

Master's Dissertation/
Trabajo Fin de Máster

EFFECTIVE COORDINATION OF A CLIL PROGRAM IN PRIMARY EDUCATION IN THE REGION OF MURCIA

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July, 2020

ABSTRACT

The present Master's Dissertation is intended to provide useful information to the bilingual teams in primary education schools in the Region of Murcia. The collaboration and coordination of all stakeholders involved in bilingual education is paramount for the successful implementation of the programs, that is why the role of the bilingual coordinator is key. National and regional regulations describe the functions and roles of the bilingual coordinator, but the everyday activity in primary education requires that they become responsible for other tasks that quite often go beyond their job description, but still need to be done in order to coordinate the bilingual team, the management team and the families. The regional regulations of *Sistema de Enseñanza en Lenguas Extranjeras* (SELE) in the Region of Murcia recommend Content and Language Integrated Learning (CLIL) as the most satisfactory approach to teach non-linguistic subjects through a foreign language, and this approach requires a shift in the primary schools' philosophy. CLIL primary education coordinators in the Region of Murcia can find in the content of this dissertation the information they need in their daily activity, as well as effective tools to collaborate with the rest of the bilingual program stakeholders, in addition to coordinating the action plans that are more convenient in each specific academic context.

Key words: *Sistema de Enseñanza en Lenguas Extranjeras* (SELE), Region of Murcia, bilingual education, primary education, Content and Language Integrated Learning (CLIL), bilingual coordinator.

RESUMEN

El presente Trabajo de Fin de Máster pretende proporcionar información útil para los equipos bilingües de los colegios de Educación Primaria en la Región de Murcia. La colaboración y coordinación de todos los agentes que participan en los programas de educación bilingüe es esencial para asegurar el exitoso desarrollo de los programas, es por eso que la labor de los coordinadores bilingües es crucial. La normativa nacional y regional describe las funciones y roles del coordinador bilingüe, pero la actividad diaria de la Educación Primaria requiere que los coordinadores sean los responsables de otras labores que, a menudo, van más allá de sus funciones, pero que deben hacerse para coordinar al equipo bilingüe, al equipo directivo y a las familias. La normativa regional que regula el Sistema de Enseñanza en Lenguas Extranjeras (SELE) en la Región de Murcia recomienda *Content and Language Integrated Learning* (CLIL) como la metodología más satisfactoria para la enseñanza de asignaturas no lingüísticas a través

de una lengua extranjera, y esta metodología requiere una renovación en la filosofía de todo el entorno de la escuela primaria bilingüe. Los coordinadores de programas CLIL en Educación Primaria en la Región de Murcia pueden encontrar en el contenido de este trabajo de fin de máster la información que necesitan en su actividad diaria, y también herramientas eficaces para colaborar con el resto de agentes del programa bilingüe, además de coordinar los planes que sean más convenientes para cada contexto académico.

Palabras clave: Sistema de Enseñanza en Lenguas Extranjeras (SELE), Región de Murcia, educación bilingüe, Educación Primaria, *Content and Language Integrated Learning* (CLIL), coordinador bilingüe.

ACKNOWLEDGEMENTS

This Master's Degree has been a tremendous step forward professional and personally. After many years teaching English as a second language, Spanish as a second language, content subjects in English in CLIL programs and content subjects in Spanish in immersion programs, I felt I had to build a solid academic foundation to improve my teaching practice. I have been teaching in three different countries and in a variety of bilingual programs, and I think I am more aware of my role in the learning process of my bilingual students than I ever was before. Last year I became the bilingual coordinator in my school in the Region of Murcia, and I thought I needed to know more about my new role to do it properly. This master's degree has filled the academic lacunae I had in this field and it has also been a great methodological up-to-date training in addition to the huge improvement in my level of academic English. For all the above, I want to thank my professors and also my colleagues, who have been a valuable source of knowledge and support. Personally speaking, this master's degree has been a challenge that I was not sure I could do, but now I believe I can continue to overcome any big challenges I come across.

Last but not least, I want to thank Luis and Marina, my husband and daughter, for being so patient and supportive during the long hours of study and research that I have spent to complete this learning process.

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1.- INTRODUCTION

The efficacy and success of a Content and Language Integrated Learning (henceforth, CLIL) program depends on the collaboration and coordination of all the members of the educational community in a given school. It cannot be expected that students will successfully learn new contents using a foreign language if the adequate network is not supporting this learning process. The CLIL program cannot be effective if the teacher works in isolation with the students without a support network.

The decisions taken by the school management team “will be crucial for the organisation of the teaching and for the achievement of subsequent outputs” (Beatens Beardsmore 2009: 210). The organization and coordination of all stakeholders in the school setting allow the CLIL program to be implemented in an effective and successful way, especially in supporting the CLIL teachers. However, the success of CLIL needs extra support that may come from setting up a program of extra-curricular activities to foster the use of the foreign language in non-instructional settings (Pavón *et al.* 2014).

In a primary school setting, coordination is essential as the students need to have a consistent learning methodology and evaluation. Therefore, the coordinator becomes an important person for the school management team, the teachers, the language assistants and the students, while he/she coordinates and provides the necessary support network for the teachers and families.

This paper is meant to be a practical support to the implementation of CLIL in a primary school in the Region of Murcia within the framework of *Sistema de Enseñanzas en Lenguas Extranjeras* (henceforth, SELE). Thus, a study of the actual legal framework regarding bilingual programs in the region is the starting point followed by a particular study of the coordination and support network of the program implemented in primary schools in the region. The theoretical review of the literature on the coordination topic will also be necessary to conduct this academic paper. In addition to the legal and theoretical study of the actual situation and framework of the CLIL program in a primary school in the Region of Murcia, this paper intends to provide the teachers, the management team, the language assistants and the families with a repository of practical ideas to create the most effective and successful environment possible for our students that are learning the content through a foreign language.

Once the theoretical and legal framework has been reviewed, there is a practical application of all the consideration to bear in mind with a proposed handbook with the

guidelines to help a bilingual coordinator in the Region of Murcia carry out his/her roles in a satisfactory way. The handbook describes the action plan that a bilingual coordinator has to complete together with the bilingual and the management team.

All in all, this paper intends to give an answer to the question: How can the bilingual program coordinator in the Region of Murcia coordinate all the stakeholders in an effective way in order to implement SELE in primary education so it becomes a successful learning process in language and content acquisition?

2. LITERATURE REVIEW

2.1 Bilingual Education

The concept of bilingual education is complex due to the different definitions, approaches, abundant studies, variations and policies related to this term over the years. In this review, the focus will be placed on the different models of bilingual education, whose main common objective is fostering the acquisition of foreign languages. However, some bilingual education models may be subject to considerations that go beyond the strictly educational and linguistic objectives. The different approaches that can be used to implement bilingual education will lead us to the analysis of CLIL programs and its implementation in different contexts.

In addition to the previous general considerations, one of the basic aspects of bilingual education is that it is applied to any educational system that fosters the simultaneous learning of two languages, that is L1 -mother tongue- and L2 -first foreign language- (García,2009). Moreover, some educational systems are considered being bilingual if there are bilingual children among the students enrolled in their programs. Therefore, one initial definition of bilingual education would be a system that either addresses bilingual students, or whose main objective is the acquisition of two languages. Nevertheless, other authors consider many different scenarios where bilingual education is implemented, ranging from the use of multiple languages at home, to the multilingual environment of students, or to the academic program students are attending. All these diverse considerations, backgrounds, languages involved and contexts allow authors to distinguish up to two hundred and fifty types of bilingual education.

The most general definition of bilingual education, regarding the teaching-learning approach and the language of instruction, is the one provided by Genesee (2004: 584), that is, “bilingual education is defined as education that aims to promote bilingual (or multilingual)

competence by using both (or all) languages as media of instruction for significant portions of the academic curriculum”. Under the former consideration, programs such as ESL (English as a Second Language) or EFL (English as a Foreign Language) would be out of the bilingual education as the foreign language is not the means of instruction of the academic curriculum. Instead, programs that use only L1 as the language of instruction regardless the fact that some students may have a different mother tongue, being included in what could be called a submersion program (Ball, 2010).

