



FACULTAD DE EDUCACIÓN DE PALENCIA
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ENGLISH TEACHING:
A comparison between Norway and Spain

ENSEÑANZA DEL INGLÉS:
Comparación entre Noruega y España

TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA,
MENCIÓN LENGUA EXTRANJERA

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Palencia, 18 Junio 2019

Resumen

El proceso de aprendizaje y enseñanza de una nueva lengua puede ser un proceso complicado. La cultura de un país y los métodos de enseñanza usados en las escuelas pueden, o bien facilitar o bien complicar, este proceso. Este es el motivo por el que es de gran importancia analizar diferentes métodos utilizados en diferentes países con una cultura más bilingüe que la nuestra, ayudándonos a mejorar nuestro sistema educativo y ayudando a las futuras generaciones a hablar una segunda lengua lo mejor posible.

ABSTRACT: The process of learning and teaching a new language can be a hard procedure. The culture of the country and the methods used in school can facilitate or complicate this process. This is why it is really important to analyse the different methods used in different countries that shows a more bilingual culture than ours, helping us improve our educational system and helping the future generations to speak a second language as best as possible.

Palabras clave

Educación, habilidades, escucha, escritura, lectura, Inglés, cultura, etapa, bilingüe, currículum, unidades, lenguaje, evaluación, asistencia, escuela, Noruega, España, sistema, estándares de aprendizaje, objetivos, Marco común Europeo, motivación

KEY WORDS: Education, skills, listening, writing, reading, English, culture, stage, bilingual, task-based, curriculum, units, language, assessment, assistance, school, Norway, Spain, system, competence aims, purpose, European framework, motivation.

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0. INTRODUCTION

Norway is one of the richest countries in the world and its welfare system is desirable. Education is free and one of the best-considered systems in the world though it was not always like this. Regarding to the second language, Norway is considered one of the non English-speaking countries that use this language as their mother tongue, becoming a bilingual country. Only few countries are ahead of Norway in this topic – Denmark, Sweden and Finland –.

Spain, on the other hand, has experienced many changes in the education laws, different curriculums in few decades and a change in the culture. The educational system has been criticised for many, especially in the language sector. A society that has experienced many changes in the last decades; from learning French as a second language to learn English as the new second language. A society that do not speak English as fluently as would be desired and communication does not always take place.

In this paper, these two educational systems regarding the teaching and learning of a second language – English specially – will be compared. The culture of these two countries – Spain and Norway – will gain importance to understand the differences and similarities they might experience.

This analysis can help us understand those parts that need to be improved in each educational system, the strong points that we should feel proud of and those changes that we might need to do in our society in order to improve our skills to the learning of a new language.

1. JUSTIFICATION

The realisation of this work takes place in order to understand the educational system in Spain, the main characteristics of schools and the main objectives and principles of the curriculum that guides the structural features of the educational systems. I aim to be able to apply the knowledge learnt during these four years, not only in Spain, but in other European countries. For this reason, I want to compare it to one of the best considered systems: the Norwegian one. After studying in this country for some months and having a traineeship in a public school, I felt really interested in how this country's culture influenced the methodology used in schools, especially in the learning of a foreign language. I believe that what I have learnt about the Spanish education could be interested to be applied in other places. What is more, I consider that a change in the way we teach and learn new languages in our country could be modified based on the Norwegian culture.

My interest in this Scandinavian country made me feel very curious about the way the society is built and the way the education takes place, since it is different to what I have experienced in many ways. I tried, not only to see the positive parts of this famous yet not that known system but to see those parts that could have been improved from my point of view.

One of those questions I had in mind when I went to Norway the first time was "How is it possible that everyone, from the youngest kid to the oldest mankind, can speak English so fluently and well?" This question was in my head for so long, I wondered how the school system was like and why it was working that well in this country, while in Spain, it was very easy to find people who could not or barely could speak English fluently. I was curious about the fact that many people in Spain were afraid of speaking in English, a language that is being studied in schools almost since preschool.

Being specialized in English made me think that if I could be able to learn the methodology used in other countries to teach a second language, maybe I could be able to share this knowledge with other language teachers in my country and facilitate a

small change to help students learn this second language providing them not only knowledge but confidence.

2. AIMS

The competence aims I am aiming to achieve are divided into the degree's aims and the specific aims of this work based on my experience and my interest topics. The degree's aims achieved by the realization of this work are the following:

2.1. GENERAL DEGREE'S AIMS

1. Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio –la Educación- que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.
2. Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio –la Educación-.
3. Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado. Esta competencia conlleva el desarrollo de:
 - a) Habilidades de comunicación oral y escrita en el nivel C1 en Lengua Castellana, de acuerdo con el Marco Común Europeo de Referencia para las Lenguas.
 - b) Habilidades interpersonales, asociadas a la capacidad de relación con otras personas y de trabajo en grupo

2.2. SPECIFIC DEGREE'S AIMS

- Materia: Aprendizaje y Desarrollo de la Personalidad.
 1. Conocer y comprender las características del alumnado de primaria, sus procesos de aprendizaje y el desarrollo de su personalidad, en contextos familiares sociales y escolares.
- Materia: Procesos y contextos educativos.
 2. Conocer en profundidad los fundamentos y principios generales de la etapa de primaria, así como diseñar y evaluar diferentes proyectos e innovaciones,

dominando estrategias metodológicas activas y utilizando diversidad de recursos.

3. Conocer la organización de los colegios de Educación primaria, los elementos normativos y legislativos que regulan estos centros, desarrollando la habilidad para trabajar en equipo y definir proyectos educativos de centro.

- Materia: Enseñanza y Aprendizaje de las Lenguas

4. Utilizar el lenguaje como herramienta al servicio de la comunicación y de la comprensión de la realidad desarrollando al mismo tiempo las habilidades y destrezas necesarias para la interpretación y creación de textos literarios.
5. Expresarse oralmente y por escrito en una lengua extranjera de acuerdo con el nivel B2 del Marco Europeo de Referencia para las Lenguas.

- Materia: Practicum

6. Conocer, participar y reflexionar sobre la vida práctica del aula, aprendiendo a colaborar con los distintos sectores de la comunidad educativa, relacionando teoría y práctica.

The specific aims I am intending to achieve, in relation with the general and specific aims of the degree, are the following:

- Know the organization of primary education in Norway and Spain
- Present a comparison between two schools, one in Norway and one in Spain in relation to the teaching methods regarding a second language, in this case, English.
- Find out what can be improved in the Spanish schools following the Norwegian methodology
- Find out what can be improved in the Norwegian schools following the Spanish methodology

2. BACKGROUND INFORMATION

The curriculum governing in Norway has varied over time. Mønsterplan 74, which was the national curriculum from 1974, was written to recognize the teacher's authority to make judgements concerning the teaching content (Mølstad, 2015). From the Second World War, the school system in Norway was characterised by a combination of a national curriculum and regulatory legislation, which suffered from different reforms during the 1980s and 1990s (Helgoy & Homme, 2006).

During the first decade of the twenty-first century a lot of changes occurred in the educational assessment in Norway. The results in the PISA test and the TIMSS were not as good as expected (see figure 1 & 2). These results were considered the consequences of the educational reforms of 1990 (Tveit, 2014).

