Organization and features of Spanish bilingual schools

Lucía Ábalos Álvarez

Foundations of bilingualism and bilingual education
1. FIRST SESSION: THURSDAY 10\textsuperscript{TH} NOVEMBER
   Spanish bilingual schools

2. SECOND SESSION: THURSDAY 1\textsuperscript{ST} DECEMBER
   Foreign language assistants

3. THIRD SESSION: THURSDAY 22\textsuperscript{ND} DECEMBER
   Organization of Spanish bilingual schools

4. FOURTH SESSION: THURSDAY 26\textsuperscript{TH} JANUARY
   Dealing with SEN students
ASSESSMENT CRITERIA

Test: 40%

Project: 50%

Participation: 10%
Written test with questions about the four lessons.

To be completed once the lessons have finished.
Create a PowerPoint presentation about **ONE** of the following topics (20-50 slides):

1. How would you introduce to all the teachers in a school what a Bilingual Programme is and how to organise it (create the PPT that you would use with them).

2. How would you help new English teachers who haven’t been teaching in Bilingual Programme schools? (create the PPT that you would use with them).

3. Create some resources for students who are struggling with the Bilingual Programme (create the PPT that you would use with those students).

**Deadline:** Tuesday 21st February 2017

Email it to luciaabalos@gmail.com
Participation: 10%

Answer the questions from the teacher.

Participate in an active way.

Reflect and write your thoughts down.
Age groups you teach

Any experience teaching in bilingual schools?

What do you most urgently want to know about BILINGUAL PROGRAMME SCHOOLS?
**LET’S START WITH A LITTLE REFLECTION ABOUT TEACHING…**

<table>
<thead>
<tr>
<th>What do you see?</th>
<th>What are you thinking?</th>
<th>What are you wondering about?</th>
</tr>
</thead>
</table>

**See-Think-Wonder**
HOSPITALS

See

Think

Wonder

What do you see?

What are you thinking?

What are you wondering about?
See-Think-Wonder

| What do you see? | What are you thinking? | What are you wondering about? |
We want to walk into classrooms where students are engaged, collaborating with one another, using their critical and creative thinking skills, and in our case communicating in the target language.

We need to prepare students for the future and equipped them with the necessary tools that match with what is expected of them in the real world.
CHALLENGES WE FACE
What is the greatest challenge you face as a teacher today?
<table>
<thead>
<tr>
<th>Challenges We Face</th>
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</thead>
<tbody>
<tr>
<td>Student Apathy, Motivation, and Behaviour/Discipline</td>
</tr>
<tr>
<td>Lack of Time</td>
</tr>
<tr>
<td>Lack of Parental Involvement or Support</td>
</tr>
<tr>
<td>Multiple and Conflicting Pressures Including Technology</td>
</tr>
<tr>
<td>Leadership, Administration, Politics...</td>
</tr>
<tr>
<td>Large Class Size and Differentiating Instruction</td>
</tr>
<tr>
<td>Lack of Scarcity of Funding and Resources</td>
</tr>
<tr>
<td>External Testing</td>
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</tbody>
</table>
FIGURE 1.1 Survey Results—“What is the Greatest Challenge You Face as a Teacher Today?”

- Standardized Testing: 4%
- Lack or Scarcity of Funding and Resources: 7%
- Large Class Size and Differentiating Instruction: 8%
- Leadership, Administration, Politics, and Red Tape: 12%
- Multiple and Conflicting Pressures Including Technology: 13%
- Lack of Time: 17%
- Lack of Parental Involvement or Support: 15%
- Student Apathy, Motivation, and Behavior/Discipline: 24%
BILINGUAL SCHOOLS LAWS
http://comunidadbilingue.educa2.madrid.org/inicio
GUIDELINES FOR THE PRIMARY CURRICULUM

