CLIL in pre-school education

Abstract
The final grade work that is exposed below, is a proposal for educational improvement, due to the low level of English that students of 5 years have. The present study aims to increase the level of knowledge of the English subject, specifically using a CLIL methodology. We start with a series of theoretical assumptions, to then observe the reality of the classroom and analyze the most appropriate methodology that suits the characteristics of the students, and finally, know through an initial test, which are the knowledge from which the students start.
Keywords: CLIL, education, improvement project, Infant education and second language

Resumen
El trabajo de fin de grado que se expone a continuación, trata de una propuesta de mejora educativa, debido al bajo nivel de inglés que poseen los alumnos de 5 años. El presente estudio pretende aumentar el nivel de conocimiento de la materia de inglés, usando concretamente una metodología CLIL. Partiremos de una serie de supuestos teóricos para después observar la realidad del aula y analizar la metodología más adecuada que se adapte a las características de los alumnos, y finalmente, conocer mediante una prueba inicial, cuales son los conocimientos de los cuales parten los alumnos.
Palabras clave: CLIL, educación, proyecto de mejora, Educación Infantil, Segunda lengua.

JUSTIFICATION AND/OR INTRODUCTION

My final degree Project will be about ''**CLIL** in Preschool Education''. My choice has been based on the following fact: ''Spain is the third country in the European Union with the lowest percentage of adults with a second language'' as UNIR magazine says. Thus, this Spanish language failure, I think it is a good reason to know, investigate and experiment about this innovative method, which in recent years is gaining more importance across Europe, in terms of numbers of schools implementing and numbers of studies do in this field.

Besides the fact that, in my opinion, it is more appropriate to carry out it in the Preschool Education phase, as children learn in a natural way their first language, wherewith we can take advantage of this evolutionary moment for them to learn a second language.

Content and Language Integrating Learning (CLIL) is an umbrella term that refers to any type of program where an additional language is used to teach non-linguistic content matter. This term was created by David Marsh and Anne Maljers in 1994. It implies that teachers should devote special thought not just to how languages should be taught, but to the educational process in general. The language learning objectives differ according to country and region, but all of them share the same objective: To get the best possible results in the shortest time. (Comisión Europea, *Aprendizaje Integrado de Contenidos y Lenguas (AICLE) en el contexto escolar europeo*)

For many years, when CLIL wasn't really accepted in institutionalized teaching and learning, its methodology was careless. The process was that teachers taught their content subject in the foreign language as they were teaching in their mother language.

Nowadays, this situation has changed considerably because we have a specific methodology based on principles established by research on "language immersion". CLIL teaching is taught in almost every country as a school ordinary offer. Only five countries aren't using this method: Denmark, Portugal, Iceland, Cyprus and Grecee. This situation can be attributed to historical factors or to geographic isolation. The fact that the CLIL method takes part of the school ordinary offer doesn't mean that its application is widespread. The situation of Luxemburg and Malta is atypical in the sense that they are the only countries where this method exists in all schools. In the rest of countries, it seems to be aimed at a

minority of students. This information is included in the book *Aprendizaje Integrado de Contenidos y Lenguas (AICLE) en el context escolar europeo.*

The recent growing interest in CLIL can be understood by Globalization, economy and socialization. But there are two specific reasons which CLIL approach offers and increases it use in education sector. (Comisión Europea, *Aprendizaje Integrado de Contenidos y Lenguas (AICLE) en el contexto escolar europeo)*:

- Credibility on multilingualism and multiculturalism to promote integration, understanding and mobility among Europeans.
- Developing an approach that involves the work of social, cultural, cognitive, language and academic skills.

Delving into all of this information and experimenting in a 5 years old classroom, the <u>main aim</u> that I pretend with this project is: Use a CLIL methodology in an Infant classroom for observing if, with this method, the English knowledge level increases in children.

Also, there are other <u>objectives </u>that are included inside the main aim. These are the following ones:

- Developing CLIL activities with preschool children.
- Increasing learning motivation
- Developing communicative skills
- Developing intercultural awareness
- Providing oral communication between learners
- Developing their cognitive capacities
- Increasing the socialization between students

PROCESS/METHOD

OBSERVATION IN CLASS

Before starting with the practice of the Project, we need to follow some steps, so that we can collect all the information we need about our students and the way working of the teacher.

The fact of collecting information about the work method of the tutor is important. Thanks to this step we can discover and analyze which methods we need to change in order to resolve the problem.

