



## Comparativa normativa de la Enseñanza de los idiomas extranjeros en la Educación Básica según la LOE y LOMCE

### Legislation comparison on teaching of foreign languages in Basic Education according to the LOE and the LOMCE

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#### RESUMEN.

La Orden de 10 de agosto de 2007 (desarrollo normativo LOE) establece que el alumnado debía cursar la única lengua extranjera con un horario lectivo que superaba las 4 horas semanales en cada uno de los ciclos. Sin embargo, la Orden de 17 de marzo de 2015 (desarrollo normativo LOMCE) recoge hasta una segunda lengua extranjera y con una carga de docencia lectiva directa de los idiomas superior al doble de la normativa anterior. Además, el mapa de desarrollo curricular en esta última ley presenta los criterios de evaluación de cada uno de los ciclos y su relación con el resto de elementos curriculares, y no tiene como referente los contenidos para todo el desarrollo curricular, como ocurre en la LOE. En este sentido, aunque la tendencia de la enseñanza de las lenguas extranjeras en Andalucía sigue unos patrones muy ambiciosos a través del desarrollo de los currículos de las mismas desde la LOE hasta la LOMCE, prioriza el desarrollo de las destrezas en detrimento de la acumulación de contenidos. Este intento de enseñanza es un gran paso hacia otra dimensión en la forma de adquisición de las competencias clave.

#### PALABRAS CLAVE.

Enfoque comunicativo, lenguas extranjeras, LOE, LOMCE.

#### ABSTRACT.

The Decree of August 10, 2007 (normative development LOE) establishes that students had to learn only one foreign language with a class schedule which exceeded 4 hours per week in each of the cycles. However, the Decree of March 17, 2015 (normative development LOMCE) collects up to a second foreign language and with a direct teaching load of language lessons higher than twice the previous regulations. In addition, the curricular development map in this last law presents the evaluation criteria of each of the cycle and their relation to the rest of the curricular elements. It does not have as a reference the contents for the whole curriculum development, as in the LOE. In this respect, although the trend of teaching foreign languages



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in Andalusia follows very ambitious patterns through the development of their curricula from the LOE to the LOMCE, it prioritizes the development of skills at the expense of the accumulation of content. This teaching intent is a big step towards another dimension in the way of acquiring key competences.

### KEY WORDS.

Communicative approach, foreign languages, LOE, LOMCE.

### 1. Introduction.

In this article, we will further explore the minimum compulsory school timetable in the teaching of foreign languages in Basic Education in the LOE and the LOMCE. Thus, the *Decree of August 10, 2007, which develops the curriculum for primary education in Andalusia* only states that a first and only foreign language must be taken as a subject in each level of the stage cycles. However, the *Decree of March 17, 2015, which develops the curriculum for primary education in Andalusia* states that students must learn the first foreign language as a core subject in each of the levels of the stage and the second foreign language as a specific subject of the stage. The teaching load of those subjects in both curricula is substantially higher in the LOMCE.

Besides, the curriculum development maps of the language areas in the different regulations will be detailed. On the one hand, contents are presented in the LOE as curricular referents. Nevertheless, in the LOMCE the evaluation criteria of each of the cycles are established as referents; their relationship with the rest of the curricular elements is also provided. Therefore, on the basis of each evaluation criterion, which describes the essential and fundamental learning that the students have to achieve in each area, guidance, exemplification of activities and tasks are offered, and the necessary contents are specified.

The evaluation indicators are also clarified and defined as a concretion and a sequencing of the evaluation criteria, thus being a link for the degree of acquisition of the key competences in this new curriculum. Subsequently, a comparison between both regulations is carried out. It is concluded with a future forecast of the teaching of foreign languages in Andalusia.

### 2. Bilingual and multilingual teaching in Andalusia.

The promotion of bilingualism in Europe has been one of the firm commitments of the continent, in a context of great linguistic diversity in which more than 24 official languages, approximately 60 minority languages and the different languages carried by the immigrant population (Baetens-Beardsmore, 2015) cohabit. In this sense, Spain represents a clear example of the insertion of languages in the curriculum, with diverse realities depending on the presence or not of own languages with community roots and on the degree of institutional support. In Catalonia and in the Basque Country, for example, multilingual programs have been successfully implemented for years, being evident through implementable methods to train students with language skills in different languages (De Zarobe, 2015).





In this same way, Andalusia, as a monolingual historical nationality, has opted for the promotion of plurilingualism mainly of languages of international use. Thus, in the *General Organic Law of the Educational System, of October 3, 1990* (hereinafter *LOGSE*), the anticipation of a foreign language in the second cycle of early childhood education and the first cycle of primary education was regularized. Also, in 2000, the Goethe-Institut of Madrid in collaboration with the Junta de Andalucía, launched an initiative aimed at implementing bilingual German-Spanish sections in Andalusian schools. Likewise, bilingual sections of French were initiated through agreements with the Ministry of National Education of the French Republic (Ramos, 2007).

In 2005, the Plan for the Promotion of Multilingualism (Department of Education, 2005) was approved. It was aimed at creating an institutional structure to improve the linguistic skills of the Andalusian population in the mother tongue and, at the same time, equipping it with plurilingual and pluricultural competences. As a strategic line, the creation of a network of bilingual centers was promoted. Today it extends throughout the Andalusian geography with 959 centers in the 2014-2015 academic year, and integrating, in attention to its volume, English, French and German, as well as Portuguese since 2010 (Travé, 2016). From the beginning, the initiative envisaged the use of the second language as the vehicular one in certain areas, subjects or professional modules, although with different degrees of exposure to the language according to the stages. Thus, at present, in childhood education the teaching of at least one hour and a half per week in each course is demanded, while in primary education the teaching of the areas of Nature Sciences and Social Sciences must be conducted in the second language (between fifty and one hundred percent of instruction in that language). Likewise, bilingual treatment is possible, depending on the available resources, in the areas of Education for Citizenship and Human Rights, Culture and Digital Practice, Physical Education and Art Education (Department of Education, 2015).

