

## **BILINGUAL SPANISH SECTIONS IN ROMANIA**

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### **WHAT DOES A BILINGUAL SPANISH SECTION REPRESENT?**

The presence of one or two native speakers, the pupils in the eighth form take an exam in Spanish-both written and oral. The pupils study six classes a week Spanish language and literature, geography, history and Spanish culture and civilization. In the ninth form students have five classes a week of language and literature and one of Spanish geography. In the tenth form they also study five classes a week language and literature and another one Spanish history. In the eleventh form and in the twelfth form, students study five classes a week Spanish language and literature and two classes of culture and civilization. The geography, history and culture and civilization classes are studied with the native speaker.

One of the advantages of studying in a bilingual Spanish class is the possibility of studying on free books, dictionaries and other necessary materials which a student may need along the four years of study. Also, each year the students in the ninth form take an exam from what they had studied up to that moment, including Spanish geography and two-three pupils from each high school in Romania where this language is studied in bilingual system will go on a free trip to Spain during their summer holidays. There they will get involved in a lot of activities together with other students from other countries. After two weeks of being part of the Spanish system and country, they will come back home "richer" in Spanish culture.

Each school where there is a bilingual Spanish class has a close and good relationship with the teachers of Spanish at the universities, with the persons who work in Education Attaché.

One of the most important things for the pupils who attend such a section is the baccalaureate exam. They have the possibility to choose a Romanian baccalaureate and a Spanish one also. If they want to have the same rights and opportunities with their colleagues in Spain, they have to set a Spanish baccalaureate, which consists of a written paper from the Spanish language and literature and another one from the Spanish geography, history and culture and civilization. You can not set a Spanish exam without a Romanian one. If you take the Romanian baccalaureate but you fail the Spanish one, you will not be considered graduated. At the same time, if you fail the Romanian exam, but you take the Spanish one, you will either be considered Spanish attending school student. The Romanian baccalaureate will include a compulsory written exam at the Spanish language and literature and other two exams according to the profile you have attended.

The baccalaureate commissions from bilingual sections are composed according to the regulations valid in Romania, with the following specifications:

- a) Commission President, appointed by the Minister of Education and Research of Romania is chosen usually of university teachers who speak Spanish;
- b) The committee will include two public officials, representatives of the Spanish ministry, one that is inspector of education, appointed as vice president of the commission for tests taking place in Spanish. They participate with the right to vote, the baccalaureate specific tests from bilingual sections, referred to in art. 4, paragraph (4) from the Agreement between the Ministry of Education and Research of

Romania and the Ministry of Education and Science of Spain on the establishment and functioning of the Romanian-Spanish bilingual sections in high schools in Romania and the organization of Bacalaureate exam in these schools.

To obtain the Romanian bacalaureate diploma will be considered only grades of Romanian teachers of the evaluation committee. To obtain a Spanish bacalaureate degree, averages from tests referred to in art. 4, paragraph (4) from the same Agreement will be calculated as the arithmetic average of the grades given by the 4 reviewers (2 Romanian evaluators and 2 Spanish ones).

Obtaining a Spanish bacalaureate degree is conditioned by a written positive assessment of the 2 Spanish representatives belonging to the bacalaureate Commission. The positive written evaluation, above, will be recorded in a certificate (Annex no. II)

Certificate referred to above allows requesting the Spanish Bacalaureate diploma, as provided in art. 7, paragraph (2) from the Agreement between the Ministry of Education and Research of Romania and the Ministry of Education and Science of Spain on the establishment and functioning of the Romanian-Spanish bilingual sections in high schools in Romania and the organization of Bacalaureate exam in these schools.

In case the candidate is admitted to the bacalaureate, according to the methodology valid in Romania, but it is not positively evaluated by representatives of the Spanish Ministry for Spanish tests, the candidate only obtains Romanian bacalaureate degree.

In the following pages there are some examples from the Spanish Olimpiads and from the bacalaureate exam, this way helping people to form an opinion about such exams.

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## EXAMENUL DE BACALAUREAT 2012

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### PROBA C DE EVALUARE A COMPETENȚELOR LINGVISTICE ÎNTR-O LIMBĂ DE CIRCULAȚIE INTERNAȚIONALĂ STUDIATĂ PE PARCURSUL ÎNVĂȚĂMÂNTULUI LICEAL

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#### Proba orală la Limba spaniolă

Toate filierele, profilurile și specializările/ calificările  
27 iunie 2012

#### Biletul nr. 1

1. ¿Cuáles son los aspectos negativos de la disciplina?
2. ¿Cómo se divertía cuando era niño?
3. Comente la siguiente afirmación: "*Se necesitan más de 50 animales para hacer un abrigo de piel, tan sólo uno para llevarlo puesto.*" Argumente su opinión.

