



Universidad  
Francisco de Vitoria  
**UFV** Madrid  
Postgrado y Consultoría



# Organization and features of Spanish bilingual schools

Foundations of bilingualism and bilingual education

1. FIRST SESSION:  
Spanish bilingual schools

2. SECOND SESSION:  
Foreign language assistants

3. THIRD SESSION:  
Organization of Spanish bilingual  
schools

4. FOURTH SESSION:  
Dealing with SEN students

SUBJECT  
PLANNING

# ASSESSMENT CRITERIA

**Test: 40 %**

**Project: 50 %**

**Participation: 10%**

# Test: 40 %

Written test with questions about the four lessons.

To be completed once the lessons have finished.

# Project: 50 %

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: Wednesday 14<sup>TH</sup> February

Upload it to the platform

# Participation: 10%

## Forum or online sessions

Answer the questions from the teacher.

Participate in an active way.

Reflect and write your thoughts down.

# FOREIGN LANGUAGE ASSISTANTS



**LANGUAGE  
ASSISTANTS**

# BILINGUAL COMMUNITY WEBSITE

<http://comunidadbilingue.educa2.madrid.org/aux.conversacion>

[http://comunidadbilingue.educa2.madrid.org/web/educamadrid/principal/files/8c5dec3a-4665-4b9d-a373-46ab12fbef6b/Documentos/GUIA%2015-16.espa%C3%B1ol\\_junio.pdf?t=1435736133105](http://comunidadbilingue.educa2.madrid.org/web/educamadrid/principal/files/8c5dec3a-4665-4b9d-a373-46ab12fbef6b/Documentos/GUIA%2015-16.espa%C3%B1ol_junio.pdf?t=1435736133105)

[http://comunidadbilingue.educa2.madrid.org/web/educamadrid/principal/files/8c5dec3a-4665-4b9d-a373-46ab12fbef6b/Documentos/Gu%C3%ADa%2015-16\\_ingles\\_word\\_modificado.pdf?t=1435736059943](http://comunidadbilingue.educa2.madrid.org/web/educamadrid/principal/files/8c5dec3a-4665-4b9d-a373-46ab12fbef6b/Documentos/Gu%C3%ADa%2015-16_ingles_word_modificado.pdf?t=1435736059943)

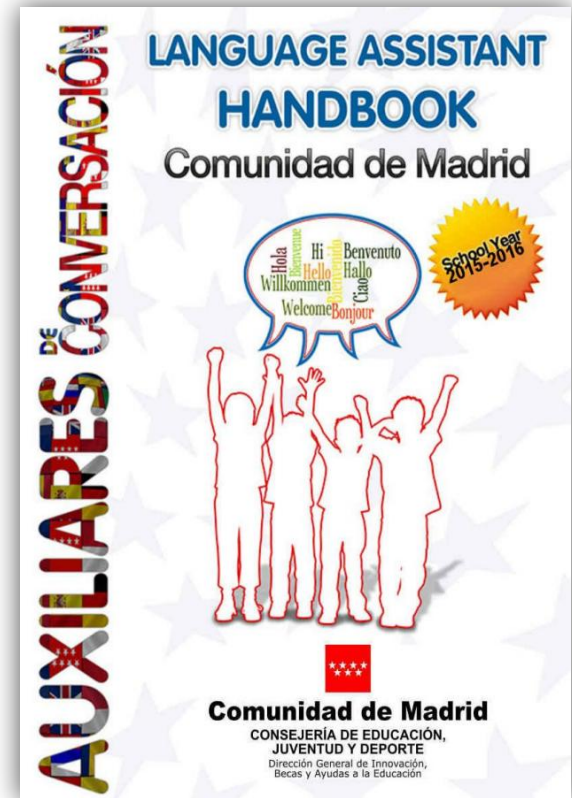


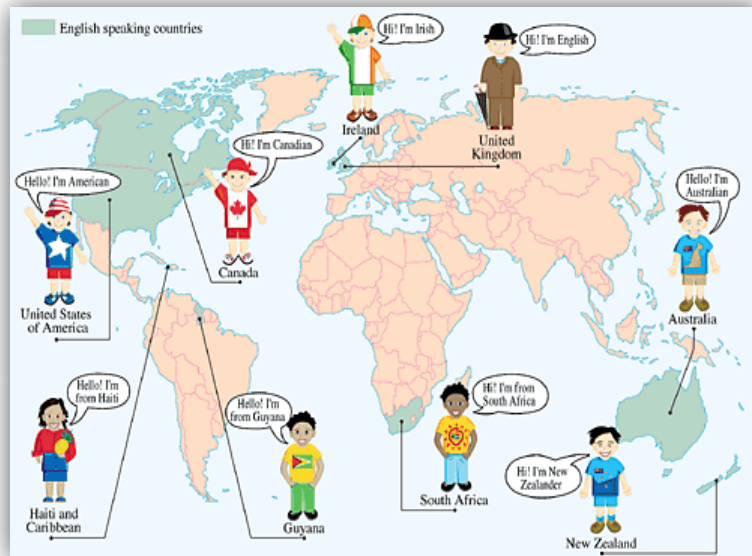
# Bilingual Primary Schools

353 schools in the Bilingual Programme.

