

Developing oral skills in a Bilingual School: The Show & Tell



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Abstract

Study focused on how teachers come together to increase Oral Skills in their students in the context of a bilingual state school, developing different techniques and strategies, with special emphasis on the Oral Presentation works at the final stage of the Primary Education. In the last ten years of this programme, a great systematization has taken place to help new teachers who might join this innovative project. It involves a special philosophy in teachers, which is based on consultation and collaboration. Teachers are open to use new methodologies and to consider theories such as the cognitive apprenticeship or the importance of learning in a social context. Results have shown a sufficient evidence of a significant change in children who benefit from a bilingual education with a very distinct approach from the traditional focus of learning English as a second language. Likewise, the enrolment demand of the school has increased considerably in the past ten years due to its attainments in a bilingual education in the referred school, aspect considered to be very positive by the parents.

Keywords:

Show and tell, Oral skills, basic/key competences, scaffolding, Multiple Intelligences, Assessment for Learning, Learning in a Social Context.

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1- INTRODUCTION

The present study will focus on the implementation, along the last ten years, of the British Council-MEC Bilingual Project (BP) in the school selected to do so in Palencia. We will centre on these last ten years because it is been the most systematized part of the program.

As it will be further developed, our study will be focused on the way all the community come together to increase Oral Skills in our students. The organization of the different techniques used in the different stages, with special emphasis on the Oral Presentation works at the final stage, will be the heart of this work.

The referred school is located in a lower-middle class neighbourhood. Currently, we have 437 students (148 infant and 289 primary students) of whom 1,2 % are immigrants, 3% are ethnic groups and 11,4% are Special Need children, either mentally or physically handicapped children.

Fifteen years ago, the school places were hardly filled but gradually the number of applications increased and now the demand of applications cannot be met. It's well-known that the school is parents' first choice due to the BP.

The school has managed to adjust both material and human resources to design its ethos of a BP school. This transformation involves a kind of philosophy in teachers, willing to produce self-made materials instead of text books, the 100% usage of English, a high standard of coordination within the teachers, innovative techniques to improve oral skills, the essential role of the teacher in an apprenticeship experience, to resort to visual, auditory and kinesthetic mediators, the importance of learning interacting in a social context and the usage of both self and peer- assessments.

Originally the school was a training school and it still keeps that sense of training but with a wider view, but transformed into a self-training school. Due to the Spanish system to assign teachers to schools, new professionals join the BP year after year. There is a training-system established, which includes the recording of the different stages guidelines and observation lessons to support the incomers.

The present study, grounded on the plurilingual and pluricultural premises agreed in the European Council as strong lines in European Linguistic Policy, focuses on the context in which the model of organization of the centre and the coordination degree of the teachers are analysed in the design of a program centred on the development of pupils' oral skills through a teaching resource in which cross-curricular communicative aims are involved.

B. FRAMEWORK AND DESIGN

2- OBJECTIVES

As Bilingual Project Language Coordinator in the school, the present study will be focused on three specific aims:

- To provide evidence on the organization and the coordination that project teachers perform to develop oral skills, given the results obtained in the tests accomplished at the end of Primary Education, so as to improve achievements in the future.
- To analyse the efficiency of the techniques selected to design the work to be carried out in the different stages when implementing the Literacy curriculum in our school, in order to enhance the pupils' oral skills standards, as well as to adjust the learning process awareness, along the different stages, to the MEC-British Council final exam that year six pupils do at the end of the school year.
- To assess the program design as well as the resources selected to develop oral skills in Primary Education from the perspective of a plurilingual, school that carries out the MEC-British Council Bilingual Project.

3- JUSTIFICATION

As to oral skills, the MEC-British Council Project has very specific expectations according to the different stages, which have been gathered in the Integrated Curriculum:

First Cycle:

To speak clearly and with growing confidence, children should be encouraged to:

- Speak audibly with clear diction.
- Choose and use relevant vocabulary and phrases.
- Attempt to organise what they say with the use of simple, familiar structures.
- Focus upon what is being asked and respond appropriately.
- Begin to describe experiences, ideas and feelings with help from the teacher.

- Communicate with the class teacher and peers using their increasing knowledge of English as well as familiar phrases.
- Show that they can understand and use the following terms: soft, slow, loud, quick, clear and voice.

Second Cycle

To speak with growing confidence in a range of contexts, children will be encouraged to:

- Speak audibly and clearly.
- Choose and use relevant vocabulary.
- Practise question forms.
- Reply to questions appropriately and use *because...*
- Use vocabulary and syntax to express more complex ideas.
- Describe experiences and feelings with help from the teacher.
- Make a short oral presentation to the class, giving an introduction and an ending. The teacher will help with preparation of this.

Third cycle

To speak with growing confidence in a range of contexts, children will be encouraged to:

- Speak audibly and clearly.
- Choose and use relevant vocabulary.
- Use question forms correctly.
- Focus on the main point and reply to questions appropriately using *because...*
- Organise what they say.
- Use vocabulary and syntax to express more complex ideas.
- Speak in a range of contexts, adapting what they say to purpose and audience.
- Describe experiences and feelings.
- Perform oral presentations to the class, giving an introduction and a conclusion.

To talk effectively as members of a group, children will be able to:

- Make contributions relevant to the topic and take turns in discussion.
- Convey ideas and share experiences.
- Give reasons for opinions and actions.
- Make plans, investigate, predict, explain, report, evaluate select and sort.

The accomplishment of these goals implies that, at the end the Primary Education children achieve a level B2 according to the Common European Framework of Reference for Languages.

The work of these oral skills involves the achievement of reading and writing targets too which are integrated in the teaching of Literacy. These targets are structured into Text Level, Sentence Level and Word Level Work according to each year group.

- In Text Level, children gradually work with a wide range of texts: fiction, non-fiction, poems, newspaper articles and songs. In the first cycle children can begin to look things up in informational or reference texts and start to use the contents and index. During the second cycle, students, with the teacher's guidance, select appropriate texts to find and use specific information and use these texts as a model for their own writing. In last stage, they also identify content, structure and vocabulary of a given text, they summarise key ideas using paragraphs to organise their own writings.
- In Sentence Level, the children in early years use familiar grammatical structures correctly, and can begin by putting words from familiar phrases in order. In second cycle, grammatical awareness can be taught in an experimental and investigative way. In the third cycle students need to be consciously aware of all the grammar structures they have acquired in Primary, so that they are confident in approaching formal grammar structures and can easily demonstrate what they know when they begin Secondary Education. Children are aware that their writings can be adapted for different purposes, extend the work on sentence structure as well as on verb tenses, and parts of speech.
- In the Word Level, students from year two work on topic vocabulary, words with spelling similarities. In further on stage, pupils gradually identify misspelled words in their own writing, use known spellings as a basic for spelling other words, build words from other known words, and spell by analogy with other known words and use dictionaries and thesaurus to find new words.

In addition, Attainment Band targets are described for each subject. All teachers at the end of each cycle must consider the individual attainment level or band of each child. There should be a clear picture for each class of 10% at band one, 70% at band two and 20% at band three.

According to the consideration of the different Bands of Attainment, self and peer assessment techniques are used to develop an active reflexion of their own learning which will lead in the use of specific strategies of improvement which are recorded in their Challenge Cards.

4- THEORETICAL FOUNDATION

Developing oral skills literature is fully based on educational as well as linguistic theories that we will try to organize coherently in order to generate a corpus to support our work. Some of the theories are related to general aspects such as intelligence, cognitive process, organization, motivation and emotional learning. Others are linked to more cultural and social features.

Even behaviourists argued that learning occur in environments that are rich with stimuli and provide feedback in response to students' efforts. Learning is also enhanced when content is relevant to students' lives. Rogers Carl in *Freedom to learn* (1969) and many others linked to the Humanistic Approaches to FLL. Later on, Krashen and Terrell develop their Natural Approach as well as the Input Hypothesis and the Affective Filter Theories. When teachers provide opportunities to build understanding and practice skills, and when students have choices that are interesting to them. In addition, access to teachers and peers who can model, explain, discuss, or critique shapes the learning process (*Teaching, Learning and Assessment*, John Blanchard 2009).

Following Dell Hymes (1972) communicative competence theory, many authors pointed out that students learn through social interaction as well as individual effort; that is, they are collaborative. To encourage strong identity development, teachers provide opportunities to interact; affirm and strengthen students' sense of themselves and help them find and develop areas of competence. Teachers give students increasing opportunities to make decisions and to act responsibly within the school and the community.

