



## Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

# Spanish

educators feedback



Operational Programme II - Cohesion Policy 2007-2013  
*Empowering People for More Jobs and a Better Quality of Life*  
Project part-financed by the European Union  
European Social Fund  
Co-financing rate: 85% EU Funds; 15% National Funds

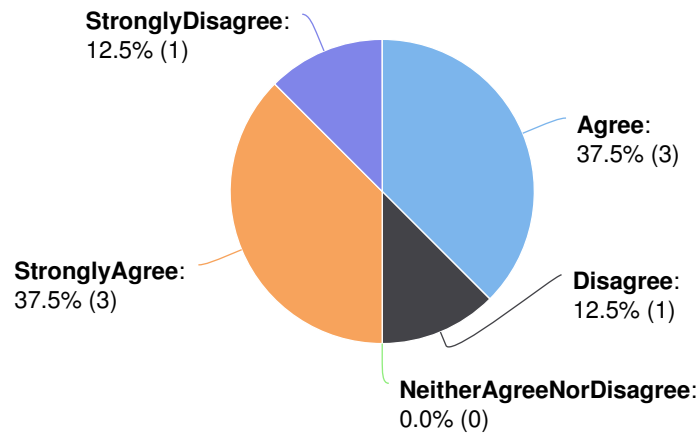


*Investing in Your Future*

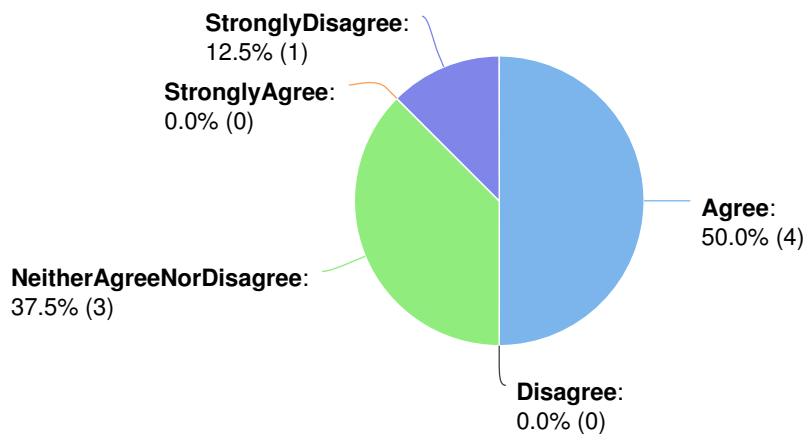
## Number of respondents

Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	0
Teachers	7
University Lecturers	0
Vocational Education Training Lecturers	0