After a first phase of partial implementation of bilingual education, in which bilingual and non-bilingual lines were created, the teaching has been generalized to all students of the educational centers progressively following the regulation changes introduced in the *Decree of 28 June, 2011*. As a remarkable aspect, the centers have full-time assistant lecturer from fourteen bilingual units. From a methodological perspective, the focus has been on Content and Language Integrated Learning (CLIL) (Integrated Content and Language Learning in Spanish, hereinafter, AICLE) (Department of Education, 2011). The generalization of bilingual education to the whole of the students of the different centers is, on the one hand, an achievement in terms of equality policy, although on the other hand, it represents an added challenge when testing the capacity of the programs to respond to diversity from inclusive approaches (Pérez, 2016).





### 2.1. The CLIL approach.

The term AICLE (Spanish acronym for *Aprendizaje Integrado de Contenidos y Lenguas Extranjeras*), CLIL (English acronym for *Content and Language Integrated Learning*) or EMILE (French acronym for *Enseignement d'une matière intégré à une langue étrangère*) refers to the situations in which the subjects or part of the subjects are taught through a foreign language with a double objective: the learning of contents of certain curricular subjects and the simultaneous learning of a foreign language.

CLIL teaching is given as an ordinary school proposal in primary and secondary education in the vast majority of European countries, the most common languages being English, French and German (in order of implementation). Regarding the non-linguistic areas most commonly involved in primary education are those of Knowledge of the Natural, Social and Cultural Environment, followed by subjects of an artistic nature (Arts and Music) or Physical Education. In secondary education, the area of Social Sciences is the one that is taught the most in L2, followed by Biology and Geology, Mathematics and Physics and Chemistry (Office of Education and Sport, 2013).

The CLIL approach is characterized by:

- Flexible work through tasks or projects.
- Meaningful learning, focused on students and integrated by L2 as a vehicle for other professional areas or modules.
- Contextualized classes around a theme that creates synergies between different departments.
- Collaborative and cooperative work of groups of teachers.
- Use of multiple resources, especially ICTs.
- The concepts that unite various disciplines or subjects constitute core ideas, nuclei of integration, structuring elements and organizers of the new didactic units.
- CLIL enhances teamwork among teachers, helping to share methods and activities.
- Use of different tools when planning the learning situation and integration of multiple situations in which the contents are repeated to strengthen them, taking into account that teaching a subject in a foreign language does not imply the same effort on the part of the learner as the same process in the mother tongue.

The success of bilingual programs from the CLIL approach and its rapid spread is due to the linguistic benefits it provides for students, even in contexts such as Basque where three languages coexist (Lasagabaster, 2008; Merino and Lasagabaster, 2018). Thus, Lorenzo, Casal and Moore (2009) detected similar competences to the students who had had early access to the foreign language according to the traditional language-subject model. In this line, the positive impact of teaching according to the CLIL approach has been identified in reducing the inhibition of students to express themselves in the foreign language (Pavón, Prieto and Ávila, 2015), as well as increasing levels of motivation. with respect to those in conventional foreign language teaching models (Lancaster, 2016).





Another key to success common to programs lies in the contribution of significance to language learning (Lorenzo, 2015). In this sense, bilingual education has encouraged the search for the greatest number of interdisciplinary connections between the different areas (Salaberri, 2009).

Regarding the teachers assigned to the programs, improvements in their motivation and professional development have been detected (Fernández and Halbach, 2011), highlighting their majority support for bilingual education (Travé and Soto, 2014). However, the generalization and projection of bilingual education presents numerous challenges derived from achieving adequate linguistic-methodological training among teachers (Cuadrado and Sánchez, 2015). In this sense, they carry out their activity in a context subject to frequent regulatory fluctuations and with few selection criteria for bilingual teachers, which in any case are limited to linguistic issues, relegating methodological dimensions to the background (Ortega, 2015). However, bilingual teachers' own perception of work overload may in the long run represent a limitation in terms of teachers' ability to cope with the demands of developing bilingual education (Travé, 2016).

## 2.2. Bilingual and multilingual centers in Andalusia.

In the site of multilingualism of the Department of Education, the list of publicly-owned centers that offer bilingual education and those that have become multilingual centers, specifying the authorized stages, the year of implementation, the language/s in the non-linguistic areas taught and the name of the training cycle (until 2014/2015 academic year included).

EDUCATIONAL CENTRES PROVINCE	E.I.	C.E.PR.	C.PR.	C.P.I.F.P.	C.E.I.P.	I.E.S.	COUNT BY PROVINCES
ALMERIA	1	1	0	0	42	45	89
CADIZ	3	6	0	0	55	66	130
CORDOBA	1	0	1	0	48	50	100
GRANADA	2	3	1	0	48	57	111
HUELVA	0	0	2	1	42	36	81
JAEN	3	5	1	0	51	37	97
MALAGA	0	0	0	0	77	76	153
SEVILLE	0	2	0	0	100	94	196
COUNT BY TYPES OF CENTRES	10	17	5	1	463	461	957

Table 1. Bilingual and multilingual centers in Andalusia by teachings and provinces until the 2014/2015 academic year.

