



Foreign Language Teaching in Schools in Europe

Country Reports





Foreign Language Teaching in Schools in Europe

Situation in:

➤ **SPAIN**

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Section 1: Support for the teaching of languages in a multilingual environment

A. General background

According to the Spanish Constitution, the official language of the State is Castilian and all Spaniards have the obligation to know and the right to use it. It further states that in the Autonomous Communities the other Spanish languages are also official languages, in keeping with the Communities' legislation. Since the creation of the Autonomous Communities, Castilian has remained the only official language in 11 of the 17 Autonomous Communities. The remaining 6 (the Balearic Islands, Basque Country, Catalonia, Galicia, Navarre and Valencia) all have a second official language.

B. Support for recognised minority languages

As a result of the transfer of responsibilities for educational matters to the Communities, these other official languages in the corresponding Autonomous Community have been given a more prominent role as a medium of instruction. The obligation to educate all children in Castilian as well as in the regional language of the Autonomous Community is assured in different ways by each of the Communities concerned.

In the Basque Country, children are not assigned to different schools on the grounds of their mother tongue. They may follow one of the three existing linguistic models: Castilian, Basque or both Castilian and Basque as the language of instruction. In all three cases, Castilian language and literature, Basque language and literature and foreign languages are always taught in the corresponding language (Act 1/1993).

In Catalonia, Catalan is the language of instruction and learning at non-university level. By the end of compulsory education pupils must be able to express themselves correctly in both languages (Act 1/1998).

In Galicia, the mother tongue of the majority of pupils is chosen as the language of instruction (Castilian or Galician) in Pre-primary and first cycle of Primary Education. From the second cycle of that level up to the final year of upper secondary education, the subjects taught in either of the two languages are determined by decree (Decreets 247/1995 and 66/1997).

The *Escuelas Oficiales de Idiomas* (specialised language schools) offer teaching of all official languages regardless of their geographical location.

It is up to each Autonomous Community to determine the way in which teachers must give evidence of a sufficient knowledge of any other official language spoken in the Community.

C. Support for migrant community languages

Pupils with a foreign mother tongue are integrated into the mainstream classes from the first day of school. These children receive language support from assistant teachers.

Teaching migrant children their native languages is based on bilateral agreements between the host country and the country of origin. Since 1987/1988, Portugal provides teachers who belong to the network for the teaching of Portuguese abroad and who are also in charge of organising cultural activities. In school year 1997/1998, a total number of 4,840 pupils have received support from this programme.

Following the agreement signed with Morocco in 1980, the *Programa de Enseñanza de la Lengua Árabe y Cultura Marroquí*, intended for Moroccan pupils living in Spain, was implemented in school year 1994/1995.

D. Support for non-territorial languages

In spite of the existence of speakers of this language, there are no special arrangements for the teaching of Romany.

Section 2 : Historical background of foreign language teaching

A. Introduction

The introduction of the 1845 *Plan Pidal* marked the beginning of foreign language teaching in schools and their new found status as curricular subjects. This regulation was the consequence of reforms taking place both at social and political levels. The language studied was French, as well as English or German for pupils taking the Arts branch. In 1880 all pupils were given the opportunity to choose a second language different from French, which could be English, German or Italian.

At the turn of the century (in 1911) a new educational institution devoted exclusively to foreign language teaching, the *Escuela Oficial de Idiomas*, was established. It represented a major innovation in the area of language teaching in Spain. It was also unique in Europe and pointed to strong motivation for acquiring foreign language proficiency.

The 1970 General Act on Education (*LGE*) introduced the full generalisation of compulsory education for the whole population aged between 6 and 14. French and English were regarded as optional subjects in the first stage (ages 6-9) of the eight year long *Educación General Básica (EGB)* although in practice they were generally introduced at the age of 8-9, or even later at age 10-11. The range of languages also changed as French, which had been the language predominantly chosen by pupils, was increasingly supplanted by English. In fact, for school year 1988/1989 it was 87.89% of the total number of pupils who did English at this *EGB* level.

In 1975, one foreign language became compulsory in the new *Bachillerato Unificado y Polivalente (BUP)* for ages 14-17 and the *Curso de Orientación Universitaria (COU)* for age 17-18, three and one more years respectively. In 1997, all schools also had to offer an optional second foreign language in *BUP* and *COU*.

