those proposed by Nagore and are represented in Figure 2.

In the case of Catalan, the map accurately portrays the municipalities as well as where the language is currently used as the main language of communication amongst citizens. In the case of Aragonese on the other hand, the map rather shows the areas where the language was spoken during the 20th century. In some areas (those in lighter red in Figure 2), Aragonese has ceased to be the language of communication for several decades, although it is still possible to find elderly people with native competence in Aragonese. Figure 2 shows in two types of dark red the municipalities where Aragonese is still used as language of communication by some of the citizens in these areas. The Valleys of Echo, Ansó, Bielsa, Chistau, Benás, the western area of Ribagorza, as well as some other villages in the Galliguera and Valley of Tena are amongst these municipalities. Note that after the rural exodus in the 20th century, many Aragonese-speaking families moved to other areas of Aragon as well as to other areas in Spain, especially Catalonia, Madrid and the Valencian Community. Another noteworthy phenomenon,is the emergence of hundreds of new speakers of Aragonese over the last forty years. The majority of these speakers live in urban areas. These people have studied the language as a second language and have acquired different levels of competence. There are no statistical data available on the use of Aragonese by families that moved, nor on the use of the Aragonese language by new speakers. The population of Aragon is 1,325,385 (Instituto Aragonés de Estadística, 2014),

but the number of Aragonese speakers has never been officially researched.

In the 1981 census, a question was included on whether the respondent spoke or knew any "original language of the Aragonese region". The CFA published an analysis of the data (excluding the city of Zaragoza of which data were not available), concluding that there were 11,824 active speakers of Aragonese and 17,653 passive Aragonese speakers to be found in Aragon (CFA, 1983). The population of Aragon (1,213,099 inhabitants) counted a total of 2.43% speakers (active and passive) in 1981, with 0.97% of active speakers. By restricting to the area of historical use of Aragonese in the 20th century (cf figure 2), Tomás reports a total of 9,447 active speakers out of 125,550 inhabitants (7.5% of the population) and 16,017 passive speakers (12.8% of the population) (Tomás, 2006).

In 1999, the Aragonese Government commissioned a sociolinguistic survey in the North of Aragon to the team of Prof. Francisco Llera Ramo from the University of the Basque Country. The area under study had 129,964 inhabitants in 2001. The results of that study (Llera, Iraola & San Marín, 2001; Nagore, 2002) show that Aragonese was the first language for 8.4% of the inhabitants and that 1.6% of the inhabitants had both Spanish and Aragonese as their first languages, making a total of 9.9% or 12,866 mother tongue speakers of Aragonese. The study also assessed different linguistic skills. According to the answers, 45.4% (59,004) declared to understand Aragonese, 18.6% (24,173) could speak Aragonese, 8.3% (10,787) could read in Aragonese, while only 4.6% (5,978) responded that they could also write in Aragonese.

In the 2011 Censo de Población y Viviendas (Population and Housing Census), the Government of Aragon included several questions regarding the knowledge and use of native languages (Aragonese or Catalan) (cf table 1). It is noteworthy that, according to the census' answers, there are as many as 8,618 speakers of Aragonese residing in the metropolitan

area of Zaragoza which, despite the fact that it is not part of the linguistic area of Aragonese, is home to many families that moved from that area as well as to a number of new Aragonese speakers (Seminario Aragonés de Sociolingüística, 2015).

Population and Housing Census of 2011	can speak	can understand	total population
entire Aragon	1.9% (25,556)	3.3% (44,439)	100% (1,331,189)
area of historical use	5.3% (8,425)	9.4% (14,924)	100% (159,010)
area where it is a language of communication	19.4% (4,457)	28.4% (6,540)	100% (22,999)

Table 1: The distribution of self-declared active and passive speakers in different areas where Aragonese is spoken (source: Government of Aragon, 2011; Seminario Aragonés de Sociolingüística, 2015)

language status Since the end of the dictatorship of Franco, during which Spanish was the only language which was allowed in public and administrative domains, Spanish legislation has allowed an important development in regard to other languages which are natively spoken in its territory. Article 3 of the Constitución Española (Spanish Constitution) of 1978 reads:

1. Castilian is the official language of the State. All Spaniards have the duty to know it and the right to use it.
2. The other Spanish languages shall also be official in the respective autonomous communities in accordance with their Statutes.
3. The wealth of the different linguistic forms of Spain is a cultural heritage which shall be specially respected and protected.

There are different interpretations as whether the second paragraph already declares the official status of all Spanish languages or whether an explicit declaration is needed in the Statutes of Autonomy of the affected territories (López & Soro, 2010). In any case, the Statutes of Autonomy of Galicia, the Basque Country, Navarre, Catalonia, the Valencian Community and the Balearic Islands clearly declared the co-officiality of Galician, Basque, Catalan/Valencian and Aranese Occitan in

(parts of) their territories. In the case of Aragon however, the native languages were not explicitly mentioned in the Estatuto d'Autonomía d'Aragón (Statute of Autonomy of Aragon) (Organic Law, 8/1982). Article 7 of the Statute establishes that: "Aragon's diverse linguistic modalities will be protected, as elements of its historic and cultural heritage".

In 1996, a modification of Aragon's Statute of Autonomy was passed (Organic Law, 5/1996), recognising Aragon as a nationality and increasing the number of areas where Aragonese institutions were competent. The writing of Article 7 was modified to include the term languages and to make reference to language learning and speakers' language: "Aragon's own languages and linguistic modalities will be protected. Speakers' rights as well as their access to language learning in the areas where they are predominantly used, will be ensured in the form established by a Law of the Aragonese Parliament".

The last important reform was passed in 2007 (Organic Law, 5/2007) when a new Statute of Autonomy of Aragon was elaborated upon. Regarding languages, it states:

Own languages and linguistic modalities:

1. Aragon's own languages and linguistic modalities are one of the most prominent manifestations of Aragonese historical and cultural heritage, and a social value of respect, coexistence and understanding.
2. A Law of the Parliament of Aragon shall establish the areas of predominant use of Aragon's own languages and linguistic modalities, shall regulate their legal status, the rights of use of the speakers within those territories, shall foster the protection, recovery, education, promotion and dissemination of Aragon's linguistic heritage, and shall favour, in the areas of predominant use, the use of the own languages in the relations between citizens and Aragonese public administration.
3. No one shall be discriminated against on grounds of language.

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The issues on languages received an improved form of recognition in the amended law, as the new text not only refers to their protection, but also to the promotion, recovery and encouragement of their usage. The amendment also refers to the languages as a social value and introduces the concept of non-discrimination on the basis of language. However, no official status is granted to any of the languages and there is no reference to the names of the languages which this provision aims to protect, promote and favour. The reasons for this omission lies in the controversy caused by the refusal of some Aragonese individuals and political parties to consider Catalan as one of the the native languages of Aragon. Hence, the solution for a consensual Statute of Autonomy was not to "name" either Aragonese or Catalan in it.

Although the linguistic provisions of the Statute of Autonomy of Aragon require the elaboration of a Law on the Languages of Aragon since 1996, this Law was not passed until 2009. In the meantime, some laws introduced a certain legal recognition of Aragon's languages, regulating the use of Aragonese and Catalan in roadsigns, in writing petitions to the Justicia de Aragon (Aragon's Ombudsman), in writing wills, inheritance or antenuptional contracts or in writing the names of municipalities. A list of these laws can be found in the regulations section, at the end of this dossier.

In 1997, the Aragonese Parliament created a Comisión Especial de Política Lingüística (Special Study Commission on Language Policy) in Aragon. The final report (Cortes de Aragón, 1997), which was approved with no negative votes, acknowledged Aragon's multilingual reality: "Aragon is a multilingual community, where, together with the Spanish majority language, other languages coexist, which are Catalan and Aragonese, with their different modalities". In addition, the need of equal treatment, legal recognition, respect to the dialects, teaching, use of bilingual signs, dissemination and standardisation were acknowledged. The report required the Parliament of Aragon to pass a law based upon three principles:
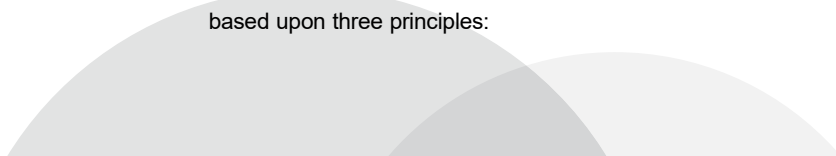
- Catalan and Aragonese are Aragon's native languages;
- Catalan and Aragonese are co-official, together with Spanish, in their respective territories, in the levels that will be determined and;
- the culture derived from the respective languages will be protected and enhanced through publications, media, cultural events, etc.

Spain is also one of the signatory countries of the European Charter for Regional or Minority Languages (hereafter: ECRML). Spain signed the Charter in 1992 and the Parliament ratified it in 2001. For the Aragonese language, Spain committed itself to apply the provisions of Part III and Article 7 of the ECRML.

