

# Treatment of history content and written expression in texts for foreign students in compulsory education in Spain

MARÍA-TERESA DEL-OLMO-IBÁÑEZ  
*Universidad de Alicante*

ANTONIO LÓPEZ VEGA  
*Universidad Complutense*

MARÍA SOLEDAD VILLARRUBIA ZÚÑIGA  
*Universidad de Alicante*

Received: 24/01/2023 / Accepted: 13/03/2023

DOI: <https://doi.org/10.30827/portalin.viVI.28689>

ISSN paper edition: 1697-7467, ISSN digital edition: 2695-8244

**ABSTRACT:** The aim of this paper is to conclude on the state of the art in terms of research, materials and needs in the teaching of written expression through the contents of Spanish History in Spain. The starting hypothesis is that there are no suitable materials for the academic and social inclusion of foreign students in our educational system. On this basis, a systematic review of the literature on the subject and of the materials offered by the main publishers in Spain has been carried out. As a working tool, a rubric was developed for the analysis of the materials, and an account was given of the treatment of History content and written expression activities in the selected textbooks. The reference documentation for the teaching of languages and History has been reviewed transversally. The results show the scarcity, or almost absence, of materials specifically developed for non-native learners, the lack of research on issues related to L1 didactics for these children, and the need to establish a European reference framework for history similar to those existing for language teaching and learning.

**Key words:** Spanish L1 teaching, History teaching, Primary Education, Secondary Education, language teaching.

## Tratamiento del contenido histórico y de la expresión escrita en textos para estudiantes extranjeros de Educación Obligatoria en España

**RESUMEN:** Este trabajo tiene como objetivos concluir sobre el estado de la cuestión en cuanto a investigación, materiales y necesidades de la didáctica de la expresión escrita a través de los contenidos de Historia de España. La hipótesis de partida es que no existen materiales adecuados para la inclusión académica y social para el alumnado extranjero escolarizado en nuestro sistema educativo. A partir de esto se ha realizado una revisión sistemática de la literatura sobre el asunto y de los materiales ofertados por las principales editoriales de nuestro país. Como instrumento de trabajo, se ha elaborado una rúbrica para el análisis de los materiales y se ha dado cuenta del tratamiento de los contenidos de Historia y de las actividades de expresión escrita en los manuales seleccionados. Transversalmente se ha revisado la documentación referencial para la didáctica de las lenguas y de la Historia. Los resultados muestran la escasez, casi ausencia de materiales específicamente elaborados para

los estudiantes no nativos, la falta de investigaciones sobre las cuestiones relacionadas con la didáctica de las L1 para esos niños y la necesidad de establecer un marco de referencia europeo para la historia similar a los existentes para la enseñanza y aprendizaje de lenguas.

**Palabras clave:** Didáctica de español como L1, didáctica de la historia, Educación Primaria, Educación Secundaria, didáctica de lenguas.

## 1. INTRODUCTION

The contents of history and its relation to the teaching of Spanish to foreign students in primary and secondary education in Spain.

This research is justified within the framework of the RedELE research network on the didactics of Spanish for foreign students in these stages, within the programme of research networks for teaching innovation organized by the University of Alicante. It has been carried out with a strictly proportional and equitable contribution by the authors, whose order of appearance corresponds to the alphabetical criterion.

The reason for RedELE's research is the need for a general review of all aspects related to the teaching of Spanish at Primary and Secondary Education levels in the current context of diversity. It should be noted that this is a problem that also affects the other co-official languages of Spain, and other EU countries and their teachers (del-Olmo-Ibáñez et al, 2022). In all cases, first language teachers are trained to teach native speakers. However, at present, in classrooms, there are children of diverse backgrounds in varying proportions, in some cases, depending on the geographical areas, outnumbering native speakers.

On this occasion, the research proposal combines this general aim with that of underlining the importance of raising awareness of language-sensitive teaching in all subjects of the curriculum for all pupils.

Content-led language learning (Coyle et al., 2010; Dale and Tanner, 2013; Pham and Unaldi, 2021; Van Mensel and Hilgsmann, 2021) is the method proposed by the European Commission for language learning (Wolf, 2012). Following its principles, previous studies by the authors have already highlighted the importance of such language-sensitive teaching of curricular subjects. Also, they have made specific proposals for contemporary history subjects or for language teaching through historical and literary biographies at different educational levels (del-Olmo-Ibáñez and López Vega, 2020). This work follows this line of research and adds a new perspective: the didactics of Spanish for foreign students at the Primary and Secondary Education levels, with four angles of study that have not been considered so far. The first of these is the teaching of written expression through the contents of the history of Spain as it appears in the texts produced for these pupils. Secondly, to carry out an analysis of the treatment of those history content. Thirdly, to present a comparative assessment of the materials produced by Spanish publishers specifically for foreigners in relation to the Spanish curriculum, and the Common European Framework of Reference for Languages (CEFR) and the Instituto Cervantes' Curriculum Plan. Finally, it focuses on the issue of interculturality as a training need for both teachers and language learners at the educational stages we are interested in.

As for the hypotheses that lie at the origin of this research, there are two main ones. The initial hypothesis is that there is no literature on the didactics of the Spanish language

based on the teaching of the history of Spain; even less research focused especially on foreign students in primary and secondary education. Nor are there any studies analyzing the history content offered to foreign students of Spanish, or specific research into the teaching of the Spanish language to non-native students at these stages in Spain. Didactic materials have been developed for those who study Spanish in their countries of origin, whether in the school environment or not. But there are still almost no materials designed for those students who are integrated into the Spanish educational system. Their limitations are not only linguistic, but also pragmatic and cultural, and part of these are acquired through history content.

A second hypothesis is that, in the present context of mobility within the EU (and in the world in general), it is necessary to update the training of non-university teachers in the teaching of first languages in the receiving countries for these non-native learners (del-Olmo-Ibáñez, 2022). This has important implications, the significance of which must be underlined. First, as an essential principle, the issue must be approached from the unavoidable point of view of education as a fundamental right (Medina Beltrán and López Vega, 2022). Second, it is necessary to consider training in interculturality and plurilingualism for all professionals in Primary Education (del-Olmo-Ibáñez et al., 2022) and Secondary Education (del-Olmo-Ibáñez et al., 2023 [in press]), regardless of their specialty. Third, it is necessary to evolve in the acquisition of communicative competence as a means for school and social inclusion and in accordance with the 2030 Agenda and UNESCO's Sustainable Development Goals (Mallow et al., 2020; U.N., 2022). Fourth, the need to create a frame of reference for the history of Europe, of all the countries of the Union, must be raised as a primary issue. It will contribute to its knowledge, both for EU citizens and for non-native students, whether of European origin or not. This will make a valuable contribution to the consolidation of Community awareness and identity, which is one of the priorities of the various research and innovation plans promoted by the European Commission and will facilitate the inclusion of mobile students. As already noted, in relation to this, the Horizon Europe 2021-2027 programmes emphasise the fundamental importance of inclusivity to the European project and align with UNESCO and its Sustainable Development Goals in the Commission's strategies for the current agenda.

The first objective of this paper is to analyse the didactics of written expression through the contents of Spanish history as it appears in texts written for non-Spanish students. A second objective is to analyse the history content included in books for foreigners. Thirdly, to take a balance of the treatment given to this content by defining some parameters for analysing the texts. The fourth objective is to determine whether or not these materials are up to date and to underline the importance of training in multiculturalism in the curricula, in the continuing education of Spanish teachers, and for primary and secondary school pupils. Fifth, to conclude on the existence or not of texts especially focused on the history of Spain for foreign pupils in primary and secondary education.

In addition, transversally, and derived from the non-existence of descriptors for an objective measurement of its results, to raise the need to elaborate a reference framework that would be assimilable for the history of the countries of the European Union, where the value of interculturality would emerge as an essential richness of the community framework.