Contents

1. General Introduction
2. Overall Objectives
3. Methodology
   3.1. Introduction
   3.2. How to develop listening skills
   3.3. How to encourage speaking skills
   3.4. How to teach to read and promote reading skills
   3.5. How to build up writing skills
4. Language and skills in the classroom
   4.1. Introduction
   4.2. First Cycle: General skills, tasks and language
   4.3. Second Cycle: General skills, tasks and language
   4.4. Third Cycle: General skills, tasks and language
5. Assessment
   5.1. Introduction
   5.2. First Cycle: testing through listening, reading, writing and speaking
   5.3. Second Cycle: testing through listening, reading, writing and speaking
   5.4. Third Cycle: testing through listening, reading, writing and speaking
   5.5. Checklist for assessment at the end of Primary Education
6. Resources
### 4.2. First Cycle: General skills, tasks and language

<table>
<thead>
<tr>
<th>Listening and Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Language children are exposed to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand familiar and key words and phrases about everyday habits and routines, actions, position of objects, the classroom, short instructions, songs and rhymes, simple questions, and spelling.</td>
<td>Recognize words by common spelling patterns (including long vowel phonemes), rhyming words and final phonemes.</td>
<td>Copy and write single words, phrases and sentences (with teacher support).</td>
<td>Grammar</td>
</tr>
<tr>
<td>Say hello and goodbye, and give simple personal information (e.g. name, address), likes and dislikes, family members.</td>
<td>Read and spell words with digraphs and three-letter blends.</td>
<td>Write words, labels (objects and pictures), phrases and captions.</td>
<td>Nouns: Common nouns in singular and plural (regular and irregular), possessive adjectives (size, shape, colour), pronouns: demonstrative, determiners: possessive adjectives, uncountable, common nouns for quantities and amounts.</td>
</tr>
<tr>
<td>Ask and answer very simple questions about name, age, family, who people are, someone’s name, address, telephone number, nationality, where someone lives, how someone is, what people like and what they are doing, everyday life, hobbies, habits and routines.</td>
<td>Read and spell high frequency words, including common irregular words, names, labels and familiar classroom objects.</td>
<td>Write personal information (e.g. name, address), spelling, and numbers 1-20.</td>
<td>Adjectives: (comparatives and superlatives).</td>
</tr>
<tr>
<td>Make oneself understood: use gestures, say ‘Pardon?’, ‘Sorry’, ‘I don’t know’ to get information’.</td>
<td>Read and understand a short dialogue, a simple postcard, the names of some objects, short sentences (including questions).</td>
<td>Write a short, simple text, no more than 20 words long following a model. (e.g. making lists, invitations, writing texts, completing texts, making simple story books).</td>
<td>Verb forms: (positive, negative, questions): to be, imperatives, present simple, present continuous; past simple (regular and irregular), wh-question words, modals (ability), permission, (in)ability, obligation, offers, suggestions, preferences), sentences patterns (verb + infinitive, verb + ing form, go + ing, like/enjoy + ing), relative clauses (that).</td>
</tr>
<tr>
<td>Describe people, animals, objects and places, indicate position, situations, characters, tell a story with pictures, state simple facts; recite simple rhymes, chants and poems.</td>
<td>Read rhymes, chants and poems.</td>
<td>Use capital letters and full stops, question marks and inverted commas.</td>