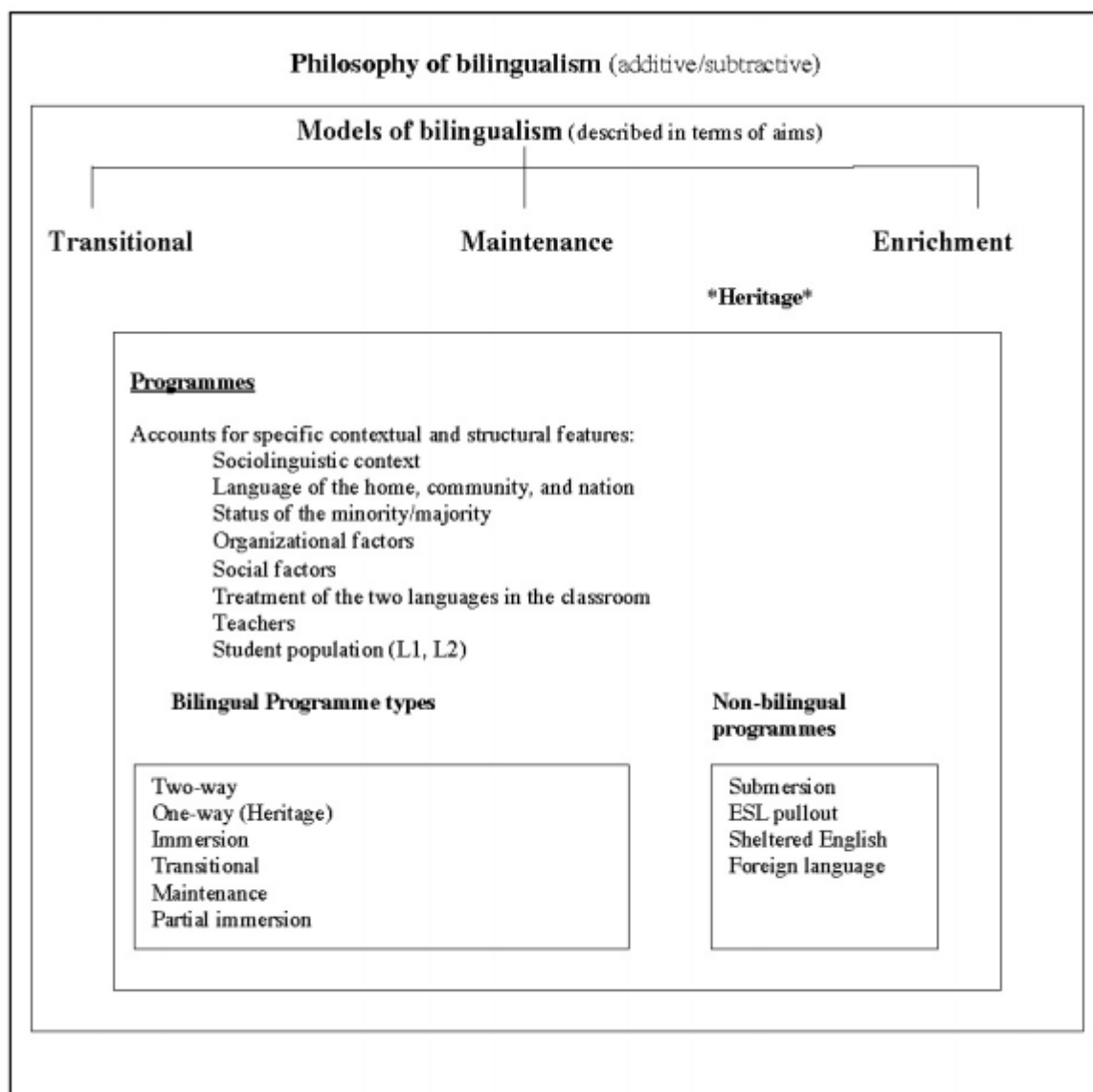


Chart 1. “Bilingual/Immersion Education: Indicators of Good Practice. Final Report to the Ministry of Education” by S. May, R. Hill & S. Tiakiwai, 2004, Wellington, New Zealand: Ministry of Education.

2.1.1 Purposes of Bilingual Education

Over the last 50 years, different trends, beliefs and studies on bilingual education and its objectives have been the focus of international debate. As a consequence, bilingual education models have become a discussion topic beyond the linguistic and academic issues. However, the focus of this section is the review of the purposes of bilingual education and according to Christian (1996), the three main objectives would be: the development of the bilingual competence, the academic success, and the fostering of positive intercultural attitudes. Thus, most of the bilingual programs aim for appreciation of linguistic and cultural diversity. In addition to the aforementioned general objectives, Genesee (2004: 4) adds other specific purposes linked to context and languages involved.

- To promote national policies of bilingualism (e.g., French immersion in Canada)
- To promote national languages in countries with one official language but there are students who speak a variety of other languages (e.g., Estonian immersion for Russian-speaking students in Estonia)
- To promote proficiency in important regional and/or world languages (e.g., English immersion in Japan)
- To promote proficiency in heritage languages (e.g., Hungarian immersion in Slovakia)
- To promote indigenous languages that are at-risk (e.g., Mohawk immersion in Canada)
- To promote foreign language learning for educational enrichment (e.g., French immersion in the U.S.).

The last purpose formulated by Genesee is the one that applies best to the education context of the Region of Murcia because it tries to promote the learning of a foreign language as a way of educational enrichment.

2.2 CLIL approach overview

The approach called CLIL (Content and Language Integrated Learning) starts in the 1990s as an innovative way of learning foreign languages in Europe. Since the beginning, CLIL started being implemented in many countries, including Spain. In all the countries where it has been implemented, the main goal of CLIL programs has always been learning non-linguistic content through the use and acquisition of a foreign language. Thus, this pedagogical approach

double focus is learning a foreign language integrated in the process of learning contents from a non-linguistic subject (Georgiou, 2012).

Research in the CLIL implementation field has been numerous, and it has shown that it is applicable and adaptable to any context, regardless of the country, local language/s or educational stage, as stated by Dalton-Puffer (2011: 183): “CLIL can be described as an educational approach where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level”. The European Union has been fostering that all European citizens should be competent in, at least, two foreign languages, that is why the Union has stood up for the benefits of implementing CLIL programs:

Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union’s language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings. The introduction of CLIL approaches into an institution can be facilitated by the presence of trained teachers who are native speakers of the vehicular language. (European Commission, 2003: 8)

Therefore, the initiative launched by the European Union L1+2 (mother tongue and two foreign European languages) fosters the implementation of CLIL as the best approach to achieve that goal. However, CLIL implies an enormous effort on the part of teachers, school management teams and education authorities due to the new regulations required, regarding the curriculum, organization of the programs, and human and material resources. CLIL meant a pedagogic innovation because the learner does not see the L2 as an end, but as a mean: “What CLIL can offer to youngsters of any age, is a natural situation for language development which builds on other forms of learning” (Marsh & Langé, 2000: 3). Students may learn the content of non-linguistic subjects in L2, according to Georgiou & Pavlou (2010: 14): “One of the essential features of CLIL involves the principle of being based on an integrated approach where language learning is included in content classes such as science, history or geography”. Moreover, students may be immersed in an academic setting where there is an integrated

curriculum in place, which includes content from one or more non-linguistic subjects, that is, student-centered methodologies such as project-based learning, as stated by Coyle, Holmes & King (2009: 6): “Primary CLIL can link with one or more subjects of the curriculum and can often take the form of a theme or project, for example, healthy eating, light, forces, celebrations and festivals”. One of CLIL’s main characteristics is its flexibility when it comes to implementation, so there is a large number of multilingual programs developed within the frame of the CLIL approach, that is why Mehisto, Marsh & Frigols (2008) call it, an “umbrella term”.

Considering all the above mentioned, CLIL was a shift point in the philosophy of foreign language learning and the education system in countries and regions where it is being implemented. In the Region of Murcia, the CLIL program benefits students in primary and secondary education within different modalities chosen by the schools. The teaching practice shift has to take into account a content-driven approach, the 4 Cs by Coyle, -communication, content, cognition, culture- (Coyle, 1999) and the fusion of methodological principles from non-linguistic and foreign language teaching.

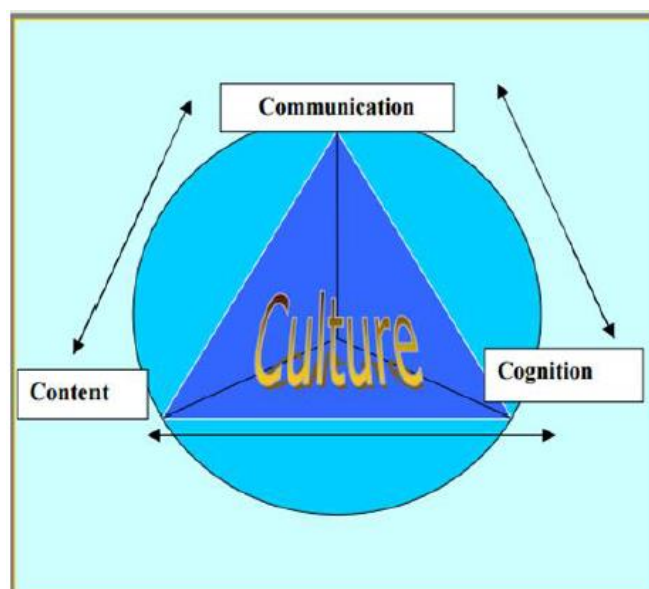


Figure 1. Learning based on 4 Cs. Adapted from *Theory and planning for effective classrooms: Supporting students in content and language integrated learning contexts* by D. Coyle, 1999, cited in J. Masih (Ed.), *Learning Through a Foreign Language: Models, Methods and Outcomes* (pp. 46-62). London: CILT Publications.

