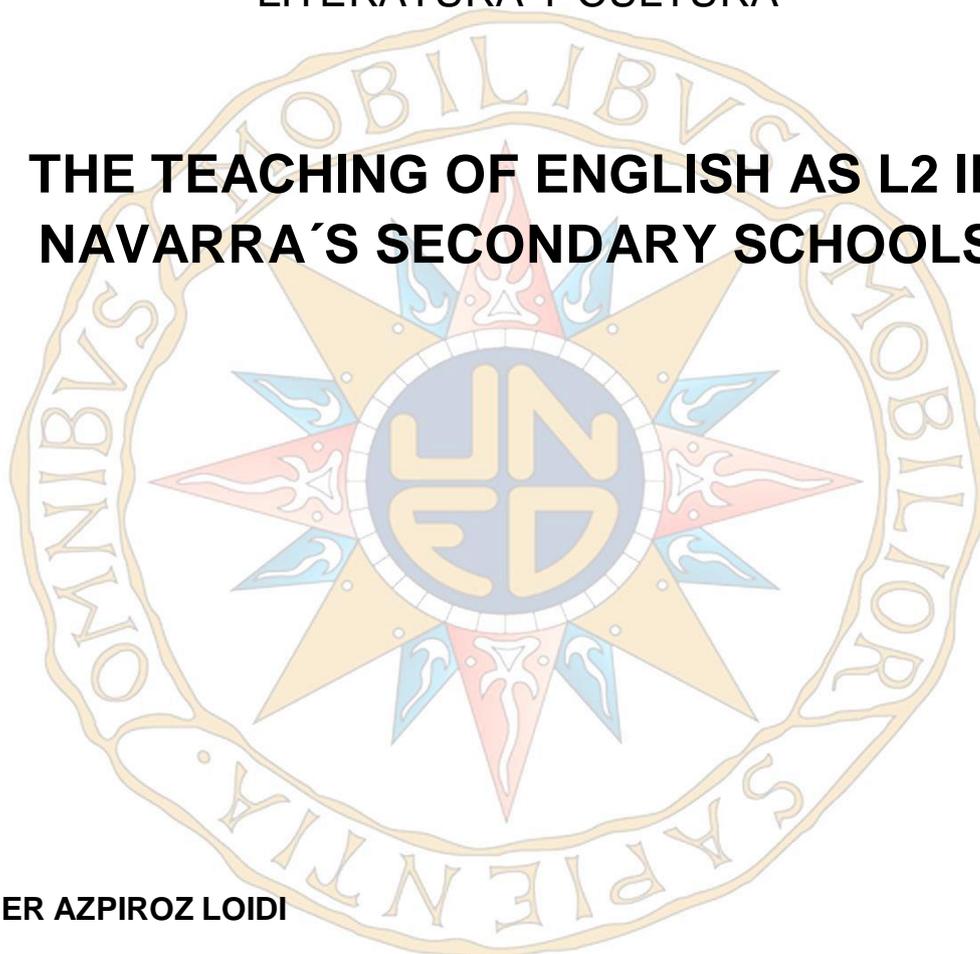




TRABAJO FIN DE GRADO

GRADO EN ESTUDIOS INGLESES: LENGUA,
LITERATURA Y CULTURA

THE TEACHING OF ENGLISH AS L2 IN NAVARRA'S SECONDARY SCHOOLS



EIDER AZPIROZ LOIDI

eazpiroz1@alumno.uned.es

TUTOR ACADÉMICO: M^a Ángeles Escobar Álvarez

LÍNEA DE TFG: Aplicaciones de la teoría sintáctica en lengua inglesa

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ABSTRACT

Communication is essential for living and languages are an important tool for it. That is why the more languages one speaks the more opportunities one has for communicating with others. Languages can be acquired naturally, in an unconscious way, as it happens with mother tongues, or they can be acquired artificially, as second or foreign languages.

The teaching/learning of a second or foreign language must follow some guidelines and those guidelines need to be adopted by both teachers and learners. Furthermore, official documents and recommendations comprise the common aspects and pedagogical issues concerning the teaching and learning of most languages. All these aspects are discussed concerning Bilingual Education in Navarra's Curriculum of secondary schools.

KEYWORDS: Multilingual societies, English as L2, secondary education, language teaching, Navarra's Curriculum.

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1. INTRODUCTION

This work aims to be an informative paper about how to reach plurilingualism among people and then, how a foreign or second language is being taught and why it is so in compulsory secondary schools. In this case, the language to be analysed is English and the curriculum I have chosen is the one used in the autonomous community of Navarra, in Spain.

The laws compiled in this work show there is some strictness in the teaching of English, however, there is still flexibility regarding methodologies, for instance, so new ways could be created for the teaching of contents that are more effective for reaching the objectives.

English is the lingua franca of the world nowadays, that is, a common language used between speakers of different languages for communicative purposes, so it makes sense it to be the commonly chosen language to be learnt in formal education.

In order to analyse how English is learnt in secondary school and why it is learnt the way it is, I have had to read carefully some of the laws and documents concerning the topic, that is, laws made by the Spanish Government and the administrations of Navarra and documents made by the European institutions.

In spite of English being the language analysed in this paper, the way in which it is described and organized could be applied to almost any language, so this work may be a reference for anyone learning or teaching a language.

The work begins with the concept of plurilingualism, closely related to the learning of languages and then, the particular linguistic situation of Navarra is described, because it will be the context chosen for the description of the contents for the teaching of English.

Finally, the specific contents used in the institutions in Navarra will be indicated together with some practical exercises to be used in a classroom.

2. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

“The knowledge of several languages is nowadays indispensable for university education, cultural and social life, and it often becomes the prerequisite for employment. EU documents state that a contemporary European should be multi- or plurilingual” (University of Marshaw, Institute of English Studies, no. d.).

Speaking a language implies the ability to communicate effectively in that language. Nevertheless, this ability can be of different levels and it can be measured thanks to a document called the Common European Framework of Reference for Languages (CEFR). In the document, as we will see later, the levels are organized according to this ability or communicative competence. The CEFR has been “produced within the Council of Europe and have played a decisive role in the teaching of so-called “foreign” languages”. It is “the result of over twenty years of research (during the 1980’s and 90’s)...and is also used in other continents and is available in 40 languages” (Council of Europe, no. d.). According to the CEFR itself (2001, p.1):

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis.