Source: Office of Education and Sport (Regional Government of Andalusia).





In this way, Table 1 distinguishes the relationship of bilingual and multilingual centers by teachings and provinces, and Table 2 shows the list of multilingual centers only.

EDUCATIONAL CENTRES PROVINCE	C.PR.	C.E.I.P.	I.E.S.	COUNT BY PROVINCES
Almeria	0	0	2	2
Cadiz	0	0	1	1
Cordoba	0	2	1	3
Granada	0	1	4	5
Huelva	0	1	1	2
Jaen	1	1	1	3
Malaga	0	1	1	2
Seville	0	3	5	8
<b>COUNT BY TYPES OF CENTRES</b>	<b>1</b>	<b>9</b>	<b>16</b>	<b>26</b>

Table 2. Multilingual centers by teachings and Andalusian provinces until the 2014/2015 academic year.

Source: Office of Education and Sport (Regional Government of Andalusia).

### 2.3. Bilingual and multilingual teachers in Andalusia.

According to Travé (2016), the perception of bilingual and multilingual teachers in Andalusia is carried out from the point of view of two distinct categories in his research:

#### Category 1. Conceptions about bilingualism and the purpose of bilingual education.

The analysis of the concept of bilingualism of the teachers reflects that balanced concepts prevail, evidencing the persistence of the myth of bilingual as one with a perfect command of both languages. For its part, the analysis of the teachers' conceptions about the potential of the program to achieve bilingual subjects informs about the type of notion they have about bilingualism. In this way, a wide sector of teachers consider that their students will not achieve sufficient competencies to call them bilingual at the end of compulsory education. In this sense, it becomes clear that the term "bilingual" introduces strict connotations, and may reduce the perception of the potential achievement of teaching projects. Regarding the analysis of the purposes of bilingual education, the identification of two fundamental purposes at the level of languages and content is highlighted. On the one hand, the promotion of the linguistic competence of the students in the foreign language, especially the communicative one; and, on the other, the need for bilingual education to improve students' knowledge.





## Category 2. Methodology, design and development of bilingual education.

A more formal than informed adoption of the bases of the CLIL approach is highlighted. In this sense, the methodological corpus of teachers draws essentially on its training background in the area of foreign language and praxis itself. Despite the fact that training deficiencies are evident, all the teachers profess to have progressed at a methodological level. Regarding the design of bilingual education, an integrated approach is carried out -including the foreign language area-, and collegial, since it is developed in contexts of collaboration between teachers. The planning of bilingual education is strongly influenced by the presence of the textbook and the establishment of criteria for the selection of objectives and content based on relevance, accessibility and the ability to promote communication. Finally, the development processes of bilingual education are linked to practices based on the active participation of students, communication and the carrying out of various types of activities and groupings that would go beyond direct approaches based on lectures and written exercises. by the students.

### 2.4. Future trends in Andalusia.

According to the Andalusian Office of Education and Sport (2013), in the preamble to the second edition of the guide for bilingual schools, reference is made to the fact that the implementation of multilingualism aims to gradually improve language proficiency, both of the Castilian language, a heritage enjoyed as native speakers, and of at least one foreign language. After the approval of the Lisbon Agenda in 2000, as well as the 2020 Agenda that replaces it for the decade that began, education has become one of the fundamental axes of action in the European Union, and therefore, of Andalusia.

In this context, language learning becomes one of the most important objectives in the Andalusian educational system, and bilingual education is not the only one, but it is a very important one for the acquisition of linguistic competence among the students of this autonomous community. Language learning, together with digital competence, is one of the crosscutting lines of action in Agenda 2020 and all efforts aimed at achieving these objectives are welcome. For all these reasons, Information and Communication Technologies become a formidable support point also in learning a foreign language.

The mobilization of teachers in their language training, as well as a sign of their commitment to education, is revealed as one of the effects of the Multilingualism Promotion Plan: teachers who after their work go to the Official Schools of Languages to train and teach their subject in a foreign language. Along with this, a student body from a total of 993 Andalusian educational centers, who can learn languages by having a foreign language as a vehicular language of knowledge together with their own.

For this reason, the Office of Education and Sport has opted to dedicate its effort with documents and materials that, arranged and compiled, systematically help the teachers and centers involved in bilingual education. Likewise, the implementation of bilingual centers since 1998, and more expansively since 2005, allows the dissemination of good practices that serve as a model for the centers, since they are sure that they have worked and have had a positive impact on the teaching-learning process.





The trend of bilingual and multilingual teaching in Andalusia does not fit the ambitious goals of the Andalusian Educational Administration. In this sense, it is deduced from the data of the centers of the academic year 2014/2015, both bilingual and multilingual, that, although the number of schools and institutes by provinces almost coincide, there is little evidence of nursery schools with this type of education. This aspect confirms the great imbalances of transit between the stages (bilingual and multilingual) of Early Childhood and primary education, and the great difficulties that students present at the beginning of Basic Education. On the other hand, the number of multilingual centers in the provinces are almost insignificant with respect to the number of bilingual centers. This aspect visualizes a certain resistance of bilingual teachers to embrace a multilingual teaching model in Andalusia. Thus, this phenomenon could be linked to the high effort to which bilingual teachers are subjected and to the low reward in the performance of their functions as such. Lastly, it is verified that in bilingual teaching in Andalusia, the communicative approach of teaching the foreign language is blurred, where essential learning is prioritized and situations of context linked to daily life and closer to their environment are created.

