



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.



# SPREADING MOTIVATION



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# SPREADING MOTIVATION

REFLECTION ON RELATIONSHIPS WITH FAMILIES,  
STUDENTS AND COLLEAGUES

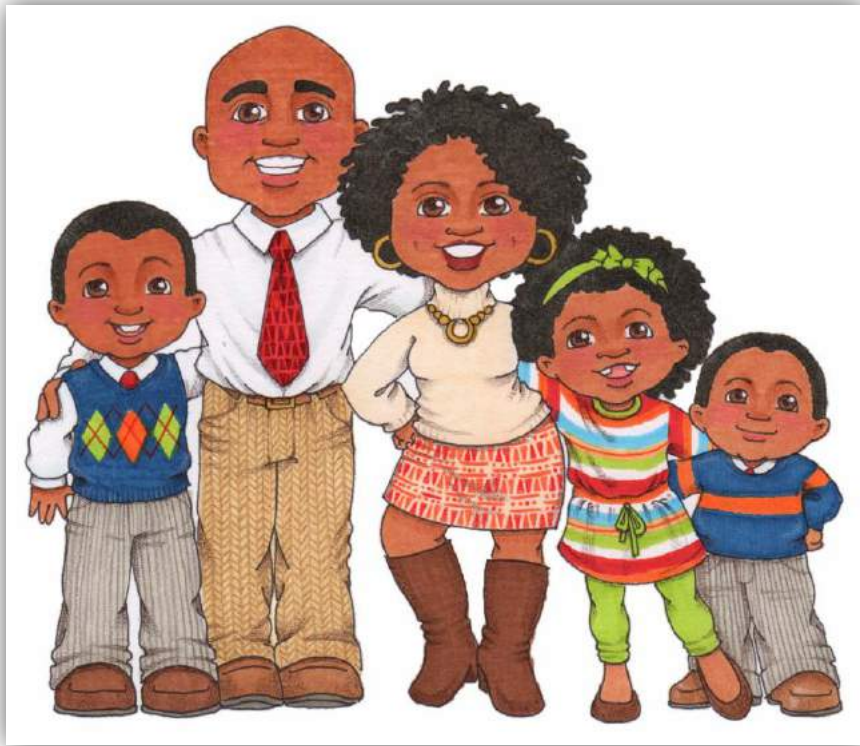
FAMILIES

STUDENTS

COLLEAGUES

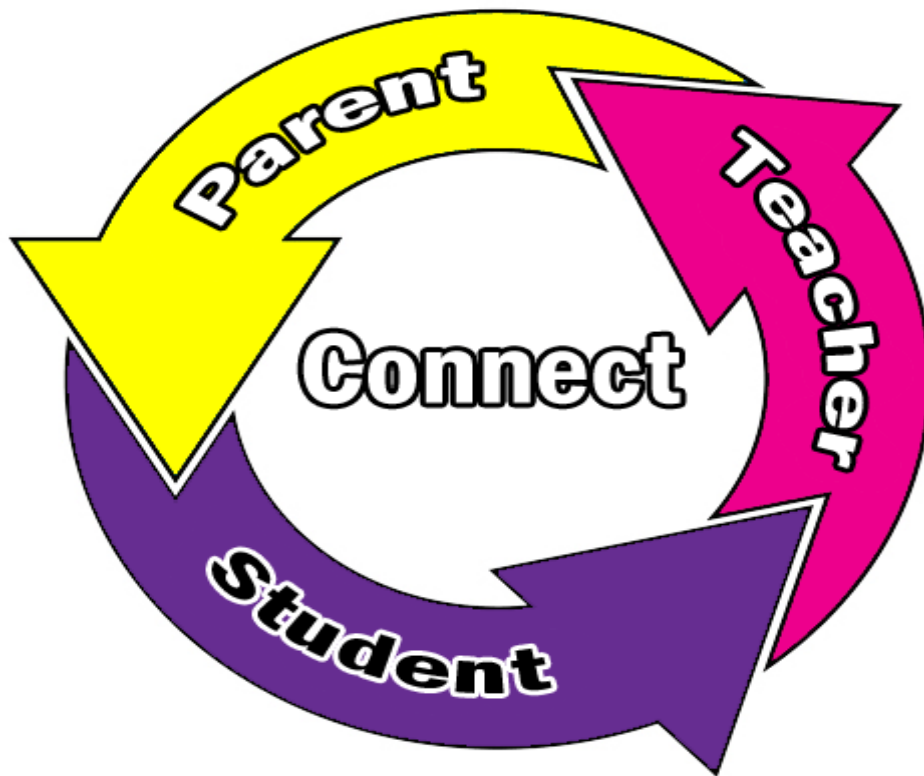






# FAMILIES



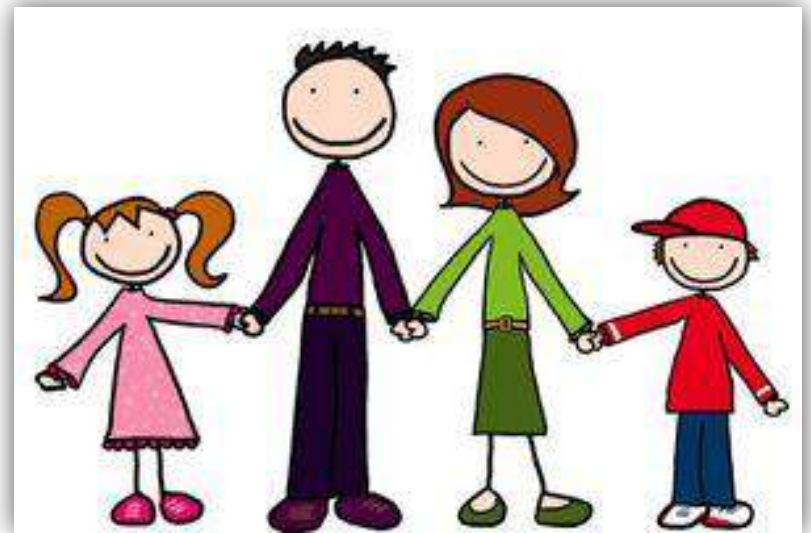


“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.”  
- Jane D. Hull



# SPREADING MOTIVATION

**HELP FAMILIES  
UNDERSTAND  
BILINGUAL  
EDUCATION**



# The more they know, the less they panic...

**WHAT IS BILINGUAL EDUCATION?**

**WHAT DO MARKS MEAN?**

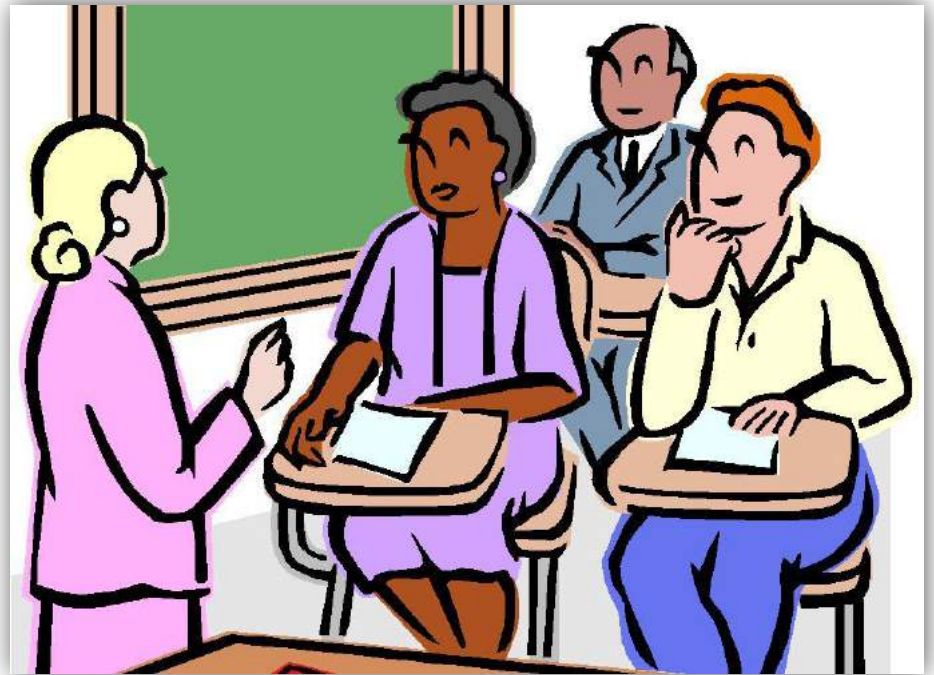
**GUIDELINES FOR DETERMINING EFFORT MARKS**

**GOALS FOR STUDENTS IN  
LIFE SKILLS AND RESPONSIBILITY**



# WHAT IS BILINGUAL EDUCATION?

Explain everything about the bilingual programme in your school



# HELP FAMILIES UNDERSTAND BILINGUAL EDUCATION

**PARENTS  
MEETING**



**PARENT TEACHER  
CONFERENCE**







# PARENTS MEETING



# Programa bilingüe

¿Cuál es la metodología de trabajo que tenemos establecida en el centro respecto al bilingüismo?