With the 1990 Act on the General Organisation of the Education System (*LOGSE*), learning a foreign language was for the first time made compulsory in Primary Education (age 6-14), from age 8, and continued to be so through the four years of *Educación Secundaria Obligatoria (ESO)* and the two-year *Bachillerato*. Pupils may also study a second foreign language as a compulsory option from age 12. Moreover, a third foreign language may be studied in the last year of *ESO*, if the school, as part of their curricular autonomy, decides to offer it.

B. Successive reforms

- **Changes in the methodological approaches proposed by the programmes**

The 1970 *LGE* brought reforms in the pedagogical approaches to foreign language teaching. This subject was considered a vehicle for communication through which pupils could learn about other cultures, use it for commercial and technical purposes and have access to information. To this end, the acquisition of the four skills (listening, speaking, reading and writing) should be achieved.

In 1989, in order to improve the linguistic level of the pupils, new rules concerning the formation of class groups were implemented. Those groups with more than 20 pupils in *EGB* or 25 in *BUP* could be divided into two smaller groups during one of the three periods of weekly lessons. This measure was taken so that pupils could practise conversation, that is, improve their oral skills.

The 1990 *LOGSE* included a revision of the methodology to be applied in foreign language teaching, openly adopting the communicative approach. Other methodological aspects such as the way errors should be dealt with, the role of the pupil and the teacher, etc. were also revised.

- **Changes in the number of hours devoted to language teaching**

With the 1970 Act, the modern foreign language was taught for three hours a week from the age of 11 to 14. Since 1990, three periods a week are also usually allocated to learning the foreign language all the way through a student's school career.

C. The pilot projects

In 1996/1997, a programme was launched under an agreement signed by the Spanish Ministry of Education and the British Council for pupils to obtain diplomas from the two countries simultaneously at the end of their compulsory schooling following an integrated curriculum. This programme provides for the teaching of English from age 3 right through compulsory schooling. In 1998/1999 an evaluation of the programme was carried out by the corresponding regional Inspection Service. The results were highly satisfactory. In school year 2000/01, 42 schools have participated in this project at State level.

D. Changes in the initial and in-service training of foreign language teachers

- **Initial training**

The 1970 *LGE* represented a big change in the initial training of primary teachers. The following year, a new curriculum was established offering the possibility of being trained in foreign languages. French and English language and literature became compulsory subjects for future teachers of foreign languages.

But it is in the 1990s when the greatest changes can be found. As part of the *LOGSE* reform, Spain instituted a specialisation for pre-primary and primary school single class teachers, *Maestro en la especialidad de Lengua Extranjera*. This altered the professional profile of such teachers, who became specialist subject teachers responsible for foreign languages. Training is conducted in a specialist stream focusing on in-depth instruction in the foreign language itself and its teaching methodology. The curriculum includes linguistics in the form of the study of morphology, semantics and syntax.

Before 1970, secondary level foreign language teachers took higher university studies at the different faculties without receiving specific pedagogical training for teaching. This situation changed with the 1970 *LGE*, which made it compulsory for future teachers to take pedagogical training in addition to university studies. This pedagogical training was obtained through the Education Science Institutes (*ICE*), which had been created a year earlier, and its completion entitled students to a Pedagogical Aptitude Certificate (*CAP*). Since the 1990 *LOGSE*, a specialised educational training diploma, which is obtained after doing a course of pedagogical qualification, is also required.

Since 1968 Teachers of the *Escuelas Oficiales de Idiomas* received the same initial training as secondary teachers except for the *CAP* which was not a requirement.

- **In-service training**

The 1970 *LGE* provided that the University, through the *ICE*'s and attached experimental centres, would assume counselling functions as well as particular responsibility for training and continuing training education for teaching and executive personnel in educational establishments.

The *LOGSE* considers continuing teacher training a right as well as an obligation for teachers, and a responsibility for Education Authorities and education centres. To this end, Education Authorities must periodically carry out scientific, didactic and professional activities in education centres, in specific training institutions and in universities.

Section 3: Organisation of foreign language teaching

A. Place and status of foreign languages at the pre-primary, primary and secondary (lower and upper general) levels

The teaching of a foreign language as a compulsory subject begins at age 8 (second cycle of Primary Education) and continues to be so until the end of post-compulsory Upper Secondary Education (*Bachillerato*). Starting at age 12 (compulsory Lower Secondary Education), a second foreign language is offered all through Secondary Education by all schools as a compulsory option. A third foreign language may be also studied in case the school decides to offer it as an optional subject. Nevertheless, this last possibility is not widespread.

Since 1996, within the flexibility of schools in organising their curriculum, most pre-primary and primary schools are anticipating the study of a foreign language to the age of 3 and continues up till the age of 8, when it becomes compulsory.

