

CROSS-CURRICULAR ISSUES AND PUBLISHED ELT MATERIALS IN SPAIN

DIEGO RASCÓN MORENO

Universidad Internacional de la Rioja (UNIR)
diego.rascon@unir.net

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1. Introduction

Since 1991 the compulsory primary and secondary education curricula in Spain have promoted the teaching of value-laden issues across all subjects. Those that were applicable until 2007 under the Ley de Ordenación General del Sistema Educativo (LOGSE) explicitly suggested that all teachers should address moral and civic education, peace education, health education, gender education, environmental education, sex education, consumer education and road safety education in their classes in order to achieve the full development of the student's personality (cf. Real Decreto 1344/1991: introducción, artículo 4; Real Decreto 1345/1991: introducción).

The Ley Orgánica de Educación (LOE) was passed in Spain on 3rd May 2006. Its official curricula for primary and ESO (Educación Secundaria Obligatoria- compulsory secondary education) came out in the summer of 2007 (cf. Orden ECI/2211/2007; Orden ECI/2220/2007). These LOE curricula do not refer explicitly to the “cross-curricular issues” (CCIs) mentioned in the LOGSE documents. However, it is stated in them that value-centred teaching is to be followed by teachers in all areas, and one of the basic competences to be developed along these stages is the Social and Citizenship competence.

Up to forty-six sets of published ELT materials that were being used in primary education or ESO in Jaén were consulted in 2006 and 2007 to find out how the eight CCIs were covered in them just before the law promoting the cross-curricular approach, the LOGSE, ceased to be valid. It is hoped that the publication of this study at the present time might encourage a similar study of materials taken from the LOE curricula, just before they are replaced by those of another law.

A general descriptive analysis of these materials is accompanied by a more specific one in which a few variables are considered and the analysis of variance (ANOVA) is applied. Conclusions will be drawn as to how successful this original cross-curricular approach in compulsory education ELT classrooms in Spain has been, as teachers of English integrate the CCIs almost exclusively through the set of published materials assigned for the course (Rascón Moreno 2011a: chapter 3).

2. Justification

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Apart from the fact that the CCIs are advocated in the educational curricula, there are several other reasons why they should be considered in the context of primary education, ESO in general, and English in particular. First, the CCIs are very closely related to Citizenship Education and Values Education, both fundamental in the curriculum. The role of schools as instructors of morality is now stronger than before, since other traditional sources of values like family, religion, politics, and work are in crisis (Gómez Llorente 2005). The ethical formation of future world citizens is becoming a central concern in international educational debates (Tedesco 2005). Second, another way of incorporating this kind of moral education is through specific subjects like Citizenship and Human Rights Education and Ethical-Civic Education. However, it is believed that development in these aspects needs to be more broadly based, and that the whole school must be involved in it (Bailey 2000). For Alonso Vázquez et al. (2004) and Fernández Guisado (2006), both points of view on dealing with values are compatible. Third, a cross-curricular approach to education in values is preferred by some to the introduction of specific subjects dealing with it because the latter would imply a reduction in teaching hours for certain disciplines that are also important for the student's full development (ANPE 2005). Fourth, CCI teaching can help to resolve the problems of coexistence in schools, which are, sadly, more common now than before due to the loss of authority on the part of teachers. Proof of this tense situation is the organisation of campaigns and conferences where antisocial behaviour is discussed by the *Asociación Nacional de Profesores de España* (ANPE).

3. Review of the literature

Jiménez Catalán (1997: 37) studies the presence of issues such as AIDS, racism, the destruction of nature, war and liberty in twelve *ESO* coursebooks from five different publishing houses. The conclusions are quite negative, since it is stated that only environmental education is properly dealt with in these coursebooks. Ordóñez et al. (1999) analyse the treatment of these themes in another five ELT textbooks corresponding to the first cycle of *ESO*. They report that just one of the five coursebooks examined covers most of the CCIs prescribed by the *LOGSE* and that the other four deal cursorily with some of them. They also conclude that these matters are usually addressed implicitly and that some of them, especially consumer education and gender education, are addressed in a wrong way. Guijarro Ojeda (2004) analyses gender education and sexual orientation as presented in English textbooks for secondary students. His conclusions are disappointing as well since the materials do not pay attention to diversity and otherness.

Further analyses of CCI content in coursebooks would include those made by Wilson (in Maley 2005) and by Skliar and Eroz (2008). They study secondary school ELT textbooks on their portrayal of women, black people and stereotyping in general, on the one hand, and gender representations and gender bias, on the other. The results of the former show that negative stereotypes prevail and those of the latter reveal that they contain imbalances in the representations of men and women and gender-related stereotypes.

The materials analysis described in this paper can claim to be more comprehensive than those reported above because it covers many more coursebooks of primary and *ESO* level, and because it examines in depth not only textbooks but also whole sets of published materials.

4. Objectives

The main purpose of this empirical research is to know how the eight CCIs mentioned in the *LOGSE* curricula are addressed in the published materials used in the primary education and *ESO* English classrooms in the city of Jaén, Spain. More specifically, it sets out to obtain information about:

1. The frequency and breadth of coverage of the CCIs in these materials.
2. The kinds of contents (conceptual, procedural or attitudinal) that receive in depth or superficial treatment.
3. How explicitly each of the CCIs is broached.
4. Whether published materials include instruments for evaluating these topics.
5. Whether success in achieving the objectives vary significantly from a statistical point of view after considering the variables of publishing house, level and cycle.