2.3 Coordination and organization of bilingual programs.

The Council of Europe fosters policies that promote learning of foreign languages as a way of developing citizens with skills to successfully perform in a plural society. In response to this European demand, the Education Council in the Region of Murcia started implementing

a program to introduce bilingual schools in the region in 2009, regulated by *Orden de 25 de mayo del 2009*. In order to develop multilingualism in the young generations in the Region of Murcia, a shift in the methodological approach happened to teach through language instead of teaching the language (Coyle *et al.*, 2010), which made it necessary to have an effective coordination of all the elements and stakeholders involved in the program.



Figure 2. The language triptych. Adapted from “CLIL. *Content and language integrated learning*” by D. Coyle, P. Hood & D. Marsh, 2010, Cambridge: Cambridge University Press.

The role of the coordinator becomes essential to coordinate the teachers that will implement a curriculum that needs to create connections between content and language, and between previous and new knowledge. Therefore, a thorough and effective coordination planning will contribute to the success of the program. Furthermore, the implementation of bilingual programs carries a change in the school management team, as they need to be coordinated with all the stakeholders involved in the program. Consequently, this coordination process at school level brings an increase in the number of meetings, in order to share information, organize, plan projects, evaluate and train together (Laorden y Peñafiel, 2010). In this setting, the teachers that show interest in coordinating the bilingual programs have a great interest in changing the policies, beliefs and even feelings of the whole school community so the teaching collaboration and the team work have a positive effect on the students’ learning process. Thus, to accomplish this task, the management teams should allow the coordinator and the program teachers to have some hours dedicated to collaborate and coordinate with each other. Similarly, Pastor (2011) states the importance of coordination and cooperative learning in CLIL approach, as well as she highlights the commitment of the educators involved in using new communicative methodologies and resources. It is worth mentioning the coordination and

commitment necessary between the CLIL teachers and the language assistants to achieve an effective and satisfactory collaboration. The roles of the language assistants will be further explained in the next section, but their main aim is to be linguistic collaborators with CLIL teachers, as well as with students, to be authentic models of the language, the culture and the society where the foreign language is spoken. The use of authentic input and resources definitely contributes to higher levels of interest and motivation in CLIL students. Thus, it is paramount that a true collaboration between teachers and language assistants take place in order to plan activities, create new resources and look for already created ones to be adapted. In other words, the communication between teachers and language assistants is very important to be able to work together in planning and organizing the lessons, so the assistant can develop their interaction with the students at full potential.

In a study conducted by Lova & Bolarín (2015) in the Region of Murcia regarding the opinion of the teachers about the coordination of bilingual programs, several conclusions can be highlighted from the data collected through questionnaires and interviews. First of all, the results of the study show that teachers in bilingual programs in the Region of Murcia feel that the amount of meetings held to coordinate the teachers involved have become more frequent than they used to be before the implementation of the program. Teachers report weekly or biweekly meetings with the program coordinator, with other language and content teachers or with language assistants. Some of those meetings are informal. Secondly, there is no specific time allotted in the teachers' schedules to coordinate, so the general opinion is that coordination and collaboration time is very much needed to carry out the program successfully. Thirdly, the topics of the meetings are varied but they are mainly focused on collaboration between L1 teachers and CLIL teachers (transversal content transfer) and CLIL teachers planning with the language assistant (lesson planning and resources). They all agree that team-work and collaboration are key in the CLIL approach, even though the work load has significantly increased. Additionally, the coordination with other institutions outside the school setting seems to be considered a priority in order to share and learn good practices, *i.e.* meetings with other schools' bilingual teams, job shadowing, seminars, trainings in CLIL methodology, resources workshops and conferences. Teachers consider that the former experiences will enrich their teaching practice and will help them be updated. Unfortunately, teachers agree that their schedules do not allow time for the aforementioned events, so they believe that the success of the program is not supported by the regional administration and, sometimes, not even by their school management teams. More often than not, it depends on the teachers' effort, time and money. In the initial years of the programs, events for coordinators were held by the regional

administration, which was a great opportunity to learn from other schools, but those events were discontinued when the bilingual education became mandatory in all primary schools in the region in 2018. Lastly, teachers agree that the lack of updated resources, such as an activity bank, books or ICT software and devices, is a handicap that needs to be solved, so teachers do not have to waste lots of time searching the internet for resources.

Overall, coordination is absolutely necessary when implementing a bilingual program in a school, for the sake of the quality and success of the program itself. The foundations of the CLIL approach are the integrated curriculum and the interconnections between language and content, so coordinating all these basic elements and team work become essential to facilitate a common pedagogic philosophy that will help students to have a continuity in all the subject areas. Upon this premise, coordination means a meeting point among professionals that share a common goal while exchanging and sharing knowledge, experiences and good practices, at the same time that they support each other to promote an appropriate ground for learning, innovation, interaction and professional and organizational development.

2.3.1. Bilingual coordinator's roles.

The bilingual coordinator is the teacher responsible for the implementation of the bilingual program and for the organizational measures taken to achieve satisfactory results. The coordinator is a key person to create a network of collaboration among teachers and management team (Coyle, 2007: 551). Generally, bilingual coordinators have the main role of guaranteeing that the program is being implemented correctly and in an effective and satisfactory way. They need to create a structure of collaboration so the teachers agree in common strategies through the use of homogeneous methodology, as well as criteria and instruments for evaluating language and content, while organizing the activity of the language assistants.

As a consequence of these needs, the activity of the bilingual coordinator of the SELE program in public Primary education schools in the Region of Murcia comes regulated by Article 22 of *Texto consolidado de la orden 3 de junio de 2016, de la Consejería de Educación y Universidades, por la que se regula el Sistema de Enseñanza en Lenguas Extranjeras en la Comunidad Autónoma de la Región de Murcia, con las modificaciones introducidas por la Orden de 22 de junio de 2017.*

1. The principal will appoint a coordinator of SELE from the group of foreign language teachers, preferably a civil servant that holds a permanent position in the school. This coordinator will have the following functions in the school.

- a)** Follow-up of the development of the *Sistema de Enseñanza en Lenguas Extranjeras* in the school.
 - b)** Coordination of the teachers that teach in foreign languages, according to the established organization rules of the school.
 - c)** Collaboration with the management team in organizing and developing activities for the school community to promote contact with the foreign culture and language, such as movies, storytelling, plays or musical performances, appropriate for the linguistic competence of each grade level. These linguistic and cultural activities could be done either by the students or external agents.
 - d)** Fostering, along with the collaboration of the management team, the maximum exposure of the students to the foreign language in real-life situations and contexts, *e.g.* signs, posters, charts.
 - e)** Collaboration with the management team in activities that require the presence of a person competent in the foreign language.
 - f)** Promotion of communicative exchanges between students and teachers, as well as fostering the participation in educational or European programs that are related to the improvement of the linguistic and communicative competence in the foreign language.
2. In order to being able to effectively accomplish all this responsibilities, the bilingual coordinator of SELE will be allotted a specific time in his/her schedule, determined by the school management team, according to the current regional human resources regulations and depending on the amount of class groups that are already in the program.

Apart from the main functions described for the bilingual coordinator in the regional regulations, some other activities may be required from them by the school management team or by the regional educational administration. Some examples of these additional actions are:

- Recording the data of language assistants and reporting about their activity.
- Providing information for students and teachers regarding external activities related to foreign languages.
- Coordinating and updating teachers' training in CLIL methodology and linguistic competence.
- Providing information to staff and families about grants and projects related to foreign languages.
- Coordinating European initiatives such as eTwinning or Erasmus+ projects.

2.4 CLIL teachers' roles.

In order to being able to apply the basic principles of CLIL, teachers need specific methodological training in several key fields, i.e. proficiency in the vehicular foreign language, enough mastery of the contents of the non-linguistic subject and also knowledge of CLIL methodology (Hillyard, 2011). The latter is a paramount competence that CLIL teachers should have. The main CLIL teachers' competences were defined in *The CLIL teacher's competences grid* (Bertaux, Coonan, Frigols-Martín, & Mehisto, 2009), and are summarized as follows:

- Knowledge of methodology for integrating both language and content.
- Ability to create rich and supportive target-language environments.
- Ability to make input comprehensible.
- Ability to use teacher-talk effectively.
- Ability to promote student comprehensible output.
- Ability to attend to diverse student needs.
- Ability to continuously improve accuracy.