¿Cómo llevamos a cabo este objetivo?

Programa bilingüe

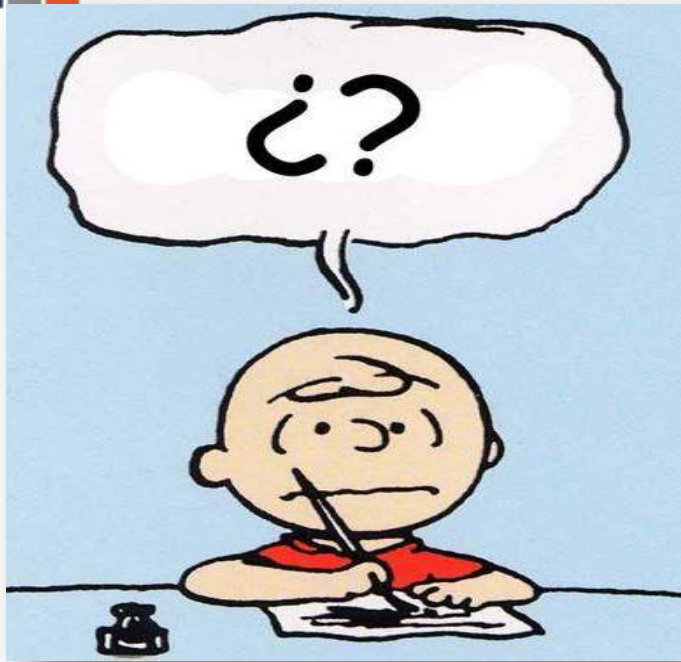
¿Qué pasa con esos alumnos que se acaban de incorporar al centro o que están repitiendo curso o que han suspendido el área de lengua inglesa y *science* de forma repetida a lo largo de los últimos cursos?

¿Quiénes llevamos a cabo este programa?









**EXPRESIÓN ORAL**

**COMPRENSIÓN ORAL**

**EXPRESIÓN ESCRITA**

**COMPRENSIÓN ESCRITA**



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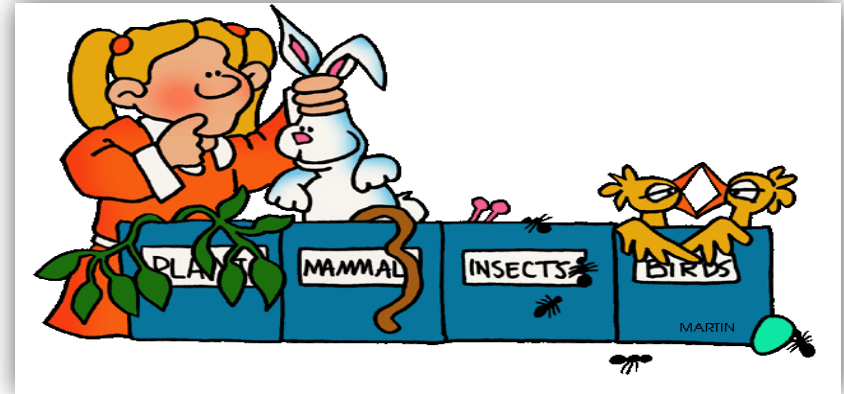


# Natural science

Los **hábitos de estudio** que se trabajarán son los siguientes:

- Seleccionar y subrayar la información importante,
- Responder preguntas sencillas y realizar pequeños resúmenes sobre cada unidad,
- Entender y saber explicar los temas trabajados en clase,
- En los exámenes escritos y en las pruebas orales, los alumnos deberán ser capaces de redactar por escrito y/o explicar oralmente los contenidos estudiados.
- Se hará un examen escrito cada unidad y varios exámenes orales.

