## III Trobada sobre Semi-immersió a Catalunya-Taula Rodona International sobre Programes AICLE (TRI)

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### **Overview of presentation**

- 1 Different types of bilingual education provision.
- 2 The social-historical context:
  The Autonomous Community of Madrid.
- 3 Two early immersion programmes:
  - The Joint British Council-MEC Bilingual Education Project.
  - The Local Educational Authorities Bilingual Schools Programme.
- 4 Characteristics of bilingual programmes in state schools.
- **5 Concluding remarks**

# Different types of bilingual education provision

- Typologies in the 1970s and 1980s in the United States
- Recent typologies in Europe and The United States
- Framework for building typologies: bilingual education models and programme types (Hornberger, 1991)

"the failure to distinguish, both within and across typologies, between program, goals/objectives/intentions, program structure, and contextual factors"

(Hornberger 1991:221)

### Bilingual models: Hornberger

1 Transitional: language shift, cultural assimilation

and social incorporation

2 Maintenance: language maintenance, strengthened

cultural identity and civil rights

affirmation

3 Enrichment: language development, cultural

pluralism and social autonomy

(1991: 223)

## Programme types: Contextual characteristics

#### a) Students

- number/variation
- grouping
- socioeconomic status
- first language background
- parents' involvement

#### b) Teachers

- ethnic background
- degree of bilingualism
- training in bilingual education
- roles (classroom teacher, teacher assistants etc)

#### **Programme types: Structural characteristics**

 The programme's place in the school (targeted at all the students or only a few)

- The treatment of the languages in the curriculum:
  - how the languages of instructions are sequenced
  - how the subjects are allocated
  - what the oral and the literate development of the languages are

## The social-historical context: The Autonomus Community of Madrid

 A multilingual and multicultural region: more than 15% of primary school children come from abroad.

• CLIL programmes have increased considerably in the Madrid region.

### The BC/MEC Bilingual Project

- Agreement signed in 1996
- State primary schools in the Madrid region: 10
- Aims:
- a) To promote the acquisition and learning of both languages through an integrated content-based curriculum.
- b) To encourage awareness of the diversity of both cultures.
- c) To facilitate the exchange of teachers and learners.
- d) To promote equal opportunities in English teaching/learning in state schools in Spain.
- e) To encourage the use of ICT in foreign language learning.
- f) To offer the chance to pupils to continue their secondary education in any of the two educational systems.

## Contextual and structural characteristics of a BC/MEC BEP Primary School (School 1)

- A two-form entry Infant and Primary school in the southern outskirt of Madrid.
- Children from lower-middle class families.
- School with a large population of Ethnic Minority pupils.
- It is a well-established bilingual school which has hosted Bilingual training sessions for all the other BC/MEC bilingual schools in the Autonomous Community.
- SEN: 5 %
- Minority ethnic: about 71 pupils, mainly Latin American children.
- SAL: 7 % (mainly Chinese, Arabs and Romanian)

#### The Local Educational Authorities BSP

- In 2004-2005
- One third of the school curricula are taught in English.
- First implemented in 26 state primary, now 180 participant schools
- Learning objectives by Years 5-6 (10-12 years old): to develop all their communicative competences in English.

## Contextual and structural characteristics of a Local BSP school (School 2)

- A two-form entry Infant and Primary school in the city centre.
- Children from middle class families but very mixed.
- School with a large population of Ethnic Minority pupils.
- It became bilingual only four years ago.
- SEN: 2.25 %
- Minority ethnic: about 70 %, mainly Latin American children.
- SAL: 5.2 % (Chinese, Arabs, Rumanian, from the Philippines and the USA)

#### Some commonalities

- Multilingual and multicultural schools where some pupils had experienced varied patterns of language use at home.
- Newcomers join the two schools throughout the year.
- The parents seem to be very involved in their children's bilingual education.
- Except for Spanish Language and Mathematics, the remaining subjects on the curriculum may be taught in the target language, but subjects like Social Sciences, Art or Physical Education are mainly taught in English.

#### Main differences

- The English Teachers in School 1 and the Teacher Assistants in School 2 come from different English speaking countries, but there is a wider range of nationalities in School 2.
- English-medium subjects:
  - a) Social Science in School 1 is taught in both languages (the languages are allocated by content), whereas in School 2, it is only taught in English.
  - b) English becomes Literacy in School 1 (similar to the way L1 is taught in Britain) and EFL in School 2.

#### **Main differences**

- Targeted at all pupils in School 2, but only 91.3 % finish it in school 1.
- Clear preference for using instruction materials tailored to meet the needs of these bilingual pupils in School 1 eg. in Science, whereas, at the moment, the teachers at School 2 are using Science course books in English, but published in Spain.

### Main conclusions and implications

- I have focused on a particular social, cultural and historical context: that of education provision for primary school children in bilingual state schools, in Madrid.
- In this context, learners struggle to become bilingual (English and Spanish) in a majority Spanish speaking community.
- Now that some European countries, including some regional governments in Spain, have adopted a CLIL approach in primary education, I would argue that Hornberger's framework can be a useful tool to define those bilingual programmes.

## Main conclusions and implications II

- It is important to study bilingual schools to introduce changes whenever necessary. Bearing in mind that bilingual programmes require adaptations according to the relevant historical-social contexts.
- Detailed ethnographic studies of particular bilingual education programmes, such as those carried out by Hornberger (1988) in Puno, Peru and Heller (1999) in Ontario, Canada provide valuable models for future research.
- It is only by means of detailed analysis of classroom interactions in such bilingual educational programmes that we can gain insights into the complex social and cultural processes at work in such contexts.

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perezmur@edu.ucm.es Gràcies Eskerrik asko Graciñas ¡Gracias! Thank you!