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**PROBĂ SCRISĂ LA CULTURĂ SPANIOLĂ 1**


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**EXAMENUL DE BACALAUREAT 2011  
 PROBA SCRISĂ LA CULTURĂ SPANIOLĂ  
 SECȚIILE BILINGVE ROMANO-SPANIOLE**


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**Subiectul I (30 de puncte)****A. Historia de España****I. Elige la respuesta correcta: (15 puncte)**

1. ¿Cómo denominaron los musulmanes al territorio por ellos conquistado en la Península Ibérica?

- a. Al-Fustat
- b. Andaluzia
- c. Al-Andalus

2. ¿Qué rey español trató sin éxito de invadir Inglaterra en 1588 enviando para su conquista a la Armada Invencible?

- a. Felipe II
- b. Alfonso XIII
- c. Pedro I

3. ¿Qué territorios perdió España en 1898?

- a. Cuba, Guinea Ecuatorial y Jamaica
- b. Cuba, Filipinas y Puerto Rico
- c. Venezuela, Cabo Verde y Tanger

4. ¿Qué países apoyaron al general golpista Francisco Franco durante la guerra civil española? (1936-39)?

- a. URSS y China
- b. Italia y Francia
- c. Alemania e Italia

5. ¿En qué año entró España en la actual Unión Europea?

- a. 1986
- b. 1998
- c. 1972

**II.** Enumera y explica detalladamente las principales fases por las que atravesó el régimen franquista (1939-75) y sus características principales. (80-100 palabras) **(15 puncte)**

**Subiectul al II-lea (30 de puncte)****B. Geografía de España****I. Elige la respuesta correcta: (15 puncte)**

1. ¿Cuál es el pico más alto de España?

- a. Aneto
- b. Mulhacen
- c. Teide

2. ¿Cuál de estas CC.AA. tiene clima oceánico?

- a. Murcia
- b. Asturias
- c. Islas Canarias

3. ¿Cuál de estos ríos no desemboca en el Mediterráneo?

- a. Ebro
- b. Tajo
- c. Llobregat

4. La capital del País Vasco es:

- a. Bilbao
- b. San Sebastián
- c. Vitoria

5. Uno de los mayores problemas demográficos de España se debe a la:

- a. Baja tasa de natalidad
- b. Alta tasa de mortalidad
- c. Baja tasa de esperanza de vida

**II.** Explica las características fundamentales de la Meseta: extensión, altitud, inclinación, sistemas montañosos en su interior, ríos que la atraviesan, CC.AA. que tienen territorio en su interior, clima. (80-100 palabras) **(15 puncte)**

**Subiectul al III-lea (30 de puncte)**

**C. Cultura y Civilización Españolas**

“Los fusilamientos del 3 de mayo de 1808 en la Montaña del Príncipe Pio”



Detalla quién fue el autor del cuadro y explica el contexto histórico en el que pintó dicho lienzo. Explica la estructura compositiva del cuadro y analiza a alguna de las figuras que en el aparecen. (80-100 palabras).

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**OLIMPIADA DE LIMBI ROMANICE  
LIMBA SPANIOLĂ  
CLASA A IX-A INTENSIV/BILINGV**

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**ETAPA NAȚIONALĂ  
02.04.2012**

**SUBIECTE**

**SUBIECTUL I. C omprensión lectora  
(25 puncte)**

**Lee el siguiente texto:**

En la noche del 24 de mayo se abrirán las puertas y se encenderán las luces de uno de los teatros de ópera más famosos, el Teatro Colón de Buenos Aires, que ha permanecido en restauración desde 2001 y cerrado desde 2006. La función de apertura se celebrará coincidiendo con el bicentenario de la independencia de Argentina. No se conoce el elenco que desafiará de nuevo la fabulosa acústica del Colón, considerada como una de las tres mejores del mundo para reproducir la voz humana, pero sí que el programa será corto e incluirá un acto de

*La Boheme* de Puccini, y un cuadro del ballet *El lago de los cisnes* de Chaikovski. Las obras de restauración afectaron a los 60.000 metros cuadrados del teatro, desde el tercer subsuelo hasta el tercer piso. En estas obras han intervenido más de mil obreros que han devuelto al teatro la imagen y los colores que tenía cuando fue inaugurado en 1908. (...) Según los responsables del teatro, al día siguiente de la inauguración oficial comenzará la temporada clásica, en la que está previsto ofrecer 183 funciones de ópera y ballet. El objetivo es recobrar el esplendor de las funciones que protagonizaron en su día los mejores cantantes líricos del mundo, desde Caruso a María Callas.