During this first step, I observed that in the 5 year-old children classroom a specific routine was followed. They started the class with 15 minutes of relaxation, using adapted music for the occasion and doing stretching exercises for the muscles. Then, she did a little routine that consisted in the following: Each student presented himself saying ''Hello, my name is… and I'm 5 years'' and after that, they sang a song about the weather, to see if today was cloudy, sunny, raining… Afterwards, they continued with the development of the class and with that, they revised or introduced new vocabulary using the ''flashcards''. The revising method usually was based on the repetition of the words, if the teacher said ''Dad'' the students had to answer ''Dad'', or the teacher showed a ''flashcard'' and the pupils raised their hands to say the name. Once this step was done, the tutor distributed a worksheet related to the theme they were doing, they used to be very easy, about matching, painting, writing a word and making a drawing… The teacher took advantage of that class being very advanced in Spanish literacy, therefore in the worksheets they used to write some words in English.

Usually, she dedicates 5 sessions, that's it, 3 weeks working a topic. Making 2 worksheets per week, as the big majority of the worksheets were incomplete she has to work with them again in another session. The last session of each ''unit'' is used to do something more dynamic like reading a book or watching a movie related to the subject they are treating.

In the classroom she uses both English and Spanish, as, each sentence she says in English she translates it to Spanish so that the students understand it. The working of way used is always in a big group, like for example singing songs, or individual, like for instance doing a worksheet. She continually uses the repetition of the vocabulary and simple structures to settle knowledge.

We need to stand out that it's a single line school, therefore, they only have an English teacher. This affects the number of hours they impart, as the 5 year-old classroom should have 4 hours a week, but due to this circumstance they only have 2 sessions of one hour each one.

INTERVENTION

After making an observation approximately during 2 weeks, I concluded to intervene in the class in an innovative way. My proposal to the teacher was to make the whole following topic, in this case IT was ''the animals''. I thought it was an adequate theme as, I have the advantage that they worked all the vocabulary the year before, so I could make the pupils do an initial questionnaire to know the knowledge level they had about the subject. Finally, I would perform a final test to observe the result of the intervention.

My objective was the utilization of an open and flexible methodology. I didn't want to follow a closed structure when the students did the activities. I would always be open to any type of modification, to adapt to the need and different rhythms of knowledge each one has. Also, we will always start from a significant learning, to accomplish a better acquisition of knowledge from the children.

Plus, it will predominate both, collaborative and individual work; because we wanted to make sure that our student's settle the knowledge using their cognitive abilities, to develop them. Also, in a cooperative way, because it is important to create dialog situations, express emotions, feelings… making the learning more nice and dynamic.

Another point to stand out, is the evolutionary moment of the students, answering all the time to their needs and makes any modification in the project planning if it was needed.

The teacher will act like a guide and will provide help to any student that requires it, because of inability to do the activity, doubt, fear… And the tutor will use feed-back to reinforce all the positive behaviors and well done by the pupils, so that their motivation increases.

During the development of the classes, we will try to use all the time the English language, we would only change to Spanish if we had a problem that hardly could be resolved in English or if after several attempts, the student didn't understand what we are saying. Plus, in the utilization of the English language it will predominate the continuous repetition of grammatical structures and vocabulary. Also, it would be accompanied by a good pronunciation, intonation and gesticulation, to make easier the English understanding.

Finally, using as a reference the previous methodology named, I concluded that the best decision to make to do the experimentation it would be the use of a **CLIL methodology**. It was because it characteristics fitted with the method that I wanted to follow.

THEORETICAL FRAMEWORK

Having cleared the methodology to follow, I did a bibliographic research about CLIL, to settle the knowledge better.

CLIL (Content and Language Integrated Learning) started to become the most extensively used term during the 1990s. CLIL is the platform for an innovative methodological approach of far broader scope than language teaching. It implies the application of a methodology more integrated to both teaching and learning, requiring that teachers should devote special thought not just to how languages should be taught, but to the educational process in general (Comisión Europea, *Aprendizaje Integrado de Contenidos y Lenguas (AICLE) en el contexto escolar europeo)*

CLIL demands an analysis of what is meant by effective pedagogies in different contexts as for example Bruner, Vygotsky and Cummins. Different pedagogic approaches have been debated across continents in recent times. The dominant in many Western societies has emphasized a transmission of knowledge where the teacher deposits information and skills into the memory of the learner. This is been called a "banking model" (Freire, 1972). Also, alternative, social-constructivist approaches to learning emphasize "the centrality of student experience and the importance of encouraging active student learning rather than passive reception of knowledge" (Cummins, 2005). Social-constructivist learning focuses on interactive, mediated and students learning. This kind of scenario requires social interaction between learners and teachers and scaffolded learning by someone more "expert". Vygotsky (1978) introduced the term "zone of proximal development" (ZPD) to describe the distance between what children can do by themselves and the next learning that they

can be helped to achieve with competent assistance. (*CLIL: Content and Language Integrated Learning,* Coyle D., Hood P. and Marsh D.)