5. The corpus of published materials

Researching sets of published materials meant analysing all their components: coursebooks, activity books, existing additional resources like posters, flashcards, CD-ROMs, DVDs and accompanying websites, and teacher's books and syllabuses, all of which proved conducive to a well-rounded analysis.

A total of 46 packs of material were borrowed from schools and examined, material from 9 different publishing houses: 12 from Oxford, 9 from Burlington, 8 from Longman, 7 from Macmillan Heinemann, 5 from Richmond. The ones providing this analysis with the fewest materials were Santillana Richmond (2), Harrap, Grupo Anaya (1), Edebé (1) and SM Cambridge (1). Twenty-two packs of materials were being used in the third cycle (years 5 and 6) in the primary schools visited. They are: *Bingo 4*, *New Happy Days 4*, *Super Bus 4*, *New English Parade 5* and 6, *English Parade 3*, *Zoom 5* and 6, *Top Class 3* and 4, *Best Friends 5*, *Galaxy 5* and 6, *Little Detectives 1* and 2, *Frisbee 4*, *Charlie's World 5*, *The Burlington Kids 4*, *Big Red Bus 3*, *New Goldfish 6*, *Having Fun! 6*, and *Cool English 6*. The other 24 are ESO materials. Of the 24 ESO materials analysed, 11 were used in the first cycle of this level (years 1 and 2) and 13 in the second (years 3 and 4). The former are: *Opportunities Elementary*, *New Opportunities Pre-intermediate*, *Challenge 2*, *Macmillan Secondary Course 1* and 2, *Oxford Exchange 1* and 2, *Oxford Spotlight 1*, *Changes for ESO 1* and 2, and *United 2*. The latter comprise: *Opportunities Intermediate*, *New Opportunities Upper-intermediate*, *Oxford Exchange 3* and 4, *Can Do 4*, *Oxford Spotlight 3*, *Changes for ESO 3* and 4, *Different 3* and 4, *English Links 3* and 4, and *New Thumbs Up! 4*.

Detailed references are not included at the end of this paper on account of space constraints, but are available upon request. Some of these sets of materials were used by only a few of the groups sampled, for instance the *Oxford Exchange* series, *Changes for ESO 1*, 2 and 4, *Oxford Spotlight 1*, *New Opportunities Upper-intermediate* and *Different 4*. Several of them were used both in public and private schools, a circumstance that was not considered a variable in this analysis.

6. Instruments

Drawing on previous literature related to cross-curricular teaching, I designed a checklist to evaluate the materials. It can be found shortened and translated into English in the appendix. It begins with a table which helps record technical data as well as other useful contextual information. Then, the main section includes the guidelines that were designed to evaluate the Spanish cross-curricular approach in

these materials. Most of the items of this checklist imply giving closed answers to facilitate and expedite data gathering and its subsequent analysis. However, there are also semi-closed exercises and one open exercise.

7. Data collection

This study is part of wider descriptive research conducted across schools in Jaén. All the schools in the city were visited so as to make the research as representative of the area as possible. All of them are urban. Luckily, 26 of the 30 institutions offering primary education and 20 of the 23 offering *ESO* were willing to participate. This means that the data collected correspond to around 87% of the total of educational establishments in Jaén offering either of these levels.

On the one hand, 15 of the primary schools visited are state schools and the other 11 private schools, of which 2 do not receive any state subsidy. On the other hand, 10 of the secondary schools that participated are state-maintained schools and the other 10 are private schools. Two of the latter, the same institutions as before, are unsubsidised private school (*colegios privados*), in contrast to the other 8, which are subsidised private schools (*colegios privados concertados*).

Each of the sets of materials analysed here was being used in at least one of the schools visited. The information from the materials was normally obtained in the schools, but sometimes they could be borrowed and examined at home, especially the CD-ROMs and DVDs for computer use. Gathering data from each of the sets of materials took between three and four hours, which was always undertaken by the same person, the author of this paper.

It should be noted that the analysis was appropriate to the contents that, according to the *LOGSE* guidelines, should be covered at a given level. These can be found in Rascón Moreno (2011a: 35-36). The ones for *ESO* is also available online (Rascón Moreno 2011b: 98-99).

8. Data analysis

The analysis of the information collected is presented in two different ways. Firstly, the “general descriptives” of all the data are shown. Secondly, a more detailed analysis with the information organised according to the variables of publishing house, level and educational cycle is included. The ANOVA Test allows an assessment of whether results are statistically different in relation to those variables. With regard to each question, both the “mean” and the “standard deviation” (SD) were identified.

General descriptives

Figure 1 shows the percentage of the published materials units that deal with each of the CCIs.