## 2. MOTIVATION

### 2.1. Writing skills

The starting point in this matter, as far as these ages corresponding to Primary and Secondary Education are concerned, is that pupils are in the process of establishing the process in their own language. Their stage of acquisition of written production is already at what is known as productive writing (Cuetos, 1991). That is to say, the learner/writer is already actively engaged in identifying, selecting, planning and reproducing written messages with communicative intent. This process requires prior conceptual discrimination, which must be associated with its lexical and graphemic representation. This implies that they have the ability to recognise the partial meanings which give words their overall semantic, lexical, grammatical and functional value.

It is when the learner is in this first phase of productive writing that one can really begin to speak of ‘composing messages’ with communicative intent. For this reason, from a didactic point of view, it is necessary to provide them a ‘real’ communicative purpose and production context in all activities created for learners. The aim is to bring about in learners what Bereiter and Scardamalia (1992) called ‘transforming knowledge’. In this way of production, the author contrasts the content he/she wants to convey with what he/she knows previously, and with the new information he/she obtains for the communicative purpose. This knowledge includes their experiences, epistemological content, rhetorical and poetic knowledge, textual content, information about the ideal recipient, the context of production and the communicative objectives. The term ‘knowledge transformation’ is explained as a processing of all knowledge in the service of a communicatively effective written production. The process follows phases described by various interpretations of the so-called contextual or ecological paradigm. In this paper we have taken into account the cognitive model of Flower and Hayes (1981), revised by Hayes and Gradwohl Nash (1996) and updated by Ruiz Flores (2009). According to these authors, writing requires the activation of low-level cognitive processes for graphemic representation, and high-level processes for planning, transcription and revision. These are regulated by others of a metacognitive nature, which are put into practice in order to produce a text (Hayes and Flower, 1986). This approach to the didactics of written expression is the one that has been followed in the criteria for analysing the materials in this research.

To complete the theoretical framing of this work as far as writing skills are concerned, reference has been made to the *Collated Representative Samples of Descriptors of Language Competences Developed for Young Learners. Volume 1: Ages 7-10 and Volume 2, ages 11-15* (Szabo, 2018). The initial purpose of both volumes, like the CEFR, is the teaching and learning of additional languages. However, given the situation of diversity in European classrooms, which has already been described, it seems essential to us that these reference documents should be considered for the primary and secondary stages of L1 teaching.

Taking into account the history content and the stage of development of communicative competence required to access it, we have focused on levels B1 and B1+ of *Volume 2, ages 11-15* (Szabo, 2018), which coincide with the last years of primary and secondary education. These levels contain assessment and self-assessment descriptors rated as ‘relevant’, which are the ones we have taken into account. The section on ‘overall written production’, for

the assessment descriptors, includes ‘the ability to develop linear sequences of familiar or interesting content’; and, for the self-assessment descriptors, it specifically identifies History and Geography among the different styles which students should be able to develop as familiar topics. In this way, history content and the ability to express oneself in writing have already been integrated here.

With regard to the materials published from the point of view of the acquisition of communicative competence for the ages we are dealing with, since 2005, the publishing house Edinumen has been completing the collection *¡Adelante!* (Arrarte, 2005), levels A1/A2, aimed at foreign students in ESO (Compulsory Secondary Education), which also takes into account the levels of the PCIC; and *¡Adelante! con la ESO!* (Armas, 2008), level A1, for students of Spanish-speaking origin with insufficient previous schooling or with curricular adaptation needs. The international version of these courses is *Aprendizaje del español por contenidos* (Armas, 2012), levels A1/A2. The manual, *Trazos* (Menéndez Mayoral et al., 2010), level A1.1, is intended as a support for students with literacy limitations and for immigrant students whose alphabet is not the Latin one. *Alejo y su pandilla* (Puppo, 2009 and 2010), corresponding to levels A1, A1/A2 and A2, respectively, offers graded texts considering the reading process, with activities before, during and after reading. *Aprende español con...* Nivel 1 (A1), 2 (A2) and 3 (B1) (Forman et al., 2009; Bembibre, 2009 and 2011a) and b) focuses on readings and films and also looks at the stages of the reading process. Specifically for primary education, the series *Clan 7* with *¡Hola!, amigos 1, 2, 3 and 4* (Gómez, 2015a and b; 2016), which corresponds to levels A1 and A2, is designed to develop the communicative competence of children aged eight to twelve; and *Clan 7 inicial* (Anner et al. 2020), corresponding to level A1.1, focuses on pupils aged six and seven. Of all these works, the only ones developed for non-native learners in Spanish schools are *¡Adelante!*, *¡Adelante! con la ESO* and *Trazos*.

Edelsa publishers classify their books, for the age groups we are interested in, in the categories of “Teenage methods” and “Children’s methods”. In the former, it offers, for students aged eleven and over, *Español? Por supuesto!*, which covers levels A1 to B1 (Palomino and Edelsa, 2017; Rodríguez and Sousa Fernández, 2017; Sousa Fernández, and Rodríguez, 2018). *Código ELE, 1, 2, 3 and 4* (Palomino, 2017; Doblás Álvarez, 2017; Jiménez, 2017; Dantas, 2014) is also aimed at these students and corresponds to levels A1 to B2; and the same features have *Instantes* (Rodríguez Martín and Santervás, 2021a, b, c, d). *Chicos y chicas* (Palomino and Salido García, 2002 and 2003; Palomino, 2006), with similar levels to the previous one, is described as for ‘adolescents between 11 and 15 years old’. *Jovenes* (Palomino, 2008a, b, c; Palomino and González Hermoso, 2009) goes up to level B1 and also focuses on the same ages as the previous one. None of these mention that they have been developed with foreign pupils at school in Spain in mind, although they state that they can be adapted to any school environment.

As for publications for children, *Submarino* (Santana, 2018) and *Submarino 1, 2, 3 and 4* (Santana and Rodríguez, 2019, 2020, 2021 and 2022) are aimed at children between the ages of four and six in Pre-school and Primary Education. *Colega 1* (Hortelano et al., 2012), 2, 3 (Hortelano and González Hortelano, 2010) and 4 (Hortelano et al., 2012) are designed for pupils between six and ten years of age, who are studying ELE. Also, Edelsa presents a collection of *Colega lee* reading books associated with each level. None of these methods is related to the CEFR reference levels, but *La pandilla, 1 and 2* (Hortelano Ortega and

González Hortelano, 2008 and 2010), corresponding to levels A1 and A2 and developed for the same age range, do. In no case is there any reference to non-native learners in Spanish primary or secondary schools.

The Difusión publishing house also produces texts for adolescents and children. Among the former, the collection *Gente joven*, 1, 2 (Alonso et al., 2022nd and b), 3 (Encina, 2020) and 4 (Martínez Sallés and Sans Baulenas, 2010) follow the task-based approach and ‘take into account’ the CEFR and PCIC guidelines. *Reporteros internacionales*, 1 (Difusión, 2018), 2 (Calabia et al., 2018) and 3 (Bonetto, 2019) follow the model of didactic units, but also include a ‘mini-project’ at the end of each one of them, and emphasise the intercultural aspect and the Spanish-American perspective.

As for the textbooks for children, *Lola and Leo*, 1, 2, 3 and 4 (Fritzler et al., 2016-2018; 2019; 2020a, b) are aimed at ages seven to eleven and are organised according to CEFR levels A1.1 to A2.1. Difusión also offers the textbooks, corresponding to levels A.1.1 and A.1.2, *¡Vamos al circo!* (Beutelspacher, 2012), *¡Vamos al cole!* (Beutelspacher, 2019).

The publishing house Anaya presents the method *Nuevo mañana*, 1, 2, 3 and 4 (López Barberá, 2018a, b, c and d) for teenagers from level A1 to B1+.