1180 Language Assistants

They receive an allowance from the Madrid Regional Ministry of Education, Youth and Sport.





Language Assistants come from different English-speaking countries such as The United States, Canada, Australia, New Zealand, The United Kingdom and Ireland.

Most of them are not qualified teachers, but they support teachers in the classroom, collaborating.

These Language Assistants work 16 hours a week in the classroom.

They can spend up to two hours a week per school teaching conversational English to other members of the school staff.

They will also attend any necessary meetings so as to ensure that the Programme runs smoothly.

Their main responsibility is to provide language support in the subjects of English, Natural Sciences, Social Sciences, Music, Arts and Crafts, Physical Education and Social and Civic Values.



Upon arrival, the Principal, the Deputy Head of Studies or the Coordinator will introduce the Language Assistants to the routines of the school.

**Provide information on:**

- how the school works and its regulations, current projects within the school, subject programming for the year, extracurricular activities...
- the location and area of the school: accommodation, transport, healthcare...
- opening a bank account, public libraries, cultural centres, Spanish classes...



# **SUPERVISING THE LANGUAGE ASSISTANT'S ACTIVITY**

1. The school
2. Absences, Attendance and Punctuality
3. Timetable
4. Meetings
5. Incidents
6. Evaluation of Performance

# 1. The school

The Principal is responsible for the Language Assistant while at the school.

The Coordinator will supervise and coordinate the Language Assistant's activities.

## 2. Absences, Attendance and Punctuality

Any absence must be applied for in writing and accepted by the Principal in writing.

Attendance and punctuality will be recorded monthly and made available to the Madrid Regional Ministry of Education, Youth and Sport upon request.

Any leave of absence must be previously authorized by the Principal.

If a Language Assistant were to fail to report to his/her school without duly justifying his/her absence, the Principal should inform the Subdirección General de Programas de Innovación immediately.

## 3. Timetable

Language Assistants must comply strictly with their designated timetable.

## 4. Meetings

Although Language Assistants are not active members of the teaching staff, they may be invited by the Principal to attend the staff meetings.

## 5. Incidents

The school will report any incidents, such as resignations, long-term illnesses... to the Subdirección General de Programas de Innovación.

## 6. Evaluation of Performance

If a school is not satisfied with the Language Assistant's performance, the Principal will submit a report requesting that the Assistant be dismissed, and another Assistant will take his/her place.



## KEY OBLIGATIONS OF A LANGUAGE ASSISTANT

- To speak in their mother tongue to the students.
- To help teachers plan their lessons, providing linguistic support in the classroom.
- To follow teachers' instructions, cooperating with him/her at all times.
- To strictly comply with the designated timetable.
- To reinforce the students' oral skills in their foreign language, and to promote other cultures.
- To motivate the students' and to foster interest in the language and culture of their English-speaking countries.
- To encourage the participation in training initiatives and in the learning and teaching of languages.

## KEY OBLIGATIONS OF A LANGUAGE ASSISTANT

- To carry out specific conversational tasks.
- To attend the language laboratory, computer room and multi-media centre with the students.
- To provide teaching material, especially authentic material from their countries of origin.
- To take part in a variety of activities.
- To attend meetings along with the rest of the bilingual staff in order to organize class activities and plan ahead.
- To teach other members of staff their native language.
- To carry out any other related activities.