Effective teachers organize the learning environment to provide children plenty of hand-on activities and real tasks and audiences. Opportunities for "active" learning experiences promote deeper learning, especially when they are combined with reflection. In these kinds of experiences children are asked to write or talk about ideas, create models and demonstrations, solve complex problems, and build projects that require the integration of many ideas. Teachers can develop learning activities with real purposes, audiences, and structures that reflect those outside school in real world.

When students are given the choices about classroom work, their motivation to learn is increased. Teachers can ensure that tasks are accessible and appropriate for their students and provide feedback that offers opportunities for revision of work. They can also teach students how to think about and monitor their own learning and performance by providing opportunities to plan and organize complex tasks and to use specific learning strategies.

By encouraging discussions among students about ideas, teachers also create environments where students are also sources of knowledge. Teachers can also foster students' abilities to undertake complex performances by modeling and demonstrating, scaffolding steps in the learning process, coaching learners, and providing specific constructive feedback that enables learners to revise and improve their work.

4.1 Multiple Intelligence

Gardner (1983) developed a theory of multiple intelligence where he outlines that, in addition to the linguistic and logical-mathematical abilities there are five other capacities: musical, spatial, bodily-kinaesthetic, interpersonal and intrapersonal that may also be included as human intelligences. He also emphasised that, intelligence should be thought as a potential, as a set to "know-how" or "ways of doing things". Most of the tasks involve putting more than one intelligence into practice.

The resource to develop oral skills described in this study work considers the following intelligences according to Gardner:

Linguistic intelligence refers to children's abilities to receive communications and to express themselves. It involves the ability to use a language to communicate, in this case through speaking and using a second-language.

Bodily-kinaesthetic intelligence to use their bodies to express themselves in a oral speak.

Interpersonal intelligence to handle the situation of speaking in front of their classmates, accept their opinions and suggestions through their feedbacks.

Intrapersonal intelligence to be aware of their strong points and those who need to be improved according to the peer-assessment, the self-assessment and the teacher's.

4.2 Cognitive Processing.

For learning to occur, facts, concepts and ideas must be stored; connected to other facts, concepts and ideas; and built upon. Cognitive theorists have studied the nature of memory to determine how and under what conditions people retain or forget information. They distinguish between "working memory" and "long-term memory". The ability to retrieve information can be enhanced when physical, auditory and visual stimuli are combined with symbolic materials like language or numbers. Encoding information using multiple sensory

pathways can help memory to be taken in and recalled more effectively, for example by learning something aurally, visually and kinaesthetically.

Researches on memory suggests that teachers should provide multiple modes of presenting information, offer opportunities to make meaningful connections among concepts, and help to structure categories of information. Organizing thoughts involves the ability to sort information, decide which information is appropriate and recognize how parts make up a whole, and recognize sequences (e.g. introduction, main body and conclusion).

There are several ways teachers can support all children in organizing their learning, including those who experience challenges in cognitive processing. One of them is to structure the learning process by:

Establishing routines and procedures,

Sequencing activities,

Demonstrating an idealized version of the task to be performed,

Organizing and guiding their practice,

Identifying and building on student's preferences and

Making connections to their prior knowledge and experiences.

According to these suggestions, information is introduced through several kind of mediator including auditory, visual and kinaesthetic resources.

Children get used to organise when routines are established from very early s to last years, which gradually increase in difficulty. Activities have a very clear structure, and children always know which stage they are on. Before facing a new task, a model example is performed. Precisely, their oral presentation activity is based on their preferences and finally, when students carry out their task eventually, they are supported with personal guidance.

4.3 Metacognition

Metacognition means thinking about one's own thinking. It involves reflection, thinking about what we know and self-regulation, managing how we learn. When students develop these abilities is not only about becoming reflective learners, but also acquiring specific strategies as well. Before they learn the metacognitive strategies, children do not use tactics like planning their work or monitoring their tactics or short-cuts to solve problems.

Teachers who develop metacognitive skills in the classroom help children incorporate active reflection in their learning. Some strategies include opportunities to reflect on learning and to learn to direct one's work, such as:

Evaluating peer-work: Students review their work and define where the strengths and weaknesses are in their work and their thinking.

Self-assessing: Students reflect on their learning and find out how their skills have developed.

Self-questioning: Children use questions to check their own knowledge. When students learn to ask questions of themselves or of others while they work, they intentionally direct their thinking and clarify the areas where they need help.

Critiquing: Students provide feedback to other students about their works in a constructive way. This process allows students to practice verbalizing their own thinking and students receiving feedback to improve their own thinking process and performance.

So, different strategies of both, self and peer assessments are developed from early years on a daily basis: “thumbs up” to show agree or disagreement, “pat on your back” to celebrate a little achievements, “two stars and a wish” to feedback a peer performance positively or more elaborated grids in later stages.

4.4 Cognitive Learning

One of the aspects linked with the previous point is the idea of a cognitive apprenticeship: teachers provide a purposeful demonstration of skills, assistance and coaching. The focus is on developing conceptual understandings and cognitive skills, rather than the production of a concrete task.

One of the goals in cognitive apprenticeship is to support students in developing their logic abilities by making thinking visible by modelling the central aspects of the activity, showing how strategies work in a real situation, giving increasing responsibility to the student and providing feedback as learners practice until they become proficient.

Darling-Hammond (2003) state that:

Throughout an apprenticeship experience, teachers and expert peers *model* or demonstrate how to perform a task. Therefore, researchers, for example Lee (1995); Palincsar & Brown (1984), Scardamalia & Bereiter (1985) and Schoenfeld (1983) have found that when teachers explicitly demonstrate and explain specific skills and strategies, students have a better sense of how to approach a task. The teacher also *scaffolds*, or provides a variety of supports, to help students accomplish their work. These scaffolds sequenced step with assistance and instruction that add up to a completed product or a variety of aids for students, including materials, techniques, and tutoring on specific concepts or skills. A third kind of teaching strategy, coaching, involves observing students as they work and facilitating and providing feedback while they perform a task. Teacher may also work to help students reflect their own thinking processes in order to build on their strengths and identify gaps. All these activities are found in a setting where students are encouraged to explore topics, pose their own

questions, and pursue their own investigations. As students develop and learn, these supports are removed, and the teacher fades to a less central, but still very involved, presence.

Allan Collins (1991) describes three core teaching strategies in a cognitive apprenticeship to support students' skills:

Modelling: Teachers and advanced peers serve as models for students working to develop skills. By providing models of the whole task, learners are guided by what the end product may look like. It also supplies an outline which serves as an advanced organizer as students plan and a well-structured example as well as a high-quality activity.

Scaffolding: It refers to the support steps in the learning process organized by the teacher to help students in making progress. A key element is that the teacher must provide just enough support to encourage progress. A good scaffolded activity might be a small research task about a topic, each of the steps toward the task is well-organized and outlined for the students with small assignments which trigger feedbacks, both from the teacher and from the peers and self-assessments in which students realize of gaps, strengths and weak goals.

Coaching: According to Collins (1991) the teacher coaches the student through a wide range of activities: choosing tasks, providing hints, scaffolding, structuring the way to do things, evaluating, recognizing problems, working on particular weaknesses, challenging, offering encourage and giving constructive feedback on a performance.

It's also important when designing a cognitive apprenticeship environment to situate the work in a realistic task that is representative of the field being followed. Therefore, the students work together with the teacher to develop ideas. Finally tasks are more motivating to students if they have a real-world value, if the students see their applications in real life.

Consequently, the *show and tell* technique, centre of the present study, is designed on this outline. Thus: firstly the teacher or band-three students performance a good model of the task to the whole class; secondly, the activity is divided into smaller pieces of work (choose a topic, define the outline, write the composition, corrections...) to end up with the teacher coaching the students throughout the whole process.

4.5 Cultural and Social Contexts: Vygotsky's Theories

Everything we learn takes place in a social context. Learning occurs as parents talk with their children, as children play together, and as teacher help students.

Lev Vygotsky (1978) proposed the idea that learning and development take place in the interactions children have with peers as well as with teachers. These social interactions develop language, which support thinking, and they provide feedback and assistance that support continuing learning.

Vygotsky suggested that knowledge is constructed in the middle of our interactions with others and is shaped by the skills and abilities valued in a particular culture. He argued that language is the main tool that promotes thinking, develops reasoning, and supports cultural activities like reading and writing. Vygotsky noticed that children solve problems with their speech, as well as with their eyes and hands. They talk aloud to guide their own thinking processes. As children mature the speech that they use aloud and with others eventually becomes internalized as part of their tactics for problem solving. He suggested that language helps children be strategic, rather than purely impulsive, in their approach to complex problems, and it helps them to gain control over their own thinking and behaviour.