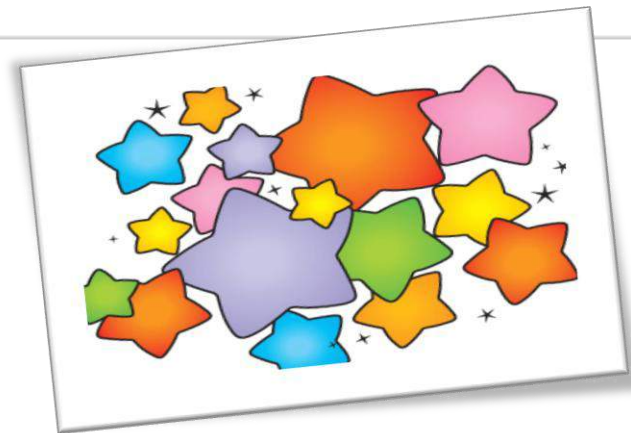




El alumno se llevará todos los viernes a casa el libro de texto de science, con el fin de poder leer, repasar y estudiar lo trabajado en clase. Les agradecería que ayudaran a sus hijos a crear hábitos de estudio de forma regular, preguntándoles por lo que vamos trabajando en clase.



# Arts and crafts



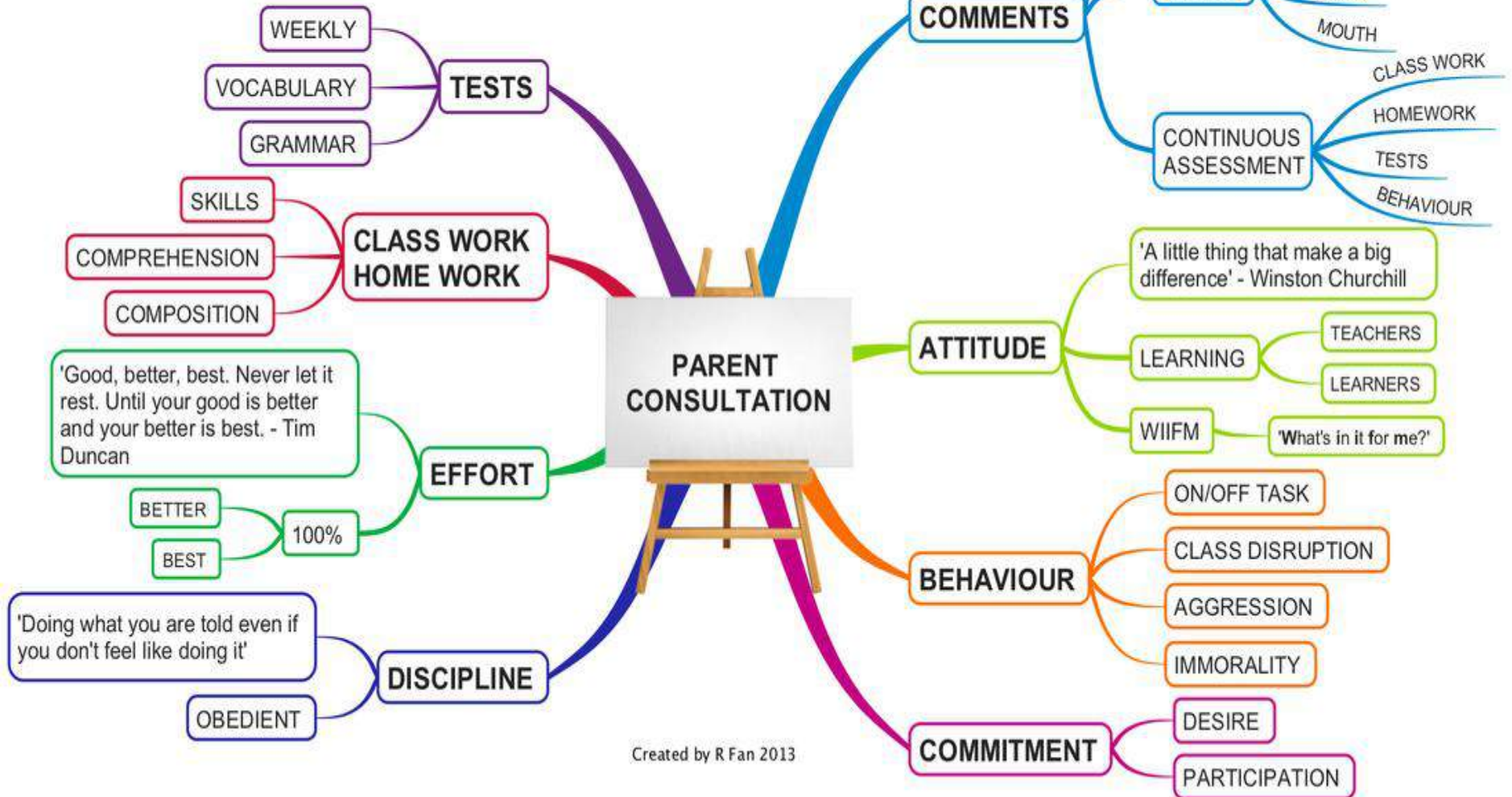
Se dedicarán una sesión semanal a la plástica en lengua inglesa. Se seguirán reforzando contenidos de science, utilizando diversas técnicas artísticas: collage, moldeado, témperas, ceras, dibujo libre...

Los materiales que vayan haciendo falta se irán pidiendo a los alumnos a través de sus agendas (rollos de papel higiénico, pajitas, cajas de cartón, plastilina...).

# PARENT TEACHER CONFERENCE



# PARENT TEACHER CONFERENCE







# HOW CAN THEY HELP?

Check  
homework  
daily

Watch TV in  
English

Listen to them  
speak in  
English

Make the most  
of the blog

Listen to  
English  
songs/podcasts

Make them  
read in English

# WHAT DO MARKS MEAN?

- Frequency of behavior, seldom
- Requires considerable support when demonstrating understanding
- Demonstrates limited understanding of content taught
- Makes frequent errors when demonstrating concepts or processes taught



Seed planted in soil

- Frequency of behavior, some of the time
- Requires moderate support when demonstrating understanding
- Demonstrates a partial understanding of content taught
- Makes some errors or omissions when demonstrating concepts or processes taught



Seed sprouting

- Frequency of behavior, most of the time
- Requires limited support when demonstrating understanding
- Demonstrates a general understanding of content taught
- Makes few errors or omissions when demonstrating concepts or processes taught



Stem growing leaves

- Frequency of behavior, nearly all the time
- Requires no support when demonstrating understanding
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes taught



Fully grown flower

- Frecuencia de la conducta, rara vez
- Requiere apoyo considerable cuando demuestra comprensión
- Demuestra comprensión limitada del contenido enseñado
- Comete errores frecuentes cuando demuestra conceptos o procesos enseñados.