In 2009, the "Law on the Languages of Aragon" was discussed and approved by a narrow majority in the Parliament of Aragon as Ley 10/2009 de uso, protección y promoción de las lenguas propias de Aragón (2009) (Law on the use, protection and promotion of Aragon's own languages; hereafter: LLA-2009). However, some of the Aragonese political parties disagreed with the consideration of Catalan as one of Aragon's native languages, assuming positions of linguistic secessionism. They stated that they would repeal or significantly modify the law if they had the opportunity in the next legislative period. The LLA-2009 recognised the existence of three languages in Aragon and referred to Aragonese and Catalan as the original and historic languages of Aragon. However, it did not establish any official status for these languages, since this status is only reserved for Castilian. The law also proposed a zoning plan of Aragon into four distinct linguistic areas: a) the area of predominant historical use of Aragonese, b) the area of predominant historical use of Catalan, c) a mixed area of historical use of Aragonese and Catalan, and d) the area of exclusive use of Castilian. Moreover, it allowed for the definition of transition areas, in which some educational provisions would be applied.
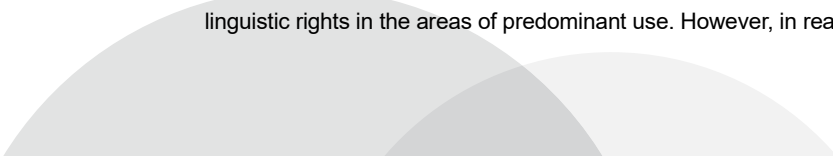
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The law recognised a number of rights for speakers of Aragonese and Catalan. It included the right to use and receive an answer in Aragonese or Catalan in the written and oral communication with Aragonese institutions, as well as with local administrations within the areas where Aragones is predominantly historically used. This right gave the languages a quasi-official status. Regarding education, the law guaranteed the citizens, living in the areas of predominant historical use of Aragonese or Catalan, the right to be taught in their own language at school as a voluntary subject. Other provisions consisted of the use of the own languages in notarial instruments, in names and surnames, the use of traditional toponyms, street names, the promotion of Aragonese and Catalan in public radio stations and televisions, the encouragement of the production and dissemination of audio-visual works in these languages as well as the regular publication of newspaper articles. Other activities to be promoted in the regional language were literature production, audio-visual dubbing and subtitling, collection, research, and archival of works produced in Aragonese, development of terminology for different fields, and the awareness of native languages outside the areas of predominant use.

A consultative organ, the Consejo Superior de las Lenguas de Aragón (Higher Council of the Languages of Aragon; hereafter: CSLA) was created to advise the government with respect to linguistic issues. The law also entailed the creation of two linguistic regulatory bodies, the Academia de la Lengua Aragonesa (Academy of Aragonese Language) and the Academia Aragonesa del Catalán (Aragonese Academy of Catalan). The bylaws of both academies were approved and the CSLA issued a report to the government proposing the first ten members of each of the Academies.
However, since the elections in Aragon in May 2011, the development of the implementation of the law stopped.

In short, the LLA-2009 nominally granted Aragonese and Catalan a significant level of protection, giving the speakers some linguistic rights in the areas of predominant use. However, in real

terms the development and accomplishment of its provisions was limited in some aspects and non-existent in most cases, in the three and a half years (from February 2010 to June 2013) that the law was in force.

The conservative Aragonese Government submitted a new bill to the parliament repealing the LLA-2009. It was passed, again by a narrow majority, as Ley 3/2013 de uso, protección y promoción de las lenguas y modalidades lingüísticas propias de Aragón (2013) (Law on the use, protection and promotion of Aragon's own languages and linguistic modalities; hereafter: LLA-2013). This law is currently effective.

The LLA-2013 presents a structure similar to the LLA-2009, but it lowers the level of protection granted by the previous one. An important difference between both laws is that, intending to avoid the controversy on the name of the Catalan language in Aragon, the LLA-2013 does not name the languages that are supposedly promoted and protected. It states that Castilian is the official language of Aragon and that Aragon's native, original and historical languages are "the Aragonese languages, with their linguistic modalities, used predominantly in the northern and eastern areas of Aragon".

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The law proposes again a zoning of the region, stating the existence of two linguistic areas (to be later defined by the government). The first zone is defined as the area of predominant historical use of the Aragonese language, inherent from the Pyrenean and Prepyrenean areas of Aragon (referring to the Aragonese-speaking area). The second zone is described as an area of predominant historical use of the Aragonese language inherent to the eastern area of Aragon (referring to the Catalan-speaking area).

The general linguistic rights that all Aragonese citizens can claim by the LLA-2013 are essentially the same as in the LLA-2009. However, the wording of the new law tones down the duties of the public administration. For instance, speakers of Aragon's

native languages have the right to use their language in written and oral communications with Aragonese institutions, but these are not required to answer in that language. The LLA-2013 still recognises the right of children in the speaking areas to be taught their own language at school, as a voluntary subject (see section *status of language education,* see below). The provisions about the use of own languages in notarial instruments, in names and surnames, the use of traditional toponymy, street names (now allowing bilingual denominations), in public mass media and in newspapers are kept in the LLA-2013. The law also keeps the statements to the promotion of cultural activities, literary and audio-visual productions, collection, research and archival of works produced in Aragonese, but eliminates provisions such as the promotion of audio-visual dubbing and subtitling, development of terminology or linguistic awareness promotion outside the areas of predominant use.

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The CSLA disappears in the present law, since LLA-2013 determines the establishment of a single regulatory body for both languages: the Academia Aragonesa de la Lengua (Aragonese Language Academy). The Academia's first ten members are appointed, five are appointed by Aragon's Government and five by Aragon's Parliament. At the time of writing this dossier, the Academia has not been yet established.

In May 2015, a new left-wing government was elected. The new government announced that a new Law on Languages will soon be submitted to the Aragonese Parliament. A relevant step has been the creation of a specific Directorate-General for Language Policy.

status of language education

The responsibility of legislation and management of education in Spain is shared between the State Administration and the Autonomous Communities, according to the Constitution and the Statutes of Autonomy. In the case of Aragon, the responsibility, functions and services of higher education were devolved to the Aragonese administration in 1996, under the Real Decreto 96/1996 sobre traspaso de funciones y servicios de la

Administración del Estado a la Comunidad Autónoma de Aragón en materia de universidades (1996) (Royal Decree 96/1996 on the devolution of functions and services in university education from the State Administration to the Autonomous Community of Aragon). In 1998, non-university education was devolved under the Real Decreto 1982/1998 sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Aragón en materia de enseñanza no universitaria (1998) (Royal Decree 1982/1998 on the devolution of functions and services in non-university education from the State Administration to the Autonomous Community of Aragon). In both levels of education, the State Administration retains the responsibility for basic legislation, the issuance of academic degrees and the higher inspection.

The Aragonese activist movement began to demand a place for Aragonese in education in the seventies (for example the *L'aragonés t'a escuela* campaign, promoted by the CFA). The presence of Aragonese in the education system dates back to the academic year 1997/1998, before the first Law on Languages was approved. This was possible thanks to an agreement between Aragon's Government and the councils of L'Aínsa (Aínsa), Benás (Benasque), Biescas and Chaca (Jaca), as an extra-curricular, non-evaluable voluntary subject. It started slowly, only in four schools in the towns Benasque, Aínsa, Biescas and Jaca. In these towns Aragonese got allocated a small amount of time as an extra-curricular activity. The teaching of this course was assigned to four half-time interim teachers. In that year, fifty students took the subject. In the academic year 1984/1985, seventeen councils and fourteen schools had formally asked for the teaching of Aragonese, but it was not implemented at that time.

The next major step took place in 2005, when the Aragon Government's Orders, which establish the curriculum to be implemented in Aragon at the different educational stages, were published, according to the Ley Orgánica 10/2002 de Calidad de la Educación (Organic Law 10/2002 on Education

Quality; hereafter: LOCE). These Orders enabled educational centres in the Aragonese and Catalan language regions to offer these subjects by elaborating a linguistic project with a view to enhancing the learning of the own language. The Orders also permitted the use of the native language as a medium of instruction in the different educational stages.

The following year, a new Law on education was passed in Spain, after a change of government: the Ley Orgánica 2/2006 de Educación (2006) (Organic Law 2/2006 on Education; hereafter: LOE). Subsequently, Aragon's Government again published the Orders which established the curriculum to be implemented in the different stages: primary and secondary education in 2007, infant education and post-compulsory education in 2008. These orders allowed the inclusion of Aragonese and Catalan classes during regular school hours. Additionally, these Orders allowed primary and secondary schools as well as post-compulsory education to approve and develop linguistic projects that aim to improve the functional learning of native languages, using them as the language of instruction for other subjects. However, in the case of Aragonese, no school implemented this provision.

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In October 2007, in the absence of a curriculum for Aragonese, the Dirección General de Política Educativa (Directorate-General for Education Policy), a section of the Department of Education, Culture and Sport, designed curricular guidelines for the languages of Aragon.

The LLA-2009 ensures citizens who are living in the areas of predominant historical use of Aragonese or Catalan the right to have their own language taught (voluntarily) at the school, taking into account the local linguistic modalities. The Government of Aragon is obligated to ensure this right by offering the subject in the schools of those areas and boost the production of Aragonese teaching materials. Aragonese has to be included within the curriculum of different educative levels as a subject and adequate training has to be made available for teachers. Provisions were also made to promote

Aragonese and Catalan learning in adult education and to promote their use within the University of Zaragoza, where degrees with specialisation in Catalan and Aragonese philology should be offered. The LLA-2013, closely follows the provisions of the previous educational legislation, although there are some differences in the wording. For example, the right to be taught the languages of Aragon within the areas of historical use is now "recognised" instead of "ensured" and there is no provision to teach Aragonese languages outside those areas. The other relevant difference is that the LLA-2013 does not have any article regarding the university education.

In 2013, a new law modifying the educative system was passed in Spain: Ley Orgánica 8/2013 para la mejora de la calidad educativa (2013) (Organic Law 8/2013 for the improvement of education quality; hereafter: LOMCE). LOMCE contains a set of changes and additions to the previous LOE. These changes imply that the Aragonese Government must approve and publish a new curriculum for each of the educational stages. In 2014, the curriculum for primary education was published (*Orden de 16 de junio de 2014, de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se aprueba el currículo de la Educación Primaria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*). The curriculum makes it possible to include the native languages as an elective examinable subject within the regular school time, and allows schools to elaborate linguistic projects to use the own languages for teaching other subjects. The new curriculum also establishes the Area of Aragon's Native Languages, and develops for the first time a complete programme with detailed contents, evaluation items and competences to be achieved within each course in the subject of Aragonese (but not for Catalan).

