

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education
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Field of Knowledge:	Arts and Humanities
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Faculty/School:	Education and Humanities
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Course:	ORGANIZATION AND FEATURES OF SPANISH BILINGUAL SCHOOLS
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Type:	Compulsory	ECTS credits:	4
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Year:	1	Code:	8363
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Teaching period:	First semester
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Area:	Bilingual Schools
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Module:	Foundations of Bilingualism and Bilingual Education
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Teaching type:	Distance
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Language:	English
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Total number of student study hours:	100
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Teaching staff	E-mail
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## SUBJECT DESCRIPTION

In the subject "Organisation and features of Spanish bilingual schools" we will analyse the general organisation of bilingual schools in Spain, including both theoretical and practical aspects, so students can achieve an extensive knowledge about the current legislation as well as the reality they will face in a bilingual school. The most important reflection is to show students how to lead and teach in a bilingual programme school in a successful way, which therefore consists of dealing with foreign language assistants, how to be a bilingual coordinator, attending and planning bilingual meetings, arranging external assessment, dealing with families and colleagues...

## GOAL

To achieve a real knowledge, both theoretical and practical, about bilingual programmes in Spain.  
To be acquainted with the organisation, the functioning and the main characteristics of bilingual schools, such as foreign language assistants, how to be a bilingual coordinator, attending and planning bilingual meetings, arranging external assessment, dealing with families and colleagues...

## COURSE SYLLABUS

### UNIT 1

- Organization and administration of bilingual schools.
- Bilingual team meetings.
- Bilingual coordinator functions.

### UNIT 2

- Foreign language assistants.
- Functions, timetables and main linguistic contributions.

### UNIT 3

- Bilingual atmosphere.
- How to help families understand the bilingual programme.
- Reflective practice in bilingual classrooms.

### UNIT 4

- Special educational needs students and varied abilities.
- Differentiated instruction..

## EDUCATION ACTIVITIES

The learning methodology will be both theoretical and practical.

The starting point will be the theory introduced throughout the online lessons, when the students will be able to learn about the general organisation and the main features of Spanish bilingual schools.

Students will be asked to participate and interact in the multiple debates during the lessons, using both their professional experience and their acquisition of new knowledge.

Once the main objective of the lesson has been introduced, we will proceed to explain the proposed practical activities. Their main function is to activate their knowledge and put it into practice, so they can prove to themselves that they can understand properly.

During the lessons, any questions will be solved, whether they are related to the assignment or to the general functioning of the subject.

In a nutshell, the methodology will be very pragmatic and it will be based on the exchange of ideas and the cooperative learning of the students while participating in discussions.

### LESSON 1

1. Introduction of the subject. Assessment criteria and tasks to complete.
2. Lesson about the following topics:
  - Organization and administration of bilingual schools.
  - Bilingual team meetings.
  - Bilingual coordinator functions.
  - Organización y gestión de centros bilingües.
  - Reuniones de coordinación bilingüe.
  - Coordinador del programa bilingüe.
3. Practical proposals about how to lead a bilingual programme school.
4. Reflections and aha moments.

### LESSON 2

1. Lesson about the following topics:

- Foreign language assistants.
- Functions, timetables and main linguistic contributions.
- 2. Practical proposals about how to make the most of foreign language assistants.
- 3. Reflections and aha moments.

**LESSON 3**

- 1. Lesson about the following topics:  
Bilingual atmosphere.  
How to help families understand the bilingual programme.  
Reflective practice in bilingual classrooms.
- 2. Practical proposals about how to motivate families, colleagues and students.
- 3. Reflections and aha moments.

**LESSON 4**

- 1. Lesson about the following topics:  
Special educational needs students and varied abilities.  
Differentiated instruction.
- 2. Practical proposals about how to deal with varied abilities.
- 3. Reflections and aha moments.

**DISTRIBUTION OF WORK TIME**

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
6 hours	94 hours

**SKILLS**

**Basic Skills**

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

**General Skills**

To critically analyse CLIL methodology and the other different bilingual educational programmes, with special attention to those classified as "mainstream bilingual" Spanish-English.

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights

and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

### Specific skills

Analyse diachronically, the educational responses to social multilingualism as well as their social and legislative treatment received in different societies.

To critically revise the management and organisation of the English-Spanish bilingual centres in the different levels of obligatory education in Spain.

Analyse examples of effectiveness and failure in the implementation of the curriculum, selecting those features that must be observed for good teaching practice.

### LEARNING RESULTS

Analyse the functioning and the organisation of a bilingual school,

Be familiar with the functions of a bilingual coordinator and the main features in a bilingual school,

Distinguish the roles and the linguistic contributions of foreign language assistants,

Implement measures and ideas to improve the motivation towards bilingual schools,

Evaluate the differentiated instruction to deal with varies abilities.

### LEARNING APPRAISAL SYSTEM

#### PARTICIPATION (10%)

- Reflect and write your thoughts down in the available forum.

#### FINAL PROJECT (40%)

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. Create a presentation about a topic of a subject taught in English to help students who are struggling with the Bilingual Programme (create the PPT that you would use with those students): natural science, social science, technology, arts ad crafts...

#### FINAL TEST (50%)

- Online multiple choice test with questions about the four lessons.

In case the minimum grade to pass the subject (5/10) is not reached, students will have a second call to prove they have acquired the required knowledge and skills. The evaluation system will remain the same and the final exam as well as the activities of the subject will be retaken in the dates established by the Department.

### BIBLIOGRAPHY AND OTHER RESOURCES

## Basic

- Bearne, E. (1996), *Differentiation and Diversity in the Primary School*. Abingdon: Routledge
- Brewster, J., G. Ellis y D. Girard (1992). *The Primary English Teacher's guide*. Harmondsworth: Penguin.
- Cole, D., Hood, P. & Marsh, D. (2010). *Content and language integrated learning*. Cambridge, UK: Cambridge University Press.
- Hall, J. & Verplaetse, L. (Eds.) (2000). *Second and foreign language learning through classroom interaction*. Mahwah, NJ: Erlbaum.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Essex, England: Pearson Longman ELT.
- Harmer, J. (1983). *The Practice of English Language Teaching*. London: Longman.
- Krashen, S (1982) *Principles and Practice in Second Language Acquisition*. Oxford. Pergammon Press.
- Language Policy Unit (2001), *Common European Framework of Reference for Languages: learning, teaching and assessment*.
- Matterson, E. (1991). *This Little Puffin*. London: Puffin Books.
- Rodríguez Delgado, J. (2001). *La mente del niño*. Madrid: Aguilar
- Weston, P. Taylor, M. Lewis, G. Macdonald, A. (1998), *Learning from differentiation (A review of practice in secondary and primary school)*, the National Foundation for Educational Research.
- [http://www.qiat.org/docs/resourcebank/UDL\\_Placemat\\_BWelsford\\_V2.pdf](http://www.qiat.org/docs/resourcebank/UDL_Placemat_BWelsford_V2.pdf)
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- [http://www.bocm.es/bocm/Satellite?blobcol=urlordenpdf&blobheader=application/pdf&blobkey=id&blobtable=CM\\_Orden\\_BOCM&blobwhere=1142628228755&ssbinary=true](http://www.bocm.es/bocm/Satellite?blobcol=urlordenpdf&blobheader=application/pdf&blobkey=id&blobtable=CM_Orden_BOCM&blobwhere=1142628228755&ssbinary=true)
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