Good practice in bilingual and CLIL programmes

Language World Conference 2012
University of Manchester
31st March
BILINGUAL EDUCATION

Where are these concepts used?

- CLIL
- Enriched education
- EMILE
- Dual language programmes
- AICLE
- MFL across the curriculum
- One-way immersion
- Two-way immersion

What do they mean?

- CANADA
- EUROPE
- UK
- USA
BILINGUAL EDUCATION

CLIL

Dual language

One-way immersion

MFL across the curriculum

Additive bilingual education

Two-way immersion

Enriched education
BILINGUAL EDUCATION

• 5000 years + old
• Over 66 % children worldwide now bilingual
• 1940: One-way immersion in Wales
• 1960: Transitional bilingual programmes in the US
• 1970: One-way immersion in Canada
• 1980: Bilingual immersion in Spain
• 1990: Two-way immersion in the US
• 2000: Implementation of CLIL (1994) programmes spreading in Europe
# Bilingual Education

## Table: Comparison of Dual Language and CLIL

<table>
<thead>
<tr>
<th></th>
<th>Dual Language</th>
<th>CLIL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Languages</strong></td>
<td>Second + native</td>
<td>Foreign + native</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Minority, majority</td>
<td>Majority</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>Native</td>
<td>Non-native</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>Primary</td>
<td>Secondary</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Native level</td>
<td>Adapted</td>
</tr>
<tr>
<td><strong>Proficiency Goal</strong></td>
<td>Native model</td>
<td>Non-native model</td>
</tr>
<tr>
<td><strong>Countries</strong></td>
<td>USA, Canada, Spain</td>
<td>Europe, ...</td>
</tr>
</tbody>
</table>
BILINGUAL EDUCATION MODELS:

One-way immersion

Two-way immersion

CLIL

Transitional bilingual programmes

Language across the curriculum
Why Bilingual Education?
WHY BILINGUAL EDUCATION?

- Migrant population (Human rights)
- Endangered languages
- Bilingual society
- Enhancing MFL teaching

OTHER REASONS?
Why Bilingual Education in the UK?
BILINGUAL EDUCATION CONTEXT

INTERNATIONALISATION

EARLY START IN LANGUAGES

A MULTILINGUAL EUROPE

CLIL

ENGLISH AS A LINGUA FRANCA

mother tongue plus two (EU)
BILINGUAL EDUCACIÓN BENEFITS

- Enhances SLA
- Improves academic achievement
- Increases motivation
- Enhances cognitive activity
- Prepares for internationalisation
- Increases teacher collaboration
- Enhances school profile

MORE BENEFITS?
EFFECTIVE BILINGUAL EDUCACION

CRITICAL FEATURES:
1. Parent involvement
2. High Standards
3. Strong Leadership
4. Programmes are developmental
5. Instruction is student centred
6. Language instruction integrated with challenging academic instruction
7. Teachers are reflective
8. Integration with other school programmes and schools
9. Programmes aim for additive bilingualism

Cloud, Genesee and Hamayan, 2000
CLIL CONCEPT

Using a non-native language as a medium of instruction, integrating content from the curriculum and language learning:

– **Language** learning is used in content classes.
– **Content** from subjects is used in language classes.
– **Learning skills** to support the achievement of content language goals are developed.

(adapted from Mehisto, Marsh and Frigols, 2008)
**CLIL CONCEPT**

**Exposure:**
The proportion of CLIL teaching experienced by a learner in a school year.

- **Low:** about 5-15% of teaching time
- **Medium:** about 15-50% of teaching time
- **High:** over 50% of teaching time
CLIL GOALS

Cognitive and social skills for an ever-changing world

Academic achievement

Understanding and appreciation of the associated cultures

Language proficiency (L1 and L2)
CLIL COMPONENTS

(adapted from Coyle, Hood and Marsh, 2010)
BILINGUAL EDUCACION

CHALLENGES

school

leadership

Profile

parents

community

activities
Beyond the school

**Funding**

**Legislation**

**Collaboration**

**Research**

**Guidelines**

**Agreements**

**Institutions**

**Twinning**

**networks**
BILINGUAL EDUCACION
CHALLENGES

Programme

Curriculum
Concept
duration
Methodology
materials
Evaluation
continuity
BILINGUAL EDUCACION
CHALLENGES

Teachers

Professional development

Supply

Pre-service

In-service

Native
BILINGUAL EDUCACION

CHALLENGES

Students

Assessment

Expectations

What students?