In 2015, the curriculum for Educación Secundaria Obligatoria (compulsory secondary education; hereafter: ESO) was published (*Orden de 15 de mayo de 2015, de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se*

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aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón). It created a new field of study on "Aragon's Native Languages", which was considered as an elective field of study with an allocation of two hours per week. Within this field, the curriculum developed the complete programme, competences and evaluation items for the four courses in the subject of Aragonese (but not for Catalan, which continues to be regulated by Catalonia's curriculum, according to the agreement between the Aragonese and Catalan governments). The curriculum should have been applied from the school year 2015/2016, but the new Aragonese government elected after May 2015, suspended the application of all LOMCE-based curricula of both compulsory and non-compulsory secondary education.

education system

The framework and legal basis for the Spanish education system has changed several times in recent decades according to the vision on education of successive political parties. Therefore, in the past two decades, four different laws have been adopted: Ley Orgánica 1/1990 de Ordenación General del Sistema Educativo (1990-2002, but continued until 2006) (Organic Law 1/1990 on the general organisation of the education system), LOCE (2002-2004, approved but not developed), LOE (2006-2013) and the last one: LOMCE (since 2013). Each of these laws has developed a particular set of contents, subjects, educational objectives and criteria that in one way or another forces to adapt and change the methodology and textbooks. In fact, as a result of the application of the LOMCE, each Autonomous Community with responsibility in education was required to develop new curricula for the different educational stages.

In the Spanish education system four stages can be defined before higher education:

1. Educación Infantil (pre-school education): first cycle: age 0-3; second cycle: age 3-6;

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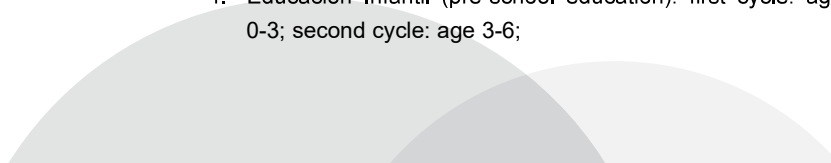
2. Educación Primaria (primary education): age 6-12;
3. Educación Secundaria Obligatoria (compulsory secondary education): age 12-16;
4. Bachillerato (baccalaureate or post-compulsory education): age 16-18.

In addition, there are other educational stages consisting of vocational education (in three levels), arts and music education (both in specific centres) and adult education.

University education falls under a separate law. Universities in Spain are largely self-governing institutions, funded by the Autonomous Communities, but with a general framework defined by the State. The Ley de Reforma Universitaria (1983-2002) (Law on University Reform) approved the principle of university autonomy. After that, the Ley Orgánica de Universidades (2002-2007) (Organic Law on Universities; hereafter: LOU) focused on the university governing bodies and established a new form of assessment and accreditation done by accreditation agencies, such as the national-level Agencia Nacional de Evaluación de la Calidad y Acreditación (National Agency for Quality Assessment and Accreditation of Spain) or the Agencia de Calidad y Prospectiva Universitaria de Aragón (Aragon Agency for Quality Assurance in Higher Education). Finally, the Ley Orgánica 4/2007 por la que se modifica la Ley Orgánica de Universidades (2007) (Organic Law modifying the Organic Law on Universities) was approved in order to modify some dysfunctional aspects of the previous law and adapt to the university system that has been established under the Bologna Agreements. The Bologna Process created the European Higher Education Area in 1999, in particular under the Lisbon Recognition Convention, and has changed the framework of Spanish university studies.

private and state

Education in Spain is funded by both state and private funds. The majority of state schools are funded by the Ministries of Education of the Autonomous Governments. This dependency on the government is reflected in the more homogeneous character of the state schools, also in terms of language policy.

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The private education sector has always had an important position in Spain. The 1978 Spanish Constitution established the right for private schools to receive state funding if several conditions are met. Most private schools are related to the Catholic Church. There are also some private schools for linguistic immersion. Most private schools are subsidised by the authorities (known as *Educación Concertada*) and, as a consequence, they have some regulations in common with the state system (e.g. the admission of students). State schools represent a majority of the total of primary and secondary schools. In Aragon, more than 68% of the children attend state schools for compulsory education, 29% go to subsidised private centres and 3% private schools.

Formal teaching of Aragonese, which began in the year 1997/1998, only takes place in state schools. The introduction of Aragonese in schools depends on the decision of each school management, which is also in charge of deciding the status of the language in that specific school (introduced as a subject, language of instruction, compulsory subject, optional subject, etc.). There are also schools, located in the area, where there is a level of social bilingualism, but where Aragonese teaching is not offered because of the prejudices and/or interests of the school boards. It must be noted that the Luzía Dueso programme, named after an Aragonese writer, allows the organisation of activities in Aragonese in state and subsidised schools. In the year 2013/2014, 17 schools (15 state and 2 subsidised centres) organised activities under this program.

bilingual education forms

There is no educational centre offering an Aragonese language class as part of a bilingual or immersive programme.

It must be noted that, in accordance with Aragon's educational curricula of 2007 and 2014, individual schools may approve and submit a linguistic project to use Aragonese or Catalan as the medium of instruction. However, no educational centre has implemented or submitted a project developing this possibility in the case of Aragonese.

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order to do some activities. Each activity has one session per group. Additionally, there is a Luzía Dueso seminar which aims at regulating the implementation of the cultural activities related to Aragonese at schools as well as giving general information about Aragonese and its introduction in education at these schools. This programme was established in the academic year 2006/2007 and is also open to schools where Aragonese is not taught as a subject. In the academic year 2013/2014, 40 activities about the Aragonese language were organised with help of this programme, in 17 educational centres. The programme also includes an annual seminar specifically designed for teachers of Aragonese.

The Centros de Innovación y Formación Educativa (Educational Formation and Innovation Centres; hereafter: CIFE) are educational centres that organise and provide training and courses for teachers. There are currently three of these centres in Aragon, one in each province. The most important centre for Aragonese is called CIFE Ana Abarca de Bolea (after a writer which wrote several texts in Aragonese in the 17th century) and is located in Huesca.

In addition, the University of Zaragoza offers a non-official course called Diploma de Especialización en Filología Aragonesa (Specialisation Diploma in Aragonese Philology), which may be useful for future teachers. It has also promoted several courses and seminars, organised by the Department of Hispanic and General Linguistics and the Department of Psychology and Sociology. There are also several research groups studying different aspects of the Aragonese language.

Finally, in the absence of public institutions devoted to it, private associations have also assumed tasks of language codification, teaching and promotion. As an example, the Orthographic Proposal (2010) of the Estudio de Filolochía Aragonesa - Academia de l'Aragonés (private association created as a linguistic regulatory body in the 2nd Congress of Aragonese) has recently been adopted in the last primary

education curriculum as the official spelling system to be used in education until the Aragonese Language Academy is created. Another example is that the CFA has published several books for children and teenagers. Additionally, the CFA also awards the writing competition called *O Gua* (The pit)*,* of which the aim is to stimulate the creation of literature for children and teens. Moreover, in 2014 the Asoziazión de Mayestros d'Aragonés (Association of Teachers of Aragonese) was created by teachers teaching or having taught Aragonese in pre-school and primary education. Its aims are sharing resources and teaching materials as well as claiming for a better status of their position.

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2 Pre-school education

target group

Pre-school education is aimed at children up to six years old and is non-compulsory. It is divided into two stages or cycles: the first cycle is for the ages 0-3, and the second cycle for the ages 3-6. Although none of the stages are compulsory, almost all the children, more than 95%, attend school in the second stage.

structure

The second cycle is very often at the same schools as primary education is offered. The centres are called Colegio de Educación Infantil y Primaria (pre-school and primary education school; hereafter: CEIP) or Colegio Rural Agrupado (grouped rural school; hereafter: CRA). The latter are educational centres including rural schools in different villages. On the other hand, schools for the first cycle are called escuelas infantiles (infant schools), or generally called guarderías (nurseries) or jardines de infancia (kindergarten).

The current pre-school curriculum in Aragon, approved in the Orden por la que se aprueba el currículo de la Educación infantil (Decree which approves the curriculum of infant education) of 2008, states that "given the linguistic reality of Aragon, it is necessary to enhance, in the areas where Aragonese or Catalan are spoken, the learning of the languages and linguistic modalities, since the earliest ages, through teaching or linguistic projects, which will be elaborated by the educational centres". It also provides (article 19) for the possibility that educational centres teaching Aragonese or Catalan in the second cycle may develop linguistic projects which facilitate the functional learning of both languages (including their use as a medium of communication).

legislation

Pre-school education is regulated by the LOE (2006) and LOMCE (2013), both established by the Spanish Parliament. In these laws pre-school education is considered as an edu-cational stage on its own which is designed to contribute to the physical, emotional, social and intellectual development of pupils. Close co-operation with parents is stressed (LOE, 2006,

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Title I, Chapter I, Article 12). In reference to languages, LOMCE establishes that "the Government will establish the foundations of multilingual education from the second cycle of infant education to the baccalaureate, in consultation with the Autonomous Communities" (LOMCE, 2013, final provision 7 bis).

language use

At the pre-school level, language is included in one of the three wider learning areas defined in the curriculum: "Language: Communication and Representation". The other two learning areas are: "Self-knowledge and personal autonomy" and "Knowledge of the environment" (Order which approves the curriculum of infant education).

In the description of the area for the first cycle, the curriculum states that in the areas where Aragonese or Catalan are spoken alongside with Spanish, those languages will be used as a medium of communication and will receive a similar treatment as Spanish. In the second cycle, a similar statement is included, but the use of the language as an instrument of communication must be done according to a project designed in the educational centres. This use of the regional languages has been offered in the curriculum of the second cycle since 2008.

