



FOREIGN LANGUAGE ASSISTANTS

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FOREIGN LANGUAGE ASSISTANTS

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BILINGUAL COMMUNITY WEBSITE

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

<http://www.madrid.org/bvirtual/BVCM016394.pdf>

MASSIVE OPEN ONLINE COURSE (MOOC):

<http://innovamooc.educa.madrid.org>

Compulsory: if they want to renew in their school.

September – February

Module 1. Teaching experiences from other FLAs

- Module 2. Spanish educational system
- Module 3. External examination in Madrid
 - Module 4. Resources in Web 2.0
 - Module 5. Portfolio: final project
(digital resources to implement in the classroom)

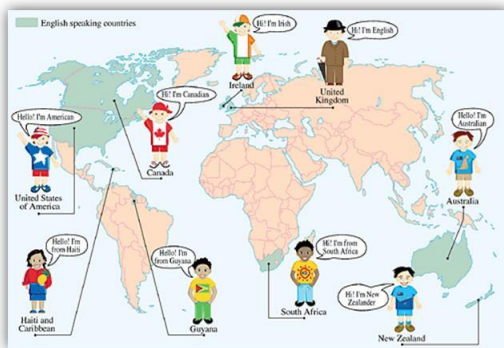
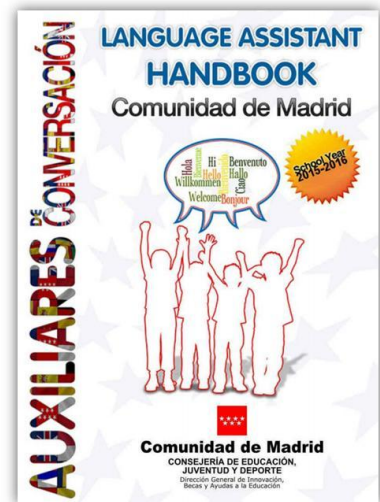


Bilingual Primary Schools

353 schools in the Bilingual Programme.

1180 Language Assistants

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



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

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

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

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

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

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



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

Provide information on:

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



SUPERVISING THE LANGUAGE ASSISTANT'S ACTIVITY

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

1. The school

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

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

2. Absences, Attendance and Punctuality

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

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

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

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

3. Timetable

Language Assistants must comply strictly with their designated timetable.

4. Meetings

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

5. Incidents

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

6. Evaluation of Performance

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

KEY OBLIGATIONS OF A LANGUAGE ASSISTANT

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

KEY OBLIGATIONS OF A LANGUAGE ASSISTANT

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

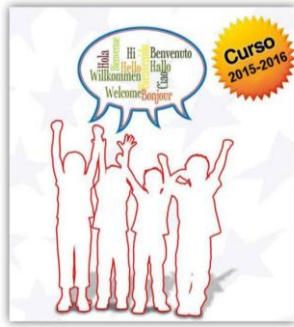
LANGUAGE ASSISTANTS SHOULD NOT BE REQUESTED TO:

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

KEY RESPONSIBILITIES OF A LANGUAGE ASSISTANT

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

FOREIGN LANGUAGE ASSISTANTS



LANGUAGE ASSISTANT ROLES

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



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

LANGUAGE ASSISTANT TIMETABLE



Same sessions with every age group (PRIMARY).



1 day off a week



2 sessions off every week

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

ASSISTANTS TIME TABLE 2013-2014					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:45		Year 6B	Year 6B	Year 6A	Year 4 (Lucia)
9:45-10:30		Year 6B	Year 6A	Year 6B	Year 5A
10:30-11:15		Year 5A	Year 4 (Elena)	Year 5A	Year 5A
11:15-11:45	P L A Y T I M E				
11:45-12:30		Year 6A		Year 4 (Lucia)	Year 1 (Maria)
12:30-13:15		Year 6A	Year 5A	Year 5B	Year 5B
13:15-14:00		Year 5B		Year 5B	Year 5B

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



EXPECTATIONS AND DUTIES

THE ASSISTANT WILL NEED TO RESPECT:

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



MEETINGS WITH ASSISTANTS

These meetings could include the following:

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



WHAT DO TEACHERS NEED TO TELL ASSISTANTS?