Semilla sembrada en la tierra.

- Frecuencia de la conducta, algunas veces
- Requiere apoyo moderado cuando demuestra comprensión
- Demuestra comprensión parcial del contenido enseñado.
- Comete algunos errores o hace algunas omisiones cuando demuestra conceptos o procesos enseñados



Semilla que está brotando

- Frecuencia de la conducta, la mayor parte del tiempo
- Requiere apoyo limitado cuando demuestra comprensión
- Demuestra comprensión general del contenido enseñado
- Comete pocos errores o hace pocas omisiones cuando demuestra conceptos o procesos enseñados



Tallo que le están brotando hojas

- Frecuencia de la conducta, casi todo el tiempo
- No requiere ningún apoyo cuando demuestra comprensión
- Demuestra comprensión sólida del contenido enseñado
- No comete errores considerables ni hace omisiones considerables cuando demuestra conceptos o procesos enseñados.



Flor completamente desarrollada

# SPREADING MOTIVATION



## 3. ICT RESOURCES TO KEEP IN TOUCH WITH FAMILIES



<http://luciaabalos.blogspot.com.es/>







<https://www.classdojo.com>



# WHOLE CLASS REWARDS

ClassDojo Year 5 Miss Abalos

Your classes Classroom Class Story Messages Settings

Students Groups View reports

Student	Score
Whole Class	247
ALBA	10
ALEJANDRA	9
ALEX M.	5
ALEX Z.	2
ALVARO	6
ANTONIO	-22
AURORA	23
CRISTINA	12
DANIEL	10
DAVID	7
DAVINIA	8
DIANA	15
DIEGO	5
EMILY	10
GUSTAVO	7
ISABEL	27
KRISTINA	1
LAURA	12
LEO	18
LUIS	5
MALENA	15
MARCOS	27
MARIA	13
MARIO	3
RAMSES	2
TATIANA	7
VIORICA	10

Attendance Award multiple Random Timer Big Ideas

# GROUP REWARDS

The screenshot displays the ClassDojo interface for a Year 5 classroom. At the top, the ClassDojo logo is on the left, and the user's name 'Miss Abalos' is on the right. The main navigation bar includes 'Your classes', 'Classroom' (selected), 'Class Story', 'Messages', and 'Settings'. Below this, there are tabs for 'Students' and 'Groups', with 'Groups' being the active tab. A 'View reports' button is also visible. The main content area shows five group reward cards, each with a team of colorful cartoon characters and a score in a circle: AUSTRALIA TEAM (-1), CANADA TEAM (0), ENGLAND TEAM (0), IRELAND TEAM (0), and USA TEAM (0).

Team	Score
AUSTRALIA TEAM	-1
CANADA TEAM	0
ENGLAND TEAM	0
IRELAND TEAM	0
USA TEAM	0

















### Give feedback to HUGO



Positive

Needs work











 Best reader 1	 Best writer 1	 Effort 1	 Extra homework 1
 Good handwriting 1	 Helping others 1	 On task 1	 Participating 1
 Teamwork 1	 Working hard 1	 good manners 1	 great behaviour 5
 investigation 1	 oral presentation 2		

### Give feedback to HUGO



Positive

Needs work

 Bothering people -1	 Break time problem -1	 Disrespect -1	 Fight -5
 No homework -1	 Off task -1	 Swearing -1	 Talking out of turn -1
 Unprepared -1	 behaviour warning -5		

# INDIVIDUAL REWARDS





# Class Rewards

Thumbs up for good behaviour!



**300 points**

**PLAY A GAME**



**350 points**

**TEACHER STORYTELLING**



**400 points**

**LISTEN TO MUSIC AND DANCE**




**450 points**

**10 MINUTES FREE TIME**



**500 points**

**EXTRA BREAK TIME**



**550 points**

**NO HOMEWORK PASS**



**600 points**

**WATCH A FILM**



**650 points**

**PIJAMA PARTY**



**10 points**

**GET A STICKER**

**15 points**

**GET A SWEET**




**20 points**

**RELAX IN THE CHILL OUT CORNER**



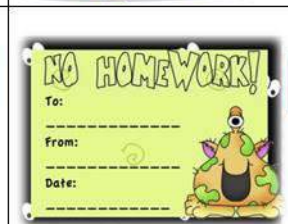
**25 points**

**READ A BOOK**



**30 points**

**READ TO ANOTHER CLASS**



**35 points**

**NO HOMEWORK PASS**



**40 points**

**SIT AT THE TEACHER'S DESK**



**45 points**

**GET A CERTIFICATE**

# MESSAGES WITH FAMILIES

**ClassDojo** Year 6 Miss Abalos

← Your classes Classroom Class Story **Messages** Settings

**Messages** All Parents

**All parents**  
32 parents connected

VICENTE's Parent  
Muchas gracias!!! Me lo ha...

RODRIGO's Parent  
Gracias por avisar

KEVIN's Parent  
Buenos días, puede ser pe...

HELENA's Parent  
OK!

XIMENA's Parent  
Yes, tomorrow we are goin...

NACHO's Parent  
Sabe perfectamente que n...

Hoy hemos solicitado a vuestros hijos que traigan lo antes posible 20€ para cubrir los pagos de las siguientes actividades:

- taller de flamenco que haremos la semana que viene (semana cultural),
- excursión al Caixa forum para hacer un taller de teatro llamado "actuar sin parar",
- orla con fotografías para la graduación de 6º.

Fecha tope de entrega: lunes 14 de marzo.

Gracias de antemano.