### 3. The teaching of foreign languages in primary education in Andalusia according to the LOE.

The Decree of August 10, 2007, by which the curriculum corresponding to primary education in Andalusia is developed, stated that students had to take the foreign language (first and only) as a subject in each of the courses or levels of the cycles of the stage. In this sense, the second foreign language was not established in the primary Education curriculum. Next, Table 3 shows the minimum compulsory teaching hours for this area in the stage of primary Education that appears in Annex II of the aforementioned Decree.

SCHEDULE BY LEVEL (Weekly hours of the two courses)	FIRST CYCLE	SECOND CYCLE	THIRD CYCLE
<b>FOREIGN LANGUAGE</b>	<b>3</b>	<b>4</b>	<b>4</b>

Table 3. Hours of the LOE foreign language area in primary education in Andalusia. Source: Annex II of the Decree of August 10, 2007

#### 3.1. Principles for the development of the language curriculum in the LOE.

In this Decree, the referent of content development was established as a principle of curricular development. Thus, in article 3 of the same it is pointed out that in order to promote the formative meaning of this language teaching and its use for the understanding of the world, as well as to promote learning and strengthen the motivation of students, development and







specification of the contents of the language area and, where appropriate, the areas of this educational stage will incorporate the following aspects:

1. The historical dimension of the knowledge of the language, the context in which the advances take place and the role played by those who made them possible.
2. The interdisciplinary vision of language knowledge, highlighting the connections between different areas and the contribution of each to the global understanding of the phenomena studied.
3. The application of what is learned in the language to everyday life situations, favoring activities that enable knowledge and analysis of the surrounding environment and of the various human activities and ways of life.
4. The consideration of everyday life and the resources of the nearby environment as an instrument to relate the student's experience of the language with school learning.
5. The use of the various sources of information, culture, leisure and study present in the knowledge society for its direct application in the language.
6. Awareness of issues and problems that affect all people in a globalized world and their treatment in the language, including health, poverty in the world, depletion of natural resources, overpopulation, pollution, global warming, violence, racism, emigration and inequality between people, peoples and nations.
7. The adoption of a perspective that allows appreciating the contribution to the development of humanity of the different societies, civilizations and cultures of countries that speak foreign languages.

### **3.2. Methodological guidelines for the development of the language curriculum in the LOE.**

Article 4 of the primary education development Decree established the following methodological principles for the development of the language curriculum in the LOE:

1. The educational centers will elaborate their pedagogical proposals for the language at this stage from the consideration of attention to diversity and of the access of all students to common education. Likewise, they will arbitrate methods that take into account the different learning rhythms of the students in the foreign language, that favor the ability to learn for themselves and promote teamwork.
2. In this educational stage, a methodology in the foreign language will be especially promoted, focused on the activity and participation of the students, which favors rational and critical thinking, the individual and cooperative work of the students in the classroom, as well as the different possibilities of expression. Likewise, references to daily life and the immediate environment of the students will be integrated in the foreign language.
3. The teamwork of the teaching staff will be ensured, in order to provide a multidisciplinary approach to the educational process in the foreign language, and guaranteeing the coordination of all the members of the teaching team that cares for each student in their group.





4. Information and communication technologies will be part of the habitual use of foreign language teaching as a facilitating instrument for the development of the curriculum.
5. The didactic programs of the foreign language area will include activities in which the students must read, write and express themselves orally.

### 3.3. Curriculum development map of the language in the LOE.

The LOE curriculum development map is based on the core of core skills. In this sense, in primary education, the acquisition of communication skills, understanding and expression, should be understood as the engine of personal training, the acquisition of knowledge, personal autonomy to access future learning and for the integral development of person. Therefore, it is up to the foreign language area, particularly, but not uniquely, to develop the four basic language skills: listening, speaking, reading and writing. This objective must be achieved through a functional approach, an approach to a reflexive use of languages.

All teachers, from any area, should promote linguistic communication as the essential vehicle to guarantee successful learning, to learn to think and as a privileged way to build relationships of respect and cooperation necessary for their training as future adults. Likewise, linguistic communication will allow for better family and social adaptation, considering the family and society, in our case Andalusian, as fundamental contexts in the initiation and development of communication skills for boys and girls. All this, always, making use of a non-discriminatory or sexist language that promotes real and effective equality between the sexes.

From Andalusia, the four basic linguistic skills mentioned are proposed for this subject: listening, speaking, reading and writing. Through them it is intended to show educational perspectives and suggest work possibilities that are considered relevant from our Autonomous Community, thus complementing the proposal of minimum content contained in Royal Decree 1513/2006, of December 7.

For all of the above, the curriculum development map revolves around the following nuclei of basic skills that are developed in Table 4.

NUCLEI OF BASIC SKILLS			
What and how to listen?	What and how to speak?	What and how to read?	What and how to write?
Relevance and educational sense			
Relevant content and issues			
Suggestions about methodological lines and use of resources			
Resources for their treatment			
Evaluation criteria of learning processes			

Table 4. LOE Curriculum Development Map of the Foreign Language Area in the Stage of primary education in Andalusia.

Source: Annex II of the Decree of August 10, 2007.





#### 4. The teaching of foreign languages in primary education in Andalusia according to the LOMCE.

The Decree of March 17, 2015, by which the curriculum corresponding to primary education in Andalusia is developed, establishes that students must take the first foreign language as a core subject in each of the courses or levels of the stage and the second Foreign language as a specific subject of the stage. Next, Table 5 shows the schedule of the entire set of subjects in the stage of primary education that appears in Annex II of the aforementioned Decree.

