

Language Assistants' Expectations Towards their Role and Main Functions: the Case of Madrid's Bilingual Schools

BEATRIZ LÓPEZ-MEDINA

Universidad Complutense de Madrid

ANA OTTO

Universidad a Distancia de Madrid (UDIMA)

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ABSTRACT: Language Assistants (LAs) are nowadays part of the faculties of those schools oriented towards an improvement in foreign languages across the world. In Madrid, LAs have been part of the school staff since the implementation of bilingual programs in 2004 (Consejería de Educación e Investigación, 2017). Their role and main functions, however, have not always been clear (Tobin & Abelló-Contesse, 2013) and, as a result, LAs have been greatly underestimated. In this paper, their perceptions are analysed to provide recommendations on how to improve their participation in bilingual programs. The participants (n=106) responded to a questionnaire adapted from Buckingham (2016) about their role and main responsibilities at Madrid's bilingual schools after some years of the program implementation. Responses show evidence of how LAs' perceptions differ from the recommendations provided in the guide issued by Consejería de Educación especially on responsibilities, assessment and teachers' support.

Key words: language assistants, CLIL, bilingual education, teachers' role.

Las expectativas de los auxiliares de conversación acerca de su rol y funciones principales: los centros bilingües de Madrid

RESUMEN: Los auxiliares de conversación se han integrado actualmente en los claustros de los centros bilingües que buscan desarrollar las lenguas extranjeras por todo el mundo. En Madrid, los auxiliares son parte del personal del centro desde la implantación de los programas bilingües en 2004 (Consejería de Educación e Investigación, 2017). Sin embargo, las funciones principales y el papel que desempeñan no siempre han estado claros (Tobin & Abelló-Contesse, 2013) y, por tanto, se les ha infravalorado enormemente. En este artículo se analizan sus percepciones para así formular una serie de recomendaciones sobre cómo mejorar su participación en los programas bilingües. Los participantes (n=106) respondieron a un cuestionario adaptado de Buckingham (2016) acerca de sus funciones y responsabilidades principales en las escuelas bilingües de la Comunidad de Madrid varios años después de la implantación del programa. Las respuestas obtenidas muestran cómo las percepciones de los auxiliares de conversación difieren de las recomendaciones sugeridas en la *Guía del Auxiliar de Conversación de la Comunidad de Madrid* (2017) respecto a las responsabilidades del auxiliar, su papel en la evaluación y el apoyo al profesorado.

Palabras clave: auxiliares de conversación, AICLE, educación bilingüe, roles del profesorado.

1. INTRODUCTION

The increase of bilingual schools that has taken place in Spain in the last years¹ (Anghel, Cabrales & Carro, 2016; Lasagabaster & Ruiz de Zarobe, 2012), and particularly in the Madrid Autonomous Community (Comunidad de Madrid or CAM) has generated the necessity of recruiting staff specifically trained to teach content subjects through a foreign language (FL) that used to be taught in the students’ first language before the advent of bilingual education. As a consequence, mainly English has become a new vehicular language within the Spanish educational context. Thus, the responsibility of language teaching does not solely lie on the foreign language departments: content teachers, with the implementation of bilingual programs, also teach different subjects through a foreign language changing the classroom dynamics, the teachers’ roles and promoting a higher use of communicative competence. Teachers of Science, Geography, Music or Physical Education, to name just a few subjects, need to be fully equipped to deal with new linguistic demands which had been non-existent when the vehicular language was the students’ first language (Clegg, 2007; Halbach, 2008). New organizational skills are called for, where content and language teachers work together in order to promote the integration of both areas mostly following the Content and Language Integrated Learning (CLIL) approach.

The implementation of the program entailed the presence of language assistants in the schools as language/culture ambassadors and as teachers’ aids, helping develop students’ linguistic skills and supporting language and content teachers in their lessons. As the program evolved, their number has significantly risen to accommodate the increasing number of assistants, from 50 in the academic year 2004-2005 to 2406 in 2017-2018, as is shown in the graph below.