(texto adaptado de *elpaís.com*, España)

1. Contesta las preguntas: **(10 puncte)**

- a. Indica dos motivos por los cuales el Teatro Colón de Buenos Aires es uno de los más famosos del mundo.
- b. ¿Cuál fue el principal propósito del proceso de restauración del Teatro Colón?

2. ¿Qué representan las siguientes cifras? Completa el siguiente cuadro con informaciones del texto leído. **(6 puncte)**

Cifras	Significación
1908	
2006	
60.000 m2	

3. Elige la opción correcta: **(9 puncte)**

A. Según el texto, el Teatro Colón de Buenos Aires .....

- a. empezó a ser restaurado en 2006.
- b. abrirá sus puertas en el aniversario de la independencia argentina.
- c. permaneció cerrado desde el año 2001.

B. En el texto se informa que los responsables del teatro han hecho ya público el programa del espectáculo de apertura.

- a. Verdadero.
- b. Falso.
- c. No hay información.

C. Tras la apertura oficial, en el escenario del Teatro Colón de Buenos Aires se podrán ver funciones clásicas de ópera y ballet.

- a. Verdadero.
- b. Falso.
- c. No hay información.

**SUBIECTUL II. Competencia lingüística**  
**(25 puncte)**

1. Transforma las siguientes oraciones en el pasado, haciendo los cambios necesarios.

**(6 puncte)**

- a. Quieren que les acompañemos.
- b. Es importante que todos sepan la verdad.
- c. Nadie cree que ella vuelva estos días.

2. Completa las frases añadiendo lo que sea necesario para dar sentido a la parte en cursiva: **(9 puncte)**

- a. Creo que *quedarás muy bien* si .....
- b. Andrés *se quedó en blanco* cuando .....
- c. Los niños *se quedaron de una pieza* cuando .....

3. En cada frase faltan algunos pronombres: **(10 puncte)**

- a. He comprado estas pastillas para el niño, dá..... cada doce horas.
- b. Este es el sofá que me gusta, ¿pueden llevar..... a mi casa?
- c. Roberto dejó el trabajo que tenía, ¿no ..... ha dicho?
- d. Paco, encima de mi mesa hay unas gafas, ¿puedes traér....., por favor?
- e. - ¡Qué cuadro tan bonito!  
- ¿Te gusta? ..... regaló Luisa para mi cumpleaños.

**SUBIECTUL III. Expresión escrita**  
**(50 puncte)**

Has asistido a un espectáculo de teatro/ ópera/ música/ ballet y escribes a tu amigo/ amiga contándole tus impresiones (el modo de actuar de los actores o de los intérpretes, el decorado, la reacción del público).

(120-150 palabras)

**Nota:** Toate subiectele sunt obligatorii. Timp de lucru 3 ore.

Since the beginning of the Spanish study language in the bilingual sections there has been noticed a great interest of the Romanian pupils in this language.

Bilingual Spanish Sections in Romania is a good alternative in our high schools and it opens new perspectives to the pupils who attend such special classes.

The bilingual education enables the advancement of two languages. This can be very useful preparation for later careers where bilingual workers are needed. It also allows for

opportunities that may be available in other countries where that language is spoken.

In today's world of globalization, knowing a foreign language gives one an opportunity to study and work abroad. It is helpful while traveling to foreign countries, which have a different language. It helps in communicating effectively and being independent of translators and interpreters. Acquiring knowledge of a new language not only plays a significant role in breaking down barriers, but also assists in making lifestyle choices, or is essential when making new friends around the world. In many parts of Europe, knowing three to four languages is a very common phenomenon.

A bilingual person gets access to more information and choices. To read a book or a poem or to listen to a song in the original language

is a completely different experience than to read/hear the translation. Bilingual individuals have two or more words for each object and idea. The person develops the ability to think more flexibly not only with words, but also with other things. Once you know two languages, it becomes easier to learn another language.

Current research from around the world shows that a bilingual person does better in IQ tests compared to a monolingual person of the same socioeconomic class. So, isn't it in the interest of one and all that bilingual education be promoted to make our children's life a little more vibrant and versatile?

We hope that this system will go on and why not, to find new ways of arousing pupils and parents' curiosity.