



UNIVERSITAT
JAUME·I

**FINAL UNDERGRADUATE DISSERTATION IN
PRESCHOOL EDUCATION DEGREE**

**A CLIL APPROACH
AMONG KINDERGARTEN PUPILS:
A TEACHER'S VIEW**

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Area of knowledge: Didactics of Language and Literature in Multilingual
Contexts

Academic year: 2020-2021

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1. Acknowledgement

After completing this final dissertation, I would like to thank everyone who has been encouraging me and has been able to guide me through this difficult path and have shown me the way to do the project that I have finally presented.

First of all, I would like to thank my supervisor, Anna Marzà Ibáñez, for all the support during the realisation of the project and for taking the time to examine and analyse my work.

Secondly, I would also like to thank the English teacher at the school where I have done my Pràcticum II, for taking part in the interview I have prepared and also for giving me her opinion about what I have studied and analysed in this dissertation.

In the whole, this project would not have been possible without the continuous help and support of the two people named above, but also the one of my family and friends, to whom I have to thank for never having left me alone.

2. Abstract / Resum

Abstract: Nowadays, we live in a society where there is coexistence between two or more languages, and this leads us to underline the importance of the concept named multilingualism, also known as plurilingualism, which is a practice that has gradually been introduced in kindergarten classrooms and has been remarkably positive for the overall and personal development of the students. Within this educational practice, we find English as the main exponent, taking more importance as the time goes by. English can be studied using different methodologies but, in this dissertation, we will focus on one of them, the CLIL methodology (Content and Language Integrated Learning), created by linguist and professor David Marsh (1994), which consists of learning curricular content in a foreign language. In order to explore this topic in more depth, we will observe and analyse the behaviour and the way in which this linguistic trend is applied by the English teacher at CEIP El Taronger (invented school), in the 4 year B classroom and, through an interview and an observation record, we will draw some results about the most important aspects of the teacher's implementation in order to, based on these outcomes, make an improvement proposal, followed by the conclusions.

Key words: Plurilingualism, multilingual society, CLIL, observation, kindergarten

Resum: Actualment vivim en una societat on hi ha una coexistència entre dues o més llengües, i això ens porta a subratllar la importància del concepte del multilingüisme, també conegut com a plurilingüisme, que és una pràctica que a poc a poc ha anat introduint-se a les aules d'Educació Infantil i ha resultat notablement positiva per al desenvolupament integral i personal de l'alumnat. Dins d'aquesta pràctica educativa, trobem l'anglès com a principal exponent, prenent-hi molt de protagonisme en l'actualitat. La llengua anglesa pot ser estudiada des de diferents metodologies,

però, en aquest TFG, ens centrarem en una d'elles, la metodologia AICLE (Aprentatge Integrat de Continguts i Llengües Estrangeres), promulgada pel lingüista i professor David Marsh (1994), que consisteix a aprendre continguts curriculars en una llengua estrangera, en aquest cas l'anglès. Per aprofundir més en aquest tema, s'observarà i analitzarà el comportament i la manera d'aplicar aquest corrent lingüístic de la professora d'anglès d'Educació Infantil del CEIP El Taronger (escola inventada) a l'aula de 4 anys B i, mitjançant una entrevista i un registre d'observació, extraurem uns resultats sobre allò que considerem més important de la programació de la professora per a, basant-nos en aquests, fer una proposta de millora, seguida de, finalment, les conclusions del treball.

Paraules clau / descriptors: Plurilingüisme, societat multilingüe, AICLE, observació, Educació Infantil

3. Introduction / Justification

It is worldwide known that the English language is growing so fast in a multilingual world (Portolés, 2020 & Coleman, 2006), and it has been clear that nowadays it is beginning to be taught at earlier ages. This dissertation is focused on studying and analysing how English is being implemented in the kindergarten classrooms.

More concretely, a methodology that it is beginning to emerge at all ages is CLIL (Content and Language Integrated Learning), whose approach has been recommended and followed by numerous experts in the field, obtaining very good results in the different investigations that have been carried out and outlining its importance towards the teacher-learning process (Marsh, 2000, 2012).

