

Core Curriculum Foreign Languages

Primary and
Secondary
Education



**The Ministry of Education and Science
SPAIN**

Core Curriculum Foreign Languages

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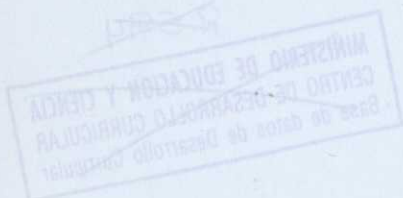


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INTRODUCTION

The possibility of communicating in a foreign language is a necessity in today's society. It is a pressing necessity within the framework of European union, due to the movement of professionals and workers between the countries of the European Community, but also for travelling abroad, cultural exchanges and the flow of news and knowledge. There is, as a result, a great need for statutory education to provide learners with a competence in a foreign language.

Nevertheless, the purpose and functions of this area of the curriculum in statutory education are not exclusively determined by this social expectation. There are, in addition, profoundly educational reasons, which stem from the contribution that this area makes towards the achievement of general educational aims. The ability to communicate in and the knowledge of a foreign language contribute significantly towards a better understanding and command of one's own language. Coming into contact with other cultures through the medium of language encourages understanding and respect towards other ways of thinking and acting, and provides a wider, richer vision of reality. In a multilingual society such as Spain, with its great richness of languages, the learning of a foreign language, alongside its own languages, is of unquestionable educational interest for the development of communication and the representation of reality. In view of the fact that the different languages do not compete against each other, but essentially fulfil the same functions and contribute to the same cognitive and communicative development.

As in the approach adopted for the curricular design of Language and Literature, language can be characterised, from a functional perspective, as a complex human activity by means of which two basic functions are realised: communication and representation.

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1

Primary Education

INTRODUCTION

The possibility of communicating in a foreign language is a necessity in today's society. It is a pressing necessity within the framework of European union, due to the movement of professionals and workers between the countries of the European Community, but also for travelling abroad, cultural exchanges and the communication of news and knowledge. There is, as a result, a great social demand for statutory education to provide learners with a communicative competence in a foreign language.

Nevertheless, the purpose and functions of this area of the curriculum in statutory education are not exclusively determined by this social expectation. There are, in addition, profoundly educational reasons, which stem from the contribution that this area makes towards the achievement of general educational aims. The ability to communicate in and the knowledge of a foreign language contribute significantly towards a better understanding and command of one's own language. Coming into contact with other cultures through the medium of language encourages understanding and respect towards other ways of thinking and acting, and provides a wider, richer vision of reality. In a multilingual society such as Spain, with its great richness of languages, the learning of a foreign language, alongside its own languages, is of unquestionable educational interest for the development of communication and the representation of reality, in view of the fact that the different languages do not compete against each other, but essentially fulfil the same functions and contribute to the same cognitive and communicative development.

As in the approach adopted for the curricular design of Language and Literature, language can be characterised, from a functional perspective, as a complex human activity by means of which two basic functions are realised: communication and representation,

functions which also occur simultaneously and in an inter-related way in linguistic activity. In social interaction, language allows us to receive and transmit very diverse information, and in so doing, influence other people, regulating and directing their activity, just as they influence us and can regulate and direct ours.

Language is a privileged instrument of communication owing to its ability to represent reality in a way which, in general, is shared by all members of a linguistic community. So, when learning a language one does not merely acquire a system of signs, but also the cultural meanings conveyed by these signs, that is to say, ways of interpreting reality.

Alongside these functional considerations, the structural characteristics of language must also be taken into account. From this point of view, language is defined as a system of inter-related signs. In the description of the units of language, each one only makes sense with reference to the system as a whole. Thus, it should not be forgotten that the concretion of the linguistic system is discourse, observable in texts when the use of the rules of the system on three levels (phonetic-phonological, morphosyntactic and semantic) depends on the general communicative purpose and the specific situation in which the message is produced and received. Therefore, a communicative approach to languages necessarily involves the study of the sentence and must take into account textual globality.

It is important to highlight that the curricular goal of foreign language teaching is not teaching a foreign language, but teaching learners to communicate in it. This implies adopting an approach based on communication and geared towards the acquisition of a communicative competence. This competence in turn comprises different sub-competences:

- Grammatical competence, or the ability to use the units and rules of the functioning of the language system.
- Discursive competence, or the ability to use different types of discourse and organize them according to the communicative situation and the participants.
- Sociolinguistic competence, or the ability to adapt linguistic realizations to a specific context, complying with those uses accepted in a particular linguistic community.
- Strategic competence, or the ability to define, correct, express nuances, or, in general, introduce adjustments in the course of a communicative situation.

- Socio-cultural competence, understood to mean a certain degree of familiarity with the social and cultural context in which a particular language is used.

To sum up, the development of communicative competence - in both its receptive and productive senses, as well as the spoken and written word - in a foreign language involves the command of a set of different sub-competences: grammatical, in the strict sense of the term, sociolinguistic, discursive, strategic, and socio-cultural. Likewise, it implies an ability to use this competence. "Saying something" and using language "for something" are two key elements in the teaching of foreign languages. In other words, communicative competence manifests itself by way of practice. Thus, the learners' performance constitutes the main focus of interest in foreign language curriculum design.

The process of acquisition of a foreign language can be characterised as a creative construction in which the pupil - with the help of natural strategies and the wealth of language received - formulates hypotheses in order to elaborate the rules which form the internal representation of the new system. This process allows learners to organize the language in a comprehensible and meaningful way, with the aim of producing messages in different communicative situations. Feedback and the resulting opportunity for comparison, allows them to modify, enrich and fine-tune the initial hypotheses.

Although this process of construction is common to the acquisition of all languages, certain specific features in the case of foreign language teaching and learning should, however, be highlighted.

Progress in learning is not linear, but global, which at the beginning of the process necessarily involves a simplification and elimination of those specific aspects not perceived as essential. In this sense, progress consists of gradually completing, fine-tuning and enriching this global understanding of the new system of communication.

In such a process of learning, the errors which learners make can no longer be seen as mistakes as such, but rather as evidence of the underlying dynamism in the progressive understanding and command of the new communicative system. Some errors made by learners may be the result of transferring rules from the mother tongue, which is a clear indication that they are using similar strategies in both languages. Errors must be considered a fundamental criterion in determining progress. In this sense it is apposite to note that even a very limited command of the system may allow for certain

communication to take place, and that this must therefore be viewed as a positive step.

Likewise, it is important to point out that the mechanisms responsible for the processing of information also often operate when learners are not producing messages. In the first moments of learning a foreign language there are often periods of silence which cannot be unequivocally interpreted as an absence of learning; rather they occasionally conceal intense activity which is not directly observable, and which will allow them, at some time in the future, to produce messages which reflect the internal representation of the new linguistic system constructed during these silent periods. If it is accepted that creative construction can occur without the need to generate a response, then the important role of receptive activities in foreign language learning must be recognised. Through such activities, specific comprehension skills can be developed, but in addition, and this is not so obvious, they can facilitate the development of the general communicative competence underlying the use of any linguistic system.

The development of language skills (reading, writing, listening and speaking) must be viewed as a process of integration. In real life most communicative activities involve the use of different skills. Consequently, it does not appear logical to separate them. In any case, and even taking into account that when learning a foreign language receptive skills develop more, it is necessary to create and consolidate productive skills, so that learners eventually acquire an ability to produce oral and written messages in the foreign language with the minimum degree of fluency and accuracy required for effective communication.

Having said this, learning a foreign language should go beyond the merely functional, however important this aspect may be, as a language is the expression of a whole culture, a way of understanding and codifying reality and of organising interpersonal relations. Through language the members of a linguistic community share certain cultural meanings without which complete communication would be difficult. So, foreign language teaching should introduce learners to the most relevant characteristics of the social and cultural context.

In such a way the educational function of foreign languages in Statutory Education takes on its full meaning, as it allows for learners to be introduced to other ways of understanding reality, enriches their cultural world and facilitates the development of attitudes of relativisation and tolerance.

Although the idea that children learn foreign languages more easily than adults is debatable, there exists sufficient evidence to

recommend that such learning should begin at an early age, which at all events does not impede the learning of the mother tongue, both oral and written, but rather helps to consolidate it, even for children who grow up in a bilingual environment. In developing cognitive skills and a fuller representation of reality, learning a foreign language in Primary Education helps to overcome the egocentrism and localism characteristic of a child's representation of the world.

In this stage, and in order not to lose sight of the cross-curricular focus which characterises it, it is essential to take into account that this is a period of gradual sensitisation towards the foreign language and culture. Great care should be taken with this first contact, as it ensures a positive start and effective learning. It is important to use the interests that children of this age have as a starting point, and, above all, games, as the maximum expression of what they have already mastered in their own language, and as the representation of the reality that they know.

In the second cycle of Primary Education learners already possess the following basic baggage: the knowledge of their own language and many words and expressions in the foreign language, transmitted principally through the media. In addition, they have a certain knowledge of the country or countries in which the language being studied is spoken. Thus, this foundation will provide the starting point to familiarise them with and accustom them to the foreign language, a fundamental aim in the first years of Primary Education.

If, as has been said, foreign language learning is a process of creative construction using the language received (by listening and reading), receptive skills acquire a great importance in this stage, especially listening skills, as they are the most direct form of oral communication between humans, above all between children. The messages will refer to contents which are close to the learners and which encourage them to participate and allow them to have a successful experience in communicating. Likewise, the messages will have to include those aspects of the new language which are capable of being applied to a wide range of situations, and should have therefore a high degree of communicative potential, so that, with a minimum of linguistic contents, the learners are able to cope with a maximum of situations. In these situations they will be encouraged to participate as spontaneously as possible.

Attaching greater importance to oral rather than to written language in no way implies that we should forget that when learners begin learning a foreign language, they already know what the written code is and how it is represented graphically, as a result of



their own experience in their mother tongue. The fact that they already have a reference to the mechanics of reading and writing provides a good start in the search for the necessary integration between oral and written skills during Primary Education.

GENERAL OBJECTIVES

Foreign language teaching in the stage of Primary Education shall have as an objective to contribute towards the development of the learners' skills, as follows:

1. To understand simple oral and written texts related to objects, situations and events which are close and familiar, using both global and specific information, conveyed by the mentioned texts for specific purposes.
2. To use the foreign language orally to communicate with the teacher and with the other learners in everyday classroom activities and in the communicative situations created to this end, paying attention to the basic norms of interpersonal communication and adopting a respectful attitude towards other people's contributions.
3. To produce short, simple written texts on topics familiar to the learners, respecting the basic rules of the written code.
4. To read and understand short simple texts related to classroom activities, using their knowledge of the world, as well as their experiences and interests, in order to obtain the desired information, whether global or specific.
5. To recognise and appreciate the communicative value of foreign languages and one's own ability to learn and use them, demonstrating an attitude of understanding and respect towards other languages, their speakers and culture.
6. To understand and use the linguistic and non-linguistic conventions employed by the speakers of the foreign language in everyday situations (greetings, farewells, introductions, congratulations, etc.) in order to make communication easier and more fluent.
7. To use, when learning the foreign language, previous knowledge and experience of other languages, and gradually develop autonomous learning strategies.

8. To establish relationships between the meaning, pronunciation, and graphic representation of some words and simple sentences in the foreign language, as well as recognise characteristic phonological aspects of the same (sounds, rhythm and intonation).
9. To use non-linguistic expression resources (gestures, posture, different sounds, drawings, etc.) in order to try to understand and be understood by means of the use of the foreign language.

CONTENTS

1. Uses and forms of oral communication

Concepts

1. Most common needs and communicative situations in spoken language. Communicative intentions and characteristics pertaining to the situation:
 - Various communicative intentions: greeting, identifying oneself, giving and asking for information, identifying and locating objects, describing, narrating, expressing needs, requests and quantity, etc.
 - Characteristics pertaining to the communicative situation: number and type of participants, time and place of the communication, degree of formality or informality of the communicative situation, etc.
2. Necessary vocabulary and linguistic structures necessary to express basic communicative needs orally:
 - Various communicative intentions: greeting, identifying oneself, giving and asking for information, identifying and locating objects, describing, narrating, expressing needs, requests and quantity.
 - Thematic aspects of generalised use, as well as of interest to the learners, or very general notions: colours, numbers, time (the time, the date...), the home, the family, friends, the class, food, possession, likes and preferences, daily activities, animals, the human body, sports, leisure, holidays, health, personal welfare, public services, etc.