As specialised schools, the *Escuelas Oficiales de Idiomas* constitute a widespread network of language schools (287,069 students for school year 1998/99). Most students attending these schools have already completed at least compulsory education and are awarded two certificates at intermediate and advanced levels: *Certificado del Ciclo Elemental* and *Certificado de Aptitud* respectively in the language chosen.

B. Range of languages offered in education

There is not a set list of foreign languages for any level of education. Thus, in theory, any language may be taught. Nevertheless, English, followed by French, German, Portuguese and Italian are the languages most commonly studied. For school year 1998/99, the percentage of students doing any of those languages as compulsory subjects at non-university level was as follows: English, 96.86%; French, 2.77%; German, 0.22%; Portuguese, 0.04% and Italian, 0.02%. As a consequence, it is mainly French, with a big difference over the other languages, the subject chosen as a second foreign language.

The *Escuelas Oficiales de Idiomas* offer up to 22 languages: Arabic, Basque, Catalanian, Chinese, Danish, Dutch, English, French, Galician, Greek, Italian, Japanese, Romanian, Russian, Spanish as a foreign language and Portuguese, as well as Finnish, Irish, Korean and Swedish on an experimental basis. For school year 1998/99, the percentages of students enrolled in the most studied languages was: English, 60.03%; French, 18.88%; German, 11.88% and Italian, 3.09%.

C. Time devoted to foreign language teaching

The time devoted to compulsory foreign language is usually three hours per week in most Autonomous Communities.

At the age of 10, the minimum annual load is 85 hours, the same as for Mathematics but fewer than for Mother tongue (138). At the ages of 13 and 16, pupils study one compulsory foreign language for at least 105 hours, the same as for Mother tongue but more than for Mathematics (70). These figures are always increased as they correspond to only 65% or 55% (this last figure refers to those Autonomous Communities with two official languages) of the minimum core curriculum for the whole State and which the different Autonomous Communities complete and develop.

For the *Ciclo Elemental* of *Escuelas Oficiales de Idiomas*, the minimum annual load is 360 hours, while for the *Ciclo Superior* it is 240 hours. Due to the special characteristics of the organisation of the teaching periods in these institutions, students may simultaneously follow other types of studies.

D. Recommended class size for foreign language teaching

There are no special recommended number of pupils for foreign language class sizes. The number of pupils is the same as for other subjects, that is, 25 for Primary Education, 30 for Lower Secondary and 35 for Upper Secondary. In Secondary Education, whenever it is possible, class groups can be divided into two smaller ones during one of the three weekly periods.

E. Higher education

In the exercise of their autonomy, most universities require students to prove a certain level in a foreign language (usually English) by passing an exam.

Section 4: Objectives, content, teaching recommendations and evaluation of foreign language curricula

Primary level

A. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)	<i>Real Decreto 1006/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Enseñanza Primaria</i> (Royal Decree 1006 of 14 June 1991 establishing the minimum core curriculum for Primary Education).
2. Years, stages or levels concerned	Pupils aged 6-12. Objectives/contents are formulated for the whole of primary level.
3. Foreign languages concerned	The curriculum is the same for all foreign languages offered.

B. Content

	Objectives / Contents	Methodology ¹
General points	<p>The fundamental objective of the first years of primary teaching is to familiarize pupils with a foreign language, and get them used to it. This is a period in which they are made gradually more sensitive to the foreign language and culture.</p> <p>The curriculum recommends that children should learn foreign languages even earlier.</p>	<p>Pupils should be able to use the foreign language to communicate with the teacher and other pupils. The aim is effective communication.</p> <p>The curriculum points out that <u>errors</u> by pupils should not be interpreted as genuine <u>mistakes</u>. Instead, they are a sign that pupils are successfully understanding and mastering the new system of communication. They should thus be regarded as basic indicators for establishing pupil progress.</p> <p>It is possible to use words in the <u>native language</u> which resemble those in the foreign language.</p>
Aspects related to communication	<p>Verbal</p> <p>The curriculum places equal emphasis on oral and written communication. Comprehension and linguistic output are also equally emphasised.</p> <p>Listening:</p> <ul style="list-style-type: none"> - understanding different spoken messages from various sources; - overall understanding of spoken messages (face to face and 	<p>Verbal</p> <p>Listening:</p> <p>Activities: group activities (games, teamwork).</p> <p>Materials: video, tape recorders. The teacher and fellow-pupils also</p>

¹ As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.