Apart from providing a common basis for teaching and evaluating, the CEFR has other objectives, such as enhancing European citizens’ mobility through Europe, promoting plurilingualism through the learning of the European modern languages or protecting the common and valuable resource that is

having diverse languages and cultures in Europe. As written in the document “La Aplicación del Marco Común Europeo de Referencia para las Lenguas en los sistemas educativos europeos” (European Parliament, 2013), on the whole, the document focuses on providing unity in terms of educational and cultural issues among the member states in matters of the learning of foreign languages and promoting transparency and coherence for the teaching of modern languages in Europe.

2.1. The CEFR levels

In the CEFR the measurement of the communicative competence of the learners is divided into six levels. There are two basic levels (A1 and A2) corresponding to lower competences, while there are two other levels (B1 and B2) for an intermediate stage and two other levels (C1 and C2) for the higher levels of competence. Below, it is briefly explained what competences a learner must have in order to be classified as a student of a certain level (CEFR, 2001, p. 23-24).

A-Basic User:

A1 – Breakthrough or beginner: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2 – Elementary: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B-Independent User:

B1 – Intermediate: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2 – Upper intermediate: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C-Proficient User:

C1 – Advanced: Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

C2 – Mastery or proficiency: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The CEFR offers this classification in order to provide unity among the state members of the European Union. It establishes then, a reference that could

be taken into account to assess the speakers level if needed in areas of employment or education for enhancing communication and cooperation.

However, in order to reach any level for speaking a language, the learning process must be organized by the teacher and the learner. That is why the CEFR suggests a description of language with its main aspects to take into account for teaching and learning it.

2.2. CEFR's description of language

It becomes essential to understand what a language is and how it works for a successful teaching and learning of it. According to the CEFR (2001, p. 9) any form of language use and learning could be described as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

Then, “the approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents’” (CEFR, 2001, p. 9). Thus, the CEFR says that the learners and teachers must take into consideration the major aspects of language use and competences. These competences will enable the learner to act and use the language in any of the contexts in which they can take part. The contexts, on the other hand, may vary according to different aspects such as, the context of

language use, the communication themes and the communication tasks and purposes.

The context of language use makes the language use vary depending on the domains, the situations, the conditions and constraints and the user/learner's mental context.

The *domains* are the spheres of action in which the situations, purposes, tasks and themes would be selected accordingly. Although the number of possible domains is indeterminate, it may be useful to distinguish at least the following (CEFR, 2001, p. 45):

- **Personal** (centred on home life with family and friends)
- **Public** (the person concerned acts as a member of the general public, or of some organisation.
- **Occupational** (the person concerned is engaged in his or her job or profession)
- **Educational** (the person concerned is engaged in organised learning)

The external *situations* which arise in each domain may be described in terms of (CEFR, 2001, p. 46):

- Locations and times
- Institutions or organisations
- Persons involved
- Objects (animate and inanimate)
- Events taking place
- Operations performed by the persons involved
- Texts encountered within the situation

The external *conditions* under which communication occurs impose various constraints on the user/learner and his/her interlocutors (CEFR, 2001, p. 46-47):

- Physical conditions (clarity of pronunciation, ambient noise, weather conditions, poor lighting, etc.)
- Social conditions (relative status of participants, social relationships between participants, number of interlocutors, etc.)

- Time pressures (different pressures for speaker/listener, limitations on time allowed, etc.)

The user/learner's *mental context* and the interlocutor's influence the interpretation of the situation, because it is related to the persons' prior knowledge, values and beliefs.

The communication themes are the subjects of discourse, conversation, reflection or composition within the domains. Thematic categories can be classified in many different ways. One influential classification, into themes, sub-themes and 'specific notions' is that presented in *Threshold Level 1990* (CEFR, 2001, p. 51-52):

1. Personal identification
2. House and home, environment
3. Daily life
4. Free time, entertainment
5. Travel
6. Relations with other people
7. Health and body care
8. Education
9. Shopping
10. Food and drink
11. Services
12. Places
13. Language
14. Weather

In each of these thematic areas, subcategories are established. For example, sports would be a sub-theme of free time. Also, for each of the sub-themes 'specific notions' or situations are identified such as locations, organisations, persons, objects, etc. As the document states, the above themes relate mostly to the personal and public domains, as is appropriate to temporary visitors who are unlikely to enter into the vocational and educational life of the country. However, the users of the Framework will make their own decisions

based on their assessment of learners needs, motivations, characteristics and resources in the relevant domain or domains with which they are concerned. For example, students in upper secondary education may explore scientific, technological, economic, etc. themes in some depth.

Regarding communicative tasks and purposes, “needs analyses and language audits have produce an extensive literature on the language-using tasks a learner may be equipped or required to tackle in order to deal with the exigencies of the situations” (CEFR, 2001, p. 53). “In the educational domain, it may be helpful to distinguish between the tasks learners are equipped/required to tackle as language *users* and those in which they engage as part of the language *learning process* itself” (CEFR, 2001, p. 55), that is, those tasks that have to be done in the different domains in real-life and those for learning how to use the language in them.

Real-life “tasks can be extremely varied in nature, and may involve language activities to a greater or lesser extent” (CEFR, 2001, p.157). As written in the document (2001, p. 157-158):

Communication is an integral part of tasks where participants engage in interaction, production, reception or mediation, or a combination of two or more of these, for example: interacting with a public service official and completing a form; reading a report and discussing it with colleagues in order to arrive at a decision on a course of action; following written instructions while assembling something, and if an observer/helper is present, asking for help or describing/commenting on the process; preparing (in written form) and delivering a public lecture, interpreting informally for a visitor, etc.

Similar kinds of tasks are a central unit in many syllabuses, textbooks, classroom learning experiences and tests, although often in a modified form for learning or testing purposes because, the kinds of classroom tasks are specifically ‘pedagogic’ in nature and have their basis in the social and interactive nature and immediacy of the classroom situation. Hence, these pedagogic tasks are only indirectly related to real-life tasks and learner needs, and aim to develop communicative competence based on what is believed or

known about learning processes in general and language acquisition in particular.

Apart from the competences desired for any citizen specified by the European reference framework, others more specifically related to the learning of languages must be described.

2.2.1. General competences

In respect of this communicative competence to be developed as learners, the CEFR says that although all human competences may be regarded as aspects of communicative competence, it may be useful to distinguish those less closely related to language, known as general competences, from linguistic competences more narrowly defined, known as communicative language competences:

General competences are defined in the CEFR as *declarative knowledge, skills and know-how, 'existential' competence* and *ability to learn*. Thus, general competences are common to every individual who is able to speak a language and involve those aspects behind a language that have to be known and understood in order to achieve a complete and proper learning of a language. They would be of especial interest for a learner of a specific language, the features regarding the language being learnt (CEFR, 2001).