Procedures

1. Familiarity with and recognition of the characteristic sounds of the foreign language, and of the norms concerning the rhythm and intonation of the same.
2. Understanding oral messages of different characteristics and from different sources (the teacher, classmates, video, the tape recorder):
 - Global understanding of oral messages (face-to-face and recorded) on familiar topics.
 - Detailed understanding of simple specific messages (face-to-face and recorded) in contextualised situations.
3. Linguistic and non-linguistic response to different oral messages and communicative situations:
 - Production of everyday expressions used for fulfilling simple communicative needs (greeting, identifying oneself, giving and asking for information. Identifying and locating objects, describing, narrating, expressing needs and requests, etc.).
 - Use of basic messages which have been previously learnt (courtesy formulae, etc.) adapting them to the specific characteristics of the communicative situations.
 - Active participation in active oral linguistic exchanges to express the most immediate communicative needs in the classroom and in contexts close to the learner.
 - Participation in linguistic exchanges for ludic purposes (simulations, acting out, improvisations, etc.).
 - Making oral responses to oral messages (responding to questions, spelling one's own name and other frequently used words, etc.).
 - Making non-linguistic responses to oral messages (following instructions such as "get up", "bring something", "throw the ball", "put on your jersey", etc.).
4. Recognising the grammatical forms which allow one to form questions, express affirmation, say no, express possession, gender and quantity, describe, narrate, express facts, and present and future actions... and using these to achieve effective communication.
5. Recognition and use of basic communicative strategies, whether linguistic (using one word for another, resorting to a word which

is similar in the mother tongue, etc.) or paralinguistic (mime, posture, gestures, drawing, etc.), which allow one to overcome obstacles and difficulties in communication.

6. Use of one's own mother tongue communicative strategies which allow one to make maximum use of a limited knowledge of the foreign language.

Attitudes

1. Sensitisation to the importance of oral communication in a language different to one's own.
2. Sensitisation to the reality of a culture different to one's own reflected through language.
3. Receptive and respectful attitude towards people who speak a language different to one's own.
4. Deriving pleasure from expressing oneself orally in a foreign language by participating in group activities (games, groupwork, etc.).
5. Valuing accuracy in the interpretation and production of simple oral messages.
6. Positive, optimistic attitude towards one's own ability to learn to speak in a foreign language.
7. Tendency to use previously learnt oral messages imaginatively and creatively in different communicative situations.

2. Uses and forms of written communication

Concepts

1. Most common written communicative situations in the foreign language. Communicative intentions and characteristics of the situation:
 - Various communicative intentions: greeting, identifying oneself, identifying and locating objects, expressing needs and requests, etc.
 - Characteristics of the communicative situation: type of participants, degree of formality or informality of the communicative situation, etc.

2. Necessary vocabulary and linguistic structures to express basic communicative needs in written form:
 - Various communicative intentions: greeting, identifying oneself, asking for and giving information, identifying and locating objects, describing, narrating, expressing needs, requests and quantity, etc.
 - Thematic aspects of generalised use and very general notions: colours, numbers, time (the time, the date...), the home, the class, friends, food, possession, likes and preferences, daily activities, animals, the human body, sports, leisure, holidays, health, personal welfare, public services, etc.
3. The names of the letters in the foreign language and the graphic equivalents of the same.
4. Relationship between the meaning of the vocabulary worked on, its pronunciation and its graphic representation.

Procedures

1. Production of written texts adapted to the characteristics of the reader and the communicative situation.
2. Understanding of written messages of different types:
 - Global understanding of written messages related to classroom activities (simple instructions for completing tasks, simple commentaries, etc.).
 - Global understanding of short written messages related to the most immediate communicative needs and to the learners' own interests (short personal letters, messages between classmates, very simple descriptions, etc.).
 - Global understanding of simple authentic materials with visual aids on everyday, specific topics (public notices, comics, road signs, etc.).
 - Recognition of specific elements, previously identified, in texts which contain unknown words and structures (finding information relating to dates, timetables, etc.) using authentic material such as birthday invitations, signs, brochures, advertisements, etc.
3. Use of graphological-phonological equivalents to spell in writing, for example, one's first name and surname, date of birth, personal information, etc.

4. Production of short texts in response to oral or written stimuli for different types of readers (short notes, letters to classmates, friends and relatives, personal information, short descriptions and narratives, invitations, etc.).
5. Transfer of information received orally or visually to the written code (inventories, lists, descriptions of pictures or situations, etc.).
6. Solving word games (crosswords, word puzzles, etc.) which require a knowledge of the vocabulary and spelling worked on in class.
7. Recognising in written texts the grammatical structures which can be used to ask, to express affirmation, say no, express possession, gender, number, quantity, present, past and future facts, etc.
8. Recognising in written texts some differentiating socio-cultural aspects of the foreign language with respect to the mother tongue, with a special emphasis on those of a ludic or musical nature (games, songs, customs related to children, etc.).

Attitudes

1. Interest in and curiosity towards written text and valuing the role it plays in meeting communicative needs.
2. Recognising and valuing the importance of knowing how to read and write in a foreign language.
3. Valuing accuracy in the production and interpretation of simple written texts.
4. Interest in knowing basic vocabulary and linguistic structures necessary for expressing elementary communicative needs in situations in which learners are likely to find themselves when entering into contact with a foreign language (relations with other boys and girls of the same age, transport, sports, likes and hobbies, etc.).
5. Being prepared to overcome the difficulties commonly occurring in communication in a foreign language due to an imperfect command of the same, using communicative strategies which learners already possess in the mother tongue.

3. Socio-cultural aspects

Concepts

1. Social and cultural aspects of the countries where the language being studied is spoken, close to the children's interests:
 - Expressions and gestures which accompany oral expression: polite gestures, tone of voice, etc.
 - Aspects of daily life: timetables, habits of children of this age, images that form part of the culture and which express a way of understanding and interpreting reality, etc.
 - Ways of spending free time: games, the most popular songs and sports of the children of the countries whose language is being studied, favourite meeting places, etc.
2. Presence in Spain of the foreign language being studied: product labels, songs, films, television programmes, etc.

Procedures

1. Recognition of certain socio-cultural aspects of the countries where the language being studied is spoken.
2. Contextualised use in very common situations of some rules and behavioural habits of the countries whose language is being studied.
3. Comparison of the most relevant aspects of daily life of the countries where the language being studied is spoken with the equivalents in one's own country.
4. Use of authentic materials from different sources close to the child with the objective of obtaining the information desired.

Attitudes

1. Curiosity and respect for the most relevant aspects of the daily life and other socio-cultural aspects of the countries where the language being studied is spoken.
2. Valuing those sociolinguistic behaviours which facilitate relations of co-existence in the situations studied.
3. Interest in getting to know people from other countries (correspondence with boys and girls from other countries, etc.).

- 1. Recognising and reproducing the characteristic phonemes of the foreign language, as well as the basic norms of rhythm and intonation, in words and utterances which appear in the context of the real use of the language.**

This criterion seeks to check if learners are familiar with the sounds of the language and the norms of rhythm and intonation; that is to say, to evaluate their ability to use the phonological system in its two forms: comprehension and production. Both the texts listened to and those produced will make sense and, will, therefore, be contextualised.

- 2. Understanding the gist of oral texts encoded in face-to-face communicative situations, with the aid of gestures and mime and the necessary repetitions, in which combinations of previously learn elements appear and which deal with topics familiar and known to the learners.**

This criterion seeks to assess the learners' ability to understand the essential elements of oral texts in ideal conditions: with direct communication, substantial contextual support, and topics related to learners' existing schemata.

- 3. Extracting specific information, having been asked to do so before listening from oral texts with a simple structure and vocabulary, and which deal with familiar topics of interest to the learners (daily life, likes and dislikes, preferences and opinions, and personal experience).**

This criterion seeks to assess the learners' ability not only to understand the main idea, but also some specific details, having been asked to do so before listening, from oral texts on very familiar topics, although there may be other parts of the message which learners do not fully understand.

- 4. Participating in brief oral exchanges related to common class activities, producing comprehensible discourse which is adapted to the characteristics of the communicative situation and intention.**

This criterion assesses the ability to express oneself orally in communicative situations in the classroom itself, with sufficient fluency and accuracy for the message to be understood and for

basic needs to be formulated: asking, requesting help, asking permission, asking for something.

5. Participating in simulated communicative situations which have previously been worked on in class, accurately using the most common formulae for socialising in the foreign language.

This criterion seeks to assess the learners' ability to express themselves orally in the most elementary everyday situations, appropriately using those formulae employed by children of their age for socializing. The learners' output may contain morpho-syntactic and phonological errors, as long as they do not interfere with the comprehensibility of the message.

6. Extracting the gist and some specific information from short written texts with a linear development, simple structures and vocabulary, in which familiar topics of interest to the learners are dealt with.

This criterion seeks to assess the learners' ability to understand short texts written by their teacher or classmates, informal letters, instructions, as well as public notices, signs and other texts with graphic support, such as children's stories, although they may contain some unknown elements which are not indispensable for understanding the message.

7. Reading, with the help of the teacher or dictionary, simple children's books with redundant visual support, written in the foreign language, with the learners demonstrating their understanding by means of a specific task.

This criterion assesses the learners' ability to read and understand a message globally, reading a book outside the classroom in accordance with their personal preferences, and demonstrating their understanding by means of various linguistic tasks (not necessarily in the foreign language) or non-linguistic tasks, as it is comprehension and not expression that is being assessed.

8. Producing very short written texts, which are comprehensible and adapted to the characteristics of the communicative situation and intention, texts in which content worked on in class is reflected.

This criterion seeks to assess the learners' ability to write short notes such as a list of things necessary for a trip, notes and letters addressed to classmates, personal information and

birthday invitations which, although they may contain inaccuracies, should conform with the appropriate format and presentation, and take into account the characteristics of the written code.

9. Recognising some of the characteristic socio-cultural features of the speech communities of the foreign language which are implicit in samples of the language worked on in class.

This criterion seeks to check that the learners, using their knowledge of their own culture as a starting point, are able to recognise that the cultural referents of foreign languages differ from language to language, and that they are able to identify the most characteristic ones of daily life (timetables, forms of greeting, habits, etc.) in the countries where the language being studied is spoken.

Participating in simulated communicative situations which have previously been worked on in class.

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Statutory Secondary Education

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Statutory Secondary Education

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functions which also occur simultaneously and in an inter-related way in linguistic activity. In social interaction, language allows us to receive and transmit very diverse information, and in so doing, influence other people, regulating and directing their activity, just as they influence us and can regulate and direct ours.

Language is a privileged instrument of communication owing to its ability to represent reality in a way which, in general, is shared by all members of a linguistic community. So, when learning a language one does not merely acquire a system of signs, but also the cultural meanings conveyed by these signs, that is to say, ways of interpreting reality.

Alongside these functional considerations, the structural characteristics of language must also be taken into account. From this point of view, language is defined as a system of inter-related signs. In the description of the units of language, each one only makes sense with reference to the system as a whole. Thus, it should not be forgotten that the concretion of the linguistic system is discourse, observable in texts when the use of the rules of the system on three levels (phonetic-phonological, morphosyntactic and semantic) depends on the general communicative purpose and the specific situation in which the message is produced and received. Therefore, a communicative approach to languages necessarily involves the study of the sentence and must take into account textual globality.

It is important to highlight that the curricular goal of foreign language teaching is not teaching a foreign language, but teaching pupils to communicate in it. This implies adopting an approach based on communication and geared towards the acquisition of a communicative competence. This competence in turn comprises different sub-competences:

- Grammatical competence, or the ability to use the units and rules of the functioning of the language system.
- Discursive competence, or the ability to use different types of discourse and organize them according to the communicative situation and the participants.
- Sociolinguistic competence, or the ability to adapt linguistic realizations to a specific context, complying with those uses accepted in a particular linguistic community.
- Strategic competence, or the ability to define, correct, express nuances, or, in general, introduce adjustments in the course of a communicative situation.

- Socio-cultural competence, understood to mean a certain degree of familiarity with the social and cultural context in which a particular language is used.

To sum up, the development of communicative competence - in both its receptive and productive senses, as well as the spoken and written word - in a foreign language involves the command of a set of different sub-competences: grammatical, in the strict sense of the term, sociolinguistic, discursive, strategic, and socio-cultural. Likewise, it implies an ability to use this competence. "Saying something" and using language "for something" are two key elements in the teaching of foreign languages. In other words, communicative competence manifests itself by way of practice. Thus, the learners' performance constitutes the main focus of interest in foreign language curriculum design.

The process of acquisition of a foreign language can be characterised as a creative construction in which the learner - with the help of natural strategies and the wealth of language received - formulates hypotheses in order to elaborate the rules which form the internal representation of the new system. This process allows learners to organize the language in a comprehensible and meaningful way, with the aim of producing messages in different communicative situations. Feedback and the resulting opportunity for comparison, allows them to modify, enrich and fine-tune the initial hypotheses.

Although this process of construction is common to the acquisition of all languages, certain specific features in the case of foreign language teaching and learning should, however, be highlighted.

Progress in learning is not linear, but global, which at the beginning of the process necessarily involves a simplification and elimination of those specific aspects not perceived as essential. In this sense, progress consists of gradually completing, fine-tuning and enriching this global understanding of the new system of communication.

In such a process of learning, the errors which learners make can no longer be seen as mistakes as such, but rather as evidence of the underlying dynamism in the progressive understanding and command of the new communicative system. Some errors made by learners may be the result of transferring rules from the mother tongue, which is a clear indication that they are using similar strategies in both languages. Errors must be considered a fundamental criterion in determining progress. In this sense it is apposite to note that even a very limited command of the system may allow for certain

communication to take place, and that this must therefore be viewed as a positive step.