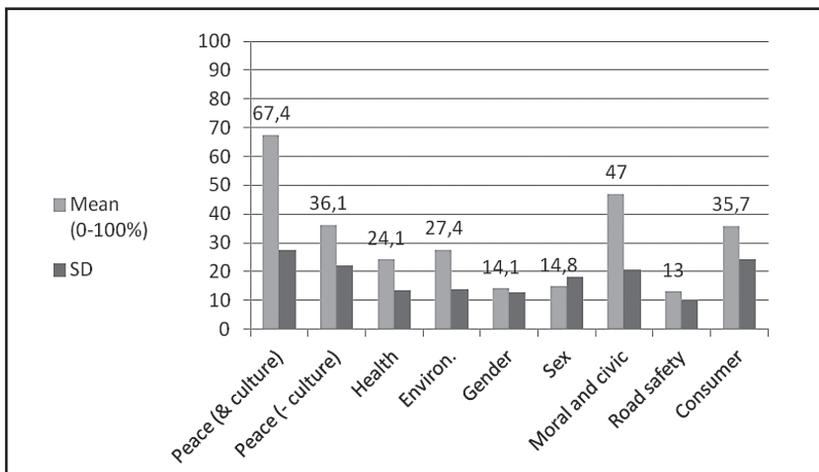


FIGURE 1. Percentage of the published materials units that deal with each of the CCIs

In the case of *peace education*, two analyses were made: one that took into account culture and one that did not. This was done because culture was very much present in the published materials, thus affecting results substantially. Culture, however, represents only a small part of the wide variety of peace-education contents to be covered in the primary and *ESO* classrooms of English (see Rascón Moreno 2011a). When culture was taken into consideration in the analysis, not only everyday matters like local traditions, daily routines, food, drink, etiquette... were taken into account, but also current issues and important events in history, literature, politics, the education system... In other words, both “culture” and “Culture”, following Stern’s distinction (1992), were considered. If culture is included in the analysis of *peace education*, then this is the most frequently addressed CCI in the corpus of published materials examined in this study, as –on average– around two thirds of all their units (67.4%) deal with it. If not, *moral and civic education* would be at the top of the list, since it is present in a little less than half their units (47%), followed by *culture* (36.1%). *Consumer education* is covered in around a third of the units (35.7%). Then, *environmental* and *health education* are, in this order, the next most frequently addressed issues. Contents with these themes are included in around a quarter of the

units (in 27.4% and 24.1% of them, respectively). *Sex, gender* and *road safety* are the last themes in the scale, as they are present in less than 15% of the published materials units (in 14.8%, 14.1% and 13% of them, respectively).

Though last but not one on the list, *gender education* has in its favour the fact that all materials include pictures and photographs of both boys and girls, men and women. Another similar positive aspect of another CCI, in this case of *peace education*, is that respect, integration and love are promoted by means of pictures and photographs of people from different races and cultures in absolutely all the materials researched. Pairwork and groupwork activities, which are contained in most of the coursebooks and activity books examined, also come under the heading of *peace education* (cooperation).

Moreover, all the materials per se (as is the case with schooling in general) promote moral and civic education through effort and interest in learning. Nevertheless, these aspects, though implicit in CCI pedagogy, have not been considered in this analysis since I was endeavouring to focus on more explicit attempts to approach these issues. *Changes for ESO 4* is the pack that emerged as being the one that deal most thorough with the CCIs. The analysis of the *Galaxy 6* set, in contrast, obtained the worst results in this sense.

The answers to question 1 (“The frequency and breadth of coverage of the CCIs in these materials”) (see appendix 1) are positive. However, it should be noted that if the breadth of coverage of the CCIs in them (information collected in question 2) is also borne in mind in the analysis, the results are not so good. Only some of the contents that are taken as a basis for this study (see Rascón Moreno 2011a: 35-36) are addressed in them. Let us consider a few examples.

Peace topics like family, friendship, help, NGOs and intercultural education are often broached, but others like talking instead of fighting as the way to bridge differences, disarmament, love, respect for other young people (versus bullying) and education in different religions are rarely included. As for moral and civic education, being polite and tolerant towards other people’s opinions, and following the rules in society for a happy coexistence are generally promoted, but building one’s own system of values that does not threaten other people’s happiness, being tolerant towards other people’s conditions, and knowing about democracy and the Universal Declaration of Human Rights are not much promoted.

Road safety and *sex education* are even clearer examples. Concerning the former, the means of transport and highway codes are in the majority of cases the only issues addressed. With respect to the latter, broad as it is in terms of the content to be taught, the only topics to be dealt with in fact were relationship, marriage, attraction and romantic love and were covered implicitly, more often than not by means of songs only. However, many of the issues related to *consumer education* and *health* which are listed in the guidelines of this study are broached in these materials.

Regarding the second objective of this research, three types of CCI contents can be distinguished, as with any subject included in the *LOGSE* curricula: conceptual, procedural and attitudinal. The first are theoretical, the second imply teaching through practice (and therefore the most complicated to integrate in the English language classroom) and the third seek to directly instil students with the associated moral values. Undoubtedly, the three kinds of contents are linked.

The information gathered about the types of CCI contents that are most commonly dealt with in each set of published materials yields evidence that the attitudinal ones are the most frequently present. Only in six cases does the transmission of conceptual contents exceed that of attitudinal contents. Procedural content teaching does not predominate in any of the published materials under investigation. This is shown in figure 2.