Mean performance on the science scale

		Range of ranks*			
		OECD countries		All countries	
		Upper rank	Lower rank	Upper rank	Lower rank
Statistically significantly above the OECD average	Finland	1	2	1	3
	Japan	1	3	1	3
	Hong Kong-China	-	-	2	4
	Korea	2	3	2	4
	Liechtenstein	-	-	5	11
	Australia	4	7	5	10
	Macao-China	-	-	5	10
	Netherlands	4	8	5	11
	Czech Republic	4	8	5	11
	New Zealand	4	8	6	11
	Canada	6	9	8	12
	Switzerland	7	13	10	15
	France	9	13	12	16
	Belgium	9	13	12	16
	Sweden	10	15	13	18
Ireland	10	15	13	18	
Not statistically significantly different from the OECD average	Hungary	11	16	14	19
	Germany	11	17	14	21
	Poland	14	19	17	22
	Slovak Republic	15	21	18	25

Not statistically significantly different from the OECD average	Hungary	11	16	14	19
	Germany	11	17	14	21
	Poland	14	19	17	22
	Slovak Republic	15	21	18	25
Statistically significantly below the OECD average	Iceland	16	19	19	23
	United States	17	23	20	27
	Austria	16	23	19	28
	<i>Russian Federation</i>	-	-	20	30
	<i>Latvia</i>	-	-	20	29
	Spain	19	24	22	29
	Italy	19	25	22	30
	Norway	20	25	24	30
	Luxembourg	22	25	26	30
	Greece	21	26	25	31
	Denmark	25	27	30	32
	Portugal	26	27	31	32
	<i>Uruguay</i>	-	-	33	35
	<i>Serbia</i>	-	-	33	36
	Turkey	28	28	33	36
	<i>Thailand</i>	-	-	34	36
	Mexico	29	29	37	37
	<i>Indonesia</i>	-	-	38	39
	<i>Brazil</i>	-	-	38	40
	<i>Tunisia</i>	-	-	39	40

*Note: Because data are based on samples, it is not possible to report exact rank order positions for countries. However, it is possible to report the range of rank order positions within which the country mean lies with 95 per cent likelihood.

Figure 1. Mean performance on the science scale 2003. Source: OECD PISA 2003 database

Mean performance on the mathematics scale

		Range of ranks*			
		OECD countries		All countries	
		Upper rank	Lower rank	Upper rank	Lower rank
Statistically significantly above the OECD average	<i>Hong Kong-China</i>	-	-	1	3
	Finland	1	3	1	4
	Korea	1	4	1	5
	Netherlands	1	5	2	7
	<i>Liechtenstein</i>	-	-	2	9
	Japan	2	7	3	10
	Canada	4	7	5	9
	Belgium	4	8	5	10
	<i>Macao-China</i>	-	-	6	12
	Switzerland	4	9	6	12
	Australia	7	9	9	12
	New Zealand	7	10	9	13
	Czech Republic	9	14	12	17
	Iceland	10	13	13	16
	Denmark	10	14	13	17
	France	11	15	14	18
Sweden	12	16	15	19	
Not statistically significantly different from the OECD average	Austria	13	18	16	20
	Germany	14	18	17	21
	Ireland	15	18	17	21
	Slovak Republic	16	21	19	24
Statistically significantly below the OECD average	Norway	18	21	21	24
	Luxembourg	19	21	22	24
	Poland	19	23	22	26
	Hungary	19	23	22	27
	Spain	22	24	25	28
	<i>Latvia</i>	-	-	25	28
	United States	22	24	25	28
	<i>Russian Federation</i>	-	-	29	31
	Portugal	25	26	29	31
	Italy	25	26	29	31
	Greece	27	27	32	33
	<i>Serbia</i>	-	-	32	34
	Turkey	28	28	33	36
	<i>Uruguay</i>	-	-	34	36
	<i>Thailand</i>	-	-	34	36
Mexico	29	29	37	37	
<i>Indonesia</i>	-	-	38	40	
<i>Tunisia</i>	-	-	38	40	
<i>Brazil</i>	-	-	38	40	

*Note: Because data are based on samples, it is not possible to report exact rank order positions for countries. However, it is possible to report the range of rank order positions within which the country mean lies with 95 per cent likelihood.

Figure 2. Mean performance on the mathematics scale. Source: OECD PISA 2003 database

Due to these disastrous results in Maths, Reading and Sciences, the Government of Norway, specifically the Minister of Education and Research, settled the need of a new reform to be implemented in 2006. The reform was called The Knowledge Promotion and it reflected the principal goal of the reform: raising achievement for all students. The reform alleged a new curriculum that represented a move from an input to output-orientated policy. The curriculum focused on competence aims (Ministry of Education and Research [MER], 2007).

It is necessary the understanding of the MER and the Directorate of Education and Training (DET) to comprehend how the Norwegian Educational System works. The local municipalities are the responsible for the primary education, while the regional municipalities administrate the upper secondary schools. The county Governors are responsible for the supporting and inspection of the local municipalities' and counties' implementation (DET, 2012).

The current situation in Norway involves different inspection reports, local surveys based on observation, research and evaluation reports, Data in the School Portal, international surveys, marks and exams, national tests and pupil survey. The National government improve and adjust education policies based on the results of the different surveys and reports. The school owner improves the quality of teaching through dialogue and guidance while the teachers plan, follow through and assess progress **and** dialogue with both pupils and parents. The School leader tries to improve educational practice among teachers through dialogue and guidance and the instructor plans, follows through and assesses progress in dialogue with apprentices and workshops. It is important to prepare realistic but ambitious aims for improvement, trying them out and reflecting over the improved practice, and above all, it is important to involve, cooperate and develop a common terminology (Utdanningsdirektoratet, 2018).

The main sources of information about quality in education in Norway are the following:

- Skoleporten (The School Portal). It presents information on a school/municipal/county/national level, grouped into five key areas: learning outcomes, learning environment, completion of upper secondary education and training and resources and school facts. This information is used for quality

development. Sources for data on learning outcomes are examination results from national test. These national tests are set to produce knowledge about the students' basic skills. All schools have to hold tests in reading, English and Maths in Years 5, 8 and 9. The results from these tests are published and the results are bestowed as mean values with standard errors for the different levels of reporting. There is a pupil survey that allows students to express their beliefs about the learning environment in their schools. These surveys are mandatory at years 7, 10 and 11. (Utdanningsdirektoratet, 2018).

- Tilstandsrapporten (The Quality Report). An annual status report is produced every year by the local authorities. This report focuses on the learning environment, learning outcomes and completion rates. The main goal of the report is to empower knowledge-based quality improvement. (Utdanningsdirektoratet, 2018).
- Ståstedsanalysen (Point of View-analysis). The main aim is to stimulate joint reflection and discussion on the school's practices and on which quality areas the school wants to prioritize. This point of view-analysis – also called the status analysis – is an unforced tool. (Utdanningsdirektoratet, 2018).

The current curriculum reform is centred on learning outcomes. As the Minister of Education (2001) said: “we are a small country, on the outskirts of Europe. A tiny fraction of the world's population lives here and if we don't take care of what is our legacy... no-one else is going to do it... if we want to preserve what you would call ecological variation in the worlds, we have to take part...”. This manifest was the one that forced the Government to change the curriculum to implement a new one in which there were underpinning principles detailing six desirable dimensions of the human being (Broadhead & Broadhead, 2010). It was called the Core Curriculum.

The Core Curriculum facilitates the knowledge and respect of the national heritage and traditions of Norway and the meeting of other cultures openly (Broadhead & Broadhead, 2010). This curriculum has as the main goal in primary education “the understanding of an in cooperation with the home, assist in providing pupils with a Christian and ethical upbringing, develop their mental and physical abilities, and give them a broad general education so that they can become useful and independent persons

in their private lives and in society.” (Primary, n.d.). Schools shall promote intellectual freedom and tolerance, and emphasize the establishment.