The present work has been implemented in CEIP El Taronger, a kindergarten and primary school in Castelló de la Plana. This school is inside the plurilingual approach in the Valencian Community (LRJSP, 4/2018, de 21 de febrer), due to the coexistence of three languages: Catalan (L1), Spanish (L2) and English (L3). The majority of the lessons are taught in the L1 and L2 but, in recent years, there has been an improvement with the L3 and, consequently, the English learning hours have highly increased.

Due to the greater influence that English has in this school, there are three teachers, one for kindergarten pupils and two for the primary ones. Since I am studying to be a preschool teacher, I want to learn strategies and methodologies that encourage little kids to learn as much English as they can in a fun way.

That is the reason why the desire to learn how an English kindergarten teacher implements all these methodologies becomes real, and also to investigate how pupils respond to this new language taught in their classroom.

4. Principal and specific aims

This research project contains some aims, both principal and specific ones, that need to be covered by a practical appraisal. This section is used to talk about them and explain what will be the final results after an investigation that will be carried out in a preschool level at Blasco Ibáñez' school.

Nowadays, the need to know how to communicate with each other takes an important part in our society and daily life. That is the reason why, since we are kids, we learn some languages that can be important for our future development. Here is where the school takes an important role in the kids' lives, as teachers need to be aware of the growing importance of learning a second language (L2). Plurilingualism is a concept that is becoming real, and teachers need to know the different methodologies with which a second language, or in some cases the third, can be acquired.

First of all, one of the methodologies implemented in the classroom is CLIL (Content and Language Integrated Learning), and its study will be the focus and the main objective of our investigation (MO), observing the connexion between CLIL and plurilingualism, and also how an English teacher relates these two concepts in a kindergarten classroom.

Thus, there will also be some secondary objectives; on the one hand, it will be observed what aspects the kindergarten English teacher at CEIP El Taronger applies for doing the language lessons (SO1) and, on the other, the way she works with the CLIL methodology will be also analysed (SO2). Finally, an improvement proposal to her implementation will be conducted.

5. Theoretical background

5.1 Plurilingual approach to language learning

Plurilingualism is a worldwide concept that has reached the maximum of its significance nowadays, due to the emerging ways of learning and acquiring languages in schools. This concept was recognised by the European Council in the CEFR (Common European Framework of Reference for Languages) in 2001, where the learning principles were taken into account, as well as the learner's autonomy towards learning languages. This document establishes a relationship between plurilingual and pluricultural competence, as "they were developed as a form of dynamic, creative

process of *linguaging* across the boundaries of language varieties, as a methodology and as language policy aims.” (CEFR, 2020, p. 30).

To understand deeply this concept, and going back in time, we find some studies that underline the origins of plurilingualism (Jessner, 2008), being Maximilian Braun (1937) one of the first activists to have studied plurilingualism, defining it as an “active balanced perfect proficiency in two or more languages” (p.16), followed by other authors such as Vildomec (1963) or Haugen (1956), whose ideas were the same as Braun’s, emphasizing the difference between plurilingualism and multilingualism, but giving them a difficult approach when saying that there cannot be a clear competence among languages and they can be mixed when being together in the brain.

However, recent studies regarding the plurilingual competence (Levelt’s, 1989; Both de Bot, 1992; Clyne, 2003), have denied these ideas in favour of a psycholinguistic perspective, whose main feature is to explain how the multilingual brain works and “how selection and control work in a bilingual speaker” (De Bot, 1992, p. 21).

Having in mind the psycholinguistic perspective explained above, Guasch (2007) presents three main features that need to be considered when talking about the difference between a plurilingual and a monolingual speaker.

Firstly, what distinguishes a person who is multilingual from a monolingual speaker is that people who speak more than one language can make comparisons between the languages that they know, and also develop different and varied communication skills.

In addition, when knowing a language, you can transfer your knowledge to another, and that is known as the Common Underlying Competence, promulgated by Cummins (1989), and widely widespread among teachers.

Apart from what has been explained, another characteristic of the plurilingual being is understanding the linguistic connection that languages have. All languages have a code and a set of rules and principles that must be taken into account when learning them.