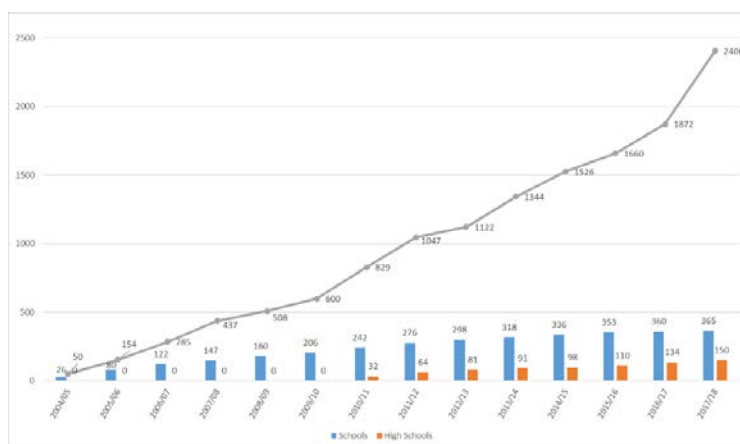


Figure 1. Number of Language Assistants in Madrid.

¹ Madrid regional government has considered bilingual schools as those schools teaching part of the curriculum through a foreign language (except Mathematics and Spanish language). Several programs have been developed from the agreement British Council-MEC (1996) following the CLIL approach (called AICLE in Spain).

Language assistants are considered as an essential part of the bilingual program (Durán-Martínez & Beltrán-Llavador, 2016), though their functions might not always be clearly limited in all contexts (Buckingham, 2016; Dafouz & Hibler, 2013). In addition, neither the LAs' perceptions on the success of the program have been analysed in recent research, nor the rest of the agents' involved in the process: 'most research that has been conducted on these programs lies within the context of applied linguistics rather than teacher pedagogy, effective practices or participant perceptions' (Gerena & Ramírez-Verdugo, 2014: 121). In order to take into consideration LAs' perceptions, in this paper, a sample of LAs (n=106) respond to a questionnaire (adapted from Buckingham's 2016) where they are asked about how they expect to help teaching and learning through L2 in the bilingual primary and secondary schools. Their expectations are contrasted with the instructions provided by the regional government in the *Guía del Auxiliar de Conversación de la Comunidad de Madrid* (2017) in order to analyse to what extent they match the recommendations regarding their functions. In addition, these expectations are also contrasted with Buckingham's study, which had highlighted the main challenges in the previous version of the guide (2016). Further research is in progress in order to complement the results of the questionnaires with a qualitative analysis from a focus group made up by LAs.

2. STATE OF THE ART

Despite a time span of over a decade where language assistants have been working together with content and language teachers, experts seem to notice that the role of language assistants is underrated and imprecise, perhaps because of a lack of specific guidelines regarding their work (Buckingham, 2016; Dafouz & Hibler, 2013; Lavery, 2003; Llana, 2016; Vescan & Vitalaru, 2017). At the same time, literature on this issue is scarce (Sutherland, 2014). Buckingham (2016), in her pioneer analysis on this respect, interviewed different agents involved in bilingual programs in Madrid and analysed LA's perceptions. Her recommendations on their role involve four different areas: 'improving communication and coordination, improving training for LAs and teachers, modifying requirements for LAs applicants and effective use of LAs in the school and classroom' (2016: 270). As for the first area: *improving communication and coordination*, the author stresses the lack of clear instructions on the responsibilities of the LAs and of an appropriate flow of information and coordination involving all stakeholders: administrators, school directors, bilingual coordinators and teachers who take part in the bilingual section. As for the second one, *improving training for LAs and teachers*, Buckingham (2016) observes the need to improve training and orientation for LAs, considering they come from different countries and backgrounds, working experiences and levels of study. Appropriate training can avoid misunderstandings on the role of assistants and further potential disappointments for them regarding their expectations. In relation to the third recommendation: *modifying requirements for language assistants*, the author suggests a future reshaping of the requirements of the application for the job, emphasizing motivation, interest in education, level of Spanish or Spanish cultural awareness, among others. Finally, as for the fourth recommendation: *effective use of LAs*, the author suggests the school to favour the integration of the LA by welcoming them, providing a consensual schedule, and getting them involved in the kind of activities and classes where

they could be more useful and make the greater impact. To sum up, Buckingham considers that there is significant room for improvement in this area, and changes will be noticed when the LAs' functions are clear for all the stakeholders.

Despite their comprehensive tasks, (promoting linguistic and intercultural aspects, getting involved in the school activities, etc.) students attach particular value to the LAs' role in relation to the language, since they feel that the areas where the LAs were most helpful are the following: 'speaking, intonation and pronunciation, grammar, fluency, communicative skills, and preparing for exams' (Gerena & Ramírez-Verdugo, 2014: 127). Their contributions towards the development of intercultural competence or the cultural awareness, vital in bilingual academic settings, seem to be somehow ignored or not valued.