SCHEDULE BY LEVEL	FIRST CYCLE		SECOND CYCLE		THIRD CYCLE	
<b>CORE SUBJECTS</b>						
First foreign language	2	2	3	3	3	3
<b>SPECIFIC SUBJECTS</b>						
Second foreign language	1	1	2	2	2	2

Table 5. Schedule of the LOMCE foreign language areas in primary education in Andalusia.

Source: Annex II of the Decree of March 17, 2015.

It can be seen that the first foreign language has a teaching load of 2 hours a week in the first cycle and 3 hours in the rest of the cycles. On the other hand, the second foreign language reduces its hours to 1 hour a week in the first cycle and 2 hours in the rest.

##### 4.1. Principles for the development of the language curriculum in primary education.

Regarding the principles for the development of the language curriculum in Primary Education, Article 3 of the Decree distinguishes the following:

A. Competency-based learning, determined by:

1. Transversality and integration. It implies that the competency-based teaching-learning process must be approached from the areas of foreign languages and by the various instances that make up the educational community. The interdisciplinary and multidisciplinary vision of knowledge highlights the connections between different areas with those of languages and the contribution of each of them to the global understanding of the phenomena studied.





2. Dynamism. It is reflected that these competences are not acquired at a certain time and remain unchanged, but rather imply a development process through which students acquire higher levels of performance in the use of them in the development of competencies in foreign languages.
  3. Functional learning. It is characterized by the ability to transfer the learning acquired in foreign languages to different contexts. The application of what has been learned to everyday life situations favors activities that enable us to understand and analyze the environment around us and the various human activities and ways of life.
  4. The work for competences in the language areas is based on the design of motivating tasks for the students that start from real problem situations and adapt to the different rhythms and learning styles of each student, favor the ability to learn for themselves and promote teamwork, making use of diverse teaching methods, resources and materials.
- B. Contextualization of the learning of foreign languages through the consideration of daily life and the resources of the nearby environment as an instrument to relate the experience of the student with the school learning.
- C. Enhancing the use of the various sources of information and study present in the knowledge society for learning foreign languages.
- D. Awareness of the issues and problems that affect all people in a globalized world, including health, poverty in the world, depletion of natural resources, overpopulation, pollution, global warming. Land, violence, racism, emigration and inequality between people, peoples and nations. As well as highlighting the contribution of different societies, civilizations and cultures to the development of humanity for the acquisition of skills specific to foreign languages.

#### **4.2. Methodological guidelines for the development of the language curriculum at the LOMCE.**

Article 4 of the primary education development Decree establishes that the educational centers will prepare their didactic programs for this stage from the consideration of attention to diversity and the access of all students to common education. Likewise, they will arbitrate methods that take into account the different rhythms and learning styles of the students, favor the ability to learn for themselves and promote teamwork.

In this educational stage, a methodology focused on the activity and participation of the students that favors rational and critical thinking, the individual and cooperative work of the students in the classroom, which involves reading and research, as well as the different possibilities of promoting, will be especially promoted. expression. References to daily life and the immediate environment of the students will be integrated in all areas of the languages.

The central objective of the educational practice is that the students reach the maximum development of their abilities and not that of acquiring in isolation the contents of the language





areas, since these are an element of the curriculum that serves as an instrument to facilitate learning.

Learning must develop a variety of cognitive processes typical of language areas. Students must be able to put into practice a wide repertoire of processes, such as: identifying, analyzing, recognizing, associating, reflecting, reasoning, deducing, inducing, deciding, explaining, creating, etc., preventing learning situations from just focus on the development of some of them.

The teamwork of the teaching staff will be ensured, in order to provide an interdisciplinary approach so that learning by competences is developed, and especially in foreign languages, guaranteeing the coordination of all the members of the teaching team that cares for each student. in your group.

Information and communication technologies will be part of regular use as a facilitating tool for the development of the language curriculum, and reading is a fundamental factor in the development of key competences with the greatest influence in language areas. In this sense, the didactic programs of these areas will include activities and tasks for the development of the competence in linguistic communication. The centers, when organizing their teaching practice, must guarantee the incorporation of a daily time, not less than thirty minutes, at all levels of the stage, for the development of said competence.

#### **4.3. Curriculum development map of languages in the LOMCE.**

In accordance with article 2.4.d of the aforementioned curriculum development Decree, the curriculum development map of the language areas presents the evaluation criteria for each of the cycles and their relationship with the rest of the curricular elements, as displayed in the example of Table 6. Starting from each evaluation criterion, which describes the essential and fundamental learning that students have to achieve in each area, guidelines and examples of activities and tasks are offered and the necessary contents are specified.

Evaluation indicators are also defined as concretion and sequencing of the evaluable learning standards at the end of the stage, established in Annexes I and II of Royal Decree 126/2014, of February 28, complementing them with application processes and contexts. The integration of these elements in various activities and tasks generates competences and contributes to the achievement of the objectives indicated in each of the criteria.

##### **Evaluation criteria:**

CE.2.2. Understand and grasp the general meaning of messages and information in different contexts, such as the store, the street, etc., through the use of elementary comprehension strategies.