Therefore, the so called *declarative knowledge* comprises having a mental model of the world, knowing about the society and culture of the community, being aware of cultural differences and so on.

Skills for being able to carry out certain practices and activities are also directly related to the knowledge of a new language.

Certain personal attitudes, related to the concept of *'existential' competence* would help reaching a better competence and understanding as much as enhancing the *ability to learn*, which is essential in a process of learning.

The process of developing these general competences mentioned above, must be added to the development of the more specific communicative competences.

2.2.2. Communicative competences

The communicative language competences have to do more directly with the language and can be divided into three groups: *linguistic*, *sociolinguistic* and *pragmatic*.

As the document states (CEFR, 2001) no complete, exhaustive description of any language as a formal system for the expression of meaning has ever been produced. However, a scheme that may be useful for the description of linguistic content is provided and distinguishes six competences: *lexical*, *grammatical*, *semantic*, *phonological*, *orthographic* and *orthoepic*.

1. Lexical competence refers to the knowledge of, and ability to use, the vocabulary of a language and consists of lexical elements and grammatical elements.
2. Grammatical competence is the ability to understand and express meaning by producing and recognising well-formed phrases and sentences.
3. Semantic competence deals with the learner's awareness and control of the organisation of meaning (reference, connotation, synonymy, etc.)
4. Phonological competence involves a knowledge of, and skill in the perception and production of sound units (phonemes), phonetic features which distinguish phonemes, phonetic composition of words, etc.
5. Orthographic competence involves a knowledge of and skill in the perception and production of the symbols of which written texts are composed. Learners should know and be able to perceive and produce the form of letters, the proper spelling of words, punctuation marks and their conventions of use, etc.

6. Orthoepic competence is that regarding to know among other things, the implications of written forms, particularly punctuation marks, for phrasing and intonation and to resolve ambiguity in the light of the context.

Secondly, the sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. This competence comprises *linguistic markers of social relations* (greetings, address forms, etc.), *politeness conventions*, *expressions of folk wisdom* (proverbs, idioms, etc.), *register differences* (formal, informal, etc.) and *dialect and accent*.

Finally, pragmatic competences are concerned with '*discourse competence*' and '*functional competence*'.

The document states (2001, p. 123) that "discourse competence is the ability of a user/learner to arrange sentences in sequence so as to produce coherent stretches of language" in an organised and structured way.

On the other hand, functional competence "is concerned with the use of spoken discourse and written texts in communication for particular functional purposes" (2001, p. 125) (description, narration, argumentation, etc.).

So far, two very important parts of the CEFR for this work have been summarized: the basic aspects of languages and the abilities related to each level of communicative competence. These will be the basis for promoting plurilingualism through Europe.

2.3. Multilingual societies

As stated in the CEFR and as mentioned at the beginning of this section (2), plurilingualism is an important objective to be reached by the whole Europe, as a way of enriching the continent by enriching citizens' lives and the relations among the member states. As explained in the document (2001, p.43):

The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes *plurilingual* and develops *interculturality*. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how.

Thus, the term plurilingualism encompasses not only the linguistic features acquired, but also the cultural aspects of the language and the inevitable interrelation of the different languages acquired. The term multilingualism can also be read in the CEFR and like plurilingualism, it does not mean to speak many languages perfectly well but to be able to communicate and connect with other cultures. This use of both terms leads me to the conclusion that they mean the same and that they can be used in a similar way.

On the other hand, plurilingualism is not only concerned with most spoken languages, but with all of them, as all of them relate to a specific culture and could develop interculturality.

2.4. Spanish multilingual communities

Although the focus of this paper will be on the particular linguistic situation of the community of Navarra, it has to be said that multilingual contexts are given in other Spanish communities too. However, the coexistence of Spanish and the regional languages in each community has not always been as harmonious as it is today, due to political reasons.

As written in the investigation paper of Azurmendi and Y.Bourhis (1996), after the death of the Spanish dictator Franco in 1975, Spain suffered a great change. The Spanish Constitution gave more autonomy to the 17 communities comprising Spain and thus, the linguistic and cultural policies changed in favour

of regional languages, making them co-official and promoting them. Therefore, since then, “Gallego” is co-official in Galicia, “Catalan” in Catalonia, Valencia and Baleares and “Euskera” is in País Vasco and Navarra, and the options for educating children in plurilingualism in these communities are many, for there is an interest in preserving the local and regional languages.

2.4.1. European Charter for Regional or Minority Languages

The fact that the regional languages in these multilingual communities are generally less spoken must not make those languages of less interest for being learnt. On the contrary, they should be promoted as a treasure of diversity.

As written in the European Charter for Regional or Minority Languages (Council of Europe, 1992, p.3):

The objectives and principles pursued in accordance with Article 2, paragraph 1:

- 1 In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:
 - A the recognition of the regional or minority languages as an expression of cultural wealth;
 - B the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;

- C the need for resolute action to promote regional or minority languages in order to safeguard them;
- D the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;
- E the maintenance and development of links, in the fields covered by this Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;
- F the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;
- G the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire;
- H the promotion of study and research on regional or minority languages at universities or equivalent institutions;
- I the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States.

There are then, different aspects regarding multilingual societies, which must be put into common principles for the proper development and preservation of the languages involved.

3. THE MULTILINGUAL COMMUNITY OF NAVARRA

A bilingual territory like Navarra, a community of 647.554 inhabitants (Government of Navarra, 2018), needs a special treatment for offering educational models that deal with local and foreign languages in a balanced way. Because of this, some people would focus on promoting minority languages, while others will prefer strengthening the learning of foreign languages. This is also possible to do in Navarra, by programmes based on the Content and Language Integrated Learning (CLIL) and the TIL “Tratamiento Integrado de las Lenguas” (Government of Navarra, no. d.). The CLIL, as defined by one of the leading experts on the matter, David Marsh, is “an educational approach where some content learning (like a topic on global climate, or a subject) is taught in an additional language” (CLIL: An interview with Professor David Marsh, no. d.). According to the definition cited by Gené Gil (2016) the CLIL is a dual approach in which an additional language is used for the learning of that language and the contents of an specific subject (Coyle, 2008; Coyle *et al.*, 2010; Juan-Garau y Salazar-Noguera, 2015b).

Based on the fact that foreign language learning achievement in school settings is frequently regarded as unsatisfactory, the notion of turning classrooms into more of a naturalistic environment where the target language can be picked up incidentally, not just deliberately, has gradually gained momentum from the 1970s onwards, with various educational approaches [...] seeking to maximize exposure to additional languages so as to promote functional fluency in them (Juan-Garau y Salazar-Noguera, 2015b: 1 cited by Gené Gil, 2016).