The teacher or a more expert peer is essential to this learning process. Individual development takes place in the context of activities modelled or assisted by this more skilled person. Vygotsky suggested that the teacher's job is to assess the student's understanding to locate the point where the learner needs the assistance. Once that has been done, the teacher provides that assistance; for example, by modelling or demonstrating, by asking questions or coaching -as we discussed in 4.3- by creating a group task in which peer assistance can occur.

Contemporary theorists have built on Vygotsky's ideas about learning as a social process and suggested some implications for teaching in the larger context of schools. Their work suggests the importance of:

- Having teachers and students produce work together,
- Developing language and literacy across the curriculum,
- Making meaning: Connecting school to students' lives,
- Teaching complex thinking, and
- Teaching through guided conversation (Dalton, 1998, cited in Tharp, Estrada, Dalton, & Yamauchi, 2000, p. 20)

In *Teaching Transformed*, Roland Tharp (2000) explains each of these principles in detail:

- The first principle suggests that teachers and students work together in "joint productive activity," and have an opportunity to talk about their work. Joint activity means teachers share power with students—they share decisions about the selection of topics, as well as responsibilities for how to proceed, for instance. In traditional schools, such activity is not common. This kind of collaboration requires dialogue, negotiation, and compromise.
- The second principle states that both oral and written languages are central to the setting required. Developing language and literacy across the curriculum is an explicit

task for teachers at all grade levels. Regardless of the subject matter, developing competence in the language of instruction is a fundamental requirement for effective learning. This kind of literacy development goes beyond opportunities to speak and write everyday language, it also includes developing an understanding of academic disciplines like science, mathematics, history, literature, and art. If students are to learn academic discourse, teachers must help them understand how members of the discipline use specific language to describe, categorize, and study things.

- The third principle is that of making meaning, contextualizing instruction, and building on the knowledge students bring from their families and communities. Making instruction meaningful by connecting it to students' own experiences and interests, creating engaging tasks and applications, and showing how ideas are related, accelerates the learning process.
- The fourth principle asserts that good learning occurs most often in cognitively challenging activities, those that require thinking and analysis, rather than merely memorization and recall.
- The fifth principle is that the foundation of instruction is dialogic in other words, we learn through exchange and discussion with a specific academic goal. This is the way to accomplish and join the four principles: activity, language learning, meaningful tasks, and challenging cognitive task.

Tharp refers to this as the “Instructional Conversation”:

To truly teach, one must converse; to truly converse is to teach. In the Instructional Conversation, there is a fundamentally different assumption from that of traditional lessons. Teachers who engage in conversation, like parents in their natural teaching, are assuming that the child may have something to say beyond the ‘known answers’ in the head of the adult. They occasionally extract from the child a ‘correct’ answer, but to grasp the communicative intent of the child requires the adult to listen carefully, to make guesses about the meaning of the intended communication (based on the context and on knowledge of the child’s interests and experiences), and to adjust their responses to assist the child’s efforts—in other words, to engage in conversation (Tharp et al., 2000, p. 33).

One of the ways teachers can guide and enriching interaction with and among their students is the assisted performance and scaffolding. Considering learning as a social process means the primary role of the teacher is as assister of the student. The teacher’s task is to continually move the student’s point where the learner needs assistance toward higher and higher levels of competence and complexity. A teacher can provide several kinds of assistance: Teachers can provide a model to show a learner how something is done, or they can demonstrate a process or skill both physically and by talking aloud about how an expert thinks (4.3, Cognitive Apprenticeship). A teacher can also assist by breaking

up a task into smaller units or reorganizing the sequence of a complex task. A teacher might assist through questioning, feedback, encouragement, and praise. Each of these forms of assistance depends on clear and effective communication with students.

According with Brown, Collins, & Duguid, (1989) the most important form of assistance is the well-timed question, which can serve a number of purposes. Questions can also serve to extend students' thinking further and provide opportunities for them to articulate and reflect on their thoughts. Questions can serve as "scaffolds" by guiding the student through a logical thinking process or by prompting the learner to think about a problem in a new way. "Scaffolding" is the general term for the work the teacher does to provide just enough support, depending on the needs of the student, to move students' skills and understanding

Scaffolding is an interactive process of assessing and assisting as well as being sensitive to the needs and the readiness of the learner. Students who have had less experience with an area, a field, or a domain will need more scaffolding than those students who have had more experience with that field or domain. They may need more sequenced supports, more attempts, and more opportunities to revise to develop expertise. Assistance can also be provided by more capable peers, through resources or mediators displayed in the classroom, or by the Internet, software, and books. The teacher's role is to make sure that the student has access to a variety of resources appropriate to the student's needs and an understanding of how to use them.

As a result of applying all these theories, teachers and students share decisions to choose the topic of their *show and tell*, and establish duties and set the timing of the task. To carry out the activity oral and written languages are required, not only as a tool but also as an area to develop competence. We link their interests and experiences to the task to be accomplished by letting the student choose their topic. The activity requires looking for information, to analyse, to summarise, to organise and structure the contents. It actually involves a great challenge for the child who must put into practice a great deal of capacities. All in all is carried out through the exchange of ideas, suggestions, discussion, dialogue, agreements, compromises thus an "Instructional Conversation"

It is also essential to create a positive environment for learning about school. Schools that organize everything they do around what enhances learning, achieve extraordinary results in large part because they are working with the way people learn. Some of the central ways on which these kinds of schools try to enhance learning are:

Creating a positive productive environment for learning. It includes providing a nourish environment that supports the social and emotional growth of students and connects the student's cultural background. Such environments use the social group, teachers and peers, as sources for leaning as well as other parts of the environment, in this case, constant interaction through English in every situation.

Organizing the curriculum content for student to master. Teachers make deliberate choices about the curriculum. It refers about how teachers scaffold the learning process so that students

are able to develop the skills they will need. In this respect, teachers agree the design the procedure of how to introduce and develop the activity along the different stages of education.

In *“The Right to Learn”*, Darling-Hammond describes some features found in successful school. The following ones can be found in the school where this work is located:

Opportunities for collaborative learning: Learning takes place in a social context and relies on communication and interaction with others, in this case always in a second language, and taking advantages of every situation or context, either inside the classroom, corridors, trips, outings, activities...

Collective perspective across the school: Schools have common goals and common rules. Rather than students encountering a fragmented curriculum and different expectations in each level, school plan for student’s objectives collectively. Objectives are reinforced through school and the curriculum is more coherent. Teachers work together to develop instructions that reflect the central concept and ideas in the subjects. They also design the work that goes on within and across classrooms. Regarding this point, coordination is an essential feature in our BP, at all levels, among all teachers and for different purposes to share spaces and subjects, link topics, celebrate events where English also has an important role.

4.6 Emotions and Learning

When dealing with speaking skills, mainly referring to *“show and tell”* techniques, we cannot forget the importance of emotions, as speaking in front of a public audience is quite terrifying for many of us. Primary Students do not get away from the impact/effect that emotions have on learning. They influence our ability to process information and to understand what we find out. For this reason, it is important for teachers to create a positive, emotionally safe classroom environment to provide for the optimal learning of students. Learning how to manage feelings and relationships constitutes a kind of *“emotional intelligence”* that enables students to be successful. Emotional intelligence expands on Gardner’s theory of multiple intelligence (section 4.1), in particular, the intrapersonal and interpersonal intelligences he defines.

Positive emotions can help students to process think, perform a learning task, and process new knowledge. The ability to recognize and manage their emotions to solve conflicts, to motivate themselves, and to persevere in the face of difficulty can help students become life-long learners.

There are different ways in which emotions can enhance or impede the students’ learning. Some students may have difficulties because their minds are cluttered with distracting thoughts and memories. Other students can feel depressed or anxious about learning and often do not feel competent academically. Finally, students can become upset by classroom events (a failed test, a negative comment) and react in a way that impedes further learning.

An emotionally safe classroom environment is necessary for students' learning, growth, and creative expression. Teachers can create emotionally safe classrooms by affirming students' accomplishments in non competitive ways, encouraging self-confident, providing opportunities to take risks without penalty, and giving thoughtful feedback. Researchers have found that students' emotional and academic functioning improve when caring and respectful teachers support students' competence in a non comparative and non competitive way and support students' autonomy through meaningful curriculum. (Baker, Terry, Bridger & Winsor, 1997; Charney, 2000; Noddings, 1992).

Therefore, teachers can create an emotionally safe classroom environment by providing targeted, positive feedback on successful elements of work in conjunction with suggestions for improvement.

According to Scrivener (2005) when students study a language, they tend to store a large number of knowledge (rules of grammar, lists of vocabulary, or phonic rules) but then they realize that they cannot actually use it to communicate when they want to.