SGEL publishers include the textbooks for students of the Baccalaureate and International Baccalaureate *Mundo diverso básico* [not yet available] and *Nuevo básico diverso* (Alonso et al., 2021) for levels A1 and A2; *Mundo diverso 1* [Alonso Arija et al., in press], *Diverso básico* (Alonso Arija et al., 2015), *Diverso 1 and 2* (Alonso Arija et al., 2015a and b); and *Nuevo diverso* (Alonso et al., 2021), for students from the age of fifteen and from Baccalaureate or International Baccalaureate. The course *Compañeros 1, 2, 3* (Castro Viúdez et al., 2010, 2019 and 2017) and 4 (Castro Viúdez et al., 2016) is aimed at students in secondary education and is aligned with the CEFR, reaching level B1.2.

For primary school children, there is the *Superdrago* collection 1 (Caparrós et al., 2018), 2, 3 (Caparrós et al., 2014 and 2011) and 4 (Caparrós et al., 2014). It is aimed at children between five and nine years old and level 1 is designed for those who have not yet acquired literacy. However, in no case do they indicate that they are aimed at foreign students at any of the stages we are interested in in Spain.

SM publishers present the method *Aula amigos* level 1, 2 and 3 (Miki Kondo et al., 2007a, b and c), aimed at adolescents. It has a communicative and intercultural approach and focuses on different learning styles. But there is no indication of educational stages or of foreign pupils in Spanish classrooms.

The review of the offer of the main national publishers of materials for Spanish as a foreign language, or additional language, as we prefer to call it, for the ages corresponding to the Primary and Secondary stages of education, has been completed so far.

## 2.2. The contents of History

In relation to the second axis of analysis, the aim is to make a general assessment of the treatment of these contents in books dealing with the history of Spain and the approach adopted for written expression in these ELE materials (Level B1). With regard to books of these characteristics in Spanish publishers, which focus on this didactic approach, we also offer a synthesis of the offer we find.

The Difusión publishing house presents materials aimed at adolescent learners, which have already been referred to from the point of view of communicative competence. *Reporteros*



*internacionales 1* (Difusión, 2018), *2* (Calabia et al., 2018) and *3* (Bonetto, 2019), consisting of the presentation, by supposed adolescent reporters from Spain and various Spanish American countries, of their cultural and civilisation contexts with the aim of developing intercultural and civic competences. However, they cannot be considered as books focusing specifically on the contents of Spanish history; and, as far as their frame of reference is concerned, they only cite the CEFR levels. From the perspective of history teaching, as has already been said, there is no frame of reference from which to analyze them.

Edinumen offers *Espacio joven, level a1* (Equipo Espacio, 2018), *a2.1, a2.2 and b1.1* (Edinumen, 2011, 2012a and 2012b) as Spanish language and culture courses. This publisher also offers *Club Prisma*, a collection in which cultural and intercultural content are integrated, and is adjusted to levels A1 (Equipo Prisma, 2017), A2, A2/B1 (Cerdeira et al., 2008-2009) B1 (Equipo prisma, et al., 2010). Also, *Mundo real internacional*, level 1 (A1) and level 2 (A2) (Bembibre et al., 2020), is designed for learners with English language skills and presents an insight into different Hispanic cultures and an intercultural perspective.

This publisher has a course entitled *Aprendizaje del español por contenidos*, which they describe as the ‘international version of *¡Adelante! con la ESO!* referred to above. The aim is to learn the language as well as knowledge, and it is structured in levels 1 (A1/A2) and 2 (A1/A2). History is one of the contents it integrates (Natural Sciences, Social Sciences, Mathematics, Spanish Language and Literature) in the Social Sciences and goes up to the Modern Age.

In the Edelsa publishing house, there is a section entitled “Culture and civilisation”, the texts of which are listed below. *Épocas de España* (Quesada Marco, 2019), focuses on levels B1 and B2 with content on Spanish history and culture from prehistory to the present day. *España siglo XXI* (Quesada Marco, 2008) focuses on current political, social, economic, cultural, social, etc. issues. In those two previous ones, there is no age specification as to who they are aimed at, so we understand that they are for young people and adults. *Spain. Manual de civilización* (Quesada Marco, 2020) does appear as being for ‘teenagers and university students’ and corresponds to levels B1 and B2. From a more global view of the Hispanic world, the collection also includes *Mexico. Manual de civilización* (Delgadillo Macías, 2013) and *Argentina@. Manual de civilización* (Silvestre and Dante, 2009). In addition to these, they also present a *Curso de literatura* (Barros Lorenzo et al., 2015), a *Historia del arte de España e Hispanoamérica* (Quesada Marco, 2012) and, in the “Lecturas” category. They offer the series “Grandes personajes de la historia” (el Cid, Isabel la Católica, Velázquez, Cristóbal Colón, Cervantes, Goya, García Lorca and Eva Perón). Finally, they also present a collection “A walk through history” consisting of historical novels graded from A1 to B1 level, aimed at young people from the age of fifteen and adults. There is also another one for children-teenagers (ten-fourteen years old), also graded between A1 and A2 levels, in which different aspects of the history and culture of Spain and Latin America are presented in their stories.

*¿Cristóbal Colón usaba GPS?* (García Del Río, C. and San Isidro Agrelo, F. X., 2016) is the method in which Difusión publishers apply the CLIL methodology specifically in the area of Social Sciences (Geography and History) at an A2-B1 level for students of Spanish as a foreign language in Secondary Education. It does not indicate whether it is for non-Spanish students in our education system or not. The subject matter is limited to the Age of Discovery as a starting point to learn about the transformation of cartography

from paper maps to current technological media. Through this content, the development of communicative competence is integrated.

The publishing house SGEL presents the manual *España contemporánea* (Lopez Moreno, C., 2005), but this is not a history text either, but rather a general text on the history, economy and society of present-day Spain.

As we have seen, there are no texts focusing exclusively on the history of our country, nor are they aimed at foreign students in primary or secondary education in our schools and institutes.

With the aim of making an initial assessment of the treatment of the materials that cover the history of our country, we have finally examined two texts from the Edelsa publishing house and by the same author: *Épocas. Curso de civilización de España. Historia, arte y Literatura* (Quesada Marco, 2019) and *Esp@ña. Manual de civilización* (Quesada Marco, 2019). They were chosen because they are the ones that best fit the object of this work in terms of their treatment of history content. Although they are not specifically designed for foreign pupils attending school in Spain, it has been possible to establish a general correspondence between the curricula of primary and secondary education and the topics included in these textbooks. It should also be stressed that the skills summarised above in terms of written expression are particularly relevant to the study of history. And, besides, these skills are developed through their use in the content of this subject. In addition, the analysis instruments we have developed include learning and interaction strategies, which also favour the acquisition of these skills, and which we have contrasted in the texts.

As for the two manuals under study, they belong to the same author, who points out that they focus on aspects of Spanish civilisation. He himself explains their different approaches and purposes. In *Esp@ña*, Quesada Marco (2020), aimed specifically at the ‘school’ level. He indicates that it is based on his monographic course *España siglo XXI* (Quesada Marco, 2009), for adults. *Esp@ña* deals with Spanish civilization from the perspective of the present and this includes not only historical, but also socio-economic, cultural, etc. issues. The titles of the modules in which it is structured serve as a synthesis of the contents presented: 1) ‘Spain’, 2) ‘The yesterday and today of Spain’, 3) ‘Political-administrative Spain’, 4) ‘The cities of Spain’, 5) ‘Education’, 6) ‘Society’, 7) ‘Spain in fiestas’, 8) ‘Spanish cuisine’, 9) ‘A country with art’. In addition, there is a final section: ‘Expanding knowledge’, which includes, first, ‘A look at the Hispanic world’, with five sections: ‘More than 400 million people speak the same language: Spanish’, ‘Latin America’, ‘Hispanoamerica’ and ‘Iberoamerica’, ‘Pre-Hispanic America’, ‘The Mayas’ and ‘The Aztecs’; and finally, ‘Testimony’, consisting of the ‘Letter from Christopher Columbus announcing the discovery’. In this work, the history content is concentrated in module 2, “*El ayer y el hoy de España*”: “*La historia reciente*”, “*La transición democrática*”, “*La constitución española*” and “*Un país democrático*”. The importance given to the whole of the Hispanic world and the value that this implicitly gives to multiculturalism is noteworthy.