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



1.-Act Professionally

A - Be on time. You must be with the teacher at nine o'clock in the playground to go upstairs with the children (you can help the teacher with the lines / talk to the students while they get into the classrooms....). And you must go downstairs with the teacher and students at the end of the last lessons (two o'clock). You must attend the school from 1st October to 30th June.

B. - If you are sick, call the school. If you don't go to school you will need an official note from a doctor / hospital/ clinic. (This is called a *justificante*) . Some doctors (dentist for example) work after school, too. You must justify both absences and lateness to the Head teacher.

Whenever possible, you must inform the Head teacher in-advance regarding any change to the agreed-upon work schedule, e.g., in the case of a medical situation or any other acceptable circumstance.

Absence from work, without a reason, is forbidden.

1.-Act Professionally

C. - Attend bilingual meetings when asked for.

D. - Attend training sessions by the Comunidad de Madrid.

E. - Keep the students in order.

F. - Act as a teacher and positive cultural representative, use any change to talk with the students and encourage them to speak to you in English at all times.

G. - Address issues/concerns/ problems/ doubts... to Lucía, the Bilingual coordinator.

2.-Contribute and be proactive:

- A. - Create materials and resources for classes. We ask you to do it voluntarily, at times, we, as teachers are so busy, we may be overwhelmed, and if you have an idea or a suggestion, introduce it to the teacher, they will be thrilled, and you can proceed planning and executing your idea.
- B. - Design activities that contribute to the cultural gains of the students, your national holidays, and celebrities from your countries, food, music, sports..... ANYTHING!!!!
- C. - If a teacher comes in a little bit late, you can do some activities with the children: play some games like “Simon Says”, “Hangman”, “I spy with my little eyes...”. You can also start with the morning routines (star of the day).
- D. - All the teachers who you will be working with, will try to get some time to work with you, and tell you the way they work, the contents to work with, the students characteristics... We might tell you this information at two o'clock, once the students have already left, to make sure there are no interruptions.
- E. - If one day your group has a different activity (trip, Spanish Language activity...) ask the bilingual coordinator what you can do.
- F. - When you have a different activity, and you cannot go to your lesson, let the teacher know about that, as well as the bilingual coordinator.
- G. - We will ask you to help us with the yard duties, so you can talk to the children in English, play with them, show them some games from your country...
- H. - You should prepare a presentation about your country, culture, typical food, festivals...and show it to the students during the first week.
- I. - One of your duties will be prepare some festivals like Halloween and Christmas. (We have to start with Halloween as soon as possible).
- J. - Another duty will be to lead the morning assembly (star of the day), so you help the students call out the register, read a book/text, speak about the weather...
- K. - Engage in, and help develop, the tasks designated by your Head teacher or coordinator.
- L. - You are expected to participate in, and attend, school celebrations and events, to motivate the students and support your colleagues.

3. - Linguistic contributions:

- A. - Talk and talk a lot!!! The job title is Language Assistant which entails talking. Don't wait for the teacher to ask you to talk. Talk to the students in the corridors, in the playground, in the classroom, between classes... Use lots of positive words such as: awesome, great, amazing... Use high fives, smiles, stickers... Ask them questions about matters outside the curriculum, for example: *What did you do last weekend? Where did you go? What did you eat?* Give them compliments: *nice shirt, cute dress, did you get a haircut? Looking great* These positive comments and daily interaction are shown to be one of the most important ways children acquire language.
- B. - It's very important that they don't know if you understand or speak Spanish.
- C. - Find out, by asking from the start how the participating teacher would like you to address their language errors. As language learners we are always learning. We all make mistakes, yet by correcting them in the least optimal way, may create tension, so find out how the teacher wants to be corrected. It will help their language growth!
- D. - Speak slowly, the bilingual program is a process in language learning, at the primary levels students are really developing both languages, thus you can really help by speaking slowly, using cognates (words that sound similar in English and Spanish, i.e. evaluation and *evaluación*, say for example “ we are going to test you, or evaluate you on”). This form of speaking will help students to understand and will expand their vocabulary.
- E. - Be an actor, a dancer and a singer, anything to help the students comprehend the words you are saying. Be persistent and show them they can understand English!
- F. - At the end of the school year you will have to write a report (15 days before leaving) for the Comunidad de Madrid.