Another expert that has denied Braun’s idea has been Cambra (2011), whose studies among plurilingualism have shown that, if you are multilingual, you do not need to have the different languages that you know mixed in the brain, as languages are learnt separately but they also complement each other. Nowadays, the need of knowing how important multilingualism is becomes one of the main points of research, and also how to communicate with others and to achieve high communicative competence in one or more interconnected languages, without the need for them to

be interlinked. Consequently, the principal aim that their studies want to cover is in what ways plurilingualism can be good for one person's development.

Returning to the CEFR (2020), we find the definition of multilingual and plurilingualism regarded and accepted nowadays by the European Council:

Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the coexistence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication. (p. 4)

Therefore, that underlines the importance that switching from one language to another, expressing itself and knowing more than one languages "leads to a better perception of what is general and what is specific concerning the linguistic organisation of different languages (form of metalinguistic, interlinguistic or so to speak "paralinguistic" awareness)" (CEFR, 2020, p. 31).

5.2 What is CLIL (Content and Language Integrated Learning)?

Having understood the roots of the concept, and always topic-related, we find some methodologies that are beginning to be taught in kindergarten and primary schools. Concretely, we find CLIL, that is the basis of what is expected to be analyzed in this dissertation and will be the main factor of this study. According to Portolés (2020), CLIL (Content and Language Integrated Learning) is one of the main plurilingual strategies that nowadays is taking place in a wide variety of schools: "[CLIL] is currently gaining considerable momentum, and it is being integrated into curricula all across Europe" (Meyer, 2010, p.11). In CLIL, pupils learn non-linguistic subjects, such as Physical Education, Mathematics, Chemistry, or Music in a foreign language.

Besides, according to Marsh (2000), whose studies were followed by numerous experts:

This approach involves learning subjects such as history, geography or others, through an *additional language*. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners. (p.2)

The coexistence between two or more languages in the learning environment ensures better multilingual competence (Cenoz, Jessner et al., 2008), regarding some factors that can be optimal for multilingual education. In addition, good plurilingual competence enables students to acquire new languages easily.

More precisely, in Spain, the social interest in CLIL and foreign languages has become widespread due to the will of the Spanish citizens to have a foreign-language-knowledge ladder, as only 17% of those have claimed to know how to hold a conversation in a FL, leaving 56% of the population admitting being unable to speak another language (L2) (European Commission, 2006).

Another expert that has talked about CLIL has been Meyer (2010), who has outlined that, “in CLIL methodology, in addition to the language and content, learning skills are also important. CLIL wants the student to learn the necessary skills to carry out learning as efficiently as possible” (p.11).

CLIL students develop some skills that can be used later on in their future lives, as well as a metalinguistic awareness. Pupils spend time learning subjects through another language, and that is the principal aim of this strategy, to develop content skills and language ones at the same time, as CLIL is a dual-focused education.

5.3 The importance of the L1 in the CLIL methodology

The additional language is claimed to be the most powerful in this strategy, but the truth is that the mother language (L1) is also important in the acquisition of the L2, both content and language skills. Moreover, teachers need to have in mind that their students need to be necessarily exposed to L1 and L2, in order to achieve a positive approach in the learning process (Marsh 2000). For younger learners, the acquisition of the L2 must be related to the one of the mother tongue, due to the fact that they associate concepts from one language to another. Besides, their associations are always holistic (Doyé, 2000) and that is the reason why making a connection between both linguistic codes has a crucial role in the L2 acquisition.

Moreover, according to what has been explained about the psycholinguistic perspective and the main characteristics that a plurilingual speaker needs to have (Guasch, 2007), we find a suitable connection between the L2 learning and these three points, due to the fact that if teachers want pupils to succeed in the L2 learning process, it is needed to bear in mind the importance that the mother tongue has in the acquisition of another language. The phenomenon of plurilingualism will be highly successful if the teacher does not forget the L1 and gives it the importance it requires for language learning and language skills.