<td>Adverbs: time, frequency, manner, degree.</td>
</tr>
<tr>
<td>Interact with the teacher in conversations about people and places, current activities, quantities and amounts, things which can/cannot be counted; personal possessions, appearances and feelings; states and events in the past, when something happened; how often something happens, how you do something; what others are doing, explain agents or instruments of actions (with, by).</td>
<td>Read short simple and familiar stories with picture prompts.</td>
<td>Vocabulary/themes</td>
<td></td>
</tr>
<tr>
<td>Use simple structures to offer, suggest, request, indicate preference, compare, express (in)ability, contrast, give reasons, express obligation, and ask for permission.</td>
<td>Read and follow simple instructions and labels, read and use captions.</td>
<td>The alphabet, ourselves, family, friends and neighbours, age, appearance, clothes, feelings, possessions, colours, materials and objects, location and position: size, the senses, food and drink (healthy eating), actions, activities, abilities, sport and leisure; weather, holidays, countries, jobs and working, homes and houses (household objects and rooms), school and classroom, places and the local area (home, park, zoo, farm, theme park, sports centre, school, hospital, fire station, town hall, factories, countryside, seaside, cities, villages), means of transport, health (importance of physical exercise), the human body and how it works, animals (pets, domestic and wildlife), plants, the air and water, nature, in the country, landscapes, the earth, sun and sky, inventions and discoveries, communications, days, dates, times, months, numbers 1-50, ordinal numbers 1st-31st.</td>
<td></td>
</tr>
<tr>
<td>Give simple directions and locations.</td>
<td>Read and follow simple instructions.</td>
<td>Pronunciation</td>
<td></td>
</tr>
<tr>
<td>Socio-cultural awareness: Use polite forms: please, thank you, greetings, farewells, introductions, sorry, be aware of different greeting customs (e.g. kissing, hand-shaking), ask how people are, use some gestures, festivals and special days (choose the most appropriate ones for this age level, e.g.: Christmas, Easter, Tree Day, Halloween, Book Day). Use appropriate politeness conventions for thanking, apologizing, making requests, accepting and declining, being aware of visiting conventions (e.g. punctuality, giving presents, what to wear, meal times).</td>
<td>Understand the general idea of simple informational texts, short simple descriptions and definitions.</td>
<td>Use correct pronunciation of common words relevant to the vocabulary areas above (wth digraphs – bl, br, cr, dr, fl, gl, gr, nd, pl, pr, sl, sm, sn, sp, st), and three-letter blends – shr, spl, spr, sfr, st), consonant-vowel-consonant words, and the combination of vowels to make long vowel sounds, use contractions (e.g. I’ve, I’m), use of basic stress and intonation patterns for words, short sentences and simple questions.</td>
<td></td>
</tr>
<tr>
<td>Values: People and different groups (family, school, nationalities), respecting similarities and differences between people, caring for self, the family and others (staying healthy in different seasons), helping at home (health and safety at home), in the classroom, sharing and playing together, taking care of nature and the environment, respecting and treating animals with care.</td>
<td></td>
<td>Discourse</td>
<td></td>
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<tr>
<td>Join simple sentences with and, or, then, but, and because.</td>
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</tbody>
</table>
### Second Cycle: General skills, tasks and language