	Objectives / Contents	Methodology ¹
	<p>recorded) on subjects known to the pupil;</p> <ul style="list-style-type: none"> - specific understanding of simple, targeted messages (face to face or recorded), in context. <p>Speaking:</p> <ul style="list-style-type: none"> - using day-to-day expressions to meet simple communication needs. The associated <u>communicative functions</u> are greeting, giving and asking for information, identifying and finding objects, describing, narrating and expressing needs and requests, etc.; - using pre-learned messages (courtesy phrases, etc.) and adapting them to specific communication situations; - use of the spoken language to express pupils' most urgent communication needs inside the classroom and in their daily lives; - linguistic exchanges in a play context; - responding orally to spoken messages. The associated <u>communicative functions</u> are answering questions, spelling their own names and other common words, etc. <p>Reading:</p> <ul style="list-style-type: none"> - understanding various written messages; - general understanding of short messages related to the most immediate communication needs and personal interests; - general understanding of authentic material (with visual support) on concrete, day-to-day subjects. <p>Writing:</p> <ul style="list-style-type: none"> - producing written texts adapted to the reader and the communicative situation; - producing written texts addressed to different types of readers in response to spoken or written stimuli; - writing down information received orally or visually. <p>Using <u>communication strategies</u>: synonyms, similar words in the native</p>	<p>constitute a resource for practising and testing comprehension.</p> <p>Language teaching recommendations: The spoken texts should relate to subjects, situations and events close to the everyday life of pupils.</p> <p>Speaking: Activities: group activities (games, teamwork). Making spoken use of the foreign language to communicate with the teacher and other pupils in normal language class activities and in specially devised communication situations. Simulations, acting, improvisation, etc., in a play context.</p> <p>Materials: the same audio-visual materials recommended for listening can also be used here to stimulate speaking (videos, tape recorders).</p> <p>Language teaching recommendations: pupils should be asked to take part spontaneously in a wide variety of speaking situations.</p> <p>Reading: Activities:</p> <ul style="list-style-type: none"> - reading written messages and relating them to class activities: simple instructions for carrying out tasks, simple commentaries, etc.; - very simple descriptions, etc.; - recognising specific, pre-identified elements in texts containing unknown words and structures. <p>Materials: authentic material (advertising, comic strips, road signs, birthday party invitations, billboards, leaflets, etc.).</p> <p>Language teaching recommendations: when selecting texts, teachers should take account of pupils' knowledge of the outside world and their interests. They should develop the value attached by pupils to reading in the foreign language.</p> <p>Writing: Activities:</p> <ul style="list-style-type: none"> - writing short notes and letters to friends, personal data, short descriptions and narration, invitations, etc.; - writing lists, describing pictures or situations, etc.; - solving crosswords using vocabulary and spelling learned in

	Objectives / Contents	Methodology ¹
	<p>language.</p> <p>Non-verbal Understanding and using non-linguistic conventions (mime, gestures, visual aids etc.) used by speakers of the foreign language in common situations.</p>	<p>class.</p> <p>Materials: written material from which students develop their own writing.</p> <p>Language teaching recommendations: written texts should be short and simple, on subjects with which pupils are already familiar. Writing in the foreign language should be made meaningful to the pupil.</p> <p>Non-verbal</p> <p>Activities: games, role-play, etc.</p> <p>Materials: printed or audio-visual.</p> <p>Teaching recommendations: the pupil should be given a number of situations in which gestures, etc. may help communication.</p>
Grammatical aspects	<p>Pronunciation Identification and familiarisation with the characteristic sounds, rhythm and intonation of the foreign language. Recognising the phonetic representation of words in the foreign language. Establishing links between meaning, pronunciation and spelling.</p> <p>Grammar</p> <ul style="list-style-type: none"> – recognising orally grammatical structures used to formulate questions, to affirm, deny, express ownership and gender, describe, relate, and express facts or present and future actions; – recognising, in written texts, grammatical structures used to formulate questions, affirm, deny, express ownership, gender and number, and to quantify and express facts in the present, past and future, etc. <p>Lexis Acquiring vocabulary in different communicative situations: greetings, giving and asking for information, identifying and finding objects, describing, narrating, expressing needs and requests, quantifying, etc. All the lexical fields in the classification are mentioned, except education, language, shapes.</p> <p>Reflecting on language <i>No explicit information.</i></p>	<p>Pronunciation</p> <p>Activities: using grapho-phonetic correspondences to spell, for example, the pupil's name, date of birth, personal data, etc.</p> <p>Materials: recorded material.</p> <p>Language teaching recommendations: the material should be meaningful and contextualized.</p> <p>Grammar</p> <p>Language teaching recommendations: The grammatical objectives are tackled in context.</p> <p>Adopting procedures that lead pupils to recognise, understand and use the target language.</p> <p>Lexis <i>No explicit information.</i></p> <p>Reflecting on language <i>No explicit information.</i></p>