However, practically speaking, the language of instruction is Spanish in all cases, as no bilingual project has been proposed by schools. Some primary schools where the second cycles of pre-school is included, have Aragonese lessons, given by the same teachers as in primary education. Each school can regulate these lessons by themselves. There are schools where all the children have to take Aragonese as a compulsory subject, for example in the schools in Echo, Ansó, Torla, Broto, Fiscal, Boltanya (Boltaña), Bielsa, A Espunya (Laspuña), Chistén (Gistaín), Sant Chuan de Plan (San Juan de Plan), Sarabillo, Plan, Biescas, Pandicosa (Panticosa), Tramacastilla, Sallén (Sallent), Senegüé, Candarenas (Caldearenas). Besides, there are schools where it is offered as a voluntary subject during regular class hours (CEIP Monte Oroel, Jaca) and there are schools where it is offered as a voluntary subject after

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school (CEIP San Juan de la Peña, Jaca). Furthermore, there are schools where Aragonese is offered in primary education but not in pre-primary education (CEIP Asunción Pañart Montaner, Aínsa). Finally, there are schools where Aragonese is a compulsory subject during the pre-school period, but it is voluntary (e.g. Boltaña, Torla, Fiscal and Broto) or not available during primary education (e.g. Biescas, Panticosa, Tramacastilla and Sallent). Class time ranges from 30 minutes to one hour and 45 min per week.

teaching material

There are no official materials for this stage. The only didactic material published in the Aragonese language has been adapted from the Aranese language (Era Val d'Aran, Catalunya) by the Aragonese Government and is called *Carlons y Carmeta* (Aragonés & Seira, 1997). Nevertheless, this material is not used by teachers in practice, as they usually create teaching material themselves.

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statistics

school	students (2014/2015)
CRA Cinca – Cinqueta (villages: Plan, Saravillo, Gistaín, Bielsa, San Juan de Plan, Laspuña)	12
CRA Alto Gállego (villages: Biescas, Sallent, Panticosa, Tramacastilla)	89
CEIP Vírgen de los Ríos (village: Caldearenas)	5
CEIP Miguel Servet (village: Senegüé)	3
CRA Alta Ribagorza (villages: Benasque, Sarllé (Cerler), Castilló de Sos (Castejón de Sos), Laspauls (Las Paúles), Saúnc (Sahún)	37
CEIP San Juan de la Peña (village: Jaca)	17
CEIP Monte Oroel (village: Jaca)	20
CRA Río Aragón (villages: Echo, Ansó)	18
CRA Alto Ara (villages: Boltaña, Fiscal, Torla, Broto)	61
Total	**262**

Table 2: Number of students receiving Aragonese lessons in pre-school education (aged 3-6) by school (source: Department of Education, Government of Aragon).

3 Primary Education

target group

Primary education is the first compulsory stage of education in Spain. It is aimed at children from 6-12 years old.

structure

Until the academic year 2013/2014, primary education was divided into three levels or cycles of two years each. The lower cycle is for children aged 6-8, the intermediate for children aged 8-10, and the upper cycle for 11-12 year old children. However, this concept disappeared when the LOMCE came into force. State primary schools are usually CEIPs and CRAs (in rural areas) and in both cases contain the second cycle of the pre-school education. Many private centres allow students to attend secondary education within the same centre and some CRAs also offer the first cycle of secondary education.

The newest curriculum for primary education in Aragon, approved in 2014, created a new subject area for Aragon's regional languages. A complete curriculum[1] (objectives, contents, basic skills and learning standards) for each of the six years was developed for the Aragonese language only, since Catalan is still offered according to a previous agreement with the Government of Catalonia. Until then, some curricular guidelines for the subject of Aragonese in primary education, such as the appendix of the Aragonese LOE Curriculum for primary education of 2007, had been used. By different parts of the society, the curriculum of 2014 is not considered as being sufficient. Therefore, there is still a need for an ongoing development of the curriculum.

The curriculum of primary education states that in some areas it is compulsory to teach contents related with Aragonese social and cultural heritage (including the regional languages: Aragonese and Catalan) but within a global context. Moreover, as in the previous Aragonese curriculum of primary education (2007), Article 19 of the new curriculum allows primary schools to teach their regional languages during school time and also gives them the opportunity to develop linguistic projects facilitating the functional learning of these languages, by using

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them as the language of instruction for other subjects. The decree also establishes that a single orthography will be used for the teaching of Aragonese, to be set by the *Academia Aragonesa de la Lengua*, and that in the meantime, EFA-ACAR's *Propuesta Ortografica* would be provisionally used. This particular point was appealed by a political foundation, and is currently suspended until the Court decides on the appeal.

legislation

Primary education is regulated by the LOE (2006) and the LOMCE (2013). The application of the provisions of the LOMCE and the new curricula started in the academic year 2014/2015 for the first, third and fifth grades of primary education and progressively could attain all levels. According to the law, the purpose of primary education is to educate students in speaking, listening, reading, writing, numeracy, acquisition of basic cultural concepts, the habit of living together as well as of studying and working, artistic sense, creativity and affectivity. These aims are there in order to ensure that pupils receive a comprehensive education that contributes to the full development of their personality and prepares them to take full use of the compulsory secondary education (LOMCE, 2013, Title I, chapter II, Article 16).

language use

Although Aragonese could theoretically be the language of instruction, according to the primary education curriculum of Aragon, no school has exercised this option. In contrast to two schools in the Catalan-speaking areas of Aragon, where science is taught using the Catalan language as the medium of instruction.

Since the application of the new primary education model in 2014/2015, Aragonese is a full part of the curriculum and can be offered as an elective examinational subject within the portion of school time freely allotted by each individual school board (to at most one hour and a half per week). However all the schools where Aragonese is taught, have decided up to now to keep it as a non-examination subject outside school hours. Thus, students receive Aragonese between 30 minutes and 2 hours

per week, often concerning one hour in most schools.

Each school is supposed to teach the dialect of the area. This is a difficulty as teachers of Aragonese do not have permanent positions and could need to move to another school, with different linguistic features. This situation was managed in the last years by creating a list of candidates with competence in each of the main dialects, as well as another list for the standard language.

Generally speaking, it can be said that the current situation of Aragonese in pre-school and primary education is still the same as noted by authors such as Huguet et al. (2008). It is characterised by precarious job contracts, the lack of teaching materials, the difficulties for pupils living in a different town to take Aragonese (as it is offered after school time) and the low professional status of Aragonese teachers.

Even after the opening of two new teacher positions in the last two years, there are merely seven teachers of Aragonese in pre-primary and primary education. Five of these teacher positions have less teaching hours than general primary school teachers. The structure of these teachers' positions are as following (López, 2015):

- Two full time positions for 25 hours per week.
- One part time position for 14,75 hours per week.
- Four teachers teach part time for 12,5 hours per week (one of them teaches Aragonese for 8 hours and Spanish for the rest of the hours).

N.B. that the hours refer to the teaching hours in the classroom.

Regarding teacher training in Aragonese, it is important to point out that, although the Languages Act guarantees a similar teacher training for Aragonese teachers, in practice there is still a lack of training. No in-service training nor higher education in Aragonese that is in accordance with the needs of teachers, is implemented.

Although Aragonese is not used as the language of instruction in official primary education, there are non-formal educational activities aimed at bilingual children in areas where there is still a degree of social bilingualism. In Echo, a group of children had the chance to take their music lessons in Cheso (their dialect of Aragonese) during the last academic year of 2014/2015. Consequently, the teacher of this class examined the function of the language more deeply and eventually set up an interesting collaboration between the group of children learning music in Aragonese outside school hours and a group of children learning Aragonese at school in Valle del Ara (Valley of Ara). The project was carried out under a participatory-action research (Campos, 2015).

teaching material

There are no official materials published that aim to teach Aragonese in primary education, but there are several books, didactic units and resources, as well as collections of materials that could be used for that purpose. However, most of the materials used in Aragonese classes are created or adapted by the teachers themselves. Some examples of teaching material are *Lizions de Fabla Aragonesa*, *Alasets ta la mainada*, *Chugar e charrar*, *China chana*, *Dizionario breu de a luenga aragonesa*, *Un borguil de parolas*, *O bideochuego de Lorién e Marieta*, *Ixo ye una estrela?* and *Aragonés ta primaria*. In addition, every week recommendations and materials are published in the regional newspaper *Heraldo de Aragón* in an education section, some of which are intended for primary education.

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statistics

school	students (2012/2013)	students (2013/2014)	students (2014/2015)*
CRA Cinca – Cinqueta schools: Plan, Saravillo, Gistaín, Bielsa, San Juan de Plan, Laspuña	65	71	42 (30 in primary education)
CRA Alto Gállego schools: Biescas, Sallent, Panticosa, Tramacastilla	109	119	89 (0 primary education)
CEIP Vírgen de los Ríos Caldearenas	6	4	9 (4 in primary education)
CEIP Miguel Servet Senegüé	6	6	4
CRA Alta Ribagorza schools: Benasque, Sarllé (Cerler), Castejón de Sos, Las Paúles, Sahún)	131	135	152 (115 in primary education)
CEIP San Juan de la Peña Jaca CEIP Monte Oroel Jaca	45	47	74 (37 in primary education)
CEIP Asunción Pañart Montaner Aínsa	25	35	62 (all in primary education)
CRA Río Aragón** schools: Echo, Ansó	-	38	31 (13 in primary education)
CRA Alto Ara** schools: Boltaña, Fiscal, Torla, Broto	-	-	116 (55 in primary education)
total	**387**	**455**	**582 (320 in primary education)**

Table 3: Number of students receiving Aragonese lessons at school in CEIPs and CRAs (aggregated data for pre-primary and primary education; source: Government of Aragon).

* Available data for 2014/2015 allows to distinguish between pre-school and primary education, but the table includes also the aggregated numbers for the sake of comparison with previous years.
**Aragonese lessons in CRA Río Aragón (Ansó and Echo) and CRA Alto Ara (Boltaña, Fiscal, Torla and Broto) were established in 2013/2014 and 2014/2015 respectively.

It is not possible to find out the total number of students having received Aragonese lessons since its implementation in 1997/1998. Adding the yearly numbers of students taking Aragonese as a subject up to the 2014/2015 cohort, gives the number 4,030.

