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| Institution: University of Chichester | | |
| Unit of Assessment: 23 (Education) | | |
| Title of case study: Improving Bilingual Education in Europe | | |
| Period when the underpinning research was undertaken: 2014-present | | |
| Details of staff conducting the underpinning research from the submitting unit: | | |
| Name(s): | Role(s) (e.g. job title): | Period(s) employed by submitting HEI: |
| Francisco J. Melara Gutierrez | Senior Lecturer | 7 years |
| Period when the claimed impact occurred: 2014-present | | |
| Is this case study continued from a case study submitted in 2014? N | | |
| 1. Summary of the impact (indicative maximum 100 words) | | |
| <p>Research by the University of Chichester (UoC), in collaboration with the University of Cordoba (UCO, Spain), led to the identification of a set of 42 professional competencies required by teachers working in Bilingual Education (BE) in the European Union, which consequently shaped the creation of 2 international continued professional development (ICPD) programmes to support the implementation of BE policy in Spain. This transformed teachers' professional practice, preparing them for their home teaching context; improved their knowledge and skills in the use of professional language, and as designers of BE teaching materials; and facilitated the implementation of an effective approach to BE, and the creation of international collaboration networks for BE teachers.</p> | | |
| 2. Underpinning research (indicative maximum 500 words) | | |
| <p>Research conducted by Melara (UoC, UK), in collaboration with Professor Gonzalez Lopez (UCO, Spain), contributes to the effectiveness of BE teachers' professional practice internationally. This research has focused on 3 key areas of Foreign Language (FL) learning: Bilingual Education (BE), Content and Language Integrated Learning (CLIL), and Teachers' Professional Competencies.</p> <p>In a research paper published in 2016 [R1], Melara and Gonzalez highlighted the fact that the promotion of multilingualism and multiculturalism by the European Union (EU), through dedicated education programmes to guarantee linguistic diversity and improvements in the education and employability of its citizens, had generated a new professional figure in European schools: the 'BE teacher'. BE teaching differs significantly from 'monolingual' teaching, in that it involves the teaching of 'non-linguistic' subject areas (e.g., history) in foreign languages, and therefore presents a unique set of challenges for both teachers and students. However, in comparison to teachers in other subject areas, such as Music, Mathematics and Physical Education, BE teachers have hitherto lacked a set of standards or pre-defined research-based competencies to guide their professional development.</p> <p>Working with over 20 practitioners and experts in the field of BE (conducting focus groups, interviews and expert validation questionnaires), Melara and Gonzalez identified 42 competencies, structured into 6 dimensions, which BE teachers need in order to do their job effectively. The researchers suggested that these competencies should be used to help BE teachers frame their long-term professional goals, rather than representing compulsory initial</p> | | |

requirements within the profession. They also demonstrated the importance of CPD programmes in helping BE teachers develop the competencies.

The 42 competencies identified in **R1** refer to language competence and awareness, pedagogy, personal skills, diversity management, evaluation, and tools to improve teaching quality. Whilst some of these competencies are highly specific to BE teachers – such as ‘the capacity to integrate subject content, the foreign language, and learning strategies’ – others are ‘generic’ to all teachers, such as those referring to ‘personal conduct’. A third set of competencies, although they could be considered generic to all teachers, become particularly relevant when contextualised within a BE environment, such as ‘the teacher’s ability to work in teams’, which is essential in this context, since BE teachers must work with colleagues across many subject areas to be able to design and implement their teaching.

In a follow-up paper published in 2018 [**R2**], Melara and Gonzalez refined the initial 42-competencies model down to a specific BE CLIL context (removing those more ‘generic’ competencies) by cross-referencing it with 3 key elements specific to BE: the integration of the foreign language into conventional monolingual teaching, the competencies required by foreign language teachers, and the 30 core features of CLIL (the main pedagogical approach used in the EU for the delivery of BE, as identified by Mehisto, Marsh, Frigols, 2008). The result was a more significant list of 15 BE CLIL context-specific competencies, categorised into 5 dimensions, that can be used by teacher training institutions for curriculum design, and by education inspection bodies to assess the delivery of BE programmes.

These findings have led to 2 more recent research stages: the first one contextualises the new model within the framework of Effective Teaching (ET), with a view to identifying Effective BE (EBE); and the second one guides the design and implementation of a needs analysis tool, with the intention of providing roadmaps for education institutions and teachers to improve their practice through CPD. Some of these results were recently published [**R3**], and the remaining results are being developed for publication.