CLIL teacher will have to consider how to involve learners to enable them to think through their own learning. This involves that learners have to develop metacognitive skills such as "learning to learn". Interactive classrooms are formed by group work, students questioning and problem solving. "We need to support students in developing like skills such as observation skills and constructing knowledge which is built on their interaction with the world" (Van Lier, 1996) (*CLIL: Content and Language Integrated Learning,* Coyle D., Hood P. and Marsh D.)

For CLIL teaching to support effective learning, it has to take into account not only the knowledge and skills base, but also cognitive engagement by the students. Nisbet (1991) says that students need to know how to think, to reason, to make choices and to respond creatively to challenges and opportunities. They need to be skilled in problem solving and high-order, creative thinking, in order to construct a framework through which to interpret meaning and understanding. (*CLIL: Content and Language Integrated Learning,* Coyle D., Hood P. and Marsh D.)

Also, the methodological resources to the teachers are still limited. So far, the 4Cs-Framework (Coyle, 1999) has been the most common theoretical guidance for planning lessons. This theory is built on the following principles (*CLIL: Content and Language Integrated Learning,* Coyle D., Hood P. and Marsh D.):

- Content: Subject matter
- Communication: Language learning and using
- Cognition: Learning and taking processes
- Culture: Developing intercultural understanding and global citizenship

Besides that, Steve Darn (2006) says that a useful CLIL classroom has to combine these 4 abilities (*CLIL: Content and Language Integrated Learning,* Coyle D., Hood P. and Marsh D.):

- Listening
- Reading
- Speaking
- Writing

For resources, Oliver Mayer (2010) created a pyramid that suggest a systematic sequence for planning CLIL units and materials, starting with topic selection and ending with a review of key content and language. (*CLIL: Content and Language Integrated Learning,* Coyle D., Hood P. and Marsh D.)
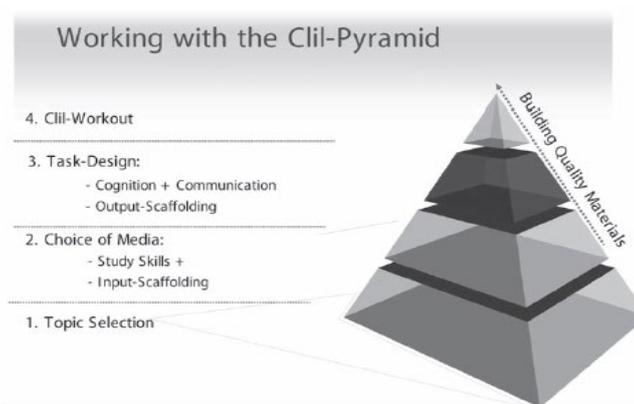

Figure 3: The CLIL Pyramid © Oliver Meyer

Benjamin Bloom (1956) was the first person to develop a pyramid of six thinking skills organized from lower to higher skills: knowledge, comprehension, application, analysis, synthesis and evaluation. Lower order skills included recalling knowledge to identify, label, name or describe things and higher order skills included when learners use new information

or a concept in a new situation, break information or concepts into parts to understand it more fully, or put ideas together to form something new. This structure was a useful starting point to school activities. (*CLIL: Content and Language Integrated Learning,* Coyle D., Hood P. and Marsh D.)

The next pyramid created by Lorin Anderson (2001) explains the classification of thinking skills which is actually rather similar to the original but focuses more on verbs than nouns of the levels. As it is indicate in the next picture (*CLIL: Content and Language Integrated Learning,* Coyle D., Hood P. and Marsh D.):
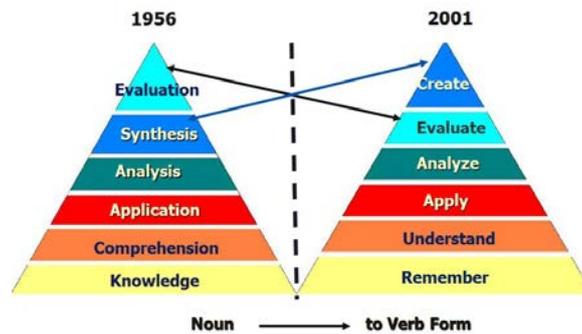
Finally, Coyle (2010) suggest that the type of assessment teacher's offer on CLIL courses will determine how learners perform and how they work towards the language and content objectives. There are four types of assessments that can be use in CLIL classrooms (*CLIL: Content and Language Integrated Learning,* Coyle D., Hood P. and Marsh D.):

- Diagnostic assessment: It gives the teacher specific information about when and how to proceed with instruction.
- Summative assessment: It occurs at the end of a period of learning. Students receive a numerical score. It can be for example a test at the end of a unit.
- Formative assessment: Is more complex than summative assessment. It involves observe the learner's capabilities to know the way to build next steps in the students learning process.
- Peer and self-assessment: Learners assess each other's or their own learning. It is focus on content, language and the learning process.