The book *Épocas* (Quesada Marco, 2019), is presented as a study resource for students and readers who are interested in a global and synthetic historical overview of Spanish civilisation and culture. There is no specification as to the target student body. The author expressly states that technicalities and an ‘encyclopaedic’ tone have been avoided. It is intended to be a comprehensive description of Hispanic culture and civilisation, focusing on the achievements of individuals and Spanish society up to the present day. It insists



on the importance of the signs of identity of our country, including linguistic and cultural diversity. It includes background information on each period and documents that illustrate them. As for the summary and structure of the contents, its name in the table of contents, subtitled 'Epochs of Spain', does seem to be clearly organised by the different historical stages: 1) 'Images of Spain. The current reality', 2) 'Hispania. Iberia, Roman Hispania and Al-Andalus', 3) 'Las Españas. The Middle Ages, fusion of cultures', 4) 'The Renaissance. Man, the measure of all things', 5) 'The Baroque. The art of appearance', 6) 'The Enlightenment. From the Ancien Régime to the modern state', 6) 'Romanticism. The Liberal Revolutions and Independence', 7) 'The Restoration. The return of the Bourbons', 8) 'War and dictatorship. A convulsive century', 9) 'The democratic transition. Political change in today's Spain'. As in the previous text, a complementary section appears under the heading of 'Appendix', with the following subsections: "Literaturas hispanas no castellanas", "Literatura hispanoamericana" and "Literaturas chicana, ecuatoguineana y filipina", with which this last heading broadens the vision of our culture to territories and literary productions that had not been contemplated until now. As can be seen, this volume does give greater weight to historical content and multiculturalism.

In the light of what has been observed globally in the selected textbooks, at B1 level, not only do they coincide with the knowledge of the area of History which the different educational laws establish for this level of education, but most of them try to follow parameters which are homologous to those described in the Curricular Plan of the Cervantes Institute (2006) ('values', 'beliefs', 'representation' and 'symbols', which have been superimposed throughout history to give shape to the Spain of today). In this context, although we are not going to provide exhaustive details, it is worth pointing out how the modules which the textbooks offer students propose ways of learning and acquiring competences and skills which, in addition to preparing them for the oral tests of the official exams (DELE), for example, foster their oral discursive capacity, interculturality as a value in our societies and the ability to reflect and debate on all of this. Moreover, we insist that, in general, they tend to pay attention to the world and the history of the Hispanic world, something which was lacking in the past. Fortunately, this has now been remedied in our curricula as it responds not only to our shared history, but also to the substantial presence of Latin American minorities among our students.

Thirdly, when analysing these B1 level books, it can be seen that the approaches to the study of historical content, in addition to different formats -where digitalization offers multiple opportunities-, address these different levels of analysis: knowledge, values and beliefs, and representation and symbols, as seen in the two volumes by Quesada Marco (2014 and 2019) published by Edelsa. When applying the criteria developed for the evaluation template for the teaching materials from history point of view, the aim was to determine whether these textbooks, with this cross-cutting approach, facilitate reading and oral comprehension; the promotion of curiosity and the habit of reading, studying and working; the acquisition of the basic elements of the interculturality that characterizes our society; the gender perspective as a guarantee of equality; the promotion of inclusion based on a sense of identity and the acquisition of the parameters of essentially democratic citizenship; and, finally, the critical spirit inherent to any plural society based on these intercultural and democratic values.

Lastly, it is worth emphasizing the issue of interculturality as a training need for both teachers and language learners at the educational stages we are interested in (del-Olmo-

Ibáñez et al., 2022). Migration is one of the phenomena that characterise our world. It is a reality that enriches our societies. However, it is often used as a source of confrontation and conflict. In this sense, it is essential to integrate in a transversal way the value and richness that interculturality represents for any society. Even more so in ELE materials at B1 and B1+ level, which are also profitable in the last years of Primary and Secondary Education, where non-native students are going through adolescence with all the changes that this entails. In addition, the value of interculturality and its learning in history content is particularly significant. The contributions of different traditions -such as the Jewish or Muslim traditions- or the mixing of races generated as a result of the encounter between the ‘Two Worlds’ after 1492, to cite only the best known, have been absolutely relevant in the shaping of our collective identity.

### 2.3. Theoretical framework. State of the art

In terms of the state of the art, we have differentiated between the publications that constitute the reference and conceptual framework of the research, and the literature on which to take stock of the state of the art.

#### 2.3.1. *Frame of reference*

The first variable we find for our educational context; it is that we belong to the European Education Area. Therefore, the framework for the analysis of the materials indicated is provided, unequivocally and necessarily, by the guidelines of the Council of Europe in everything related to the teaching and learning of languages. On the one hand, the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume* (2020) provides an update of the CEFR (2001). At the same time, two documents were published which respond to current needs and facilitate teaching at the first levels of education, given the mobility and the need for language teaching throughout the world. These are two volumes focusing on teaching for pupils aged seven to ten (*Collated Representative Samples of Descriptors of Language Competences Developed for Young Learners. Volume 1: Ages 7-10*); and between the ages of eleven and fifteen, (*Volume 2: Ages 11-15*). The concept, implicit philosophy and procedures of both texts are consistent with the CEFR.

As has already been mentioned, this paper, as far as communicative competence is concerned, has focused on the analysis of the written expression activities in two textbooks on Spanish history and culture published by Edelsa. They correspond to level B1 and coincide in a general way with the contents of the Spanish curriculum for the area of history in the final years of primary and secondary education. The European document covering these ages is *Volume 2: Ages 11-15* (2018), which develops descriptors for levels Pre A1, A1+, A2, A2+, B1, B1+, B2, B2+, C1 and C2. In this case, we have focused on B1 and taken into account the strategies it describes and the activities aimed at developing production, interaction, mediation and pluricultural competences.

As far as the teaching of History is concerned, the correspondence between the curricula of Primary and Secondary Education (Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación) has not been exhaustively established, since its progressive implementation is currently underway. However, in

the analysis of the texts, it has been taken into account that, in Primary Education, History content as such begins in the second cycle and continues in the third cycle. In Secondary Education, they are already included in all grades. Moreover, in accordance with the transfer of educational competences to the Autonomous Communities, the decrees of the Regional Education Ministries of each one of them include and specify these contents. In the case of the Valencian Community, they have been determined in *DECRETO 106/2022, de 5 de agosto, del Consell, de ordenación y currículo de la etapa de Educación Primaria* [2022/7572] and in *DECRETO 107/2022, de 5 de agosto, del Consell, por el que se establece la ordenación y el currículo de Educación Secundaria Obligatoria* [2022/7573].

But, as far as this history content is concerned, the matter becomes more complicated. There are hardly any academic reference frameworks with which to contrast the treatment of this subject, beyond the descriptions of content, skills, acquisition of competences, etc. provided in the aforementioned curricula. In the first place, therefore, it is necessary to begin to consider whether the acquisition of a European awareness, which is one of the objectives of all the Commission's cultural, social and strategic initiatives, should not be studied with greater depth and emphasis on the basis of the development of a historical frame of reference that highlights the confluence of the different traditions on the European continent. In one way or another, they are part of the same European project that has developed since World War II. An interpretation of the historical differences of the countries of the European Union from an objective of unity and commonalities would make a transcendental contribution and allow for a community philosophy similar to that of language acquisition. At the same time, it would also highlight the richness of interculturality, which, in a certain way, was imposed after the evidence of the horror and destruction that befell the continent after the two world wars. Europe as a fiefdom of culture and civilisation, as a space of crossroads and shared thought and values, is thus presented to the world as a model of interculturality founded on a history of conflicts and struggles between nations that have relegated it to a secondary place among the world's actors throughout the 21st century.