Likewise, it is important to point out that the mechanisms responsible for the processing of information also often operate when learners are not producing messages. In the first moments of learning a foreign language there are often periods of silence which cannot be unequivocally interpreted as an absence of learning; rather they occasionally conceal intense activity which is not directly observable, and which will allow them, at some time in the future, to produce messages which reflect the internal representation of the new linguistic system constructed during these silent periods. If it is accepted that creative construction can occur without the need to generate a response, then the important role of receptive activities in foreign language learning must be recognised. Through such activities, specific comprehension skills can be developed, but in addition, and this is not so obvious, they can facilitate the development of the general communicative competence underlying the use of any linguistic system.

The development of language skills (reading, writing, listening and speaking) must be viewed as a process of integration. In real life most communicative activities involve the use of different skills. Consequently, it does not appear logical to separate them. In any case, and even taking into account that when learning a foreign language receptive skills develop more, it is necessary to create and consolidate productive skills, so that learners eventually acquire an ability to produce oral and written messages in the foreign language with the minimum degree of fluency and accuracy required for effective communication.

Having said this, learning a foreign language should go beyond the merely functional, however important this aspect may be, as a language is the expression of a whole culture, a way of understanding and codifying reality and of organizing interpersonal relations. Through language the members of a linguistic community share certain cultural meanings without which complete communication would be difficult. So, foreign language teaching should introduce learners to the most relevant characteristics of the social and cultural context.

In such a way the educational function of foreign languages in Statutory Education takes on its full meaning, as it allows for learners to be introduced to other ways of understanding reality, enriches their cultural world and facilitates the development of attitudes of relativisation and tolerance.

By the end of Primary Education learners have had a first contact with a foreign language, they have become familiar with its specific phonemes and intonation and are able to realize simple communicative exchanges. Throughout Statutory Secondary Education, teaching will be primarily directed towards a communicative command of the spoken language, to a standard sufficient for communicating in everyday situations and in situations related to the interests and motivations of the learners. Likewise, teaching will also promote the acquisition of writing skills, guaranteeing them the ability to communicate in the written code. The command of both spoken and written language will provide learners with the autonomy to continue studying the language in-depth at a later date. A systematic reflection about the foreign language and its most important socio-cultural aspects will also be developed.

It is essential that learners see that what they are learning is useful, and that it will continue to be so in the future. In order for this to be achieved, three frameworks of basic reference must be taken into consideration: the classroom, the world which surrounds us, and the learners themselves, along with their interests and motivations. With regard to the first point, teachers and learners must work towards using the foreign language to communicate in class, as it is here that the true framework for communication in school is to be found. Today's world will provide a reference for the type of situations in which learners will have to use the language being studied, both in the near and the more distant future. On concluding Statutory Secondary Education learners should have acquired those communicative skills necessary for confronting this reality with sufficient guarantees.

If learners are to achieve autonomy and to take on responsibility for their process of learning, then they should be offered the opportunity to participate in decisions relating to the content and the assessment of the learning which has taken place. Thus, negotiation and self-assessment will be essential aspects of foreign language teaching in this stage.

The development of linguistic skills should take place in an integrated way, and in real or simulated communicative situations. Listening comprehension, much emphasised in Primary Education, continues to be a skill requiring systematic development, in particular as it forms the base of communication in the classroom, as well as oral communication in general. In Secondary, learners will be able to understand more authentic oral texts, which are more complex, adapted to their knowledge and interests, and transmitted both in face-to-face mode as well as through the media.

During this stage, learners' productive skills must be consolidated. Learners will be able to communicate orally about topics related to their knowledge and interests with a greater degree of fluency and accuracy than in Primary. Writing provides opportunities to consolidate learning and to complete some of the basic tasks we are frequently called on to do in real life.

Thus far the text can be summarised by re-affirming that the fundamental focus of foreign language teaching during this stage, as in the previous one, is that learners learn to do something with the foreign language, rather than learning about the foreign language. For this reason, linguistic reflection will act essentially as a unifying element and reference point for linguistic knowledge, and will always be a means to achieving communicative competence, never an end in itself.

Globally speaking, the goal of Statutory Secondary Education is to provide learners with a basic training which fully prepares them as citizens who are mindful of their rights and duties, and which also prepares them to complete any of those courses of study available to them on finishing Statutory Secondary Education. In this sense, foreign language teaching during this stage should also provide a basic training which meets the communicative needs in the language studied, and which acts as a sound foundation for future, more in-depth, specialised learning of the language.

GENERAL OBJECTIVES

Foreign language teaching in the stage of Statutory Secondary Education shall have as an aim the development of the learners' skills, as follows:

1. To understand the global and specific information of spoken and written messages in the foreign language, related to different, common communicative situations, transmitted directly by speakers or through other channels.
2. To produce oral and written messages in the foreign language, using linguistic and non-linguistic resources in different, common communicative situations in order that this be fluent and satisfactory, demonstrating an attitude of respect and interest towards understanding and being understood.
3. To read written texts adapted to the skills and interests of the learners, related to communicative situations both

within and outside the school context, with understanding and autonomy, obtaining global and specific information.

4. To use the reading of texts for different purposes, valuing their importance as a source of information, enjoyment and leisure, and as a means of access to cultures and ways of life different to their own.
5. To reflect about the functioning of the linguistic system in communication as an element which facilitates the learning of a foreign language and which operates as an instrument for improving the learners' own output.
6. To value the support provided by the knowledge of foreign languages for communicating with people from cultures different to our own and for participating in international relations and in other areas of human activity.
7. To value the richness of different languages and cultures in codifying experience and organizing personal relationships in different ways.
8. To maintain a receptive, critical attitude towards information from the culture that foreign languages transmit and use such information to reflect on one's own culture.
9. To use strategies of autonomous learning of the foreign language constructed on the basis of experience with other languages and the reflection on the learning processes themselves.

CONTENTS

1. Uses and forms of oral communication

Concepts

1. Oral communicative situations in the foreign language in a social context different from one's own or in one's own context with speakers of the language:
 - Communicative intentions: common functions in everyday interaction (making acquaintance, giving and asking for information, solving problems of interaction, describing, presenting, narrating, influencing the behaviour of others, discussing, etc.).

- Elements which characterize the communicative situation: number and type of participants, time and place of communication, topic, etc.
 - Vocabulary related to the most common topics: education, work, kinship relations and friends, the daily life of both sexes, travel, leisure, ecology, new technologies, science fiction, etc.
 - Sentence and discourse structure.
2. Routines (frequently used expressions, idiomatic expressions, etc.) and basic formulae for social interaction (agreeing and disagreeing, asking for clarification, checking that something has been understood, etc.).
 3. Rules governing the comprehension and production of coherent discourse:
 - Adapting discourse to the changes occurring as a consequence of interaction (gestures, requesting a turn to speak, interruptions, expressions considered taboo, etc.).
 - Elements which provide for the cohesion of discourse: anaphoric and cataphoric reference, agreement, appropriate response to messages, etc.
 - Taking into account listeners' knowledge and anticipating their response.
 - Considering the meaning of discourse as the result of interaction between speaker and listener.

Procedures

1. Global understanding of oral messages from different sources (teacher, classmates, radio, television, videos, commercials, etc.), extracting the relevant information in each case and paying attention to the specificity of each (use of verbal and non-verbal codes):
 - The interpretation of messages: distinguishing between facts and opinions, the speaker's intention, features of humour and irony, different givens, etc.
 - The identification of the relevant elements in messages paying attention to different codes (verbal, gesture, visual or cinematographic).
2. Production of oral messages comprehensible to the listener or

listeners, integrating correctly the different elements of the messages, with different communicative intentions:

- Coherent organization of the ideas expressed.
 - Adapting the formal characteristics of expression: vocabulary, structures, intonation. Adapting elements of the non-linguistic elements employed (gestures, posture, drawings, graphic information, etc.).
 - Comprehensible pronunciation and appropriate intonation.
3. Active participation in linguistic oral exchanges in order to express likes and dislikes, needs, asking for information, expressing opinions, relating experiences, etc., employing strategies that ensure fluent and effective communication:
- Creative use of language to express what one really wants.
 - Use of linguistic strategies (asking for clarification, the use of describing an unknown word, using similar words in the mother tongue, etc.) and non-linguistic strategies (gestures, sounds, visual aids, etc.).

Attitudes

1. Recognition of the importance of being able to communicate orally in a foreign language as a means of meeting communicative needs with different listeners and as a means of promoting understanding between people.
2. Paying attention and showing respect to the oral messages transmitted, in the foreign language studied, by different people (the teacher, other classmates, speakers of the language in question...).
3. Reflective, creative, critical participation in the different oral communicative situations in which the learners take part.
4. Recognition of errors as an integral part of the learning process and the tendency to overcome difficulties which occur while communicating orally due to a lack of linguistic resources, exploiting to the full the knowledge and communication strategies available.
5. Accuracy in the interpretation and production of oral texts.
6. Awareness-raising of the ability to understand an oral message globally, without having to understand each and every element of the same.

2. Uses and forms of written communication

Concepts

1. Most common written communicative situations in the foreign language:
 - Communicative intentions: most common functions in written communication: expressing feelings and desires, giving and asking for information, making requests, describing, narrating, imagining, polite formulae, etc.
 - Elements which characterize the communicative situation: readers, topic, etc.
 - Vocabulary related to most common topics: the street, education, work, kinship relations, love and friendship, travel, leisure, etc.
 - Fundamental linguistic structures to express the communicative intentions described above.
2. Most relevant principles and characteristics of written discourse:
 - Supplying the relevant information and no more, avoiding ambiguity, being concise and tidy.
 - Taking into account the readers' knowledge and anticipating their response.
 - Considering the meaning of discourse as the result of the interaction between encoder and decoder.
 - Elements that provide for the cohesion of discourse: agreement, discourse markers, etc.
3. Structure and formal elements of written texts:
 - Presentation, spelling and punctuation marks.
 - Text type, distance in space and time.
 - Appropriate forms for different communicative situations. Sentence and text structure.
 - Most common courtesy forms in letters, congratulations, etc.

Procedures

1. Understanding texts related to classroom activities (instructions, comments on work, advice, etc.) and the ability to deduce from context the meaning of unknown words.

2. Global understanding of written texts related to the learners' experience and cultural baggage: literary (short stories, poems, critical commentaries, humorous texts, etc.) and scientific (topics related to different disciplines).
3. Global understanding, with the help of a dictionary and the teacher where necessary, of texts published in different media (magazine and newspaper articles, advertising, comics, etc.).
4. Extracting specific information from authentic texts (guides, programmes, noticeboards, popular, articles, etc.).
5. Distinguishing between described facts and opinions expressed by the author in a written text adapted to the learners' knowledge of the foreign language.
6. Extracting information which does not always appear explicitly in written texts.
7. Production of written texts in order to meet personal communicative objectives (invitations, written requests, congratulations, advice, orders, etc.), filling in forms, surveys, personal data questionnaires, etc.
8. Written responses to oral or written prompts, structuring them in accordance with the principles and main characteristics of discourse.
9. Producing simple, comprehensible, written texts with an appropriate logical structure (introduction, development and conclusion), paying attention to different needs (description, narration, comparison, etc.) and to different communicative intentions.

Attitudes

1. Showing interest and curiosity in the process of knowing about the ideas expressed in written texts in the foreign language, avoiding the interference of preconceptions in the understanding of the message.
2. Interest in reading written texts in the foreign language autonomously, in order to obtain information, broaden one's knowledge, derive pleasure, etc.
3. Interest in realizing written communicative exchanges in the foreign language with speakers of the language.
4. Overcoming one's own limitations by making the fullest possible use of the linguistic resources available.

5. Accuracy in the interpretation and production of written texts.
6. Awareness-raising of the ability to understand a written text globally without having to understand each and every element of the same.

3. Systematic reflection about language and learning

Concepts

1. Importance of form as a means of achieving the accurate, appropriate use of the foreign language.
2. Basic elements of the foreign language and their functioning in discourse:
 - General notions: existence, non-existence, presence, absence, etc.; quantity (number, quantity, degree); quality (form, size, colour, age, expression, material, physical condition, etc.); temporal relationships (time, future reference, present reference, past reference, frequency, etc); relationships of possession (adjectives and possessive pronouns, etc.); deixis (pronouns and personal adjectives, demonstratives, etc.).
 - Lexis referring to the most common communicative situations and the specific interests of the learners.
 - Functions: giving and asking for information, suggesting, persuading, making acquaintances, presenting, narrating, comparing, agreeing and disagreeing, expressing one's own opinions and judgements.
 - Phonology: different sounds in relation to the mother tongue, intonation, etc.
 - Spelling and punctuation.
 - Morphological elements: nouns, adjectives, verbs, etc., their semantic value and functioning in discourse.
 - Syntactic elements: sentence structure, elements in the sentence and their order, simple sentences, complex sentences, etc., and their functioning in discourse.
 - Discourse markers: connectors and other cohesive devices.
 - Components of a communicative act: participants, communicative situation or setting, message, intention, channel, register, etc.