	Objectives / Contents	Methodology ¹
Socio-cultural aspects	<p>Knowledge of other cultures Recognising social and cultural aspects of the country where the language is spoken in ways close to the children's own experience:</p> <ul style="list-style-type: none"> - expressions and gestures accompanying spoken expression: courtesy gestures, vocal intonation, etc.; - aspects of daily life: timetables, habits of children of the same age, images which are part of the culture and represent a way of understanding and interpreting reality; - leisure activities: games, songs, and sports practised most by children of the target language country, as well as their favourite meeting places; - recognising in written work, socio-cultural aspects of the foreign language different from those of the native language; - comparing salient aspects of daily life in the country of the taught language with the corresponding aspects of Spanish life. <p>Sensitising pupils to the social and cultural context of the target language.</p> <p>Understanding people from other cultures Developing curiosity and respect on the part of learners for the salient aspects of daily life, culture and social customs of countries where the language taught is spoken. Showing understanding and respect for other languages, their users, and the cultures associated with them.</p>	<p>Knowledge of other cultures Activities: establishing 'pen pal' relationships with children from other countries. Materials: authentic material. Language teaching recommendations: obtaining information from authentic material in areas close to the children's environment. Awareness of the presence in Spain of the foreign language: product labelling, songs, films, TV programmes, etc.</p> <p>Understanding people from other cultures <i>No explicit information.</i></p>
Cognitive and affective aspects	<p>Fostering independent learning Making use, during foreign language learning, of knowledge and experience acquired in learning other languages, and gradually developing independent learning strategies.</p> <p>Fostering personality development Developing in learners a positive and optimistic attitude towards their ability to learn to speak a foreign language.</p>	<p>Fostering independent learning <i>No explicit information.</i></p> <p>Fostering personality development <i>No explicit information.</i></p>

Secondary level

A. Key facts about the curriculum

1. Exact title of the document and its year of reference (and any reissue)	<i>Real Decreto 1007/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Enseñanza Secundaria Obligatoria</i> (Royal Decree 1007/1991 of 14 June establishing the minimum core curriculum for compulsory general secondary education).
2. Years, stages or levels concerned	Pupils aged 12-16. The objectives/contents are formulated for the whole of compulsory general secondary education.
3. Foreign languages concerned	The curriculum is the same for all foreign languages offered.

B. Content

	Objectives / Contents	Methodology ²
General points	The curriculum clearly states the importance of introducing students to the social and cultural context of the countries where the language is spoken.	The use of similar words to the mother tongue. The curriculum states that the <u>errors</u> a pupil makes may not be interpreted as true mistakes: such errors are proof of the underlying dynamism in the pupil's acquired understanding and command of the new system of communication. Certain pupil errors may be the result of transposing rules from the mother tongue, which clearly indicates that similar strategies are being used for the two languages. Errors must be regarded as basic signs for developing pupil progress. And even limited mastery of the foreign language can enable pupils to establish a certain level of communication, so it should be considered a positive achievement. Use of the <u>mother tongue</u> : <i>No explicit information.</i>
Aspects related to communication	<p>Verbal The curriculum places equal emphasis on oral and written communication. Comprehension and linguistic output are equally emphasised.</p> <p>Listening:</p> <ul style="list-style-type: none"> - understanding general and more detailed oral messages in the foreign language relating to everyday communicative situations, coming directly from speakers or the mass media; - understanding messages from different sources that focus on picking up the relevant information; - understanding oral exchanges (face to face or recorded). 	<p>Verbal Emphasis is placed on the communicative approach directed towards the acquisition of communication skills.</p> <p>Listening: Activities: group activities (games, teamwork). Materials: radio, T.V., video, tape recorder, commercials, the teacher, other pupils; oral texts which do not demand any specialised knowledge from pupils.</p>

² As well as the methodological recommendations given in the curriculum, a whole series of documents, the *Materiales para la Reforma*, published by the Ministry of Education, offer teaching recommendations to help teachers in their class practice. The information contained in these publications is not included in the present summary table.