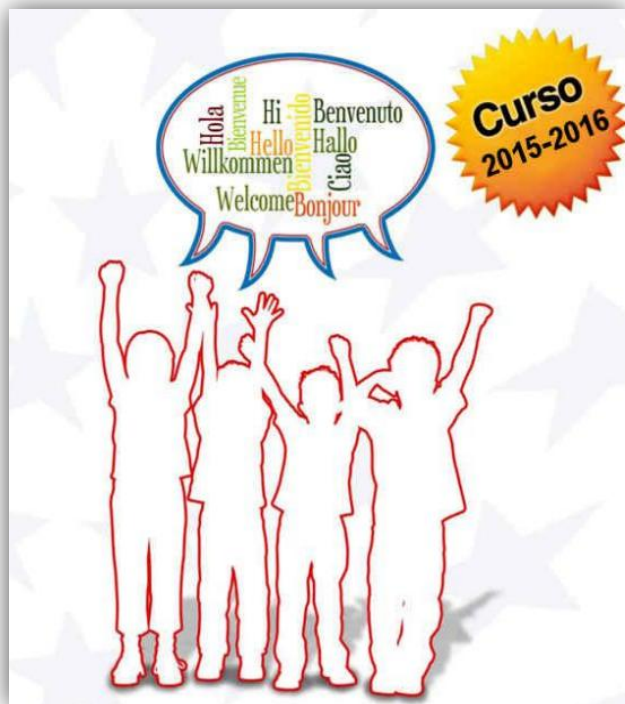
## LANGUAGE ASSISTANTS SHOULD NOT BE REQUESTED TO:

- To programme lessons or write reports.
- To assess or mark students' work.
- To correct exercises.
- To meet parents.
- To supervise the playground or the dining hall.
- On a voluntary basis, Language Assistants may take part in a variety of extra-curricular activities: field trips, academic exchange programmes, visits to museums and exhibits, sports events...
- Language Assistants may, with the permission of the school management, use services, resources or facilities available (for example, the cafeteria).

# KEY RESPONSIBILITIES OF A LANGUAGE ASSISTANT

- Complete their stay at the school:
  - October 1st - June 30th for language assistants funded by the Madrid Regional Ministry of Education.
  - September 15th - June 15th for language Assistants appointed through the Fulbright Commission.
- Consult the official website on a regular basis: <http://comunidadbilingue.educa2.madrid.org/>
- Fulfill their assigned timetables and follow regulations regarding attendance and punctuality.
- Perform the tasks and carry out the activities assigned.
- Become familiar with their school's specific regulations.
- Present the required final report and assessment of the year.
- Justify absences to the Principal in writing.
- Contact the school management to ensure appropriate action is taken in case of absence or illness.
- NEW Language Assistants must attend the Orientation Session.

# FOREIGN LANGUAGE ASSISTANTS



## LANGUAGE ASSISTANT ROLES



- Help the teachers in activity-planning and assist them during the lessons.
- Follow the teacher's instructions and cooperate with them.
- Reinforce the students' communicative skills.
- It is important to establish a consistent relationship with the students, particularly with respect to language.
- Speak to the students in English and require them to respond in English (playgrounds, corridors...).



- Engage the students with stories and *realia* from your home country, in order to spark their interest.
- Discuss ideas for improvement with your teacher, and please feel free to engage in the students' English education in an active way.
- Participate in the activities which take place at the school: English staff meetings, create didactic materials...

# LANGUAGE ASSISTANT TIMETABLE



Same sessions with  
every age group  
(PRIMARY).



1 day off a week



2 sessions off every  
week



# LANGUAGE ASSISTANT TIMETABLE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:45	YEAR 3		YEAR 6	YEAR 3	YEAR 6
9:45 - 10:30	YEAR 6		YEAR 3	YEAR 3	5 year olds
10:30 - 11:15			4 year olds	5 year olds	
11:15 - 11:45	BREAK TIME				
11:45 - 12:30	YEAR 5		3 year olds	YEAR 5	3 year olds
12:30 - 13.15	YEAR 5		YEAR 5	YEAR 5	YEAR 3
13:15 - 14:00	YEAR 6		YEAR 6	YEAR 5	YEAR 6



# LANGUAGE ASSISTANT TIMETABLE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:45	YEAR 2	YEAR 3		YEAR 1	
9:45 - 10:30	YEAR 2	4 year olds		YEAR 1	YEAR 4
10:30 - 11:15	YEAR 1 P.E.	YEAR 4		YEAR 2	YEAR 2 P.E.
11:15 - 11:45	BREAK TIME				
11:45 - 12:30	YEAR 4	YEAR 1		YEAR 4	YEAR 2
12:30 - 13.15	YEAR 4	YEAR 1		YEAR 4	YEAR 2
13:15 - 14:00	YEAR 6	YEAR 2			YEAR 1



# FOREIGN LANGUAGE ASSISTANTS



**EXPECTATIONS  
AND DUTIES**

# THE ASSISTANT WILL NEED TO RESPECT:

- the school's ethics, values and expectations
- the classroom practices of the school
- the school's pedagogical principles or management style
- the level of formality between individuals
- the code of discipline and assessment methods
- the teacher's authority over the students
- the values and expectations of parents