On the other hand, the TIL seeks to coordinate the languages of instruction (Government of Navarra, no. d.). Both, the TIL and the CLIL are important methodologies to bear in mind for an effective plurilingual outcome, however, depending on how they are combined and what the goals are, the proportion and class hours vary giving different results by prioritizing some languages over others. This means there is a wide range of possibilities regarding foreign language learning.

There are four main reasons for enhancing the CLIL model: parents that desire their children to be competent in a second language, governments' interest in economic growth, the European Commission's interest in having a strong economic basis promoting unity, and finally, the experts' vision on the matter about the positive outcomes of using this methodology (Coyle et al., 2010, cited in Gené Gil, 2016).

It is clear then, that these immersion programmes for the learning of foreign languages highly contribute achieving plurilingualism. Nevertheless, they are programmes that were created taking the Canadian immersion programmes as their basis, for people speaking only a language, though a broadly spoken one. It could be said that educative models in Navarra, as explained in the next point, are also immersion programmes, though for promoting the local language, which is Euskera.

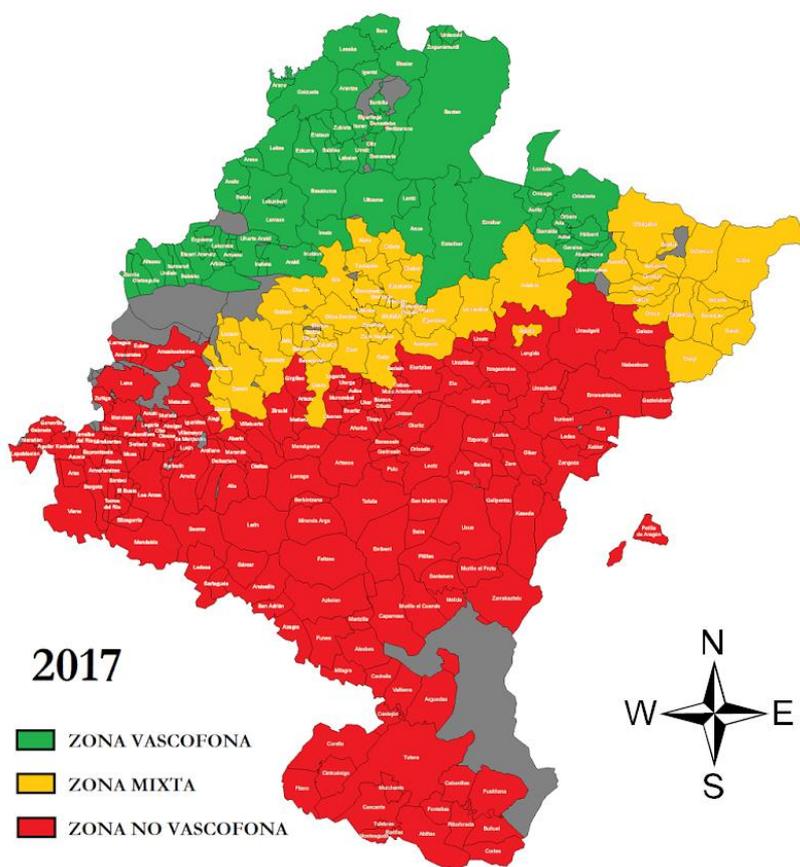
According to the "Official Gazette of Navarra" ([BON] "Orden Foral 147/2016"), in Navarra French, German or English can be taught according to the CLIL and TIL models mentioned above, having the option of learning English as a subject in the programmes of German and French. Nevertheless, "the majority of the CLIL programmes in Europe are of partial immersion possibly due to they need to compete with regional programmes for more attention" (Juan Garau and Salazar-Noguera, 2015, cited in Gené Gil, 2016).

Thus, the situation in Navarra is a more or less a bilingual one, so there is an interest in plurilingualism, without having to deny the education in the local languages.

3.1. Educative models in Navarra

As it happens with the foreign languages' learning, there are many different options in which Basque (Euskera), Spanish and English, sometimes also French, are taught in a coordinated way. There are four main models, A, B, D and G, that may suffer variations regarding the proportion in which the three languages are learnt, but also regarding the specific area of the community in which they take place (Government of Navarra, no. d.). For the purposes of the

law “Ley Foral 18/1986 del Euskera” (“BON N°154 de 17 de diciembre de 1986”) Navarra is divided into three different linguistic areas called “zona vascofona” (Basque speaking area) where Basque is spoken the most, “zona mixta” (mixed area) where Basque and Spanish are spoken and “zona no vascofona” (non-Basque speaking area) where Basque is little spoken. Below is the map of the community showing these areas, being the south part considered the Spanish speaking area and the north part the Basque speaking one.



(del Castillo, 2017)

As it can be read in the web of the Government of Navarra, the educative models available in Basque or Spanish are described as follows:

- **A model**

Offers the teaching in Spanish, having Basque as a subject and it is offered at every educational level.

- **B model**

Offers the teaching in Basque, having Spanish as a subject and as the vehicular language for one or more content subjects depending on the educational stage.

- **D model**

The teaching is completely done in Basque, but Spanish is a subject.

- **G model**

It does not include the teaching of Basque in any way, the subjects are completely taught in Spanish. (Government of Navarra, no. d.)

Thus, the Basque speaking area is authorized to offer the A, B, and D models, the mixed area offers every model (A, B, D and G) and the non-Basque speaking area offers the A, D and G models (Government of Navarra, no. d.).

In this study I would like to explain the curriculum used for teaching English as a linguistic subject. This would be the case of the four basic models (A, B, D and G) offered in the community, in which English is the second or third language learnt by students.

The main reason for choosing this methodology for learning the language is that it is a methodology exclusively focused on English related content and not divided into the content and the vehicular language as it would happen in the CLIL models.

As a citizen from Navarra, I know that Spanish is more widely spoken than Basque, but there are official data that show that too. The “Plan estratégico del Euskera 2016-2019” (Government of Navarra, 2016) states that despite of Basque showing a continuous increase of speakers in the whole territory in the last years, Spanish speakers continue to be the majority in the community (76,7%). It could be said then, that students of A, B and D models become more or less trilingual, because all of them will learn Basque, Spanish and English at school.

The next point shows how autonomies can design to a certain extent, the curriculums for the institutions in each of them, but not the curriculum for the English subject, as it is the first foreign language to be learnt in all of them and must have common contents among the autonomies.