<table>
<thead>
<tr>
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<th>Writing</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Understand key words/phrases/information in recorded dialogues, monologues, face-to-face conversations between friends, relatives/the public, in an informal or neutral style.</td>
<td>Understand high frequency and key vocabulary. Understand and match words to definitions. Use contextual, graphic, grammatical and phonological knowledge to understand the meaning of some new words in context.</td>
<td>Write words in gaps. Write headings, captions and glossaries. Write simple sentences with correct punctuation. Use metaphors to spell contracted forms (e.g. can’t, it’s). Complete forms giving personal information and write numbers 1 - 100. Write key words in a short letter, a note, email message or diary entry.</td>
<td>Grammar: Pronouns: personal you, indefinite pronouns (anybody/everyone etc.); Nouns/noun phrases: past time (e.g. yesterday, last night), abstract and compound nouns, double genitive (a friend of theirs). Adjectives: material, shape, size, evaluative, oppositional (happy/unhappy), for quantity and measuring (a few, a piece of, enough, half, many, much), frequency (every day, once a week), comparatives and superlatives, quality, order of adjectives, participles as adjectives. Verb forms: present simple for systems and processes, with future meaning: present continuous, simple past (regular and irregular), past continuous, present perfect for recent/unfinished past, future (be going to, will), present and past simple passive, infinitives and gerunds after verbs and adjectives, prepositions, as subjects and objects, modals can and can’t for ability, let’s/shall we/could/should for suggestions, may (possibility), need (necessity), needn’t (lack of necessity), interrogatives: What time?, What is (John) like? What does x taste, sound, feel like?, tag questions, subordinate clauses after an, certain, following know, think, believe, hope, say, tell, when, where, because. Adverbs: degree (enough, too), time (sometimes, never, always), place (any/ever/somewhere), manner and frequency (regular and irregular forms), sequences (first, next, etc.), different position of adverbs. Prepositions: movement, time, place, phrases - at the end of, by car, for sale, on holiday, etc.</td>
</tr>
<tr>
<td>Ask and answer questions about oneself, others, objects, situations, everyday life activities (routines, habits), morality, dates, times, processes, make arrangements, explain, give reasons, express opinions, thoughts and wants, express (im)possibility express degrees of certainty/doubt, express/respond to thanks, make/give/reuse simple requests, make/respond to suggestions, invitations, express/respond to apologies, give advice, warnings, state prohibitions, agree, disagree, contradict, pay compliments, sympathize.</td>
<td>Ask for a description of someone/things, reasons for doing something, degree of something (how tall, how long), identify/describe people (personal appearances, qualities, objects (shape, size, weight, colour, purpose, use), express degrees of difference, purpose and cause.</td>
<td>Ask for and give simple directions/locations, travel information, simple information about places, order and buy food/drink, talk about quantities/cost.</td>
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</tr>
<tr>
<td>Describe present/past events, experiences/recently completed actions, interrupted past states, future plans/intentions, predictions and probability, describe experiences/events, give reasons/explanations for opinions/plans, make simple comparisons, talk about likes/dislikes, describe manner/frequency, use dates, months and seasons. Give a short, rehearsed, basic presentation on a familiar topic or subject.</td>
<td>Understand and tell simple stories (with pictures).</td>
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**Socio-cultural awareness:** Festivals and special days choose the most appropriate ones for this age level, e.g.: Valentine’s Day, Environment Day, Guy Fawkes Day, Advent, Carnival, Shrove Tuesday, St Patrick’s Day, World Book Day, greetings in different countries, rules and ways of behaving in public places (queueing, shopping exchanges, introducing people, more formally, addressing somebody e.g. Mr, Ms etc.), folklore, fantasy.