4 Secondary education

target group

Secondary education includes the compulsory stage ESO, aimed at students from 12-16 years old, non-compulsory secondary education, which is the baccalaureate, and formación profesional de grado medio (intermediate level of vocational training, to be discussed in section 5) is for students older than 16. With the new framework established by the LOMCE, there is one more level for students older than 15 who cannot satisfactorily reach the ESO level, named formación profesional básica (basic vocational training).

structure

Public centres of compulsory and non-compulsory secondary education are called Institutos de Educación Secundaria (secondary education institutes; hereafter: IES). Students who completed compulsory secondary education, have achieved the basic competences and the objectives of the stage and will be awarded a certificate, which allows them to proceed to the baccalaureate and the intermediate level of vocational training. Post-compulsory secondary education (upper secondary education) starts at the age of 16 and lasts for two years. Students can choose between a university oriented education, baccalaureate, which enables them to access higher education or superior vocational training, and an intermediate vocational training branch. After this intermediate vocational programme, students can also enter the superior vocational training if they do not directly want to enter the labour market.

legislation

According to the LOMCE, the aim of compulsory secondary education is to ensure that students who are educated in the basic cultural elements, are able to develop and consolidate study and work habits and prepare for their incorporation into higher education or the labour market (Title I, Chapter III).

As stated in the LOMCE, the aim of the baccalaureate is to provide pupils with training, human- and intellectual maturity, knowledge and skills to enable them to develop social functions and to allow them to access higher education (Title I, Chapter IV).

language use

Aragonese is a voluntary subject in secondary education but has been insufficiently deployed. In recent years, Aragonese has been taught as a non-curricular subject outside school time in three high schools: IES Sobrarbe in Aínsa, IES Pirineos in Jaca and IES San Alberto Magno in Sabiñánigo. In the school year 2013/2014 for the first time a specialist teacher in secondary education was incorporated (including the baccalaureate), with students registered in Aragonese receiving two hours per week of language lessons. Previously, this class was taught by a primary school teacher. In the school year 2014/2015, Aragonese has been introduced for the first time in CRA Alto Ara, which includes the first two years of secondary education.

In the current curriculum for secondary education, established in 2007, it is possible to use Aragonese as a language of instruction for multiple courses, but this has not yet been done. The curriculum does not detail the content and pedagogical aspects of the Aragonese subject. These aspects were developed in a new ESO-level curriculum, adapted to the LOMCE (Orden de 15 de mayo de 2015, de la Consejera de Educación, Universidad, Cultura y Deporte (Minister of Education, University, Culture and Sports) who establishes the curriculum of the compulsory secondary education and authorizes their implementation in the schools of the autonomous community of Aragon. However, it has not been applied as the new Aragonese government elected in May 2015 suspended the application of all the LOMCE curricula in compulsory and non-compulsory secondary education.

teaching material

There are no officially approved teaching materials for this level. Secondary teachers traditionally have created their own teaching materials or have adapted teaching learning materials of other languages. Nevertheless, there are two books for learning Aragonese in secondary education. In 2007, the county Alto Gállego published the book *Pos ixo… Materials ta aprender aragonés* (Benítez, 2007), intended to serve as material for teachers as well as self-learning material in the second cycle of Secondary Education, Baccalaureate and

Adult Education. In addition, every week recommendations and materials are published in the regional newspaper, called *Heraldo de Aragón*, in an education section, some of which are intended for secondary education. Secondly, a text book specifically developed for secondary education, *Aragonés ta Secundaria* (Campos, 2014), has been recently published. This is the only available book to teach Aragonese in accordance with the Common European Framework of Reference for Languages (hereafter: CEFR) (B1 level), and it also includes audiovisual material. It is not only focused on the Aragonese language but also on the Pyrenean culture and the general interests of teenagers.

statistics

school	students (2013/2014)	students (2014/2015)
CRA Alto Ara (Broto)	-	6
IES Sobrarbe (Aínsa)	9	8
total	**9**	**14**

Table 4: Number of students receiving Aragonese lessons in secondary education (source: Department of Education, Government of Aragon).

5   Vocational Education

target group   Formación Profesional de Grado Medio and Grado Superior (vocational education) is non-compulsory and addressed to students from 16 years old who want to enter the labour market. It provides them with professional qualifications, gives them access to employment and prepares them for active participation in social, cultural and economic life.

structure   After compulsory secondary education, students can choose for a two-year course of specific vocational education at Grado Medio (Intermediate Level or Intermediate Vocational Training). This type of education is mainly provided at secondary schools.

There is also a higher cycle of vocational education, which is specific vocational education at an advanced level called Grado Superior (Advanced Vocational Training). The latter requires prior completion of the Baccalaureate or an equivalent and gives students the opportunity to access the labour market or university.

Students receive the corresponding certificate of intermediate or advanced level in the chosen field after each cycle of vocational education.

Each cycle has a specific curriculum, so there is no general curriculum such as the ones in primary or secondary education. No reference to Aragonese appears in any of the curricula for vocational education.

legislation   According to the LOMCE, the aim of vocational training is to provide the students with the basic tools and knowledge for their incorporation into the labour market (Title I, Chapter V).

language use   Aragonese is not taught in this type of education.

teaching material   There are no teaching materials for this stage.

statistics   There are no statistics available for this stage.

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6 Higher education

structure

Students can access university after having successfully completed their compulsory and non-compulsory secondary education or having finished higher-level vocational education. Passing a university entrance exam is needed in order for a student to be admitted to a public university.

Since the adaptation of the Spanish university system to the European Higher Education Area (EHEA), official university education encompasses three levels which all have their specific training objectives. After each level, students receive a degree with academic value, which is recognised within the whole EHEA: the Grado (Bachelor's degree) with 240 credits, Máster (Master's degree) with additional 60 to 120 credits and Doctorado (doctoral degree), which finishes with the defence of the doctoral thesis with a nominal duration of three years. Note that in all EHEA universities, the credit count is homogeneous, using the so-called ECTS credit system (European Credit Transfer and Accumulation System), where a full-time academic year is equivalent to 60 credits. The new structure of university education adapted to the EHEA has been fully implemented since the academic year 2010/2011.

The University of Zaragoza, established in 1542, is the main university in Aragon. It is a public university with campuses in Zaragoza, Huesca and Teruel, the largest cities in Aragon and capital towns of its three provinces. It offers a wide range of official studies awarding Bachelor's, Master's and doctoral degrees. The University of Zaragoza, like other universities, also awards non-official degrees for so-called estudios propios (own degrees). These degrees are specialisation studies in very specific fields, usually intended for postgraduate students. In contrast to official degrees, the own degrees do not have subsidised prices and they are not recognised as official studies by other EHEA universities.However, they can be very much appreciated in the labor market.

The Universidad Nacional de Educación a Distancia (National University for Distance Education) is a public, state-level, distance learning university. It has a number of centres throughout the entire Spanish territory, including three centres in Aragon: Teruel, Calatayud and Barbastro. At these centres students can take exams and interact with professors. This university is funded by the Spanish Government.

The Universidad San Jorge is a private university established in 2005. It has faculties in Villanueva de Gállego and offers official Bachelor's degrees as well as "own degrees" in the areas of engineering, architecture, business administration, communication and health sciences.

legislation   The basic law regulating the university system in Spain is the LOU, which was modified in 2007 in order to improve some aspects in the structure. It was also modified in order to improve some aspects of the access to teaching positions, and adapt the degree's structure to the provisions of the EHEA. An important decree regulating the new structure of official degrees is the Real Decreto 1393/2007 por el que se establece la ordenación de las enseñanzas universitarias oficiales (Royal Decree which establishes the organisation of official university teaching).

Public universities in Spain have a high degree of autonomy. Autonomous governments are responsible for funding the public universities, except for the National University for Distance Education which is directly funded by the Spanish Government.

Aragon's parliament also passed the Ley 5/2005 de Ordenación del Sistema Universitario de Aragón (Law on the Organisation of Aragon's University System), which develops the state-level Organic Law and defines the framework of the relationship between Aragon's government and the University of Zaragoza and private universities. Especially in regard to the procedure to create new universities, the procedure to implement new studies, the inspection, the funding of the public university,

etc. It also creates an Aragonese Agency for University Quality Evaluation.

language use   The LLA-2009 included a provision stating "At the university and higher-education centres of Aragon, the knowledge of the regional languages is encouraged, as well as the specialisation of teachers and the adoption of the necessary measures for the effective incorporation of the specialties of Catalan and Aragonese Philology". However, this article is absent in the LLA-2013.

Currently, it is not possible to study Aragonese (understood as a modern language) in any official degree. Aragonese is also not used as a medium of instruction. An important milestone was the implementation of a voluntary subject on Filología Aragonesa (Aragonese Philology) in the university campus Huesca of the University of Zaragoza within the official learning programme for pre-school and primary education teachers in the academic year 1986/1987.

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Since 1994/1995, this subject gained the status of an elective subject within the Bachelor's degree for primary school teachers. However, this happened only for those studying in Huesca's campus, not in Zaragoza or Teruel. Nevertheless, the subject disappeared since the approval of the new programmes adapted to the EHEA in 2011/2012. Until the school year 2011/2012, the subject was also available as an elective subject in the Bachelor's degree in Humanities.
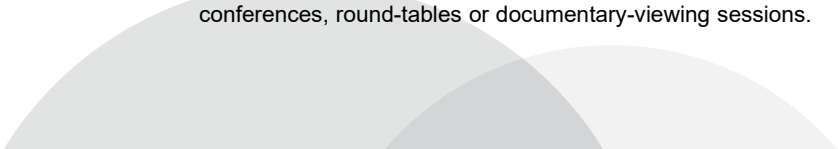
Within the Bachelor's degree in Hispanic Philology, two elective subjects related to Aragonese are offered: Aragonese Philology with 6 ECTS and El Aragonés Medieval (Medieval Aragonese) of 2.5 ECTS. The first one focuses on dialectal variation in Aragon, including Aragonese-, Catalan- and Castilian-speaking areas and the second course on the study of the medieval language.