3. Main mechanisms involved in the learning of foreign languages: the importance of listening, of communicative activity, positive or negative attitudes towards the foreign language, etc.
4. Useful communicative strategies for maintaining communication and making it fluent and effective.

Procedures

1. Using acquired knowledge about the new linguistic system as an instrument for monitoring and self-correcting in order to improve the communicative effectiveness of one's own output and to understand better texts produced by others.
2. Conscious use of some mechanisms employed in foreign language learning (paraphrasing, deducing, ordering, summarizing, etc.), in order to improve the results obtained.
3. Conscious use of different ways of learning a foreign language (singing, acting out, listening, memorizing, reading, etc.) and the use of those communicative strategies that can best be adapted to one's own characteristics (paraphrasing, using mother tongue equivalents, etc.).
4. Conscious analysis of those aspects of semantics and morphology which highlight differences in the organization of reality when compared to ours: temporal relationships, possession, gender, number, etc.

Attitudes

1. Curiosity to know about the functioning of the foreign language and the appreciation of accuracy in its use as a guarantee of fluent, effective communication.
2. Interest in knowing and analysing both one's own forms of expression as well as those of one's classmates.
3. Positive attitude towards the most suitable class activities for developing communicative competence to the full and for overcoming problems which can occur during the learning process.
4. Confidence in one's own ability to progress and to attain a good level of use in the foreign language.

4. Socio-cultural aspects

Concepts

1. Aspects of the culture and society of those countries where the foreign language which is being studied is spoken, close to the interests and motivations of the learners:
 - Rules and customs of everyday life: timetables, habitual activities, phrases and gestures for expressing courtesy, likes and dislikes, fashions, social roles, etc.
 - The environment lived in another country: physical aspects of a city, streets, public services, shops, the conservation of the environment, the consumer, quality of life, etc.
 - Human relationships: relationship with parents, love and friendship, meeting places for young people, the role of men and women in social organization, etc.
 - Young people's world: studies, work, sports, leisure, music, video, comics, the cinema, etc.
 - The media: magazines for young people, radio and TV programmes, etc.
2. Civic customs and the conservation of the environment, the heritage of citizens from other countries.
3. The presence in Spain of the foreign language being studied (films, advertising in newspapers and public buildings, instruction leaflets, songs, etc.).
4. The international presence of the foreign language being studied (in international organizations, in the fields of science, culture, sport, etc.).

Procedures

1. Analysis of particular socio-cultural aspects of the countries where the language being studied is spoken.
2. Contextualized use of the rules and habits of behaviour of the countries where the language being studied is spoken, in relations with native speakers and in situations of role play and simulation.
3. Comparison of particular aspects of the way of life of the countries where the language being studied is spoken with those of the learners' own country.

4. Use of the acquired knowledge of the foreign language to interpret messages present in our society (advertisements in newspapers, in public buildings, etc.).
5. Use of authentic oral and written materials from different sources in order to obtain the information desired.
6. Critical analysis of those socio-cultural behaviours which imply discrimination or rejection.

Attitudes

1. Curiosity, respect and the critical appreciation of ways of life and other socio-cultural aspects of the countries where the language being studied is spoken.
2. Appreciating those sociolinguistic behaviours which facilitate relations of co-existence (use of polite formulae, gestures, tones of voice, etc.).
3. Appreciating the personal enrichment to be derived from relations with people who belong to other cultures.
4. Receptive attitude to information available in the foreign language.

ASSESSMENT CRITERIA

- 1. Extracting global and specific information from oral messages transmitted in a face-to-face communicative situation about topics familiar to the pupil or related to daily aspects of the culture and the society of the countries where the language is spoken.**

This criterion seeks to assess the learners' ability to communicate, in an area of experience close to them, to their material needs and social relations, physical sensations and feelings, opinions and personal experiences, as well as the organization of the class. The topics related to foreign culture and society shall be those arousing the most interest among the learners and which are vital for understanding the same.

- 2. Extracting the main idea and the most relevant specific information from oral texts transmitted by means of mechanical reproduction about topics which do not require specialized knowledge.**

This criterion assesses the ability to understand essential aspects of recorded messages, expressed in language without strong regional or social connotations, even though the totality of the texts shall not be understood, which shall consist essentially of conversations between various participants, descriptions and short narratives.

3. Participating in brief conversations using the appropriate strategies for initiating, maintaining and making communication progress, producing a discourse which is comprehensible and adapted to the characteristics of the situation and the communicative intention.

This criterion seeks to assess the skill of participating orally in interactive situations and of using strategies and resources which ensure communication with the teacher, classmates or a native speaker who is conscious that he or she is speaking to a foreign student, expressing likes and dislikes, needs, feelings, giving and receiving information, opinions and relating experiences, using elements of basic co-ordination and subordination. The output may contain some inaccuracies which do not impede communication.

4. Extract global and specific information from authentic written texts, which are simple and of limited length, and of different types (descriptive, narrative, discursive, explicatory), distinguishing between facts and opinions and identifying, where appropriate, the main arguments presented by the author.

This criterion assesses the pupil's ability to read texts for gist, pertaining to the press and daily life, related to the culture and the society of those countries in which the language being studied is spoken.

5. Reading autonomously - accompanied by the correct use of the dictionary - books for young people or those related to their own interests, and demonstrating understanding by the completion of a specific task.

This criterion seeks to assess the learners' ability to read, by themselves, magazines and young people's newspapers, as well as books referring to different topics, such as sport, modern music, short biographies and stories.

6. Writing simple texts, paying attention to different communicative intentions, respecting the conventions of written communication and employing elements

which ensure the cohesion and coherence of the text so that it can be easily understood by the reader.

This criterion assesses the learners' ability to communicate tidily and concisely in writing, although the text may still contain certain morpho-syntactic inaccuracies which do not affect the essential aspects of the message.

- 7. The conscious use of the acquired knowledge of the new linguistic system as an instrument for monitoring and self-correcting one's own output and as a resource for understanding better other people's output.**

This criterion assesses the learners' ability to distinguish and recognise formal accuracy, the coherence of ideas expressed, and the adapting of discourse to the communicative situation in simple oral and written texts, and to apply in their own production the necessary rules and strategies to guarantee that they are more easily understood.

- 8. Persevering in trying to understand and be understood in communicative face-to-face situations, using all the communicative strategies and expressive resources at one's disposal in order to overcome possible difficulties in the process of understanding.**

This criterion seeks to assess if the learners have acquired the key elements which govern communicative exchanges (adapting their register to the listener and the situation, and adopting a collaborative attitude in the negotiation of meaning) and if they have understood that the fundamental aspect of communication is producing and negotiating a message in the most efficient way possible, without the learner's own linguistic inadequacies constituting an insurmountable obstacle.

- 9. Identifying and interpreting - making use of linguistic and non-linguistic clues - the cultural givens which can appear in texts and using them to gain a better understanding of the same.**

This criterion seeks to ascertain that the learners know the most outstanding features of the socio-cultural context of the countries where the foreign language is spoken, and that they can interpret messages from this context as accurately as possible, taking into account all those elements which are characteristic of it.

INTRODUCTION

In today's society learning a language other than one's own has become a necessity and the aspiration of a large section of the population.

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foreign language for eight years and should have acquired sufficient fluency to communicate comfortably in everyday situations. In this new stage of the educational system an attempt is made to develop the learners' autonomy with regard to their progress as fully as possible, so that they can monitor their linguistic output with greater accuracy, fine-tune the language (thus converting it into a personalised instrument and means of communication), in terms of both production and comprehension, and be autonomous as regards their reading skills. Thus, learning must now be seen as an extension, consolidation and specialization of the skills acquired throughout the stage of obligatory education. In this sense, the contents of the study of the foreign language are basically the same, although at another level of knowledge: communicative competence, analysis and reflection.

“Bachillerato”

Apart from this, in the *Bachillerato*, the learning of a foreign language retains the basic goals that it had in the stage of obligatory education: the instrumental goal, as a means of expression and communication, and the general intellectual training of the mental structuring and representation of the world.

With regard to the former goal, the instrumental, it must be noted that the learners' increased maturity and their increased communicative competence will allow for the use of the language in diversified situations, that is to say, it will facilitate its use as an instrument for action which is closer to reality, and not as confined to

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In today's society learning a language other than one's own has become a necessity and the aspiration of a large section of the population.

A student who begins *Bachillerato* has already been studying a foreign language for eight years and should have acquired sufficient fluency to communicate comfortably in everyday situations. In this new stage of the educational system an attempt is made to develop the learners' autonomy with regard to their progress as fully as possible, so that they can monitor their linguistic output with greater accuracy, fine-tune the language (thus converting it into a personalized instrument and means of communication), in terms of both production and comprehension, and be autonomous as regards their reading skills. Thus, learning must now be seen as an extension, consolidation and specialization of the skills acquired throughout the stage of obligatory education. In this sense, the contents of the study of the foreign language are basically the same, although at another level of knowledge, communicative competence, analysis and reflection.

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With regard to the former goal, the instrumental, it must be noted that the learners' increased maturity and their increased communicative competence will allow for the use of the language in diversified situations, that is to say, it will facilitate its use as an instrument for action which is closer to reality, and not as confined to

the family environment and daily life as in the previous stage. Thus in this stage the use of the foreign language acquires a sense of obtaining information about other fields of knowledge.

The possible participants in a communicative situation, linguistic registers, communicative purpose, etc. also diversify, as the range of discourse varieties requiring specific treatment becomes richer, and will be brought into play when working more systematically with texts from the media (press, TV). The learners will have succeeded in developing a certain competence which allows them to become accustomed to using communicative strategies to compensate for the possible problems in communicating, which emerge from the daily interaction in and out of the classroom. In turn, the learners' linguistic competence will be consolidated on three levels (phonetic-phonological, morpho-syntactic and lexical), not as an end in itself, but as a means of acquiring a communicative competence as described above.

Within the specific skills which the *Bachillerato* defines as its objectives, the learning of a foreign language will contribute towards the development of the learners' general communicative and linguistic competence, by means of the transfer of individual learning strategies used in receptive and productive activities in the mother tongue and the foreign language, contributing towards a reflective learning of Spanish, and, as the case may be, the language of the autonomous community.

Furthermore, the discovery of some literary works and certain artistic manifestations of the foreign context will shape the creative sensibility of the learners and enrich their culture, appreciating by contrast the different literary and artistic forms which they have had access to. Likewise, the learners will learn to select documentary sources which facilitate the posing and solving of problems related to the fields of science and humanities.

Together with the instrumental goal already alluded to, this discipline contributes to the learners' intellectual training by promoting activities in which the application of cognitive skills such as reflection, hypothesis formation, generalization, etc., and the metacognitive skills of the planning and assessment of their learning, is reinforced. Likewise, the systematic use of procedures such as inference, discrimination, classification, which are capable of being transferred to other fields, is promoted. Finally, learners are encouraged to construct new representations, extending their vision of the world using their previous cognitive structure as a point of departure.

In short, the foreign language, as a formal system which represents a different way of structuring reality, should help to

broaden the learners' horizons, providing them with new data and arguments with which to critically analyse and value the different manifestations produced in today's world. The knowledge, obtainable from authentic documents in the foreign language, of ways of organizing society and confronting its characteristic problems, will help to enhance personal confidence, the development of autonomy, the taking of initiative and the social and moral consolidation of the learners.

GENERAL OBJECTIVES

The teaching of this subject must help the learners to acquire the following skills:

1. To use the spoken and written foreign language clearly, personally and creatively, with increasing fluency and accuracy, in order to communicate in real, varied situations.
2. To critically understand and interpret oral, written and visual texts from the media.
3. To read with autonomy and for different purposes (information, the acquisition of knowledge for certain topics, for relaxation and pleasure) texts in the foreign language which exemplify different organizational structures.
4. To reflect on the functioning of the foreign language in communication, in order to improve their linguistic output and the understanding of other people's output, in situations which are more and more varied and unpredictable.
5. To know the main aspects of the socio-cultural environment pertaining to the language being studied, in order to improve communication and to gain a better understanding and interpretation of cultures different to one's own.
6. To increase one's knowledge of the foreign language and use it for future learning or in-depth development, both in the foreign language and in others, even in different fields of knowledge and culture.
7. To critically value other ways of organizing experience and structuring personal relationships, including the relative value of cultural conventions and norms.