Since pupils associate both languages, CLIL teachers need to have in mind that one of the first conditions when acquiring an additional language is teaching and explaining the same topics in the same way, but through the two languages (Marsh, 2000).

5.4 CLIL: correct implementation of the methodology

CLIL is an innovative experience for students to learn in a different way. As it has been said before, this new methodology is emerging due to the success that has had in every school that is beginning

to teach a second language through this methodology (Marsh, 1994). Recent studies (DESI, 2006; ZydatiB, 2007, Lasagabaster, 2008; Heine, 2008 & Badertscher, 2009) have shown that both language and content development are perfectly acquired through CLIL, bringing better results for younger pupils than other methodologies.

These studies have underlined the importance of making a distinction between the linguistic aim and the cognitive processes, as it needs to be clear what aspects exactly can bring us both separately and jointly.

The CEFR (2020) says that, in order to achieve effective CLIL content, it is necessary to start from a suitable level for all learners and, gradually, build up knowledge and experiences until an environment is created in which both content and language can be acquired in a second language (L2). Moreover, one crucial aspect that needs to be clear when talking about CLIL is that the main point of the learning process is the student. Teachers need to have in mind that the main character in their class is the pupil, giving them the opportunity to experience and live their own learning process (Cano, 2013). For this reason, another important aspect comes out: the student's background. The environment where the pupils have grown is as important as what they learn. Teachers have to know all the details about the student in order to ensure the children's learning process.

More specifically, according to Coyle (2002), we find four principles, known as the 4Cs, that should be studied by every professional that wants to implement CLIL in their classroom and used as the framework for creating successful CLIL lessons.

Firstly, content knowledge, in which students must learn theoretical points through practise, should be measurable and achievable due to the fact that, through it, teachers and learners must have a clear idea of what goals are needed to be achieved (Bentley, 2009). If both teachers and students have an understanding of what is expected to be learnt and taught from the content side of CLIL, success in the classroom will be ensured.

Moreover, the key point of the CLIL methodology is to bring out the best of pupils and to teach them how to construct their own learning and understanding, as well as be challenged, and this is known as cognition, the second "C". As teachers, we need to encourage them to think creatively and critically and foster values that will be successful for them in the future.

The third one that needs to be addressed when talking about CLIL strategies is the language learning, in which the differences between the cognitive competence and the linguistic one take place in a plurilingual environment. Teachers in kindergarten must encourage pupils to learn as many language strategies and structures as possible, and assure them a lot of support in this learning process. Students must learn content, words, expressions, etc., that they will need to use in the

classroom, specifically in the area that is being mediated through English, and this needs to be clearly taught by teachers through language learning.

This language learning named before is also related to the different cultural backgrounds that happen in a classroom. Teachers need to have in mind what are the origins of pupils and how to integrate their own language and culture into the classroom, because of the necessity that originates bringing different points of view in a CLIL environment, the most important strategy in the pluricultural and plurilingual movement (CEFR, 2020).

The framework provided by these four principles determines effective CLIL lessons and involves students to take part in its learning process, experiencing some strategies and skills in understanding content approaches, developing cognitive processes properly, communicative interaction in different contexts and appropriate linguistic development, as well as the acquisition of intercultural awareness that enables them to communicate and to empathise with others, knowing their feelings and understanding them (Cano, 2013).

Another fact that needs to be clearly understood in order to implement the CLIL methodology successfully, are the core features (Mehisto, Marsh & Frigols, 2008) that have to be presented in all CLIL-based programming. In CLIL methodology, cooperative learning should be promoted, where all parties are equally important, as well as, as mentioned above, properly integrating curricular content with the language learning, in order to make it active and accessible, in which pupils are completely focused in a safe and enriching environment.

Besides, the most important feature in a CLIL methodology is the scaffolding, a term that was coined by Bruner in 1970, and it refers to the “‘interactional instructional relationship’ between adults and learners that enables a child or novice to solve a problem [...] beyond his unassisted efforts” (Wood, Bruner and Ross 1976, p. 90). Scaffolding is a social learning process that motivates learners in order to make them feel at ease and emotionally secure about what there are learning, and eliminates frustration through different strategies as interaction or grouping, chunking or repackaging, whose common purpose is to improve learners’ stability and avoid confusion and frustration when learning a second language.