The Government grouped a number of key formulations that expands on the following themes:

- Moral outlook
- Creative abilities
- Work
- General education
- Cooperation
- Natural environment

As it is said in the Core Curriculum (n.d) “education must be based on the view that all persons are created equal and that human dignity is inviolable. It should confirm the belief that everyone is unique, that each can nourish his own growth and that individual distinctions enrich and enliven our world”. This means that the education should be based on humanistic values. The veneration for human equality and dignity of man is a constant source of change to enhance the human condition (Primary, n.d.).

Norway spends 150 NOK billion (15.376.599.630€) per year on pre-school, primary and secondary education. In pre-school there are 6 children per staff member and 39% of the staff working are qualified teachers. Pupils in primary and lower secondary school thrive at school and are among the top performers in Europe. 39% of pupils enter the programme for Specialization in General Studies in Lower Secondary School (Utdanningsdirektoratet, 2017).

The Utdanningsdirektoratet – The Norwegian Directorate for Education and Training – is the executive agency responsible for the development of kindergarten, primary and secondary education. The Directorate is responsible for the supervision of kindergarten, education and the implementation of Acts of Parliament and regulations. It is responsible as well for the management of the Norwegian Support System for Special Education, state-owned schools and the educational direction of the National Education

Centres. Its main objective is to ensure that all children, pupils and apprentices receive the high quality education they are entitled to (Utdanningsdirektoratet, 2017).

Three sector goals for primary and secondary education have been defined by the Norwegian government:

- Good, inclusive learning environment
- The pupils shall master basic skills and have sound subject knowledge
- More pupils and apprentices shall complete upper secondary education and training

The fulfilment of those three sector goals is considered the quality in education. The system is composed of different goals and plans nationally, on a local/county authority level and in each school and enterprise. All participants should be implicated and have different roles in the system, meaning parents, pupils, teachers, the school management and the school owner (Utdanningsdirektoratet, 2018).

There are some incentives for schools to improve their results. Those schools that perform well would receive financial rewards. However, this incentive tool is nowadays of a minor importance. Another incentive tool is the system per capita. Norway is one of the countries that are spending the most per pupil in primary education, meaning that, on average, there are 11 students per teacher, outstanding in the fourth place among OECD countries. (OECD, 2003)

Currently, there are some national tests that provide acquire facts to students, parents and other entities in order to qualify the students' basic skills so as to monitor the endowment of the education system as an accountability purpose. Evaluations show that while school owners and school leaders believe in the use of the tests for decision-making, many teachers state that the national test are not helpful for giving feedback to individual students (Tveit, 2014).

A learning theory or method needs to answer to two basic questions:

- a) What are the psycholinguistic and cognitive processes involved in language learning)

- b) What are the conditions that need to be met in order for these learning processes to be activated?

When we talk about learning theories that associated with methods to approach it, these learning theories may emphasize one or both of these two dimensions. Learning processes such as habit formation, induction, etc., are built on the process-oriented theories. The condition-oriented theories are focused on the nature of the human a context in which language learning takes place (Richards & Rodgers, 1986, p.18).

The monitor theory addresses both the process and the condition dimensions of learning. There is a distinction between acquisition – natural assimilation of languages rules – and learning – formal study of language rules –. With this theory, the input the learner receives must be comprehensible, interesting and relevant, experienced in low-anxiety contexts (Richards & Rodgers, 1986, p.18).

Charles A. Curran (1972) believes that the atmosphere in the classroom is a crucial factor for the learning. At the same time, James Asher (1977) considers that child language learning is based on motor activity and this should be the basis of foreign language teaching. (Richards & Rodgers, 1986, p.18-19).

In the Norwegian educational system, the teaching and learning allow the pupil to decide and choose the thematic approach. The active learning is perceived by the main curriculum subject designers to be central to their design (Broadhead, 2001). Teachers anticipating and recognising active learning as profitable for students, provide them the ability to design and manage an integrated curricular approach. Active participation promotes motivation. Students require being clear about the possibilities accessible to them, facilitating the active and investigative learning opportunities. It is vital that teachers and pupils see themselves as joint and equal participants in a universal enterprise (Broadhead, 2001).

The Norwegian Curriculum can be found both in English and Norwegian – both Bokmål and Nynorsk – in the Norwegian Directorate for Education and Training website. The English subject curriculum is divided in six main contents:

- Purpose
- Main subject areas

- Teaching hours
- Basic Skills
- Competence aims (starting from Year 2)
- Assessment

In the Spanish curriculum, we can find the methodological guidelines and the English curriculum for each year, incorporating at the end the reference for the syntactic and discursive contents in the mentioned language.

The learning of English in the Spanish Curriculum is based on the development of the four communicative skills based on the European framework for languages: Oral comprehension (listening), oral expression (speaking), written comprehension (reading) and written expression (writing); while this subject in the Norwegian curriculum is based on the following basic skills:

- Oral skill
- Being able to express oneself in writing
- Being able to read in English
- Numeracy, being able to use relevant mathematical concepts in English in different situations.
- Digital skills, being able to use a varied selection of digital tools, media and resources to assist in language learning, to communicate in English and to acquire relevant knowledge in the subject of English.

(Utdanningsdirektoratet, 2013)

The main objective in the Spanish Curriculum is the active use of English in a communicative context. The teacher should design communicative tasks and projects having in mind the curriculum and necessities of the students. The teacher should adopt the role of guide, promoter and facilitator of the competence development of the students (BOCYL, 2016 p. 34466).

In the Norwegian Curriculum, English is considered both a tool and a way of gaining knowledge and personal insight. The main objective is to enable the pupils to

communicate with others on personal, social, literary and interdisciplinary topics. Language and cultural competence promote the general education perspective and strengthen democratic involvement and co-citizenship. The subject of English should provide insight into how English is used as an international means of communication. (Utdanningsdirektoratet, 2013).

In both the Spanish and the Norwegian Curriculum, the tasks, assignments and projects are considered important for the evaluation of the pupils and for the acquisition of different competences.

We can find four main subject areas in the Norwegian Curriculum:

- Language Learning. The main focus is what is involved in learning a new language and seeing relationships between English and Norwegian. It is the ability to evaluate our own language usage and learning needs to select suitable strategies and working methods.
- Oral communication. It deals with the understanding and the using **of** the English language by listening, speaking, conversing and applying suitable communication strategies.
- Written communication. It deals with understanding and using English language through reading, writing and using suitable reading and writing strategies.
- Culture, society and literature. It focuses on cultural understanding in a broad sense. It is based on the English-speaking countries and covers key topics connected to social issues, literature and other cultural expressions.

(Utdanningsdirektoratet, 2013)

The four main subject areas in the Spanish Curriculum, based on the Common European Framework of Reference (2001) are:

- Oral texts comprehension
- Production of oral texts

- Written texts comprehension
- Production of written texts

(BOCYL, 2016 p. 34465)

The teaching hours for the English subject during the first grade in Spain, in Castilla y León is of two hours per week. During the second and third grade, the teaching hours are two hours and a half. The teaching hours during the rest of the grades are of three hours per week. In Norway, the teaching hours are not planned per week, but per scholar year. This way, the number of teaching hours in the first four grades is of 138 hours, while it is 228 hours from the fifth to the seventh grades. The school organize those hours. The lower grades have usually just half an hour of English each day, while the higher grades have one hour and a half each day that they have English – two days per week –.

The competences aims in the Norwegian Curriculum start in the second year. This does not mean that English is not taught in the first year in primary education. It is taught but there are no competences aims. At the same time, the competences are set only for “after year 2”, “after year 4” and “after year 7”. This means that the teachers plan the acquisition of the competences during the previous years, up to year 2, up to year 4 and up to year 7. In the Spanish Curriculum we can find the competences aims for each grade.