A recent milestone at the University of Zaragoza, was the establishment of a non-official specialised course on Aragonese with a duration of 32 ECTS in the 2011/2012 academic year. Its objectives are training Aragonese teachers for non-university education and providing a general linguistic training for any postgraduate, as well as providing advanced knowledge of Aragonese for people who are generally interested in the language. Within the course, some lecturers use Aragonese as the medium of instruction. The subjects taught in this course are: "Introduction to Literature in Aragonese", "Lexicography of Aragonese", "Formation and Linguistic Development of Aragonese", "Sociolinguistics of Aragonese", "Aragonese Proficiency", "Dialectology of Aragonese", "Morphology and Syntax of Aragonese", "Didactic Skills and Methodologies for Aragonese Teaching", "Phonetics and Phonology of Aragonese" and an internship.

Besides official and non-official degrees, some research groups and departments have organised specific courses on Aragonese related topics. For instance, in 2010 the research group SYLEX (Syntax and Lexic) from the Faculty of Philosophy organised a two-credit course on "Languages in Danger and Linguistic Revitalisation Processes" in which the situation of Aragonese played an important role. The same group also organised a 4-hour linguistic seminar on the Aragonese Language intended for philology students in 2013.

Another example is the 50-hour summer course entitled "Managing Aragon's linguistic diversity" organised by the Department of Sociology and the Department General and Hispanic Linguistics in 2014 and 2015, with some lectures given in Aragonese. The Department of Didactics of Languages is also offering a 6-month voluntary seminar called "Aragonese Language in a Multilingual Europe" for students following the teacher training programme in the academic year 2015/2016. Finally, some University departments, faculties and student associations organise regular or occasional courses, expositions, conferences, round-tables or documentary-viewing sessions.

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Some research groups of the University of Zaragoza focus on Aragonese. Some relevant groups are, for example, on "Aragonese Philology" led by Dr. Jesús Vázquez Obrador, the group on "Syntax and Lexic", headed by Dr. José M. Mendivil, the group on "Aragon's lexic", headed by Dr. José M. Enguita, and the group on "Educación para la lectura. Literatura Infantil y Juvenil y Construcción de Identidades" (Reading education. Infant and Youh Literature and Identity Construction; hereafter: ELLIJ), headed by Dr. Rosa Tabernero, which has a specific research group focused on Aragonese at pre-school and primary education. Other groups and scholars have also published research studies about other aspects of the Aragonese language, such its sociology, language technologies or its use on the Internet.

There are two scientific journals in Aragonese, although they also publish research works in other languages. They are edited by two associations: Luenga & Fablas, which has edited 16 issues made by the CFA since 1997 and De Lingva Aragonensi, which has edited 7 issues made by the SLA since 2006. Other scientific journals, such as *Alazet*, edited by the Instituto de Estudios Altoaragoneses (Institute of High Aragon's Studies) and *Archivo de Filología Aragonesa* (Archive of Aragonese Philology) edited by Institución Fernando el Católico (Ferdinand the Catholic Institute) and Diputación Provincial de Zaragoza (Provincial Deputation of Zaragoza) also publish papers focused on Aragonese. It has to be noted that *Alazet* also allows the publishing of papers written in Aragonese.

teacher training According to article 15 of the current LLA-2013, the government must ensure adequate initial and permanent training and, specifically, teacher training needed for the teaching of the regional languages. To access regional language teaching positions, teachers shall prove their knowledge of the language in the form that will be established by the regulation, taking into account the local varieties.

Pre-school and primary training

The University of Zaragoza offers the possibility to study the Bachelor's degree in Magisterio (teaching) both for pre-primary and primary education, which is the required degree to become a teacher in these educational stages. These degrees can be done in Huesca, Zaragoza and Teruel.

As indicated before, these degrees do not include specific training on Aragonese or Catalan. Hence, if teachers are not native speakers, they need to obtain the competence in regular adult courses. Additionally, they can take the Specialisation Diploma Course at the University of Zaragoza. As there is no official way to prove one's level of Aragonese, candidates for Aragonese teaching positions must pass an Aragonese exam.

Secondary training

In order to teach in secondary education, teachers must have a Bachelor's degree (or equivalent) and they must also complete a Máster de Profesorado en Educación Secundaria (Master's degree programme in secondary education teaching). This official master is offered by the University of Zaragoza in the campuses of Zaragoza, Huesca and Teruel.

Similar to primary education, no initial training in Aragonese is offered for teachers taking the Master's degree in secondary education teaching. They need to obtain the competence in Aragonese by other means. Since there is no official way to certify one's level of Aragonese, candidates for Aragonese teaching positions must pass an adhoc Aragonese exam that proves that they know enough of the language to teach it.

The only "official" document/certificate you can get in order to prove somes skills is the "own degree" on Aragonese Philology of the University of Zaragoza. This degree is going to be required in order to apply for Aragonese teacher positions at school).

Since February 2016 a group of experts called by the Aragonese government prepare the adaptation of the Common European

Framework of Reference to Aragonese in order to create official exams.

In-service training

The number of CIFEs has been reduced to only three CIFEs in Huesca, Zaragoza and Teruel. The main CIFE responsible for the Aragonese language is the CIFE Ana Abarca de Bolea in Huesca. This is the central entity responsible for the Luzía Dueso programme and its seminar.

Beyond the courses promoted directly for CIFEs, a regional group of teachers can also request the establishment of working groups, which can assist them in developing their Aragonese skills (literature, linguistics, pedagogy, etc.). In reply to the request of several teachers, in 2005/2006 the annual Seminario ta Profesors/as de Luenga Aragonesa (annual seminar for professors of the Aragonese language) was created. This seminar was also open for teachers generally interested in Aragonese. The aims of this seminar are supporting Aragonese teachers in order to share experiences and resources and updating their didactic, linguistic and scientific knowledge on language teaching. In the year 2013/2014, this annual seminar was held in Aínsa and consisted of twenty hours distributed in four sessions.

In Spain, there is also a network of public Escuelas Oficiales de Idiomas (Official Language Schools), whose diplomas are connected to the CEFR levels and have official recognition. However, the teaching and examining of Aragones is not implemented in them, unlike other regional languages such as Catalan.

As aforementioned, the University of Zaragoza develops different programmes related to Aragonese: summer courses, seminars, diplomas and special subjects, which are intended for teachers. A number of teachers also attends Aragonese courses organised by associations.

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	2012/2013	2013/2014	2014/2015
pre-school and primary education	5	6	7
secondary education	0	1	1

Table 5: Number of Aragonese teachers (source: Department of Education, Government of Aragon)

statistics

The elective subject Aragonese Philology within the Bachelor's degree in Hispanic Philology is taken by an average of 25 students every year (University of Zaragoza, 2014).

The following table shows the number of registered students in the Specialisation Diploma Course on Aragonese Philology, offered as an own, non-official degree by the University of Zaragoza.

2011/2012	2012/2013	2013/2014	2014/2015
23 (20)	6 (6)	12 (2)	15

Table 6: Students registered and graduated (in parenthesis) in the Specialisation Diploma Course of Aragonese Philology (University of Zaragoza) (source: University of Zaragoza and Francho Nagore, director of the course. Available at: http://wzar.unizar.es/servicios/epropios/estad/evmtes.pdf)

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7 Adult education

**structure and
language
courses**

According to the LOMCE, the aim of adult education is to offer people over 18 years the possibility to acquire, update, supplement or expand their knowledge and skills for professional and personal development (Title I Chapter IX, Article 66).

Adult education trains students for skills which are not offered at a university or at a teacher training college. Adult continuing education and training is structured into two main branches: adult education programmes planned by public administrations including the official Centros Públicos de Educación de Personas Adultas (Public Educational Centres for Adults) and courses addressed to adults, developed by various social agencies such as cultural associations.

Through these educational centres and thanks to an agreement between the provincial deputation of Huesca and the Aragonese government, adults could receive Aragonese lessons for more than ten years in Alto Gállego and Sobrarbe in the province of Huesca. In the school year 2014/2015, 53 people took Aragonese lessons through public educational centres for adults.

In Aragon there are many cultural associations and local groups that provide Aragonese language learning. In general, there are introductory lessons, a first level of learning (initiation) and a second level of learning (intermediate). Some of the main associations offering Aragonese courses are the CFA, Ligallo de Fablans de l'Aragonés and Nogará-Religada. It is noteworthy that the certificates given by cultural associations to students passing the examination have no legal validity for certifying the competence in Aragonese, although some of them are considered as a regular training courses for teachers.

So far, the official language schools do not offer the possibility of studying Aragonese. These schools are the only entities that can give official and valid certificates.
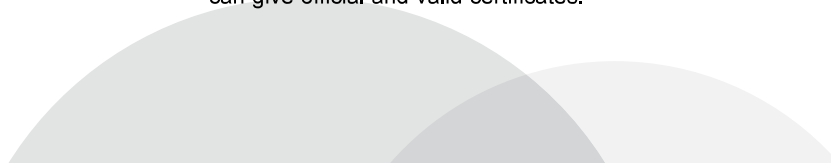
language use   The Aragonese language is taught in several adult courses throughout Aragon and not exclusively in the actual territory of the language. Therefore, in areas of central and southern Aragon like Tarazona, Calatayud, Andorra and Teruel, cultural associations teach the standard variety. The standard variety is also taught in other towns near the Pyrenees where the language has been lost. Huesca, Barbastro or Monzón, among other important cities, have introductory courses. Finally, in villages where Aragonese is still actively used, there are courses in the local variety.

Zaragoza is the central and main city of Aragon with a population of 700,000 people. Throughout history migration took place from the rural areas to Zaragoza. The number of courses given and the numbers of students following Aragonese language courses are the highest in Zaragoza.

statistics

province	students (2011/2012)	students (2012/2013)	students (2013/2014)
Huesca	n.a.	106	117
Zaragoza	n.a.	265	213 (29 advanced)
Teruel	n.a.	8	56
Barcelona*	n.a.	26	26 (12 advanced)
total	**338**	**405**	**412**

Table 7: Number of attendants to adult courses in Aragonese (source: Data collection made and published by Chesús Agustín Mirón).*

Data must be taken as a lower bound, since some courses have not been reported.