	Objectives / Contents	Methodology ²
	<p>Speaking:</p> <ul style="list-style-type: none"> - producing oral messages in the foreign language related to everyday communicative situations, and showing an interest in being understood. - participating actively in oral exchanges involving the expression of likes, dislikes or preferences, asking and giving opinions, agreeing and disagreeing with options, etc.; - making use of linguistic strategies by asking people to repeat things, starting and ending conversations, etc. <p>Reading:</p> <ul style="list-style-type: none"> - reading a written text understandably and autonomously; - reading texts for specific purposes, both as an important source of information, enjoyment and leisure, and as a way to access other cultures and ways of living; - understanding written texts about class activities; - developing an ability to identify the meaning of unknown words from the context; - understanding written texts relating to the experience and cultural background of pupils; - understanding authentic material, and gathering specific information from authentic texts; - differentiating fact from opinion in written texts; - reading between the lines in a written text. <p>Writing:</p> <ul style="list-style-type: none"> - producing written texts to satisfy the personal need to communicate; - responding to oral or written stimuli in accordance with the main characteristics of the discourse; - producing easily understandable written texts whose logical structure reflects different types of texts and the varying needs of communication. <p>Non-verbal Producing and understanding oral messages in the foreign language using non-linguistic conventions (gestures, sounds, movements, visual aids, etc.) in everyday situations.</p>	<p>Speaking: Activities: group activities (games, teamwork). Materials: the same audio-visual materials recommended for listening (video, tape recorders, the teacher, fellow-pupils). Language teaching recommendations: the teacher and the pupils should use the foreign language to establish communication in the classroom.</p> <p>Reading: Activities: group activities (games, teamwork); class activities (guidelines for carrying out tasks, school notices, etc.). Materials: texts of a literary or more scientific nature; authentic material (articles, advertisements, letters, comics, guidebooks, leaflets, billboards, etc.). Language teaching recommendations: texts should be suited to student interests and skills, and should always concern school and out-of-school communicative situations. To understand the authentic material, pupils can use a dictionary or even the teacher.</p> <p>Writing: Activities: filling in application forms, answering questionnaires, surveys, etc. Materials: authentic material (invitations and congratulation cards, letters of complaint, letters asking for information, etc.). Different types of written texts (descriptive, narrative, argumentative, etc.).</p> <p>Non-verbal <i>No explicit information.</i></p>
Grammatical aspects	<p>Pronunciation</p> <ul style="list-style-type: none"> - identification and production of the sounds, rhythm and intonation of the foreign language; - recognising the phonetic representation of sounds in the foreign language; 	<p>Pronunciation <i>No explicit information.</i></p>

	Objectives / Contents	Methodology ²
	<ul style="list-style-type: none"> - making links between words, their pronunciation and their graphic representation; - identification of different types of sentence stress and intonation according to where the focus is placed. <p>Grammar</p> <ul style="list-style-type: none"> - the curriculum clearly recommends the correct use of all the grammatical structures required to employ the language effectively in any communicative situation; - structuring the various elements of a written text so that it is clear and consistent; - combining all grammatical elements in order to speak or write as accurately as possible. <p>Lexis</p> <ul style="list-style-type: none"> - different commonly occurring situations: agreeing and disagreeing with opinions, expressing sympathy and consolation, asking and giving information, influencing others, solving difficulties, describing, contradicting, etc.; - formulas commonly used in social interaction: checking and showing that something has been understood, idiomatic expressions, taboo words, etc.; all lexical fields of the classification. <p>Reflecting on language Understanding the basic elements of the foreign language and its operating mechanisms. This facilitates improved understanding of the mother tongue.</p>	<p>Grammar Materials: real and contextualized texts. Language teaching recommendations: grammatical objectives are included in communicative situations. Pragmatic recommendations for the various aspects of grammar: procedures which lead pupils to recognise, understand and use the target language.</p> <p>Lexis <i>No explicit information.</i></p> <p>Reflecting on language Activities: exercises on rephrasing, summarising activities, etc.</p>
Socio-cultural aspects	<p>Knowledge of other cultures To introduce students to the social and cultural context of the countries where the target foreign language is used:</p> <ul style="list-style-type: none"> - aspects of daily life: schedules, activities, preferences, fashion, social roles, social formulas; - the physical surroundings in which pupils live: descriptions of towns, public services, shops, the environment, the quality of life, etc.; - human relations: with parents, relatives, love and friendship, young peoples' meeting places, different roles of men and women in the social structure, etc.; - the world of young people: studies, work, sport, free time, music, 	<p>Knowledge of other cultures Activities: activities to improve comprehension of the communicative context such as "situations" and "simulations"; activities involving a critical analysis of social attitudes towards discrimination. Materials: authentic written and oral material from different sources (newspapers, magazines, TV, radio, etc.). Language teaching recommendations: Recognising the social and cultural aspects of countries where the foreign language is spoken in areas close to pupils' own interests and experience.</p>