### 2.3.2. *State of the art*

The second aspect of the state of the question corresponds, on the one hand, to the literature on the teaching of written expression in ELE teaching texts through the contents of Spanish history for the Primary and Secondary Education stages. On the other, to the research carried out on the teaching of history itself in these materials.

It has not been possible to find any study, neither in *Scopus* nor in *Web of Science*, with the search terms 'Spanish History and Spanish as a Foreign Language and writing skills'; neither by inverting the order of the terms nor by combining them in different ways. The same shortcomings were observed when adding 'Primary Education' or 'Secondary Education'. Equally unsuccessful was the search for works on writing competence in ELE for Primary Education. The results are similar if 'writing expression' is specified. Likewise when the terms 'foreign students in Spain' or 'in Spanish schools' were used. Therefore, the balance on the state of the question is that there is currently no academic or empirically contrasted research on the subject as far as foreign students in Spanish schools are concerned. This confirms the need to continue the line of work initiated in RedELE Red de innovación docente en ELE para formación del profesorado de educación no universitaria en España, 2021-2022.

It should also be pointed out that the results on the teaching of contemporary Spanish history for non-native students in Spanish schools are negative. The same is true of studies on history materials specifically aimed at those foreign students who need to be included at school and in society. All we have are the different B1 and B1+ level textbooks, in which we can identify coincidence between their contents and those included in the syllabuses approved in the different laws (knowledge); and, in the best of cases, an attempt is made to integrate, as mentioned above, what is indicated in the ‘Curricular Plan of the Cervantes Institute’ (2006) in relation to values, beliefs, representations and symbols (Quesada Marco, 2019 and 2020).

### **3. METHOD**

#### **3.1. Methodology design**

The methodology has been designed and applied according to the following procedure, organised in phases: first, the state of the art has been determined on the contents of history in ELE materials and on the teaching of written expression through these contents, for the educational stages considered, and taking into account the existing reference frameworks. Secondly, the possible correspondence of the contents of history with those established in the Spanish Education Law for the stages under consideration has been examined. Thirdly, two templates of analysis criteria have been drawn up in accordance with the descriptors included in the Council of Europe documents for language teaching. A series of items have been developed to evaluate the treatment of history content. In both cases, an analysis has been made of whether the materials take into account the psychological and cognitive processes involved in the consolidation of the writing process as regards the composition of messages with communicative intent.

Finally, an assessment of the results of the analysis has been made. In other words, we have assessed the issues related to the didactics of written expression through the content of contemporary history in ELE materials and we have evaluated the treatment of this history content in the texts analysed.

#### **3.2. Instrument**

In order to achieve the different objectives and proceed with the evaluation of the materials to be scrutinised in relation to the topic addressed here - the contents of history and the treatment of written expression in ELE materials at B1 and B1+ levels- an instrument was developed consisting of a rubric in which a series of closed scale measurers are defined. These methods were structured according to the following categories: 1) General structure of the book and its materials and 2) Internal structure of the book (methodology and didactics), trying to cover with them all the objectives set out in the present research.

The assessment criteria for the tables and indicators were defined according to the two volumes of the *Collated Representative Samples of Descriptors of Language Competences Developed for Young Learners* and, for the history content, according to the foundational concepts. In the case of the analysis of the treatment of writing skills, the study focuses

on *Vol. 2 for ages 11-15*. As far as measures and indicators for the treatment of history are concerned, the following aspects have been considered: the acquisition of essential elements of culture, the gender perspective, the formation of identity and responsible citizenship, and critical thinking.

The templates developed for the analysis of the features described in the previous paragraphs are presented below in tabular format. It has been given the format of a file card. Each sheet consists of two tables and presents the following information as headings: 'Title of the book', 'Publisher' and 'Year of publication'. Table 1 corresponds to the study of the 'General structure of the book and its materials'. We have collected both of them here in order to provide a joint view of the analysis, but the analysis of the results will focus primarily on the data corresponding to Table 2.

**Table 1.** *General structure of the book and its materials*

Scale meter	No record	Insufficient	Sufficient	Notable	Outstanding
The curricular contents of the book coincide with the level established in the CEFR and/or the PCIC for its level.					
The book includes a clear and well-structured table of contents.					
The book, in its introduction, presents clear general and/or specific objectives for learning					
Images (photos, graphs, drawings) are relevant to the level of the learners, the content and the context.					
The book presents information on its methodological framework (communicative, constructive, meaningful, active, playful, etc.).					
The book has a solid and well-structured teaching guide.					

<b>Scale meter</b>	<b>No record</b>	<b>Insufficient</b>	<b>Sufficient</b>	<b>Notable</b>	<b>Outstanding</b>
The book includes a workbook					
Materials other than those mentioned above (web, videos, etc.) are available.					
The use of colours and symbols with a methodological-pedagogical objective can be observed.					
Variety of fonts (type and size, italics, bold, underlining, line spacing, etc.) as elements that favour learning.					
The book presents information on its methodological framework (historiographical, constructive, meaningful, active, playful, etc.).					
Images (photos, graphs, drawings) are relevant to the level of the learners and in relation to the historical content and context.					
The book has a solid and well-structured teaching guide from a historiographical point of view.					
The book maintains the level of conceptual rigour appropriate to the historical subject matter.					



Scale meter	No record	Insufficient	Sufficient	Notable	Outstanding
The book offers keys to historical understanding that enable the acquisition of diachronic and synchronic cognitive skills in relation to the history of Spain and Latin America.					
The book considers the Spanish reality in its global context: Europe and the world.					
Materials other than those mentioned above are available (web, videos, biographies, maps, graphs, primary sources, etc.).					
The use of colours, symbols and tools with a methodological-pedagogical objective is observed: georeferenced or relationship maps).					

*Note.* Grid elaborated by María-Teresa del-Olmo Ibáñez, Antonio López Vega and María Soledad Villarrubia Zúñiga. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA

**Table 2.** *Internal structure of the book (methodology and didactics)*

Scale meter	No record	Insufficient	Sufficient	Notable	Outstanding
The tasks, sub-tasks, exercises or activities are appropriate to the level according to CEFR and/or PCIC and their approach is methodologically adequate: they provide situations for the development of written expression in accordance with a communicative situation and are appropriate and meaningful to the context.					
Tasks appear where written expression is combined with written comprehension.					
There are tasks where written expression is combined with oral expression and comprehension.					
The book employs tools that encourage the essential curiosity to foster the habit of reading, study and work: integrated into the practice of written expression.					
The book contemplates and integrates the gender perspective in its materials and teaching methodology.					

Scale meter	No record	Insufficient	Sufficient	Notable	Outstanding
The explanations of the language content and the instructions for the exercises are appropriate for level B1/B1+.					
Various learning strategies are considered: multilingualism, multiculturalism, interculturalism, integration, etc.					
The book fosters students' critical thinking as an essential element of a pluralistic and democratic society.					
The role of the student as social agent, intercultural speaker and mediator and autonomous learner is envisaged (PCIC/MCER					
The book offers a reliable and effective assessment process (final or continuous assessments) of written expression in different formats and instruments					
The book has self-assessments for the student.					
The book has the appropriate conceptual rigour inherent in the discipline of history.					