3. References to the research (indicative maximum of six references)

All the research presented here has been subjected to peer-review to ensure the quality of the methods and findings. **All outputs are available on request.**

[**R1**] Melara Gutierrez, F.J. and Gonzalez Lopez, I. (2016) *Sketching the figure of a bilingual teacher: designing a profile of competencies*. Revista Espanola de Pedagogia, 74 (264). pp. 357-380. ISSN 2174-0909

<https://revistadepedagogia.org/en/lxxiv-en/no-264/sketching-the-figure-of-a-bilingual-teacher-designing-a-profile-of-competencies-2/101400008037/>

<https://core.ac.uk/display/237398003?source=2>

<https://www.scimagojr.com/journalsearch.php?q=9400153141&tip=sid&clean=0>

[**R2**] Melara Gutierrez, F.J. and Gonzalez Lopez, I. (2018) *Effective teaching in the sphere of bilingual education: profile of teaching competencies*. In: *New perspectives in bilingual education: research and innovation*. University of Granada, Granada, Spain, pp. 309-314. ISBN 9788433863423

<https://dialnet.unirioja.es/servlet/articulo?codigo=6831223>

<https://dialnet.unirioja.es/servlet/libro?codigo=728616>

[**R3**] Melara Gutierrez, F.J. and Gonzalez Lopez, I. (2021) *Teacher Training for Effective Teaching*.

Accepted for publication in *Education in the Knowledge Society (EKS)*. University of Salamanca, Salamanca, Spain. ISSN-e: 2444-8729. ISSN: 1138-9737

<https://revistas.usal.es/index.php/eks/article/view/25290>

<https://dialnet.unirioja.es/servlet/revista?codigo=5880>

<https://revistas.usal.es/index.php/eks/index>

4. Details of the impact (indicative maximum 750 words)

UoC research on BE teachers' competencies has contributed to the implementation of BE policy and enhanced BE teachers' professional practice internationally.

*'I am grateful to Chichester University for allowing me to **improve as a teacher** and helping me to reflect about my misconceptions and **updating my skills**.'* (BE Teacher, Spain) [C1] [C2]

*'[...] it was an incredible personal and professional experience. This portfolio is a summary of my reflection during the **journey to become a better teacher**.'* (BE Teacher, Spain) [C7]

The research was made accessible to teachers, teacher educators, and policy advisers in Foreign Language Teaching through international publications [R1] [R2]. The findings were then used to create and implement tailored ICPD from 2014 onwards, and to stimulate wider practitioner engagement. The researchers also designed a needs analysis tool for BE teachers to improve teaching practice and training.

1. Impact on policy**1.1. Training influenced by research has contributed to Madrid's regional education policy**

In 2014, the UoC and Madrid's Regional Department for Education (DfE) signed a collaboration agreement to enhance a key element in the development and implementation of their BE policy: Teacher Training. This policy is delivered across 580 State Bilingual Schools in Madrid, supporting more than 286,000 students.

The BE competencies identified through the UoC's research were used to create 2 tailored ICPD programmes for Madrid's DfE. These have been delivered to over 250 teachers over the last 6 years to develop their professional practice.

In their annual reports, Madrid's DfE states that the UoC programme 'has proven to be an effective way to advance' their objectives [C3].

1.2. Contribution to BE resource banks

All the resources designed during the training programmes at UoC are uploaded to Madrid's BE resource banks, which provide lesson plan templates, activity ideas, and other useful teaching materials (shared with over 5,600 teachers and 2,400 language assistants). The purpose of these banks, according to the Madrid DfE, 'is to provide teachers with material and resources, tailored to their needs, and to foster collaboration amongst them' [C4] [C5] [C6] [C7].

1.3. UoC BE teaching resources have been used as an example of best practice

As a result of the quality of the materials produced by participants in the UoC BE ICPD programmes, Madrid's DfE decided in 2017 to use them as examples of best practice for all participants in their International Professional Development programme, benefitting a total of 2,340 teachers [C5] [C7] [C3].

1.4. Cascading knowledge and skills acquired by teachers at the UoC BE ICPD programmes: students' learning and teacher training

Participants from the UoC BE ICPD have used the knowledge, resources and skills they have developed at the programmes not only to enhance their students' learning, but also for the further development of other teachers in Madrid [C8].

1.5. Informing BE policy in other Spanish regions

As a consequence of the research and work done by Melara and Gonzalez up to 2015, the DfE in the Spanish region of **Andalucía** asked Melara to write a paper on the training of BE teachers, which they both published and used to guide the development of their own BE policies [C9].