INITIAL TEST

In conclusion, my proposal of improvement was to work with the 5 year-old ''the animals'' during 4 sessions making a series of activities based on the CLIL methodology. The main objective of this intervention was to learn in a more dynamic way so that they settle their knowledges significantly. This proposal was given by the observation I had the opportunity to do. I saw that they were classes with a very traditional methodology in which the big majority of the learners presented a lack of motivation. The students didn't have great results when they had to settle information, especially with the students having a hard time with English.

Thus, the first step that I followed to start the Project was the realization of **an initial oral test,** to know from where the students started. With this test, I could observe at the end of the Project with the realization of another test the results of the intervention.

The test consisted in 6 individual questions about animal vocabulary that they were going to learn during the Project (Annex 1, Initial test). These animals were studied before in the previous year.

While they worked on other subjects, I took the students one by one to a room to make them the test. There were a total of 15 students. The tests consisted in showing them ''flashcards'' with the animal and they had to say the name. The question was always the same ''which animal is this?'' The animals I asked about were the following ones: Elephant, kangaroo, monkey, penguin, snake and polar bear. The results were the following ones:

- 2 of the students knew how to say 4 animals.
- 10 of the students knew how to say 3 animals.
- 2 of the students knew how to say an animal.
- 1 of the students didn't know how to say any animals.

The result is clear, the students didn't remember the animals taught on the previous year, therefore they didn't settle the knowledge adequately.

DEVELOPMENT

SCHEDULING

This Project "My friends, the animals" will be carried out during the second term in the month of February. We will develop the Project through a series of sessions that will take place on Tuesday mornings from 11:30 to 12:30 and on Fridays from 10:00 to 11:00. During these sessions we will work the acquisition of the vocabulary connected to animals and simple structures appropriate to the age of the students. The sessions will be the following:

- ✓ 16 of February: The magic box
- ✓ 19 of February: Where are they?
- ✓ 23 of February: Let's play, children
- ✓ 26 of February: The crazy phone

PLANIFICATION OF THE SESSIONS

The topic of the project is animals. I consider that this topic offers a wide range of didactic possibilities, as well as being a great motivator for the students, since it captures their attention and interest. At the same time, it promotes values which are important in society today such as: respect, creativity, imagination, care of the environment...

During the 4 sessions which I will carry out, I will continue with **the routine** that the teacher has established in all her classes. First, we will look at that day´s weather singing a song and then the students will present themselves, saying their name, age and how they feel that day: happy, sad, worried… This routine will last approximately 5 minutes.

The decision to continue using this routine was basically made for doesn't interrupt the way of teaching of the teacher and to make sure that the students didn't feel strange. Besides, I thought it was a good way to start the classes because, during this routine, the students learn the vocabulary of several topics, as well as having the opportunity to express themselves freely.

The last 3 minutes of each session will be used to return to the classroom, if we are in the psychomotricity room.

The vocabulary which we are going to learn during the sessions is: Elephant, kangaroo, monkey, penguin, snake and polar bear. We will introduce it in the first session and we will review it during the sessions in order to achieve a better assimilation.

Finally, I would stress that for the drawing up of the Project I have always had as reference the following documents: La Ley Orgánica, 2/2006, 3 March of Education (LOE), which establishes in articles 13 and 17 the general objectives of Primary and Infant Education; El Real Decreto 1630/2006 in which the minimum teaching contents of the second year of Infant Education are established; El Decreto 38/2008, 28 March, for the second year of Infant Education.

ACTIVITIES

Next, I will specify what the development of each session:

ACTIVITY		
THE MAGIC BOX		
Place	**Time**	
Psychomotricity room	60 minutes	
Date	**Aim**	
16 of February	Introduction and familiarization with the vocabulary: Elephant, kangaroo, monkey, penguin, snake and polar bear; Correct utilization of the grammatical structures: Yes, I do and No, I don't.	
Objectives		
Content -The vocabulary of animals -Grammatical structures: Yes, I do and No, I don't	**Communication** **-**To answer the teacher´s questions so that the students internalize the contents -The use of non-verbal communication to represent the different animals.	**Cognition** **-**Understand the vocabulary of animals -The appropriate use of the grammatical structures.
The tasks step by step		
Step 1: To start, the students will be placed in a circle. The box will be placed in the middle of the circle and the teacher will tell to students that it is a magic box which only appears when it wants the students to learn new words. To open the box, the students will have to guess the topic of the words that are inside it, for example: animals, plants, countries... Once they have guessed, the students will say the word "Open" several times in order to make the box open. Step 2: Once the box is open, the teacher will present the animals to the students with flashcards (Annex 2, animals' flashcards). First she will say the names for the students to listen, then she will make them repeat the vocabulary and finally she will ask them some questions of the type: "Do you prefer a snake or a penguin?" "Do you like bears?" The students will have to answer using the structure "Yes, I do" or "No, I don't". Step 3: Next, the students will be divided into two groups and they will play a game called "Guess who I am". Every round, a student from each group will come out and the teacher will tell both students the same animal. Each child will have to use mime to depict the animal to his group. The group which guesses the animal correctly first will win a point. The group which has the most points will win.		