In the Spanish Curriculum, in the first block (BOCYL, 2016), *Comprensión de Textos Orales*, during the first years, the main aims are based on the comprehension of simple oral texts, identifying different socio-cultural and socio-linguistic aspects such as habits, activities and celebrations, to understand the language as a tool of communication. In this same block, but in the last year, what matters is the addition of new lexicon vocabulary related to the daily life of the students, recognizing basic syntactic structures and distinguishing the communicative functions of the oral text. There is no much difference in the different years, but an enlargement of the previous knowledge.

In the second block, (BOCYL, 2016) Producción de textos orales: expresión e interacción, the main aim is the oral communication, having in mind the fact that mistakes will be made. The aims for the first years are similar to the aims for the last year, in which an improvement over the first years is expected. The vocabulary should be greater and hesitations should be expected.

In the third block, (BOCYL, 2016) Comprensión de textos escritos, during the first years, the main aims are identifying the general meaning of different texts, distinguishing the main communicative function and recognizing basic orthographic signs. In the last year, the general meaning, the theme or topic and specific information should be identified. Pupils should be able to recognize basic structures and identify orthographic signs, symbols and the intention and meaning of different situations.

In the fourth block, (BOCYL, 2016) Producción de textos escritos: expresión e interacción, the main aim for all the years is writing and producing simple texts. During the first years, it is important to know the socio-cultural and socio-linguistic aspects to write about it, use basic syntactic structures having in mind connectors as “and”. In the last year, pupils should be able to fulfil the communicative function of the written text (for instance, a letter), use basic syntactic structures, increasing connectors. It is understandable that pupils can make mistakes.

The competence aims for the second grade in Norway are the following:

- Give examples of situations where it might be useful to have some English language skills
- Find words and phrases that are common to English and one’s native language
- Use digital resources in experiencing the language
- Listen for and use English phonemes through practical-aesthetic forms of expression
- Listen to and understand basic instructions in English

- Listen to and understand words and expressions in English nursery rhymes, word games, songs, fairy tales and stories
- Understand and use some English words, expressions and sentence patterns related to local surroundings and own interests
- Greet people, ask and respond to simple questions and use some polite expressions
- Participate in simple rehearsed dialogues and spontaneous conversations related to local surroundings and own experiences
- Use figures in conversation about local surroundings and own experiences
- Recognise the relation between some English phonemes and spelling patterns
- Experiment with reading and writing English words, expressions and basic sentences related to local surroundings and own interests
- Converse about aspects of the day-to-day life of children in English-speaking countries
- Participate in and experience children's culture from English-speaking countries through words, pictures, music and movement
- Express own experiences from English nursery rhymes, word games, songs, fairy tales and stories

(Utdanningsdirektoratet, 2013)

The competence aims after year 7 in Norway, which is considered the last year of Primary education are the following:

- Identify and use different situations and learning strategies to expand one's English-language skills

- Describe his/her own work in learning English
- Identify some linguistic similarities and differences between English and one's native language
- Use digital resources and other aids in one's own language learning
- Use listening and speaking strategies
- Understand and use a vocabulary related to familiar topics
- Understand the main content of oral texts about familiar topics
- Use expressions of politeness and appropriate expressions for the situation
- Express oneself to obtain help in understanding and being understood in different situations
- Express and give grounds for own opinions about familiar topics
- Introduce, maintain and terminate conversations related to familiar situations
- Use basic patterns for pronunciation, intonation, word inflection and different types of sentences in communication
- Express oneself using simple calculations, currency and units of measure when communicating about everyday situations
- Use reading and writing strategies
- Understand and use a vocabulary related to familiar topics
- Understand the main content of texts one has chosen
- Read and understand different types of texts of varying length from different sources
- Take notes to create different types of texts

- Write coherent texts that narrate, retell and describe experiences and express own opinions
- Use basic patterns for orthography, word inflection, sentence and text construction to produce texts
- Use digital tools and other aids to find relevant information and to create different types of texts
- Narrate about people, places and events in English-speaking countries
- Converse about the way people live and socialise in different cultures in English-speaking countries and in Norway, including the Sami culture
- Read children's and youth literature in English and converse about persons and content
- Express own reactions to English literary texts, films, internet culture, pictures and music
- Express oneself creatively inspired by different types of English literature from various sources
- Communicate short texts about topics one has chosen

(Utdanningsdirektoratet, 2013)

When we talk about the assessment we need to understand that there is no assessment in Norway before the 10th grade. The pupils do different projects that the teachers "evaluate" just to orientate them in which aspects they need some improvement, but there are no grades. It is not possible to find any kind of assessment.

In the Spanish Curriculum, (BOCYL, 2016) it is said that the assessment is a fundamental aspect to have in mind, taking into account different strategies suitable in the learning process of the pupils: self-assessment, peer-assessment, portfolio, etc., making it easier for the pupil to be conscious of their own learning process. Oral and written tests, assignments and projects, attitude towards the learning process and the

respect for other languages and their culture will help the assessment process for the teachers and the acquisition of competences for the pupils.

In the year 2014, Denmark was considered the country, in which English, as a second language, was best spoken, followed by Sweden, Finland, Norway and The Netherlands (García, 2016). These countries – Denmark, Sweden and Norway – share a similar language, since Denmark and Sweden had had many wars to rule over Norway until the 1905, when Norway finally got its independence forming the Kingdom of Norway. Due to these wars, the language is similar in grammar and vocabulary (Maagerø & Simonsen, 2008, p. 30-46).

In Norway there are two official languages: Bokmål (Book language) and Nynorsk (New Norwegian). Most Norwegians speak Bokmål – 85% of the population – while the rest uses Nynorsk. In 1885, these two languages were declared official languages. There are small differences between these two languages, however, they differ in the lexicon, in the grammar, the use of prefixes and suffixes and in the phonetic system (Maagerø & Simonsen, 2008, p. 210-211).

These two languages have an equal and official status. This means that both are learnt in school, however, the first year of mandatory school, students choose one as their main language. All the textbooks must be published in bokmål and in Nynorsk. All students must have equal access to good learning material in their particular language (Maagerø & Simonsen, 2008, p. 218-219).

3. METHODOLOGY

To carry out this work, the previous knowledge about the culture and education has been compared and contrasted with a personal experience working in a public primary school in Horten Kommune, in the county of Vestfold, in Norway during almost four months. Direct observation of the English lessons in different grades has been done to understand the teaching process followed in this public school. A comparison has been made between this school and a public school in Palencia, Spain.

It is important to understand that the Norwegian culture focuses a lot on the education at home. When the mandatory education starts, children are six years old. They do not need to know how to read nor how to write, since they will start with this process during the first year. Teachers spend the first semester working on the writing and the reading. English is taught for the first time in this year however, due to the culture most of the children already speak and understand English. Kids' shows and cartoons are shown in the original language with Norwegian subtitles. However, not all the pupils can read nor write when they start the mandatory education, for instance, the subtitles are used to help pupils to recognize some words and vocabulary. This facilitates the learning process of a second language. It is important to understand that there are assistants in each class to help the teachers and the pupils. The number of students, even though the ratio allows thirty students per class, is lower, at least during the first years. Due to this, the education is more personalized and it allows the teachers to focus on those students that have difficulties with the learning process of a second language.

The use of textbooks in Primary Education is common. In this school, the textbook used is QUEST, a Norwegian editorial that can be found both in Nynorsk and Bokmål. The textbook is written both in English and Norwegian, however, the workbook is only found in English. Each pupil has an identification number that is shared between all the pupils in the same class. This number allows the pupil to get access to the QUEST website. In this website, pupils are able to listen to different oral texts, listen and read

the texts of the book. There are multiple activities to practice the pronunciation and listening.