Scale meter	No record	Insufficient	Sufficient	Notable	Outstanding
The book provides a good sample of the different sources from which history is constructed (documents, photographs, newspapers, etc.).					
The book clearly distinguishes historical periods and processes for students					

*Note.* Grid elaborated by María-Teresa del-Olmo Ibáñez, Antonio López Vega and María Soledad Villarrubia Zúñiga. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA

#### 4. RESULTS

The results obtained from the analysis of the texts are presented in summary form from the application of the different levels of analysis proposed at the beginning of our research and specified in the items included in the rubrics. In this sense, it should be noted, firstly, that they are not exclusively history texts, but all of them are presented as manuals of culture and civilisation. However, in those selected, especially in *Épocas. Curso de civilización de España. Historia, Arte y Literatura*, it is history that serves as the structuring criterion of the work and the rest of the aspects are offered within their contextualisation.

With regard to the data in Table 1, in *Esp@ña. Manual de civilización*, we can say that it fulfils almost all of its items. However, the information on methodology and objectives, both communicative and historical, is not really developed, nor is the book accompanied by a teaching guide. These aspects are the ones that have shown the greatest weaknesses in this handbook. The rest of the criteria can be said to have been satisfactorily covered. In *Épocas. Curso de civilización de España. Historia, Arte y Literatura*, it is the same thing. There is almost no information on the same aspects, although the publisher's website explains that pedagogical support is available on various websites.

As for Table 2, we also find that, in both cases, the integration of all basic skills does appear in combination with reading comprehension and, in some cases, oral skills. The objection that can be raised is that written expression seems to lack relevance. Texts are mainly to be read. Only in Spain, there are some exercises with closed and very short answers, and, at the end of the modules, there are some texts on which specific questions are asked, and to which answers must be given in a few pre-established lines. Therefore, it is not possible to say that reading comprehension and writing tasks are combined in more than a very brief way.

The content is appropriate to CEFR levels and provides model representations of historical events such as concept maps, timelines and various types of texts. Nor do they provide self-assessments for learners. However, again, they do not provide situations for the development of written expression according to communicative intent.

The promotion of reading and curiosity are evident, but again, they are not integrated into written expression, nor is the student's action as a social agent encouraged.

As for the items corresponding to the content of history, it should be pointed out that there is still some way to go in terms of monitoring and evaluating the results of this didactic approach applied to the content of Spanish history. Secondly, it can be concluded as a general assessment of the treatment of these contents in books dealing with the history of Spain and the treatment of written expression in ELE materials (Level B1), that the skills acquired through the teaching of written expression are particularly relevant to the study of history. However, we have not seen this encouraged in the texts examined. Thirdly, we can say that we have only just started on the road to being able to monitor and evaluate the cross-curricular aspect of the B1 and B1+ level textbooks. These manuals are suitable for implementing the different skills and competence acquisition, which we intend to scrutinise by means of the rubrics set out in tables 1 and 2 of our research. In other words, the general structures -materials- and the internal structures -methodology and didactics- of the books could be analysed in comparative perspective in a new investigation. And fourth and last, but not least, the importance of interculturality as a transversal training need to be present in both teachers and students, materials, methodology and didactics, in all our Spanish history textbooks. For all these reasons, new research is proposed to study in comparative perspective under different criteria (regional, legislative, linguistic, etc.) the treatment of the content of history in our B1 level textbooks (which can be extended to other educational levels).

## 5. DISCUSSION AND CONCLUSIONS

From the results described above, it can be concluded that this research represents a starting point on the teaching of written expression in Spanish as an additional language through history for foreign students. Firstly, we have noted the absence of studies on the subject and the non-existence of specific materials for foreign pupils attending school in our country.

Here, we have proposed rubrics which could be applied to the general and internal structure of history textbooks at B1 and B1+ levels. Further research into the monitoring and evaluation of these textbooks at this stage of education -and possibly extending them to other levels- could be considered. In this respect, it is worth reviewing the materials in accordance with the CEFR updates for the stages analysed here and their projection over the whole of primary and secondary education. Attention should also be paid to the development of specific works for the real inclusion and integration of non-native learners in Spanish schools.

If we go down to the specific historical content of the textbooks, it is worth paying attention to whether the knowledge, values, beliefs, representations and symbols studied (criteria included in the new Curricular Plan of the Cervantes Institute) promote and are transposed with the gender perspective and the values of interculturality which are inherent

to any plural and democratic society. Specifically, if they are aimed at improving the processes of acquiring written expression, fostering the elementary curiosity which is the basic foundation of the habit of reading, study and work of all our students, improving their critical spirit so that they contribute to the ultimate result of all educational stages: the formation of a critical and responsible citizenship for their fellow citizens. In the cases we have analysed, as we have seen, attention to written expression has been deficient.

Finally, an interpretation of the historical differences of the countries of the European Union from an objective of unity and common points would be a transcendental contribution and would allow for a community philosophy similar to that of language acquisition. At the same time, it would also highlight the value and richness of the interculturality that, in a certain way, was imposed after the evidence of the horror and destruction that befell the continent after the two world wars. Europe as a fiefdom of culture and civilisation, as a space of crossroads and shared thought and values, is thus presented to the world as a model of interculturality founded on a history of conflicts and struggles between nations that have relegated it to a secondary place among the world's actors throughout the 21st century.

## 6. REFERENCES

- Alonso Arija, E., Corpas Viñals, J. and Gambloch, C. (2015a). *Diverso 1*. SGEL.
- Alonso Arija, E., Corpas Viñals, J. and Gambloch, C. (2015b). *Diverso 2*. SGEL.
- Alonso Arija, E., Corpas Viñals, J. and Gambloch, C. *Mundo diverso básico* [in production]. SGEL.
- Alonso Arija, E., Corpas Viñals, J. and Gambloch, C. *Mundo diverso1* [forthcoming]. SGEL.
- Alonso, E., Corpas, J. and Gambloch, C. (2015). *Diverso básico: curso de español para jóvenes. [libro del alumno]* (1th. edition). SGEL.
- Alonso, E., Corpas, J. and Gambloch, C. (2021). *Nuevo diverso español b. libro del alumno* (1th. edition 2021). SGEL
- Alonso, E., Gambloch, C. and Corpas, J. (2021). *Nuevo diverso básico [a1-a2]: curso de español. [libro del alumno]*. Sociedad General Española de Librería.
- Alonso, E., Martínez Sallés, M., Sans Baulenas, N. and Tognola, M. (2022a). *Gente joven 1: curso de español para jóvenes*. (New edition and reprint). Difusión.
- Alonso, E., Martínez Sallés, M., Sans Baulenas, N. and Tognola, M. (2022b). *Gente joven 2: curso de español para jóvenes*. (New edition and reprint). Difusión.
- Anner, R. Ransaw, M. and Isa de los Santos, D. (2020). *Clan 7 inicial. libro del alumno*. Edinumen.
- Armas, V. J. (2008). *¡Adelante! con la ESO. Material para el aprendizaje de la lengua por contenidos*. Edinumen.
- Armas, V. J. (2012). *Aprendizaje del español por contenidos 1 y 2: versión internacional de ¡Adelante! con la eso*. Edinumen.
- Arrarte, G. (2005). *¡Adelante!: método de español para estudiantes extranjeros de enseñanza secundaria: niveles a1 y a2*. Edinumen.
- Barros Lorenzo, R., Freire Hermida, M. and González Pino, A. M. (2015). *Curso de literatura: español lengua extranjera*. Edelsa.**
- Bembibre, C. (2009). *Aprende español con (...): La máscara del zorro*. Edinumen.
- Bembibre, C. (2011a). *Aprende español con (...): La niña de tus ojos*. Edinumen; Scholastic.
- Bembibre, C. (2011b). *Aprende español con (...): Soldados de salamina*. Edinumen.