3.2. Education laws affecting Navarra

Having explained the particular linguistic situation of Navarra, now, I will be focusing on how and why English is being taught the way it is in the schools of this autonomous community. In order to do so, I must take into account the laws affecting formal education in Navarra. However, the laws to be applied in Navarra are tied to the Spanish Government and thus, to Europe too.

First of all, it is important to understand how education is developed along the country and then, the focus can become narrower until reaching the contents of the English subject in secondary in Navarra. Thus, on the following paragraphs, the laws and decrees concerning secondary education in Spain and Navarra have been compiled and summarized from the “Spanish Official State Gazette” (BOE), in order to know how every aspect of formal education is organized within the state’s educational system.

The Royal Decree (1105 / 2014, Of 26 December), establishes the basic curriculum of compulsory secondary education and secondary education.

The organic law (8/2013, 9 of December), for the improvement of the educational quality, (...) defines the curriculum as the regulation of the elements that determine the processes of teaching and learning for each of the teachings.

According to the new article 6 bis of the organic law (2/2006 of 3 May), corresponds to the Government the design of the core curriculum, in relation to the objectives, competences, contents, standards and assessable learning outcomes and evaluation criteria, which guarantees the official status and validity throughout the national qualifications to that referred to in this law.

In compulsory secondary education, and in high school, the subjects will be grouped in three blocks, core subjects, specific subjects, and regional free-elective subjects (Royal Decree, 1105/2014).

Taking into account that this paper focuses on analysing how English is taught in secondary, it is essential to know that the English subject is part of the core subjects' block, together with others such as biology and geology, physics and chemistry, geography and history, Spanish language and literature and mathematics. As written in the organic law (8/2013, 9 December), the block of core subjects must be common to all the students and according to the Article 13 of the Royal Decree (1105/2014) English would be a core subject during the whole secondary education.

According to the Article 3 of the Royal Decree (1105/2014), it will correspond to the Government to determine common content assessable learning standards and the minimum block of core subjects' lesson time. Within the regulation and limits established by the Government, through the Ministry of education, culture and sport, (...), the educational administrations shall, among other things, complement the contents of the block of core subjects. Also, within the regulation and limits established by the educational administrations, and according to the schedule of the educational offer set by them, educational institutions may complement the contents of specific, core and regional free-elective subjects and set its training offer and may design and implement own pedagogical and didactic methods.

The educational administrations shall promote and enhance the autonomy of the centres, will evaluate its results and apply appropriate plans of action.

Nevertheless, the laws that establish the education system in Spain and the basic curriculums for the different educational stages are based on and profoundly related to the recommendations made by the European Union, as it can be read in its documents and internet sites.

In the EU, education and training systems are organised and implemented by the Member States. (...) While the responsibility for education and training systems lies with individual states, the role of the EU is to support and implement their capacity. These ideas are compiled in the Official Journal of the European Union, (2016, p.120):

The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity, and the Council, on a proposal from the Commission, shall adopt recommendations.

Therefore, the Ministry of Education of the Spanish Government would create the curriculum with the contents following these recommendations, more specifically it would take as its bases the key competencies compiled in the Recommendation of the European Parliament and of the Council of 18 December (Official Journal of the European Union, 2006, p. 11, 13th point) on key competences for lifelong learning where it is stated that:

This Recommendation should contribute to the development of quality, future-oriented education and training tailored to the needs of European society, by supporting and supplementing Member States' actions in ensuring that their initial education and training systems offer all young people the means to develop key competences to a level that equips them for adult life, and which forms a basis for further learning and working life and that adults are able to develop and update their key competences through the provision of coherent and comprehensive lifelong learning. This Recommendation should also provide a common European reference framework on key competences for policy makers, education and training providers (...).

To sum up, the laws and decrees compiled on the BOE (Spanish Official State Gazette), determine a basically common educational model for the whole territory of Spain, but they also offer options to the autonomous communities and the educational institutions in them, for modifying and adapting a few

aspects of the basic curriculum to some extent. Therefore, on the whole, the contents and competencies in the curriculum established by the Government are similar to those found in a real and current institution in Navarra.

3.3. Curriculum in Navarra

Regarding the subject of English and based on what the BOE says, the following can be read in the Official Gazette of Navarra (BON 127):

Language is used to carry out purposeful actions in real-life contexts and communicative situations. Because of this, the basic curriculum includes the action-oriented approach of the CEFR and based on it describes what students must be able to do in that foreign language in the different real communicative contexts and according to their age and educational stage. In the reception, production and oral and written interaction activities that form the basic curriculum, the communicative competences together with the general basic competences are included according to each stage.

These basic competences refer to the competences set out by the Reference Framework proposed by the European Commission that are defined and described in the annex of the Recommendation published in the Official Journal of the European Union (2006, p.13):

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The Reference Framework sets out eight key competences:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;

- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship; and
- 8) Cultural awareness and expression.

As written in the BON, the subject called “first foreign language”, which refers to English, contributes basically to the development of the competence in linguistic communication, not only of second languages, but also of mother tongues. The Reference Framework of the European Commission divides this linguistic competence into the competence in the mother tongue and the competence in foreign languages.

The effective use of foreign languages means necessarily having an open and positive mind towards the relations with the others, so the social and civic competences, as much as the cultural awareness and expression are part of the learning of languages.

With the process of learning itself, the students learn to learn. The basic curriculum favours that the students develop their ability of learning to learn by having access to the objectives and the goals pretended.

Given that it is the student who must carry out the tasks required in the classroom and in the real communicative situations, the learning of a foreign language helps on the development of the sense of initiative, especially with respect to the activities of oral and written production and interaction.

Nowadays, linguistic activity is carried out via technological resources in a natural way, so digital competence could be regarded as part of the communicative competence.

Also, basic competences in science and technology and other areas of knowledge can be developed due to the access a foreign language can give to data and other techniques and procedures.

Including all these aspects, the basic curriculum is structured on language activities as described in the CERF: Reception and production (mediation and interaction) of oral and written texts.

In the tables below, there are the contents of the curriculum for the subject of English corresponding the first cycle of the compulsory secondary education that have been taken from the BON. These contents are listed in a schematic way and divided into two groups: The production and reception of oral and written texts a student must be able to produce and comprehend and the syntax and discourse of the language. The aspects of language that follow are what a student of 15 years must know how to use when finishing the cycle.