Perhaps the lack of understanding of the whole potential that LAs can bring into the class is related to the general thought that LAs' work is limited to improve students' (and sometimes teachers') linguistic competence in the FL. Since the FL is the vehicular language for several content subjects, students' learning outcomes can be affected if they are ill-equipped in the language used in the classroom (Banegas, 2012). However, as Gao & Shum (2010), Dafouz & Hibler (2013) and Draemel (2014) among others, point out, the LAs' functions go beyond language: The LAs' role implies 'fostering students' intercultural communicative competence (ICC) by developing their awareness of other cultures as well as their willingness to accept and adapt to cultural differences which is becoming crucial for interpersonal success in these programs' (Tobin & Abelló-Contesse, 2013: 203).

This lack of information on LA's main roles and functions reported by Buckingham (2016) in the first editions of the guidelines addressed to LAs has been amended in the *Guía del auxiliar de conversación* (curso 2017-18). As a result, more detailed information for LAs and an additional manual for teachers suggesting collaborative practices with LAs have been issued. According to the guide above mentioned, a language assistant is a native speaker of the target language who helps develop students' oral skills, making them a valuable resource for promoting communication in/through the foreign language.

There are three different types of LAs in the CAM depending on whether they are assigned by Madrid's Regional Government, the Ministry of Education, Culture and Sport or the Fullbright Commission. All of them are responsible for reinforcing students' oral skills by collaborating in the teaching and learning of the foreign language (English/French/German) and also those content subjects being taught through the vehicular languages above mentioned. LAs attend the bilingual school a maximum of 16 weekly hours on four consecutive days, two of which can be devoted to meeting the teachers' linguistic needs if necessary. As LAs interact with both teachers and students, they need to be actively involved in the school life, and cooperate and coordinate with language and content teachers. Specifically, LAs are expected to fulfill the following duties: First, to reinforce students' oral skills in the foreign language by supporting specific training on speaking, which is why they should always use their mother tongue when addressing students. Second, to foster students' interest in the language, culture and civilization of LAs' home country. Third, to help primary and secondary teachers in lesson planning by offering linguistic support, contributing with didactic resources, especially those from their home country, and promoting training and linguistic support. In addition, they must comply with other duties related to academic management such as the following: attending bilingual coordination meetings, assist with tasks issued by the school principal, comply with the planned working time, and take part in activities

of different nature (talks, oral presentations, cross-curricular projects, etc. under the advice and supervision of the bilingual coordinator). However, as they should never be considered teachers, their main functions do not cover classroom management, discipline issues, syllabus design, translations or students' assessment.

3. METHODOLOGY

3.1. General Objective

The general objective of this study is to compare the extent to which the expectations of LAs working in the CAM in the academic year 2017-2018 correspond to the tasks described in the guide for such effect by Consejería de Educación (2017-18).

3.2. Participants

The sample population in this study is made up by 106 language assistants (n=106) working in the CAM in the academic year 2017-2018. Participants' ages range from 17 to 65. Age of participants included: 60 participants age from 17 to 25 (56.6%), 38 participants age from 26 to 35 (35.84%), 5 participants from 36 to 45 (4.76%) and 3 over 46 (2.83%), most respondents being very young (mode=25).

A vast majority of participants come from the United States (67%), followed by the United Kingdom (11.3%), Australia (7.5%), Ireland and Canada (4.7% each). The Philippines (4), Romania (1) and France (1) provide, with significantly lower percentages, a reduced number of LAs. As for the type of program they are involved in, over three quarters (76.4%) work in the Community of Madrid Public Schools or the CAM Bilingual Project, 13.2% in the BEDA semi-private religious schools, and 3.8% belong to the British Council-MEC schools. Lastly, 1.9% come from the UCETAM (Unión de Cooperativas de Enseñanza de Trabajo Asociado de Madrid) private secular schools, one from the CIEE (Council on International Educational Exchange), and another one from the Fulbright Commission.

Regarding their educational background, most respondents (77.4%) hold or pursue a non-education related degree while 22.6% declare their degree is education related. Despite this background, the majority of respondents (59.4%) state they have less than one year of experience in formal teaching, and nearly a quarter (23.6%) state they have one or two years of experience. This is followed by 13.2%, -between three and five years prior experience-, 2.8% -between six and ten years- and finally, only one of the respondents with over ten years of experience.