Contents**1. Use of oral and written language**

- Participation in conversations related to everyday situations:
 - a) Explicit factors of messages: verbal elements and contextual factors (situation, participants, topic, place).
 - b) Functional aspects: describing, narrating, explaining.
 - c) Discourse types: narrations (short, personal stories), descriptions (memories, experiences), procedures/prescriptions (instructions).
- Participation in situations deriving from the different learning activities and the interaction with other learners and the teacher, short talks, acting out.
- Communication strategies. Use of strategies which facilitate interaction:
 - a) Participating in conversation: taking and holding the floor, hesitating, joining a conversation, ceding the floor...
 - b) Maintaining communication: using contextual clues in order to deduce something which is not understood, asking for clarification, using gesture.
- Use of written language. Situations responding to a specific communicative intention and to a particular addressee, applying the norms governing different forms of textual organization (description, commentary, narration): formal letters in the context of simulations or authentic situations; note-taking in the different stages which conform a task; expressing in class-diary form the difficulties experienced in one's own progress in learning; assignments dedicated to one topic.
- Appreciation of the foreign language as a vehicle for promoting relations and understanding between people and cultures:
 - a) Respect for the interlocutor (attention, turn-taking...).
 - b) Collaboration in the negotiation of meaning.

2. *Understanding of oral and written texts: media, autonomous reading*

- Global and specific understanding of oral texts in interpersonal communication (teacher's instructions, conversations, talks).
- Understanding of global information and specific information asked for previously by the teacher from oral and visual texts transmitted by the media (songs, short popular films, simple programmes focussing on opinion..).
- Global and specific understanding of written texts pertaining to the field of interpersonal communication or of use in daily life (letters, advertisements, instruction manuals..).
- Understanding of global information and specific information previously asked for from written texts in the media (letters to the editor, press articles, advertisements...).
- Taking up a critical stance in response to the ideological content expressed by the texts:
 - a) Interest in knowing the information about the foreign language and culture through oral, written and visual texts.
 - b) Interest in comparing aspects of the foreign culture with one's own.

3. *Reflection on language and self-correction*

- The components of communicative competence. Analysis of and reflection on its functioning through oral and written texts:
 - a) Notional-functional aspects (asking for help and co-operation, expressing agreement and disagreement, contrasting and comparing).
 - b) Morphosyntactic elements (sentence structure, tenses, discourse markers, impersonal sentences...).
 - c) Phonological elements (rhythm and intonation, improving phonetics).
 - d) Aspects which determine the adaptation of messages with regard to the situation and communicative purpose.
 - e) Strategic elements: analysis of strategies for participating in and maintaining conversations and for negotiating meaning.
- Accuracy in the application of instruments for checking and self-correction.

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4. *Socio-cultural aspects*

- Interpretation and appreciation of the most relevant cultural elements present in the texts selected.
- Identification of the most significant connotations of a socio-cultural nature, values, norms and stereotypes for the understanding of the foreign culture, which are manifested in the texts selected.
- Looking for and finding information which helps structure the world of references which can be present in texts (elements of civilization, history, geography...).
- Appreciation of the foreign language in international relations.

5. *Monitoring of one's own learning process*

- Learning strategies related to the general planning of activity in the classroom and the application of the different stages:
 - a) Identification of learning needs.
 - b) Deciding what the product or result is going to be.
 - c) Selection of appropriate activities, materials and modes of working.
 - d) Consulting data and information.
 - e) Allocation of time for the work.
 - f) Information about work completed and the conclusions reached.
 - g) Evaluation of the procedures employed.
- Learning strategies related to the mental processes in the learning tasks:
 - a) Clarification and checking (checking understanding of the language, making observations...).
 - b) Practise (repeating, imitating, experimenting, applying rules...).
 - c) Monitoring (identifying a problem, making a correction...).
- The use of learning resources (dictionary, reference books...).
- Interest in increasing one's knowledge of the foreign language and culture.

- 1. Extracting global and specific information from oral texts transmitted in a face-to-face communicative situation about topics related to the daily reality of the learners and the cultural and social aspects of the countries in which the foreign language is spoken.**

This criterion seeks to assess the learners' ability to understand all the information transmitted by their interlocutor. The topics on daily reality will focus on their studies, their free time, their hopes for the future, their personal and social relations, their problems, topics related to current affairs or any other topics of interest to them. These same topics will be treated from the viewpoint of, or will refer to, other cultures, as long as they are of interest to the learners, or are essential for the understanding of the cultures of the countries where the language being studied is spoken.

- 2. Identifying the topic and the global information of short oral texts with visual support, transmitted by the media on general questions of current interest and aspects of the cultures associated with the foreign language.**

This is an attempt to assess the learners' ability to understand and interpret correctly at least some of the main ideas contained in messages broadcast in some common programmes of the audio-visual media, such as the news known by the learners, commercials and series familiar to them. When necessary, they may ask their classmates or the teacher for help.

- 3. Participating actively in improvised conversations on topics of interest to the learners, and in talks prepared previously, related to other parts of the curriculum or to social and cultural aspects of the countries in which the foreign language is spoken, using the appropriate communication strategies and discourse type for the situation.**

This focusses on the learners' ability to participate in a conversation with their classmates, the teacher or a speaker of the foreign language, narrating, describing, giving information, expressing their ideas and opinions, clearly and in an orderly fashion, and using the necessary communication strategies and reparation devices to facilitate the understanding of the message. The preparation of the talks will be aimed at enabling the learners to transmit the message with the help of a script, clearly and in an orderly fashion, even though the talks may

contain some inaccuracies which do not impede communication.

- 4. Extracting the most relevant global information and details from simple written texts of different types, related to other parts of the curriculum or referring to topical issues, taken from newspapers, young people's popular magazines and books and for the public in general.**

This will assess the learners' ability to understand the ideas contained in authentic popular texts of general interest, with sufficient accuracy to be able to use this information in written or spoken texts, or to express opinions about the content. These texts will need to be of a level of cognitive difficulty commensurate with the age and previous knowledge of the learners, and the selection of the texts will be determined by the interests and needs of the same.

- 5. Reading, with the help of a dictionary, original versions of short stories or novels, related to the interests of the learners, and demonstrating their understanding by means of a specific task.**

This criterion seeks to assess the learners' ability to interpret the main ideas correctly (plot, sequencing, arguments expressed...) as well as the author's intention, taking into account the characteristics and functions of the text. Varied reading which covers the learners' different interests will be favoured.

- 6. Producing written texts of different types, adapted to a situation, a specific communicative purpose and type of reader, with sufficient fluency, accuracy, internal cohesion and coherence for the reader not to experience problems of understanding.**

The texts will be related to the personal academic reality of the learners: letters, instructions, messages, short creative texts, objective information, summaries of and personal opinions about texts read, notes, etc. Importance will be attached to the organization of the text and its adaptation to the context in question (situation, communicative purpose, addressee), as well as to the accuracy, although absolute morpho-syntactic accuracy will not be required.

- 7. Using the linguistic, sociolinguistic, strategic and discursive knowledge acquired, as instruments for monitoring and correcting one's own linguistic output, and that of others.**

This criterion can assess if the learners are progressing in the manipulation of grammatical structures which express a higher degree of syntactic maturity, such as the use of some subordinate clauses, the correct use of discourse markers, an increase in receptive and productive lexis. In addition, the learners' ability to correct or modify their oral and written output, and that of their classmates, will be assessed.

8. Using the learning strategies acquired, such as consulting dictionaries, grammars, recordings and other sources, with the help of the teacher and other learners, to solve new problems posed by communication and the continuing process of the learning of the linguistic system and the socio-cultural environment.

This criterion seeks to assess the level of the learners' autonomy with regard to their learning and their ability to put into practice the strategies worked on in class: the correct use of dictionaries (selecting a suitable dictionary, only looking up words which are essential for meaning, choosing the appropriate meaning...), the use of grammars and other reference books (consulting the index, extracting basic information...).

9. Contrasting the cultural manifestations appearing in the texts read in the foreign language with those of the learners' own culture.

This criterion seeks to assess the learner's ability to find equivalents in their own culture of the outstanding cultural manifestations of the foreign culture in order to achieve a relativization of the values of different cultures.

SECOND YEAR

Contents

1. Use of oral and written language

- Participation in conversations related to everyday situations:
 - a) Non-explicit factors in messages, non-verbal elements, communicative intention, the context of the situation, the relationship between and the attitude of the participants.
 - b) Functional aspects: making hypotheses, expressing probability, doubt or suspicion, discussing, summarising.

- c) Types of discourse: narrations, (stories, reports), procedures/prescriptions (advice), texts involving argumentation (dialogues, debates).
- Participation in situations deriving from different learning activities: talks, acting out, projects, debates:
 - a) Lexis related to the different types of *bachillerato*.
 - b) Appropriate pronunciation and intonation.
- Communication strategies. Use of strategies which facilitate interaction:
 - a) Participating in conversation: starting and finishing a conversation, collaborating in maintaining interaction, using conversational links, seizing turns in the conversation ...
 - b) To maintain conversation: showing understanding, influencing the interlocutor's behaviour, checking that one has been interpreted correctly ...
- Use of written language. Situations responding to a specific communicative intention and particular addressee, applying the norms which govern different types of textual organization (talks, presenting an argument): summaries expressing personal points of view about reading completed or oral and visual texts; texts involving personal expression and creativity (scripts, diaries, magazines, poems...); essays presenting an argument...
- Appreciating the foreign language as a vehicle for promoting relations and understanding between people and cultures.
- Readiness to establish relationships with speakers of other languages (school correspondence, exchanges...).

2. Understanding of oral and written texts: the media, autonomy when reading

- Understanding of global and specific information of oral texts in interpersonal communication (talks, debates, exchanges with speakers of the foreign language).
 - a) Identification of the important features of the register of the language.
 - b) Interlocutor's intention.
- Understanding global information and specific information previously asked for from oral and visual texts transmitted by the media (songs, gameshows, TV news, TV series).

- Global and specific information from written texts pertaining to the field of interpersonal communication or the use of the media in daily life (leaflets, instruction manuals, notes...).
- Understanding of global information and specific information previously asked for from written texts from the media (news, articles expressing opinion...).
- Global and specific understanding of popular written texts pertaining to technical, scientific and general cultural fields, with the help of a dictionary.
- Understanding of works of literature in the foreign language (novels, biographies, drama, poetry...), the language of which is contemporary and accessible, with the help of a dictionary.
- Taking a critical stance in response to the ideological content of the information contained in such texts.

3. Reflection on language and self-correction

- The components of communicative competence. Analysis of and reflection on its functioning through oral and written texts:
 - a) Notional-functional aspects (encouraging and prompting, criticizing, making suppositions and expressing conditions, doubt and suspicion...).
 - b) Morphosyntactic elements (impersonal sentences, subordination, the passive voice, indirect speech...).
 - c) Lexical elements (word-formation, suffixes, prefixes...).
 - d) Discursive elements: the appropriate organization of ideas in paragraphs and the text, use of cohesive elements of discourse...
- Accuracy in the application of instruments for checking and self-correction.

4. Socio-cultural aspects

- Interpretation and appreciation of the most relevant cultural elements present in the texts selected.
- Identification of the most significant connotations of a socio-cultural nature, values, norms and stereotypes for the understanding of the foreign culture, which are manifested in the texts selected.

- Looking for and finding information which helps structure the world of references which can be present in texts (elements of civilization, literature...).
- Familiarization with the Literature of the language being studied: reading a significant work.
- The appreciation of the foreign language in relations between people and countries.

5. Monitoring of one's own learning process

- Learning strategies related to the general planning of classroom activity.
- Learning strategies related to the mental processes in learning tasks (induction, deduction, checking ...):
 - a) Clarification and checking (checking understanding of language, making observations ...).
 - b) Induction (making hypotheses, inferring and anticipating meaning, generalizing...).
 - c) Deduction (applying general rules to specific cases, synthesis ...).
 - d) Practice (repeating, imitating, experimenting, applying the rules ...).
 - e) Monitoring (identifying a problem, making a correction...).
- Autonomous use of learning resources (dictionary, reference books, audio-visual material and software...).
- Interest in increasing one's knowledge of the foreign language and culture.

Assessment criteria

- 1. Extracting global and specific information from oral texts, transmitted in a face-to-face communicative situation, about topics related to the daily reality of the learners, cultural and social aspects of the countries in which the foreign language is spoken and general topics related to studies and interests.**

This criterion seeks to assess the learners' ability to understand and interpret the information transmitted by their interlocutors,

taking into account aspects such as the register used, the speaker's intention, his or her attitude, etc., about topics closely related to their experience and their communicative needs. The topics related to cultural and social aspects will be familiar to the learners as a result of their own experience, or having worked on them previously.

2. Extracting global and specific information previously asked for, from oral texts with visual aids, transmitted by the media about general questions of topical interest and aspects of the cultures associated with the foreign language.

This criterion seeks to assess the learners' ability to understand the gist of and interpret correctly oral texts with visual support transmitted in the most common programmes in the audio-visual media, such as the news, popular programmes and those expressing opinion, debates, and dramatic productions broadcast by these media, with the learners being allowed to confer occasionally with their classmates or the teacher. In addition, the learners' ability to check their specific understanding of those aspects previously indicated by the teacher is assessed.

3. Participating fluently in improvised conversations and in narrations, talks, discussions and debates prepared previously about topics of interest to the learners, related to other parts of the curriculum or social and cultural aspects of the countries in which the foreign language is spoken, using the appropriate communication strategies and discourse type for the situation.