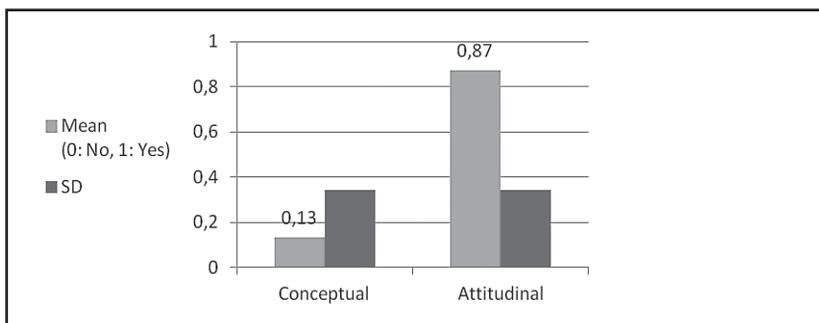


FIGURE 2. Most dealt-with CCI contents in each set of the published materials

Procedural contents of the CCIs not only do not ever predominate over the conceptual and attitudinal ones, but also, in the majority of the published materials, they are the least frequently dealt with. CCI concepts are the least present kinds of contents in three cases (*Top Class 4*, *New English Parade 6* and *English Parade 3*) and CCI attitudes in two cases (*Galaxy 5* and *New English Parade 5*), respectively. This information, which is provided in figure 3, was collected by means of question 3 in the instrument to analyse these materials (appendix 1), as well as the data above concerning the most dealt-with CCI contents.

CCI education can be approached with different levels of explicitness or none at all on the part of the publishers. This was analysed through the closed-answer part of question 2 in the checklist. Figure 4 sheds light on this aspect. *Gender*, *sex* and *peace education* are almost always dealt with implicitly. Results also show that *moral and civic*, and *consumer education* are addressed “more implicitly than explicitly”. In contrast, the means of

Cross-curricular issues and published elt materials in Spain

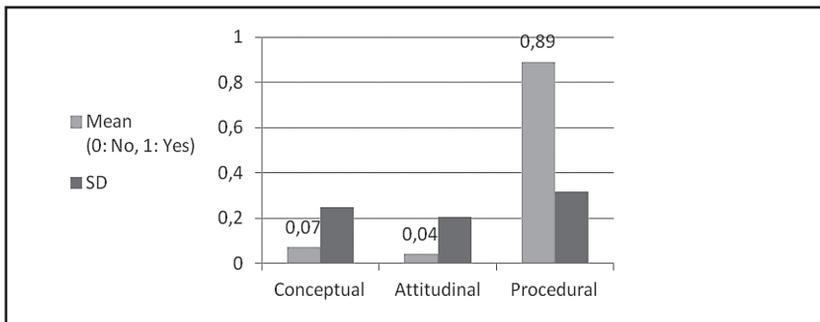


FIGURE 3. Least dealt-with CCI contents in each set of the published materials

health (2.33), *road safety* (2.25) and *environmental education* (2.02) are nearer value 2, which indicates that their coverage in general is “more explicit than implicit”.

These ways of teaching the CCIs do not depend on the kind of contents that is worked on, although it could be observed that those taught with higher levels of implicitness (*gender, sex, peace* and *moral and civic education*) are more often taught attitudinally than conceptually, and that those dealt with more explicitly (*health, road safety* and *environmental education*) are addressed conceptually with slightly greater frequency than they are attitudinally.

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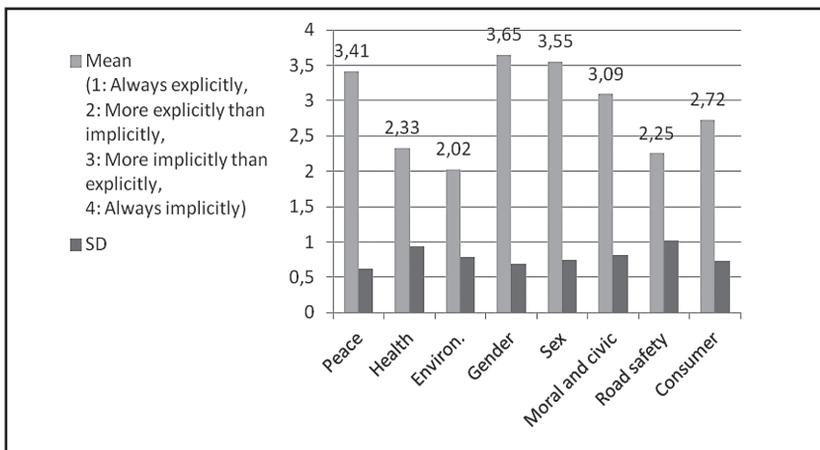


FIGURE 4. Explicitness with which the CCIs are addressed in the published materials

Finally, this analysis is concerned with the evaluation of the CCIs, which is targeted in question 4 of the appendix. The data in figure 5 indicate that the vast majority of the sets of materials sampled offer the possibility of assessing the CCIs by means of some of their evaluation instruments. These can be classified into three groups: tests, self-checks (involving student self-evaluation) or evaluation sheets (completed by the teachers). They may not be labelled in this way in these materials. Two thirds of the materials promote CCI evaluation through tests, while around half of them do so through evaluation sheets and/or self-checks, according to the means in the figure below (0.67%, 0.57% and 0.5%, respectively).