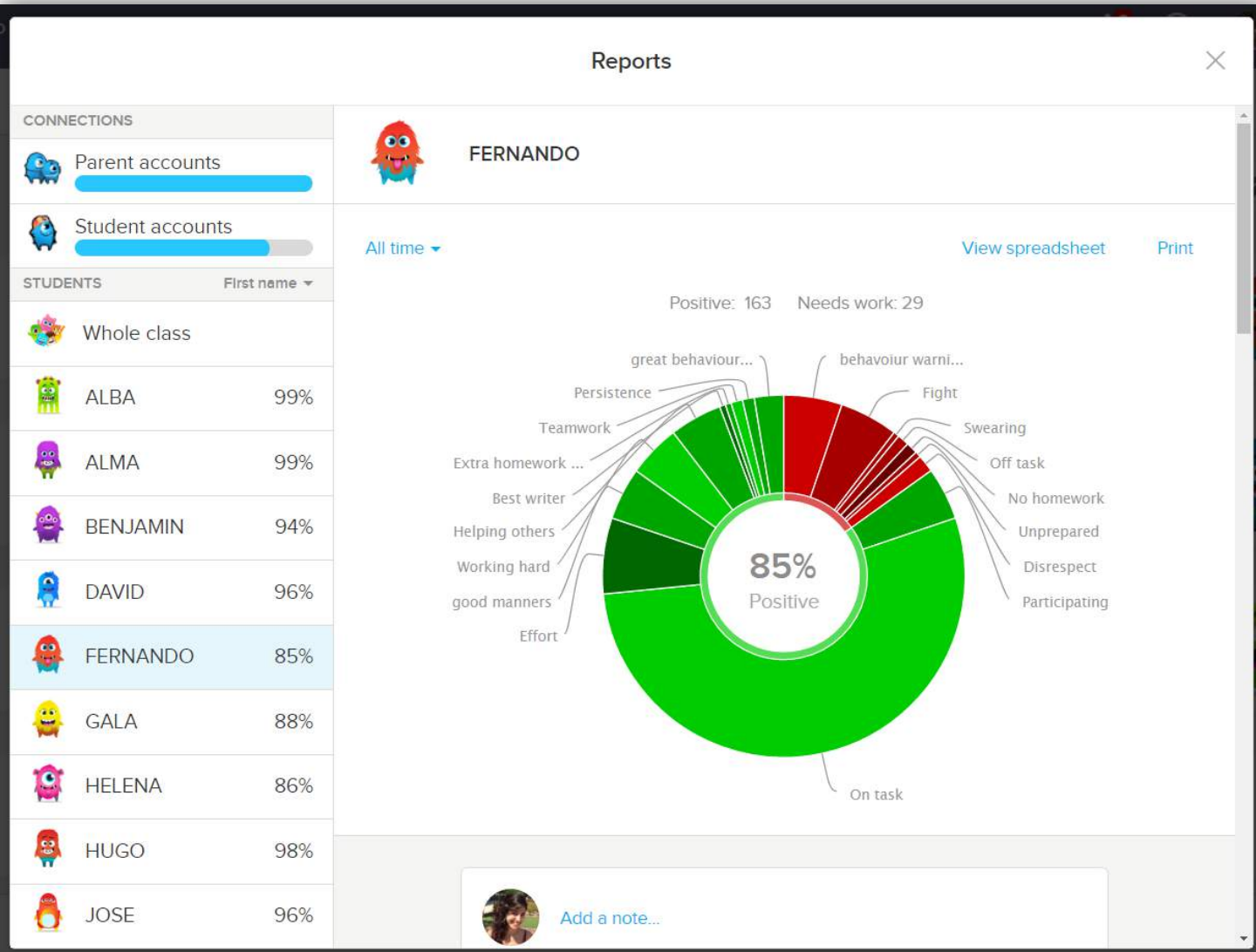
Un saludo,

Lucía Ábalos

Seen by 25 parents

Send

# STUDENTS REPORTS



Add a note...



# COLLEAGUES





# SPREADING MOTIVATION



## 4. BUILD A COMFORTABLE MEETING ATMOSPHERE



# How can we build a relaxing atmosphere?





# SPREADING MOTIVATION

## 5. REFLECTIVE PRACTICE WITH CRITICAL FRIENDS





***CRITICAL  
REFLECTIVE  
PRACTICE:  
EXPANDING  
PERSPECTIVES  
AS EDUCATORS  
AND  
RESEARCHERS***







# Who should Reflect?

**CRITICAL REFLECTION IS FOR ALL EDUCATORS.**

**Because we are *thinking about* our teaching, it does not mean that we are actually engaging in critical levels of reflection about our practice.**

**We can be a veteran educator in any field and at any level and benefit from expanding our lenses and critical reflective capacity.**



# Why reflect?

- Reflective teachers are more open to **innovation** and build more **favorable relationships** with colleagues and students (Bolin, 1988; Munby & Russell, 1989)
- **More heightened connections** between theory and practice (Cruickshank, 1985)
- **Effective teaching** has shown to correlate with levels of reflective dispositions (Giovannelli, 2003)

Taggart, G. (2005). *Promoting reflective thinking in teachers: 50 action strategies*. Thousand Oaks, CA: Corwin Press.

# SPREADING MOTIVATION



## 6. EXTERNAL ASSESSMENT PREPARATION



**Explain  
information**

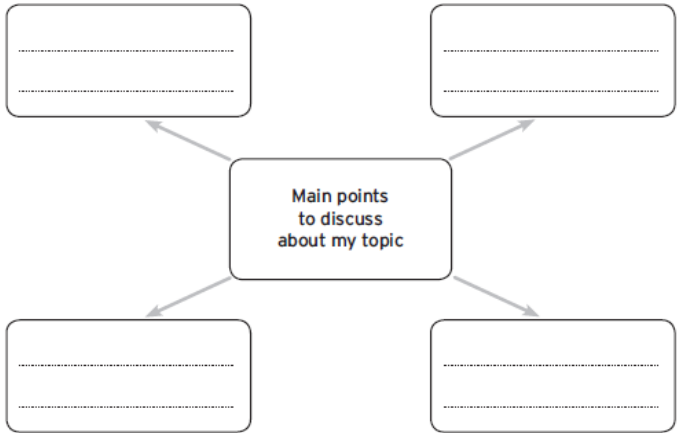
**Create resources**

**Help understand**



**Graded Examinations in Spoken English  
Elementary Topic form – Grade 4**

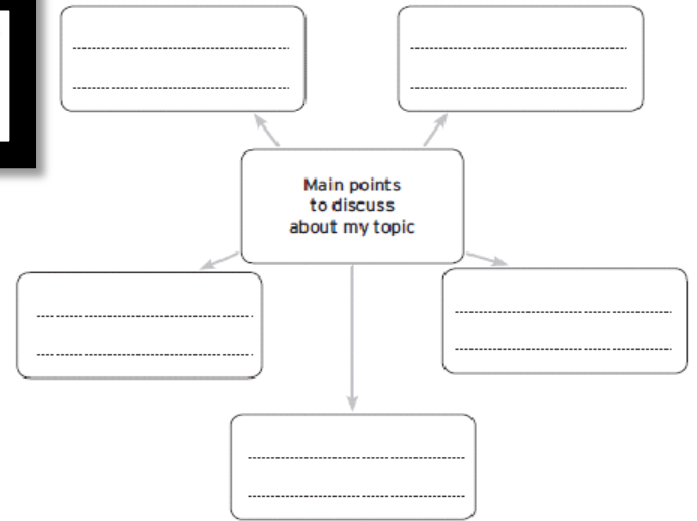
Candidate name: .....  
Grade 4 Registration no: .....  
Centre: ..... Session: .....  
Centre no: ..... Examination date: .....  
Title of topic: .....