Accreditation

motivation

achievement

selection
What is good practice in Bilingual Education?
<table>
<thead>
<tr>
<th>School</th>
<th></th>
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<tbody>
<tr>
<td>Beyond the school</td>
<td></td>
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<tr>
<td>Programmes</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
</tbody>
</table>
BILINGUAL EDUCACION SUPPORT PROGRAMMES MECD

Schools / programmes

Publications / materials

Bilingual programmes in Spain

Secciones Españolas

Secciones Bilingües

ISAS
Beyond the schools

Conferences and associations
BILINGUAL PROGRAMMES IN SPAIN

• Regional Spanish governments CLIL programmes (English, French and German)
National Bilingual Education Project

70 State primary and 40 secondary schools

http://www.britishcouncil.org/spain/bilingual-schools-project-0

PROGRAMME

• Early start
• Whole-school approach
• 40% of school time in subjects through English, such as science, history and geography.
• Spanish and English national curriculum
National Bilingual Education Project

TEACHERS

- State schools classroom teachers.
- British Council teachers (230 primary, 15 secondary): European QTS infant/primary teaching. Some teachers with secondary PGCE or TEFL. Native or near-native command of English.
- Language Assistants (British Council + Ministry of Education).
National Bilingual Education Project

TEACHERS

• Up to 4 BC teachers in each primary school.
• BC teachers work alongside the classroom teacher or takes the whole class for games, stories, reading and writing and other curriculum input.
• Staff development for teachers.
• Close collaboration English department + department of content areas in secondary.
National Bilingual Education Project

EVALUATION 1

• 2011: publication of an independent evaluation report:
  – Impressive learner performance in language proficiency and subject matter achievement.
  – Good practice teaching strategies.
  – ‘on-task’ performance in spoken and written English.

(adapted from Dobson, Pérez Murillo, and Johnstone, 2010)
National Bilingual Education Project

EVALUATION 2

– Written Spanish performance of the students in BEP groups stronger than those in non-BEP groups.
– IGCSE: Students taking English 1 and Biology, History and Geography, in English, with success
– Overwhelmingly positive perception of the programme by students, parents, teachers and head teachers.

(adapted from Dobson, Pérez Murillo, and Johnstone, 2010)
Regional Bilingual Education Projects

17 Autonomous regions
CLIL in primary and secondary schools

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
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<tbody>
<tr>
<td>English</td>
<td>2100</td>
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<tr>
<td>French</td>
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<td>German</td>
<td>25</td>
</tr>
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<td>Portuguese</td>
<td>3</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
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</table>
Secciones Españolas
Spanish Sections, Sections Internationales

• A school or a group of schools (primary or secondary)
• A stream at different educational stages
• In the same city or area
• Support from the Ministry of Education as established in the individual agreements
• CLIL approach
• Multicultural educational experiences
<table>
<thead>
<tr>
<th>Country</th>
<th>Sections</th>
<th>Schools</th>
<th>Teachers</th>
<th>Students</th>
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<td>France:</td>
<td>13</td>
<td>27</td>
<td>52</td>
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<td>Germany</td>
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<td>10</td>
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<td><strong>57</strong></td>
<td><strong>92</strong></td>
<td><strong>9900</strong></td>
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</table>
Secciones Españolas
Spanish Sections, United Kingdom
Secciones Españolas
Spanish Sections, United Kingdom

1 section/ 5 schools

Liverpool:

- St Austin’s Primary School (2006)
- St Christopher’s Primary School (2006)
- St Cuthbert’s Primary School (2006)
- St Sebastian’s Primary School (2006)
- Broughton Hall High School (2010)
Objectives

Implementation of a CLIL programme with the following objectives:

• To foster the quality of the Spanish teaching.