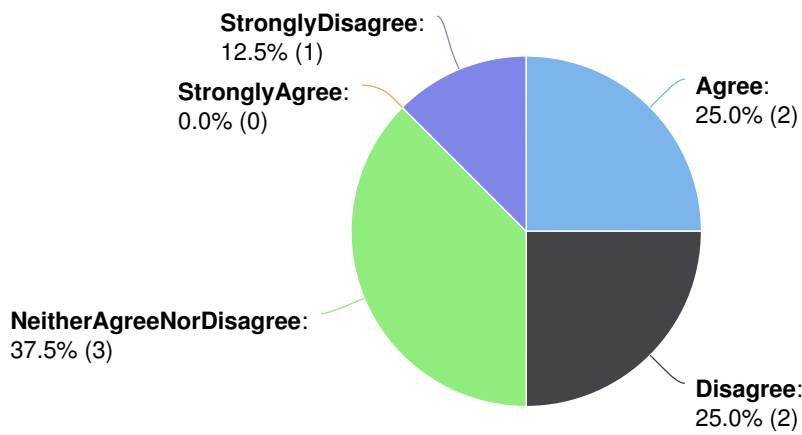
## Focused on the learner



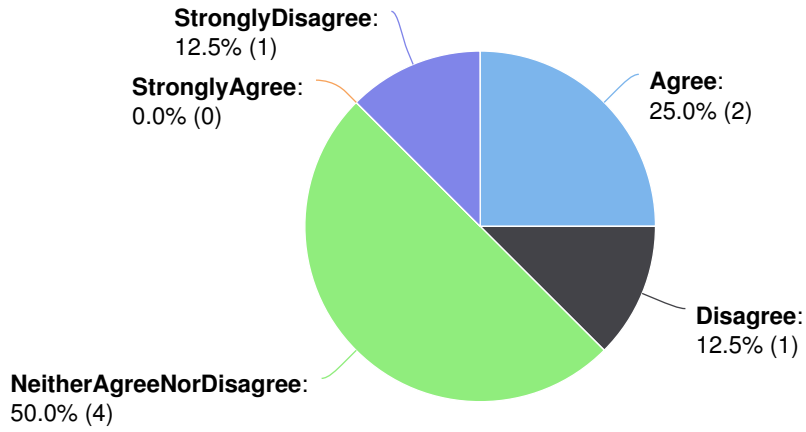
## Comprehensive



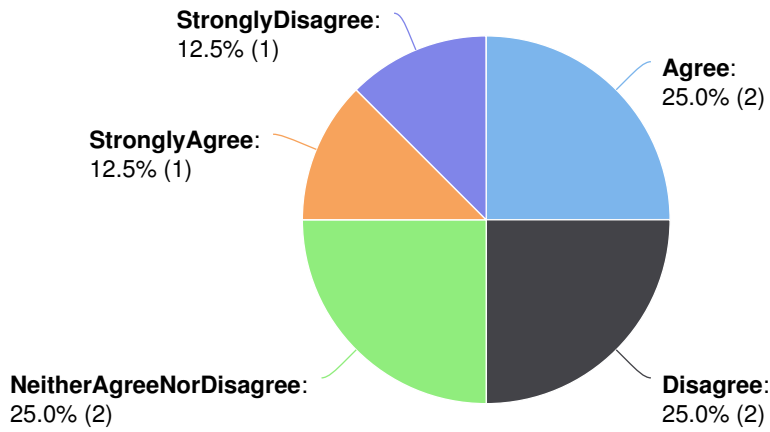
## Clear



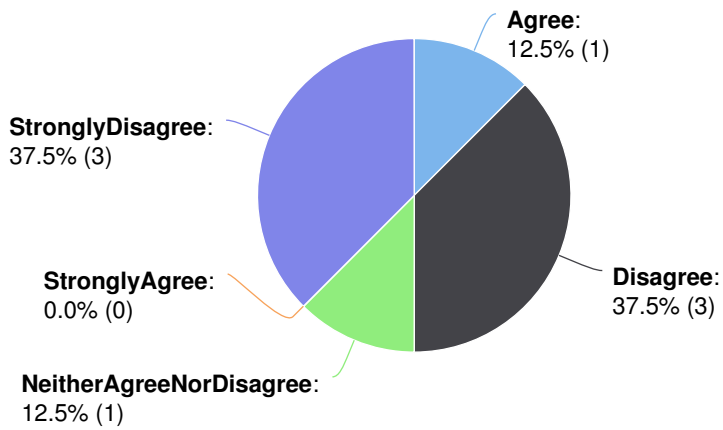
### Articulate



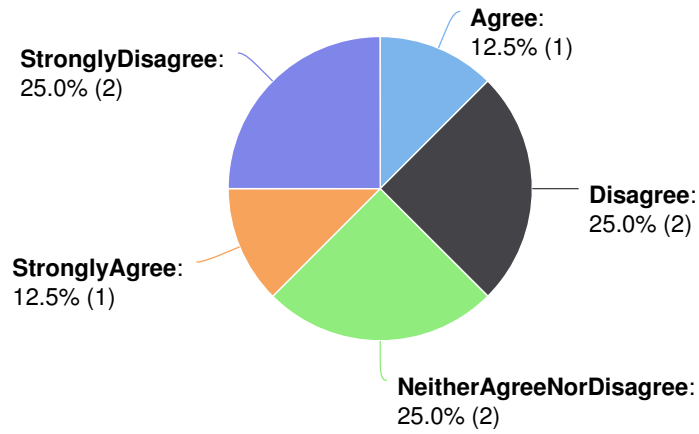
### Good for providing direction for learning activities