The authors added another CLIL teacher's ability related to their motivation to learn new things that leads them to a change in their attitude towards the challenges that CLIL brings along.

Meyer (2010) introduced a new concept called "scaffolding", which he defined as an intermediate procedure to help the student build an intellectual, linguistic and communicative structure so the steps of the teaching-learning process are gradual and successful. As a consequence, the teacher's role in this matter is to be the provider of this constructive structure. Meyer identifies three key stages to develop CLIL successfully, that is, input - tasks (scaffolding) – output. In the first stage (input), contents are selected under the criteria of being meaningful, authentic, motivating and connected to the students' interests and to their everyday lives, while in the second stage (tasks), the teacher has to plan a series of activities and tasks to organize the contents selected in this CLIL teaching-learning process. During the process, the teacher provides support, and helps students by making the problems understandable and using the necessary strategies and resources for every specific need. With the previous support, in the final stage (output), students have acquired the language for production or output, and they can verbalize their thoughts appropriately as they have improved their cognitive academic language proficiency.

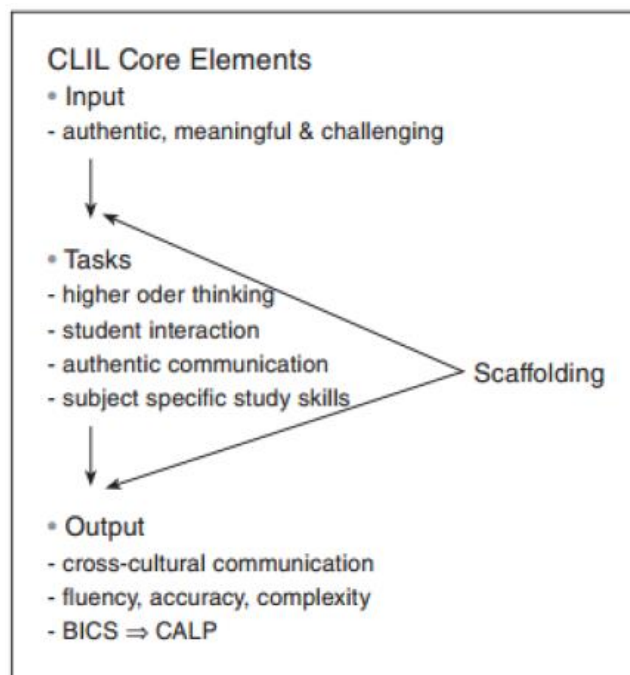


Chart 2. Main stages in CLIL. Adapted from *Towards quality-CLIL: Successful planning and teaching strategies* by O. Meyer, 2010, *Pulse*, 33, 11-29.

For a CLIL teacher, it is essential to structure the non-linguistic contents in a foreign language through the development of students' cognitive skills and through personal communicative interactions. Coyle *et al.* (2010) give examples of two of the aforementioned stages, e.g. adapting and simplifying a text to connect it to students' previous background (first stage), or preparing gradual tasks depending on their cognitive difficulty (second stage).

Dale & Tanner (2012) identify three kinds of support that the CLIL teacher can provide depending on the learning stage of the student, that is, receptive, transformational and productive. Receptive support is provided by the teacher to facilitate the comprehension of new information; transformational support is used to help students deconstruct and reorganize the contents in a meaningful way for them; and productive support allows students to make up and create new products with the information previously learned. The teacher support allows students to improve their competence of learning to learn. As a result, the teacher needs to identify the benefits and pitfalls of the process designed and planned by getting feedback from the different evaluations carried throughout the process.

Finally, Barnard (2014) presents a study related to the previous model: input – interaction – output, concluding that the pedagogic principles for CLIL teachers are: the information needs to be presented as comprehensible input, the acquisition of knowledge has

to be gradual while meaning needs to be negotiated, followed by building knowledge to end with the communicative production output.

2.5 Language assistants' roles

Language assistants whose first language is the foreign language used in the SELE program in Primary education are hired as support staff by the Regional Administration to assist teachers and to provide authentic oral input for students. According to regional decree *Decreto n.º 130/2019, de 17 de julio, por el que se establecen las normas especiales reguladoras de la concesión directa de subvenciones a los auxiliares de conversación de habla inglesa, francesa, alemana e italiana, destinados en centros educativos de infantil y primaria, institutos de enseñanza secundaria y escuelas oficiales de idiomas en el curso 2019/2020*, the main functions and responsibilities of the language assistants are:

- Assist the teacher as an observer at the beginning of the school year to become familiar with the group's competence level; with the learning objectives and the expected outcomes; with the methodology and the class routines, and to achieve a balance in error correction, accuracy and fluency.
- Reinforce students' oral skills under the teacher's supervision and coordination, by doing activities such as conversation practice and sharing the culture of their country of origin, and by designing engaging activities.
- Act as a reference model of correct phonetic and grammatical use of the foreign language.
- Establish a close, friendly and respectful relationship with students.
- Adapt to and participate in the school activities, as well as voluntarily taking part in after school activities related to culture, sports, field trips or students' exchanges.
- Collaborate with the teacher in the design of L2 learning materials and resources.
- Carry out any other activity required by the Education and Culture Regional Council.

The organization of the language assistants' activity depend on the SELE program coordinator and, ultimately, they are under the principal's supervision. To make the most of the language assistant support, both the teacher and the language assistant need to be trained in effective co-teaching strategies (Mendez and Pavón, 2012), and more often than not, the guidelines of the regional administration regarding the roles and responsibilities of the language

assistants may not suffice to make the most out of the teacher-assistant collaboration. Nevertheless, the gains are usually remarkable; firstly, because teachers know that collaboration is the key to success; secondly, students tend to make a big effort to exhibit their language abilities with the language assistant; and finally, the collaboration results in the use of more communicative activities, resources become more attractive and the use of the foreign language turns out to be more spontaneous and enjoyable. In sum, language assistants provide opportunities for interaction that focus on conversational style, in line with Cummins' (1981) BICS –basic interpersonal communication skills- and CALP –cognitive academic language proficiency- distinction.

2.6 Collaboration with families

Parents that have children starting their school years into a bilingual program may feel uncertain about what their children are going to encounter, the difficulties they may have and, most of all, how they can support their kids. Most of the families in the Region of Murcia are monolingual, but the number of bilingual families is steadily growing. All parents with children attending bilingual schools, and monolingual families in particular, may have a lot of questions, so it is key that they feel reassured by the school management team and by the bilingual team, especially the bilingual coordinator.

First, it is important to inform families about the program where their children are going to be enrolled in, its objectives, evaluation and organization. Secondly, parents need to be aware, not only of the personal, social, cultural and economic advantages of being bilingual, but also of the cognitive benefits of learning multiple languages. That is why, bilingual schools need to make an effort to explain this information to parents. Third, parents need to know in advance what setbacks their children may encounter and how they can help them overcome the difficulties. These are some of the most frequent concerns that parents have:

- Appropriate age for foreign language learning.
- Realistic expectations by the end of primary education.
- Process of acquiring a foreign language.
- How a second language may affect the development of the mother tongue.
- Appropriateness of introducing a foreign language to students that already have a diagnosed specific language impairment (SLI).
- Possibility of rejection to one of the languages.
- Possibility of mixing the two languages.

- How to help at home.

In order to help school bilingual teams answer all these questions, the British Council in Spain published a guide about bilingualism for Spanish parents whose children are enrolled in a bilingual program (Van Wechem & Halbach, 2014). This guide helps parents understand what is bilingualism so they can support their children. First, it explains that being bilingual means that a person regularly uses two languages in their everyday life and it happens everywhere and in all social groups. Second, it gives information about the benefits and misconceptions of learning multiple languages: it opens a new world of possibilities, it does not cause any mental mix-up or delay in language acquisition, it provides the child with better communicative skills, it enhances the skill of concentration on important information, it gives the child the ability to adapt the language to different contexts, it develops tolerance towards the communicative needs of others and it helps to learn other languages. Third, it explains conclusions that research shows: being exposed to a language and having the need to use it enhances the communicative competence in that language; it is possible to acquire a proficiency level over the years; language early learning has many benefits, but learning a language at other stages of life has a lot of advantages too; bilingual children need some extra time to discover the rules of both languages, but the difference with monolingual kids disappear in a short period of time; bilingualism does not cause any specific language impairment (SLI) and it could be appropriate if the specialists consider it so; linguistic competence in L1 and academic performance improve with the acquisition of other languages.