The book QUEST is used in the seven grades and it is divided in a similar way. The teachers' textbook shows a possible planning for the teachers. Each year has a different organization in relation to the units. However, each unit in the seven years has the same topics:

- Språklæring (Language work)
- Muntlig kommunikasjon (Oral communication)
- Skriftlig kommunikasjon (Writing communication)
- Kultur, samfunn og litteratur (Culture, society and literature)

Each time that there is a text in the book, there is a small square with the vocabulary of the text in Norwegian and in English. In the section "Language work" is where we can find the grammar.

There is also a workbook and a flagbook which is their personal notebook for the subject. These are completed by the students when the teachers say so and the teachers are responsible for the correction, so they ask for these workbook and flagbook every three-four weeks.



So Cool! Back to School!

Hvert kapittel starter med et oppslag med målene for kapitlet og skal fungere som en igangsetter til temaet. I lærerveiledningen finner du konkrete mål til hver side.

Contents

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 2 At the Farm 18
 3 Home and Family 30
 Christmas Time 42
 4 Boy, I Am Hungry! 44
 5 Hobbies 54
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Differensiering
Rød del
 Her finner du de enkleste tekstene og oppgavene. Alle skal starte på de røde sidene.

Gul del
 Etter de røde sidene fortsetter du på de gule sidene. Her finner du litt vanskeligere tekster og oppgaver.

Paroppgaver

Language Work

På disse sidene finner du lærestoff knyttet til språklæring.

Vurdering
 På slutten av hvert kapittel finner du dette symbolet. Det minner deg på å vurdere undervisningen i arbeidet med kapitlet. I lærerveiledningen finnes kopiark for egenvurdering og kapiteltester til hvert kapittel, og tips om hvordan disse kan brukes.











Figure 3. QUEST 3 https://issuu.com/aschehoug/docs/quest_3_textbook_bm

Everyday Practice


Weekdays
 (Tune: Oh, My Darling Clementine)
 Sunday, Monday, Tuesday, Wednesday,
 Thursday, Friday, Saturday.
 Sunday, Monday, Tuesday, Wednesday,
 Thursday, Friday, Saturday.

What Is the Weather Like Today?

It is hot today. It is cold today. It is freezing today!

			
sunny	windy	raining	snowing
			
cloudy	foggy	hailing	thunder and lightning

Months and Seasons



Numbers

10	20	30	40	50
ten	twenty	thirty	forty	fifty
60	70	80	90	100
sixty	seventy	eighty	ninety	a hundred

4

Workbook page 2 5

Figure 4. QUEST 3 https://issuu.com/aschehoug/docs/quest_3_textbook_bm

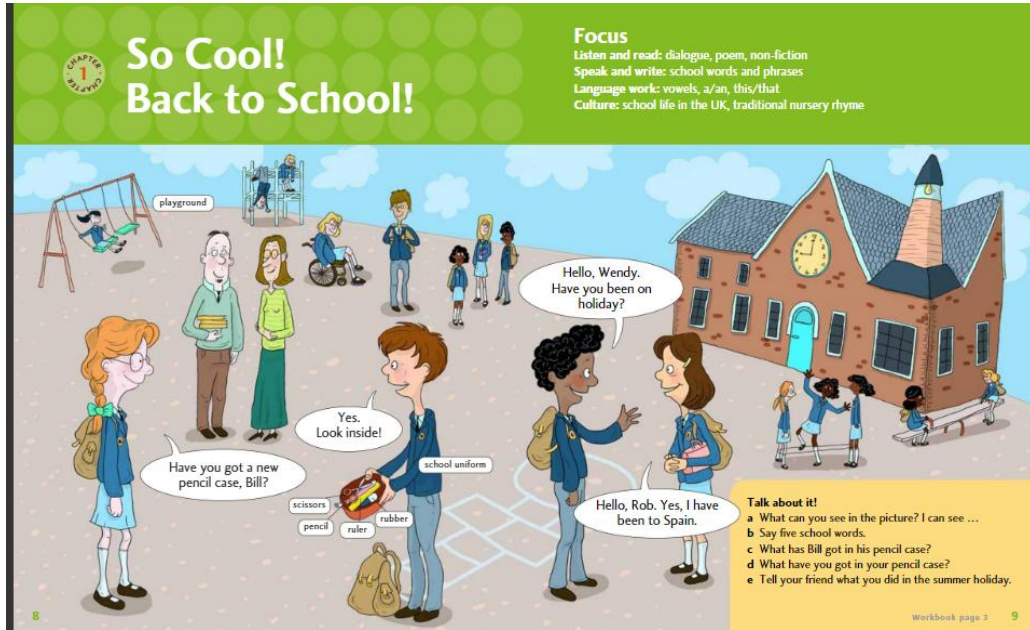


Figure 5. QUEST 3 https://issuu.com/aschehoug/docs/quest_3_textbook_bm

► **Before reading**
Look at the title and the picture. What do you think this text is about?

Welcome Back to School

Teacher: Good morning!
You look very smart in your uniforms.

Bill: I have a new uniform.
My old one was too small.

Wendy: I have a new school bag and lunch box.
Jill has a new school bag, too.

Teacher: Lovely! Now look at today's lessons.

Jill: Oh, good, we have art today.
That is my favourite lesson.

Rob: And we have PE. That is my favourite!

GLOSSARY
smart stilig
lunch box matthals
lesson time
circle time - samlingsstund
writing skrifning
maths matematikk
PE kroppening
art kunst og håndverk

► **After reading**
a Make sentences like this:
Bill has a new ..., Wendy has a new ...
b What is Jill's favourite lesson?
c What do you think Wendy has in her new school bag?

► **Talk about it!**
a Do you have something new?
I have a new ...
b What is your favourite lesson?
My favourite lesson is ...
c Name things in your classroom.
This is a ...
That is a ...

10

11

Workbook pages 4, 5

Figure 6. QUEST 3 https://issuu.com/aschehoug/docs/quest_3_textbook_bm

► **Before reading**
Look at the picture. What can you see?

Time to Go Home

It is quarter past three.
The children are going home.
They go to the zebra crossing.
Mrs Dun is the lollipop lady.
She stops the traffic
and helps the children cross the busy road.
Two boys are talking to Mr Len, the caretaker.
"Look, the football is on the roof.
Can you help us, please?"

► **After reading**


- Where do the children cross the road?
- Why do you think it is called a zebra crossing?
- Who helps the children to cross the road?
- Why do you think they call Mrs Dun a lollipop lady?

Language Work


Vowels
A, E, I, O, U

Read these words and find the vowels:
cat red sit dog rug


Find the rhyming words:




The fat cat sat on the mat.




Red Ted made a mess in the shed.



Colin can spin in the bin.



The frog and the dog are on the log.



The jug and the mug are on the rug.