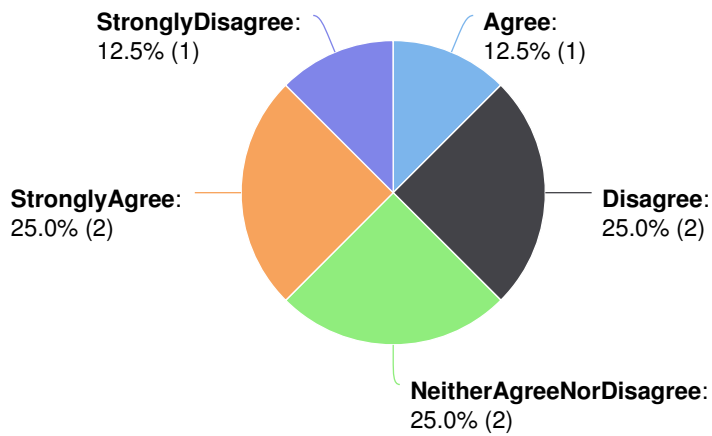
### Good guidelines for teaching and assessment



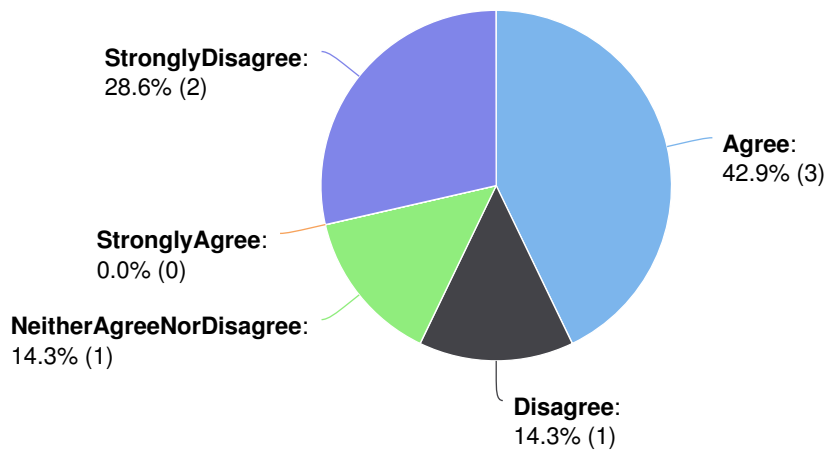
### Measurable



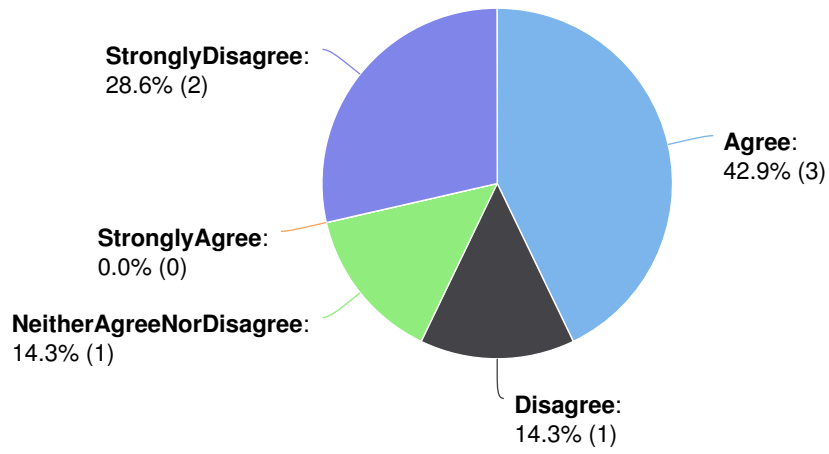
### Suitable for providing progression



### I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



# Feedback

#231

teacher spanish secondary state\_school

## General comments or concerns about the subject:

As a teacher of Spanish, in the past 4 years I've seen a common error in the teaching of languages. I strongly believe that a student to achieve and acquire a language should first and foremost work and strive to achieve a good level of pronunciation and intonation, the 4 main areas of study should be worked equally (writing,listening,speaking,reading). We sometimes end up with a genius in writing and the same one fearful to speak the language. I also think that contact with native speakers is fundamental. A week in Spain would also be fruitful for them or an exchange program.

*Are there any Learning Outcomes you (respondants) would take out? Specify which and why.*

*Are there any Learning Outcomes you (respondants) would include? Specify which and why.*

#265

teacher spanish secondary state\_school

## General comments or concerns about the subject:

1. Topics have to have an order and be done accordingly by all teachers so as to avoid problems when clustering for half yearly exams. Also It should be made clear which of the topics in each level are to be done in each scholastic year.
2. Cultura topics are much much less than what we used to do. This is a pity because it is something both teachers and students enjoy.
3. There are certain topics which are far too long while others very short.
4. Certain grammar points like for example in level 8 which introduces the subjunctive phrases are quite difficult at this level considering that subjunctive is done in form
5. This means that students would just have to learn expressions by heart. Some students can be very inquisitive and would want to know the tense. So in such cases what would we have to do.

*Are there any Learning Outcomes you (respondants) would take out? Specify which and why.*

continuing the list from above

6. Certain topics like food , comida tradicional, recetas.. are not mentioned (at least we did not find them while going through)
7. There are topics like la ropa which usually we take quite a long time to do them because there is a lot to do and students enjoy it.
8. We feel that before asking us to give feedback about the LOF it would have been much better for us if we had a meeting where someone would have explained to us how this is going to happen. Then we would have been in a better position to evaluate it.