##### **Orientations and examples:**

This criterion aims to evaluate the ability to understand messages that contain instructions, indications and other types of information related to their closest context. These processes can be approached from global tasks that promote the capacity to understand messages that contain instructions, indications and other types of information through the visualization of multimedia information referring to different types of announcements, instructions and daily indications, carrying out dialogical gatherings of the same in the classroom that facilitate the understanding of messages and advertising





<p><b>Objectives of the area for the stage:</b> O.LE.2. Express themselves and interact in simple and habitual situations, using verbal and non-verbal procedures and attending to the rules of communication exchange in order to respond with sufficient autonomy and in an adequate, respectful and cooperative way in situations of daily life.</p>	<p><b>Contents: Block 1: "Comprehension of oral texts"</b> Comprehension: 1.1. Identification and understanding of essential information from very short and simple oral texts on common and specific topics (Instructions, indications, requests, notices). 1.2. Comprehension strategies for oral texts such as stories, narrations, personal anecdotes. Communicative function: 1.4. Active participation in performances, songs, recitations, dramatizations, paying special attention to those related to Andalusian culture. Linguistic function: 1.5. Identification and recognition of habitual vocabulary related to personal identification, gender, body parts; clothing, family and friends; school and class; pets and other animals; daily life activities; elements of the artistic heritage of its environment; the house and its dependencies; new communication and information technologies.</p>
<p><b>Competencies:</b> CCL, CAA</p>	<p><b>Indicators:</b> LE.2.2.1 Understands and captures the general meaning of messages and information in different contexts, such as: the store, the street, etc., through the use of elementary comprehension strategies. (CCL, CAA).</p>

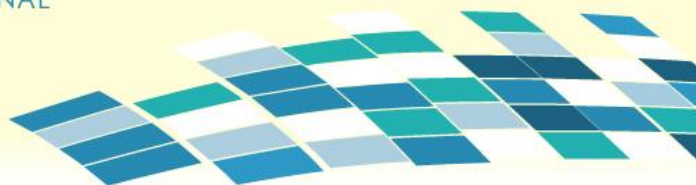
Table 6. Example of a LOMCE curriculum development map of the areas of the first foreign language in the second cycle of the stage of primary education in Andalusia.

Source: Annex I of the Decree of March 17, 2015.

### 5. The teaching of foreign languages in compulsory secondary education in Andalusia.

*The Decree of July 14, 2016*, which develops the curriculum corresponding to compulsory secondary education in the autonomous community of Andalusia, regulates certain aspects of attention to diversity and establishes the organization of the evaluation of the process of Student learning establishes that students must take the first foreign language as a core subject in the first cycle (1st, 2nd and 3rd of ESO) and in the second cycle of the stage. In addition, it includes the second foreign language throughout the stage as a subject of free autonomic configuration and, in addition, in the second cycle as a specific option subject. Next, Table 7 shows the schedule of the entire set of subjects in the stage of Compulsory secondary education that appears in Annex IV of the aforementioned Decree. It follows that the first and second foreign languages have a teaching load of at least 3 and 2 hours a week in the stage, respectively.





<b>FIRST CYCLE (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> courses of secondary education)</b>			
SET OF GENERAL CORE SUBJECTS	1 <sup>st</sup> COURSE OF SECONDARY EDUCATION Teaching hours	2 <sup>nd</sup> COURSE OF SECONDARY EDUCATION Teaching hours	3 <sup>rd</sup> COURSE OF SECONDARY EDUCATION Teaching hours
First foreign language	4	3	4
SET OF REGIONAL ELECTIVE SUBJECTS	1 <sup>st</sup> COURSE OF SECONDARY EDUCATION Teaching hours	2 <sup>nd</sup> COURSE OF SECONDARY EDUCATION Teaching hours	3 <sup>rd</sup> COURSE OF SECONDARY EDUCATION Teaching hours
Second foreign language	2	2	2
<b>SECOND CYCLE (4<sup>th</sup> course of secondary education)</b>			
SET OF GENERAL CORE SUBJECTS	4 <sup>th</sup> COURSE OF SECONDARY EDUCATION Teaching hours		
First foreign language	4		
SET OF SPECIFIC ELECTIVE SUBJECTS AND REGIONAL ELECTIVE SUBJECTS	4 <sup>th</sup> COURSE OF SECONDARY EDUCATION Teaching hours		
Second foreign language	3		

Table 7. Schedule of the stage of compulsory secondary education in Andalusia.  
Source: Annex IV of the Decree of July 14, 2016

### 5.1. Principles for the development of the language curriculum in compulsory secondary education.

Regarding the principles for the development of the language curriculum in secondary education, article 3 of the Decree distinguishes the following key transversal elements:

- A. Respect for the rule of law and fundamental rights and freedoms, set out in the Spanish Constitution and in the statute of Autonomy for Andalusia.
- B. The development of personal competences and social skills for the exercise of participation, from the knowledge of the values that support freedom, justice, equality, political pluralism and democracy.
- C. Education for coexistence and respect in interpersonal relationships, emotional competence, self-concept, body image and self-esteem as necessary elements for proper personal development, rejection and prevention of situations of bullying, discrimination or mistreatment, the promotion of the well-being, safety and protection of all members of the educational community.