There seems to be some difficulties to transform that knowledge into actively usable language. In some cases, the "so called" passive knowledge is much larger than the active knowledge. Without experience in using the language, learner may not feel confident to speak. We learn to speak by speaking.

One way to help students to activate their active knowledge is to give them safe situations at schools where are prompt and encourage to use the stored language.

One of the most distinguish features of the BP is its emphatic approach to oral skills on students, particularly focused on public talks. Consequently, during students' performances, constant feedback is provided either using visual aids or non verbal language which allows an instant and effective way to effective improvement in the children.

5- METHODOLOGY AND DESIGN

5.1 General Background

In 1996, the Ministry of Education and the British Council signed a formal collaborating agreement which aim was to develop an integrated curriculum in Spanish state primary schools. This experience began in 43 schools in 10 autonomous regions plus Ceuta and Melilla, affecting 1,200 three and four year-old pupils.

Nowadays, there are 74 primary schools and 40 secondary schools, approximately 20,000 students are involved in the Project, studying the British Curriculum from the age of three.

The British Project has some different connotations with other bilingual programs developed by several autonomous regions in Spain.

The basic targets of the BP are:

- To promote the acquisition and learning of both languages through an integrated content-based curriculum.
- To encourage awareness of the diversity of both cultures.
- To facilitate the exchange of teachers and children.
- To encourage the use of modern technologies in learning other languages.
- Where appropriate, to promote the certification of studies under both educational systems.

The following features about the BP must be pointed out:

- * The Bilingual Project operates in state schools and not in schools that are private or fee-paying.
- * The BP begins at an early age, normally when pupils are three years old.
- * It is based on a whole-school approach, in order to ensure that all children at the school have the same opportunity, regardless of socio-economic or other circumstances.
- * It is supported by a set of *Guidelines to develop the Integrated Curriculum* which were shaped by the Ministry and the British Council.
- * A significant amount of curricular time is allocated to the additional language, English, roughly equivalent to 40% of each week at school. It allows pupils to learn a number of challenging subjects through English such as Science, History and Geography, Art and Crafts and Literacy. Consequently, English language turns into a learning tool.
- * In Infant Education, most of the schools dedicate to English 6 or 7 sessions per week, whilst Primary Education reaches 10 or 11 sessions per week out the 25 sessions, as the BP recommends.
- * The reading and writing skills in English are introduced from an early point, in order to complement the skills of listening and speaking and to promote an underlying general competence in language.
- * Students face the challenge of, not only learning the English language, but also learning through this language the content of essential subjects of the Primary curriculum and developing new abilities using that language as a medium of instruction.

- * BP schools are provided with supernumerary teachers: *Linguistic Advisors*. They are either native speakers from Anglophone countries or Spanish teachers highly qualify in English language. In Infants, *linguistic Advisors* work together with the class teacher and in Primary they accomplish a team work with the English teacher.
- * Co ordination between all members of staff is essential, both within each cycle, across cycles and clearly at the transition stage between Infants and first cycle. They must plan together in order to make sure that all contents of the integrated curriculum are fulfilled.

5.2 School context

The school where this work is based on joined the Bilingual Project in 1997, so it's been developing the program for 15 years.

Throughout these years, the school has designed its own model of BP school under the *Guidelines to develop the Bilingual Project*.

These are its key characteristics:

- In Infants, two English teachers, one of them a *linguistic advisor*, develop the BP.

Seven sessions per week are dedicated to English. BP teachers work parallel with the infant class teacher. That is, the same topic on which the infant teacher works is taught **through** English by the BP teacher.

Jolly Phonics method is used to facilitate the teaching and learning of early reading and writing in English.
- In Primary, an English teacher is assigned per level and one advisor per cycle. Both teach the following subjects: Science, Geography and History, Literacy, ICT and Art and Craft, distributed in 10 sessions per week entirely in English.
- Nor text book are required for Literacy neither for Art and Craft.
- Literacy subject is approached and accomplished through a wide range of texts, combining fiction, non-fiction, poems and songs trying to link the text to the Science, Geography or History topic if possible.
- To create an environment where the presence of the English language is noticed is of prime importance in school. Boards and other display areas are used not only in classrooms but also in corridors to support and reinforce ongoing topics. They can also be used to introduce new ones. Children take part in the creation and maintenance of their display areas, which is always very rewarding for them.
- The BP teachers have drawn up the school guidelines for each educational cycle as well as the infant one. These guidelines establish rules, routines, classroom management,

distribute aims and contents into each year group, explain some of the policy of the school as to text books, homework, and encouraging reading strategies, among others.

5.3 Aims

Literacy is one of the BP subjects. This subject stresses a clear distinguishing feature from other bilingual programs.

Literacy is much more than just the teaching of the mechanics of reading. Literacy involves the five skills of language: understanding, speaking, reading, writing and interacting. A balance of these provides the child with a greater knowledge of and control over the language which allows children to access to both fiction and non-fiction materials, to different social and cultural worlds and therefore encourages self-esteem, self-identity and emotional development.

According to Mike Fleming (2010), in *The aims of language teaching and learning*, the traditional approach stresses on a discrete approach to describing aims. But language as a subject deals with developing language competence in reading, writing, speaking and listening. Personal growth goals are also taken into consideration. The aims are considered as the acquisition of the ability to communicate in other languages. The curriculum has the responsibility to develop “subject specific knowledge, skills and understanding using language competence as a tool”.

The BP is designed to increase the standard of students’ language competence. It includes one of the most innovative aspect, thus, how the Project emphasizes in the importance of public talks.

Other relevant aspect of the curriculum in this kind of project is the inclusion of aims associated to plurilingual and intercultural paradigms, associated with responsible citizenship, democratic participation and personal growth.

5.4 Design

A- General design. Foundation Stage –Infant Education and First Cycle KStage 1

1. Create an English Context. Following the idea about learning in a social context, where children interact with peers as well as with teachers, we increase children’s abilities to receive communication and to express themselves in a second-language, by teaching lessons 100% **through** English. Even to the extreme than in early stages (infants and first cycle) teachers avoid children from seeing them speaking in Spanish. English turns into a real and natural communicative tool. Teachers always interact with children in English,

either inside or outside the classroom, in corridors, playground, outings, trips, festivals and celebrations.

Children are always encouraged to address the teachers in English. The teacher provides assistance and a model. Teachers are the link between what the children say and what the students really want to say, offering the pupil the right input which is used both as an assessment tool of comprehension and as the model of output for the pupil to use in future situations. Firstly, they use single words e.g. “toilet, please”; then they use phrases or chunks of language “go the toilet, please?” And finally they are able to make a complete and correct sentence “Can I go to the toilet, please?”

Therefore, a great variety of oral activities are accomplished in order to encourage oral skills such as recounts about experiences, events, situations, trips or celebrations; oral reports about news; retelling stories or tales; reciting poems, chants and songs; role-plays and drama; talks about themselves, their daily lives, families, pets; “questions and answers strings” e.g.: *Ana, ask María where she was yesterday. Jorge, ask Juan where María was yesterday. José, ask Mario if he went to the cinema yesterday. Ana, ask Laura if Mario went to the cinema yesterday.*

2. Multiple Intelligences implied. As we have seen in previous sections, most of the tasks involve applying different types of intelligences into practice at the same time.

Considering children with visual memory, speech bubbles are displayed around the classroom walls. It allows children to use the classroom language needed in the lessons: *Can I go to the toilet? Can I borrow your pencil? Can I have one? What does “table” mean? How do you spell “table”? Shall I switch off the lights? Can you say it again, please? I don’t understand.*

A great variety of classroom language is needed on a daily basis but only some of them can be displayed. Teachers’ role is always to offer the children every single one they may need. Repetition is vital for the children to acquire this kind of language, especially in early stages together with mimic gestures. Here are some good examples: *Can I sharpen my pencil? Can we use felt-tips? Can you pull the blinds up/down? José is bothering me. Juan is not in today. I was not in yesterday. Do you have a spare one? Miss, like this? Whose is this? It’s Ana’s birthday today. Last Saturday/Sunday was my birthday.*

Therefore, lists of vocabulary, high frequency words, structures, and homophones, rules for a good listening or for communicative language are also exposed.

3. Develop Basic Competences through well-planned Classroom Routines associated to a clear Discourse. To support student in organizing their learning, we establish school routines on a daily basis, which children carried out orally in each session. Once these routines turn into a habit, the teacher’s role is that of a mere prompter so the children start and perform the routines by themselves every day.