*   Note that Barcelona is located in Catalonia (outside Aragon). Classes are provided by the Centro Aragonés de Barcelona (Aragonese Centre in Barcelona).

Towns where the Aragonese language was taught in 2012/2013: Andorra, Barbastro, Barcelona Biscarrués, Ejea, Huesca, Jaca, Aínsa, Luesia, Monzón, Pinsoro, Plan, Sabiñánigo, Tarazona, Utebo, Uncastillo and Zaragoza.

Towns where the Aragonese language was taught in 2013/2014: Andorra, Ansó, Barbastro, Barcelona, Biscarrués, Buera, Calamocha, Calatayud, Canfranc, Cuarte de Huerva, Ejea, Huesca, Jaca, Aínsa, Luesia, Monreal del Campo, Monzón, Pinsoro, Plan, Sabiñánigo, Tarazona, Utebo, Uncastillo and Zaragoza.

Towns where the Aragonese language was taught in 2014/2015: Andorra, Ansó, Barbastro, Barcelona, Buera Calatayud, Canfranc, Jaca, Cuarte de Huerva, Ejea, Aínsa, Lituénigo, María de Huerva, Monzón, Pinsoro, Sabiñánigo, Huesca and Zaragoza.

8   Educational research

The first research on Aragonese dates back to the beginning of the 20th century, with the works of Jean Joseph Saroïhandy (studied and edited by Latas in 2005 and 2009). Other international scholars who participated in the scientific discovery of Aragonese were George Wallace Umphrey (1913), Alwin Kuhn (1935, published in Spanish in 2008), Rudolf Wilmes (1996) and William Dennis Elcock (1938, published in Spanish in 2005). Their labour was continued internationally by other linguists such as Gerhard Rohlfs (1985). Since the scientific discovery of Aragonese was done, an important corpus of linguistic research has been performed, including PhD dissertations and monographies describing local varieties of Aragonese.

Some important examples of scientific works from the last two decades are the complete descriptions of the type of Aragonese spoken in la Baixa Ribagorza (la Baja Ribagorza) (Arnal Purroy, 1998), Val d'Echo (Echo Valley) (Lera, 2006), Val d'Ansó (Ansó Valley) (Benítez, 2001 and Barcos, 2007), Vall de Benás (Benasque Valley) (Saura, 2003), Panticosa (Nagore, 1986), Sobrarbe (Tomás, 1999), Tella (Lozano, 2010), Bielsa (Lozano and Saludas, 2005) as well as the dictionaries of the Aragonese of the Val de Chistau (Mott, 2000 and 2015) and (Blas & Romanos, 2008) and vocabulary compilations by Mostolay (2007). Another very important work is the deep study of the historical phonetics of Aragonese by Vázquez (2011) and the compilation and study of dialects of Aragonese conducted by Nagore (2013). A recent PhD thesis addressed the gradual disappearance of Aragonese in the Benasque Valley from the public sphere, to the point of being relegated to a familiar use, by analysing the attitudes of their speakers from a sociological point of view (Coutado, 2009).

Only a few research studies have been conducted on bilingualism and education in Aragon's minority languages. Martínez Ferrer published an analysis of the reading/writing performance of children in bilingual areas in 1995 (Martínez Ferrer, 1995).

His research, developed in the eighties, corroborated that Aragonese bilingual children who had not had the chance to follow primary education in their mother tongue, developed worse skills in both the mother tongue (Aragonese/Catalan) and the state language (Spanish) in comparison with Spanish monolingual children.

Huguet analysed the linguistic attitudes of Aragonese students towards Aragon's languages (Aragonese, Catalan and Spanish) as well as towards English and French, the two foreign languages preferably studied in Aragon among students of secondary education (Huguet, 2006). General results from his research show favourable attitudes towards Spanish and Aragonese (in this group of favourable attitudes, the best attitudes were towards Spanish) and neutral attitudes towards English, French and Catalan (in this group of favourable attitudes, the worst attitudes were towards Catalan). Following a similar questionnaire as the one of Huguet, Campos (2013, 2014b) studied the linguistic attitudes of current students of the University of Zaragoza's Bachelor's degree in primary education in the campuses of Zaragoza and Huesca (future teachers of primary education in Aragon) with a representative sample (N=733). Results from her research show light favourable attitudes towards the Aragonese language. However, no statistically significant differences between the attitudes towards English, Spanish, Aragonese and other languages were encountered.

With regard to the learning outcomes of the Aragonese language, the impact of the teaching of Aragonese amongst pupils is unknown. However, in Campos (2015a) the linguistic competence of pupils learning Aragonese in three different sociolinguistic and educational contexts is assessed. Campos did a linguistic competence test among three groups of students whose profile was similar to the three general kind of students of Aragonese which she had distinguished: 1) students located in areas where Aragonese has still a certain level of social bilingualism, 2) students located in areas of

traditional use and influence of Aragonese who are studying it as a L2 in the school timetable and 3) students located in areas of traditional use and influence of Aragonese who are studying it as a L2 outside the school timetable. It was a pilot study with a sample of 29 children ageing from 10-12 year. The test was adapted from official tests of the Aragonese government which were created to measure children's competence in second languages. It had three sections: 1) listening comprehension, 2) reading comprehension and 3) grammar. The researcher also decided to add a complementary activity consisting of writing about anything that students wanted to tell. This writing was qualitatively evaluated according to the A1/A2 CEFR standards. Data from this pilot study show an interesting panorama. Although students have a non-significant contact with Aragonese at school, data show great results in listening and writing comprehension skills in all groups. The author underlines that this could be for two reasons: on the one hand, as a Romance language, Aragonese has similarities with Spanish, on the other hand, the Spanish spoken in the province of Huesca has a lot of lexicon and syntactic structures from Aragonese (Aragonese is a strong substrate of the type of Spanish spoken in Aragon in general). Nevertheless, taking into account the grammatical part, Campos corroborates that only children from contexts where Aragonese has a certain level of social bilingualism are able to pass the test. It is also very interesting to compare results of children who learn Aragonese as a subject during school time and the results of those who learn it outside school. The first group obtained a statistically significant better competence in all skills, but especially in writing skills. Besides, the most important difference between groups was found in the writing part. Children who learn Aragonese as a L2 in contexts without any maintenance of the language are not able to put simple sentences together using Aragonese syntax and lexicon. In the case of children who take classes during school time, they could do texts partially in Aragonese. They were only able to write texts in Spanish introducing some sentences and words in Aragonese. In the case of children who take classes out of school time, most of

them declined to do the written part and some of them tried to do it but they only wrote one sentence.

In her doctoral research project, entitled: *Plurilingualism in the Altoaragonese school. Study of the situation and the prospects of Aragonese focusing on the attitudes of the school community and the teaching methodologies*, Campos is doing the first in-depth scientific research focused on the situation and prospects of the Aragonese language in primary schools. She is developing a complete analysis of the evolution of Aragonese in pre-school and primary education since its introduction into schools in 1997, mainly focusing on linguistic attitudes of the whole educative community (families, pre-school and primary teachers, Aragonese teachers, governing bodies, teacher training students and primary education students) in the approximately 80 schools located in the traditional Aragonese speaking area of the province of Huesca. This research is being developed under a multimethodological framework in which Campos is combining qualitative and quantitative methods. Some partial data from her research project have been already published (Campos 2015b, Campos, 2015c).

Finally, it is noteworthy that since 2013 the consolidated research group ELLIJ has a specific research line focused on Aragonese at pre-school and primary education. Currently, the group ELLIJ is working on the draft of an ambitious research project, which is focused on the introduction of Aragonese as a language of instruction in a pilot for primary schools. The research is conducted in collaboration with the Directorate-General for Language Policy of the Aragonese government.

9 Prospects

The prospects for the Aragonese language are not very optimistic. The main challenges for Aragonese are the de-population of the traditional areas, lack of transmission from parents to children, insufficient support from the political and economic environment, lack of awareness by speakers and the rest of the society and the situation of asymmetric diglossia (the use of various languages or dialects in different delimited situations). Moreover, the geographical characteristics of the northern Aragonese territory have historically led to various dialects with different levels of vitality. As a consequence of the decreasing use of the language, the poor institutional protec-tion and promotion and the lack of an accepted standard of the Aragonese language, speakers from different areas do not usually feel as belonging to the same linguistic community. Moreover, there is a gap between the new speakers' commu-nity and the traditional speakers. This reality makes language planning even more complex. Summarising, the limited pres-ence of Aragonese in education and traditional media (radio, television and press), together with the lack of a clear language policy have made Aragonese an almost invisible language, facing difficulties for survival. UNESCO considers Aragonese as a "definitely endangered" language in its Interactive World Atlas of Endangered Languages (Moseley, 2010). The scarce programmes and activities developed by local authorities to promote the use of the language are clearly insufficient to re-vert this situation.
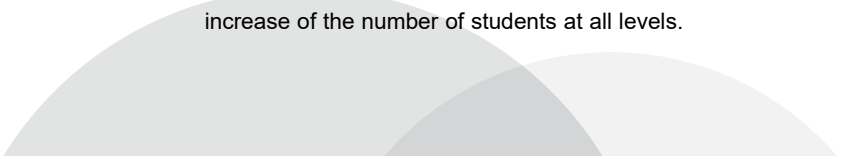
On the positive side, Aragonese is still alive and in the last 30 years there has been a certain interest of enthusiastic people to learn and use the language in an effort to recover and revi-talise it. This even occurs in areas where Aragonese is already lost as a native language. Cultural associations and language activists are playing a very important role in language revitali-sation, including the provision of adult education, publications, spreading the language and making it visible. They are also the driving force of the use of Aragonese in the Information and

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Communication Technologies, which have created new opportunities for Aragonese (Paricio & Martínez Cortés, 2010). Corpus planning tasks are also being initiated by private entities, such as EFA-ACAR, CFA or SLA. Besides, an increasing trend in the presence of Aragonese on television, newspapers and the Internet can be observed, although it continues to be anecdotal.