- D. The promotion of the values and actions necessary to promote real and effective equality between women and men, recognition of the contribution of both sexes to the development of our society and to the knowledge accumulated by humanity, the analysis of the causes, situations and possible solutions to inequalities based on sex, respect for sexual orientation and identity, rejection of sexist behaviors, content and attitudes and gender stereotypes, prevention of gender violence and rejection to sexual exploitation and abuse.
- E. The promotion of inherent values and appropriate behaviors to the principles of equal opportunities, universal accessibility and non-discrimination, as well as the prevention of violence against persons with disabilities.
- F. The promotion of tolerance and recognition of diversity and intercultural coexistence, knowledge of the contribution of different societies, civilizations and cultures to the development of humanity, knowledge of the history and culture of other peoples, the education for the culture of peace, respect for freedom of conscience, knowledge of the fundamental elements of democratic memory, rejection and prevention of any form of violence, racism or xenophobia.
- G. The development of basic skills for interpersonal communication, the capacity for active listening, empathy, rationality and agreement through dialogue.
- H. Critical use and self-control in the use of information and communication technologies and audiovisual media, the prevention of risk situations derived from their inappropriate use, their contribution to teaching, learning and the work of the students, and the processes of transformation of information into knowledge.
- I. The promotion of the values and behaviors inherent in coexistence and prudence.
- J. The responsible use of free time and leisure and the promotion of concepts related to education for consumption and health.
- K. The acquisition of competences for initiative and an entrepreneurial spirit, the formation of a citizen conscience that favors the correct fulfillment of obligations in accordance with the principles of solidarity, justice, equality and social responsibility, the promotion of ethics and equal opportunity.
- L. Awareness of current issues and problems that affect all people in a globalized world, including health, world poverty, emigration and inequality among people, peoples and nations, as well as the basic principles that govern the functioning of the physical and natural environment and the repercussions that human activities, the depletion of natural resources, overpopulation, pollution or global warming of the Earth have on it, all with the aim of to promote the active contribution in the defense, conservation and improvement of our environment as a determining element of the quality of life.







## **5.2. Methodological guidelines for the development of the language curriculum in compulsory secondary education.**

Article 4 of the Decree includes the following teaching methodological recommendations for Compulsory secondary education:

- A. The competency teaching-learning process must be characterized by its transversality, its dynamism and its integral nature and, therefore, it must be approached from all subjects and fields of knowledge. In the educational project of the center and in the didactic programs, the strategies that the teachers will develop to achieve the planned objectives will be included, as well as the acquisition by the students of the key competences.
- B. The methods must start from the perspective of teachers as counselor, promoter and facilitator of student development, adjusting to their initial level of competence and taking into account attention to diversity and respect for different learning rhythms and styles. through individual and cooperative work practices.
- C. The educational centers will promote the creation of learning conditions and environments characterized by trust, respect and coexistence as a necessary condition for the proper development of the work of students and teachers.
- D. The methodological lines of the educational centers will have the purpose of promoting the involvement of the students in their own learning, stimulating individual improvement, the development of all their potential, promoting their self-concept and their self-confidence, and the autonomous learning processes, and promote collaboration and teamwork habits.
- E. The didactic programs of the different subjects of Compulsory secondary education will include activities that stimulate the interest and habit of reading, the practice of written expression and the ability to express oneself correctly in public.
- F. Reflection and critical thinking will be stimulated in the students, as well as the processes of individual and collective construction of knowledge, and discovery, research, entrepreneurship and personal initiative will be favored.
- G. Activities will be developed to deepen the skills and methods of collecting, systematizing and presenting information and to apply processes of analysis, observation and experimentation, appropriate to the content of the different subjects.
- H. Interactive strategies will be adopted that allow knowledge to be shared and built and made dynamic through verbal and collective exchange of ideas and different forms of expression.
- I. Active methodologies will be used that contextualize the educational process, that present the contents in a related way and that promote learning by projects, centers of interest, or case studies, favoring the participation, experimentation and motivation of the students. by providing functionality and transferability to learning.
- J. The interdisciplinary approach to learning by competences will be fostered with the completion by students of research work and integrated activities that allow them to advance towards the learning results of more than one competition at the same time.
- K. Information and communication technologies for learning and knowledge will be used routinely as integrated tools for curriculum development.





### 5.3. Curriculum development maps in compulsory secondary education.

In accordance with the Decree of July 14, 2016, the curricular development of the first and second foreign languages is presented based on an introduction that includes a description of them, their relevance and educational sense, their relationship with the elements and their contribution to the acquisition of key competences. Subsequently, the objectives of the subjects, the methodological strategies, the sequencing of the contents and the linking of the same with the evaluation criteria and the corresponding key competences are incorporated. The different evaluation criteria, in turn, are related to the evaluable learning standards established in the basic regulations.

<b>OBJECTIVE</b>	<b>METHODOLOGICAL STRATEGIES</b>
<b>Listen to and understand specific information from oral texts</b> in various communicative situations, adopting a respectful, tolerant and cooperative attitude.	It is necessary to introduce <b>active learning methodologies</b> (task and project-based learning, problems, challenges, discussion groups, cooperative learning groups, creation of musical choirs, theater groups, etc.), compared to traditional methodological options.
<b>CONTENTS</b>	
<p><b>Block 1. Comprehension of oral texts.</b></p> <p><b>Comprehension strategies:</b></p> <ul style="list-style-type: none"> <li>- Mobilization of previous information on the type of task and topic.</li> <li>- Listen to and understand short oral messages related to classroom activities: instructions, questions, comments, dialogues.</li> <li>- Distinction and understanding of the basic information of oral texts, transmitted by live voice or by audiovisual means on specific common topics (instructions, indications, requests, notices, daily procedures, informal dialogues).</li> <li>- Identification of the textual type, adapting the understanding to it.</li> <li>- Distinction of types of understanding (general sense, essential information, main points, relevant details).</li> <li>- Formulation of hypotheses about content and context.</li> <li>- Recognition, identification and understanding of significant linguistic and paralinguistic elements (gestures, facial expression, eye contact and images).</li> <li>- Reformulation of hypotheses from the understanding of new elements.</li> </ul>	
<b>EVALUATION CRITERIA AND KEY COMPETENCES</b>	
<p>- <b>Identify essential information and some of the most relevant details in short and well-structured oral texts</b>, transmitted lively or by technical means and articulated at slow speed, in a register, informal or neutral, and that deal with everyday matters in situations usual, as long as the acoustic conditions do not distort the message and you can listen to what has been said. CCL, CD.</p>	

Table 8. Curricular design of the stage of compulsory secondary education in Andalusia. Source: own elaboration.





