

## **Travel Report**

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Proposal title Spain Summer Institute  
Country/ies visited Spain  
Institution visited Universidad de san Pablo Ceu and Universidad Catolica de Avila  
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### **I. Opening/overview of intentions/activity**

To strengthen institutional collaboration for a Summer Institute addressing the development of Spanish language competence and cross-cultural skills through the Universidad Catolica de Avila and to open additional collaboration with Universidad de San Pablo-CEU in Madrid and Avila, Spain.

### **II. In preparation for the trip abroad**

In preparation for trip we collaborated with our liaison, Dr. Chelo Isart, International Program Coordinator for the University of San Pablo CEU. A schedule of activities was developed before our arrival in Spain. Upon arrival at Madrid, we establish contact with our liaison, Dr. Chelo Isart.

On March 15, 2002 we visited the main Campus of the University of San Pablo CEU. Upon arrival to the institution, Dr. Isart greeted us at the main gate. She introduced us to Professor Javier Morillas of Facultad de Ciencias Economicas y Empresariales. Dr. Morillas gave us a tour of the Montepincipe facilities. University of San Pablo CEU is an excellent institution, not only in terms of physical facilities, but the entire academic structure. We were guided to the Technology and Communications Department where we observed the radio and television facilities, the state of the art computerized systems,

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and the variety of options offered to the students entering that field. We continued to the Facultad de Humanidades, Artes y Lenguas, and given a grand tour of Queen Sofia of Spain special auditorium.

We were introduced to the new educational reform system, which will soon be in place in the entire European community. It will be classified as follow: pre-school 0-3 years old, Kinder 3-6 years, elementary 6-12 years old, and secondary 12-16 years old. In addition, they have now established the vocational education track for those not choosing the academic track in what we call high school.

During our visit, we had the opportunity to observe classes in progress from primary grades to university level. Montepincipe is an educational complex capable of holding a student population from pre-Kinder to University level. It is made up of a series of interconnected buildings in the heart of Madrid main Universities.

Following our visit to various sites, we were introduced to the University Rector Dr. Jose Alberto Parejo Gamir, and Vicerector of Institutional Relations, Dr. Luis de la Serna.

Dr. Alberto Ochoa the conceptual framework of the SDSU BCLAD Programs and explained to the administrators the goals of the Departments in relation to expanding the linguistic and cultural experiences of the BCLAD credential candidates. He also indicated the possibility of extending those experiences as well as European Community research experiences to graduate and doctoral candidates.

A number of program options were discussed, including potential research and studies of the educational, political, social, cultural, and economic aspect of the entire European Community.

#### *SEGOVIA (La Granja)*

On March 13, we were invited to visit the university facilities in Segovia and specifically, those located in La Granja, a royal city approximately eight miles from Segovia. We were given a tour of the Royal Glass Factory where university students concentrate in the design of their final engineering projects, and the *International Language* facilities, which are now being remodeled to accommodate a limited number of international language students. This is a place where students undoubtedly will have a tremendous opportunity not only to study and but to experience history and the sociocultural context of the area.

#### BARCELONA

The purpose of our visit to Barcelona was to acquire information regarding the European Community new education proposals being discussed during the Community Summit of Nations.

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We participated in a closed circuit television discussion with university professors from several universities in Europe in connection with the educational reforms proposed during the European Ministers summit.

Among other reforms, they agreed to make mandatory the learning of at least two additional languages. In the case of Spain, there are now four officially recognized languages, Catalan, Euskadi, Galician, and the national language Spanish. In areas, where bilingualism now exists, two additional languages other than those from their country must be learned. Many educators over the age of 55, about 15,00 in Spain, will be given the option of being retrained or take the offer of early retirement, employment as assistant teachers, or professor assistants, if employed at the university level in the tenure track. In the European Community, the most heavily requested, and spoken languages are English, Spanish French, German and Italian, but the options are in relation to any of the languages spoken in the different European Community countries.

In Barcelona, we had also the opportunity to observe the teaching of Catalan, one of Spain's four official languages recognized by Royal Academy of Language, and established by royal decree. Catalan is now the official language of Catalunya and favored for business transactions. Obviously, Spanish is widely practiced by everyone, but Catalan is by far the choice of most Catalunyans. Spanish is also being taught in public schools, but it is considered, as Latinos do with English, the second language

#### **BILBAO**

The purpose of our visit to Bilbao was to acquire first hand information in relation to the dual system of bilingual education. As in the case of Barcelona, Euzkadi or the Vasque language, is now the official language of education, business, and politics

Although the situation in Canada is limited to the Province of Quebec, The bilingual education in the Vasque territory includes the provinces of Alava, Vizcaya and Guipuzcoa. These are considered the semi-autonomous provinces. Although Spanish is the official language of Spain, the Vasque people, for all practical purposes, consider Spanish the second language too.

#### **AVILA**

Our visit to Avila was planned in order to observe first hand the physical facilities of University of San Pablo CEU at this locality.

Among the places toured included, the university campus, the Residencia Santo Tomas, Avila Public Library, and the computer technology departments. Dr. Isart, our guiding professor, also explained in detail the goals and objectives of this year's program. Dr. Ochoa took this opportunity to offer input in regard to specific needs for our students. He indicated that and in-depth study of the European multilingual-multicultural educational system should be included in the curriculum as well as the overall impact of bilingualism in the functioning of the sociopolitical and economic system of the European Community.

### **Conclusion, recommendation, and next step?**

Strong relationships and collaboration was established with University of San Pablo CEU. This university has eight campuses throughout Spain. A summer institute has been planned for SDSU BCLAD students July 2002.

The Institute will provide prospective bilingual teachers with the opportunity to improve their language skills and experience a different cross-cultural context. Two specific courses, one in the area of Spanish language structure with emphasis on grammar and writing will be provided. The second will concentrate on cross-cultural issues with an emphasis in history, literature and art.

In July 2002, it is projected that 40 prospective BCLAD teachers will attend the Institute in Avila, Spain. Pre and post test will be given to the participants to assess their growth and development.

### **Personnel Responsibilities**

1. Professor Sanz will be the designated Director of the Institute. He will be directly responsible of the academic program and matters directly related to the boarding/housing of participants. He will also be responsible of communications and contacts regarding university professors, administrators,, and Dr. Da. Consolacion Isart, Director of International Programs.
2. Professor Sanz will be the spoke-person for all matters dealing with public relations, including news media, and local authorities.
3. All students concerns regarding course work, university matters, boarding facilities and safety issues will be directed to Professor Sanz.
4. Professor Sanz will provide weekly reports to the Department in connection with the Institute.
5. Professor Sanz will be assisted by Ms. Gea Carrillo-Rutter. She will assist in the record keeping and management clerical responsibilities regarding student forms and general record keeping.

### **Supervision of Participants**

Professor Ernesto Sanz and Ms. Gea Carrillo-Rutter will supervise the students to observe all responsible rules of conduct. It is expected that students will be respectful, ethical in their behavior and follow the norms of the host city, the Universidad San Pablo CEU in Avila, and Spain. The highest standards of professional behaviors is expected, since the students and supervisors will be representing the United States, SDSU, and the reputation of the Policy Studies Department.

**V. Additional Information**

A joint certificate will be awarded to students who successfully complete the Institute courses. Students will be given the opportunity to enroll in a PLC 415 field course to apply their skills and cross-cultural experiences within the context of bilingual school communities.

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