Finally, to ensure that all the items and the strategies already mentioned are successfully implemented and accomplished, there are some assessment tools, including CARLA (Center for Advanced Research on Language Acquisition), a planning and observation checklist made in the University of Minnesota that evaluates the effectiveness of the CLIL methodology among English teachers (see Annex 6.1.2), will be analysed and implemented in the methodological section of this dissertation.

5.5 Teacher's abilities towards CLIL

Another point to discuss is the way the teacher needs to behave in order to succeed in a multilingual environment. In this case, we will focus on how to manage a CLIL lesson, and what qualities regarding the learning process must be outlined.

According to Mehisto, Marsh & Frigols (2009):

The number of individuals who speak a given CLIL language and have subject-area qualifications is limited. Moreover, even if they have the prerequisite skills, not all teachers are prepared to focus on content and language goals. (p. 21)

That is the reason why there are some key competencies (Marsh, 2001) that need to be covered by the teacher, in order to make the pupils succeed in the L2 learning acquisition.

Firstly, the ideal CLIL teacher needs to have a proper language background. If L2 is going to be taught for pupils to learn it, both content and language ladder, teachers have to have good language communication skills. Moreover, knowing what is expected to be learnt by pupils and what can the teacher explain and expect from that explanation is also a crucial factor that needs to be underlined.

The teacher also needs to apply a methodology that encourages pupils to succeed in the L2 learning. It is needed to create a good learning environment, in which the curricular learning of the second language is ensured. Related to what has been explained above, the CLIL teacher must have in mind what materials can be good for doing CLIL lessons and what methodology is expected to be taught.

5.6 CLIL in kindergarten classrooms

There has been relatively little research on CLIL with pre-adolescent learners (Edlund, McDougald & Cuesta, 2015, adapted from Piaget, 1952) due to the belief that CLIL strategies are more suitable for advanced learners, as their cognitive maturation is higher but, "since the mid-1990s, CLIL has expanded considerably in Europe, where 'early language learning, whether at kindergarten, pre-school or primary, inevitably involved forms of CLIL'" (Marsh, 2012, p. 133).

According to what is expected from the CLIL methodology in earlier ages, one aspect that needs to be clear when talking about the greatness of the CLIL implementation in a preschool classroom is the teacher support, as well as appropriately designed learning materials (Joyce and Hipkins, 2004). If the teacher gives successful tools and instructions to pupils to encourage them to learn, both content and language are acquired, and also another crucial fact in the learning process, the self-regulation learning (Carlos, Zelazo & Faja, 2013).

It is in the kindergarten level when children must grow as individuals and as cognitive and thinking human beings, and that is the reason why, at this point, self-regulation starts to be important in their lives. Once all this has been understood, it is time for teachers to relate how self-regulation and learning go along effectively, and in what ways they can implement it in the classroom, as that is one of the most important items a teacher needs to know when creating a CLIL environment.

Moreover, implementing CLIL requires teachers that need to be prepared to support pupils in the learning process and also in the acquisition of language through content learning, either through having an understanding of both content and language teaching themselves or through being able to partner with other teachers who can effectively complement their specialties (Banegas, 2012; Hillyard, 2011).

6. Methodology

Methodology can be understood as an investigational issue with which different aims are fulfilled in a science landmark. According to Bernal, M. D., & Corbalán, J. (2008), it can be defined as the perfect way of collecting data about a topic, a person or a group, understanding and knowing their background, in order to process all that information and, later on, contrast it with other sources and analyse it in basis of clear and methodological criteria.

In this dissertation, we will study what is the real relationship between the preschool English teacher at the school where I did my Prácticum II and the emerging methodologies taking an important role in our society at the moment, with special emphasis on CLIL. Therefore, this is a case study in which a qualitative methodology will be implemented, followed by a triangulation, since three different information sources and instruments will be used in order to observe the same phenomenon and compare, as well as contrast, the information obtained.