Finally, the authors give some considerations that parents should be aware of when their children are learning more than one language:

- Bilingual children may, at some point, refuse to use one of the languages. In that case, it is advisable to create opportunities for the child to use the language.
- Children do not usually like to be in the spotlight, so they should not be forced to show evidence in public of their progress in the second language.
- Mixing elements of both languages is a common characteristic at the initial stages of bilingual children. This fact is often used by the speaker as a resource to fill the linguistic lacunae they may have in one of the languages.
- When the child does not have the need to use the language, there is a possibility that he/she may forget it. It is important to create ongoing contexts and routines where both languages are active in a motivating and comforting environment.

- Parents can support their bilingual-to-be child, either if they can speak the language or not. Reading together (audiobooks can be a good resource) is a good way of developing linguistic and communicative skills.

3. LEGAL FRAMEWORK

3.1 SELE regulations for primary schools. Overview.

In the Region of Murcia, the bilingual education program is called *Sistema de Enseñanza en Lenguas Extranjeras* (henceforth, SELE). It is nowadays being implemented in all public primary schools, as part of the global strategy “+Idiomas” to comply with the European Commission objective that all European citizens should be communicatively competent in at least 3 European languages. According to *Orden 3 de junio de 2016, de la Consejería de Educación y Universidades, por la que se regula el Sistema de Enseñanza en Lenguas Extranjeras en la Comunidad Autónoma de la Región de Murcia*, SELE in Primary education offers English as first foreign language (L2) and can be implemented in one of these three modalities:

- Basic: English L2 + 1 or 2 hours per week of a content subject in L2.
- Intermediate: English L2 + 2.5 to 4.5 h per week of content subjects in L2.
- Advanced: English L2 + 5 or more hours per week of content subjects in L2.

In regional decree *Decreto nº 198/2014, de 5 de septiembre, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de la Región de Murcia*, it is established that a Plurilingual Learning System, where a second foreign language (L3), can be implemented in primary Years 5 and 6 for 1.5 hours per week, choosing between French or German. The L3 sessions can be substituted for other subjects to meet some students’ specific needs, that is, students with hearing impairment can learn the Spanish Sign Language at that time, or students with limited knowledge of the Spanish language can attend lessons of Spanish as a Second Language during these L3 periods. In Article 7.8 b) of the aforementioned Decree 198/2014, it is established that 2 weekly hours in Primary Years 5 and 6 can be used to teach In-depth English. In addition, a language assistant will also be part of the staff in order to provide students in SELE with authentic oral input and cultural information.

According to *Orden 3 de junio de 2016, de la Consejería de Educación y Universidades, Disposición adicional primera: Programas en lenguas extranjeras derivados de acuerdos internacionales*, in several primary schools, the Region of Murcia implements the program signed as an international formal agreement between the Ministry of Education, Culture and

Sport and the British Council, which states that the aim of the program is to provide children, from the age of three to sixteen, with a bilingual, bi-cultural education through an integrated Spanish /English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales. This Spanish-British integrated curriculum has official recognition (BOE, May 2000). In the program, there is also an English Language Advisor that works with the teachers and the students of this program as part of the implementation, as stated in *Real Decreto 717/2005, de 20 de junio, por el que se regula la ordenación de las enseñanzas en los centros docentes acogidos al convenio entre el Ministerio de Educación y Ciencia y The British Council* (BOE 06-07-2005).

The implementation of bilingual programs in the Region of Murcia meant a complete renovation in the educational setting as some of the content or non-linguistic areas are now learned in a foreign language (L2). This switch came into place due to the demands of new European and national regulations that focused on the promotion of multilingualism in the academic setting in primary education. In order to implement the SELE program, not only were some regional regulations set, but also changes in the organization and methodological practice of the schools had to necessarily take place. Teachers and school administration had to change their traditional views into a new approach, CLIL, that implied the use of new methodologies, strategies, resources, cognitive skills development, objectives and the involvement of all the stakeholders.

In the national law *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa*, a new philosophy in education came into place with the Key Competences and the evaluation of learning standards, and that caused a change in the regional primary Curriculum and a shift in the way teachers had to plan their lessons and evaluate the students' competence.

3.2 Principles of SELE.

The principles of *Sistema de Enseñanza en Lenguas Extranjeras* (SELE) in primary education are described in Article 10 of *Orden 3 de junio de 2016, de la Consejería de Educación y Universidades, por la que se regula el Sistema de Enseñanza en Lenguas Extranjeras en la Comunidad Autónoma de la Región de Murcia*.

1. SELE in primary education is organized according to the regulations of *Decreto 198/2014, de 5 de septiembre, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de la Región de Murcia*.

2. The implementation of the modality of SELE chosen by each school will benefit all the groups in primary education, after being gradually introduced grade by grade. Primary schools with more than one class group per grade level could request not to introduce the program in one of their groups throughout their primary academic years, only if it is well justified and the *Dirección General* approves the request.
3. It is recommended that the non-linguistic subjects in L2 chosen by the school are the same in all grades of Primary education, especially in grades 1st, 2nd and 3rd (*Primer Tramo*).
4. The foreign language of SELE in Primary education will preferably be English and it will be developed as the means of communication in the learning process of other subjects.
5. The regional *Consejería de Educación y Universidades* could authorize the implementation of SELE in German or French as a second foreign language L3, but only in Primary Years 5th and 6th.

Finally, primary schools may choose the modality –described in previous sections- they consider more appropriate for their students. Nonetheless, the requirements that schools need to fulfill in order to choose the advanced modality is that there need to be other schools in the same schooling zone that offer the basic or intermediate modality.

3.3 Schools' commitments and organization in SELE.

Bilingual education in the Region of Murcia is implemented through *Sistema de Enseñanza en Lenguas Extranjeras* (SELE) and it is based in eight key commitments on the schools' part, as it is stated in *Orden 3 de junio de 2016, de la Consejería de Educación y Universidades*, later modified by *Orden de 22 de junio de 2017*. Those commitments are described in Article 3.

- a) Schools are fully autonomous to decide about the own configuration of the foreign languages they offer, within the bilingual education regional regulations.
- b) In every school year, some non-linguistic subjects are to be taught in a foreign language using the Content and Language Integrated Learning (CLIL) approach.
- c) Schools are to create a plurilingual culture in the school life where the communicative competence in the foreign language is prioritized in the School Educational Project.

- d) Schools will foster the knowledge of the culture of the countries where the vehicular foreign language is the official language, as well as providing the contact with native speakers from those countries.
- e) CLIL teachers are to use the foreign language to communicate with students in every school situation. Spanish can only be used as support whenever needed.
- f) Non-linguistic or content subjects taught in a foreign language will be regulated by the Primary Curriculum of the Region of Murcia, that is *Decreto n.º 198/2014, de 5 de septiembre, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de la Región de Murcia*.
- g) The evaluation of the non-linguistic subjects will only be regulated by the evaluation criteria of that content subject, however, linguistic and communicative competence will not be evaluated as part of the grade of the content subject.
- h) The acquisition of terms and vocabulary of the content subject in Primary education will be learned both in the foreign language and in Spanish by creating interdisciplinary plans correlating contents, by teaching vocabulary transfer skills and by readings in both languages.

Regarding the objectives of the implementation of the SELE program, Article 4 in *Orden 3 de junio de 2016, de la Consejería de Educación y Universidades*, later modified by *Orden de 22 de junio de 2017* determines that primary schools in the Region of Murcia will be focused on attaining the following objectives:

1. Implement SELE in all schools in the Region of Murcia in primary education and mandatory secondary education by the school year 2018-2019.
2. Promote the development of the linguistic and communicative competence in L2, thus, students that are enrolled in SELE intermediate or advanced modality can certify their language competence level, according to Common European Framework of Reference for Languages (CEFR):
 - Primary education: Level A2
 - Mandatory secondary education: Level B1
 - Baccalaureate: Level B2

3.4 Methodology in SELE.

In multiple studies about bilingual methodology over the years, CLIL has proven to be the most effective approach to teach content integrated with a foreign language. Considering this reputed effectiveness, the *Consejería de Educación y Universidades de Región de Murcia* regulated the methodological guidelines to apply in schools in SELE in Article 5 of the *Orden 3 de junio de 2016, de la Consejería de Educación y Universidades*, later modified by *Orden de 22 de junio de 2017*.

Schools have the right to be pedagogically autonomous in every academic stage and subject, however, the methodological principles of SELE should be based on the CLIL approach. As a result, teachers of non-linguistic subjects taught in L2 need to establish a methodological and organizational plan with strategies to attend the variety of students they may encounter in their class groups, and also to be able to prevent and remediate any difficulty that learning in a foreign language may bring along. Moreover, any SELE teacher in primary education is recommended to follow these guidelines:

- a) Fostering tasks that imply investigation and information research.
- b) Working with task-based or project-based learning methodologies that are meaningful to the student and that develop the four communicative skills: oral expression, oral comprehension, written expression and written comprehension.
- c) Cooperative work should be an everyday practice, that is why students' grouping and seating arrangements should be flexible so participation and interaction among students are maximized.
- d) Oral presentations and information sharing will be encouraged in order to ameliorate oral expression.
- e) Reading in the foreign language will be fostered by making texts related to content-subject topics available to students through the school's *Plan Lector*. It is recommended by the educational administration that, during the first three years of primary education (*Primer Tramo*), reading is part of the academic daily schedule, while in 4th, 5th and 6th grades (*Segundo Tramo*) reading tasks are recommended to take place at school, but also at home.
- f) Complementary activities that bring authentic L2 experiences to students are highly recommended, such as storytelling, plays, cultural weeks, book fairs, *etc.*

All in all, primary teachers of content and linguistic subjects will highly benefit from team work and specific training in all these fields.