Likewise, the informal teaching experience such as working in summer camps, tutoring, etc., is balanced among the LAs: over a quarter (26.4%) declare they have between three and five years of experience, nearly a quarter (24.5%) between one and two years, 19.8% less than one year, 14.2% no experience at all, 12.3% between six and ten years, and only three respondents (2.8%) have more than ten years' experience. In this sense, it is important to note that, although LAs are commonly criticized for their lack of knowledge on education matters, according to the current legislation (ORDER 2670/2009), holding an education related

degree is not imperative for the position. In fact, this lack of knowledge about education is partly counterbalanced by a compulsory Massive Open Online Course (MOOC) created specifically for LAs, with the main aims of guiding their work in the classroom and providing them with methodological training throughout the academic year. The course consists of five modules covering former LAs' experiences, a description of the Spanish educational system, characteristics of the external evaluations of the bilingual program, and useful web resources. Additionally, in order to complete this training, they are required to complete a portfolio at the end of the MOOC.

In relation with the educational level they are assigned to, the majority of respondents (66%) work in primary education, 39.6% work in secondary education, nearly a quarter (23.6%) in upper-secondary education, and 13.2% in infant education. Percentages show that some participants are assigned to more than one level; this practice can be explained because, in subsidized education, where students complete both primary and secondary levels, LAs are usually assigned to various levels depending on the number of assistants and the school needs. It is worth stressing that the presence of LAs in infant education has also grown significantly if compared to the first cohorts of bilingual schools back in 1996² due to the current need of offering language exposure at an earlier age, and the subsequent extension of this early exposure to the early stages of schooling in the academic year 2018-2019 (ORDER 2126/2017).

3.3. Instruments

In order to identify the LAs expectations at the beginning of the academic year 2017-18, a questionnaire adapted from Buckingham's (2016) was used (see Appendix). The questions were limited to the ones referring to LAs' roles, functions and expectations. The questionnaire starts with an introductory section on the demographic information, followed by a section describing the LAs' background (education, teaching experience, level they are assigned to, and different questions on their expectations about their potential contribution to the bilingual program).

3.4. Procedure

Twenty-five (n=25) participants completed the questionnaires in a face-to-face course (Teaching Skills for Language Assistants) at Universidad Antonio de Nebrija (Madrid) in October, 2017. In order to increase the sample, the questionnaire was sent through an on-line form to teachers of bilingual schools who work regularly with language assistants, and who were asked to forward the link to those LAs working in their schools in the academic year 2017-2018. Eighty-one (n=81) respondents completed the questionnaires online. They included demographics, background information on their previous teaching experience and

² The first bilingual education program (MEC-British Council Project) in Madrid set out in 1996. Following the success of this initiative, bilingual primary education was implemented in Madrid in the academic year 2004-2005. The project also extended to subsidized schools in 2008, and it reached secondary education in 2010. Additionally, other institutions such as BEDA (Bilingual English Development and Assessment) and *Colegios Bilingües Cooperativos*, to name just a few, contributed to the expansion of bilingual education in the region.

in-depth questions on the LAS' perceptions on their work. All questionnaires were filled out in the first ten weeks of the LAS' stay in Madrid.

3.5. Results

The questions about LAs' expectations were divided into three different sections regarding how they expect to contribute to students' learning (see Figure 2), the way they can help teachers (Figure 3), and the approximate amount of time they hope to devote to class activities.

In relation to their contribution to students' learning, the bulk of respondents expect to be useful as pronunciation (94.3%) and language (90.6%) models, thus helping with grammar and vocabulary along with cultural aspects about their home country (86.8%). Over two thirds state they hope to motivate students (68.9%) offering additional support for struggling ones (67.9%), and slightly below two thirds (65.1%) expect to act as a role model. Over a half (59.4%) declare they could assist students to prepare the external language evaluations in the bilingual program, and 58.5% think they can also be an aid for classroom assessment. This is followed by below half of LAs (44.3%) who believe they can provide teaching and learning resources, and roughly a quarter (23.6%) who are willing to help with discipline in the class. Finally, one respondent states s/he can reinforce the teachers' example in all classes by speaking, another one believes students can have fun while learning through games, and another one states s/he can help prepare a project called *Global Classrooms*.