To help children to take in and to recall more effectively information, we use multiple sensory pathways, considering auditory, visual and kinaesthetic memories, so at Infants classrooms, each routine is linked with a song or chant and its corresponding mime, for example: greetings, the days of the weeks, the month, the season, the weather, to put on coats or overalls, to put paper in the bin, to tidy up, to start an activity or a story, to ask for silence, chants to start or finish the session.

In primary, oral routines get complicated little by little. From year one, we introduce visual aids, which is that each routine has its labels –picture and words- for example: questions and answers about what day it is today, was yesterday, the day before yesterday, will be tomorrow, the day after tomorrow; what the weather is/was/will be like; what season we are in, and in two month's time; how they feel today, news of the day... We resort to gestures to support meaning and to point out everyday mistakes e.g. past versus present; futures versus present; she/he; pronunciation of the sound “v”.

4. A Clear Classroom schedule. In order to enhance students' motivation to learn, teachers make sure that the children's daily task is clear, that the students have the information necessary to accomplish the task. Thus, children can focus on learning, not guessing what the teacher aims or wondering how to do a task. It creates a positive environment and it organises thoughts to be stored and connected to other facts. According to this, lessons have a clear framework, which is written on the *Today's goal* and in the *Today's plan* signs which is displayed on the classroom walls. For example: Today's plan will be displayed

- *Routines*
- *News of the day*
- *Check task*
- *Revision former lessons*
- *Today's goal*
- *Activity*
- *Set task*
- *Today's goal: I can understand why water is important for living things.*

It provides an atmosphere where children know what is expected from them at any moment, developing awareness, which enables children to feel confident to express themselves naturally in a second language. Likewise, as children acquire self-esteem, their knowledge of and control over the language is higher.

5. Associate Language to Thinking Skills development. Due to the fact that language is the main tool that promotes thinking, develops reasoning and supports cultural activities, our program gives a considerable importance to public talks, which distinguishes the BP from other bilingual programs. The matter of the importance of oral presentations plays a prominence role in the school life. Children do presentations on a subject of their choice to the class for about 5-10 minutes. It's accomplished gradually starting in early years.

As we have said before, developing language and literacy across the curriculum is an explicit task at all grade levels, this is why *show and tells* are introduced from an early stage, aged 6 or 7, that is, in year two of primary.

At early stages, children are encouraged and stimulated to show their classmates books, objects, toys, photos, posters related to the topic been worked in Science. As the fourth principle of Vygotsky's theory points out, good learning occurs in challenging activities which require thinking rather than memorizing. *Show and tells* are approached in both the Science or in the Literacy subject. This is due to the fact that children always present things related to the topic on which they are working in Science. Content and language are completely linked in this way.

Taking into account Allan Collin's strategies in a cognitive apprenticeship, teachers provide a model so that the children are guided by what their own task should be developed. This way, the teacher performs a *show and tell* in front of the children. Simple structures are used which have already been worked beforehand. For instance, a simple introduction: *Good morning. My name is María and this is my show and tell, contents regarding the topic: This is a lion. A lion is a vertebrate. It's a mammal. This is an eagle. An eagle is a bird. This is a shark. A shark is a fish. This is a bee. Bees are insects. This is a crocodile. Crocodiles are reptiles, and finally, a mere conclusion: This was my show and tell. I hope you liked it. Thank you.*

6. Provide an Emotional safe environment. In order to create an emotional safe environment, the activity is carried out in a non-competitive way, encouraging self-confidence and providing opportunities to perform accessible tasks. The right moment to carry out the *show and tell* is after the daily routines and generally once the children are already sitting on the carpet area where the daily activity will take place afterwards. Thus, the children are sitting on the carpet and the child who is performing the *show and tell* is standing in front of them. If necessary, a portable whiteboard is provided to stick resources. The teacher sits at the rear so that the pupil is the "protagonist of the day". It's more motivating if the children find the activity more relevant and valuable personally.

We must remember that in a cognitive apprenticeship, one of the roles of the teacher is to support and assist students. Taking this into account, the teacher, if necessary, prompts the child at any time, refreshes and offers them the input and vocabulary required to accomplish this simple *show and tell*.

As we have formerly developed in the theoretical foundation, for students to develop both metacognitive skills and at the same time, to involve interpersonal intelligence, students

express their opinions about their classmate's *show and tell*, that is peer- assessment and self-assessment. Children need to be aware of the criteria on which their evaluation is basing. Students are given clear instructions about which aspects they should value: audible and clear tone, pronunciation and resources, interesting contents etc. Consequently, each child can express two positive aspects and something that can be improved: *two stars and a wish*. Negative feedbacks are not allowed. They use simple structures such as *I liked your show and tell because you speak very clearly; I liked your show and tell because your pronunciation is very good; I liked your show and tell because your poster is beautiful. I liked you show and tell because it was very interesting*. Secondly, the children assess themselves choosing one aspect to be improved which is registered in a challenge card (APPENDIX 1 and 2). Finally, teachers also express their opinion about the child's *show and tell*, stressing the children's effort and their contribution. Hence, the teacher rewards the pupil with a sticker.

B- Second Cycle KStage 1-2

Second cycle is a time of transition. During the first term of third grade, children reinforce the basic *show and tells* performed in first cycle while, during the last two terms of year three, and especially along year four, the children are involved in a more complex and organised task which requires looking for information and structuring it into a talk format. Second cycle is the “bridge” which shapes the first rudimentary *show and tells* into a basic proper oral presentation.

C- Third Cycle KStage 2

In the highest stages is when oral presentations become more prominent and essential.

Two important ideas involve the process to support oral skills through the specific technique of oral presentations: the apprenticeship concept and learning in a social context.

- * Following the strategies described by Collins in section 4.4 about modeling, the activity starts with either a teacher's or an advanced peer's model of the whole task. This modeling oral presentation supplies an outline and a well-structured example of high quality which guides the students.
- * As we have seen before, questions can serve to extend students' thinking further and provide opportunities for them to reflect on their thoughts. Questions can serve to guide the student's logical thinking process. Subsequently, in a joint activity, this means, communicating and interacting with both their classmates, in a small group activity, or with the teacher, students are inquired through challenging questions. The teacher resorts to questions to provide a reflective environment and to elicit children's explanations about different aspects of the task. Children are prompted to analyse the different aspects of the modeling presentation. We expound some examples:

- *Have you recognised different parts in my show and tell? Can you remember how each of them started?* The children should point out three different parts: Introduction: *How did I start my speech?* The children recall the model's introduction and turn it into their own one to fulfill their task in the future. Obviously, it will become more complex than in early years. A good example would be: *Good morning. My name is María/I'm María. I'm 11 years old. I live in Palencia. I study at St. Antolín's School/I'm a student at St. Antolín's School. Today I'm going to talk about whales./The subject of my presentation is whale. I've chosen this topic because they are my favourite animals.* They are also required to announce their speech outline: *I have divided my presentation into four parts/I have broken my speech into four parts. In the first part, I give a.../In the next section, I will explain.../In the third part, I would like to.../Finally, I am going to show...*Main body: *Can you tell me what I talked about firstly? And then? And finally? Did you learn anything new? Did you identify lots of scientific, difficult or hard words?* The teacher insists on the idea that it should be interesting to keep the audience's attention, they should offer, show or tell something new to their classmates, something they do not know yet. They should avoid too scientific contents or vocabulary and should focus on amazing facts and choose relevant information to attract the listeners. Conclusion: *Can you refresh your memory and tell me how I finished my presentation?* A good example would be: *This was my show and tell, thank you for listening/your attention. I hope you liked/enjoyed it. Thank you very much for your attention. If there are any questions/suggestions/comments, please go ahead.*
 - The teacher inquires: *Could everybody hear me? Did you understand me clearly? Did I look at you? What did I do with my hands while I talked? Did I use them to explain any words? Did I move my body in any way?* These questions elicit a brainstorming about public speaking. Children refresh and recall which things should and shouldn't be done concerning oral presentations.
 - The teacher asks: *What have I used to support my presentation? Did you read long texts on the slides? Did you see any captions? Were there stimulating illustrations?* The teacher asserts that they can prepare a power point presentation with short texts, captions and illustrations. Yet they can also bring books, toys, real things, souvenirs, photographs, posters. They must be original. If possible, they can reproduce a short video or song related to the topic; they can even carry out a little test or experiment, a tasting, they can prepare a quiz for their classmates. It will depend on the chosen topic. Children are not supposed to read their presentations in any case, neither from a paper nor from the slides. They are reminded not to display a long text or too much information on the slides.
- * Motivation to learn is more than simply excitement about a particular topic. Rather, being motivated to learn refers to the degree to which students are dedicated to and engaged in learning. A willingness to think through problems and work through challenges to achieve skills goes beyond simply having fun during learning. Students need to believe they can be successful if they are going to try. Their expectations for success influence their willingness to engage in learning. Students are more likely to

find an assignment interesting if they have a say or choice about what they get to work on. To feel successful, children also need to witness their own progress. A good alternative approach would require the students to share a topic one day, create an outline of their plan a few days later, share a summary of their findings a few days later, turn in a draft of their final task a week later, complete a revision of the draft, and so on.