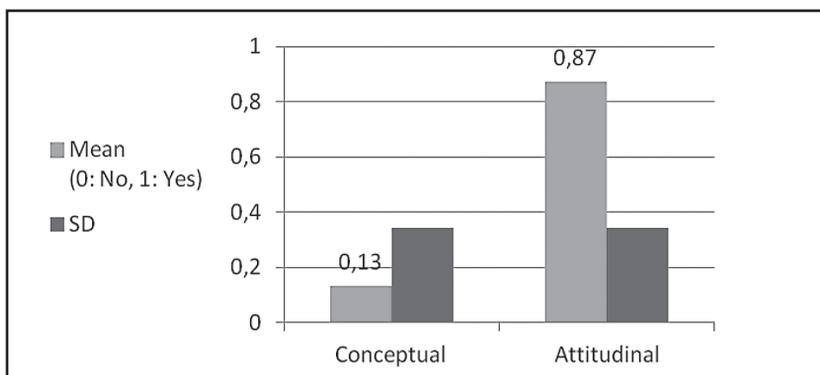


FIGURE 5. Instruments to assess the CCIs included in the published materials

Specific data (variables)

Information from published materials has also been analysed in detail according to the following variables:

1. Publishing house
2. Level
3. Educational cycle

These specific data are shown below in three tables. Broad tendencies are described, and special attention is paid to those occasions when differences are significant statistically. When this is so, that is to say, when the ANOVA Test yields “p” results that are equal to or below 0.050, the corresponding means producing those low p results is highlighted in bold type.

The first important issue that was examined is included in table 1.

Cross-curricular issues and published elt materials in Spain

VARIABLES		Statistical Data	Percentage of the published materials units approaching the CCI's								
			Peace (& culture)	Peace (- culture)	Health	Environmental	Gender	Sex	Moral and civic	Road safety	Consumer
Publishing house	Longman	Mean	57,5	35	15	27,5	17,5	22,5	46,3	12,5	42,5
		SD	30,6	19,3	7,6	12,8	7,1	22,5	22	7,1	24,9
	Burlington	Mean	83,3	45,6	26,7	32,2	21,1	21,1	53,3	12,2	51,1
		SD	25,5	24,5	14,1	12	15,4	16,9	31,2	6,7	25,7
	Macmillan H.	Mean	70	31,4	32,9	27,1	10	10	51,4	14,3	27,1
		SD	30	33,9	15	13,8	11,6	15,3	20,3	16,2	26,2
	Oxford	Mean	67,5	36,7	28,3	25	13,3	18,3	44,2	12,5	35,8
		SD	25	20,1	13,4	15,7	13	20,4	12,4	10,5	21,9
	Richmond	Mean	62	30	18	22	10	4	46	18	32
		SD	27,7	17,3	8,4	17,9	14,1	5,5	8,9	10,9	17,9
	Santillana Richmond	Mean	55	20	25	40	0	0	40	10	15
		SD	49,5	14,1	21,2	0	0	0	42,4	14,1	7,1
	Harrap (Anaya)	Mean	50	30	10	10	10	0	20	10	10
		SD	-	-	-	-	-	-	-	-	-
	Edebé	Mean	50	50	10	30	30	0	40	0	0
		SD	-	-	-	-	-	-	-	-	-
	SM Cambridge	Mean	70	40	20	30	0	0	50	20	20
		SD	-	-	-	-	-	-	-	-	-
Level	Primary education	Mean	46,8	20,9	26,8	30	9,1	0,5	41,8	15	15
		SD	22,3	12,7	16,1	12,3	13,1	2,1	18,7	12,2	10,1
	ESO	Mean	86,3	50	21,7	25	18,8	27,9	51,7	11,3	54,6
		SD	15,5	19,8	10,1	14,7	10,8	16,1	21,4	7,4	16,7
Educational cycle	3rd cycle of pr.ed.	Mean	46,8	20,9	26,8	30	9,1	0,5	41,8	15	15
		SD	22,3	12,7	16,1	12,3	13,1	2,1	18,7	12,2	10,1
	1st cycle of ESO	Mean	86,4	50,9	23,6	24,5	18,2	26,4	50	10,9	52,7
		SD	18	21,7	8,1	12,9	12,5	11,2	24,9	9,4	16,8
	2nd cycle of ESO	Mean	86,2	49,2	20	25,4	19,2	29,2	53,1	11,5	56,2
		SD	13,9	18,9	11,5	16,6	9,5	19,8	18,9	5,5	17,1

TABLE 1. Percentage of units covering the CCI's

Concerning the variable of *publishing house*, the Burlington and Santillana Richmond sets of materials are those which cover the CCIs the most and the least, respectively –although this is not statistically significant. As for *level*, the means vary much more. *ESO* materials cover the majority of the CCIs the most. The differences here are statistically significant except those (differences) on *moral and civic education (peace education* including culture $-p=0.000-$ and excluding it $-p=0.000-$, *gender education* $-p=0.009-$, *sex education* $-p=0.000-$ and *consumer education* $-p=0.000-$). In connection with the *educational cycle*, the clearest differences are the same as those having to do with *level*. Results from the first cycle of *ESO* sets of materials are usually quite close to the second cycle of *ESO* sets or they are in between the results from that upper cycle and those from the third cycle of primary education. Except for moral and civic education, these differences are also statistically significant (peace education including culture $-p=0.000-$ and excluding it $-p=0.000-$, gender education $-p=0.033-$, sex education $-p=0.000-$ and consumer education $-p=0.000-$). Results for the information in table 2 –levels of explicitness of the CCIs in the published materials– are more similar.