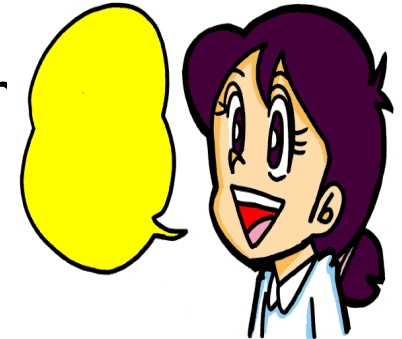
These meetings could include the following:

1. Goals of the lesson: what do you want students to achieve?
2. Specific details: topic, language structures, vocabulary and opportunities for intercultural development
3. Suggestions for Assistant-led activities
4. Progression of the lesson
5. Resources to be used



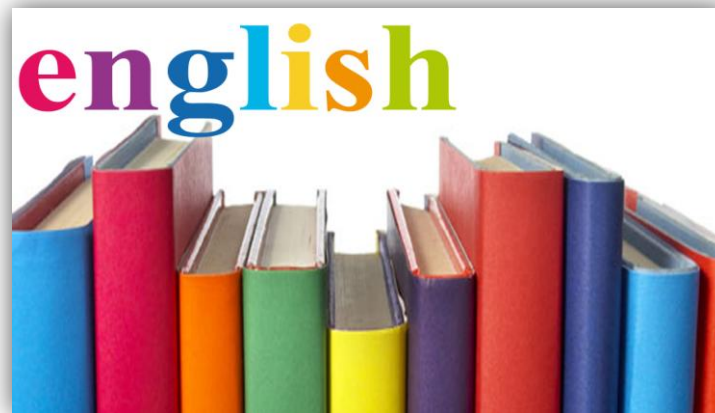
## WHAT DO TEACHERS NEED TO TELL ASSISTANTS?

- how are your students (interests, abilities, needs...),
- subjects you teach and content for the school,
- how you teach every subject,
- how to speak to the students,
- how would you like to get in touch with them (phone, email...),
- school policy and class code of conduct,
- how to work in a small/big group



**speak**

# FOREIGN LANGUAGE ASSISTANTS



## LINGUISTIC CONTRIBUTIONS

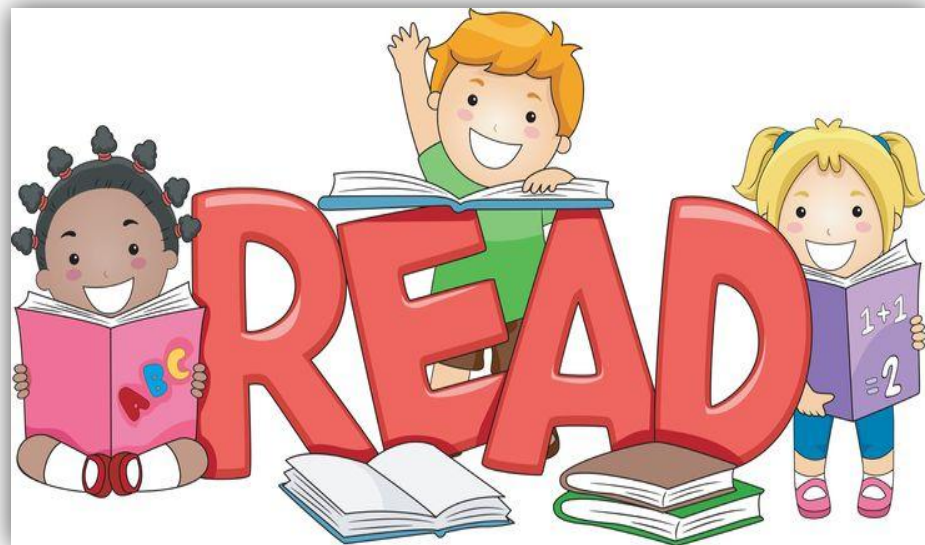
# WHY?

Enrichment of the students' learning of language and culture, and support for our own teaching.





Have your assistant **speak** all the time:  
introduce vocabulary, practice, review, elicit...  
and **read** a lot: passages, books, texts,  
homework...



# HOW TO MODEL THE LANGUAGE APPROPRIATELY & HOW TO TREAT STUDENT RESPONSES IN THE TARGET LANGUAGE

- only use English with students and English teachers,
- praise and encourage students for what they can do,
- be aware of the range of abilities,
- speak using an appropriate speed and register,
- be genuine and show interest in what students say,
- allow students' speech to flow without interruption,
- get as much language from students as possible,
- build confidence,
- remedy incorrect pronunciation by reiterating the student's words using the correct form.