ACTIVITY		
WHERE ARE THEY?		

Place	Time	
Psychomotricity room	60 minutes	

Date	Aim	
19 of February	Revise the vocabulary about animals: Elephant, kangaroo, monkey, penguin, snake and polar bear; Revise the vocabulary of numbers: One, two, three, four, five, six and seven; Revise the concepts: Big-Little; Associate orally the name of the animal with the drawing of the animal. Be capable of remembering the name of an animal. Correct utilization of the grammatical structures : Yes, It is and No, It isn't	

Objectives		
Content -The vocabulary of animals -The vocabulary of numbers -Concepts: Big-Little -Grammatical structures: Yes, It is and No, It isn't	**Communication** -Answer the teacher´s questions so that the students internalize the contents -The use of dialogues between the work groups in order to reach an agreement about the activity to do -The use of dialogue on the part of the students to present the results obtained in the activity to the rest of the class.	**Cognition** -Understand the vocabulary of animals -Revise the vocabulary of numbers -Revise the concepts: Big-Little -Understand the appropriate use of the grammatical structures

The tasks step by step

Step 1: The teacher will hide flashcards of the animals around the classroom. Once the children are in the classroom, she will explain to them that the six animals have escaped and we can't find them. The children will have to look for them all over the classroom, and once the animals have been found, the students will sit down in a circle. They will be asked individually to think of how many animals are there. The teacher will ask them one by one for an answer and then they will count out loud several times in order to revise the numbers from 1 to 7. Next, the teacher will roll to know if all the animals are there with the following question: "Is the snake here?" The students will have to answer with: "Yes, it is" or "No, it isn't".

Step 2: The students will be divided into three groups. Before starting the next game, the concepts "Big" and "Little" will be revised, using classroom objects as examples. Each group will be given the 6 animals on cards (Annex 3, animals' cards). The students will have 5 minutes to order the 6 animals from the smallest to the largest and to do this they will have to speak in English. Once the time is ended, a representative from each group will have to name the animals according to the order that his team has given him.

Step 3: Finally they will play "Catch it". For this game, the class will be divided into two groups. Each member of the group will be associated with an animal, each group has a dog, a cat, a parrot, a rat, a hamster, a frog and a fish. The teacher will stand in the middle of the classroom with the flashcards. She will say the name of an animal while at the same time is showing the corresponding flashcard, for example, if she says "Dog", she will show the image of a dog. When she says the name of the animal, the member of each group that has been associated with that animal, will have to run to the flashcard and take it. The first student to take it, will keep it for his team. The team with the most flashcards will win.

ACTIVITY	
LET'S PLAY CHILDREN	
Place	**Time**
5 year's classroom	60 minutes
Date	**Aim**
23 of February	Revise the vocabulary about animals: Elephant, kangaroo, monkey, penguin, snake and polar bear; Orally associate the name of the animal with the drawing of the animal; Remember the names of the animals; Improve speech-movement coordination through the song; Correct use of the grammatical structures: Yes, I do and No, I don't.

Objectives		
Content	**Communication**	**Cognition**
-The vocabulary about animals -The grammatical structures: Yes, I do and No, I don't	-Answer the teacher´s questions in order that the students internalize the contents.	-Understand the vocabulary of the animals -Understand the appropriate use of the grammatical structures.

The tasks step by step
Step 1: First, the vocabulary of the animals will be revised through the repetition of terms and asking the questions: "Do you prefer a bear or a monkey?" and "Do you like snakes? "Yes, I do" o "No, I don't". This time, in a simple quick way.
Step 2: Once the vocabulary has been revised, the song "Let's go to the zoo" (Song: "Let's go to the zoo. Recovered from: https://www.youtube.com/watch?v=OwRmivbNgQk) will be worked. The song, with simple lyrics, was strategically searched for in order that the students would learn quickly, at the same time they were revising the vocabulary of the animals. To do this, the digital blackboard will be used, where the students will be able to see the song at the same time as they sing it. To assimilate the song, a series of steps will be followed. First, the students will listen, then they will learn a very simple series of dance steps in order to be able to dance it, next the song will be sung in various ways, for example: in a very loud voice: very softly; very slowly; and silently. It's a simple way to repeat the song several times which maintaining the students´ motivation.
Step 3: To end the session, a very short activity called "Bingo" will be done. Each student will be given a piece of paper with the drawing of the 5 animals which have been worked in class. The teacher will say the name of each animal in turn. The students who have this animal in their sheet will have to cross it out. The first student to cross out all the animals has to shout "bingo". Finally, the teacher will check to make sure the bingo is correct. (Annex 4, bingo)

ACTIVITY	
THE CRAZY PHONE	

Place	Time
Psychomotricity room	60 minutes

Date	Aim
26 of February	To revise the vocabulary about the animals: Elephant, kangaroo, monkey, penguin, snake and polar bear; Revise the vocabulary of the colours: Red, blue, green, purple, pink, yellow, brown and grey; Orally associate the name of the animal with the animal; Remember the names of the animals; Be capable of pronouncing the vocabulary correctly.