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The means are usually very similar, when considering the variable of *publishing house*. As far as *level* is concerned, clear differences between the two levels can be observed in relation to the ways in which health, gender and moral and civic education are broached. They are statistically significant. The first is slightly more implicitly addressed in *ESO* ($p=0.009$), and the second and the third are not so implicitly addressed in *ESO* as in primary education ($p=0.000$ and $p=0.025$, respectively). Analysing the data taking the variable of *educational cycle* into account yields the same differences as those mentioned above. They are statistically significant here as well (ways in which *health* $-p=0.026-$, *gender* $-p=0.000-$ and *moral and civic education* $-p=0.027-$ are broached). It should be noted that the evolution of results between cycles does not occur with respect to how *health* is broached, which is more implicit in the first cycle than in the second cycle of *ESO* materials.

The questions in table 3 are concerned with the most and least dealt-with CCI contents in each set of materials, and with the instruments they include that help assess the CCIs.

Their specific analysis according to the variable of *publishing house* shows that results do not vary as they did for the first variable. The most common type of CCI contents in each set of materials of the eight publishing companies is usually the attitudinal one, and the least frequently addressed is in the majority of cases the procedural one. As for the instruments to assess the CCIs, the vast majority of publishers often include some. These are usually tests. Self-checks and evaluation sheets are generally included too, but there are discrepancies in this respect, although they are not statistically significant.

Cross-curricular issues and published elt materials in Spain

VARIABLES		Statistical Data	How explicitly the CCI's are addressed in the published materials								
			Peace	Health	Environmental	Gender	Sex	Moral and civic	Road safety	Consumer	
Publishing house	Longman	Mean	3,38	2,25	2,13	3,25	3,6	2,63	2,43	2,43	
		SD	0,74	1,03	0,64	0,89	0,55	0,92	1,13	0,79	
	Burlington	Mean	3,67	2,67	2,33	3,67	3,43	3,22	2,13	2,78	
		SD	0,5	1	0,71	0,71	0,98	0,67	1,25	0,44	
	Macmillan H.	Mean	3,43	2,57	2,14	4	3,67	3	2,5	3,17	
		SD	0,53	0,79	0,38	0	0,58	0,82	1,29	0,75	
	Oxford	Mean	3,5	2,42	2,17	3,73	3,8	3,25	2,33	2,75	
		SD	5,22	0,79	1,03	0,65	0,45	0,87	0,87	0,87	
	Richmond	Mean	3,2	2,2	1,75	3,25	3	3,2	2	2,8	
		SD	0,45	1,3	0,5	0,96	1,41	0,34	1,22	0,45	
	Santillana Richmond	Mean	3,5	1,5	1	4	-	4	2	1,5	
		SD	0,71	0,71	0	0	-	0	-	0,71	
	Harrap (Anaya)	Mean	2	2	1	4	-	2	2	3	
		SD	-	-	-	-	-	-	-	-	
	Edebé	Mean	4	1	1	4	-	3	-	-	
		SD	-	-	-	-	-	-	-	-	
	SM Cambridge	Mean	2	1	1	4	-	3	2	3	
		SD	-	-	-	-	-	-	-	-	
Level	Primary education	Mean	3,45	1,95	1,95	4	4	3,36	2,44	2,53	
		SD	0,67	0,9	0,78	0	-	0,95	0,81	1,02	
	ESO	Mean	3,38	2,67	2,09	3,29	3,52	2,83	2,1	2,88	
		SD	0,58	0,67	0,79	0,84	0,75	0,56	1,16	0,34	
Educational cycle	3rd cycle of pr.ed.	Mean	3,45	1,95	1,95	4	4	3,36	2,44	2,53	
		SD	0,67	0,9	0,78	0	-	0,95	0,81	1,02	
	1st cycle of ESO	Mean	3,45	2,82	1,82	3,56	3,8	3,09	2	2,91	
		SD	0,52	0,75	0,6	0,73	0,42	0,54	1,07	0,3	
	2nd cycle of ESO	Mean	3,31	2,54	2,33	3,08	3,27	2,62	2,17	2,85	
		SD	0,63	0,97	0,89	0,9	0,9	0,51	1,27	0,38	

TABLE 2. Ways of addressing the CCI's

An analysis of these issues from the point of view of *level* shows that the attitudinal CCI contents are practically on all occasions the most frequently dealt with in the *ESO* materials, whereas occasionally the conceptual CCI contents are those on which the primary education ones focus most. Something similar can be said about the least dealt-with contents. Whereas procedural contents on the CCIs always head this classification in the *ESO* materials, the other contents –though rarely– occupy this position in some of the primary education sets. Results for procedural contents as the least dealt-with CCI contents are statistically significant ($p=0.013$). This variable also yields discrepancies in relation to cross-curricular assessment. The three kinds of tools encouraging some CCI evaluation can be more commonly found in the *ESO* materials. The ANOVA Test shows statistically significant differences in the inclusion of some evaluation instruments ($p=0.005$), and of tests ($p=0.000$) and of self-checks ($p=0.000$) in particular.