The information on this form must be presented to the examiner during the examination.

**Graded Examinations in Spoken English  
Elementary Topic form – Grade 5**

Candidate name: .....  
Grade 5 Registration no: .....  
Centre: ..... Session: .....  
Centre no: ..... Examination date: .....  
Title of topic: .....



The information on this form must be presented to the examiner during the examination.

**Speaking and listening comprehension**





**COSTUMES**



**SILLY HATS**



**PARADES**



**MARCHING BANDS**



**ROLLER COASTER**



**THEME PARK**



**FIREWORK DISPLAYS**



**LIVE BANDS**



**CANDY FLOSS**



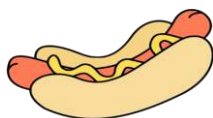
**SWEETS**



**POPCORN**



**WHEEL**



**HOT DOG**



**BURGER**



**BAGUETTES**



**FOOD AND GAMES STALLS**



**SOFT DRINKS**



**HAVE FUN**



**HAVE A GOOD TIME**



**CAROUSEL**



**FORGET ABOUT YOUR**



**CELEBRATE**



**RIDES**



**BUMPER CARS**



**BREAKFAST**



**LUNCH**



**SNACK**



**DINNER**



**HEALTHY FOOD**



**VEGETABLES**



**I AM HUNGRY**



**I AM THIRSTY**



**SET THE**



**CLEAR THE TABLE**



**CAN I HAVE ... PLEASE?**



**WASH THE DISHES**



**SWEETS**



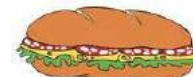
**SALAD**



**JUICE**



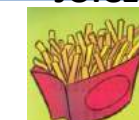
**MILKSHAKE**



**PANINI**



**ICE CREAM**



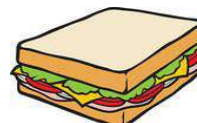
**CHIPS**



**CHOCOLATE CAKE**



**PEAR**



**CHEESE AND HAM SANDWICH**



**BALANCED DIET**



**FAST FOOD**



PRESENT PERFECT  
SIMPLE  
(for, since)  
**BECAUSE**

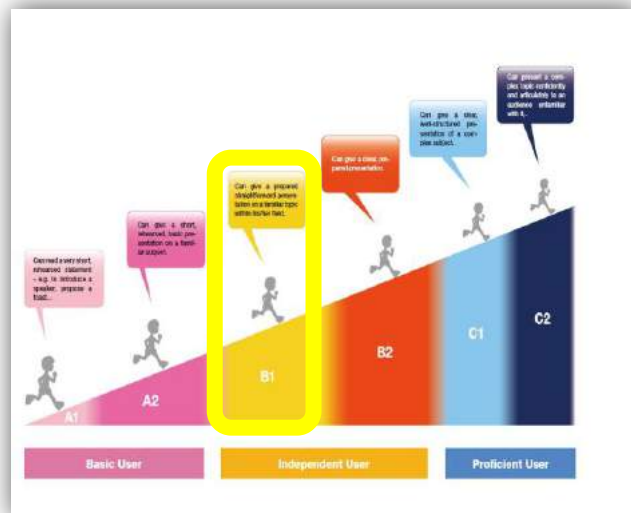
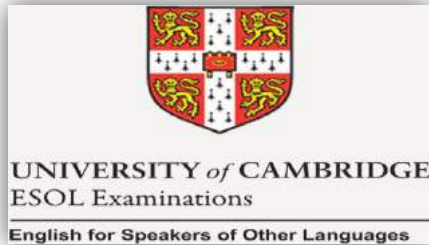
PRESENT PERFECT  
SIMPLE (ever, never,  
just)  
**BECAUSE**

**TITLE**

PREFERENCES  
(I'd rather, I  
prefer...)  
**BECAUSE**

QUANTITY  
ADJECTIVES  
AND ADVERBS  
(a lot, not very  
much, many...)  
**BECAUSE**

WILL  
(INFORMING  
AND  
PREDICTING  
IN THE  
FUTURE)  
**BECAUSE**



Reading, writing, speaking and listening



# BILINGUAL SECONDARY SCHOOLS

- PET & KET** certificate: bilingual section (mark higher than 70%: PET, B1 or KET, A2).
- PET**: mark between 70-45%, level A2 (bilingual section).
- PET**: mark 44% or below: bilingual programmes.
- KET**: mark between 70-45%, level A1 (bilingual programmes).

# BILINGUAL SECONDARY SCHOOLS

## Bilingual program

- 1 hour of English everyday
- Some subjects can be taught in English
- Flexible groups according to the students' levels
- Field trips in English



## Bilingual section

- 1 hour of English everyday
- In the 1st year of secondary school social science, geography, history and natural science will be taught in English.
- All the subjects can be in English except for: *Matemáticas, Lengua Castellana y Literatura*, and second language.





## INFORMATION AND SAMPLE PAPERS

PET: <http://www.cambridgeenglish.org/exams-and-qualifications/preliminary-for-schools/how-to-prepare/>

KET: <http://www.cambridgeenglish.org/exams-and-qualifications/key-for-schools/how-to-prepare/>

## HANDBOOK

PET: [https://www.teachers.cambridgeesol.org/ts/digitalAssets/117582 Preliminary for Schools Handbook.pdf](https://www.teachers.cambridgeesol.org/ts/digitalAssets/117582_Preliminary_for_Schools_Handbook.pdf)

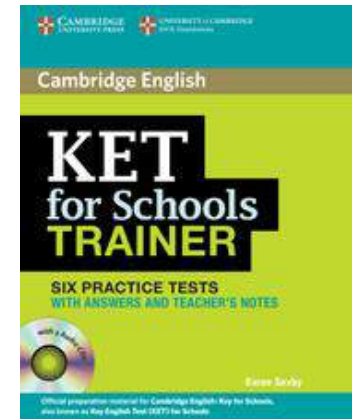
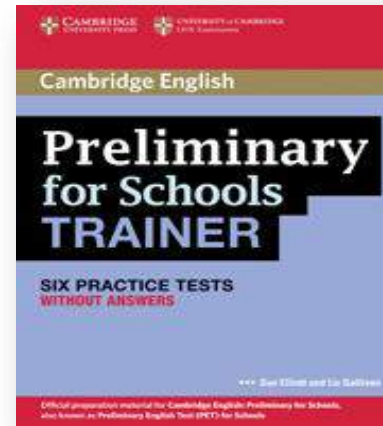
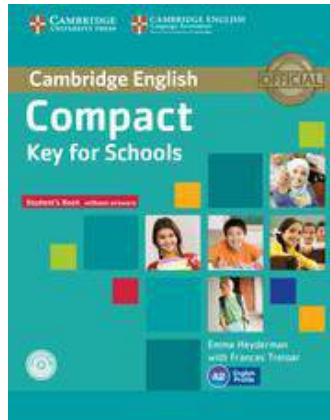
KET: [https://www.teachers.cambridgeesol.org/ts/digitalAssets/117394 Cambridge English Key KET for Schools Handbook.pdf](https://www.teachers.cambridgeesol.org/ts/digitalAssets/117394_Cambridge_English_Key_KET_for_Schools_Handbook.pdf)