3.5 SELE evaluation

The SELE bilingual system in the Region of Murcia considers two different kinds of evaluation in articles 24 and 25 of *Texto consolidado de la orden 3 de junio de 2016, de la Consejería de Educación y Universidades, por la que se regula el Sistema de Enseñanza en Lenguas Extranjeras en la Comunidad Autónoma de la Región de Murcia, con las modificaciones introducidas por la Orden de 22 de junio de 2017*. SELE needs to be evaluated internally and may be externally evaluated too.

Article 24. Internal Evaluation.

All SELE institutions have to do an ongoing evaluation of the implementation of the program, whose results will be gathered in a final report. This final report will check the level of accomplishment of objectives and will propose improvement measures. The internal evaluation will also include the information about:

- a) Academic results of internal and external evaluations.
- b) Teachers' participation in CLIL methodology training events.
- c) Teachers' participation in linguistic competence training.
- d) Activities in the foreign language carried out as complementary activities.
- e) Information about families' feedback.

Article 25. External evaluation.

In primary education, external testing could be done to evaluate the students' level of linguistic and communicative competence in the foreign language, according to the Common European Framework of Reference for Languages (CEFR), as stated in Article 29.5 of *Decreto 198/2014 de 5 de septiembre, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de la Región de Murcia*.

Additionally, the regional education administration could arrange that students enrolled in SELE take the official certification tests so they can obtain the Foreign Language Certificate in A1, A2, B1, or B2 (CEFR) from the Official School of Foreign Languages.

3.6 Attention to diversity in the CLIL classroom

Any teacher faces groups that are diverse and unique as the individuals in them. It is paramount that the CLIL teacher knows how to teach and evaluate all the students, paying special attention to those students with their special needs. Regarding this aspect, in the Region of Murcia the regulations related to evaluation of special needs students in primary education have been ruled in articles 16, 19 and 23 of *Orden de 24 de julio de 2019 de la Consejería de Educación, Juventud y Deportes por la que se modifica la Orden de 20 de noviembre de 2014, de la Consejería de Educación, Cultura y Universidades por la que se regula la organización y la evaluación en la Educación Primaria en la Comunidad Autónoma de la Región de Murcia* (BORM 29/07/2019). The first measure to attend to these students would be to prepare a reinforcement plan that aims for the achievement of specific objectives for each student. In addition, the necessary accommodations will be included in the individualized learning plan. At this point, the objectives and the evaluation criteria will be modified as needed. The next step to take, if required, would be a curricular accommodation that implies specific teaching actions, modification of content to achieve individualized objectives and the adaptation of evaluation criteria. As far as the hearing-impaired students are concerned, there is a specific support for every student of aid devices and the Sign Language Plan in the schools with this kind of students. In the Region of Murcia, the L3 periods in 5th and 6th grade can be used to teach the Spanish Sign Language to hearing impaired students, as per Article 7.8b) in regional decree *Decreto nº 198/2014, de 5 de septiembre, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de la Región de Murcia*. (BORM 06-09-2014). Therefore, it is mandatory to adapt the curriculum whenever required, suiting any modification to the school context and to each individual student (López, 2007: 5). In the case of hearing-impaired or deaf-and-blind students, bilingual education is carried out using the official language, Spanish in this case, and the Spanish Sign Language.

There are several additional main challenges that a teacher faces in CLIL contexts with special needs students. Teachers' main focus is to have students achieve successful outcomes in and out of the academic context. Considering that bilingual students deal with the additional challenge of different languages, many of these students require support to achieve their full potential due to difficulties they may find in the content learning and in the vehicular language, as stated in Article 12 in *Texto consolidado de la orden 3 de junio de 2016, de la Consejería de Educación y Universidades, por la que se regula el Sistema de Enseñanza en Lenguas Extranjeras en la Comunidad Autónoma de la Región de Murcia, con las modificaciones introducidas por la Orden de 22 de junio de 2017*. One of the main outstanding challenges for

an effective bilingual teaching-learning process is having high expectations and using the appropriate strategies to achieve the expected outcomes (Foghlam, 2006: 2). The fact that CLIL students learn contents in L2 (English in the Region of Murcia) means a higher cognitive effort, and that is why they need support to live experiences in the CLIL classroom. Moreover, the class groups are very diverse nowadays, so it is important that the experiences lived in the academic learning time mean an enrichment of valuable life-learning knowledge so students learn citizenship skills to live respectfully in our society. Thus, teachers need to create a model of education that adapts to everyone's abilities, interests and motivation. Additionally, another important challenge is to support students with special needs to overcome linguistic difficulties in the foreign language. Teachers need to provide students with the skills to participate and be successful at school, and whenever needed, a plan ought to be prepared to ameliorate the in-room opportunities that special-needs students have and promote their inclusion.

Consequently, the possible solutions to the inclusion of special needs students in the CLIL classroom may start by planning activities with different levels of complexity and using scaffolding techniques so students can work independently, in pairs or small groups. Cooperative learning motivates all students and fosters learning from each other, while roles can be distributed according to individual abilities. Additionally, other ways of being well prepared for students' diversity in a bilingual context is to know well the students in a group, their interests, motivation, learning styles and paces. That knowledge of students will play an important role when it comes to plan and design a lesson and the activities within. It is paramount to design tasks that promote the recycling of contents, which use previous knowledge and foster interaction and cooperation among pupils by varying the students grouping. CLIL materials can be linguistic and cognitively demanding so scaffolding techniques, making learning meaningful and a thorough planning process can prevent a lot of frustration in all bilingual students, and on the other hand, they can also make students improve their motivation and confidence.

A different approach that has beneficial effects on special needs students is Project Based Learning as it promotes constructive learning by taking the previous knowledge of students on a topic as the starting point of the project and designing a work plan with the objectives that the students need to achieve. The work can be easily diversified and adapted to any kind of students. These projects integrate different subjects and are carried out in long periods of time, for instance, a whole term (Barrera, 2009).

The collaboration among all the teachers implied in the teaching of special needs students is essential to help them succeed. In the same way, working by focusing on learning centers facilitates the attention to diversity as it allows the teacher to pay specific attention in small groups to those students who need more support, as well as it allows the students to work cooperatively and autonomously at their own level (Barrera, 2009).

3.7 Teachers' training and support.

Teachers working in the bilingual educational system SELE are immersed in a challenging job that requires everyday support from the management team and the regional administration. They also need ongoing training to be up to date in CLIL methodology, resources and language competence. As a consequence, the regional administration, along with the University of Murcia and the CPR (*Centro de Profesores y Recursos*) need to prepare a plan every year in which they are required to fulfill the lacunae that teachers may have. However, teachers believe that their professional training poses a great effort on their part, as many times the training sessions take place too far away from them, which takes very long hours out of their personal time. Therefore, the regional administration needs to diversify the locations of the trainings and the amount of teachers that are admitted into these courses.

Thus, in the regional regulations regarding the bilingual system SELE, *Texto consolidado de la orden 3 de junio de 2016, de la Consejería de Educación y Universidades, por la que se regula el Sistema de Enseñanza en Lenguas Extranjeras en la Comunidad Autónoma de la Región de Murcia, con las modificaciones introducidas por la Orden de 22 de junio de 2017*, Article 21 refers specifically to SELE teacher training with the following considerations:

- All educators teaching SELE need to hold, at least, a linguistic competence level B2 certification of the Common European Framework of Reference for Languages (CEFR), according to *Regional Decree 43/2015, 27th March*.
- All the teachers teaching a content subject in Baccalaureate need to hold a C1 certification (CEFR), according to *Regional Decree 43/2015, 27th March*.
- The *Consejería de Educación y Universidades* of the Region of Murcia will promote training programs so teachers are able to update their competence in CLIL methodology as well as their linguistic competence in foreign languages.

- Content-subject teachers will be honoured priority in attending linguistic competence and methodology training, especially to benefit from grants to participate in courses abroad.

In addition to linguistic and methodology training, CLIL teachers need to have the support from the school management team, so they can have time during school hours to coordinate with other teachers, to prepare new resources or adapt other existing materials.