	Objectives / Contents	Methodology ²
	<p>video, comics, cinema, etc.;</p> <ul style="list-style-type: none"> - mass media: young peoples' magazines, radio and TV programmes, etc.; - civic habits and preservation of the environment and the national heritage by citizens from other countries; - presence of the foreign language in Spain: films, advertisements in newspapers and in public places, instructions, leaflets, songs, films, television programmes, commercials, etc. - comparing the most relevant aspects of day-to-day life expressed in the foreign language with those of Spain. <p>Understanding people from other cultures</p> <ul style="list-style-type: none"> - showing a respectful attitude and an interest towards other languages, their speakers and their culture; - developing in students curiosity and respect for the socio-cultural aspects of those countries where the target language is spoken; - developing in students an appreciation of those attitudes that foster social courtesy (formulas, gestures, etc.). 	<p>Understanding people from other cultures <i>No explicit information.</i></p>
Cognitive and affective aspects	<p>Fostering independent learning</p> <ul style="list-style-type: none"> - making use, whilst learning the foreign language, of the knowledge and experience acquired when learning other languages and gradually developing strategies for independent learning; - developing in students an appreciation of the importance of being able to have access to information available in a foreign language; - recognising and appreciating the communicative value of foreign languages and the ability of students to learn how to use them. <p>Fostering personality development</p> <ul style="list-style-type: none"> - the adoption by students of a receptive and critical attitude towards information derived from the culture of the target language, and their use of that information to reflect on their own culture; - appreciation by students of what relations with other cultures mean in terms of personal development. 	<p>Fostering independent learning <i>No explicit information.</i></p> <p>Fostering personality development <i>No explicit information.</i></p>

C. Evaluation

Evaluation of pupils is carried out by continuous assessment and with a global and formative perspective, taking into account the set objectives.

Special reference is made to evaluation in the legislation establishing the minimum core curriculum both for primary and compulsory secondary levels. These evaluation criteria for the whole State apply to the four main skills, grammar, the socio-cultural field and to the affective and cognitive field.

Mention is made to the foreign language subject in the official documents at the end of both levels.

More specific criteria are established in the different curricula developed by the Autonomous Communities and adapted by the schools.

Section 5: Training of foreign language teachers

A. The profile of the foreign language teacher

Both at primary and secondary levels, foreign language teachers are specialist subject teachers for that language.

B. Access to the profession

In Spain, teacher recruitment for public schools is based on competitive examinations. They are organised at Autonomous Community level, in which a number of applicants compete for a limited number of vacancies in each foreign language taught.

The contents of the examinations refer to different aspects: organisation of the education system and legislation (at State and the corresponding Autonomous Community level), didactics (curriculum design, lesson planning, methodology, teaching materials, resources, etc.), linguistics (grammar, phonetics, discourse analysis, etc.) and literature and culture of the country/ies where the language is spoken. There are some differences depending on whether the examination is for teachers of primary, secondary or *Escuelas Oficiales de Idiomas*.

The evaluation board is composed of civil servant teachers of the education level the candidates want to become teachers of (*Maestros, Profesores de Enseñanza Secundaria and Profesores de Escuelas Oficiales de Idiomas*).

C. Initial training

➤ Required level and length of training

The initial training of foreign language teachers for **primary schools** takes place in university teacher training institutions. In order to begin their studies, students must have completed Upper Secondary Education (*Bachillerato*). After three years of study they become *Maestro en la especialidad de Lengua Extranjera*, that is, specialist subject teacher. They are trained following the concurrent model.

Initial training of foreign language teachers for the **secondary level** (both lower and upper) also takes place at university level after having completed Upper Secondary Education and having passed the university entrance examination. They are long cycle studies lasting four, five or six years (*Licenciado, Arquitecto or Ingeniero*). Their training follows the consecutive model as the pedagogical training (see Section 2) takes place after they have obtained their university degree.

Teachers of the *Escuelas Oficiales de Idiomas* have the same training as secondary teachers except for the pedagogical training which is not compulsory for them.

➤ The curricular content of initial teacher training and compulsory subjects

- Primary teachers

To become a *Maestro en la especialidad de Lengua Extranjera* the minimum number of credits is 180, the maximum being 270. Of the total number of credits, 128 correspond to compulsory subjects: foreign language (including morphology, semantics and syntax) 28 credits; psychopedagogic training, 40 credits; general training, 28 credits; and in-school teaching practice or *practicum*, 32 credits. Universities may also include a second foreign language, as well as other subjects, within their curricular autonomy.