9. What about the actual material that we have to prepare? Is this going to be done individually by every teacher meaning that one might do more things on 1 topic than another. Than how will we be able to evaluate nationally?

*Are there any Learning Outcomes you (respondants) would include? Specify which and why.*

continuing from above

10. We teachers feel that we are going through so many changes in such a short time. It has been just a couple of years that we changed again syllabus. We are not giving enough time to see the results of each change at a time. All these changes frustrating both teachers and students.

Thank you for your attention

#270

teacher spanish secondary state\_school

## General comments or concerns about the subject:

- 1 Topics have to have an order and be done accordingly by all teachers so as to avoid problems when clustering for half yearly exams. Also it should be made clear which of the topics in each level are to be done in which year.
- 2 Cultural topics are much much less than what we used to do. This is a pity because it is something both teachers and students enjoy.
- 3 There are certain topics which are far too long while others are very short.
- 4 Certain grammar points like in level 8 which introduces the subjunctive phrases are quite difficult at this level, considering that subjunctive is done in form 5.
- 5 This means that students would just have to learn expressions by heart. Some students can be very inquisitive and would want to know the tense. So in such cases we have to do.

***Are there any Learning Outcomes you (respondants) would take out? Specify which and why.***

Continuing the list from above

- 6 Certain topics like food, comida tradicional, recetas... are not mentioned (at least we did not find them while going through)
- 7 There are topics like la ropa which usually we take quite a long time to do them because there is a lot to do and students enjoy it.
- 8 We feel that before asking us to give feedback about the LOF it would have been much better for us if we had a meeting where someone would have explained to us how this is going to happen. Then we would have been in a better position to evaluate it.
- 9 What about the actual material that we have to prepare? Is it going to be done individually by every teacher meaning that one might do more things than another. Then how will we be able to evaluate nationally?

***Are there any Learning Outcomes you (respondants) would include? Specify which and why.***

Continuing from above

- 10 We teachers feel that we are going through so many changes in such a short time. It has been just a couple of years that we changed the syllabus. We are not giving enough time to see the results of each change at a time. All these changes frustrate both teachers and students

Thank you for your attention.