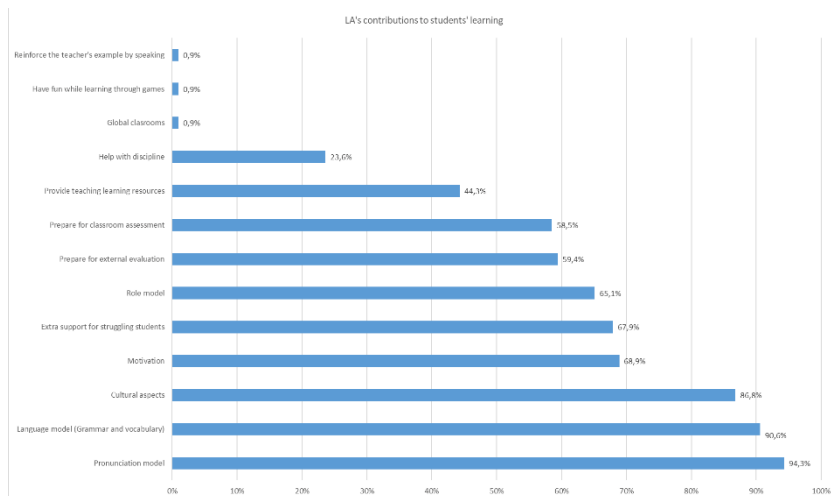


Figure 2. LA's expected contributions to students' learning.

The second section of the questionnaire examines the ways LAs expect to help teachers in the classroom. The figures show that all respondents believe they can complement the teaching role by acting as language -and more specifically as pronunciation- models. Accord-

ing to over three quarters of LAs, other functions are the following: to provide support for cultural aspects (85.8%), to help individual students when necessary (77.4%), and to teach a lesson to part of a group (75.5%). In addition, around two thirds of respondents claim that they can be an aid to create teaching and learning resources (66%), teach a lesson to the entire group (65.1%), and help with school-wide projects. Over a third report they can assess students (37.7%) and plan lessons (35.8%), and lastly, a small number of respondents state they can perform other duties such as delivering English lessons for teachers (27.4%), being in charge of administrative duties -roll call, check homework and test, etc.- (21.7%), and help with student discipline (19.8%).

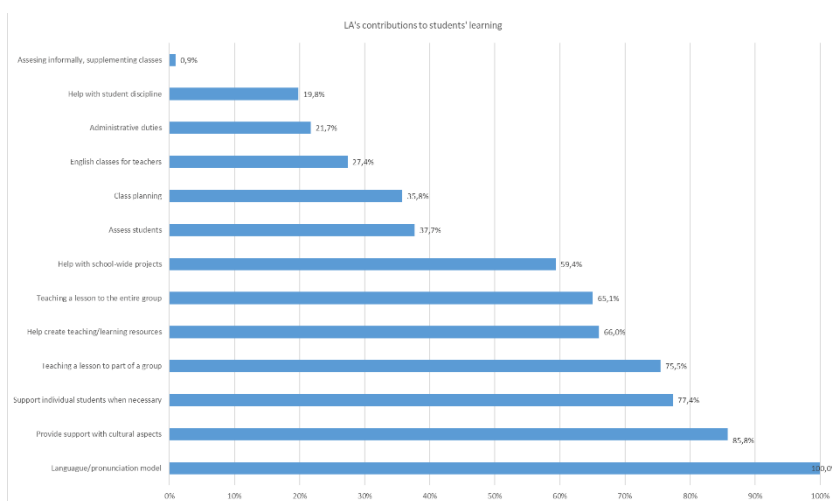


Figure 3. LAs' expected contributions to teaching.

As for the third question, in which the LAs were asked about the amount of time they expect to spend on classroom activities, over a third (38.7%) indicate that they expect to participate in more than three quarters of class time, followed by 34% who expect to be present between 51 and 75%, 21.7% between 26 and 50%, and a small percentage (5.7%) who estimate their participation up to 25% of time. The approximate amount of time LAs expect to devote at school is made up by their compulsory schedule in the school and their implication in the extracurricular activities. In this sense, taking into account that they are expected to attend the school a maximum of 16 weekly hours on four consecutive days, it is interesting to note that most assistants seem to be unaware of the amount of time they are willing to deal with teaching and learning activities.

4. DISCUSSION

The purpose of this paper is to analyse to what extent LAs' expectations on their functions match the suggestions provided in the official guide designed by the CAM regional government (Consejería de Educación e Investigación, 2017). In this section, data obtained from the questionnaires are compared with Buckingham's (2016) to analyse if significant changes on LAs' expectations have been made over the last four years. The data are then contrasted with the guide above mentioned so as to identify if the functions suggested in this official document match the LAs' expectations.