## **AT THE BEGINNING OF THE LESSON, THE ASSISTANT USES THE TARGET LANGUAGE TO:**

- greet the students in the line,
- ask the students about their interests in the way to the classroom,
- call out the register
- establish the day and date
- speak about the weather and the season
- check the homework
- review past content ...



## **DURING THE LESSON, THE ASSISTANT USES THE TARGET LANGUAGE TO:**

- introduce vocabulary/ structures for the day,
- paraphrase certain words and expressions to clarify meaning,
- demonstrate the use of certain words and expressions through examples,
- model body language specific to the target language,
- support individual students as required...



## AT THE END OF THE LESSON, THE ASSISTANT USES THE TARGET LANGUAGE TO:

- give any relevant instructions (remind them about the homework),
- follow the established routine for finishing up the lesson,
- ask questions like: ‘what stuck with you today?’...

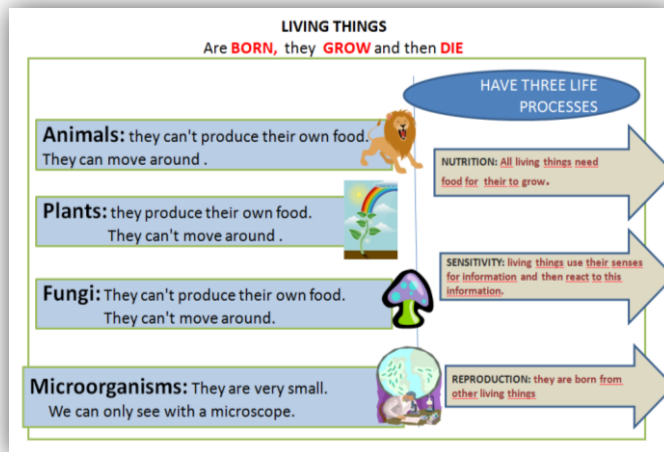


# FOREIGN LANGUAGE ASSISTANTS



**WHAT KIND OF  
ACTIVITIES CAN  
ASSISTANTS  
DO?**

Assistants can  
preview the  
content, act as  
motivators, schema  
builders...



Assistants can  
introduce new  
language.





Assistants can  
review language  
items or  
grammar items.



I can do this!

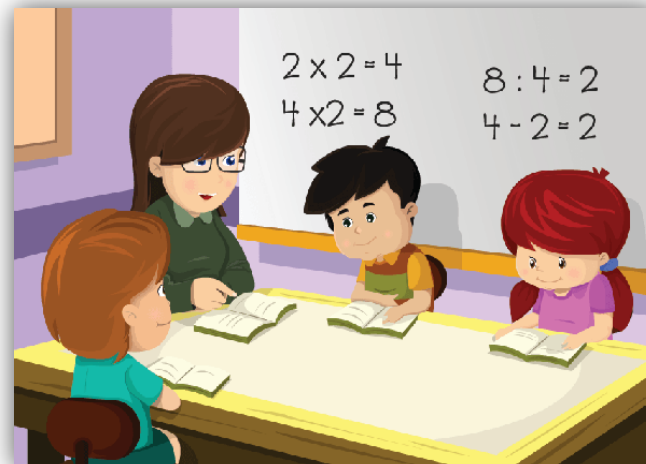


I'm getting there.



I need help!

Assistants can  
go over  
homework.



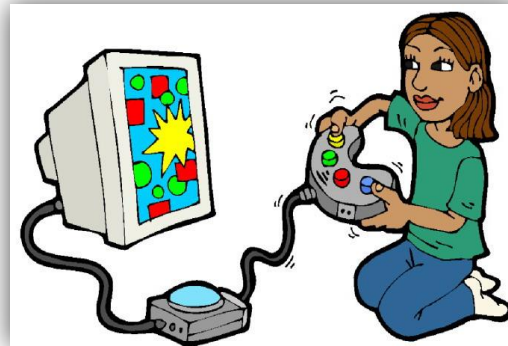
Assistants must give students' feedback, encourage and praise them every day.





Assistants can do  
the morning  
routines: greetings,  
call out the  
register, speak  
about the weather,  
write the date...


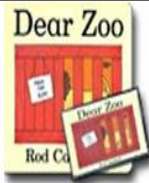











Assistants will usually be younger so they can look for more up-to-date materials which may appeal more to your students.



Your assistant will most likely be able to link your school to a school they know in their own country.



Ask them to do lists of children books in English.

	Gingerbread Man Catherine Mccafferty		Dear Zoo Rod Campbell
	Old Macdonald Had a Farm Pam Adams		My Mum
	The Farmer in the Dell Pam Adams		My Dad
	The Wheels on the Bus Annie Kubler		It Looked Like Spilt Milk
	Eating the Alphabet		Where's Spot?
	The Great Big Enormous Turnip		Mouse Paint
	The Mixed-Up Chameleon		Bugs, Bugs, Bugs



Assistants should be able to create engaging resources.