**Values:** Being aware of others around you, being tidy, taking care of personal belongings, respecting nature (recycle, reduce, reuse, not dropping litter), helping elderly people and people with disabilities, working in teams and groups, protecting animals in danger.
### 4.4. Third Cycle: General skills, tasks and language

<table>
<thead>
<tr>
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<th>Reading</th>
<th>Writing</th>
<th>Language children are exposed to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand key words, phrases, points and certain detail in face-to-face and recorded short factual statements, instructions, directions, explanations, presentations and public announcements. Understand the sense of a conversation and the attitude and intentions of speakers. Ask for and respond to requests for clarification. Understand and respond to requests for more information, facts or details. Restate what has been said and report what people say. Express and request opinions and impressions, express intention, purpose, obligation and necessity. Give warnings and prohibitions, express obligation and lack of obligation. Make comparisons and express degrees of difference. Give reasons for making particular statements, and express physical and emotional feelings. Hold simple conversations referring to events in the present, past or future (get the message across although with certain mistakes). Draw simple conclusions and make recommendations. Describe simple processes including, when necessary, basic technical information. Give presentations with a certain degree of complexity on familiar topics, and respond to questions. Participate in informal group discussion to make plans, research, predict, explain, evaluate, select, sort and report back. Improvise dialogues, scripts and drama activities. Use simple connectors such as and, but, because, after, before, that, ...</td>
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<tr>
<td>Understand general information in diaries, biographies, letters, emails, newspapers and magazine articles, leaflets, brochures and advertisements. Understand fiction, poetry, stories from different cultures, graded readers of the classics, myths, legends, traditional stories and play scripts. Identify the purpose of different types of texts (e.g. to persuade, to instruct or to entertain) and the writer’s attitude, opinion and purpose. Understand the main idea in short signs and messages, notes, postcards, emails, and website information. Understand gist, specific information, detail and inference in descriptions and narratives. Understand key information on labels (packaging), and in factual texts e.g. information about goods and services, visiting museums, buying books. Read and perform play scripts and be aware of differences in works by the same author.</td>
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<tr>
<td>Write diary entries. Write short letters giving personal and general information, and describe everyday activities and school routine, describe reactions to situations, express hopes and regrets. Describe people, character, objects and places. Write short communicative messages, stories and informal letters (about 40 words). Write different types of texts with a specific audience and purpose in mind (e.g. notes, lists, recounts of experiences, news reports, stories, poems, letters, cartoons, dialogues, explanations, instructions and procedures such as experiments or recipes).</td>
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<tr>
<td>Write dialogues, simple play scripts and short book reviews. Write numbers 1 – 1000. Write sentences using simple connectors such as and, but, because, after, before, that... in pieces of writing that start moving from guided to free writing.</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Nouns: complex noun phrases (e.g. ...), expressions of past and future time (e.g. two days ago, in the future, the day after tomorrow, in ... year’s time). Pronouns: reflexive and emphatic pronouns (e.g. myself), relatives (whose, whom). Adjectives and adverbs of quantity (e.g. a lot of, not very much, many), compounds, comparatives and superlatives (not as ... as, not ... enough). Verb forms: present simple for future, present continuous for future plans and activities, present perfect tense (including for, since, ever, never, just), past habits (used to + infinitive), past perfect simple, simple reported speech, zero, first and second conditionals. Will referring to the future for informing and predicting, verb + object + infinitive + direct/indirect object (e.g. give/receive/send/bring/show), causative (have/let/get), for/or with auxiliaries, reported speech (present and past statements), modals could, might (possibility), must, need to, might, don’t have to, ought to (obligation) expressions of preference, infinitives of purpose. Prepositional phrases (e.g. at the beginning of, afraid of, laugh at, ask for)</td>
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<tr>
<td>Vocabulary</td>
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<tr>
<td>Activities with common phrasal verbs, special occasions, celebrations, festivals (e.g. Birthday, Thanksgiving), entertainment (e.g. music, cinema, TV, theme parks, clubs), fashion, health and fitness, school context and learning a foreign language, Internet (uses and dangers), services, packaging information, the environment (forests and jungles around the world), travel, currencies, means of transport around the world, rules and regulations in other countries, ancient and recent civilizations, outer space, music and drama around the world. Pronunciation</td>
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<tr>
<td>Pronounce weak forms and contractions (e.g. I’ve been to), use sentence stress to clarify meaning, use basic intonation and features of connected speech at sentence level, use intonation questions for more complex question forms. Discourse</td>
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<td></td>
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<tr>
<td>Connect clauses using if, when, either ... or, until, before, after, as soon as, since, as, for, too, either, so that, in order to, so, so...that, such ... that, unless.</td>
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**Socio-cultural awareness:** Festivals, celebrations and competitions (choose the most appropriate one for this age level, e.g.: Thanksgiving, Chinese New Year, May Day, The Olympics, Martin Luther King Day, Independence Day, food festivals), major holidays, working hours, rules and regulations. **Values:** Respecting people from other countries and cultures, understanding and reflecting on the similarities and differences between their own and other cultures. Sensitivity to the values of other cultures.
BILINGUAL TEAM MEETINGS
The Purpose of Meetings

- Develop ideas
- Plan
- Solve problems
- Make decisions
- Create and develop understanding
- Encourage enthusiasm and initiative
- Provide a sense of direction
- Create a common purpose
- Inform
- Consult
- Solve problems
- Make decisions...
Planning for a Meeting

Ask and resolve these questions:

1. What is the purpose of the meeting?
2. Is a meeting appropriate?
3. How should the meeting be planned?
4. Who should attend the meeting?
5. What preparation is required for the meeting?
• Give the time and place of the meeting.

• List the topics to be covered, indicating who will introduce them.

• Have any relevant papers attached.