Teachers can also take benefit of the developmentally interest. For example, children between the ages of about eight and twelve like to simulate the things that adults do. So, they can organize aspects of the curriculum around these interests and use them as a springboard for areas of skill development. They can also use children's experiences strategically to encourage them and to motivate them. For example, if a student already knows a lot about a particular topic, this prior knowledge can be the basis of a writing or oral assignment so that the development of writing or speaking skills can be fostered by the ready availability of knowledge about the subject at hand.

Consequently, children are free to decide on the topic of the choice. They should consider topics which fascinate them, or topics they may be little experts in, or those about which they would like to know more, or topics which they have always wondered about as a result of a reflection or personal self-doubt.

- * Teachers play a critical role in enhancing students' expectations for success. Teachers can create opportunities for their students to experience success in the classroom by designing accessible tasks, and by providing clear instructions and information so that the students can concentrate on the final goal to accomplish.

So, several ideas interact in relation with this important role: coaching, scaffolding and assistance. There is a constant guidance between the teacher and the student to carry out the task successfully. This kind of collaborative learning requires dialogue, negotiations and compromise.

The teacher coaches and assists the students by breaking up the task into smaller units and scaffolding the assignment into different steps: Firstly, the students decide the topic. The teacher ensures that children choose a topic, which will challenge them within the individual capabilities of each pupil. Children comment with the teacher the topic of their choice. The teacher gives them her opinion, proffers ideas and suggestions.

- * Another way to learn through a social interaction is to give the students the opportunity to make decisions and to act responsibly. So, secondly, they decide the date to perform their *show and tell*. A list of dates is provided and hung on the classroom board. Then, the children sign up freely. They also indicate the topic to prevent repetitions (APPENDIX 3).
- * To organise children's learning, the activity is structured or "scaffold" in clear steps: children are given some guiding cards (APPENDIX 4 and 5). They can be revisited and

reviewed during and once they finish their presentation as a checklist. Two weeks before their presentation, children hand in their outlines and eventually their compositions of their talks. Thus, the student works together with the teacher. The teacher recognises problems or weaknesses, offers encouragement, suggests ideas, makes proposals for improvement and provides constructive feedback. If children have the opportunity to redo, revise or rewrite their activity, they will gain motivation.

- * As we have said before, teachers should provide ways to sort information and decide which information is appropriate and organise it in sequences. No doubt that one part of this activity requires looking for information, researching or investigating. The teacher might help the student to develop the ability to record details by asking questions about the topic that prompts the student to write an elaborated narrative. Children will need to clarify ideas or to deepen about some aspects. They can use encyclopedias, books and the Internet. They will decide which parts are suitable for their topics and structure into paragraphs, using their own words and vocabulary. It also involves the use of dictionaries to look up doubts or to check pronunciation of new words.
- * As far as Multiple Intelligences is concerned, this resource develops not only linguistic competences but also body language for the children to express themselves, so that auditory, visual and kinaesthetic intelligences are involved. The teacher provides constant feedback while the student is carrying out the presentation in order to encourage them or to correct possible faults. The teacher, at the back of the classroom, shows the speaker various flashcards in relation to different elements: *Slower, Louder, Clearer, Look at us, Control your body, Well done, Amazing, Better, Keep it up, Very good, Out of time.* (APPENDIX 6) Besides flashcards regarding communicative rules are displayed on the classroom walls.

Likewise, interpersonal intelligence is involved in the activity by including a debate at the end of the presentation, students learn how to handle the situation of speaking in front of others, accept their opinion, suggestions and feedbacks. Thus, a question time about the expounded topic is opened. All other students are encouraged to ask questions about the presentation. The speaker clears up doubts and responds to the pupils' questions. The teacher can also ask questions either to clarify data, to prompt and encourage pupils' inquiry or to steer peers' questions away from the anecdotal towards the substance of the presentations. Classmates and teacher's questions should provide opportunities for the speaker to express opinions or to describe hypothetical situations if possible. Afterwards, the students assess their classmate. Firstly they do it orally. They are expected to set two positive aspects and something that could be improved in the future, *two stars and a wish*, such as *I liked the tone of your voice and your body language. If I were you I would organize the contents in a clearer way* or *I liked your power point presentation and how you organized the contents. If I were you, I would speak louder and slower* or *I think your show and tell was very interesting. I liked your resources too. If I were you, I would check the pronunciation of some words.* Finally, pupils fill in a feedback card about different aspects related to the presentation. Anonymously classmates evaluate, from one to ten, essential features on what an oral presentation is, not only oral skills but also body

language, presentation structure, grammar as well as tenses, vocabulary, resources, interest, creativity. (APPENDIX 7).

- * Evaluation and feedback are also important aspects of classroom and task structures. Students need to be aware of the criteria on which their evaluation is basing. If the children have clear describing features of a successful task, students understand what they are striving for. It's important to get clear and specific feedback that describes what has been accomplished well and what needs to be improved. Not only peer-assessment occurs, as we have just seen, but obviously also teacher assessment. A more formal evaluation takes place by the teacher during the presentation. The teacher has a grid with explicit criteria about accuracy and quality of expression, which is used to take systematic notes on the pupil's presentation. It's also used as a basis for termly reports to parents or interviews with them. (APPENDIX 8).
- * According to the development of abilities on reflection and to work on intrapersonal intelligence, we finish the task with a self-assessment process. This process enables children to be aware of their strong points and those features that need improvement. Children evaluate themselves by filling in a self-assessment card. This final task can be fulfilled at home and handed it in the following day. It provides the pupil with plenty of time to do it properly. Finally, the students, taking into account peer's, teacher's and self assessment, sets two goals on their challenge card which should be achieved in the final presentation for the BP exam to be held at the end of the school year (APPENDIX 9 and 10).

6- RESULTS

The Bilingual Project represents a unique initiative unlike the model of how languages were taught in Spanish schools. It requires a very distinct approach from the traditional focus of learning English as a second language.

The BP is particularly challenging considering the lack of exposure to English in which pupils live in terms of a societal environment and the little English children use outside school in a daily basis, compared with Northern European countries.

Bilingual education was commonly associated to a socio-economic privilege. In this regard, the BP is both radical and innovative by accessing a large number of state primary schools. But not only a great number of children benefit from this BP, in fact, when first Spanish schools applied for the BP, one of the selective criteria taken into consideration was that the school was located in a less-favoured area. In this way, the BP enables many children, who had not had the chance, to study a bilingual education.

Since the school joined the project, there has been a process of change. The BP involves a whole-school approach:

On the school:

- A visible presence of English around school. Spaces must be shared to set displays in corridors and mediators in classrooms. The schools is decorated at festivals and celebrations related to the English culture: Halloween, St. Valentine's Day, Pancake Day, St. Patrick's day, Easter eggs and bunnies etc.
- When other Spanish celebrations are planned e.g. Constitution Day, Peace Day, Tree Day, Carnival, Book Day, Mother and Father's Day, Christmas Festival, Graduations are carried out in both languages.
- The enrollment demand has increased considerably. The school is well known for its attainments in bilingual education and so it has become the first choice for many families when it comes to choosing school for their children.

On the staff

- The BP requires a management approach based on consultation and collaboration with teaching colleagues.
- All the staff gets used to hearing teachers and children talking in English around school. It must be interpreted not a showing off symbol but as a strategy for the benefit of the children.
- There are as many English teachers as teachers for Spanish and mathematics. There was an initial fear from the latter ones about losing their posts in the interest of English teachers.
- Project teachers must be fluent in English. Classes are held 100% in English and Science, Geography and History are taught through English.
- There is a high degree of dedication by the school staff to the project and a deep commitment to making it succeed. It includes willingness to create self-produced materials; to collaborate with colleagues; to innovate, to use new technologies in the classroom. They are open to new ideas, have strong belief in teamwork
- The BP involves changes in teaching methodology: a variety range of activities which offer students cognitive challenge, integrating their knowledge across subjects of linguistic thinking skills; the creation of community atmosphere in class in which students collaborate; language-focused strategies, covering grammar and vocabulary, plus the lecture of different school subject.
- There is a transformation in terms of linguistic and cognitive thinking and social skills in teachers.