Focusing on the situation of Aragonese at school, speaking in Aragonese has been traditionally understood as speaking in an incorrect and illiterate way. Besides, although it is not the predominant attitude, even nowadays we can still find some linguistic prejudices in the case of some primary teachers located in the area of traditional influence of Aragonese (Campos, 2015d). The use of Aragonese has declined (Sknutabb-Kangas, 2001) during the last century, mainly due to a lack of education in the mother tongue for those children who had, and still have, Aragonese as their first language.

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As for language education, the current status of the language in education is largely insufficient in absolute terms. In relative terms, there has been an increase in the number of students, teachers and towns where the language is taught in the last years. In addition, the curriculum for primary education in Aragon, approved in 2014, establishes a legal framework for the teaching of Aragonese as an examination subject, with a similar status as other elective subjects and provides teachers with the legal and educational foundations to organise their lessons. Finally, with the creation of an official Directorate-General for Language Policy in 2015, improvements could be made with regard to the status of Aragonese in education.

However, there are still a number of important problems to solve, such as the adoption of an official and fully accepted standard for the language, the creation of stable positions for teachers of Aragonese, the elaboration of good-quality materials, the creation of official qualifications for adult learners, the improvement of Aragonese teachers' training and the increase of the number of students at all levels.

On the other hand, contrary to statements made by experts and institutions such as the European Parliament (2013), the Council of Europe (2010) and recommendations by UNESCO (1996), *immersive* language learning (in Spanish) has been encouraged and promoted in pre-school and primary schools of Aragon. The result of this is the assimilation of the minority languages into the dominant one by imposing the dominant language as the only language used in education (Arnau, 1992). Many experts have noted the necessity to implement linguistic immersion models in areas where the languages native to Aragon remain (Aguado, 1987; Alcover & Quintana, 2000; Martínez Ferrer, 1995; Huguet et al., 2008). However, these recommendations have not been taken into account yet.

10 Summary statistics

school	students (2012/2013)	students (2013/2014)	students (2014/2015)*
CRA Cinca – Cinqueta schools: Plan, Saravillo, Gistaín, Bielsa, San Juan de Plan, Laspuña	65	71	42 (30 in primary education)
CRA Alto Gállego schools: Biescas, Sallent, Panticosa, Tramacastilla	109	119	89 (0 in primary education)
CEIP Vírgen de los Ríos Caldearenas	6	4	9 (4 in primary education)
CEIP Miguel Servet Senegüé	6	6	7 (4 in primary education)
CRA Alta Ribagorza schools: Benasque, Sarllé (Cerler), Castejón de Sos, Las Paúles, Sahún)	131	135	152 (115 in primary education)
CEIP San Juan de la Peña Jaca CEIP Monte Oroel Jaca	45	47	74 (37 in primary education)
CEIP Asunción Pañart Montaner Aínsa	25	35	62 (all in primary education)
CRA Río Aragón** schools: Echo, Ansó	-	38	31 (13 in primary education)
CRA Alto Ara** schools: Boltaña, Fiscal, Torla, Broto	-	-	116 (55 in primary education)
total	**387**	**455**	**582 (320 in primary education)**

Table 8: *Number of students receiving Aragonese lessons at school in CEIPs and CRAs (aggregated data for pre-primary and primary education; source: Government of Aragon).*

* Available data for 2014/2015 allows to distinguish between pre-school and primary education, but the table includes also the aggregated numbers for the sake of comparison with previous years.
**Aragonese lessons in CRA Río Aragón (Ansó and Echo) and CRA Alto Ara (Boltaña, Fiscal, Torla and Broto) were established in 2013/2014 and 2014/2015 respectively.

school	students (2013/2014)	students (2014/2015)
CRA Alto Ara (Broto)	-	6
IES Sobrarbe (Aínsa)	9	8
total	**9**	**14**

Table 9: *Number of students receiving Aragonese lessons in secondary education (source: Department of Education, Government of Aragon).*

province	students (2011/2012)	students (2012/2013)	students (2013/2014)
Huesca	n.a.	106	117
Zaragoza	n.a.	265	213 (29 advanced)
Teruel	n.a.	8	56
Barcelona*	n.a.	26	26 (12 advanced)
total	338	405	412

Table 10: Number of attendants to adult courses in Aragonese* (source: Data collection made and published by Chesús Agustín Mirón).

Data must be taken as a lower bound, since some courses have not been reported.

	2012/2013	2013/2014	2014/2015
pre-school and primary education	5	6	7
secondary education	0	1	1

Table 11: Number of Aragonese teachers (source: Department of Education, Government of Aragon).

59
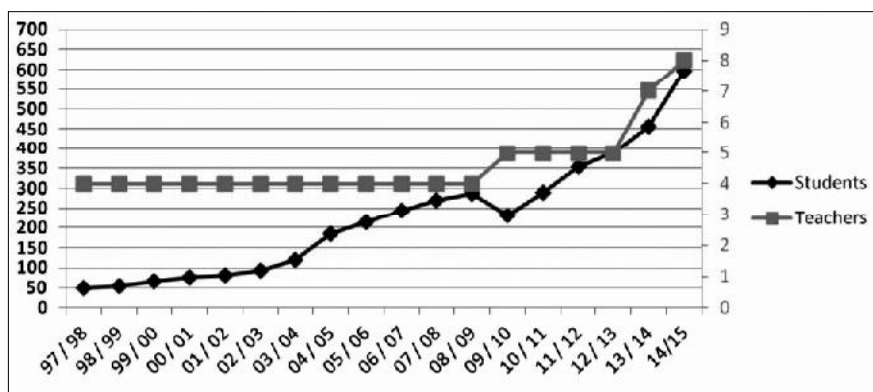
Figure 3: Evolution in the number of Aragonese teachers (in squares) and students (in diamonds) in pre-school, primary and secondary education since 1997/1998 (source: Department of Education Government of Aragon).

Education system in Spain

The structure of the education system in Spain 2015/2016

Age of students

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

Educación Infantil

Educación Primaria

Enseñanzas Elementales de Música y Danza

Educación Secundaria Obligatoria

Formación Profesional Básica

Bachillerato

Ciclos Formativos de Grado Medio

Enseñanzas Profesionales de Música y Danza

Grado Medio de Artes Plásticas y Diseño

Grado Medio de Enseñanzas Deportivas

Programme duration (years)

0 1 2 3 4 5 6 7

Grados Universitarios

Master Universitario

Ciclos Formativos de Grado Superior

Enseñanzas Artísticas Superiores

Grado Superior de Artes Plásticas y Diseño

Grado Superior de Enseñanzas Deportivas

Early childhood education and care (for which the Ministry of Education is not responsible)

Early childhood education and care (for which the Ministry of Education is responsible)

Primary education

Single structure

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

Allocation to the ISCED levels:

ISCED 0   ISCED 1   ISCED 2   ISCED 3   ISCED 4   ISCED 5   ISCED 6   ISCED 7

Compulsory full-time education

Compulsory part-time education

Additional year

Study abroad

Combined school and workplace courses

Compulsory work experience + its duration

↓ Years

Programme being phased out during (year)

60

Source: Eurydice (2016)

Endnotes

1   The subject at this stage aims that children a) understand and express themselves adequately, orally and in written, in different communicative contexts; b) use the language to interact and express themselves in social and cultural activities, adopting a respectful attitude and awareness of own or others' ideas and feelings and, controlling their own behaviour; c) use social media and Information and Communication Technologies to obtain, interpret and evaluate information and different opinions; d) use language effectively in school activities, both to search, collect and process information, and to write their own texts, e) use reading as a source of pleasure and personal enrichment and approach relevant works of Aragonese literary tradition, both oral and written; and f) be aware of the reality of Aragonese and value linguistic diversity as a sample of cultural wealth (Orden de 16 de junio de 2014, de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se aprueba el currículo de la Educación Primaria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón) [Order which approves the curriculum in primary education and allows its application in the education centers] (2014).

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other relevant websites

Ambistas/Anvistas (Documentary film and web-doc about Aragonese)
W http://ambistas.com/

Archivo Audiovisual de l'Aragonés (Audiovisual Archive of Aragonese: repository of videos of native Aragonese speakers)
W www.acparola.com/aaa/?section=2

Arredol.com (A digital newspaper in Aragonese)
E info@arredol.com
W www.arredol.com

Charrando.com
(A webpage compiling resources on Aragonese, not updated)
W www.charrando.com

Softaragonés (Repository of software in Aragonese)
W http://www.softaragones.org

Wikipedia en Aragonés
(Biquipedia) (Aragonese edition of the free encyclopedia Wikipedia)
W http://an.wikipedia.org

Other websites on minority languages

Mercator
Research Centre
www.mercator-research.eu
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.

Mercator
Network
www.mercator-network.eu
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.

European
Commission
http://ec.europa.eu/languages
The website of the European Commission gives information about the EU's support for language diversity.

Council of
Europe
http://conventions.coe.int
European Charter for Regional or Minority Languages (1992) and Framework Convention for the Protection of National Minorities (1995). European Treaty Series 148 and 157, Strasbourg.

Eurydice
http://eacea.ec.europa.eu/education/eurydice
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.
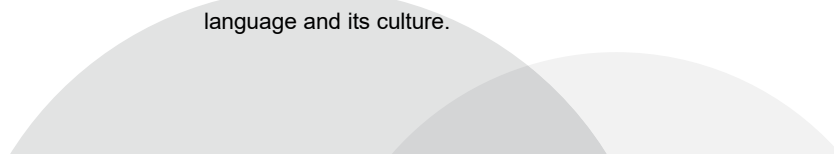
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partners

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