Objectives		
Content	**Communication**	**Cognition**
-The vocabulary of the animals -The vocabulary of the colours.	-Answer the teacher´s questions in order that the students internalize the contents -The pronunciation of the animals by the students in order to carry out the activity.	-Understand the vocabulary of the animals -Revise the vocabulary of the colours.

The tasks step by step

Step 1: To start, the students will be placed in a circle. First, they will revise the vocabulary. In order to do this, the flashcards will be situated in the middle of the circle and the teacher will ask the children in turn to pick up an animal, for example: "Paula, pick up the snake", "Carlos, pick up the elephant"… Once all the animals have been picked up, the vocabulary of the animals will be repeated so that the student who had picked up a particular animal will return it to the middle of the circle, for example, if the teacher says "snake", Paula will have to leave the snake in the middle of the circle. This activity will be repeated three times because there are only 6 animals but there are 15 students. This activity will work the vocabulary as well as the attention of the students.

Step 2: Next, an activity will be carried out where the class is divided into three groups. We are going to place three separate white A2-size cards on the wall. The groups will be placed making a line in front of each card. The activity will be called "The crazy phone". The teacher will say the name of the same animal to the last member in each line.

Each student will have to pass the word up to the first mate. The first person in the line will have to draw the animal that they have received on the card. Each group that correctly draws the animal which they have been given will win a point. The group with most points wins. The positioning in the line will be changed each turn in order that all of the students have been in all the positions.

Step 3: Finally, the teams will put the cards on the floor and the teacher will say what colour each animal that has been drawn should be painted, for example:"Let´s paint the snake green". Each animal will be painted by a different member of the team. This activity will serve to revise the colours and the animals. (Annex 5, result of the activity)

To have some ideas to create the activities, I have searched information in the book *CLIL activities: a resource for subject and language teacher,* Dale, L. and Tanner, R. and in the Journal *Journal of Pragmatics* (2013). Volume 59, pag. 81-92.

OTHER RESOURCES USED IN THE DEVELOPMENT OF THE CLASS

During the development of the activities, I made use of other didactic resources for the better running of the session. There are two songs in particular:

- The first is the song "Everybody". I used this song when the students started to all talk at the same time. It is a very useful resource since, in the moment when you start to sing, everyone becomes quiet and starts singing. In this way it is not necessary to shout or raise your voice. (Annex 6, song of everybody)

- The second song is the "clean up" song. I used this song as soon as I entered the classroom of the 5 year olds, because the majority of the time the students were playing in the classroom with their toys. When you start to sing the students start to tidy the room and then sit down in their places. (Annex 7, clean up song. Recovered from: https://www.youtube.com/watch?v=SFE0mMWbA-Y)

RESULTS

Once the 4 sessions about the CLIL method have been put into practice in the Infant Education classroom, we will do an individual final test. This test will have the purpose to assess the students´ results and to be able to see if the activities which were carried out were the correct ones. Above all, the principal objective of this test is to see if our proposal of improvement has been appropriate, comparing the results of the final test with those of the initial test.

In order to do this, I decide to follow the same process as in the initial test. From 9:00 to 12:00 on the morning of 29 February, I call the students one by one to evaluate them. I carry out the evaluation in a separate room where there are only the student and I. Before starting, I try to talk with the student about a topic that interests him in order to make him more relaxed and trusting, since the majority of the students are a little uncomfortable. Next, I start the test and the student answers each of the 6 questions in turn while I note the results on a template I have previously made (Annex 8, final test). The questions which appear on the template are the following:

- Does he/she know the name of the kangaroo?
- Does he/she know the name of the bear?
- Does he/she know the name of the monkey?
- Does he/she know the name of the penguin?
- Does he/she know the name of the snake?
- Does he/she know the name of the elephant?