## 6. Comparison of the language areas in the LOE and LOMCE regulations.

### 6.1. Comparison of the areas of languages in basic education according to LOMCE.

From this detailed study of both educational stages, relevant differences are seen at the level of imposition or choice of foreign languages, school hours, as well as curricular design.

On the one hand, in primary education, the first foreign language is core, being compulsory, as in secondary. The hourly load of this one increases throughout the cycles in primary (from 2 to 3 hours a week), while in secondary education it fluctuates from the first cycle to the third (4, 3 and 4 hours) to stay in the second cycle (4 hours).

Regarding the second language, in primary education it is a specific subject and, therefore, optional. However, in secondary education this is freely autonomous, and therefore compulsory, in the first cycle, and freely autonomous or specific option (that is, the center is in charge of assigning the compulsory or not of the second language) in the second cycle. If the dedication to the second foreign language in primary education is taken into account, it is observed that it remains one hour below that devoted to the first language and is maintained in ascending progression, from 1 hour in the first cycle, to 2 hours in third cycle. In secondary education, the teaching hours are kept at 2 hours during the first cycle to increase one more hour, up to 3, in the second cycle.

		PRIMARY EDUCATION			SECONDARY EDUCATION					
FIRST FOREIGN LANGUAGE	CORE subjects	1st CYCLE	1st year	2nd year	CORE subjects	1st CYCLE	1st ESO	2nd ESO	3rd ESO	
			2h	2h			4h	3h	4h	
		2nd CYCLE	3rd year	4th year		ELECTIVE REGIONAL subjects	2nd CYCLE	4th ESO		
			3h	3h				4h		
		3rd CYCLE	5th year	6th year			1st CYCLE	1st ESO	2nd ESO	3rd ESO
			3h	3h				2h	3h	4h
2nd CYCLE	3rd year	4th year	2nd CYCLE	4th ESO						
	2h	2h		4h						
3rd CYCLE	5th year	6th year	1st CYCLE	4th ESO						
	2h	2h		4h						

Table 9. Comparison corresponding to the teaching hours devoted to teaching the first and second languages in primary and compulsory secondary education in Andalusia. Source: own elaboration.





Taking into account the development of the curriculum of foreign languages, in primary education all the curricular elements are broken down based on the evaluation criteria: the orientations and examples are described, the area objectives are listed and the contents and competences are defined develop. However, in secondary education, the elements of the curriculum are separated from the contents, the evaluation criteria start from these: the objectives are defined, the methodological strategies to be followed are detailed, the contents are specified and sequenced and finally, they are linked to evaluation criteria and key competences.

This difference at the curriculum level implies that, in primary education, as opposed to secondary education, priority is given to the development of skills to the detriment of the accumulation of content. The objective is for students to progress in communicative competence and not only in linguistics. In short, the acquisition of a foreign language is a process, that is, it does not consist in storing information but in achieving maximum growth in communication skills through interaction (communication approach).

PRIMARY EDUCATION		SECONDARY EDUCATION	
<b>EVALUATION CRITERIA</b>		<b>CONTENTS</b>	Objectives
Orientations and examples		<b>EVALUATION CRITERIA</b>	Methodological strategies
Objectives of the area for the stage	<b>CONTENTS</b>	Key competencies	
Competencies	Indicators		

Table 10. Comparison corresponding to the sequencing of the curriculum design in primary and compulsory secondary education in Andalusia.

Source: own elaboration.





## 6.2. Comparison of language areas in the LOE and LOMCE regulations.

The comparison of this type of teaching in the two regulations lies in two specific aspects:

### 1. The reference in the sequencing of the curriculum

As referred to in the previous sections, the curriculum of foreign languages is distributed in the LOE regulations according to the content blocks. In this sense, the evaluation criteria and the basic skills acquired with them are specified from them.

However, in the LOMCE, the evaluation criteria of the foreign language areas are used as a reference for sequencing. Along these same lines, a series of exemplifications and methodological guidelines are configured to work, based on the abilities of the students or the objectives of the area, the contents appropriate to the essential learning of the evaluation criteria and the sequence of evaluation indicators, or concretions thereof. From this approach, these indicators are linked to key competences.

### 2. The teaching hour load of the foreign language areas

In the LOE a single foreign language is appreciated with an hour load of 3 and 4 hours (per week) during the cycle. However, the LOMCE confirms the presence of a first and a second foreign language throughout the stage. In this sense, the hourly computation in foreign languages becomes 3 hours a week per level in the first cycle and 5 hours a week per level in the second and third cycles. In other words, direct teaching sessions are doubled with the new regulations.

## 7. Discussion.

The trend of foreign language teaching in Andalusia follows very ambitious patterns through the development of their curricula from LOE to LOMCE. However, there are significant transit imbalances between the stages of early childhood education and primary education in the acquisition of the great basic skills of languages, and the great difficulties that students present at the beginning of Basic Education in the competence of the linguistic communication.

On the other hand, this difference at the curriculum level implies that, in primary education at LOMCE, as opposed to the same teaching at LOE, it prioritizes the development of skills to the detriment of content accumulation. The objective is for students to progress in communicative competence and not only in linguistics. In short, the acquisition of a foreign language is a process, that is, it does not consist in storing information but in reaching the maximum growth in communication skills through communication interaction or focus. For all these reasons, this teaching attempt is a great step towards another dimension in the way of acquiring key competences.





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