If the variable of *educational cycle* is considered, the same differences spotted above in connection with their level are applicable here. The statistically significant differences can also be found in these items: procedural contents as the least dealt-with CCI contents ($p=0.046$), and the existence of some instruments to assess the CCIs in general, and of tests and self-checks in particular ($p=0.021$, $p=0.000$ and $p=0.000$, respectively). Results in these aspects for the two *ESO* cycles practically coincide, contrasted with those of the third cycle of primary education. However, there are more evaluation sheets that promote CCI assessment among the materials of the primary education cycle under research than among those of the first *ESO* cycle. These differences are not statistically significant.

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9. Conclusions

Objective 1. Published materials address *peace* and *moral and civic education* more frequently than the other CCIs, according to the analysis of those under study. The former type is present in two thirds of their units but if culture is not included in the analysis, then this CCI is present in slightly more than one third of them. *Moral and civic education* is also very commonly covered in these materials, as it is present in around half the units. Surprisingly, *consumer education* is the third most frequently addressed CCI, since it is broached in a little more than one third of the total of units. Contents related to *environmental* and *health education* are addressed in around one quarter of the units. *Sex, gender education* and *road safety* (in this order) are not so often integrated in published materials, according to the forty-six sets sampled here, because they are present in less than 15% of the units (see figure 1). The frequency with which *gender, peace* and *moral and civic education* are incorporated by publishers would be much higher if the aspects mentioned in the data analysis above were taken

Cross-curricular issues and published elt materials in Spain

VARIABLES		Statistical Data	Most dealt-with CCI contents in each set of published materials		Least dealt-with CCI contents in each set of published materials			Instruments to assess the CCIs in the published materials			
			Conceptual	Attitudinal	Conceptual	Attitudinal	Procedural	Some	Tests	Self-checks	Evaluation sheets
Publishing house	Longman	Mean	0,25	0,75	0,25	0,13	0,63	1	0,63	0,63	0,38
		SD	0,46	0,46	0,46	0,35	0,52	0	0,52	0,52	0,52
	Burlington	Mean	0	1	0	0	1	0,89	0,78	0,78	0,89
		SD	0	0	0	0	0	0,33	0,44	0,44	0,33
	Macmillan H.	Mean	0	1	0	0	1	0,86	0,71	0,43	0,14
		SD	0	0	0	0	0	0,38	0,49	0,53	0,38
	Oxford	Mean	0,17	0,83	0,08	0,08	0,83	0,75	0,58	0,25	0,58
		SD	0,39	0,39	0,29	0,29	0,39	0,45	0,51	0,45	0,51
	Richmond	Mean	0,2	0,8	0	0	1	1	0,8	0,6	0,8
		SD	0,45	0,45	0	0	0	0	0,45	0,59	0,45
	Santillana Richmond	Mean	0	1	0	0	1	1	0,5	0,5	0,5
		SD	0	0	0	0	0	0	0,71	0,71	0,71
	Harrap (Anaya)	Mean	0	1	0	0	1	0	0	0	0
		SD	-	-	-	-	-	-	-	-	-
	Edebé	Mean	0	1	0	0	1	1	1	0	1
		SD	-	-	-	-	-	-	-	-	-
SM Cambridge	Mean	1	0	0	0	1	1	1	1	1	
	SD	-	-	-	-	-	-	-	-	-	
Level	Primary education	Mean	0,23	0,77	0,14	0,09	0,77	0,73	0,32	0,14	0,55
		SD	0,43	0,43	0,35	0,29	0,43	0,46	0,48	0,35	0,51
	ESO	Mean	0,04	0,96	0	0	1	1	1	0,83	0,58
		SD	0,2	0,2	0	0	0	0	0	0,38	0,5
Educational cycle	3rd cycle of pr.ed.	Mean	0,23	0,77	0,14	0,09	0,77	0,73	0,32	0,14	0,55
		SD	0,43	0,43	0,35	0,29	0,43	0,46	0,48	0,35	0,51
	1st cycle of ESO	Mean	0,09	0,91	0	0	1	1	1	0,82	0,45
		SD	0,3	0,3	0	0	0	0	0	0,4	0,52
	2nd cycle of ESO	Mean	0	1	0	0	1	1	1	0,85	0,69
		SD	0	0	0	0	0	0	0	0,38	0,48

TABLE 3. Most and least dealt-with contents in each set, and CCI evaluation

into account. However, these aspects should not be borne in mind because there was no clear and decisive attempt to deal with the CCIs.

It should be noted that results about how often the CCIs are addressed in these materials, and therefore in the Jaén ELT classrooms in which they were used, are positive. However, if breadth of coverage in these resources is considered, the results are not so good. Only some of the contents that are objects of the study here are addressed in them. Examples were given above.