Finally, the results were the following ones:

- 8 of the students knew how to say 6 animals.
- 3 of the students knew how to say 5 animals.
- 3 of the students knew how to say 4 animals.
- 1 of the students knew how to say 2 animals

Next, I attached a chart to observe and compare visually the initial results with the final ones.
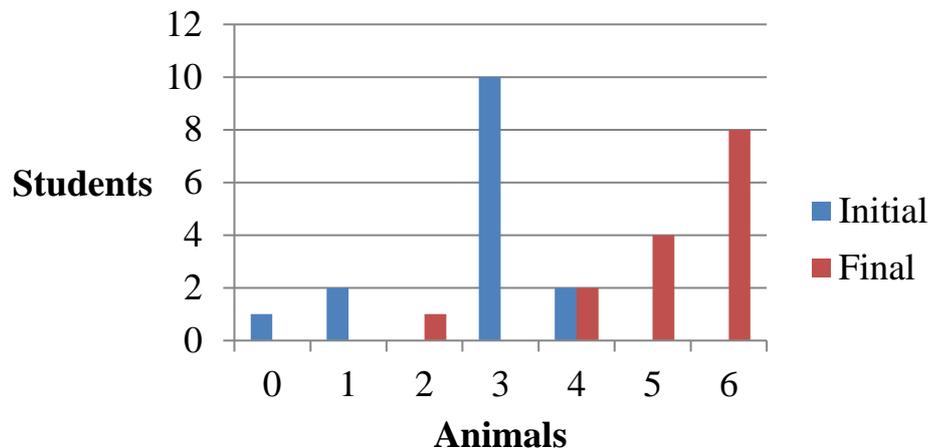
EVALUATION/DISCUSSION/CONCLUSIONS

An important point, after obtaining the results of the innovation proposal, is to analyze them. To begin, it can be observed that the final results have improved considerably compared with the initial ones that are in page 10. The proposal has been quite good in a general way as the initial objectives have been reached. Besides, the activities were adapted to the characteristics of the classroom because I had the advantage of knowing the students from my last degree teaching observation.

Making a more detailed analysis of the entire process, a clear classification can be made between the positive and the negative ones. Starting with the positives aspects, the activities were quite motivating and creative. As can be appreciated, emphasis was placed on the listening as much as the speaking. There were some activities which the students confused with games, which is a very positive sign as they were learning in a fun way. In almost every moment, the entire class was active as I tried to do activities in which the students had to participate constantly in order to avoid them being distracted. Another important aspect was the presence of new activities which meant a break in the routine which they were used to, so they continually maintained their attention in the activities. On the other hand, we have used another type of methodology, where individual work doesn't continually dominate, rather we tried to change the grouping, making the children work individually, in small groups and as a class. With these changes, we made sure to work the cognitive capacity and the capacities connected to dialogue and cooperative work.

The fact of changing from the classroom to the psychomotricity room is something which at the beginning confused the students a little, because they were used to doing English lessons in their classroom. But finally, it was a very good idea, because the room has much more space to do the activity and besides it kept the students very motivated.

Finally, we introduced a new factor into one of the activities: "Speaking to the rest of the class". At the beginning is seemed a bit risky idea since they had never done it in the English class. It is a factor which has to be worked more in the classroom, always in the correct conditions. To do this, I first made sure that I had created a safe and appropriate environment so that the students didn't feel awkward. During the activities I tried to provide the students positive feedback when they were doing an activity well or at least trying to do, with the result that the students always wanted to continue learning.

With respect to the negative aspects, we can highlight some elements which it would be modifying in order to obtain even better results. Principally, the lack of time has been one of the most influent aspects. The sessions were short of time and occasionally, in some of them, we had to leave an activity without being finished. In this case, being a project of 4 sessions I don't think that the students felt stressed. If the project had been longer, it is possible that they wouldn't have enjoyed it so much because of the stress, as they did lots of things in the same session.

The idea of doing the activities by grouping the students in three groups was to reduce the students in each group to be able to absorb the knowledge better and participate more in the activities. The problem was that the students are very

young to work alone in groups, which meant that a person had to observe them continually to make sure that everything was going well.

As I mentioned previously, the change to the psychomotricity room was very positive. The only inconvenient was that a lot of time was wasted moving the students from the classroom to the psychomotricity room. They are young children and so the teachers had to move them carefully, making sure that they didn't shout or move out of the line. In addition, as the project was done during the month of February, the psychomotricity room, which in actual fact is the gymnasium, was cold so at the beginning it was a little uncomfortable to be there. However as soon as we arrived the radiators were switched on and the room soon warmed up.

Finally, among the 15 students which we had, there were two children who constantly interrupted the explanations, behaving badly, tried to gain attention, distracted their classmates... In general, they delayed the development of the session quite a lot and the activities had to be interrupted to correct their behavior.

LIMITATIONS, DRAWBACKS AND PROPOSALS

After analyzing the results and reflecting on the positive and negative aspects, I am going to make a series of proposals to improve my observation.

To start, it should be clarified that in the final results obtained in the proposal of the observation, one student only knew how to say two animals but this is due to the fact that he hardly ever paid attention to the class and as such had not absorbed the knowledge adequately.