This seeks to assess, on the one hand, the learners' ability to organize and express their ideas clearly, and on the other hand, their ability to respond appropriately to the interaction and collaborate in the continuation of discourse (initiating exchanges, discussing, asking questions, negotiating meaning...), producing comprehensible discourse, which is appropriate to the situation and the communicative purpose.

4. Extracting autonomously, with the help of a dictionary, the information contained in written texts (newspapers, magazines, stories and books) referring to topical issues, culture in general and those topics related to other subjects in the curriculum and the learners' future studies.

This seeks to assess the learners' ability to understand authentic texts of general interest and which are generally available, with sufficient accuracy and in sufficient detail to be able to analyse the information critically, reformulating it and using it in their own linguistic output, both orally and in writing.

5. Reading with the help of a dictionary and other reference books, varied literary texts (novels, poetry, plays..), related to the interests of the learners, and demonstrating understanding by means of a specific task.

This criterion seeks to assess the learners' ability to interpret, in simple texts, the author's message, the general characteristics of the author's style and the socio-cultural context in which the text is framed.

6. Producing, with the help of the appropriate reference material, written texts which require the considered planning and development of content, paying attention to idiomatic accuracy, coherence and the appropriacy of expression.

This criterion seeks to assess the ability to plan and represent ideas in written texts with textual accuracy in accordance with a precise objective; summarising, developing, critical commentary, evaluating information and arguments obtained from the understanding of oral, written and visual texts with the necessary bibliographical support (dictionary, encyclopedia, the specialised press...).

7. Using reflectively the linguistic, sociolinguistic, strategic and discursive knowledge acquired, accurately applying the techniques of self-correction which enhance autonomous learning.

This criterion seeks to assess if the learners are progressing in the manipulation of grammatical structures which express a higher degree of syntactic maturity, such as co-ordination to subordination, the use of nominalization, the development of specialized lexis, the improvement of phonological features, spelling, as well as all the aspects of communicative competence that facilitate communication. The learners' ability to correct and modify their own oral and written output, and that of their classmates, will also be assessed.

8. The spontaneous use of the learning strategies acquired, such as consulting various types of dictionaries, grammars, recordings and other sources,

to solve new problems posed by communication or the continuing process of the learning of the linguistic system and the socio-cultural environment.

This criterion seeks to assess the learners' ability to transfer the strategies and skills used in previous learning to new learning situations and to value the personal role they play in the construction of their process of learning: decision-taking, observation, the formulation and modification of hypotheses and the assessment of their progress with the maximum degree of autonomy.

9. Analysing, through authentic documents, some cultural manifestations in the field of the use of the foreign language from a perspective enriched by the different languages and cultures that the learners know.

This criterion seeks to assess the ability to interpret songs, films, the media, literary works..., some specific features, characteristic of the foreign, socio-cultural environment and linked to the learners experience and interests, so that they can relate these to the different cultures whose language they already know.

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INTRODUCTION

The basic curriculum establishes for Statutory Secondary Education the advisability of catering for these pupils' educational needs deriving from diversity. This means attempting to leave space in the curriculum to necessarily diverse skills and interests, by means of a range of subjects which are of a more functional character and closer to the educational perspective of the pupils. The basic curriculum establishes that to this end all those subjects offered under the system will offer the possibility of teaching a second foreign language.

Second Foreign Language for Statutory Secondary Education

Under the heading of Second Foreign Language, is to be understood any of the languages present in the educational system: German, French, English, Italian or Portuguese.

The basic decrees for Foreign Languages establish communicative competence as the purpose of learning a foreign language. In the same way, the principal aim for this second language will be the acquisition of a communicative competence in all senses. Furthermore, the optional character of this subject has as an immediate consequence the implementation of a didactic focus which reinforces its functionality to the full. In this way, the interests and motivation of the students who choose to complete their education by entering a new vision of the world by studying a communicative code which is different to the ones they already know are emphasized from the first moment.

If it is true that a language reflects or represents reality, learning a second foreign language implies not only knowing a system of signs and words, but also the cultural meanings for which they act as a vehicle, broadening in this way the concept of reality in which

INTRODUCTION

The basic curriculum establishes for Statutory Secondary Education the advisability of catering for those pupils' educational needs deriving from diversity. This means attempting to leave space in the curriculum to necessarily diverse skills and interests, by means of a range of subjects which are of a more functional character and closer to the essential life of adolescents and that, furthermore, offer them perspectives which will guide them in the future. Likewise the curriculum establishes that to this end all those schools which come under the system will offer the possibility of studying a foreign language.

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If it is true that a language reflects or represents reality, learning a second foreign language implies not only knowing a system of signs and words, but also the cultural meanings for which they act as a vehicle, broadening in this way the concept of reality in which

pupils live. In effect, another door opens for the pupils providing access to knowledge, understanding and respect for the cultural environment in which they are immersed, an environment characterised by being multilingual and multicultural and in which the concept of borders tends to disappear.

This Second Language can be placed in the linguistic option of pragmatics, so that, using speech situations as a starting point - that is to say, language in use - pupils can acquire, from the beginning, the ability to perform in contexts where the social roles and information shared by the participants are indispensable for achieving the aim desired by them.

The relationship between the study of one's own language, the first foreign language and the second can be considered from different points of view. Firstly, the study of a Second Foreign Language begins much later than the other two. Having said this, if it is true that adolescents no longer possess the articulatory plasticity of eight-year olds, they do nevertheless have the ability to learn reflectively, and in this sense, learn more quickly and effectively. Pupils at this stage can also rely on previous knowledge which will act as schemata on to which they will construct and establish their new learning. This previous knowledge is of many types, but, in this case, it is worth mentioning the knowledge which refers to the linguistic field as such, and the knowledge of the world provided by languages already studied, as well as other areas of the curriculum.

In addition to the communicative competence of their mother tongue, which schools are required to develop to the maximum, pupils have already had the opportunity to begin the acquisition of a communicative competence in a foreign language. They have also begun to reflect on the mechanisms used for learning, to identify the most useful strategies, and, finally, to be able to transfer what they already know to what is still unknown.

At this moment of development, the pupils, whose cognitive skills are attaining a great complexity, already know that the development of a communicative competence in a language is not acquired in a decontextualized way, that other elements pertaining to the communicative situation (needs, intentions, participants) are fundamental to this process of acquisition. Pupils are capable of producing language in accordance with the communicative situation, both in terms of form and meaning. This implies using different forms of discourse in accordance with the parameters of the situation in which they are produced and interpreted. Basically, they have the ability to progressively define and fine-tune the meanings encoded, to make adjustments, to clarify, to give precise information, to use

linguistic and non-linguistic resources to prevent communication from breaking down. They know about the need to master certain communicative functions and that progress in learning is not linear, but that it consists of continuously and progressively filling gaps, fine-tuning and enriching.

This previous knowledge must act as the starting point for didactic action in the teaching of a second foreign language. It is therefore the teacher's job to train pupils to transfer this knowledge to the learning of the new language. In order to facilitate this process, content related to reflection and the contrast between the two languages being studied is included in the syllabus design of the subject.

Each and every one of the subjects which are optional contribute to the achievement of the general objectives for this stage. The inclusion in the curriculum of a Second Foreign Language will allow for and promote, firstly, the development of pupils' identity, the enhancement of their self-esteem and the development of their autonomy, in keeping with the increase in self-confidence and the confidence to overcome obstacles and make maximum use of one's knowledge that comes with learning a language.

Secondly, it will encourage the establishment of relations with other groups and people, promoting attitudes of flexibility, solidarity and tolerance, developed and practised in the classroom by means of activities devised to this end, such as working in groups, debates, round tables, simulations and role-plays. Furthermore, the development of the adolescents' powers of expression can make a contribution, by means of the range of simulation techniques practised in class. The analysis of the mechanisms governing the functioning of societies will also be facilitated, by the use and evaluation of authentic documents from the media, interviews and exchanges.

Similarly, this subject will reinforce the elaboration of strategies for identifying and solving problems, applying them autonomously, contrasting them and reflecting on the processes followed. This will be proportionate to the development of mechanisms and strategies for elaborating and reactivating one's own resources in the communicative situations included, in accordance with the strong functional focus of this subject. Furthermore, it can help to obtain and select information and to use it critically, by providing access to and using all kinds of authentic documents.

Finally, and fundamentally, the Second Foreign Language will contribute towards the attainment of the skills expressed in the general aims of the phase pertaining to communicative competence

(those referring to both verbal and non-verbal codes). That is to say, those referring to the understanding and production of both oral and written messages in the option of the foreign language studied.

GENERAL OBJECTIVES

The teaching of this subject must help the pupils to acquire the following skills:

1. To understand the global and most relevant information in simple oral messages in the foreign language, in communicative situations which are close to the pupils, by means of the conscious use of oral comprehension strategies.
2. To use the foreign language orally in communicative exchanges in class, developing norms of interaction which allow for the adjustment of discourse.
3. To produce simple oral messages in the foreign language, in situations related to the pupils' communicative environment, combining linguistic and non-linguistic resources for expression, in order to meet the most basic needs of communication.
4. To read and understand simple authentic documents in the foreign language (forms, instructions, recipes, brochures...), making conscious use of recognition and identification strategies.
5. To produce written messages of a practical and/or everyday nature (invitations, congratulations, instructions...), respecting the basic features of the code and adapting the formal layout to the text type.
6. To reflect on the functioning of the linguistic system in communication as an element which facilitates the learning of the foreign language and as an instrument to improve one's own output.
7. To understand and contrast what is different and similar between the foreign culture and one's own culture, with reference to the worldview and personal interaction, relativizing one's own cultural beliefs.
8. To apply the previous experience of learning other languages, developing the ability to learn autonomously.

As established in the basic curriculum, the component occupied by optional subjects will adopt an approach to the curriculum which is open and flexible. For this reason the contents must be interpreted, leaving teachers with ample room for autonomy and the possibility of adapting to the pupils with whom they have to work. Furthermore, in order to put into practice the open character of this subject, the stated contents will rather take the form of suggestions or a reference point, leaving teachers the possibility of modifying the content in order to attain the skills expressed in the aims of the Second Foreign Language.

In order to specify the contents of the optional second foreign language, the age of the pupils and their previous knowledge, both linguistic as well as cognitive, are taken into account.

On beginning the study of this subject, the pupils already know, as a result of having experienced and assimilated them, the characteristics of learning a foreign language. Thus, this knowledge should be made use of: transferring it to the study of the second foreign language.

Neither should it be forgotten that pupils, at this point in their development, have already acquired linguistic and non-linguistic communication strategies for their mother tongue, and in a more rudimentary way, for their First Foreign Language.

On the other hand, pupils already reflect on their mother tongue and at the same time are beginning to reflect on the first foreign language. This systematic reflection on language will allow them to take up the study of a second foreign language with greater ease.

The organisation of contents, as presented in this curriculum design, is based on psycho-pedagogical and epistemological criteria. There is a progression from the general and simple towards the specific and complex. On the other hand, another factor taken into account is that progress in a language must be semantic-communicative in character, and not morpho-syntactic, so that the morpho-syntactic contents will always occupy a subsidiary position and grammar learning will take place according to specific communicative needs.

The flexible approach to this curriculum design allows teachers to sequence the contents and organise their distribution in time by adapting them to their own reality, with the participation and commitment of the pupils as a constant.

The environment in which the educational centre finds itself, the material and human resources at its disposal and the curricular project will also impinge on the sequencing.

The contents of this optional subject will always be grouped into three different types: concepts, skills and attitudes. There is an obligatory emphasis on their being implemented across the different activities of teaching and learning inside and outside the classroom, and only in special circumstances will there be occasion to adopt a pedagogical focus which separates the different types of contents.

The contents, detailed below, are as follows:

1. Uses and forms of oral communication.
2. Uses and forms of written communication.
3. Systematic reflection on language and language learning.
4. Socio-cultural aspects.

1. Uses and forms of oral communication

The learning of a second foreign language will be founded on the acquisition of an oral competence in the language.

Concepts

1. Oral communicative situations in the foreign language close to the pupils, with different communicative intentions:
 - Communicative intention as a concept common to all languages.
 - The exponents in the language being studied for the following communicative intentions: establishing communicative interaction (greeting, saying goodbye, interrupting, inviting, thanking, apologising, ...), identifying, location, describing; giving and asking for information; explaining and expressing opinions; telling stories, etc., narrating, ...
 - Elements of the communicative situation for adapting utterances: number and type of participants, the relationship between them, the time and place of the communication, topic.
 - The contrast between elements that make up the communicative situation in the languages being studied and the different exponents.

- The vocabulary pertaining to the topics which respond to the pupils' communicative needs (travel, the consumer in society, relationships between friends, sports, music, ...).
 - Similar words between the mother tongue, the first and second foreign languages.
2. The linguistic structures necessary for the oral expression of the basic needs of social interaction:
 - Phonological elements: rhythm, intonation.
 - The morpho-syntactic elements that delimit communicative intentions (asking, negating, gender, number, personal pronouns, ...).
 3. The rules which govern the understanding and production of coherent oral discourse:
 - The type of discourse: adapting to the interlocutor, the situation, the circumstances and the discourse.
 - Elements which provide discourse with cohesion in languages (reference, agreement, interruptions...): the linguistic realization in the language being studied.