- Bembibre, C., Isa de los Santos, D., Meana, C., Oliva, C. and Casado, C. (2020). *Mundo real internacional*. Editorial Edinumen.
- Bereiter, C. and Scardamalia, M. (1992) Dos modos explicativos de los procesos de composición escrita. *Infancia y aprendizaje*, 52, pp. 43-64.
- Beutelspacher B. (2012). *¡Vamos al circo!: español para niños*. Difusión, Ernst Klett Verlag.
- Beutelspacher B. (2019). *¡Vamos al cole!: español para niños*. Difusión, Klett.
- Bonetto, B. B. (2019). *Reporteros internacionales 3: a2*. Difusión.
- Calabia, M., Campos, S., Galli, M. L. and Emilse San Pedro, J. (2018). *Reporteros internacionales 2. libro del alumno. a1-a2*. Difusión.
- Caparrós, C., Burnham, C. and Hernando, S. (2014). *Superdrago 4: curso de español para niños. libro del alumno*. Goyal Publishers and Distributors Pvt: SGEL.
- Caparrós, C., Burnham, C. and Hernando, S. (2018). *Superdrago 1: curso de español para niños: libro del alumno* (10th. edition). SGEL.
- Caparrós, C., Burnham, C. and Saeta, H. (2014). *Superdrago 2: curso de español para niños. libro de alumno* (4a. ed.). SGEL.
- Caparrós, C., Burnham, C. and Saeta, H. (2011). *Superdrago 3: curso de español para niños. Libro de alumno* (1th. edition). SGEL.
- Castro Viúdez F. (2016). *Compañeros 4 curso de español. cuaderno de ejercicios* (1<sup>a</sup> ed. nueva). SGEL.
- Castro Viúdez, F., Rodero, I., Sardinero Francos, C. and Rebollo, B. (2010). *Compañeros 1. Curso de español. libro del alumno*. (4th. edition). SGEL.
- Castro Viúdez, F., Rodero, I., Sardinero Francos, C. and Rebollo, B. (2019). *Compañeros 2. Curso de español. libro del alumno* (New edition, 3th. edition 2019). SGEL.
- Castro Viúdez, F., Rodero, I., Sardinero Francos, C. and Rebollo, B. (2017). *Compañeros 3. Curso de español. libro del alumno* (New edition). SGEL.
- Cerdeira, P., Romero, A. and Equipo Club Prisma. (2008-2009). *Club prisma: método de español para jóvenes: nivel intermedio a2*. Edinumen.
- Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume*. Council of Europe Publishing, Strasbourg, available at [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).
- Coyle, D., Marsh, D. and Hood, P. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.
- Cuetos, F. (1991). *Psicología de la escritura*. Ed. Escuela Española.
- Dale, L. and Tanner, R. (2013). *CLIL activities: A resource for subject and language teachers*. Cambridge University Press.
- Dantas, R. (2014). *Código 4 ele: curso lengua extranjera: curso para adolescentes. libro del alumno* (1th. edition). Edelsa.
- DECRETO 106/2022, de 5 de agosto, del Consell, de ordenación y currículo de la etapa de Educación Primaria [2022/7572].
- DECRETO 107/2022, de 5 de agosto, del Consell, por el que se establece la ordenación y el currículo de Educación Secundaria Obligatoria [2022/7573].
- del-Olmo-Ibáñez, M.-T. (2022). Formación en Didáctica de L2/LE y plurilingüismo en el profesorado de Educación Primaria en España. In M.-T. del-Olmo-Ibáñez, A. Cremades-Montesinos y R. Gutiérrez Fresneda (eds.) *Formación del profesorado europeo de Educación Primaria en multiculturalidad y plurilingüismo: España, Francia, Italia y Grecia*. Peter Lang.
- del-Olmo-Ibáñez, M.-T. and López Vega, A. (2020). Biografías Histórica y Literaria y didáctica de la historia y la literatura. In *Conference proceedings CIVINEDU 2020: 4th International*

- Virtual Conference on Educational Research and Innovation September 23-24*. REDINE (Red de Investigación e Innovación Educativa).
- del-Olmo-Ibáñez, M.-T., Cremades-Montesinos, A. and Gutiérrez Fresneda, R. (ed.) (2022). *Formación del profesorado europeo de Educación Primaria en multiculturalidad y plurilingüismo: España, Francia, Italia y Grecia*. Peter Lang.
- del-Olmo-Ibáñez, M.-T., Medina Beltrán, M.F. and Villarrubia Zúñiga, M.S. (2023) [en prensa]. Retos en el sistema educativo ante la multiculturalidad y el plurilingüismo. Educación Primaria y Secundaria. Octaedro.
- Delgado Macías, R. E. (2013). *México - Manual de civilización*. Edelsa Grupo Didascalía. Difusión. (2018). *Reporteros internacionales 1. a1*
- Doblas Álvarez, B. (2017). *Código ele 2 (a2). libro del alumno* (1th. edition). Edelsa.
- Edinumen. (2011). *Espacio joven: libro del alumno: a2.1*.
- Edinumen. (2012a). *Espacio joven: libro del alumno: a2.2*.
- Edinumen. (2012b). *Espacio joven: curso de español. nivel b.1.1. libro del profesor*.
- Encina A. (2020). *Gente joven 3: curso de español para jóvenes. (New edition)*. Difusión.
- Equipo Espacio. (2018). *Espacio joven nivel A1. libro del alumno* (1th. edition 2012, reprint, 2018). Edinumen.
- Equipo prisma, Espitia J., Gelabert M. J. and Menéndez M. (2010). Club prisma: método de español para jóvenes: b1 nivel intermedio-alto. libro del profesor. Edinumen.
- Equipo Prisma. (2017). *Club prisma: método de español para jóvenes: a1 nivel inicial. libro del alumno* (7th. edition). Edinumen.
- Flower, L.S. and Hayes, J.R (1981). A cognitive process theory of writing. *College Composition and Communication*, 32, 365-387.
- Forman, M., Carrière, J.-C. and Bembibre C. (2009). Aprende español con (...): los fantasmas de Goya. Edinumen.
- Fritzler, M., Lara, F. and Reis, D. (2016-2018). *Lola y leo 1: curso de español para niños*. Difusión.
- Fritzler, M., Lara, F. and Reis, D. (2019). *Lola y leo 2: paso a paso curso de español para niños*. Difusión.
- Fritzler, M., Lara, F. and Reis, D. (2020a). *Lola y leo paso a paso 3 curso de español para niños. libro del alumno*. Difusión.
- Fritzler, M., Lara, F. and Reis, D. (2020b). *Lola y leo 4 paso a paso curso de español para niños. libro del alumno*. Difusión.
- Gago, I. (2016). *Clan 7 con ¡Hola amigos!: [libro del alumno]. nivel 3*. Edinumen.
- Gago, I. and Valero Ramírez P. (2017). *Clan 7: con ¡Hola amigos!. nivel 4*. Edinumen.
- García Del Río, C. and San Isidro Agrelo, F. X. (2016) *¿Cristóbal Colón usaba GPS?* Difusión.
- Gómez, M. (2015a). *Clan 7: con ¡Hola amigos!: nivel 1. libro del alumno*. Edinumen.
- Gómez, M. (2015b). *Clan 7: con ¡Hola amigos!. nivel 2. [libro del alumno]* (2th. reprint). Edinumen.
- Hayes, J. R. and Gradwohl Nash, J. (1996). On the nature of planning in writing. In C. M. Levy and S. Ransdell (Eds.), *The science of writing: Theories, methods, individual differences and applications*, 29-55.
- Hayes, J. R., and Flower, L. S. (1986). Writing research and the writer. *American Psychologist*, 41(10), 1106–1113. <https://doi.org/10.1037/0003-066X.41.10.1106>
- Hortelano M. L., González Hortelano, E. and Martínez Requejo, J. M. (2012). *Colega 4*. Edelsa.
- Hortelano Ortega, M. L. and González Hortelano, E. (2008). *La pandilla 1*. Edelsa.
- Hortelano Ortega, M. L. and González Hortelano, E. (2010). *La pandilla 2*. Edelsa.
- Hortelano Ortega, M. L. and González Hortelano, E. (2012). Colega 3. libro del alumno** (1th. edition and 1st. Reprint). Edelsa.