Objective 2. In these materials attitudinal teaching of the CCIs predominates over conceptual teaching, and especially over procedural teaching –the most neglected type. This can be asserted on the basis of the information included in figures 2 and 3.

Objective 3. It can be concluded that *gender*, *sex* and *peace education* are dealt with “almost always implicitly” in these resources. Results also show that *moral and civic education*, and *consumer education* are addressed “more implicitly than explicitly”. In contrast, *health*, *road safety* and *environmental education* are mostly broached “more explicitly than implicitly” (see figure 4).

Objective 4. Practically all published materials include tools such as tests, self-checks and/or evaluation sheets that enable the students to assess some of the cross-curricular contents covered (see figure 5). Teachers should benefit from these too, as CCIs must not only be taught, but also evaluated.

Objective 5. The results obtained in the fulfilment of objectives 1-4 above do not normally differ from a statistical point of view when the variable of publishing house is considered. In contrast, there are many significant differences among them when the variables of level and cycle are taken into account (see tables 1-3).

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10. Recapitulation, teaching implications and further research

This research is believed to be very relevant to language teaching since one conclusion would be that the *LOGSE cross-curricular* approach was not followed closely enough in the English classroom in the last few years during which the LOGSE education law was in force. When the CCIs are not dealt with adequately by publishers, teachers do not normally compensate for this lack by planning other activities that address these topics. It can be claimed then that the results of this analysis of 46 sets of published materials are an accurate portrayal of the teaching of these issues. The CCIs are not dealt with in the English classroom as much as they should be because although they are often touched on in a general way, very little of what could and should be covered in these subjects actually finds its way into published materials. On the positive side, it should be added that all the CCIs are present, in general terms, in the materials analysed, especially five of them.

This empirical study also sheds light on the influence of a series of variables in the results obtained. The specific analysis by means of the ANOVA Test shows that, generally, the higher the level of the materials and the more advanced the educational cycle, the more cross-curricular contents they include.

Given the results obtained, this research can be useful in two ways. On the one hand, it will ideally contribute to the improvement of the new ELT materials in terms of CCI teaching if this paper finds echo in materials designers and publishers. On the other hand, it should encourage teachers to create their own materials for the CCIs. This is now easier than ever thanks to computer technology. In Rascón Moreno (2011a: chapter 5) I report on a few projects that prove that cross-curricular teaching fits perfectly into the compulsory education English classroom thanks to materials designed by means of ICT. The benefits of following the *LOGSE* cross-curricular approach are many. This is especially the case in the English classroom due to the flexibility of language learning in terms of content. Teachers of English are in a privileged position since they can bring into their classrooms CCIs that raise issues vital for the building of a better world. This opportunity should not be missed.

Finally, with regard to further research, it would be interesting to conduct a similar analysis of published materials adapted to another educational law. This would reveal whether a different approach to value-based topics such as the *LOGSE* CCIs affects ELT. Another analysis that might follow on from this one could be made of the materials used in lower cycles of primary education. At the present time in Spain the teaching of a foreign language is obligatory from year 1 in the first cycle, two years earlier than under the *LOGSE*. Thus, undertaking this research in the second cycle of primary education (when many *LOGSE* students had their first contact with English) would be appropriate now.

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Appendix. Published materials evaluation checklist

Title:
Author/s:
Publisher:
Publication date:
Materials included:
Institution in which they are exploited:

1. Are the CCI's dealt with? If so, indicate the number of units in which they are covered

	Yes	No	Number of units
Peace Health			<input type="checkbox"/>
Environment			<input type="checkbox"/>
Gender			<input type="checkbox"/>
Sex education			<input type="checkbox"/>
Moral and civic education			<input type="checkbox"/>
Road safety			<input type="checkbox"/>
Consumer education			<input type="checkbox"/>

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2. How explicitly are the CCI's addressed, and by means of which specific contents and activities?

PEACE

Always explicitly

More explicitly than implicitly

More implicitly than explicitly

Always implicitly

Contents/activities: _____

HEALTH

Always explicitly

More explicitly than implicitly

More implicitly than explicitly

Always implicitly

Contents/activities: _____

ENVIRONMENT

Always explicitly

More explicitly than implicitly

More implicitly than explicitly

Always implicitly

Contents/activities: _____

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GENDER

Always explicitly

More explicitly than implicitly

More implicitly than explicitly

Always implicitly

Contents/activities: _____

SEX EDUCATION

Always explicitly

More explicitly than implicitly

More implicitly than explicitly

Always implicitly

Contents/activities: _____

MORAL AND CIVIC EDUCATION

Always explicitly

More explicitly than implicitly

More implicitly than explicitly

Always implicitly

Contents/activities: _____

ROAD SAFETY

Always explicitly

More explicitly than implicitly

More implicitly than explicitly

Always implicitly

Contents/activities: _____

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CONSUMER EDUCATION

Always explicitly

More explicitly than implicitly

More implicitly than explicitly

Always implicitly

Contents/activities: _____

3. Write the following kinds of CCI contents starting with the most dealt-with type and finishing with the least dealt-with one: conceptual, procedural and attitudinal
-

4. Do they include evaluation instruments that help assess the CCIs covered?

Yes Specify _____

No

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