Read these words that start with a vowel:
an apple an egg an ice cream
an orange an umbrella




Figure 7. QUEST 3 https://issuu.com/aschehoug/docs/quest_3_textbook_bm

There is also a textbook for the teachers that works as a guide. This teachers' book contains advices to facilitate the communication in English for the pupils and there is a plan on how to accomplish the subject during the school year, for example:

- From August to September first unit
- From October to November second unit
- From November to December third unit
- From January to February fourth unit
- From March to April fifth unit
- From May to June sixth unit



Forslag til årsplan

Everyday Practice – gjennom hele året

Periode	Kapittel og tema	Basisord og uttrykk	Language work	Læringsmål	Bus Stop (egenvurdering)
August–september	Kapittel 1 So Cool! Back to School!	Words about the classroom, school, lessons, school uniform, people who work at school. Where is ...? Where have you been? What can you see? This is ... That is ... Ordkort Clothes 258–273 School 274–287	Vokaler Ubestemt artikkel: a/ an	Språklæring: – kunne samtale om eget arbeid med å lære engelsk knyttet til skolehverdagen – kunne finne likheter mellom ord og uttrykkmåter i engelsk og eget morsmål knyttet til temaet Muntlig kommunikasjon: – kunne forstå og bruke høflighetsuttrykk og delta i enkle dagligdags samtaler om ferie, skole, klokke og timeplan Skriftlig kommunikasjon: – kunne lese, forstå og skrive ord og uttrykk knyttet til skolehverdagen – kunne forstå hovedinnholdet i dialoger, rim og faktatekster – kunne trekke sammen lyder til ord med korte vokaler Kultur, samfunn og litteratur: – kunne samtale om og sammenligne skole i Storbritannia og Norge – kunne delta i framføring av rim, dialoger, regler og sanger	I can ask where you have been on holiday. I know six words about school. I can describe a school uniform. I can say what my favourite lesson is. I can tell you three things about school in England. I can read rat, red, hit, frog, mug.
Oktober–november	Kapittel 2 At the Farm	Words about farm animals and their young, farm buildings and people who work on the farm. Repetition of shopping vocabulary. turn right turn left straight on It is a ... Here is/are... There is/are ... Ordkort Animals 101–134 In the Country 313–324	Substantiv entall og flertall	Språklæring: – kunne samtale om eget arbeid med å lære engelsk knyttet til folk, dyr og bygninger på gården Muntlig kommunikasjon: – kunne forstå og bruke ord, uttrykk og setningsmønstre om folk, dyr og bygninger på gården – kunne bruke høflighetsuttrykk og be om hjelp til å finne veien – kunne forstå hovedinnholdet i ulike typer tekster – kunne bruke ord og uttrykk knyttet til tall, priser og innkjøp Skriftlig kommunikasjon: – kunne gi eksempler på engelskspråklige land og ulike typer gårdsbruk – kunne delta i rollespill og framføring av dialoger, rim, regler og sanger Kultur, samfunn og litteratur: – kunne delta i rollespill og framføring av dialoger, rim, regler og sanger	I know a song or rhyme about a farm. I know six words about farms. I know what to say in a shop. I can name a country where people speak English. I can make here is / here are-sentences. I know how to start a letter.

Figure 8. QUEST 3 årsplan

November–desember	Kapittel 3 Home and Family	Words about the home, houses and furniture and the family. This is my... Where do you live? I live... There is ... There are ... Ordkort Home and Family 232–257	Adjektiv	Språklæring: – kunne samtale om eget arbeid med å lære engelsk knyttet til familien, hustyper, rom og møbler Muntlig kommunikasjon: – kunne forstå og bruke ord, uttrykk og setningsmønstre knyttet til hjem og familie – kunne stille og svare på spørsmål og delta i samtaler om eget hjem og egen familie – kunne forstå hovedinnholdet i et eventyr Skriftlig kommunikasjon: – kunne lese, forstå og skrive ord, uttrykk og setninger knyttet til hjem og familie – kunne forstå hovedinnholdet i enkle tekster knyttet til temaet Kultur, samfunn og litteratur: – kunne gi eksempler på engelskspråklige land og medlemmer av den britiske kongefamilien – kunne samtale om noen sider ved levesett i Norge og engelskspråklige land – kunne delta i framføring av dikt, sanger og eventyr	I know four words about rooms in a house. I know four words about the family. I know four furniture words. I can make there is / there are sentences. I can tell you the story of The Three Pigs. I can use adjectives in a sentence.
Desember	Christmas Time	Ordkort Winter and Christmas 87–100		– kunne skrive et brev eller en e-post til julenisse – kunne samtale om og sammenligne noen sider ved julefeiring i Storbritannia og Norge – kunne delta i framføring av noen julesanger og -leker	
Januar–februar	Kapittel 4 Boy, I Am Hungry!	Words about meal times, food, cutlery and good manners. Thank you. I'm sorry. Can I have some ... please? Here you are. What would you like? I would like... What is for dinner? I am starving. I am thirsty. Pardon me. What is the time? Ordkort Food and Drink 142–172 In the Kitchen 173–192 Fruit and Vegetables 193–217	Verb et i presens	Språklæring: – kunne se at det er nyttig og nødvendig å kunne snakke om mat og måltider – kunne samtale om eget arbeid med å lære engelsk knyttet til mat og måltider Muntlig kommunikasjon: – kunne forstå og bruke ord, høflighetsuttrykk og setningsmønstre knyttet til mat, måltider og klokka – kunne delta i samtaler om måltider og mat og uttrykke egne ønsker og behov – kunne forstå og bruke uttrykk for mengder og størrelser Skriftlig kommunikasjon: – kunne lese, forstå og skrive ord og setninger om mat, måltider og klokka – kunne lese og forstå hovedinnholdet i tekster om mat og måltider – kunne bruke digitale ressurser for å finne informasjon om Pancake Day Kultur, samfunn og litteratur: – kunne samtale om høytider og matskikker i Storbritannia og Norge – kunne delta i rollespill, framføring av dikt, dialoger, sanger og eventyr	I can name six things on the dinner table. I can say a sentence using the word please. I can name all the mealtimes. I know what quarter past six and quarter to six means. I can tell you about Pancake Day.



Figure 9. QUEST 3 årsplan

10 Februar- mars	Kapittel 5 Hobbies	Words about after school activities. I like ... He/She likes/ doesn't like ... What is your hobby? What do you do after school? On Mondays I ... Break a leg! Ordkort Activities and Sports 43-63	Adjectives Verbs	Språk og språklæring: - kunne se nytten av å kunne snakke om hobbyene sine - kunne samtale om eget arbeid med å lære engelsk knyttet til hobbyer og fritid - kunne finne likheter mellom ord og uttrykksmåter i engelsk og eget morsmål Muntlig kommunikasjon: - kunne forstå ord ut fra sammenhengen de er brukt i - kunne forstå hovedinnholdet i et eventyr og i enkle muntlige tekster om hobbyer - kunne delta i samtaler om hobbyer og egne interesser Skriftlig kommunikasjon: - kunne lese, forstå og skrive ord og setninger knyttet til hobbyer og fritid - kunne skrive enkle tekster som beskriver, forteller og spør om hobbyer og fritid Kultur, samfunn og litteratur: - kunne samtale om noen sider ved fotballkulturen i England og Norge - kunne delta i framføring av dialoger, sanger og skuespill	I know six words about hobbies. I can say what I do after school every day of the week. I know four words about football. I can tell you about my hobby. I can read or sing a song about a hobby. I can say the opposites of fast, old and winter.
April-juni	Kapittel 6 In Town	Words about buildings in town and directions. Where are you going? Can you tell me the way, please? Turn right. Turn left. Straight on. Ordkort In Town 297-312 Body Parts 64 - 86	Verbet to have i presens	Språk og språklæring: - kunne se nytten av å kunne navn på bygninger og retninger Muntlig kommunikasjon: - kunne forstå og bruke ord og setninger knyttet til bymiljø - kunne be om hjelp til å finne veien og delta i samtaler om egne opplevelser - kunne stave navnet sitt og bosted Skriftlig kommunikasjon: - kunne lese og forstå hovedinnholdet i eventyr, dialoger og faktatekster - kunne skrive ord og setninger knyttet til byen - kunne bruke enkle stavemønstre Kultur, samfunn og litteratur: - kunne samtale om noen engelskspråklige byer, trafikkregler og nasjonale flagg - kunne delta i framføring av sanger, dialoger, eventyr og skuespill	I can name six buildings. I can turn left, turn right, and go straight on. I can say and read "turn left, turn right, straight on". I can ask for help. I understand in front of, behind, between and next to. I know an English song or a poem.