Procedures

1. Understanding the global and most relevant information of oral messages in the different sources or channels employed (the teacher, classmates, video...):
 - Recognising and identifying the foreign language.
 - Identifying the communicative situation and its elements.
 - Identifying the type of interpersonal relationship.
 - Identifying mood and intentions.
 - Identifying the source of a message.
 - Selecting relevant information.
 - Distinguishing between fact and opinion.
2. Producing simple, comprehensible oral messages, combining the different forms of linguistic and non-linguistic expression (gestures, posture, tones, etc.):
 - Selecting the appropriate elements for encoding an oral message.

- Adapting to the environment and to the interlocutor, both linguistically and non-linguistically.
 - Organizing the message coherently.
 - Comprehensible pronunciation.
 - Using formulae autonomously (set phrases, utterances used in correspondence, clichés) which provide for the organization of ideas for participating in oral exchanges.
3. Actively participating in oral exchanges within the framework provided by class activities, to identify, describe, express opinions, making use of strategies which ensure fluent and effective communication, avoiding the breakdown of the same:
- The correct application of knowledge in known situations.
 - Transferring the verbal and non-verbal communication strategies of known languages to that being studied, in order to make maximum use of the limited knowledge of the new language. Specific linguistic exponents in the language being studied (asking for repetition, clarification, gestures, mime, etc.).
 - The use of words borrowed from the mother tongue and from the first foreign language.
 - The simplification of discourse and the use of synonyms.
 - Readjusting communicative intentions to negotiate different meanings.
 - Collaborating in the development of discourse as encoder, making discourse comprehensible, and as decoder, using gestures and expressions that demonstrate participation.

Attitudes

1. Interest in and respect for what others say and how they say it.
2. Accepting the language being studied as an instrument of communication in class.
3. Interest in realizing oral communicative exchanges in the language being studied with speakers of the same.
4. Recognizing the usefulness of transferring concepts and skills pertaining to oral communication from language to language.

2. Uses and forms of written communication

Written communication consists of comprehension - reading comprehension - and the production of written texts of a practical, everyday nature.

An attempt will be made to get pupils to **read autonomously** when faced with authentic texts of relative difficulty and in simple language, decoding the gist, without the help of the teacher.

Written production will be the reflection of reading comprehension. The intention is that pupils will produce short texts such as notes, letters, surveys, interviews, short descriptions.

Concepts

1. Situations of written communication of a practical, everyday nature in the foreign language with different communicative intentions, taking into account the different possible readers:
 - Functions of written language for asking for and giving information, describing, giving instructions, explaining, expressing opinions, feelings and wishes.
 - The characteristics of the communicative situation as a factor common to the communicative function: number and type of participants, topic, communicative intention, ... Specific realizations in the language being studied.
 - Lexical items related to themes corresponding to the needs and the communicative intentions.
2. The relationship between the phonetics and the graphic features of words.
3. Graphic similarities between related words in the mother tongue, the first foreign language and the second.
4. Elements providing for cohesion in written discourse (repetitions, agreement, markers...).
5. Similarities and differences in the formal structures of written texts in the languages known, such as letters, forms, instructions, surveys, ... (presentation, text type, formulae, punctuation marks).

Procedures

1. Identifying the different types of short authentic documents (letters, instructions, congratulations, ...) from the formal structure of the same, using the knowledge of known languages.
2. Global and specific understanding of simple written messages, from different familiar sources (advertisements, signs, instructions, publicity material, letters, comics, work produced in class), deducing the meaning of some unknown words by applying reading comprehension strategies (context, type of graphic, similarity with other known languages, ...).
3. Recognizing and selecting specific information, previously requested, in texts containing unknown words and structures (guidebooks, programmes, commercial products, offers of employment, lettering) from textual, paratextual and iconic information.
4. Using the dictionary and other reference texts, with progressively more autonomy.
5. Producing simple, short written texts catering for the different needs and intentions of the pupils (correspondence, invitations, congratulations, requests, orders and thank you notes and letters).

Attitudes

1. Recognising the ability to understand written texts globally without the need to understand each and every element of the same.
2. Interest in reading texts written in the foreign language autonomously in order to obtain information.
3. Understanding the value of formal accuracy when producing written texts.
4. Recognising the usefulness of transferring concepts and skills pertaining to written communication from one language to others.

3. Reflecting on language and language learning

For this subject matter pupils will reflect on the formal aspects of the language related to contexts and intentions.

This reflection on language will assume that the uses that communities make of words, the ways of using language to explain, to tell stories, etc., to order, to express feelings and wishes, are the true carriers of meaning. Discourse, that is to say the use of language, must be associated with foreign culture. Thus, the object of reflection will be language in operation.

Reflection will be present implicitly at all times, and explicitly when so required.

Concepts

1. Pragmatic-discursive elements which delimit communicative intentions (participants, situation, message, intentionality, roles, shared information, interruptions, silences, ...).
2. Linguistic elements that can affect communication:
 - Phonological (intonation, emphasis, the production of certain meaning-carrying sounds, ...).
 - Morpho-syntactic (clause structure, verb tenses, pronouns, agreement; the most frequently used prefixes and suffixes,...).
 - Semantic (similar words in the languages studied and "false friends").
3. Communication strategies (comprehension and production).
4. The pupil's role in the learning process. Different ways of learning languages.

Procedures

1. The explicit articulation of the representations pupils have of communication, language learning and the relationship between language and culture.
2. Identifying the different elements of the communicative situation in a document.
3. Using communication strategies (paraphrasing, summarising, substituting, defining, describing...).
4. Identifying the phonological and morpho-syntactic elements in discourse.
5. Reflecting on the key factors in the functioning of the linguistic system.

6. Using knowledge about discourse to attain greater accuracy in verbal communication.
7. The contrast between the languages being studied: identifying the most important similarities and differences in the linguistic structures worked on in class.
8. Reflecting on personal foreign language learning styles : identifying and reinforcing the most effective personal features.

Attitudes

1. A positive attitude towards the work of interpreting signs, clues and implicit information in communication.
2. Valuing the readiness to gain a deeper understanding of the functioning of discourse.
3. Interest in formal accuracy in order for communication to take place in accordance with the intentions of the participants.
4. Recognising the usefulness of contrasting the functioning of the different languages studied as a means of making learning more effective.

4. Socio-cultural aspects

The socio-cultural aspects of language are intimately related to and integrated in the rest of the contents.

As it is a socio-historic product and a social practice, language is always impregnated with culture.

It appears more important to familiarize pupils, not with the accumulation of knowledge about the foreign language, but with analytical tools, with a critical approach to information and with the symbolic relations present in the cultural space in question.

The cultural constantly places us in the presence of others and the fact that we recognise differences obliges us to question ourselves. It is in difference that one's own identity is discovered.

Cultural competence consists of knowing how to adapt oneself and not how to accurately implement a previously designed plan. It is the pupils' ability to adapt themselves to the unknown contexts of the foreign culture.

Concepts

1. The presence of the different sources of information of the foreign culture available in Spain (the press, radio, television, bookshops, sports, institutions, etc.).
2. The social and cultural referents of the countries and of the speakers of the language being studied, related to the interests and the experiences of the pupils:
 - The expressions and gestures of oral communication.
 - The rules and habits of daily life.
 - The natural and urban physical environment.
 - Human relationships (friends, parents, sentimental, at school, ...).
 - The media (interviews, young people's magazines, ...).
 - Relevant moments in history and of interest to the pupils.
3. Some cultural references which are key to the discourse of the foreign language.

Procedures

1. Identifying the presence of the foreign culture being studied in Spain.
2. Identifying socio-cultural aspects in the documents used in class in order to improve the understanding of the same.
3. Identifying and analysing the cultural stereotypes which are key to discourse.
4. Analysing the differences and similarities in the worldview and the personal interactions pertaining to their culture and the countries where the other foreign languages being studied are spoken.

Attitudes

1. Curiosity about, respect for and tolerance of other cultures and other ways of understanding life.
2. Valuing and accepting socio-cultural behaviours in interactions between people.

INTRODUCTION

The cultural and linguistic diversity of the world in which we live, the increasingly more frequent movements of population creating multilingual societies, the speed of progress achieved in different fields of knowledge and in different linguistic contexts, the intellectual enrichment provided by the knowledge of different languages, are all justifications for the continuing, or in some cases, beginning the study of a second foreign language.

Second Foreign Language for “Bachillerato”

In order to plan for this optional subject in the *Bachillerato*, it is necessary to take into account two basic factors which have a decisive influence on its configuration.

Firstly, the fact that pupils at this level will find themselves in very different situations with regard to this subject must be taken into consideration, depending on what they have selected in Statutory Secondary Education. There may even be pupils who choose to study a second foreign language for the first time in their school careers. In this case, and in the two years of the *Bachillerato*, there will be an introduction to the foreign language and culture in the same way provided for by the design of the subject of the same name in Statutory Secondary Education.

Secondly, the different types of *Bachillerato* will give rise to a great variety of interests and expectations on behalf of the pupils who wish to include in their curriculum the learning of a new language. If when learning a language it is fundamental to take into account learning needs, at this stage in which pupils have already completed certain options, it is indispensable, to promote their participation in the learning process to the full, to consider their specific requirements.

INTRODUCTION

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Both these factors have a clear implication for the teacher who teaches one of the languages on offer in educational centres for the option "Second Foreign Language", and this is the necessity of adapting the aims and content planned to the specific reality of the pupils, producing flexible syllabuses.

Whatever the case, at this stage of the *Bachillerato*, and to some extent regardless of the previous school history of the pupil, the basic plan of the second foreign language cannot and should not differ very much from the plan for the first stage, except for those who are beginning this language.

The core content will be the same as for the first foreign language, and the difference will be centred on the "depth" of learning, and the degree of fluency and accuracy expected, which will also necessarily be lower. Nevertheless, knowing another foreign language will dispose the student towards learning the new foreign language being studied with greater ease, and, as a result, towards acquiring a satisfactory level quickly. Furthermore, the cyclical nature of language acquisition should be taken into account throughout the whole learning process. On the other hand, the level of specialisation of the different contents must respect the diversity already mentioned and the pupils' participation in any given type of *Bachillerato* provided for by the curriculum at this stage.

Thus, the cornerstones around which the content for this subject are to develop are to be found in the aims of the second foreign language in the previous stage, and as a final referent, the design of the first foreign language in this stage of the *Bachillerato*.

GENERAL OBJECTIVES

The teaching of this subject must help the pupils to acquire the following skills:

1. To understand oral and written messages in the foreign language with reference to different common communicative situations, as well as the different specialist fields selected by the pupils.
2. To identify the global information and most relevant detail in oral messages transmitted by the media.
3. To express oneself effectively in common oral communicative situations, and in those in which it is likely they will find themselves with regard to their academic option.

4. To read and understand autonomously texts close to their needs and interests for different purposes: for information, the acquisition of knowledge, and pleasure.
5. To produce written texts of use in daily life, and related to their needs and interests, using the available resources satisfactorily.
6. To reflect on the functioning of the linguistic system in communication as one of the means of improving one's own output and understanding others' output.
7. To apply one's previous experience in other languages to the learning of a second foreign language, and to develop autonomous learning strategies.
8. To know the fundamental aspects of the socio-cultural environment pertaining to the language being studied in order to improve one's understanding and interpretation of other cultures and other ways of organising reality.
9. To evaluate critically other ways of organising experience and structuring personal relationships, understanding the relative value of cultural conventions and norms.

FIRST YEAR

Contents

1. Understanding and use of the spoken language

- Understanding oral messages of an interpersonal nature:
 - Obtaining the general and secondary ideas.
 - Distinguishing between fact and opinion.
 - Interpreting types of interpersonal relationships: moods and intentions.
 - Communicative strategies for understanding more clearly: asking for explanations, modifying meanings, asking someone to repeat, checking that a message has been correctly interpreted ...
- Understanding messages transmitted by the media in language containing few regional or social connotations:

- Identifying the type of programme and understanding the most relevant information, previously asked for, of television programmes (educational and entertainment).
- Participating in simple conversations in an everyday context, in and outside school, related to the students' own habits and interests:
 - The systematic use of the language being studied for everyday communication in class and in classroom activities.
 - Using the foreign language in activities which simulate common situations in daily life.
 - Strategies for participating in conversation: attracting attention, starting and finishing a conversation, joining in a conversation ...
 - Adding to one's productive repertoire of new communicative functions, such as expressing feelings, wishes and doubt, explaining, contrasting, comparing.
 - The spontaneous use of vocabulary for topics responding to the communicative needs of the pupils and to work in class.
- Identifying, and adding to the repertoire of the language being studied, similar words and structures from other languages known.
- A positive attitude towards the use of the foreign language in learning activities in and outside the classroom.