- The BP demands constant teaching training. The Ministry and the British Council together organize highly valued courses for teachers about the latest trends in Education, which allows teachers to keep updated. Obviously, these courses are to the benefit of the children and key for further improvements.

On the children

- Children show a great interest and a high motivation degree due to the completely new methodology used and their involvement in their own learning.
- Students strongly believe that English would bring benefit to their future studies.
- They are aware of the extra effort they need to do at school to become bilingual but they take advantage of the bilingual situation that the BP brings them, aware of the little opportunity to use their English outside school.
- The BP has a positive effect on their oral communicative and linguistic competence:
 - ✓ Children can talk confidently and coherently.
 - ✓ Their talk is adapted to the purpose and show increasing ability to adapt to the purpose of the task and develop ideas thoughtfully.
 - ✓ Pupils can convey opinions clearly.
 - ✓ Their talk engages the interest of the listeners.
 - ✓ Children speak up and out and use body language to support their meaning.
 - ✓ They are aware of the right attitude when talking in front of others.
 - ✓ Children can manage the natural fear of speaking in front of their classmates.
 - ✓ They accept their classmates' opinions and suggestions.
 - ✓ Students enjoy the experience of telling or explaining about the topic of their choice.
 - ✓ Their presentation has an accurate structure including an introduction, contents and a conclusion.
 - ✓ Pupils can arrange contents in both a significant and attractive way to keep the listener's attention.
 - ✓ They use paraphrasing to convey meaning accurately and effectively.
 - ✓ They may occasionally need some prompting from the teacher but their response is usually relevant and coherent.

- ✓ Pupils use a variety of basic structures and often correct tenses (present, past, future), but there are still occasional confusions. They attempt to use more complex grammatical structures and lexical terms though these may be inaccurate. These confusions may sometimes lead to misunderstandings. However they can make up their meaning clear through paraphrasing when the teacher indicates lack of comprehension.
- ✓ Rhythm and intonation are still quite similar to Spanish but do not on the whole impede comprehension.

On the parents

- Parents show a great enthusiasm to realise how they children express naturally in a second language.
- They have a very positive attitude towards the BP and are aware of how innovative it is.
- They appreciate the commitment and involvement of the teachers to carry out the project. They usually support their initiatives and try to get involved if possible. They consider the role of the project teachers, as something essential for the project success.

Dobson, Pérez Murillo and Johnstone (2010), in a recent evaluation report, on the findings of an independent three-year investigation, headed by a leading world expert in bilingual education, point out the key characteristics of Year 6 pupils' spoken language in a specific setting. The following conclusions are based on four different tasks. The children were asked to talk in English in relation to four tasks: 1) Their experience of the bilingual education programme (BEP). 2) A book or story they had enjoyed. 3) An aspect of science they had found interesting and 4) General discussion with the interviewer about their interests, holidays, etc.:

The generally fluent, wide-ranging, accurate, coherent and 'on-task' performance in spoken English by those in the top and middle ranges must be considered as meeting the aims of the BEP, both in their ability to cope with the four tasks and in the quality of spoken English language which they were able to produce – all the more so, given that the tasks were undertaken in interaction with an adult person who was either not at all known, or not well known, to them and that only a broad indication of the nature of the task had been given beforehand. Also worthy of note was the pupils' ability to function as a social, collaborative group during the interviews (rather than as isolated individuals) and to show confidence and interest in undertaking what was asked of them.

The weakest pupils were by no means inarticulate. Many were capable of understanding, and some capable of communicating basic messages. At the same time, though, the evaluation team suggests that consideration should be given to finding ways of helping these weaker pupils to increase their range, fluency and

accuracy in spoken English production, if they are to gain the richest benefits of a BP education. (p.70).

According with the results of the 2011/2012 BP exams that 46 students have carried out last June, 10,86% of the children were in Band One, 71,75% were in Band Two and 17,39% were in Band Three. It means that we meet the average attainment levels that are established by the *Integrated Curriculum*.

C. FINAL CONCLUSIONS

7. ANALYSIS OF THE SCOPE

We can distinguish two different areas of scope: on the one hand, those related to general aspects of learning and on the other hand those specific features about the development of oral skills.

Learning ideas about the effect of using different resources considering the theory of multiple intelligences; the incorporation of peer and self assessment to develop metacognitive skills, the three core teaching strategies to support students' skills in a apprenticeship environment; the principles to establish a social context learning, and the influence that emotions have on the learning process could be considered by any other educational context.

As to all the specific strategies and techniques focused on how to develop oral skills, could be transferred by any of the 74 BP schools around Spain. Nevertheless, Bilingual Education is been largely fostered by educational authorities lately. We think that the essential part of these techniques could be developed in any other bilingual program, adapting and adjusting the work to their own context and reality.

Moreover, the development of oral skills is not a unique aspect that should be fostered and achieved only in a bilingual situation and accomplished in a second language. Oral competences are also an essential goal in the mother-tongue subject. In this agree, these strategies could be implemented in other subjects such as Spanish language subject. In fact, some of our schoolmates have imported these techniques into the Spanish lessons and now the children use the same tactic to carry out their oral presentations in the Spanish *show and tell*.

8. CONSIDERATIONS

We must consider that this kind of projects need the crucial support of institutions such as the British Council and the Ministry of Education in this case, which selected the extra teachers needed to develop the program as well as the constant teacher training on innovative learning.

On the other hand, all new projects suffered an experimental period and need time to become successful. Each school has struggled and managed to adapt the guidelines of the BP to its own reality and has finally found its own way to develop the program. It was preceded by hours of work, meetings, agreements, arguments and decisions to get the project off the ground. Therefore, teachers' attitude towards the project has an important impact. They should be open to new ideas, methodology and innovation, willing to reach agreements, to coordinate, committed to carry out action plans being positive and open-minded.

Throughout the last ten years the way to meet the aims of the project has become systematised and achievements are widely visible. Time is an essential word.

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E- APPENDIX

APPENDIX 1

Two Stars and a Wish

 star  star  I like your sow and tell bicos is very good.

In my opinion the sow and tell is interestin.

  wish  The sow and tell is good but you spic louder

Two Stars and a Wish

 star  star  I Like your show and tell beacos is very interesting.

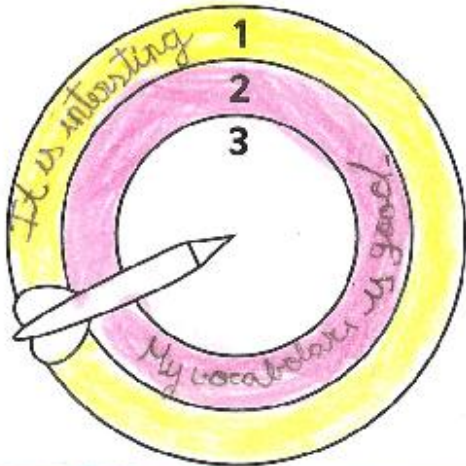
In my opinion your show and tell is very good.

  wish  I think you shot speak laughder.

APPENDIX 2

Lucia'S TARGETS

Colour the rings as you reach each target.

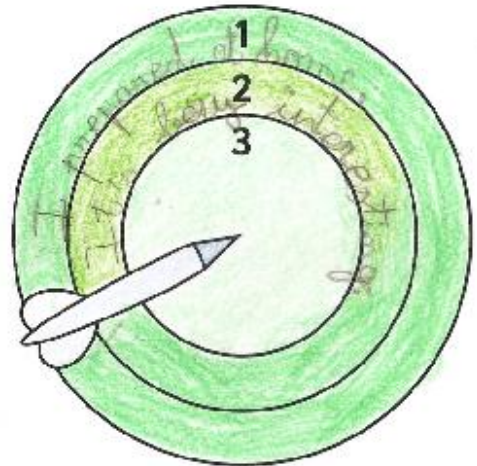


The colour of the eridboard
is was not very good.

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Sara Quijada'S TARGETS

Colour the rings as you reach each target.



I shout speak loud.

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APPENDIX 3



DATES



	THURSDAY	N A M E	TOPIC
1	1st Dec		
2	9th Dec - Fri		
3	15th Dec		
4	12th Jan		
5	19th Jan		
6	26th Jan		
7	3rd Feb - Fri		
8	9th Feb		
9	16th Feb		
10	23th Feb		
11	1st Mar		
12	8th Mar		
13	15th Mar		
14	22th Mar		
15	29th Mar		
16	19th Apr		
17	26th Apr		
18	3rd May		
19	10th May		
20	17th May		
21	24th May		
22	31th May		

APPENDIX 4



Do I use an introduction?