3.3.1. Production and reception of oral and written texts

1st BLOCK - ORAL COMPREHENSION
<ul style="list-style-type: none">1. Comprehension strategies.<ul style="list-style-type: none">1.1. Working previously with information about the task and the topic.1.2. Identify the type of text adjusting the comprehension towards it.1.3. Distinction of comprehension levels (general meaning, essential information, main points, relevant details).1.4. Formulate hypothesis about content and context.1.5. Deduce and formulate hypothesis about meanings by the comprehension of important linguistic and paralinguistic elements.1.6. Reformulation of hypothesis after the comprehension of new elements.2. Sociocultural and sociolinguistic aspects: societal conventions, politeness conventions and registers; traditions, values, beliefs and attitudes; non-verbal language.3. Communicative functions.<ul style="list-style-type: none">3.1. Initiate and hold personal and social relations.3.2. Description of physical and abstract qualities of people, objects, places and activities.3.3. Narrate punctual and habitual past events, describe present

situations and states and express future events.

3.4. Ask and offer information, directions, opinion, advice, warning and noticing.

3.5. Expression of knowledge, certainty, doubt and conjecture.

3.6. Expression of willingness, intention, decision, promising, ordering, permission and prohibition.

3.7. Expression of interest, approval, admiration, sympathy, satisfaction, hope, trust, surprise and their opposites.

3.8. Formulate suggestions, wishes, conditions and hypothesis.

3.9. Establish and hold communication and discourse organization.

4. Syntax and discourse structures

5. Oral lexicon of common daily use (reception) concerning personal identification; house and home, environment; daily life; free time, entertainment and sport; travel and holiday; health and body care; education; shopping; food and drink; transport and services; language and communication; natural environment and weather; and information and communication technologies.

6. Intonation, rhythmic, stress and sound patterns.

2nd BLOCK - PRODUCTION OF ORAL TEXTS (INTERACTION AND EXPRESSION)

1. Production strategies.

1.1. Planning.

1.1.1. Clear development of the message, distinguishing the main idea and the structure.

1.1.2. Adapt the text to the recipient, the context and the channel, using the register and discourse structure required for each case.

1.2. Execution.

1.2.1. Clear expression of the message in a coherent way and organize it according to the model of each type of text.

1.2.2. Adjust the task (start a simpler version of the task) or the message (avoid expressing exactly what is wanted by the speaker, after examining the difficulties and the resources available).

1.2.3. Make the most of previous knowledge (words...).

1.2.4. Use linguistic, paralinguistic and paratextual procedures to compensate for the lack of linguistic resources.

a) Linguistic procedures:

- Change words of similar meanings.
- Define or paraphrase a term or expression.

b) Paralinguistic and paratextual procedures:

- Ask for help.
- Point objects, use deictic expressions or perform actions that clarify the meaning.
- Use culturally proper body language (gestures, facial expressions, postures, eye or body contact, proxemics).
- Use paralinguistic sounds and conventional prosodic features.

2. Sociocultural and sociolinguistic aspects: societal conventions, politeness conventions and registers; traditions, values, beliefs and attitudes; non-verbal language.

3. Communicative functions.

3.1. Initiate and hold personal and social relations.

3.2. Description of physical and abstract qualities of people, objects, places and activities.

3.3. Narrate punctual and habitual past events, describe present situations and states and express future events.

3.4. Ask and offer information, directions, opinion, advice, warning and noticing.

3.5. Expression of knowledge, certainty, doubt and conjecture.

3.6. Expression of willingness, intention, decision, promising, ordering, permission and prohibition.

3.7. Expression of interest, approval, admiration, sympathy, satisfaction, hope, trust, surprise and their opposites.

3.8. Formulate suggestions, wishes, conditions and hypothesis.

3.9. Establish and hold communication and discourse organization.

4. Syntax and discourse structures

5. Oral lexicon of common daily use (reception) concerning personal

identification; house and home, environment; daily life; free time, entertainment and sport; travel and holiday; health and body care; education; shopping; food and drink; transport and services; language and communication; natural environment and weather; and information and communication technologies.

6. Intonation, rhythmic, stress and sound patterns.

3rd BLOCK – COMPREHENSION OF WRITTEN TEXTS

1. Comprehension strategies.

1.1. Working previously with information about the task and the topic.

1.2. Identify the type of text adjusting the comprehension towards it.

1.3. Distinction of comprehension levels (general meaning, essential information, main points, relevant details).

1.4. Formulate hypothesis about content and context.

1.5. Deduce and formulate hypothesis about meanings by the comprehension of important linguistic and paralinguistic elements.

1.6. Reformulation of hypothesis after the comprehension of new elements.

2. Sociocultural and sociolinguistic aspects: societal conventions, politeness conventions and registers; traditions, values, beliefs and attitudes; non-verbal language.

3. Communicative functions.

3.1. Initiate and hold personal and social relations.

3.2. Description of physical and abstract qualities of people, objects, places and activities.

3.3. Narrate punctual and habitual past events, describe present situations and states and express future events.

3.4. Ask and offer information, directions, opinion, advice, warning and noticing.

3.5. Expression of knowledge, certainty, doubt and conjecture.

3.6. Expression of willingness, intention, decision, promising, ordering, permission and prohibition.

3.7. Expression of interest, approval, admiration, sympathy,

satisfaction, hope, trust, surprise and their opposites.

3.8. Formulate suggestions, wishes, conditions and hypothesis.

3.9. Establish and hold communication and discourse organization.

4. Syntax and discourse structures

5. Oral lexicon of common daily use (reception) concerning personal identification; house and home, environment; daily life; free time, entertainment and sport; travel and holiday; health and body care; education; shopping; food and drink; transport and services; language and communication; natural environment and weather; and information and communication technologies.

6. Intonation, rhythmic, stress and sound patterns.

4th BLOCK – PRODUCTION OF WRITTEN TEXTS (INTERACTION AND EXPRESSION)

1. Production strategies.

1.1. Planning.

1.1.1. Activate and coordinate one's general and communicative competences in order to perform the task effectively (check what it is known about the topic, what can be said or what it is wanted to say, etc.).

1.1.2. Find and use properly the thematic and linguistic resources (use of dictionaries and grammar, getting help, etc.).

1.2. Execution.

1.2.1. Clear expression of the message in a coherent way and organize it according to the model of each type of text.

1.2.2. Adjust the task (start a simpler version of the task) or the message (avoid expressing exactly what is wanted by the speaker, after examining the difficulties and the resources available).