Figure 10. QUEST 3 årsplan

In each unit, there are activities that are in the students' text book and activities planned for the teachers that are only in the teachers' book. There are a lot of advices to achieve the competence aims for each year. In this guide, there are tests and self-assessment for the pupils, though the results are not taking into account since there are no grades before tenth year.

During the first year, English is taught in a "fun" way. Many songs and games are used to learn vocabulary, useful expressions and some idioms. The main focus during this year is speaking. To achieve this, since some pupils might be scared of talking in a language they do not control, this language is used in other subjects as well. Some vocabulary can be used in Sciences, Maths, Arts & Crafts, etc. This does not mean that these different subjects are taught in English but some words are said in English to make the pupils get used to new vocabulary and facilitate the use of the second language. During the English lessons the teachers try to motivate the pupils to promote their speaking and are aware that some pupils might make fun of others, and it is the teachers' job to avoid these behaviours. At the same time, teachers do not correct pupils when there are pronunciation mistakes since achieving the communication is the important factor. When corrections are made, they are made in a way that pupils will not feel embarrassed and that they will continue to speak in English. It is remarkable the fact that this subject takes less than an hour during the days that English is taught.

Everyday English should be used at least once in each subject to reinforce the pupils' confidence and to help them see English as a tool of communication. The units during this year are the following:

- Colours and numbers
- My body
- Winter fun
- I love animals
- Summer picnic

Since it is the first year when the pupils are learning English, the main focus is on learning the basic vocabulary and grammar structure.

During the second year, the main focus is in writing English. The pupils learn a lot of vocabulary of the daily life and basic vocabulary about situations that pupils can experience and can relate to. The ICTs are used as much as possible. During the first semester, the main work is learning new vocabulary and strengthen the expressions they have learnt in the previous year. For doing this, there are activities that the pupils can do online and they can see different images of objects and they need to write the English name and they can listen to the right pronunciation. The lessons are both in English and Norwegian to facilitate the learning process to those students who can have difficulties with the English. Many times, questions are asked in English, but the pupils do not need to answer in that language. If the answer is in Norwegian, that means that they understood the question, however, they might not be sure of the English answer. The teachers try to speak in English as much as possible. When pupils show no understanding of what the teachers are talking about, they try to rephrase it and if there is still no understanding the teachers explain it in Norwegian and then they repeat the same slowly in English, trying to make the students relate the two languages. This year, the textbook QUEST 2 is divided in the following units:

- In the classroom
- My family and home
- My new clothes
- Merry Christmas
- In the Kitchen

- Happy birthday!
- Fun in the park
- Time to go

At the end of this year, the pupils should have worked on basic vocabulary and simple structures to be able to understand basic instructions, words and expressions and be able to communicate with others in simple dialogues and conversations about local surroundings and their own experiences. They should be able to experiment with reading and writing English words and basic sentences. At the same time, they should know aspects of the day to day life of children in English-speaking countries.

In the third year, English is more used than Norwegian in the English class. During this year, the teachers try to motivate the pupils so that they answer the questions in the same language that they have been asked. In this year, substantives, adjectives and the verbs are studied for the first time. There is a lot of work related to reading, but it is not the pupils the ones reading, but the teachers. It is important that the pupils get used to listen to English and that they understand what they are hearing. When the teachers read out loud, they ask questions about what they have read to check if the pupils understand what has been read. At the same time, teachers try to work **one by one** with each pupil to check their pronunciation and their reading and listening skills. Even though English is the most used language during the English lessons, when it comes to grammar, it is explained in Norwegian to facilitate its comprehension. The units we can find in this year are the following:

- So Cool! Back to School!
- At the farm
- Home and family
- Christmas time
- Boy, I am hungry!
- Hobbies
- In town

During the fourth year, the language work is focused on the previous years' grammar, strengthening the vocabulary and verbs, extending the verbs' forms, substantives and adjectives, and connecting words. During this year, there are a lot of activities to

practice the writing and reading skill. The lessons in this year are in English as much as possible. However, when something is hard to understand, Norwegian is used. The units during this year are the following:

- A day in my life
- It is getting dark
- Big, bigger, biggest
- The Christmas school play
- Let's read
- Spring Time
- At the Zoo

At the end of this year, the Curriculum set the competence aims that the pupils need to achieve. The work of the teachers to facilitate this achievement starts in the third year. There are more competence aims than in the second year, focusing in the oral communication. The pupils should be able to understand the main content of simple texts and they should be able to write short texts expressing their opinions. The culture knowledge is still important, therefore, pupils should be able to compare their culture with English-speaking countries.

During the fifth year, there is a change in the curriculum. Since this school is taking part in an experiment that is taking place in the county of Vestfold, everyday, during fifth grade and from this year forward, pupils must do some minutes of physical exercise. This experiment is called HOPP and it takes part in the English lessons. The physical activity needs to be related to the subject. At the same time, the English lesson takes one hour and a half. In this year, there is a lot of work regarding reading, for instance, once a week pupils read an English book of their choice for fifteen minutes. Norwegian is not used during this year. Those pupils that show difficulties in the language and those who are more advanced than the rest, work in small groups to adequate the activities to their level of knowledge. During this year, pupils work a lot in pairs and in groups to practice the speaking. The units in this year are the following:

- It's my life

- How the body works
- Let's go to the UK
- Let's read
- The three R's
- Hidden treasure

There are a lot of activities that require translation English-Norwegian and Norwegian-English. Due to this activities, many students gain confidence into writing and reading in English. Norwegian and English have similar words and similar grammar.

During the sixth grade, the number of students per class is bigger than in previous years. This hinders the development of the lessons. The main focus during this year is, as the previous year, the reading skills. Every day, as in the previous year, pupils read an English book for half an hour. The pupils have reading assignments and they work a lot with vocabulary and differences between British English and American English. Pupils read out loud so that the teachers can help them with the pronunciation. When there is a word or an idiom that cannot be understood in English, the teachers explain it in English. Sometimes, when most pupils do not understand the English explanation but some pupils understand it, then the pupils are the responsible to explain that word or idiom in English for the rest of their classmates. If none of the pupils can understand the explanation in English, then the teachers say the word or idiom in Norwegian. Most of the time, the pupils work in pairs or in groups. Those pupils that have difficulties with the language work with pupils that are more advanced in this subject. The units during this year are the following:

- Friends and Foes
- Record Breakers!
- Ok, USA!
- Let's read
- Weather
- Stars

The seventh year is the last year of primary school. During this year there is no Norwegian in class. The main focus is to achieve the competences aims and prepare the pupils for middle school. During this year, pupils work a lot on speaking, so all the activities are focused on motivating the pupils to help them speak in English. Some pupils that do not have difficulties in this language are offered the possibility to explain some grammar to their classmates. This way, they have a challenge and the rest of the pupils can understand the grammar better than when the teachers explain it. This year, many books are read out loud to accomplish the reading comprehension skill. During this year, there is more individual work than cooperative. Those pupils that show a lot of difficulties with the language are taken out of the class to work individually or in small groups with teachers specialised in this type of work. There are some tests at the end of the semester, but these tests are just an orientation for the teacher to check what needs to be improved. The units during this last year are the following:

- Big Dramas
- English-speaking countries 1
- English-speaking countries 2
- Let's read
- Tell us about Tellus
- Mysteries

At the end of the year, the pupils need to be able to use English in their daily life. This means that they should be able to use English when they are talking about Maths, Sciences or any other topic. To achieve this, English is used in all the subjects. Pupils should be able to write about topics they are interested in, write stories, and understand the main information of different types of texts. After all these years, they should be able to talk about similarities and differences between Norway and English-speaking countries.