## VOCABULARY LIST

PET: <http://www.cambridgeenglish.org/images/84669-vocabulary-list.pdf>

KET: <http://www.cambridgeenglish.org/images/22105-ket-vocabulary-list.pdf>

# External examinations PET & KET Cambridge



**1 practice test every  
month**



## PRESENTATION FOR FAMILIES

<http://luciaabalos.blogspot.com.es/2015/09/paso-primaria-secundaria-bilingue.html?q=ket+pet>

## PRESENTATION FOR STUDENTS

<http://luciaabalos.blogspot.com.es/2014/02/homework-1822014.html?q=ket+pet>

## LISTENING PRACTICE TESTS

<http://luciaabalos.blogspot.com.es/2014/03/listening-training-for-pet-and-ket.html?q=ket+pet>

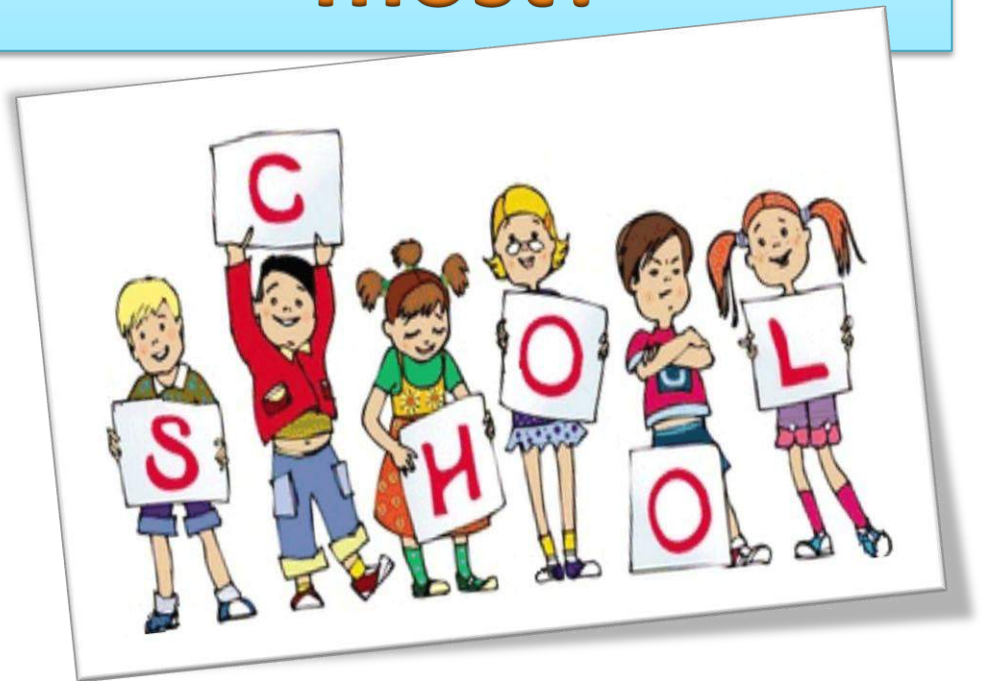


# STUDENTS

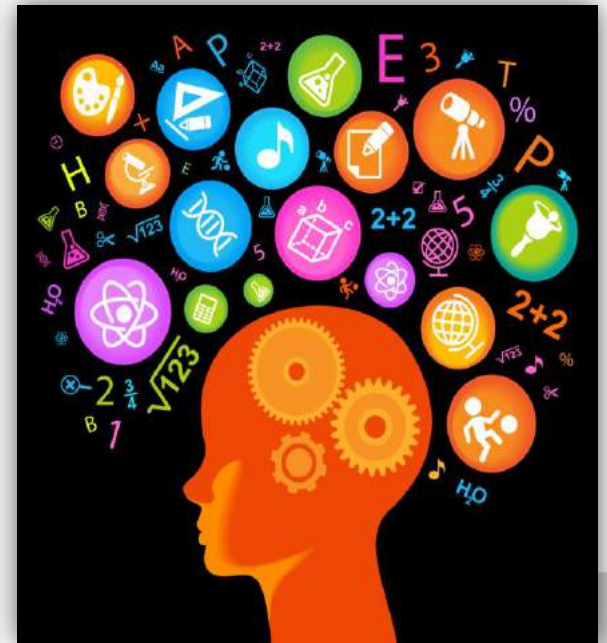




**What problems do  
you deal with the  
most?**



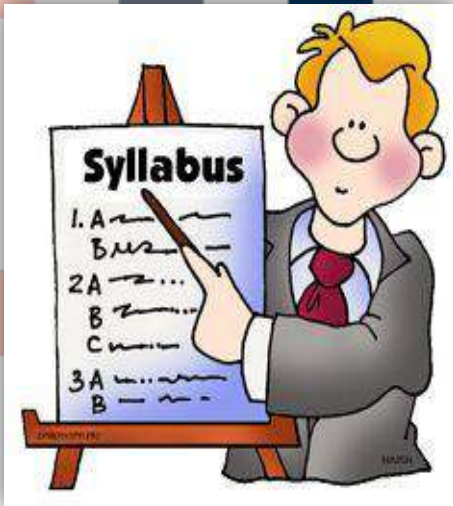




*"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"*



# DYNAMIC & INTERACTIVE LESSONS



# SPREADING MOTIVATION



**COMMUNICATI  
ON AS A GOAL**

# CLASSROOM ARRANGEMENT

The ideal classroom should be large enough to accommodate:

- All the student's desks
- Extra space for activities such as assemblies, role plays, TPR games, dancing...
- Reading corner
- Code of conduct and classroom displays
- Daily routines (calendar, weather, register...)