• Use a timer to finish on time!
MANAGEMENT TEAM
MEETINGS:
HEAD TEACHER & DEPUTY HEAD TEACHER MEETINGS
• Timetables,

• Schemes of work (yearly planning),

• Organisation of English events/festivities,

• Creating a common purpose within the bilingual programme,

• Curriculum Project,

• Annual General Programming,

• End of year Memory Plan...
TEACHERS OBSERVING ONE ANOTHER

• Help them learn new strategies, classroom management techniques...

COORDINATOR OBSERVING THE TEACHERS

• Give feedback with helpful information on how to improve their teaching practice.

COORDINATOR OBSERVING THE ASSISTANTS

• Give feedback to guide them.

Great idea: LESSON OBSERVATIONS
BILINGUAL COORDINATOR FUNCTIONS ACCORDING TO OUR LAW
a) Provide at least all the weekly hours in the foreign language and those areas for which it is enabled, in one of the school units where the program is developed.

b) Collaborate with the management team in the review and completion of Curriculum Project, the Annual General Memory Programming and end of year.

c) Coordinate the development of programming areas taught in English with the other teachers involved in the program.
d) Establish contact with the language assistants assigned to school, facilitate the reception in the center and guide them in their adaptation to the environment.

e) Organise, together with the Deputy Head teacher, the allocation of language assistants to the respective teachers and groups, and to ensure optimal use of this resource.

f) Check the appropriate coordination that must exist between teachers and language assistants.
g) To convene a **weekly meeting of coordination**, when teachers must stay in the center.

h) Maintaining contact with **twin school** and exchange work, experiences...

i) Encourage **reflection on teaching practice** and promote initiatives of pedagogical and methodological innovation.

j) Select the **resources** and materials for the Programme, in collaboration with the teaching staff, ensuring their proper use and maintenance.
k) Organise in the center, together with the management team, the management of external assessment tests (dates, registration, protocols) following the instructions established by the Ministry of Education.

l) To promote the participation of staff members in seminars and training courses that result in the improvement of teaching practice.

m) Maintain promptly informed the Head teacher of all aspects of the programme. The Head teacher, as head of the bilingual programme, will take the appropriate decisions in each case.
HOW CAN WE LEAD BILINGUAL PROGRAMMES?
Areas Encompassing our Responsibility

- Curricular Decisions
- Planning & Overall Timeline for Yearly Work
- ASSISTANTS Decisions
- STAFF Practices
- Research/Reflection
- Teaching ...
Figure 1. Spheres of Teacher Leadership Action for Learning. Source: Fairman and Mackenzie (2010)
LEADING RESEARCH BASED BILINGUAL PROGRAMMES

- Defining terminology for bilingual education & language learning
- Standards for language learning
- Research approaches
  - Self-study & Action Research
  - Critical Reflection
- U.S. & Spanish Bilingual Education
- Professional Portfolios

Reflection and Research Approaches

Instructional Practices and Curriculum Design

- Lesson planning with:
  - Backward Design
  - Student-centered practices
  - Standards-based instruction
  - Authentic texts & realia
  - Technology integration & 21st Century Skills
  - Inclusion: Special Needs Learners
  - Cross-curricular projects

Assessment and Evaluation

Roles of Teacher Leaders and Supervisors

- Performance Assessments
  - Formative & Summative
- Project-based learning
- Aligning Assessments
- Evaluating Teacher Practices
  - Teacher Observations
  - Portfolios

- Textbook & Curricular Materials Evaluation
- Strategic Planning through Action Plans
- Teacher Leadership
- Teacher Observations
- Data-driven Decision Making
TWIN SCHOOLS
TWIN SCHOOLS

- Live videoconferences
- Videos / audio recordings
- Handmade books / postcards / cards...
- Exchange letters / emails (penpals)
- Presentations with photos
REFLECTIONS AND “AHA” MOMENTS
Write down three important points from the presentation.

Write down anything that “squares” (agree with) with your thinking.

Write down anything that is still “circling” in your head or questions that you might have.
Thank you!