## ROCKS AND SOIL



The natural substances that make up the Earth's crust. They are mostly solid.

The thin layer of earth in which plants grow. It is made of minerals, water, air and decaying plants and animals.

### Who wants to be a MILLIONAIRE?

1

7 - Points  
6 - Points  
5 - Points  
4 - Points  
3 - Points  
2 - Points  
1 - Point

Everything around us can be put into 2 groups:

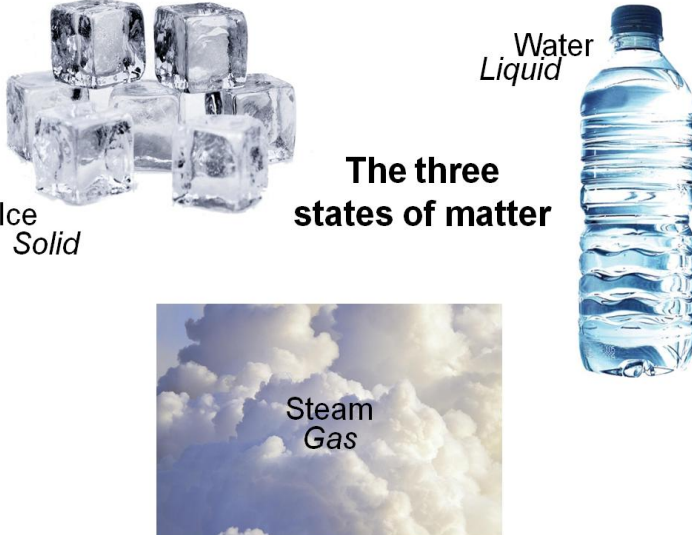
**A:** Living things and death things.

**B:** Free things and feeding things.

**C:** Alive things and death things.

**D:** Living things and non-living things.

### The three states of matter



Ice  
Solid

Water  
Liquid

Steam  
Gas



An assistant can make boring old listening materials come alive!

Rather than playing audios, rehearse a few scripts with your assistant and act them out in class.

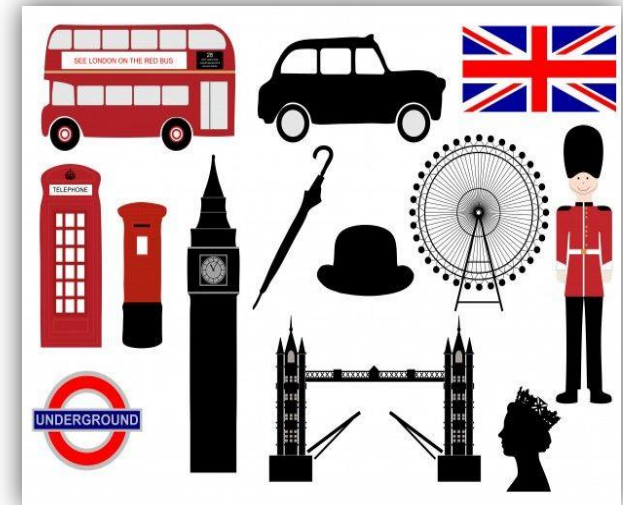
Your students will LOVE watching you put on a mini show for them!



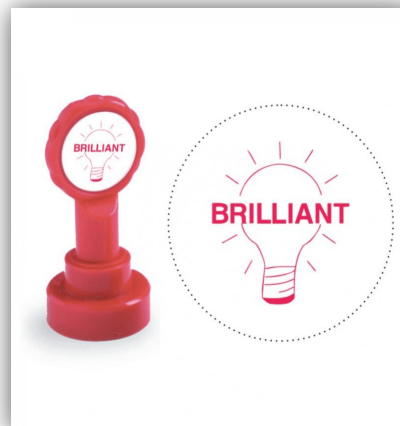
Have your students  
prepare questions in  
advance so that they  
are confident during  
the 'interview' and  
have lots to ask!



Before your assistant leaves their home country, make sure you give them a list of what to bring with them!



Ask them to bring  
English books,  
stickers, stamps...



Assistants can write information about themselves for the school paper, on a blog, in a poster, for a display...



Assistants can also bring photos of their home town, family members or old school to use in group conversations or to make a presentation for the whole class.



Assistants can participate in the planning of art and crafts activities for children.