- Hortelano, M. L. and González Hortelano, E. (2010). *Colega 2*. Edelsa
- Hortelano, M. L., González Hortelano, E. and Lorente, M. J. (2012). *Colega 1*. Edelsa.
- Instituto Cervantes (2006). *Plan curricular del Instituto Cervantes*. [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/plan\\_curricular/presentaciones.htm](https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/presentaciones.htm)
- Jiménez, A. (2017). *Código ele 3 (b1). libro del alumno* (1<sup>a</sup>). Edelsa.
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. <https://www.boe.es/eli/es/lo/2020/12/29/3/dof/spa/pdf>
- López Barberá, I. (2018a). *Nuevo mañana 1 a1. libro del alumno* (3th. edition). Anaya ELE.
- López Barberá, I. (2018b). *Nuevo mañana 2 a2. libro del alumno: curso para adolescente* (3th. edition). Anaya ELE.
- López Barberá, I. (2018c). *Nuevo mañana 3 a2* (3th. edition). Anaya ELE.
- López Barberá, I. (2018d). *Nuevo mañana 4 b1* (3th. edition). Anaya ELE.
- Lopez Moreno, C. (2005). *España contemporánea: historia economía y sociedad*. SGEL.
- Mallow, S., Toman, I. and Hilligje van't Land (2020). Higher Education and the 2030 Agenda: Moving into the ‘Decade of Action and Delivery for the SDGs’. International Association of Universities (IAU) UNESCO House. [https://www.iauiau.net/IMG/pdf/iau\\_hesd\\_survey\\_report\\_final\\_jan2020.pdf](https://www.iauiau.net/IMG/pdf/iau_hesd_survey_report_final_jan2020.pdf)
- Martínez Sallés, M. and Sans Baulenas, N. (2010). *Gente joven 4: curso de español para jóvenes*. Difusión.
- Medina Beltrán, M. F. and López Vega, A. (2022). In M.-T. del-Olmo-Ibáñez, A. Cremades-Montesinos y R. Gutiérrez Fresneda (eds.) *Formación del profesorado europeo de Educación Primaria en multiculturalidad y plurilingüismo: España, Francia, Italia y Grecia*. Peter Lang.
- Menéndez Mayoral, M.J., Ortí Teruel, R. and Ochoa Gómez, G. (2010). *Trazos: curso de español y lectoescritura*. Edinumen.
- Miki Kondo, C., Ayllón, J. A. and Chicharro, T. (2007a). *Aula amigos: español nivel 1*. Ediciones SM.
- Miki Kondo, C., Ayllón, J. A. and Chicharro, T. (2007b). *Aula amigos 2: curso de español. Libro del alumno*. SM ELE.
- Miki Kondo, C., Ayllón, J. A. and Chicharro, T. (2007c). *Aula amigos 3: curso de español. Libro del alumno*. SM ELE.
- Palomino M. Á. and Edelsa. (2017). *¿Español? ¡por supuesto! 1: a1. manual de uso del Libro digital* (1th. edition, 1st. reprint). Edelsa.
- Palomino, M. Á. (2006). *Chicos y chicas: libro del alumno. nivel 3* (1th edition, 4th. reimp). Edelsa.
- Palomino, M. A. (2008a). *Joven.es. nivel 1: a1*. Edelsa.
- Palomino, M. A. (2008b). *Joven.es nivel 2: a1*. Edelsa.
- Palomino, M. A. (2008c). *Joven.es nivel 3: a2*. Edelsa.
- Palomino, M. Á. (2017). *Código ele 1 (a1). libro del alumno* (1th. edition). Edelsa.
- Palomino, M. A. and González Hermoso, A. (2009). *Joven.es : nivel 4 b1*. Edelsa.
- Palomino, M. Á. and Salido García, N. (2002).** *Chicos chicas: nivel 1: español lengua extranjera*. Edelsa.
- Palomino, M. Á. and Salido García, N. (2003). *Chicos chicas: nivel 2: español lengua extranjera*. Edelsa.
- Pham, P. A. and Unaldi, A. (2021). Cross-curricular collaboration in a CLIL bilingual context: the perceptions and practices of language teachers and content subject teachers. *International Journal of Bilingual Education and Bilingualism*.
- Puppo F. (2009). *Alejo y su pandilla : amigos en madrid: [nivel a1]*. Edinumen.
- Puppo F. (2009). *Alejo y su pandilla : viaje a buenos aires*. Edinumen.

- Puppo F. (2010). *Alejo y su pandilla : misterio en cartagena de indias*. Edinumen.
- Quesada Marco S. (2012). *Historia del arte de españa e hispanoamérica* (1th. edition, 1st. reprint). Edelsa.
- Quesada Marco, S. (2008). *España siglo XXI*. Edelsa.
- Quesada Marco, S. (2019). *Épocas de España. Curso de civilización de España. Historia, arte y Literatura*. Edelsa
- Quesada Marco, S. (2020). *Esp@ña. Manual de civilización. Español Lengua Extranjera*. Edelsa.
- Rodríguez Martín, J. R. and Santervás, P. (2021a). *Instantes 1: curso de español lengua extranjera. libro del alumno cuaderno de ejercicios*. Edelsa.
- Rodríguez Martín, J. R. and Santervás, P. (2021b). *Instantes 2: curso de español lengua extranjera. libro del alumno cuaderno de ejercicios*. Edelsa.
- Rodríguez Martín, J. R. and Santervás, P. (2021c). *Instantes 3: curso de español lengua extranjera. libro del alumno cuaderno de ejercicios*. Edelsa.
- Rodríguez Martín, J. R. and Santervás, P. (2021d). *Instantes 4 curso de español lengua extranjera. libro del alumno*. Edelsa.
- Rodríguez, Ó. and Sousa Fernández, D. R. (2017) ¿Español? ¡por supuesto! A2+1. libro del alumno** (Primera edición). Edelsa Grupo Didascalía.
- Ruiz Flores, M. T. (2009). *Evaluación de la lengua escrita y dependencia de lo literal*.
- Santana, M. E. (2018). *Submarino*. Edelsa.
- Santana, M. E. and Rodríguez M. (2021). *Submarino 3*. Edelsa.
- Santana, M. E. and Rodríguez M. (2022). *Submarino 4*. Edelsa.
- Santana, M. E. and Rodríguez, M. (2019). *Submarino 1*. Edelsa.
- Santana, M. E. and Rodríguez, M. (2020). *Submarino 2: [curso de español lengua extranjera]. libro del alumno* (1st. edition). Edelsa.
- Silvestre, M. S. and Dante P. D. (2009). *Argentin@: manual de civilización: español lengua extranjera*. Edelsa.
- Sousa Fernández, D. R. and Rodríguez, Ó. (2018). *¿Español? ¡por supuesto! B1. libro del alumno* (Primera edición). Edelsa Grupo Didascalía.
- Szabo, T. (2018). *Collated Representative Samples of Descriptors of Language Competences Developed for Young Learners. Volume 1: Ages 7-10*. Council of Europe.
- Szabo, T. (2018). *Collated Representative Samples of Descriptors of Language Competences Developed for Young Learners. Volume 2: Ages 11-15*.
- U.N. (2022). Operationalizing Leaving No One Behind. <https://unsdg.un.org/resources/leaving-noone-behind-unsdg-operational-guide-un-country-teams>
- Van Mensel, L. and Hiligsmann, P. (2021) Assessing CLIL: a multidisciplinary approach, *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2021.1935441
- Wolff, D. (2012). The European framework for CLIL teacher education. *Synergies Italie*, 8.