4. HANDBOOK FOR THE COORDINATION OF MULTILINGUAL PRIMARY SCHOOLS IN THE REGION OF MURCIA.

The bilingual program in the Region of Murcia is regulated by *Orden 3 de junio de 2016, de la Consejería de Educación y Universidades, por la que se regula el Sistema de Enseñanza en Lenguas Extranjeras en la Comunidad Autónoma de la Región de Murcia* and it was later modified by *Orden de 22 de junio de 2017*. The *Sistema de Enseñanza en Lenguas Extranjeras* (SELE) have English as the first foreign Language L2 in all primary education schools, as per Article 8.2 of the aforementioned legal framework, and in grades 5 and 6 of primary education, SELE becomes a multilingual program because a second foreign language L3 is mandatory, being French or German the languages the schools can choose as L3.

This handbook is intended to be a useful tool for coordinators of SELE in primary schools, adaptable to any *Colegio Bilingüe de la Región de Murcia* (CBM). It takes into consideration how the coordinators can fulfill all the functions described within the legal regulations mentioned above, as well as the organization of those responsibilities throughout the school year.

The sections that a bilingual coordinators must focus on in order to accomplish their goals successfully are:

1. Elaborate the **School Bilingual Project**: together with the bilingual team and the management team. The project should include:
 - 1.1. Objectives: Description of general objectives at school level, and also general objectives at cycle (*tramo*) level (first cycle: grades 1-2-3; second cycle: grades 4-5-6).
 - 1.2. SELE curriculum organization: Distribution of linguistic and non-linguistic subjects with account of hours per week.
 - 1.3. CLIL approach implementation: Methodology and strategies.
 - 1.4. Resources:

- Human resources – bilingual team: content and language teachers, and language assistants.
 - Bibliographical resources.
 - Organization of spaces and times.
 - Information and communication technologies (ICTs) available.
- 1.5. Evaluation criteria and tools: evaluation of the program and evaluation of students.
- 1.6. Attention to diversity: specific measures decided together with the orientation department. Curricular adaptations and reinforcement measures.
- 1.7. Reading in L2 and L3 promotion plan within the school *Plan Lector*.
- 1.8. Complementary and extra-curricular activities related to the foreign languages.
- 1.9. Promoting authentic experiences with international students by participating eTwinning and/or Erasmus+ projects.
2. **Bilingual coordinator's action plan** for a school year: the following are the general roles required by the administration, but other assignments can be added upon the request of the school management team.
- 2.1. Implement CLIL approach by the bilingual team in linguistic and non-linguistic subjects. Actions:
- Design content driven teaching units with the CLIL approach for the non-linguistic subjects.
 - Select contents and communicative activities that allow a continuity in linguistic and content subjects.
 - Look for resources, create and adapt materials.
 - Establish a common students' evaluation plan.
 - Use learner-centered methodologies.
- 2.2. Create a multilingual culture in the school setting. Actions:
- Create a bilingual display area where the activities and projects are shared with the school community.
 - Label all common areas and post signs in all the languages of the program.
 - Display students' foreign language activities in designated areas inside the classroom.
 - Create a language resource center, if possible.
- 2.3. Develop an integrated curriculum (IC) to comply with the key competences. Actions:
- Attend training on how to develop the IC.

- Use a common template of curriculum integration with the key competences. Author's own model adapted from the MIEB materials is attached in Appendix 1.
- Establish a homogenous and consistent methodological pattern.
- Correlate the contents in the different areas so students develop transfer skills, in line with the learning-to-learn key competence.

2.4. Promote the culture of the foreign language by designing school events to celebrate the other cultures. Actions:

- Celebrate the festivities and cultural traditions of the countries where the foreign language is official.
- Display typical items of those countries and geographical information about the most well-known places of interest.
- Compare and contrast the characteristics of the local and foreign cultures.

2.5. Foster teacher training courses on linguistic competence and CLIL methodology. Actions:

- Inform the team about different possibilities of language competence training, locally and abroad.
- Inform the team about the possibilities to update the CLIL methodological competence.
- Create an information channel to update upcoming trainings.

2.6. Open the bilingual project to other areas of the local community. Actions:

- Establish a meeting per term with the families to show the environment and the work their children are doing, to give them recommendations and to answer any questions they may have.
- Have an informational meeting at the end of the school year with parents of the new students that will be entering the bilingual program in September.
- Encourage families' participation in extra-curricular activities.
- Encourage parents to learn other languages.

3. **Bilingual team initial evaluation:** the team should answer set of questions about ways of functioning and getting organized that can be a valuable feedback for the coordinator as a starting point of the school-year action plan. The questions can be related to what aspects need to be done differently and improvement measures. The coordinator can discuss with the management team the information gathered from the bilingual team.

4. **Create a network of contacts** with other bilingual schools in the area for an ongoing exchange of good practices and training events, and also contact with the educational administration that carries the implementation of SELE in primary education (*Programas Educativos- Consejería de Educación*).
5. **Establish the meetings schedule and timeline** (Table 1):
 - 5.1. Set, at least, biweekly meetings with the bilingual team to collaboratively elaborate the planning for the fortnight ahead, while the integrated curriculum is being developed. Coordinate and plan activities with the language assistants. The template in Appendix 1 is a model to integrate all the elements required by SELE program and can be used for this purpose.
 - 5.2. Encourage frequent formal or informal contacts of the bilingual team with the rest of the school staff.
 - 5.3. Schedule a monthly meeting with the management team.
 - 5.4. Task planning: schedule a meeting at the beginning of the term with the bilingual team and the management team where the objectives, tasks, and timeline for the term are set and written down for language teachers, content teachers, language assistants, coordinators and management team. These tasks will be developed during the biweekly meetings.
 - 5.5. End-of-the-year evaluation of the program. A final report will be submitted to the management team.

BEGINNING OF THE YEAR	School bilingual project (bilingual team) Bilingual team initial evaluation Bilingual coordinator and language assistants
END OF THE YEAR	Bilingual team end-of-the-year evaluation Bilingual coordinator and families of students entering the program the following school year
BEGINNING OF TERM	Task planning Information meetings with families
EVERY OTHER WEEK	Bilingual coordinator and bilingual team: formal coordination and planning of the integrated curriculum
EVERY MONTH	Bilingual coordinator and management team
INFORMAL MEETINGS	Content teachers and language teachers Bilingual teachers and language assistants Bilingual coordinator and other coordinators from other schools

Table 1. School year planning for meetings related to SELE program. Author's own design.

6. **Prepare a welcome package** for the language assistants with important information about the school and the area where the school is located. They can complete a form about their training, interests, and cultural background so they can become a great source of language and culture for the students (see Appendix 2). The bilingual teachers and the language assistants can coordinate weekly in informal or formal meetings.
7. **Information and guidelines for the families.**

Families with children in bilingual programs need guidance and support. Here are some recommendations and suggestions adapted from the ones that the Spanish publishing house Santillana have for parents in their "CLIL Family Corner".

a) HELP WITH HOMEWORK:

- Establish a specific time to do homework. Try to be available at that time in case they need help.
- Homework for primary education students should not take more than 30 minutes.
- Materials and resources needed to complete homework should be close by.
- Do not correct your child's homework. Your help is very much appreciated to help with any question, but not to do homework for them. Thus, the teacher will be able to see your child's strengths and possible pitfalls.

- Do not delegate the task of helping your child to others, so your child knows you are interested in their learning time.

b) ANY MOMENT IS A GOLDEN OPPORTUNITY:

- A person learns to speak English by speaking.
- Your holidays, a weekend or a beach day can be a perfect opportunity for your kids to start a conversation with an English speaker.

c) IMPROVE YOUR ENGLISH!

- Learning English is paramount for your children. Is it important for you too?
- Try to improve your English. Make learning English a family project.

d) BE POSITIVE:

- Participate in any extracurricular activity in English organized by your child's school. If you are enthusiastic and positive about the bilingual program, your children would be too.
- If you show no interest or motivation, your children would probably feel the same way.

e) YOU ARE TEACHERS' BEST ALLIES!

- Contact the teacher if you see your child is having difficulties understanding the content when they are doing their homework. Having a good communication with the teachers and the bilingual school management team is the key to success.

f) TURN THE RADIO ON:

- Listen to music or radio stations in English while you and your children are at home or driving your car. Your child's listening skills will improve if they listen to music, radio hosts or commercials in English, even if they do not understand every single word.

g) ORIGINAL AND AUTHENTIC:

- Encourage your child to watch TV shows in original version. Ask them how they like the original voices of their favorite characters. Challenge them to watch movies in original version.
- The sooner your children get used to original versions, the better. Being consistent is key!

h) BE A BOOKWORM:

- Visit the local library to find books in English. At the beginning, just leafing through the books would be fine, and soon, they would feel like borrowing some to take home.

i) FIRST STEPS ARE THE HARDEST TO TAKE:

- The non-English speaking countries with the highest level of English are the ones where TV shows are in original version. In Spain, any television content is dubbed into Spanish

by default, so you need to change your mindset. Switch the audio settings to original version, and by doing so, all the family is involved in the bilingual program.