The public school chosen in Spain is in Palencia, in the county of Castilla y León. This is a public school that has a linguistic section. The school has also the certificate of TICs 5. English is taught since preschool, despite the fact that education is not mandatory until primary. The culture in Spain and in Norway is different that is to say, that not everybody watches shows in the original language and that most pupils have

been going to preschool and kindergarten before starting the mandatory education. This implies that most pupils are able to write and read when they start primary education. They have received an education not from the parents, but from the school and the government.

The textbook in English is also common. In this school, the editorial used is Cambridge and the book is Kid's Box Level 1 and Kid's Box Level 2 for the first two years. During these two years there is no workbook. The book used in third year and from this year on is Oxford Rooftops. There is also a workbook. The editorial is Oxford University Press. In the official website, different booklets for the different years can be found, as well as links to reading guides and syllabus. The pupils can use the online website to get the Oxford Online Learning Zone.

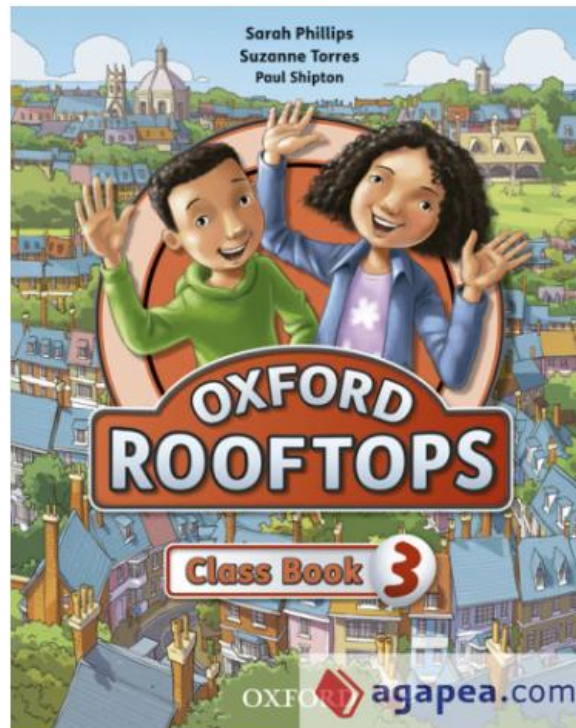


Figure 11. Oxford Rooftops 3

<http://www.oupe.es/es/ELT/Primary/oxfordrooftops/Paginas/oxfordrooftops.aspx>

The teachers have a guide that contains the audio CDs for listening activities, a resource pack, a resource CD-ROM and an enhanced iPack for Interactive Whiteboards.

The lessons are done following the textbook and doing the respective activities in the workbook or activity book. When there is homework, it is revised in class out loud. The lessons are mostly in English and pupils are encouraged to speak in English during the class.

During the fifth and sixth year, the pupils do different games to practice the past forms of the verbs. Teachers in these and previous years use different apps such as Plickers and Kahoot! to practice and revise the different grammar and vocabulary that is being studied in class. This year, an escape room has been planned and developed for the pupils to practice what they have learnt during the previous semesters.

The units are planned based on the task-based learning. This way, the pupils are an active part of the learning process and the scientific thinking is developed. The project is analysed by the teachers and it helps the pupils shape the critical thinking. The pupils are able to develop different skills, feel more motivated, build their own thoughts, etc. Due to this method, different subjects are integrated.

The units are planned based on the task-based learning. This approach aims to offer the learners a natural context for language use. Learners work to complete tasks and they have a lot of opportunities to interact. These interactions facilitate the language acquisition (Larsen-Freeman, 1986).

The second language acquisition is developed having in mind their surroundings and personal experiences. The pupils are able to do some show & tell in which they present a topic they are interested in. At the same time, other subjects such as Sciences are taught in English – CLIL – to facilitate the learning of a foreign language.

4. CONCLUSIONS

It is clear that there is no perfect educative system and both the Norwegian and the Spanish system have strong and weak points. It is extremely important to understand that the culture in each country is different. The parental leave in Norway is longer than in Spain and both the mother and the father get the same number of months of parental leave. This parental leave is of 59 weeks in Norway, while it is 12 weeks in Spain. This difference facilitates the home education in the first country mentioned. It is true that mandatory education in both countries starts at the age of six; however, most parents decide to count on kindergartens and preschools to educate their children in Spain.

Despite the fact that many kids go to kindergarten in Norway, the majority stay at home with the parents. People in Norway work a lot in the English immersion, meaning that most channels are in the original language. Both series and cartoons watched by the kids are in English and movies in the cinema are also in the original version with Norwegian subtitles. This facilitates a lot the process of the acquisition of a new language. In Spain the situation is different though it has changed a lot the past two decades. Nowadays it is easier to change the settings on TV to watch the different shows and programs in the original language. What is more, many parents are worried about the language situation and want their children to learn languages, so the use of language academies is booming.

I believe one of the strongest points in the Norwegian educational system is the previously mention culture. This facilitates the achievement of the aims set in the curriculum. Due to this culture, students are able to speak English as their mother tongue and they are practically bilingual. Nevertheless, the writing skill is the weakest point in this system. This happens due to the focus on the oral communication considered more important than the written communication.

I consider that the Spanish educational system has varied a lot. One of the strongest points, in my opinion, is the task-based learning. I believe that the CLIL – Content and Language Integrated Learning – can be a good option for the language

acquisition in those countries that do not have a bilingual culture. When you live in a country in which a second language is used as the mother tongue, I do not really see the use of having bilingual schools, though I believe they are useful in some countries. This method facilitates the integration of different subjects and helps the pupils into developing diverse skills. I strongly believe that this method motivates the pupils a lot more than the traditional system. However, I still ponder the stress that the tests and exams cause as one of the weakest points. The fact that there is only one teacher per class, and that this teacher has to work with many pupils that have different needs can put a lot of pressure on the teacher. At the same time, many students might feel stressed because of the exams and grades. The number of pupils in each class is usually high, so the education cannot be as personalized as it should be.

Since one of the biggest issues with the Norwegian education is the written communication, I strongly believe that we could implement the task-based learning method so that we can work on Literacy and help the students practice their writing in a second language. The developing of these subtasks and final tasks can facilitate the acquisition of not only the writing skill but the oral skill as well. The self-assessment and per-assessment is already being used in Norway. What is not being used and could be implemented is the booklet. This booklet can help the pupils revise and practice what they have learnt. The important thing, as I see it, is to keep talking and practising the oral skill, since sometimes it is pretty easy to focus too much in some skills and forget about the others.

Regarding the Spanish educational system, I think the main problem comes with the oral communication. There is a big focus on grammar, though this is changing with time. I consider really important being able to maintain a conversation, even if it is not perfect. As far as the conversation takes place, the grammar is not that vital. I strongly believe that the work done at home is significant; trying to use English as much as possible can speed up the acquisition of the second language.

I also consider exams and test something that should be avoided. If there are exams, pupils will focus more on passing them than in learning. If we can make the lessons enjoyable and focus on the learning and the experience rather than the grade, pupils will be in a “safe zone” where learning will come naturally.

There is also something that could help the teaching process. The presence of assistants in the classroom to help those students that need more help than the others is a good point to start. This change should come from the Government, and there should be an assistant in each class for each student that has special needs. This way the teaching and learning is individualized and the stress both the teacher and the students feel would decrease.

I also believe that the education of the teachers both in Norway and in Spain should be excellent. They are the responsible ones for sharing the knowledge and guide the pupils. If their knowledge of English is not the right one, there will be a lack of learning in the students as well. Teachers should be trained in a way that they could not teach English if their oral communication and written communication is not perfect. Pupils should have teachers that could help them communicate and that could guide them into learning a new language.

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