1.2.3. Make the most of previous knowledge (words...).

1.2.4. Use linguistic, paralinguistic and paratextual procedures to compensate for the lack of linguistic resources.

c) Linguistic procedures:

- Change words of similar meanings.
- Define or paraphrase a term or expression.

d) Paralinguistic and paratextual procedures:

- Ask for help.
- Point objects, use deictic expressions or perform actions that clarify the meaning.
- Use culturally proper body language (gestures, facial expressions, postures, eye or body contact, proxemics).
- Use paralinguistic sounds and conventional prosodic features.

2. Sociocultural and sociolinguistic aspects: societal conventions, politeness conventions and registers; traditions, values, beliefs and attitudes; non-verbal language.

3. Communicative functions.

3.1. Initiate and hold personal and social relations.

3.2. Description of physical and abstract qualities of people, objects, places and activities.

3.3. Narrate punctual and habitual past events, describe present situations and states and express future events.

3.4. Ask and offer information, directions, opinion, advice, warning and noticing.

3.5. Expression of knowledge, certainty, doubt and conjecture.

3.6. Expression of willingness, intention, decision, promising, ordering, permission and prohibition.

3.7. Expression of interest, approval, admiration, sympathy, satisfaction, hope, trust, surprise and their opposites.

3.8. Formulate suggestions, wishes, conditions and hypothesis.

3.9. Establish and hold communication and discourse organization.

4. Syntax and discourse structures

5. Oral lexicon of common daily use (reception) concerning personal identification; house and home, environment; daily life; free time, entertainment and sport; travel and holiday; health and body care; education; shopping; food and drink; transport and services; language and communication; natural environment and weather; and information and communication technologies.

6. Intonation, rhythmic, stress and sound patterns.

3.3.2. Syntax and discourse structures

1. Expressing logical relations.

- a) Conjunctions (*and, too, also*).
- b) Disjunction (*or*).
- c) Opposition (*but, however*).
- d) Cause (*because (of); due to*).
- e) Purpose (*to- infinitive; for*)
- f) Comparatives (*as / not so + Adj. as; more + Adj. (comfortable) / +Adv. (quickly) (than); the fastest*).
- g) Result/effect (*so...*)
- h) Condition (*if, unless*) *Hypothetical and impossible condition*.
- i) Indirect style (*reported information, (e.g. She said she was coming next week), offers, suggestions and commands*).

2. Temporal relations.

When; before; after; while, as soon as;

3. Affirmation.

Affirmative sentences; tags.

4. Exclamation.

- a) What + Adj. + noun (*e.g. What a wonderful holiday!*).
- b) How + Adj. (*e.g. How interesting!*).
- c) Exclamatory sentences and phrases (*e.g. Well, that is a surprise! Fine! Great!*).

5. Negation.

- a) Negative sentences with *not, never, no (Adj.)*.
- b) *Nobody, nothing*.
- c) Negative tags.

6. Interrogation.

- a) Wh- questions.
- b) Aux. Questions (*e.g. What is this for?*).
- c) Question tags.

7. Expression of time.

- a) Past (*past simple and continuous; present perfect; past perfect*).
- b) Present (*present simple and continuous*).
- c) Future (*going to; will; present simple and continuous + Adv. (e.g. We are leaving tomorrow)*).

8. Expression of aspect.

- a) Punctual (*simple tenses*).
- b) Durative (*present and past continuous; present perfect / future continuous*).
- c) Habitual (*simple tenses (+ Adv., e.g. usually); used to*).
- d) Inchoative (*start –ing*).
- e) Terminative aspect (*stop –ing*)

9. Expression of modality.

- a) Factuality (*declarative sentences*).
- b) Ability (*can; be able*).
- c) Possibility / probability (*maybe; may; might; perhaps*).
- d) Necessity (*must; need; have (got) to*).
- e) Obligation (*have (got) to; must; imperative*).
- f) Permission (*could; allow*).
- g) Advice (*should*).
- h) Intention (*present continuous*). *Hypothetic and impossible condition.*

10. Expression of.

- a) Existence (*there is / are; was / were; will be / has been*).
- b) Entity (*count. / uncount. / collective / compound nouns; pronouns (subject / object / relative, reflexive / emphatic); determiners*).
- c) Qualities (*e.g. good at maths; rather tired*).

11. Expression of quantity.

- a) Singular / plural.
- b) Cardinal and ordinal numerals.
- c) Quantity (*e.g. some / any; a lot; much / many, a lot / a few / a little, all (the), most, both, none*).
- d) Degree (*e.g. very / really; quite; so; a little*).

12. Expression of space.

Prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement (*in, on, at, under, next to, opposite, in front of, behind, between*).

13. Expressions of time.

- a) Specific periods of time (*e.g. five to (ten)*).
- b) Other periods of time (*e.g. century; season*).
- c) Timeliness (*e.g. ago; early; late*).
- d) Duration (*e.g. from...to; for; during; until; since*).
- e) Other time expressions (*after, afterwards, later*).
- f) Time expressions with present perfect (*e.g. already, (not) yet*).
- g) Sequence (*e.g. first, then, next, last*).
- h) Simultaneity (*e.g. when, while, as*).
- i) Frequency (*e.g. always, never, sometimes, often, usually*).

14. Adverbial expressions.

Adverbs of manner and adverbial phrases (*e.g. well, slowly, quickly, fast, easily; by post, by car, on foot*).

15. Expression of the passive voice.

Focusing the interest on the result of the action (*The paper was left on the doorstep; I was run over (by a cyclist)*).

It is clear then, that there is a close relation between the curriculum above and the Reference Framework suggested by the European Commission, regarding the main aspects of a language to be taken into account for the teaching and learning of it. Thus, the lists above are the basis teachers would use for the creation of exercises and tasks to be done in the classroom.

4. DISCUSSION: BEST PRACTICES

Now that the origins of the curriculum and the curriculum itself have been described, the next step to take would be designing the tasks to be done in a classroom.

The exercises and tasks must seek to have an action-oriented approach, as stated in the CEFR and make the learning process as natural as possible, as concluded by the immersion programmes, such as CLIL, explained before, that has turned out to be more effective than the more traditional methodologies in the formal education of English as foreign language.

Although the exercises must vary depending on the context of learning, adapting them to the specific needs of the student, here the focus is on the secondary schools' classroom, which it is supposed to be a continuation of the primary school and therefore the students are already expected to have determined skills.

The proposal of Carvajal-Portuguez (2013) that has been taken as an example in the next point, but also the most usual ones seek to develop four English language skills as written in the CEFR: listening, speaking, reading and writing, that is, the reception and the production of written and oral texts. However, "Comprehension comes before the ability to produce language (...) instructors must immerse their students in diverse language experiences and provide many cues to support comprehension" (master's in esl, no. d.).