#285

teacher spanish secondary state\_school

***General comments or concerns about the subject:***

It is a very good proposal which allows the student to become more autonomous. Each student can assess his own learning process however, this is not something automatic. Students need to be helped out to acquire this skill. It does not specify over how many years such outcomes are to be achieved. If I understand well every student is to achieve these outcomes at a different stage according to his needs. MY question is, is this possible when you have big classes with students who barely understand questions in their own native language? Although I strongly believe in teacher autonomy and responsibility to facilitate the students the kind of learning they would like, I think that for exam purposes this framework is to be accompanied by a syllabus so that no student is disadvantaged.

***Are there any Learning Outcomes you (respondants) would take out? Specify which and why.***

***Are there any Learning Outcomes you (respondants) would include? Specify which and why.***

would include more learning outcomes which are related to culture as no language exists without its culture.

Technology - I can write an email.

#293

teacher spanish secondary state\_school

***General comments or concerns about the subject:***

I would like to attend Monday's meeting for educators (22/06 @ 17:00) intended to discuss this document so that I can give good, well-founded feedback on it. Several things for me are not at all clear, I am not sure if I am interpreting certain items correctly, etc. Setting such an early deadline, before the said meeting and giving educators only 5 days time to analyze it is thoroughly irrational! (Or is it being done on purpose?!) I am marking everything as strongly disagree since I am forced to answer all questions today. Also, this feedback should be given anonymously, one should be free to answer any question s/he likes and not obliged to answer ALL.



Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

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Are there any Learning Outcomes you (respondants) would include? Specify which and why.

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#299

spanish

**General comments or concerns about the subject:**

Given that in Spanish, we have small groups (15 - 20 students) with a large range of mixed abilities in each one, it would be very difficult to cater for the needs of these students following this programme. If students are not placed in small groups according to their abilities, I feel that we cannot do justice to them and help them achieve progress in their learning. Also, the content moves from learning basic Spanish to using advanced language and grammar structures very soon. I feel this would discourage rather than encourage the students who are not high achievers. There are a lot of verb tenses presented back to back. The subject content, especially the grammatical one can be reduced and then offered at a later stage to those students who chose the subject post-secondary. This is only going to propagate the one size fits all system.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#446

teacher

spanish

secondary

state\_school

**General comments or concerns about the subject:**

- 1.What if a student reaches only level 7 of attainment and is not capable of continuing to the next step?
- 2.Will there be a portfolio which has to be filled from one level to the other? Such paperwork will it influence the teaching load?
- 3.Regarding the order of content described; is it up to the teachers discretion to move from one theme to another?
- 4.Students with low abilities in Maltese & English, will they still be given a foreign language? if so, will there be an adapted version?
- 5.What will be the allotted lessons for each level?
- 6.Would it be possible to have an allotted extra conversation class?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Level 7:

The calendar- too many topics for student to master. Weather point should move to next level.

Opinions- point 4 "showing a critical and action based learning" too high an expectation for the current level.

Home/home area- point 9 "making reference to the environmental facilities" should move to the next level.

Leisure time- point 5 "more sustainable choices" should move to the next level.

Technology- point 3 is a very good idea however one should consider limitations of internet/computer accessibility in the classroom.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#481

teacher

spanish

secondary

church\_school

**General comments or concerns about the subject:**

I agree with how the topics are divided and also marked with symbols to represent culture, sustainable development and the four skills. However and due to the fact that recently, there have been a lot of changes going on in the education sector, I think we teachers should be more guided on how to go about them in order to include all abilities. Moreover, I think we need to have more resources to work and implement such framework. Last but not least, we would like to understand more clearly the difference/relationship between LOF and SPA given that we are language teachers. Thanks!

*Are there any Learning Outcomes you (respondants) would take out? Specify which and why.*

*Are there any Learning Outcomes you (respondants) would include? Specify which and why.*

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