Abstract
In front the progressive rights recognition of the different linguistic minorities in Spain, in the case of Aragon it has not been until recently that the debate on the paper of the minority languages has reached public knowledge. Plus concretely, the reform of the Statute of Autonomy passed in 2007 establishes the mandate of developing a Parliament Law that determines the areas of predominant use of the languages and linguistic modalities of the region, as well as other relative aspects as are its recovery, promotion or teaching. In this context, the article presents a taxonomy of models of bilingual education and describes the results of diverse studies centered in the analysis of the linguistic attitudes manifested by the Aragonese citizens. Starting from it, we present a proposal of bilingual education coherent with the knowledge accumulated on the topic and adjusted to the trilingual reality of the Community.

Keywords
Aragon, bilingual education, linguistic attitudes, linguistic planning.