2. Understanding and use of the written language

- Understanding short written texts:
 - Global and specific understanding of letters, files, notes and other short authentic common texts in written communication, in class and outside it.
 - Global and specific understanding, with the help of a dictionary, of texts from the printed media: articles from young people's magazines, current affairs and news..
 - Graphic and semantic similarities between related words in the mother tongue, the first foreign language and the second. "False friends".
 - Distinguishing between fact and opinion and the main and secondary ideas.

- Using basic reading comprehension strategies: the organization of text, understanding unknown words from the text, layout...
- Understanding longer written texts with the help of a dictionary:
 - Understanding the discursive structure and the relevant information of texts of interest to the students: stories and short novels, dialogues ...
- Producing written texts related to the needs and interests of the pupils:
 - Texts with a direct functionality of a personal nature in and outside school: notes, summaries, personal notes, letters ...
 - The appropriate organization and presentation with regard to the text type and the communicative purpose.
- An appreciation of accuracy in interpreting and producing written texts in the foreign language.

3. Reflecting on language and language learning

- Pragmatic-discursive elements which delimit communicative intentions: shared information, interruptions, silences, meaningful noises ...
- Adding to one's productive repertoire new morpho-syntactic elements such as relative, causal and final clauses.
- Recognising the similarity between certain words and linguistic structures in languages known and the second foreign language.
- Using strategies to obtain information about the language: asking for the pronunciation, spelling, meaning, the correctness and accuracy of a certain term or expression.
- Becoming aware of one's own ability to acquire knowledge autonomously, using one's knowledge of other languages and the world in general.

4. Socio-cultural aspects

- Identifying and analysing the rules and basic habits which govern human relationships and other key socio-cultural features which appear in oral, written and visual texts worked on in class.

- The most generalized social and cultural referents among the speakers of the language being studied: the media, the educational system, emblematic individuals and dates...
- The foreign culture as a product of the interaction between individuals and groups: the multi-cultural aspects present in European societies.
- Curiosity, respect and an open attitude towards other cultures and their inhabitants.

Assessment criteria

- 1. Extracting global and detailed information from oral messages in face-to-face communicative exchanges about topics which are familiar to the pupil or previously worked on in class.**

This criterion seeks to assess the pupils' ability to understand all the relevant information in messages transmitted by an interlocutor speaking to them directly. The familiar topics will centre on their material needs, family and social relationships, physical sensations and feelings, opinions, personal experiences and preferences, as well as the organization of work in class. The topics previously worked on in class will be fundamentally related to basic aspects of the foreign culture and society which are close to the field of the pupils' experience.

- 2. Obtaining global information and information requested beforehand from short oral documents with audio-visual support about topics which are known to the pupils.**

The pupils' ability to understand recorded texts will be assessed. They must understand key aspects, such as what the text is about, the role of the interlocutors, their mood and attitude. Before listening to the text, the teacher will indicate to them which specific information they must identify and obtain.

- 3. Participating in simple conversations with a certain fluency, incorporating the most common expressions in social relationships, about topics related to work in class and their own experience.**

The pupil's ability to communicate with the teacher systematically in the language being studied is assessed (greetings, asking for permission, giving excuses, saying

goodbye) and the ability to deal with questions related to work in class (asking for clarification, asking what kind of work they are going to do, clarifying doubts, deciding how to organize groups...). The pupils' ability to maintain short conversations related to their own experience among themselves or with the teacher, will be assessed.

4. Extracting global and specific information from simple authentic written texts of a limited length, being able to predict meanings from the context and as a result of their knowledge of other languages.

The pupils' ability to understand short, authentic written texts can be assessed by means of this criterion. The texts will refer to aspects which are familiar to the pupils or of interest to them and to socio-cultural aspects worked on in class, and will correspond to their knowledge and interests.

The texts will be of a limited length, such as informal letters, commentaries on work completed, public notices and commercial advertising, song lyrics, tourist brochures, poems.

5. Reading autonomously, using the strategies already acquired from reading other languages, texts with visual support and books for young people, showing comprehension by completing tasks.

This criterion seeks to assess the pupil's ability to understand written texts which are longer than those in the previous criterion. The type of understanding required will be more general: the main idea or plot and the most relevant secondary ideas. Included in the tasks required of the pupils to show understanding will be some which ask them to describe or reflect on the type of strategy employed to cope with passages of greater difficulty: using a dictionary, resorting to similar words in other languages, etc.

6. Producing short, simple texts which are common in written communication with the appropriate presentation and sufficient linguistic accuracy to be understood without difficulty, although some morpho-syntactic inaccuracy may be present.

The pupils' ability to express themselves in writing is assessed by means of this criterion, although still in an elementary way, but introducing some connectors which provide the texts with cohesion. The texts produced will mainly deal with the pupils' real lives: informal notes, questionnaires, invitations and congratulations, messages to classmates, postcards. Although

they may contain inaccuracies, they must respect the appropriate format and presentation.

7. Using the acquired knowledge of the linguistic code of the foreign language to understand the corrections made by the teacher.

This criterion seeks to assess whether the knowledge the pupils have of the linguistic code of the foreign language allows them to understand, thanks to the teacher's explanation, the reason for their making errors, that is to say, to understand metalanguage, so that in the future they can correct themselves.

8. Using all the communication strategies available, making an effort to understand, and to be understood, in face-to-face communicative situations.

Fundamentally, this criterion seeks to assess the pupils' attitude in making an effort and taking risks in using the foreign language, using all the resources at their disposal, and losing the fear of making errors.

9. Identifying the linguistic and non-linguistic socio-cultural features which appear in the texts which are worked on, and using these to achieve a better understanding of the said texts.

This criterion seeks to assess the pupils' ability to understand satisfactorily the texts used in the classroom, as a result of their knowledge of the most relevant socio-cultural features which are vital to understand these texts: the way of life, customs, symbols, stereotypes...

SECOND YEAR

Contents

1. Understanding and using the spoken language

- Understanding oral messages of an interpersonal nature:
 - Interpreting accurately oral face-to-face messages.
 - Identifying and interpreting features of humour and irony.
 - Interpreting the type of interpersonal relationship: attitudes and explicit and implicit intentions.

- Communicative strategies for more complete information: asking for clarification, reformulating hypotheses, checking that what has been said has been correctly interpreted.
- Interpreting gestures, tones of voice, silences and elements with a phatic function..
- Understanding messages transmitted by the media in language containing few regional or social connotations:
 - Understanding global and specific information, previously requested, from radio and television programmes (educational, entertainment, news programmes).
- Participating in simple conversations in an everyday context, in and outside school, related to pupils' habits and interests:
 - Using the foreign language in simulations characteristic of daily life in the countries in which the language being studied is spoken.
 - The systematic, fluent use of the language being studied for daily communication in the classroom and learning activities.
 - Strategies for participating in conversation: cooperating in maintaining a conversation, holding the floor, changing topic...
 - Adding to one's productive repertoire new communicative functions, such as how to make a hypothesis, making suppositions, contradicting, persuading, arguing.
 - The spontaneous use of vocabulary for topics responding to the needs of the pupils, to work in the classroom and the type of *Bachillerato* selected.
 - Recognising vocabulary and structures which bear a misleading similarity to those of known languages, in order to avoid predictable errors.
- Interest in establishing relationships with speakers of other languages, making use of the knowledge of all the languages studied.

2. Understanding and using the written language

- Understanding short written texts:
 - Global and specific understanding, with the help of a dictionary, of texts related to the type of *Bachillerato* in

question and of texts from the printed media: newspaper and magazine articles.

- Applying the reading comprehension strategies acquired from reading other languages to the reading of the second foreign language: interpreting textual, paratextual and iconic elements.
- Transferring the knowledge about the organization of different types of text to the second foreign language.
- Analysing the organization of different types of text.
- Understanding longer written texts with the help of a dictionary:
 - Understanding the plot and sequences of action of novels written in contemporary language and of a difficulty and subject matter which is suited to the level and interests of the pupils.
 - Understanding the organization, the different types of sections and the general characteristics of magazines and newspapers.
- The production of written texts related to the needs and interests of the pupils:
 - Producing different creative texts: descriptions, scripts for an oral presentation, personal stories ...
 - Using instrumental techniques (dictionaries and other reference books) in the organization of ordered, coherent texts.
- Evaluating the process for the production of written texts: producing a script or draft, writing the text itself, correction and the final product.

3. Reflecting on language and language learning

- Adding to one's productive repertoire new morpho-syntactic elements such as subordinate clauses, the passive voice, and the agreement of verb tenses.
- Systematising the personal knowledge of the linguistic system of the second foreign language: reflecting on the language with the aim of constructing a representative framework of its functioning.
- Word-formation: prefixation and suffixation.
- Using resources to obtain information about the second language: dictionaries, grammars and other reference books.

- Using learning strategies such as making mental connections, revising, practising, repeating, deducing, analysing and summarising.
- Interest in progressing and acquiring new knowledge about the linguistic system in order to communicate more effectively.

4. Socio-cultural aspects

- Key social and cultural referents among the speakers of the language being studied: the press, advertising, industrial relations, the cinema ...
- Focussing on the most outstanding aspects of current affairs, as dealt with by the media.
- Interpreting some of the features which define the sociolinguistic behaviour of the speakers of the foreign language, based on key linguistic elements (intonation, registers, colloquial varieties,...) and non-linguistic elements (iconic features, gestures, attitudes).
- Socio-cultural resources for self-study: cultural centres, bookshops, information centres and documentation...
- An open attitude and respect towards the cultural heritage of other peoples.

Assessment criteria

1. **Obtaining the global information and the specific contents in interpersonal messages exchanged in communicative situations, including those that cannot be predicted beforehand, about topics which are familiar to the pupils, of interest to them and related to the socio-cultural environment of the foreign language.**

This criterion seeks to determine if the pupils have acquired a certain autonomy in listening comprehension in order to be able to cope with a variety of situations, but integrated in their experience and knowledge of the world. The pupil will use different resources to obtain more defined information (clarifications, readjusting information ...).

2. **Obtaining the essential and most relevant information from short oral documents with visual support, the language of which does not contain social or regional**

connotations which are inaccessible to the pupils, placed within a socio-cultural context in the foreign language.

This criterion seeks to assess the skill of global understanding and of the development of the selective understanding of video and television material (short programmes expressing opinions, entertainment, short documentaries, recordings of real-life situations...). The following are assessed: the pupils' ability to identify the communicative situation, to select the useful information and distinguish between fact and opinions in communicative contexts close to their habits and interests.

- 3. Participating in simple conversations, using linguistic and non-linguistic strategies, with sufficient linguistic accuracy to be able to maintain a fluent, comprehensible exchange, both in common situations and those which are unfamiliar and which require the linguistic use of all the resources acquired.**

This criterion assesses the ability to plan one's own discourse, to undertake the production of oral texts with different formal schemes (narrative, descriptive, expository), contextualised in specific communicative situations, bringing into play the learning previously completed in class.

- 4. Obtaining autonomously the global and specific information contained in short authentic written texts in common communicative situations (letters, files, notes, ...) or in the printed media (news, small advertisements, ...).**

This assesses the pupil's ability to understand texts completely, using textual, paratextual and, where appropriate, iconic information, as well as in the reading comprehension strategies already acquired in other known languages.

- 5. Reading individually texts of limited length, related to the interests and the learning preferences of the pupil, using reference material and showing comprehension by completing tasks.**

This criterion seeks to assess the pupils' ability to follow the plot and the different sequences of action of accessible storybooks, biographies and novels, related to their tastes and interests.

- 6. Producing simple texts of limited length with a specific communicative purpose, both within and outside the school context, with the appropriate textual**

organisation and which is comprehensible to the reader.

This criterion assesses the pupils' ability to communicate concisely, coherently and appropriately in writing with regard to the communicative purpose. The texts may be letters of different types, scripts for a presentation, personal stories ...

- 7. Employing appropriately the knowledge acquired of the linguistic code of the foreign language in order to be able to correct and improve one's own output, and understand effectively others' output, in a communicative context.**

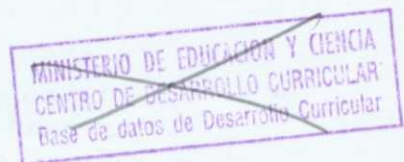
This criterion assesses the pupils' ability to transfer the knowledge of the language acquired in learning activities to their own communicative performance, applying rules and strategies to recognise the accuracy, coherence and appropriacy of one's own and others' output.

- 8. Integrating into the autonomous use of the foreign language the communicative strategies and expressive resources acquired in learning other known foreign languages, in order to achieve a greater communicative effectiveness.**

This criterion assesses the pupils' ability to apply previous experience in other language with the aim of achieving communicative competence. The pupils must be able to use rules and strategies (clarifying, paraphrasing, deducing meanings, interpreting iconic elements and gestures...) in order to prevent communication from breaking down, overcoming linguistic gaps in the second foreign language.

- 9. Identifying the linguistic and non-linguistic socio-cultural features which appear in communicative situations and in the documents used to facilitate communicative interaction.**

This criterion seeks to assess whether the pupils are able to recognise in both spoken and written communication the features of a socio-cultural nature which have been worked on in the classroom, and transfer them to their own communicative performance.





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