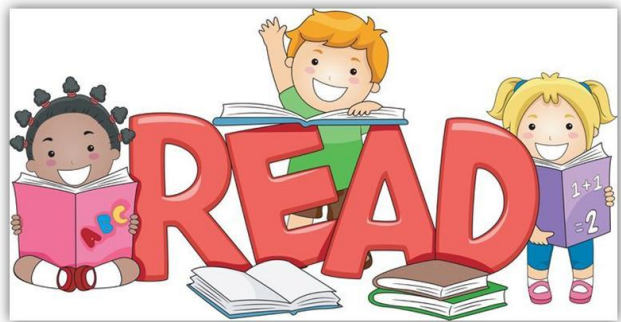
4. – Random advice

- A. - If you work with a reduced number of students learn their names by heart, and try to register the students' knowledge on a sheet or a chart.
- B. - Tell the teacher your expectations and your experience, that way they know where you are coming from.
- C. - Feel comfortable and try to be another teacher, talk with the other teachers during the breaks and participate in the different school events.



LINGUISTIC CONTRIBUTIONS

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



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

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

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

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



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

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



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

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





WHAT KIND OF ACTIVITIES CAN ASSISTANTS DO?

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

Assistants can introduce new language.

Assistants can review language items or grammar items.

Assistants can go over homework.

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

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

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

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

Ask them to do lists of children books in English.

Assistants should be able to create engaging resources.

An assistant can make boring old listening materials come alive!

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

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

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

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

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

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

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

Assistants can participate in the planning of art and crafts activities for children. Assistants can tell stories and act them out.

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

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

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

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

FOREIGN LANGUAGE ASSISTANTS



WHERE DO ASSISTANTS HAVE TO BE IN THE CLASSROOM?

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

Assistant in front of the class, teacher at the back:

when practicing pronunciation, vocabulary, working on the star of the day...

Assistant and teacher side to side at the front of the classroom:

when modelling behaviour, when learning personal questions and answers...

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

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

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

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

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

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

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

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

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

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

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

WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

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

Monitoring the teams and helping low ability students.



WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

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

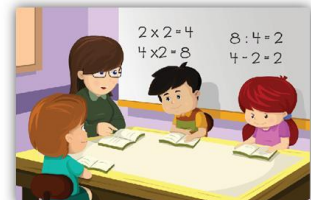
Checking students attention, repeating difficult words, reading information...



WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

WHEN CAN THE LANGUAGE ASSISTANTS COACH STUDENTS?

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



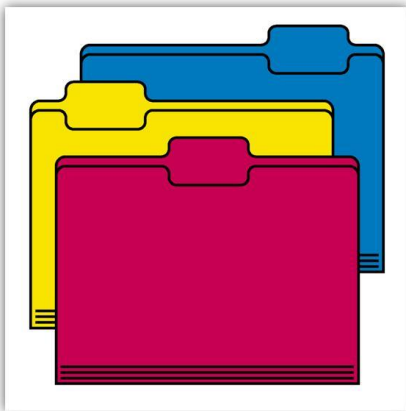
WHERE CAN THEY BE IN THE FOLLOWING SITUATIONS?

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

In all types of situations!!!



FOREIGN LANGUAGE ASSISTANTS



**FOLDER FOR
LANGUAGE
ASSISTANTS**

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