Good morning/Good afternoon. My name is /I'm María. I'm 11 years old. I live in Palencia. I study at /I'm a student. Today I'm going to talk about /The subject of my presentation is / I've chosen this topic because

Do I have an outline?

I have divided my presentation into X parts/I have broken my speech into X parts. In the first part, I give a/In the next section, I will explain/In the third part, I would like to/Finally, I am going to show

Do I use my own words ?

Do I tell interesting and amazing facts?

Do I use the right sentence structure?

Subject + Verb + Complements

Do I use the right tense?

Do I adapt my vocabulary to the topic?

Did I check my spelling?

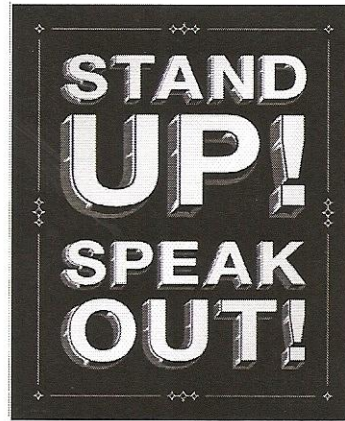
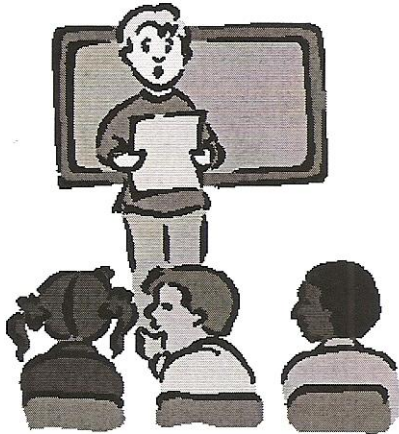
Do I resort to original resources?

Do I use a conclusion?

This was my show and tell, thank you for listening/your attention. I hope you liked/enjoyed it. Thank you very much for your attention. If there are any questions/suggestions/comments, please go ahead/you are welcome/feel free to ask.

Did I check the communicative rules?

APPENDIX 5



I can speak clearly

I can use a slow voice

I can speak loud enough

I can look at the listeners

I can use gestures to support my speech

I can stand straight but relaxed

I can control my nervousness

APPENDIX 6

CLEARER

KEEP IT UP

BETTER

LOUDER

SLOWER

WELL DONE

LOOK AT US

**CONTROL YOUR
BODY**

AMAZING

VERY GOOD

TIME'S UP!

APPENDIX 7



SHOW AND TELL PEER ASSESSMENT

TOPIC: TERRAQUITA **Date:** 8th March

Grade on a scale of one to ten:

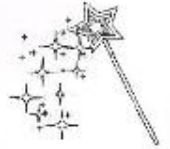
1	Clear and slow voice	8
2	Use the right tone	9
3	Body language and use of gestures	7
4	Eye-contact audience	9
5	Introduction + Contents + Conclusion	10
6	Sentence structure and grammar	8
7	Vocabulary related to the topic	9
8	Resources	9
9	Interesting	10
10	Creativity	10

Two stars and a wish:

I liked the outline, the pictures and the video.

If I were you, I would use more body language.

Remarks:
Amazing!
Really good!



SHOW AND TELL PEER ASSESSMENT

TOPIC: Padel **Date:** 10/05/2012

Grade on a scale of one to ten:

1	Clear and slow voice	7
2	Use the right tone	8
3	Body language and use of gestures	10
4	Eye-contact audience	9
5	Introduction + Contents + Conclusion	9
6	Sentence structure and grammar	8
7	Vocabulary related to the topic	9
8	Resources	9
9	Interesting	10
10	Creativity	9

Two stars and a wish:

I liked the way she explains the topic and the little experiments with the balls.

If I were you, I would speak a little bit slower.

Remarks:
I love your body language.
Amazing!

APPENDIX 8



TEACHER'S ASSESSMENT GRID

Grade on a scale of one to five:

		Get it!	Pretty Well	Not very well	Not at all Need help	Examples
		:-D	:-)	:-(
1	Spoke clearly?	5				
2	Did not rush and speak too fast?		3			Sometimes you spoke too fast due to your nerves.
3	Spoke loud enough?	5				
4	Looked at the listeners?	5				
5	Stood straight but relaxed?	5				
6	Used gestures to convey meaning?	5				
7	Controlled nervousness		3			we noticed because you talked very fast.
8	Used a clear outline?	5				
9	Included a introd. + contents + a concl.?	5				very clear points! nice structure!
11	Used the right sentence structure?		3,5			"you hit very fast the ball" "... I went because I am..."
12	Used the correct tenses?		3			
10	Adapted the info using his/her words		4			
13	Used right vocabulary ?		4			
14	Used correct pronuntiation?		3			end. of words!
15	Used appealing resources?	5				good ppt. + samples
16	Was creative?	5				the little experiment was great!
17	Was interesting for the listeners?		4			we learnt new things.
18	Controlled time?	5				
19						
20						

Final mark : 4,5 / 5

APPENDIX 9



SHOW AND TELL SELF ASSESSMENT

TOPIC: Falcons **Date:** 19th Jan 2012

Grade on a scale of one to ten:

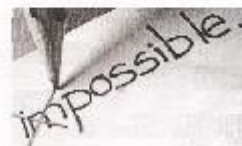
1	Where did I get the information? From an enciclopedia and from a book	
2	Was my outline useful?	5
3	Did I use a clear and slow voice?	7
4	Did I use the right tone?	7
5	Did I use body language and gestures to express?	5
6	Did I use eye-contact?	8
7	Did I include attractive resources?	4
8	Was It interesting for my classmates?	3 ↓
9	Was I creative?	6
10	Did I control time?	5

I think I was good at looking my classmates and speaking clear and loud.






My show & tell challenge

I can choose an interesting topic and I can use interesting resources.



APPENDIX 10



SHOW AND TELL SELF ASSESSMENT	
TOPIC: My cat	Date: 23 rd /2/2012
<small>Grade on a scale of one to ten:</small>	
1 Where did I get the information? I didn't look for any information	
2 Was my outline useful?	6
3 Did I use a clear and slow voice?	7
4 Did I use the right tone?	7
5 Did I use body language and gestures to express?	4
6 Did I use eye-contact?	6
7 Did I include attractive resources?	5
8 Was it interesting for my classmates?	3
9 Was I creative?	4
10 Did I control time?	
I think I was good at using slow voice and speaking loud. <div style="float: right; text-align: center;">  </div>	
My show & tell challenge	
I can choose an interesting topic and be creative, <div style="float: right; text-align: center;">  </div>	

ANEXO

SOLICITUD PARA LA EDICIÓN ELECTRÓNICA DE TRABAJOS FIN DE GRADO

DATOS PERSONALES

Nombre y Apellidos:

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D.N.I.

12.737.486-V

Dirección:

PASEO DE LOS FRAILES, 7 - 3^oC

Teléfono:

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DATOS ACADÉMICOS DEL TRABAJO FIN DE GRADO

Título de Grado:

GRADO EN EDUCACION PRIMARIA

Curso Académico:

2011/2012

Facultad o Escuela:

E.U. DE EDUCACIÓN DE PALENCIA

TÍTULO del Trabajo:

DEVELOPING ORAL SKILLS IN A BILINGUAL SCHOOL: THE SHOW AND TELL

Director o Tutor:

CARMEN ALARIO TRIGUEROS

Fecha de presentación:

22 JUNIO 2012

Cinco palabras clave que describan el contenido del Trabajo Fin de Grado:

show and tell, oral skills, key/basic competences, scaffolding, assessment for learning

RESUMEN en español (máximo 150 palabras)

Trabajo enfocado en cómo los profesores aúnan esfuerzos para incrementar las habilidades orales de sus estudiantes en el contexto de un colegio público bilingüe, desarrollando distintas estrategias y técnicas, con especial énfasis en el trabajo de presentaciones orales, en los últimos años de la educación primaria. Se ha producido una gran sistematización, en los últimos diez años de este programa, para ayudar a profesores nuevos que pudieran incorporarse a este innovador proyecto. Requiere una filosofía en los profesores basada en la consulta y en la colaboración; profesores abiertos a usar una nueva metodología y a considerar teorías como el aprendizaje cognitivo o la importancia del aprendizaje en un entorno social. Los resultados demuestran la suficiente evidencia de un cambio en los niños, los cuales se pueden beneficiar de un enfoque distinto al tradicional para aprender inglés como lengua extranjera. Asimismo, la demanda escolar del colegio de referencia, ha incrementado considerablemente en los últimos diez años debido a los logros del proyecto por la educación bilingüe, aspecto especialmente valorado por los padres.

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