• To provide the students the possibility of receiving high-quality modern foreign language education in the context of an intercultural education experience that will prepare them for future success in their personal, academic, and professional fields.

• To foster knowledge and experience of the Spanish language and culture in the participating schools and the communities in which they are set.
Curriculum

• **Content and language** from the English National Curriculum + a component of the language, literature and culture of Spain and Spanish speaking countries.

• **Reception to Year 6**: Weekly average of 2 hours in Spanish. Mathematics, Physical Education or Humanities.

• **Year 7 to Year 13**: Weekly average of six 6 hours in Spanish. Spanish Literature and Culture, History, Geography or Humanities.

• **Spanish Language** taught separately.

• At the end of Year 13, **expected level of linguistic competence** in Spanish level B2 of the CEFR for languages.
# Secciones Españolas
## Spanish Sections, United Kingdom

## Curriculum: Primary Schools

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<td></td>
<td></td>
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<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>St Cuthbert’s</td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td>Math</td>
<td>Math PE</td>
<td>Math</td>
</tr>
<tr>
<td>St Sebastian’s</td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td>Math PE</td>
<td>Math PE</td>
<td>Math</td>
</tr>
<tr>
<td>St Christopher’s</td>
<td>Math</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>9</td>
<td></td>
<td></td>
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<td>---------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broughton Hall</td>
<td>Opening Minds</td>
<td>Enquiring Minds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Secciones Españolas
Spanish Sections, United Kingdom

Teachers

• 2 content teachers appointed and funded by the Ministry of Education.

• Teachers of Spanish language: classroom teachers, or MFL teachers appointed and funded by the school.
Students

• Primary: Whole school programme
• Secondary: Stream, 7 and 8 year, high achieving students.
• Knowledge of Spanish, not an admission requirement, except for advanced levels of the Spanish Section.
• The achievement of the Spanish Section’s objectives a requirement for continued participation in the programme.
Secciones Bilingües
Bilingual Sections

• Beginning 1988
• Whole school or stream in a school (primary or secondary)
• Support from the Ministry of Education as established in the individual agreements, by country
• CLIL approach
• Multicultural educational experiences
• Double certification/ Final examination
### Bilingual Sections in Central and Eastern Europe

<table>
<thead>
<tr>
<th>Country</th>
<th>Level</th>
<th>Schools</th>
<th>Teachers</th>
<th>Students</th>
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<tbody>
<tr>
<td>Bulgaria</td>
<td>Secondary</td>
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<td>3317</td>
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<tr>
<td>China</td>
<td>Primary</td>
<td>2</td>
<td>2</td>
<td>252</td>
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<tr>
<td>Czech Republic</td>
<td>Secondary</td>
<td>6</td>
<td>20</td>
<td>891</td>
</tr>
<tr>
<td>Hungary</td>
<td>Secondary</td>
<td>7</td>
<td>18</td>
<td>1086</td>
</tr>
<tr>
<td>Poland</td>
<td>Secondary</td>
<td>14</td>
<td>30</td>
<td>2311</td>
</tr>
<tr>
<td>Romania</td>
<td>Secondary</td>
<td>12</td>
<td>10</td>
<td>1239</td>
</tr>
<tr>
<td>Russia</td>
<td>Primary/secondary</td>
<td>5</td>
<td>9</td>
<td>891</td>
</tr>
<tr>
<td>Slovakia</td>
<td>Secondary</td>
<td>7</td>
<td>30</td>
<td>1336</td>
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<tr>
<td>Turkey</td>
<td>Primary</td>
<td>1</td>
<td>1</td>
<td>220</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>63</td>
<td>135</td>
<td>11544</td>
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</table>
Secciones Bilingües
Bilingual Sections

Associated programmes:

• Spanish teachers
• Theatre festival
• Summer trip to Spain
• Scholarships for students
• Teacher development activities in each country and Spain
• Teaching materials
<table>
<thead>
<tr>
<th>Country</th>
<th>Years (age)</th>
<th>Content</th>
<th>Hours/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulgaria</td>
<td>5 (14-19)</td>
<td>Literature, History, Art, Geography</td>
<td>6-8</td>
</tr>
<tr>
<td>China</td>
<td>5 (6-11)</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>2+4 (13-19)</td>
<td>Literature, Physics, Maths, Chemistry, Biology</td>
<td>6-8</td>
</tr>
<tr>
<td>Hungary</td>
<td>5 (14-19)</td>
<td>Literature, History, Geography, Physics, Maths</td>
<td>8</td>
</tr>
<tr>
<td>Poland</td>
<td>A: 4 (16-20) B: 3+3 (13-19)</td>
<td>Literature, History, Art, Geography</td>
<td>6-8</td>
</tr>
<tr>
<td>Country</td>
<td>Years (age)</td>
<td>Content</td>
<td>Hours/week</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>----------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Romania</td>
<td>4 (14-18)</td>
<td>Literature, History, Art, Geography</td>
<td>6-7</td>
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<td>Russia</td>
<td>8 (9-17)</td>
<td>Literature, History, Art, Geography</td>
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<td>Slovakia</td>
<td>A:5 (14-19)</td>
<td>Literature, Physics, Maths, Chemistry, Biology</td>
<td>3-8</td>
</tr>
<tr>
<td></td>
<td>B:4+4 (11-19)</td>
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</tr>
<tr>
<td>Turkey</td>
<td>5 (6-11)</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>
ISAs
International Spanish Academies

• Beginning 2000
• Whole school or stream in a school (primary or secondary)
• Support from the Ministry of Education as established in the individual agreements with each school
• Bilingual immersion approach, existing programmes
• Multicultural educational experiences
# ISAs
## International Spanish Academies

<table>
<thead>
<tr>
<th>Country</th>
<th>Schools</th>
<th>Teachers</th>
<th>FLAs</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>76</td>
<td>67</td>
<td>16</td>
<td>20288</td>
</tr>
<tr>
<td>Canada</td>
<td>17</td>
<td>17</td>
<td>1</td>
<td>3143</td>
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<tr>
<td></td>
<td>93</td>
<td>84</td>
<td>17</td>
<td>23431</td>
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</table>
## ISAs Curriculum

<table>
<thead>
<tr>
<th>Grades</th>
<th>% in Spanish</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>50-100</td>
<td>Spanish Language Arts, Maths, PE, other subjects to be determined by the school</td>
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<tr>
<td>6-8</td>
<td>40</td>
<td>Spanish Language Arts, Maths, other subjects to be determined by the school</td>
</tr>
<tr>
<td>9-12</td>
<td>30</td>
<td>Spanish Language Arts, Maths, other subjects to be determined by the school</td>
</tr>
</tbody>
</table>
ISAs
International Spanish Academies

Associated programmes:

• Visiting teachers
• Language Assistants
• Annual seminar for administrators
• Teacher development activities in each country and Spain
• Teaching materials
• DELE/ certifications
Spanish School in London
Colegio Español “Vicente Cañada Blanch”

- 1977
- Spanish education system
- 553 students
- Aged 5-18
- 51 teachers (of which 12 English, language and content)
# Spanish School in London

Colegio Español “Vicente Cañada Blanch”

<table>
<thead>
<tr>
<th>Age</th>
<th>% in English</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-12</td>
<td>25-30</td>
<td>English Language, Art, Science, Social Science</td>
</tr>
<tr>
<td>12-16</td>
<td>40</td>
<td>English Language, Social Science, Citizenship, Science, Art, Music, IT</td>
</tr>
<tr>
<td>16-18</td>
<td>15</td>
<td>English Language and Science</td>
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</tbody>
</table>
Associated programmes:

Visiting Teachers

• Participant countries: USA, Canada and Germany
• Selection: CV, personal interviews
• Duration: 1 to 3 school years.
• Levels: Primary and secondary schools.
• Subjects: Spanish/English/German as a foreign language and content subjects
## Associated programmes: Spanish Visiting Teachers 2012