2. Impact on practice

Data from the post-course evaluations and participants' portfolios of work show that our research has benefitted the professional practice of BE teachers from Madrid in 5 key ways:

- 2.1. 97% (N=117) of the participants rated their **preparation for their home BE teaching context** as 'good to excellent' [C10]. Student comments in their portfolios [C6] [C7] confirmed this.
- 2.2. 76% (N=117) of the participants rated the **improvement made in their knowledge and skills in the use of professional language** (language used in the classroom for teaching) as 'good to excellent' [C10]. One of the portfolios compiled real samples of professional language from British schools and embedded them in a website for dissemination among the BE teachers' community [C6].
- 2.3. 98% (N=117) of the participants rated their **preparation for the implementation in their classrooms of a specific and effective approach to Bilingual Education: CLIL** as 'good to excellent' [C10]. Examples of the learning on CLIL methodology disseminated by teachers can be seen in their learning portfolios [C6] [C7].
- 2.4. 91% (N=117) of the participants rated their **preparation for the design of bilingual teaching materials** as 'good to excellent' [C10]. As mentioned above, all the resources designed during the training programmes at the UoC are shared with all teachers in Madrid through 2 different platforms. Some of these materials were selected as examples of best practice for all participants in the 2017 International Professional Development programme: 2,340 teachers [C7].
- 2.5. **Preparing them for the creation of international collaboration networks with teachers and students.** BE teachers developed strong collaboration networks among colleagues from Spain, British teachers and students [C6] [C7]. This is exemplified in a [video created by a BE teacher](#) as a mode of reflection and narrated in the first person by a student of the school where the teacher was doing his practicum. This student was also a member of the homestay family the teacher was living with during his training.

The success of this ICPD programme and the impacts described above can be attributed to the possibility of tailoring the training to the 15 specific competencies identified through the research.

5. Sources to corroborate the impact (indicative maximum of 10 references)

[C1] BE Teacher at Madrid BE Programme: **portfolio of work** from **UoC ICPD programme** (p. 4) (copy on file).

[C2] BE Teacher at Madrid BE Programme. **Testimonial 1** (statement on file).

[C3] **Annual Reports, 2014-2020**, Madrid Regional Department for Education. Bilingual Education Programmes (copies on file).

- https://www.comunidad.madrid/transparencia/sites/default/files/plan/document/850_843_af_aula_madrid_comunidad_bilingue_enlaces_0.pdf
- <http://www.madrid.org/bvirtual/BVCM016309.pdf>
- <http://www.madrid.org/bvirtual/BVCM016362.pdf>
- <http://www.madrid.org/bvirtual/BVCM016411.pdf>
- <http://www.madrid.org/bvirtual/BVCM016456.pdf>

Impact case study (REF3)

- <http://www.madrid.org/bvirtual/BVCM050153.pdf>

[C4] BE Resources Websites. Madrid Regional Department for Education. Bilingual Education Programmes.

- <https://comunidadbilingue.educa2.madrid.org/enlaces/-/visor/aicole>
- <http://ayuda.educa.madrid.org/index.php/Mediateca>

[C5] Foreign Language Teacher Training Programme, 2017. **Final Project Template.** Madrid Regional Department for Education. Bilingual Education Programmes (copy on file).

[C6] BE Teachers (Madrid BE Programme). **Portfolios of work** from **UoC ICPD Programme.**

- <https://anaborrajo.wixsite.com/misitio>
- <https://ibfernandez23.wixsite.com/myportfolio/strands>
- <http://cookinggoodlearning.blogspot.com/>
- <https://sites.google.com/view/bookbutterfly/home>
- <https://anaborrajo.wixsite.com/misitio/lesson-plans> (Professional language specific: website for dissemination among BE teachers)
- <https://nuriamorenopascual.wixsite.com/waytoclil> (CLIL specific)
- <https://palomagarciaueda.wixsite.com/portfolio> (CLIL specific)
- <https://gemagarciah.wixsite.com/globalleonfelipe> (CLIL specific)

[C7] BE Teachers (Madrid BE Programme). **Portfolios of work (Best Practice)** from **UoC ICPD Programme.**

- <https://www.youtube.com/watch?v=mWwrgFyQK4M&list=UU90i4OSF8ojSVurS2VDOGnA>
- https://prezi.com/rfrfux3x8kry/my-portfolio/?frame=a00d150459673185c6961ea52cc59d05ee740451&utm_campaign=share&utm_medium=copy
- <https://whatibroughtbackfromchichester.wordpress.com/2016/12/28/moving-towards-a-learner-centred-approach-in-the-bilingual-primary-classroom/>
- https://www.educa2.madrid.org/web/educamadrid/principal/files/704dc9b0-bcd2-4bb0-9c46-d1b120374f8b/project_formative_assessment_maria_isabel_pareja_moreno.pdf (copy on file).

[C8] BE Teacher at Madrid BE Programme. **Testimonial 2.** (statement on file).

[C9] Policy paper: *About teacher training within the framework of Andalusia's language policies.*

- <https://core.ac.uk/display/199185760?source=2>

[C10] Impact evaluation dataset (integrating 117 questionnaires completed by teachers post-courses) (copy on file).