Hayriye Kayi states that "many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting"" (iteslj.org, no. d.). So, firstly, students must be exposed to English, in order to learn how to express themselves using the language.

Typical strategies include listening to fluent English, building receptive vocabulary through repetition and schema building, using gestures to show comprehension, and choral reading. Students might read structured dialogues or practice short phrases or sentences repeatedly for fluency. As they build listening comprehension and vocabulary, students can move onto lessons that demand slightly higher levels of interaction (master's in esl, no. d.).

Also, “an issue arises when ELLs and even fluent speakers have grammatical errors in their spoken language. Educators debate the value of corrective feedback in the context of speaking English”. The linguist Stephen Krashen thinks that “Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding” (master’s in esl, no. d.).

An alternative to the corrections at the moment of making the error could be “to note repeated errors and design mini-lessons around them after the discussion has ended” (master’s in esl, no. d.).

For working on the reading, less skilful students could read words from the board, graphic organizers, simple instructions, and beginning or pattern books, while more advanced students could read their own and other students’ writing, as well as textbooks, reference books, online information, and fiction and nonfiction of different genres (master’s in esl, no. d.).

The writing tasks might start by copying text or fill in blanks with words from a word bank and then continue writing examples that support a grammatical structure, creating short passages, recording information on graphic organizers, answering test questions, and composing text to read aloud to the class (master’s in esl, no. d.).

In conclusion, “language development is most profound when instruction combines the skills of listening, speaking, reading, and writing. Students witness the possibilities of expression in language, and have the opportunity to practice new skills (master’s in esl, no. d.).

Carvajal-Portuguez’s proposal that follows is a good example of how to work on these skills in a participatory way.

4.1. A proposal for classroom exercises

The exercises proposed for being carried out by the students have been organised into four blocks corresponding the skills to achieve.

Listening

- Listen to a song for learning new vocabulary from the context given.
- Listen to short tales or stories told by a native or the teacher for identifying the main theme of the story.
- Listen to short conversations and answer short questions about the themes in them.
- Predict the events in stories narrated.
- Prepare a short interview for native speakers.
- Invite other teachers to have a conversation with them.
- Listen to a piece of news on the radio or TV and identify it.
- Being interviewed by the teacher on a phone call.
- Follow instructions for creating a picture or an image.

Speaking

- Write dialogues and act them in the classroom.
- Perform acts from theatre plays.
- Prepare a questionnaire and answer them orally.
- Simulate real-life situations by role-playing.

Reading

- Predict the content of a text by being given some clues.
- Read a text and comprehend it to answer specific questions.
- Match the definitions to the words of a text understood by the context.
- Predict an image from some clues given.

Writing

- Describe the role of a main character of a story.
- Write clear and detailed texts from topics given.
- Write an organized text with information about a topic.
- Create creative writing, such as poetry, a play, stories, etc.
- Writing a possible end of a story after reading the beginning of it.

The author states in the conclusions of her proposal that the learners are not just receivers of information, but they take an active part in their learning by using the language in situations, that could happen in their real lives later on (Carvajal-Portuguez, 2013).

5. CONCLUSIONS

In order to be more and more multilingual societies with more and more plurilingual speakers, it is worth analysing the ways in which we acquire languages and how could those ways improve in favour of the teachers and learners.

In this work, English has been the language taken as an example for showing how it is being taught in a secondary school in Navarra and the way of organizing the contents is profoundly related with European documents regarding education, and more specifically regarding the teaching of foreign languages. It could be said that, the way of teaching English in Navarra's institutions and Spain's is quite similar and based on the common basis taken as reference from European frameworks.

These days, the way of learning languages has an action-oriented approach that looks for enhancing communication among people, by working on communicative competences, rather than the linguistic perfection that is only a part of speaking a language.

After studying the documents and laws affecting the creation of the contents for the teaching and learning of English as L2 in Navarra's secondary schools, I have come to the conclusion that the guidelines proposed by the European institutions and their documents, are adopted as a reference by the Spanish Government, that will not modify them but set them into specific sections that will be compulsory for the autonomic institutions for implementing them and having similar outcomes.

Thus, the information compiled in this paper is of practical use. It could be used as a reference for teachers of any language, because it shows the aspects of language that are more important to be taught and thus, it offers a basis for developing the methodologies to be applied.

On the other hand, it gives the reader an idea on the laws regarding the teaching in formal education, focusing specially in the subject of English.

On the whole, I think the topics described through the work are essential for anyone interested in the teaching of languages, though again, more specifically in the teaching of English.

As it has been explained in the paper, the more languages one speaks, the better the comprehension one has about what a language is and how it works, so it would become easier to learn the next different language. However, not only the linguistic competence is developed through the knowledge of language, but many other competences, such as cultural awareness and initiative, among others. Thus, it is clear that, due to the fact that real-life tasks are completed through language to a greater or lesser extent, languages become an essential part for living. Therefore, the learning of languages would always increase speakers' abilities and resources for carrying out life tasks and situations.

The documents I have used for the description of the basic features of English may be used for the description of almost any language, because those features are common to almost all languages. This leads me to the conclusion that, there are not better languages than others, but there are people with different needs that are more interested in some languages than others. For instance, someone expecting to get a job in an English speaking country would probably need to learn English, while someone living in a bilingual territory, such as Navarra, where a regional co-official language is spoken, might prefer learning that regional language. Nevertheless, as English is currently widely spoken all around the world, it is a very useful tool and usually learnt as second language. This fact could sometimes make the minority languages to be put aside, provoking the loss of them. In order to keep as many languages as possible alive, educational models enhancing the promotion of those languages are desirable. To do so, territories must be analysed regarding the linguistic situation, so the best policies may be implemented for a balance between preserving the least spoken languages and teaching the most used ones.

It is my opinion that, apart from only learning a language for a particular interest, we should learn those languages closer to us. Learning regional languages, such as Basque, would be easier and more natural than learning a completely foreign language. So, we should take advantage of the opportunity of having access to different local languages at the same time. Besides, this way, communication would grow among people and with that, understanding and tolerance.

In conclusion, it can only be positive to promote plurilingualism, as long as we undertake to take care of every language in the world. In the end, if we do not work on “small” languages, we will lose the opportunities each language offers.

Finally, apart from promoting plurilingualism and preserving as many languages as possible, it would be interesting to study why English has become lingua franca of the world and thus, the most desirable language to learn as foreign, and with that, what political, historical, geographical, social and linguistic aspects have led to it.

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