- It is hard at the beginning, but it really works.
- You can add the closed-captioning or the mother tongue subtitles to ease the transition.

j) SWITCH THE ROLES:

- Ask your child to teach you English. It would be a fun enriching experience for both of you.
- One activity you could do together is you read aloud in English while your child can correct your mistakes. It is important for them to show what they have learned.

More information and interesting links for bilingual families can be found at <https://clil.santillana.es/family-corner/> .

Parents can find different resources and activities to do with children at <https://learnenglishkids.britishcouncil.org/es> .

5. CONCLUSIONS

Every stakeholder involved in CLIL programs agree on the importance of coordination to achieve the expected objectives, however the reality we found in everyday school life does not foster such coordination in primary schools in the Region of Murcia. The regional regulations regarding bilingual programs, *Texto consolidado de la Orden 3 de junio de 2016, de la Consejería de Educación y Universidades, por la que se regula el Sistema de Enseñanza en Lenguas Extranjeras en la Comunidad Autónoma de la Región de Murcia, con las modificaciones introducidas por la Orden de 22 de junio de 2017*, do not allot specific times for teachers to coordinate, so finally, it is up to the teachers' good faith and personal effort that coordination really takes place.

Coordination of CLIL programs should go beyond the school setting, reaching out to other bilingual schools, to the regional administration and to the research and training institutions such as universities. In the study conducted in the Region of Murcia (Lova & Bolarín, 2015), teachers in bilingual programs suggest some improvement measures that need to take place to achieve full effectiveness of the program and its results:

- Legal regulations of specific times to coordinate (for CLIL teachers and bilingual coordinator).

- Reduction of teaching hours, so planning and preparation is included in school teaching time.
- Creation of a bilingual-school interconnection network to share good practices and resources.
- Possibility of doing job shadowing visits and observations to other bilingual professional qualified as highly effective.
- Bring to schools specific training about CLIL methodology and resources, and courses to improve and update teachers' language competence.
- Teaching training for language assistants.

One of CLIL foundations is the integration of content and language in the curriculum, and it definitely depends on the coordination of all the participating educators. Team work and collaboration is a key element to achieve a pedagogic philosophy throughout the different subjects and grade levels. In order to do so, horizontal coordination of the different subject teachers in a same grade level is necessary, but also vertical coordination of the grade-level teams across the academic years in primary education, so there is a continuity in the students' bilingual learning process. As a result, the coordination of the bilingual team should be a meeting point of professionals that share a common objective and support each other. Thus, the role of the bilingual coordinator is creating a dynamic of work where the latter meeting point takes place effective and efficiently for the already-busy bilingual educators.

In conclusion and referring to the initial question "How can the bilingual program coordinator in the Region of Murcia coordinate all the stakeholders in an effective way in order to implement SELE in primary education so it becomes a successful learning process in language and content acquisition?", this paper has provided the necessary information, legal framework and a handbook with guidelines that will support not only the primary education bilingual coordinators in the Region of Murcia, but also the whole bilingual team in each school, its management team and the families of students enrolled in a CLIL program.

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6.2 Regional educational regulations

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7. APPENDICES

APPENDIX 1: SELE template of integrated curriculum elaborated by author and adapted from MIEB materials, University of Jaen 2019-2020.

PRIMARY GRADE ____		SELE TEMPLATE (SITEMA DE ENSEÑANZAS DE LENGUAS EXTRANJERAS REGIÓN DE MURCIA)										
UNIT NAME		SPANISH-ENGLISH INTEGRATED CURRICULUM						REGIONAL CONFIGURATION				
		L1 LENGUA CASTELL. Y LITERATURA	L2 ENGLISH	CONTENT SUBJECT 1 NATURAL SCIENCE	CONTENT SUBJECT 2 SOCIAL SCIENCE	CONTENT SUBJECT 3 MUSIC / ART	ORIENTATION TEAM	ENGLISH LANGUAGE ASSISSTANT	L3	IN-DEPHT ENGLISH	SPANISH FOREIGN LANGUAGE	SPANISH SIGN LANGUAGE
OBJECTIVES <i>Include specific aspects to meet diversity needs</i>	CONTENT											
	LANGUAGE											
CONTENTS <i>*CLIL 4 Cs</i>	SPANISH NATIONAL CURRICULUM											
	REGIONAL CURRICULUM											
	CROSS- CURRICULAR											
	ADAPTED CONTENTS (DIVERSITY NEEDS)											
KEY COMPETENCE LINGUISTIC COMMUNICATION <i>*CLIL 4 Cs</i> <i>Include specific aspects to meet diversity needs</i>	O R A L S K I L L S	COMPREHENS.										
		EXPRESSION										
		INTERACTION										
	W R I T T E N S K I L L S	COMPREHENS.										
		EXPRESSION										
		INTERACTION										
	VOCABULARY											

	GRAMMAR											
	TYPE OF TEXT											
KEY COMPETENCE	Knowing/applying Math concepts											
MATHEMATICAL <i>Include specific aspects to meet diversity needs</i>	Logical-mathematical thought											
	Use of Math in daily life and other subjects											
KEY COMPETENCE	Knowing/explaining natural & Technological world											
TECHNOLOGIC & SCIENTIFIC <i>Include specific aspects to meet diversity needs</i>	Identifying basic features of Science & Techn											
	Scientific thought Methodology & knowledge											
KEY COMPETENCE	Understanding info from media and turn it into knowledge											
DIGITAL <i>Include specific aspects to meet diversity needs</i>	Correct use of ICTs and their languages											
	Get to know media from a critical perspective											
KEY COMPETENCE	Regulate their own academic abilities											
LEARNING TO LEARN <i>Include specific aspects to meet diversity needs</i>	Identify own intellectual & personal abilities											
KEY COMPETENCE	Developing basic social abilities											
SOCIAL &	Abilities & feelings of empathy and											

<u>CIVIC</u> <i>Include specific aspects to meet diversity needs</i>	solidarity											
	Interpreting society at local, national & international levels											
	Active citizenship											
KEY COMPETENCE <u>ENTREPRENEURSHIP</u> <i>Include specific aspects to meet diversity needs</i>	Developing personal autonomy											
	Understanding entrepreneurship											
	Identifying & enhancing own creativity											
KEY COMPETENCE <u>CULTURAL CONSCIENCE & EXPRESSIONS</u> <i>Include specific aspects to meet diversity needs</i>	Knowing and valuing artistic expressions											
	Developing cultural & artistic expressions											
COGNITION <i>*CLIL 4 Cs</i> <i>Include specific aspects to meet diversity needs</i>	Remember											
	Understand											
	Apply											
	Analyze											
	Evaluate											
	Create											
CULTURAL ASPECTS <i>*CLIL 4 Cs</i>												
ACTIVITIES Grouping: • Whole group (W) • Individual (I) • Pair (P) • Group+Number of students (G#)												

SCAFFOLDING STRATEGIES												
UNIT FINAL PROJECT												
MATERIALS RESOURCES SPACES												
EVALUATION ASSESSMENT	ASSESSMENT CRITERIA											
	ASSESSMENT TOOLS											
	STANDARDS											
	WHEN											
	HOW											
	ELP											
TIME-PLANNING												

Appendix 2

GETTING TO KNOW OUR LANGUAGE ASSISTANTS

Welcome to our school! Please fill in the information you would like to share with us.

- NAME:
- AGE:
- CITY, COUNTRY:
- UNIVERSITY DEGREE:
- UNIVERSITY:
- HOW WOULD YOU DESCRIBE YOURSELF?
- WHAT ARE YOUR INTERESTS AND HOBBIES?
- HAVE YOU LIVED IN OTHER COUNTRIES, APART FROM YOURS? IF YES, WHERE?
- HAVE YOU EVER BEEN TO SPAIN BEFORE?
- WHAT ARE YOUR MOTIVATIONS TO BECOME A LANGUAGE ASSISTANT IN SPAIN?
- WHAT DO YOU EXPECT FROM THE BILINGUAL TEAM?
- WHAT CAN YOU OFFER TO THIS SCHOOL?
- DO YOU HAVE ANY TEACHING TRAINING?
- DO YOU HAVE ANY TEACHING EXPERIENCE?
- HAVE YOU EVER WORKED WITH PRIMARY EDUCATION STUDENTS?
- WHAT IS YOUR LEVEL OF SPANISH?
- WHAT LANGUAGES CAN YOU SPEAK?
- WHAT OTHER INFORMATION WOULD YOU LIKE TO SHARE WITH US?