**Rows**

**U shape**

**Pairs**

**Groups**

# GROUPING TECHNIQUES



- **Whole class**

- **Pair or group work**

- **Individual work**



# How to organise group work

Group  
leaders

**Make sure  
the  
activity is  
done  
properly**

Reporters

**Tell the rest  
of the class**

Recorders

**Write  
everything  
down**

Checkers

**Check  
everybody  
is joining in**

# SPREADING MOTIVATION



**CREATIVE  
RESOURCES**



# VISUAL

Flashcards

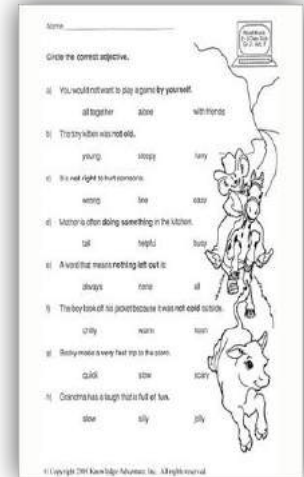
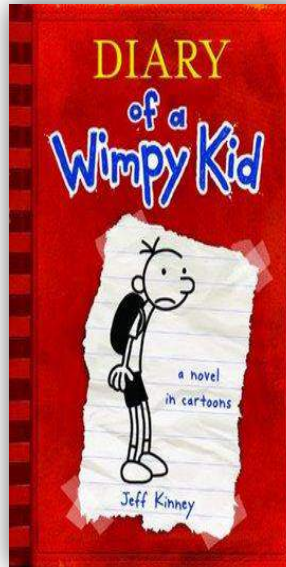
Posters

Friezes

Displays



# WRITTEN



## The Traits of Writing

### Word Choice

Use precise language.  
Choose specific nouns and active verbs.

### Ideas

Choose an interesting topic.  
Focus on what matters to you.

### Sentence Fluency

Make your writing smooth and easy to read.

### Organization

Include a bold beginning, a mighty middle,  
and an excellent ending.

### Conventions

Check spelling, capitalization, punctuation, and grammar.

### Voice

Make your writing sound like you.  
Show that you care about the topic.

### Presentation

Make the overall appearance of your writing pleasing to the eye.





















# <http://luciaabalos.weebly.com/spreading-motivation.html>

## The 6 Traits of Writing: Text Exemplars for Grades 3-5

<p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>- How to Write Your Life Story By Ralph Fletcher</li> <li>- Writing Magic By Gail Carson Levine</li> <li>- You Have to Write By Janet S. Wong, illustrated by Teresa Flavin</li> </ul>	<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>- The B.F.G. By Roald Dahl</li> <li>- A Series of Unfortunate Events By Lemony Snicket</li> <li>- The Phantom Tollbooth By Norton Juster</li> </ul>
<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>- The Five Lives of Our Cat Zook By Joanne Rocklin</li> <li>- The Elephant Scientist By Caitlin O'Connell and Donna M. Jackson</li> <li>- 11 Birthdays By Wendy Mass</li> </ul>	<p><b>Sentence Fluency</b></p> <ul style="list-style-type: none"> <li>- Love That Dog By Sharon Creech</li> <li>- The Music of Dolphins By Karen Hesse</li> <li>- On My Honor By Marion Dane Bauer</li> </ul>
<p><b>Voice</b></p> <ul style="list-style-type: none"> <li>- Joey Pigza Swallowed the Key By Jack Gantos</li> <li>- Amelia's Notebook By Marissa Moss</li> <li>- Because of Winn Dixie By Kate DiCamillo</li> </ul>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>- It Figures!: Fun Figures of Speech By Marvin Teban, illustrated by Giulio Maestro</li> <li>- The Girl's Like Spaghetti By Lynne Truss, illustrated by Bonnie Timmons</li> <li>- A Poke in the I Edited by Paul Janeczko, illustrated by Chris Raschka</li> </ul>

	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
	The Napping House		Go Away, Big Green Monster



# AUDITORY

**THE TEACHER'S OWN VOICE IS THE MOST POWERFUL AUDITORY AID IN THE CLASSROOM.**

How to speak:

- Expressive language (vary the tone and the speed)
- Gestures and body language
- Simple constructions at the beginning
- Move mouth and lips clearly for them to imitate
- Pauses, repetitions, rephrasing
- Surprise them!
- Praise and encouragement

# COURSE BOOK



**Textbooks are a resource for teachers, but they shouldn't be the only one.**

# STUDENTS-PRODUCED







# OUR STUDENTS NEED TO HEAR HOW GOOD THEY ARE...



HOW DO I  
TELL THEM?



# Praise and encouragement (lots of ways to say good!)

DEPENDABLE

EMPOWERED

COMMITTED

FANTASTIC

KNOWLEDGEABLE

DAZZLING

STUDIOUS

AMBITIOUS

KINDHEARTED

ASTONISHING

ELECTRIC

SWEET FUN

COOL

CLEVER

GRAND

FINE

NEIGHBOURLY

TALENTED

FABULOUS

CARING

DRIVEN

RELIABLE

UPBEAT

LIVELY

BRILLIANT

INCREDIBLE

SENSATIONAL

SHARP

AWESOME

ACE

SUCCESSFUL

WONDERFUL

AMAZING

MARVELLOUS

SUPER

SUPERB

MAGNIFICENT

LOVELY

STUPENDOUS

OUTSTANDING

EXCELLENT

MUCH BETTER

KEEP UP THE GOOD

WORK

GOOD FOR YOU

I KNEW YOU COULD

YOU ARE WORKING

REALLY HARD

YOU'VE GOT IT

YOU'VE IMPROVED

THAT'S BETTER

THAN EVER

KEEP AT IT-IT'S

COMING ON

BEAUTIFULLY DONE

WAY TO GO

WAY TO DO IT

I DO LIKE THAT

TREMENDOUS

WELL, LOOK AT

YOU

THAT WAS FIRST

CLASS

YOU'VE GOT IT

YOU'VE CRACKED IT

WOW

GOOD

GREAT

SPLENDID

MESMERIZING

BREATH-TAKING

SMASHING

UNBELIEVABLE

TERRIFIC

INSPIRING

SUBLIME

TREMENDOUS

SPECTACULAR

FASCINATING

CHARMING

ENGAGING

REMARKABLE

SMART

LUMINOUS

INTELLIGENT

GRUESOME

GREAT JOB

NICE GOING

CONGRATULATIONS

NICE / GOOD

GOING

COMING ALONG

NICELY

KEEP IT UP

WELL DONE



# REFLECTIONS AND “AHA” MOMENTS





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