In relation to the LA's expectations about their contributions to students' learning, the results obtained offer similar percentages to Buckingham's (2016) in those questions related to the contribution of LAs to linguistic and cultural activities (LA as language model, cultural aspects, etc). Some items, however, show a significant difference when compared to Buckingham's, such as the LAs' expectations in relation to the extra support they can provide to struggling students (67.9% as opposed to 50.6 %). Conversely, the other items show lower percentages than those obtained in the original questionnaire, therefore indicating that LAs somehow underrate the following aspects: LAs do not expect to help so much in providing teaching and learning resources (44.3% as opposed to 61.7%), or helping with discipline (23.6% in contrast to 43.2%). On the other hand, there is also a significant drop in relation to assessment: 58.7 % of the 2017-2018 LAs questioned expected to prepare students for classroom assessment, while Buckingham's informants' potential involvement is lower (40.7%). Analysing these percentages, it seems that the current LAs might be more aware of their contribution to culture and language and to diversity in the classroom, and factors related with classroom management are not so important for them. As for the LA's contribution to the teaching, all respondents indicated that they expected to contribute towards being a language or pronunciation model in the class while the percentage plummeted to 20.7% among Buckingham's informants. This drop shows a higher understanding of their role regarding linguistic issues. Similarly, other figures have decreased in relation to the model questionnaire: only 19.8% of language assistants expect to help with students' discipline (as opposed to 43.2% in Buckingham's) or class planning (35.8% as opposed to 54.3%). Finally, 37.7% expect to be involved in assessing students in contrast to 27.2% in Buckingham's study. Thus, a significant awareness of linguistic issues can be observed in contrast to classroom management and discipline. Similar inferences were found in the items related to the LAs' contributions to students' learning, which also focus on language rather than on issues related to classroom management, as described below.

Table 1. Current LAs' expected contributions to teaching and learning compared to Buckingham (2016).

T/L Contributions	Buckingham (2016)	López-Medina & Otto (2018)
Support to struggling students	50.6%	67.9%
Provide teaching and learning resources	61.7%	43.3%
Manage discipline in the class	43.2%	23.6%
Prepare students for classroom assessment	40.7%	58.7%
Contribute as language or pronunciation models	20.7%	100%
Help teachers with students' discipline	43.2%	19.8%
Help with class planning	54.3%	35.8%
Evaluate or assess students	27.2%	37.7%

According to the 2017 edition of the guide, LAs can bring support into the classroom to foster students' interest in the language, culture and civilization of their home country. This is clearly acknowledged by the majority of respondents: over three quarters of the informants (86.8%) believe these cultural aspects can contribute to students' learning, and similarly, 85.8% declare these issues can also enrich the syllabus. The same accounts for the language support they can offer teachers, which is rated as essential by all respondents regarding pronunciation (100%), and grammar and vocabulary issues (90.6%). Nevertheless, in terms of other aspects related to culture - bringing and using didactic resources from their home country-, a decrease in relation to the previous questions can be noticed (66%). This is a crucial aspect in the guide that is overlooked by nearly half of the respondents. As for other required academic duties, LAs expect to participate in the school life by helping with school-wide projects, and addressing the teachers' linguistic needs when necessary, as reflected in the questionnaire (59.4% and 27.4% respectively). In contrast, some other duties such as teaching lessons on their own or assessing students' work are not expected since they are inherent to the class teacher. Surprisingly, however, three quarters of the informants (75.5%) state they hope to teach to entire groups, 65.1% to part of a group, and 37.7 expect to assess students' work. Likewise, the same accounts for discipline issues, which is not LAs' responsibility, although 19.8% state they could help with it. This lack of clarity about their roles and responsibilities might indicate that despite the improvement in the current guide, and the compulsory initial training they receive, in some areas, LAs are not really aware of their complementary role to the lead teachers.