<table>
<thead>
<tr>
<th>Country</th>
<th>Primary</th>
<th>secondary</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>0</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Canada</td>
<td>11</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>USA</td>
<td>720</td>
<td>229</td>
<td>949</td>
</tr>
<tr>
<td></td>
<td>731</td>
<td>254</td>
<td>254</td>
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</table>
## Associated programmes:
### Visiting Teachers in Spain 2012

<table>
<thead>
<tr>
<th>Country</th>
<th>Primary</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>USA</td>
<td>29</td>
<td>23</td>
<td>52</td>
</tr>
</tbody>
</table>

Total: 60
Associated programmes:
Language Assistants

- Participant countries: United Kingdom, Canada, Germany, Australia, Austria, Belgium, China, Finland, France, Ireland, Italy, Malta, New Zealand, Netherlands, Portugal, USA.

- Selection: CV, personal interviews

- Duration: 1 school year.

- Levels: Primary and secondary schools.

- Subjects: Spanish/English/German, etc. as a foreign language and content subjects
Associated programmes: Language Assistants in Spain 2012

<table>
<thead>
<tr>
<th>Language</th>
<th>total</th>
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<tbody>
<tr>
<td>English</td>
<td>3602</td>
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<tr>
<td>French</td>
<td>505</td>
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<tr>
<td>German</td>
<td>122</td>
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<tr>
<td>Italian</td>
<td>34</td>
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<tr>
<td>Portuguese</td>
<td>14</td>
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<tr>
<td>Chinese</td>
<td>5</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>4282</strong></td>
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## Associated programmes:
Spanish Language Assistants 2012

<table>
<thead>
<tr>
<th>Country</th>
<th>total</th>
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</thead>
<tbody>
<tr>
<td>France</td>
<td>485</td>
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<tr>
<td>United Kindom</td>
<td>336</td>
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<tr>
<td>Germany</td>
<td>103</td>
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<td>Austria</td>
<td>29</td>
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<tr>
<td>USA</td>
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<td>Italy</td>
<td>25</td>
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<tr>
<td>Others</td>
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<td><strong>Total</strong></td>
<td><strong>1054</strong></td>
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## Associated programmes: Language Assistants in Britain 2012

<table>
<thead>
<tr>
<th>Language</th>
<th>total</th>
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<tbody>
<tr>
<td>French</td>
<td>986</td>
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<tr>
<td>Spanish</td>
<td>408</td>
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<tr>
<td>German</td>
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<td>Chinese</td>
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<td>Italian</td>
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</tbody>
</table>

**Total:** 1891
## Associated programmes:
### British Language Assistants 2012

<table>
<thead>
<tr>
<th>Language</th>
<th>total</th>
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<tr>
<td>France</td>
<td>1065</td>
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<tr>
<td>Spain</td>
<td>608</td>
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<td>Germany</td>
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<tr>
<td>Austria</td>
<td>117</td>
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<td>Latin America</td>
<td>94</td>
</tr>
<tr>
<td>China</td>
<td>68</td>
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<tr>
<td>Italy</td>
<td>58</td>
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<tr>
<td>Others</td>
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<td><strong>Total</strong></td>
<td><strong>2350</strong></td>
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</table>
Associated programmes:
Materials, publications

• Resources to teach CLIL in Spanish
  http://www.educacion.gob.es/reinounido/publicaciones-materiales/material-didactico.html

• Science, etc. (Secciones Bilingües)

• In France
  EMILE
  http://www.emilangues.education.fr/formation/certification-complementaire/les-enjeux
Associated programmes:
Associations, Organizations, Institutions

- **Languages Company**

- **European Commission**

- **CLIL compendium:**
  [http://www.clilcompendium.com/clilexpertise.htm](http://www.clilcompendium.com/clilexpertise.htm)
Associated programmes:

Associations, Organizations, Institutions

- ALL
  http://clil4teachers.pbworks.com/w/page/8427859/FrontPage
- La Cosecha, Dual Language Education of New Mexico
  http://dlenm.org/
- NABE
  http://www.nabe.org/
UTAH DUAL LANGUAGE

• http://www.youtube.com/watch?v=hTGYFU8vWA
GRACIAS | MERCI | THANK YOU

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Language World Conference 2012
University of Manchester
31st March