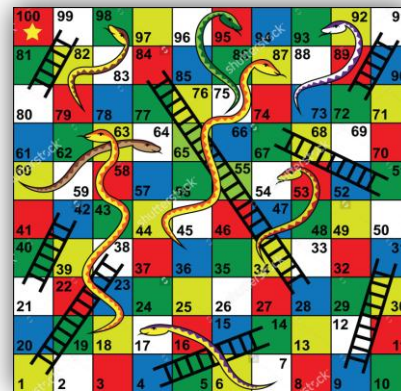


Assistants can tell  
stories and act them  
out.





Assistants must teach socio cultural aspects: food, traditional games, typical songs...



Assistants must celebrate the typical festivities: Halloween, Bonfire Night, Thanksgiving, Saint Patrick's Day...



Assistants can sing and dance songs with the students to help them learn the lyrics in English.



Assistants can help students create science projects in groups or individually.



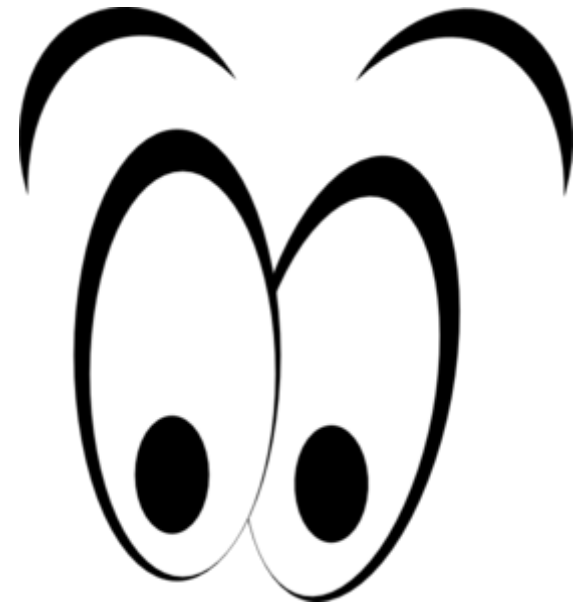
# FOREIGN LANGUAGE ASSISTANTS



**WHERE DO  
ASSISTANTS HAVE  
TO BE IN THE  
CLASSROOM?**

# FOREIGN LANGUAGE ASSISTANTS

Never at the  
back, because  
the students  
need to see  
them!



# FOREIGN LANGUAGE ASSISTANTS

Assistant in front of  
the class, teacher at  
the back:  
when practicing  
pronunciation,  
vocabulary, working  
on the star of the  
day...



# FOREIGN LANGUAGE ASSISTANTS

Assistant and teacher side  
to side at the front of the  
classroom:  
when modelling  
behaviour, when learning  
personal questions and  
answers...





# FOREIGN LANGUAGE ASSISTANTS

Assistants can focus on the vocabulary pronunciation, while the teacher is teaching the content.



# FOREIGN LANGUAGE ASSISTANTS

Assistant and teacher monitoring the groups: when students are working in pairs or groups, to make sure they are on task.



# FOREIGN LANGUAGE ASSISTANTS

Assistant in a  
different classroom  
working on a  
different task with  
a small group.



# FOREIGN LANGUAGE ASSISTANTS

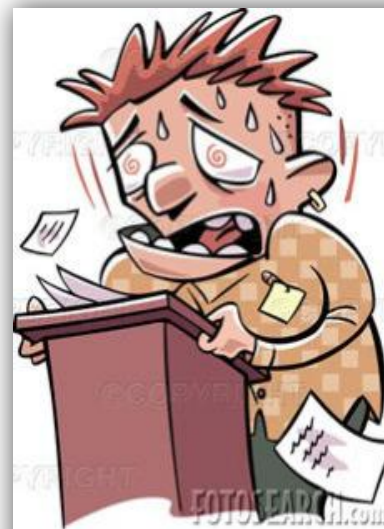
Ask them to take a small group at a time for speaking practice.

Make sure you keep a record of who's already had a session to make sure everyone benefits from these sessions equally!



# FOREIGN LANGUAGE ASSISTANTS

Assistants can work with a number of students outside of the classroom to practice communicative skills.



**BEFORE**



**AFTER**

# FOREIGN LANGUAGE ASSISTANTS

Assistants can work inside the classroom with a specific groups of students.