Now that that has been clarified, I will start with the improvement proposals. For my observation project I was clear which activities I wished to carry out in the classroom in order to achieve the initially planned objectives. I found myself with the problem that I only had 4 sessions to work them. Therefore, as I have mentioned previously, in some sessions the class time was not enough. My proposal is to simplify the activities in the sessions, instead of doing 3 activities, doing only 2, since sometimes the students learn the knowledge better developing one activity correctly, rather than doing two rapidly. The ideal situation would have been to have had more sessions, as I could have done all the activities in a longer period of time, but as the English teacher didn't have any more time to give me, this solution was impossible.

Another important aspect to modify is the presence during the development of the sessions of two students who were constantly disrupting the class. These children always have the same behavior with all the teachers. Because of that, I didn't like the idea that they missed the session, since students that normally try to gain the attention, distracted their classmates…have a difficult situation in their families, life… So a good solution can be to investigate this problem speaking with their families and teachers, and then starting to work form the focus of the problem to improve their behavior.

On doing the grouping where I divided the students into three groups, the English teacher helped me, but I think it would have been ideal to have another teacher to help at those situations. Being three teachers, one per group, we make sure that students used English, that they have a good behavior and that they did the activity. The reason that I didn't make only two groups was to reduce the students per group, that the activity was more fun and the students learnt the contents better. In the classroom there were two teachers: the English teacher and myself. Therefore my proposal would be to speak with the tutor of the 5 year olds as she liked to attend the English classes and could have assisted as teaching help at the required sessions.

Finally, although it could appear a not important factor, the temperature of the class was something that influenced a little at the beginning of the session. This problem only happened the first day that we had the session in the psychomotricity room, because in the following classes I went there before we started and I switched on the radiators in order to warm up the atmosphere.

ANNEXES

Annex 1: Initial test

<table>
<tr><td colspan="3" align="center">Initial test</td></tr>
<tr><td colspan="2">Date:</td><td>Age:</td></tr>
<tr><td colspan="3">Name of the student:</td></tr>
<tr><td></td><td align="center">YES</td><td align="center">NO</td></tr>
<tr><td>• Does he/she know the name of the kangaroo?</td><td></td><td></td></tr>
<tr><td>• Does he/she know the name of the bear?</td><td></td><td></td></tr>
<tr><td>• Does he/she know the name of the monkey?</td><td></td><td></td></tr>
<tr><td>• Does he/she know the name of the penguin?</td><td></td><td></td></tr>
<tr><td>• Does he/she know the name of the snake?</td><td></td><td></td></tr>
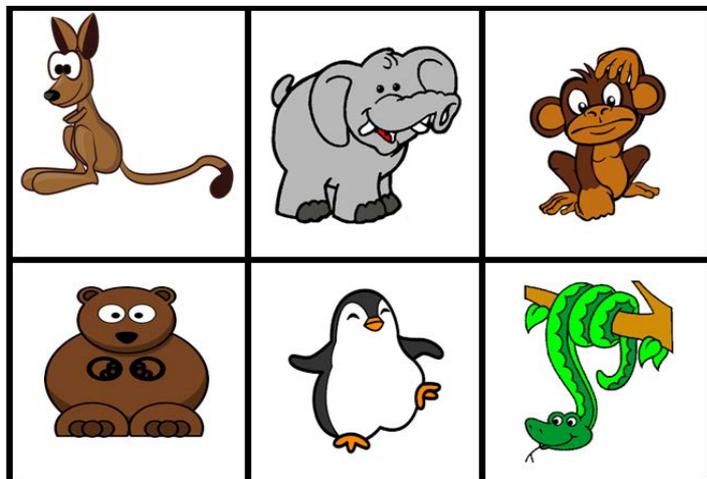<tr><td>• Does he/she know the name of the elephant?</td><td></td><td></td></tr>
<tr><td colspan="3">TOTAL OF ANIMALS:</td></tr>
</table>

Annex 2: Animals' flashcards

Annex 3: Cards' animals

Annex 4: Bingo

Annex 5: Result of the activity

Annex 6: Song of everybody

Everybody standing up, standing up, standing up,
Everybody standing up and be quiet please.
Everybody clapping the hands, clapping the hands, clapping the hands,
Everybody clapping the hands and be quiet please.
Everybody turning around, turning around, turning around,
Everybody turning around and be quiet please.
Everybody moving the hip, moving the hip, moving the hip,
Everybody moving the hip and be quiet please.
Everybody jumping up, jumping up, jumping up,
Everybody jumping up and be quiet please.

Annex 7: Clean up song

Clean up, clean up, everybody let's clean up.
Clean up, clean up, put your thing away.

Annex 8: Final test

Final test		
Date:		Age:
Name of the student:		
	YES	NO
• Does he/she know the name of the kangaroo?		
• Does he/she know the name of the bear?		
• Does he/she know the name of the monkey?		
• Does he/she know the name of the penguin?		
• Does he/she know the name of the snake?		
• Does he/she know the name of the elephant?		
TOTAL OF ANIMALS:		

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