5. CONCLUSIONS

This study intended to observe LAs' perceptions on their role and main functions in bilingual schools in Madrid. The CAM incorporated some of Buckingham's suggestions in the 2017 version by providing a more detailed description on the LAS' functions at the

schools. In the light of these improvements, we expected LAs to be more aware of their contributions towards students' learning, teachers' support, and expectations about the time they would spend at school. Conclusions are drawn from the analysis of the questionnaires of the current study contrasted to Buckingham's (2016), and to the information from the official guide (2017). Five years after the first administration of the questionnaire by Buckingham, results show that LAs are still paramount as cultural and linguistic models, with an emphasis on pronunciation. However, it is significant that, after the compulsory training before attending the school, some of their functions are still not clear. It is, therefore, advisable:

- to remind LAs about their functions and responsibilities at the beginning of the academic year. The bilingual coordinator is a key figure to mediate among the lead teachers and the assistants to identify those areas in which LAs are most beneficial in content and language classes. In addition, coordinators can clarify essential matters that have remained unresolved regarding LAs' roles and duties. In this respect, the weekly coordination meetings are also of vital importance to solve daily problems, maximize and promote collaboration among all the members of the bilingual team.
- to emphasize the role of the mentor assigned to the LAs in those schools where this role exists. Mentors guide and inform the new LAs on the main features of the schools, roles, educational management, etc. and facilitate the integration of the LAs in the academic life and in the bilingual program.
- to reinforce LAs' observation of language and content classes on the first days of the academic year. Observation helps to gather information about the students' FL level, class dynamics, discipline issues, characteristics of the teacher's discourse, T-S interaction, etc.
- to provide the LAs with specific information about the co-teaching approach to be carried out at school (attendance and participation in content or language classes, support in external language examinations, etc.).

Due to the dramatic rise in the number of LAs in bilingual programs, it seems necessary to devote research to this area. For instance, it would be interesting to consider the teachers and students' point of view on their expectations regarding the LAs' work in order to analyse if they differ significantly from the data gathered in this study. Finally, a specific study to compare and contrast LAs' impressions on their contributions once the course has finished could also be carried out. Further research is in progress in order to complement the data obtained through the questionnaires with the information from a focus group made up by LAs, where they will be given the possibility to share their views and the expectations about their functions, tasks and roles.

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8. APPENDIX

Language Assistants

The following questionnaire, adapted from Buckingham, 2016, is aimed at analyzing Language Assistants' perceptions about their role and main responsibilities in Bilingual Schools in Madrid after some years of the program implementation. Please, read all the questions carefully, and try to answer as truthfully as possible. There are no wrong or inappropriate answers, and any opinion is rated as valid.

The questionnaire is anonymous. If you wish to receive feedback on the results, please send us an email at blopezm@nebrija.es/aotto@nebrija.es, and we will be glad to get it out to you.

Demographic Information: Please answer all questions by providing the information or marking the appropriate response with an X. This information is for statistical purposes only.

1- Age: _____

2- Country of origin

United Kingdom

Ireland

United States

Canada

New Zealand

Australia

Other (please, specify) _____

3- Bilingual Program you are currently involved in

Community of Madrid public schools

BEDA semi-private religious schools

UCETAM private secular schools

British Council MEC schools

Other (please, specify): _____

4- Previous informal teaching experience (summer camp, tutoring, etc.) (Please, check all that apply)

0

Less than 1 year

1-2 years

3-5 years

6-10 years

More than 10 years

5- Previous formal teaching experience

Less than 1 year

1-2 years

7.- What level of education are you assigned to? (Please, check all that apply)

- Pre-primary (Infantil)
- Primary (Primaria)
- Secondary (ESO)
- Upper-secondary (Bachillerato)
-

Program expectations

Please, answer the following questions according to your personal expectations

8.- Please define the role of a language assistant. How do you expect to contribute to students' learning? (Please, check all that apply)

- Cultural aspects
- Language model (grammar, vocabulary, etc.)
- Pronunciation model
- Prepare for external evaluation
- Prepare for classroom assessment
- Extra support for struggling students
- Provide teaching learning resources
- Help with discipline in the class
- Motivation
- Role model
- Other (please, specify): _____

9.- How do you expect to help teachers? (Please, check all that apply)

- Provide support with cultural aspects
- Support individual students when necessary
- Language/ pronunciation model for students
- Help create teaching/learning resources
- Help with student discipline
- Administrative duties (roll call, check homework/tests, etc.)
- Class planning
- Teaching a lesson to the entire group
- Teaching a lesson to part of a group
- Evaluate or assess students
- Help with school-wide projects
- English classes for teachers
- Other (please, specify)

10.- What approximate percentage of classroom activities do you expect to participate in?

- 0-25%
- 26-50%
- 51-75%
- 76-100%