# FOREIGN LANGUAGE ASSISTANTS

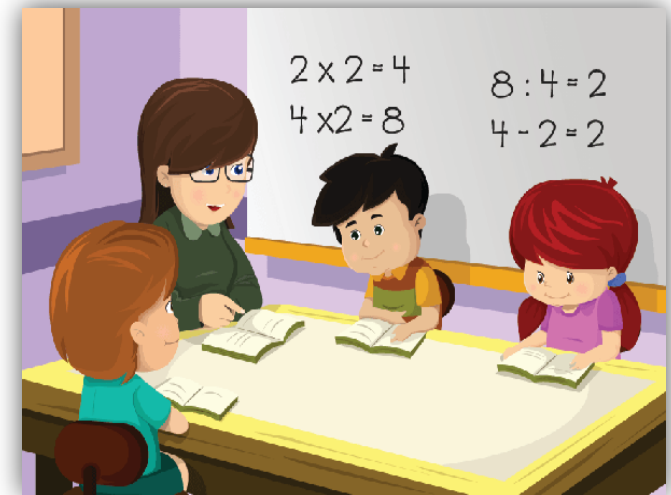
Assistants can offer 1:1 support to those who find languages difficult.

They can also help students individually prepare for their speaking exams, practicing their answers and giving feedback on accuracy or pronunciation.



# FOREIGN LANGUAGE ASSISTANTS

Assistant can sit with a group that will require more support and give them guidance & help when needed.





# FOREIGN LANGUAGE ASSISTANTS

Assistants can work with your most able linguists in your class who will be able to get on with a more challenging activity while you teach the rest of the class.



# WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

DURING INDEPENDENT TIMES IN CLASS, ASSISTANTS CAN BE.....

Monitoring the teams and helping low ability students.



# WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

WHILE THE TEACHER IS DOING DIRECT INSTRUCTION,  
THE LANGUAGE ASSISTANT CAN BE....

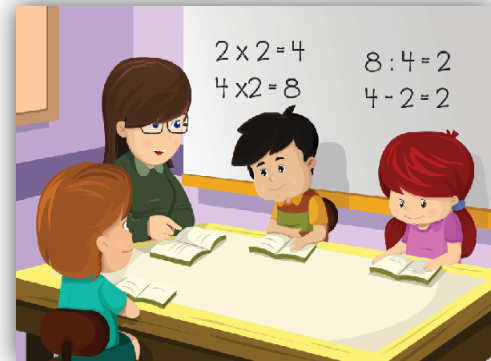
Checking students attention, repeating difficult  
words, reading information...



# WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

WHEN CAN THE LANGUAGE ASSISTANTS COACH STUDENTS?

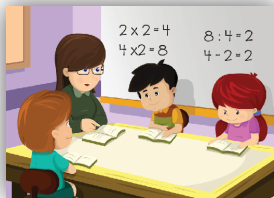
Mostly in speaking activities: in the practice and production of words, sentences, grammar, content...



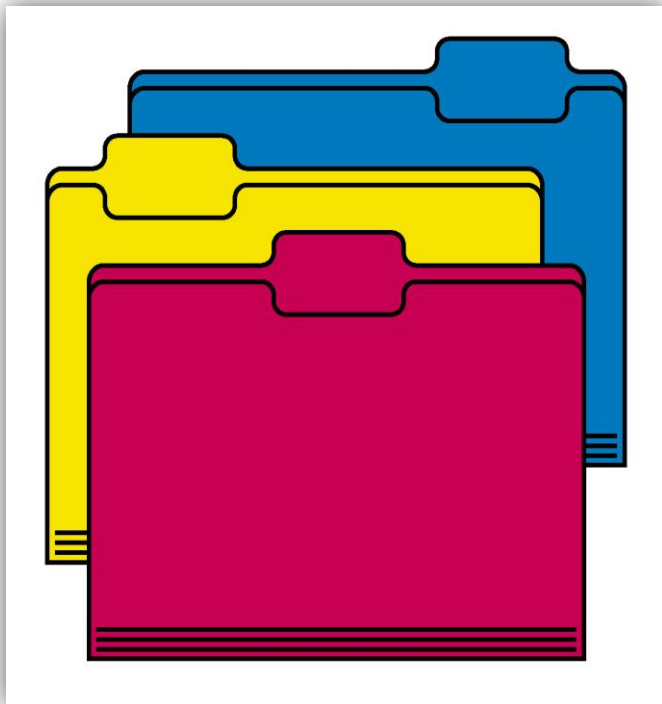
# WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

## WHEN DO ASSISTANTS ACT AS ROLE MODELS AND MENTORS TO STUDENTS?

In all types of situations!!!



# FOREIGN LANGUAGE ASSISTANTS



**FOLDER FOR  
LANGUAGE  
ASSISTANTS**

# FOREIGN LANGUAGE ASSISTANTS

<http://luciaabalos.weebly.com/foreign-language-assistants.html>

# FOREIGN LANGUAGE ASSISTANTS



**REFLECTIONS  
AND “AHA”  
MOMENTS**







[www.ufv.es](http://www.ufv.es)