- Secondary and *Escuelas Oficiales de Idiomas* teachers

Secondary teachers must be *Licenciados*, *Arquitectos* or *Ingenieros*. The *Licenciados* in the corresponding philology must have completed a number of credits which may vary between 300 and 450. The core curriculum includes: philology of the Spanish language or of the other official language in those Autonomous Communities with two official languages, 20 credits; foreign language philology (including language, literature, grammar, history of the language and history and culture of the country where the language is spoken) 69 credits; general linguistics, 8; literature theory, 8; and Latin (only for French, Italian and Portuguese Philologies), 8 credits. As in the case of primary teachers, universities may include another foreign language, together with other subjects, as part of their curricular autonomy.

Following the consecutive model, future teachers take the pedagogic training programme after having obtained their degree. It also includes a classroom practice period corresponding to 15 credits of a minimum total of 60. This course is a mandatory requirement for admission to competitive examinations in order to enter the teaching career in the public sector. This last requirement does not apply to teachers of *Escuelas Oficiales de Idiomas*.

➤ Linguistic stays abroad

Linguistic stays abroad are optional, though students are encouraged to include them in their studies. The countries of destination are mainly the European ones and the United States. They are often organised through agreements between public agencies or universities as part of the various actions of the Socrates Programme.

➤ Foreign language assistants

Every year a number of positions as foreign language assistants are offered to future teachers. For school year 2000/01, a total of 458 *Maestros* and *Licenciados* travelled abroad mainly to France (206), United Kingdom (200), Germany (23) and Italy (10). For the same school year, due to the increasing demand for Spanish teachers in the United States, 18 language assistants travelled to that country.

➤ Evaluation of training

Once both primary and secondary teachers have completed their university studies (in the case of the latter also their pedagogical training period), graduates can become teachers. Nevertheless, if they want to work in the public sector and become civil servants they have to pass competitive examinations in the language they intend to teach. These exams are organised by the different Autonomous Communities and are usually made up of a written and an oral part where the candidate's knowledge of curriculum design and development, linguistics, methodology, literature, etc. is evaluated (see Access to the profession).

➤ Training for bilingual streams

There are no bilingual streams for foreign languages in the Spanish education system.

D. In-service training

In-service training is not compulsory but it is common practice and, moreover, it constitutes a requisite for salary increases and other forms of promotion in a teacher's career.

➤ In-service training in the home country

Different bodies organise in-service teacher training in the teacher's country, from teachers centres (under the different Autonomous Communities Education Administrations) to universities, cultural services of the country where the target language is spoken and other private bodies. The length of the courses usually

vary from 10 to 100 hours. Their content often relate to specific training in the foreign language or on other linguistic or methodological aspects.

➤ **In-service training in the target language country**

The participation of Spanish teachers in programmes which include stays abroad has been on the increase in the last years. Moreover, through agreements with the cultural services of the different countries (British Council, Alliance Francaise, Goethe Institute, etc.) in Spain, teachers can travel abroad and follow courses in those countries. Teachers can also go to the target language countries by taking part in the various actions of the Socrates Programme.

There also exist bilateral agreements with other countries for teachers to spend a whole school year abroad. As an example, the *Memoranda de Entendimiento* signed by the Spanish Ministry of Education and the Education Authorities of the United States and Canada has allowed an increasing number of teachers to travel to those countries. For school year 1998/99, 340 teachers took part in this programme but for 2001/02, this figure has been increased to 600.

➤ **Exchanges between teachers**

Through the *Puesto por Puesto* programme with European countries and with the United States and Canada, 100 teachers spent from a term up to a school year in Canada, Germany, France, United Kingdom and USA in 2000/01.

The *Experimento controlado para la enseñanza precoz de las lenguas vivas* carried out by the Spanish and the French Ministries of Education has made it possible for primary teachers to spend a school year in the other country. For 2000/01, 18 Spanish teachers took part in it.

Section 6: Reforms

Royal Decrees 3473/2000 and 3474/2000 of 29 December 2000, have established the minimum core curriculum for the first and second foreign languages in Compulsory Secondary Education (*ESO*) and Upper Secondary Education (*Bachillerato*). It is set for the whole Spanish State and is referred to five languages: English, French, German, Italian and Portuguese. The contents are also specified for each of the four and two years respectively. The implementation of this new minimum core curriculum will start in school year 2002/03.