6.1 Instruments

6.1.1 Field diary

Firstly, to start the observation, we will use some instruments to narrow down what aspects we want to analyse. To begin with, some notes will be written down in a notebook with the items to be observed. Concretely, it will be underlined in what ways the teacher integrates content and language learning, that is an important aspect to keep in mind when implementing the CLIL methodology. Besides, the teacher' preparation towards being in a multilingual classroom is also a crucial fact. Not only the teacher needs to be prepared in order to conduct a class whose main approach is to learn a second language properly, but also it is necessary to take into account what is needed from pupils to learn in a safe and optimal environment.

Another important point to observe is the way that the 4Cs explained above are taught and integrated into the classroom. In the teacher's programming, it must be clear what aspects regarding these 4 principles must be underlined and understood, in order to promote a proper learning environment, where the pupils can learn through the CLIL methodology.

Besides, how the teacher implements the scaffolding strategy inside the CLIL approach is also one important aspect to look at. Teachers must guide pupils in all their learning process, and they also need to give supportive strategies to encourage students to be active learners and build their own knowledge from an early age.

Moreover, it must be presented also if the teacher takes into account different learning styles and strategies inside the plurilingual approach and in what ways students are helped in order to develop their learning skills as much as possible.

Finally, an outline of those aspects that have been analysed on a day-to-day basis can be found in Appendix 1.

6.1.2 CARLA Observation Checklist

Then, using a checklist adapted from the Immersion Teaching Strategies Observation Checklist by Tara Fortune from the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, we will analyse the teacher's behaviours towards pupils, as well as the way she performs her teacher role. Thus, in the appendix 2 the original CARLA checklist can be seen, where the general items to be observed and analysed in the teacher's performance are written, and the one created to carry out this observation, where, based on the same items, a concrete research has been conducted on the daily routines of our selected English teacher.

6.1.3 Interview

Once we have observed what we want to improve and analyse, an interview will be conducted in order to find out what techniques, strategies, resources and methodologies are used and how, with special emphasis on the CLIL methodology.

The interview is an information gathering-technique that nowadays is being used in many strategies used in research processes, and also it has a value in itself. One of the main outcomes of the interview is to obtain information about the interviewee's experiences, as well as her opinion about a given topic or situation. There are many types of interviewing someone, from rigid, structured interviews, where the questions are always the same and there is no possibility of change, to those where the interviewer allows the interviewee a little more freedom in his answers. More concretely, this dissertation will be based on a structured interview (Zimmerman & Pons, 1986), whose questions

made by the interviewer and its answers responded by the interviewee can be seen in the appendix 3.

The interview held with the English teacher will be focused on establishing what aspects she can underline about the implementation of her methodology. With the questions and its answers we will try to investigate more in depth what can be done to improve the way she teaches and how we can do this regarding a CLIL approach.

Moreover, another concern that needs to be emphasized in the interview and will be analyzed by the teacher is the current situation of the CLIL methodology in preschool education and particularly in the classroom where the methodology is implemented.

Firstly, we will start the interview by asking the teacher about her point of view towards the importance of plurilingualism nowadays and how she believes it has been able to take the important role that it has today. Some questions will be conducted to know her opinion and her position as a preschool teacher in this growing method of learning and teaching.

Secondly, we will focus the interview a little bit more on the CLIL methodology, whose implementation is the key point of this dissertation. Then, the second part of the interview's purpose is for the teacher to analyse the different resources available in a CLIL classroom and also to explain how and in what way she uses this methodology in her classroom with four year old pupils.

Finally, once the observation, as well as the interview, will be carried out, an improvement will be proposed based on the implementation of the different methodologies, especially the CLIL one, used by the teacher.

An important point to note is that the interview will be conducted in the Catalan language, in order to avoid misunderstandings, as this is the mother tongue of both parties, the interviewer and the interviewee. Therefore, the 13 questions that make up the interview are presented here, divided into 4 sections. Furthermore, each section into which the 13 questions have been divided responds to a previously stated objective (see point number 4). Thus, behind each question, the code corresponding to each objective of this dissertation will be assigned.

Experiència docent

- Primerament, abans de començar l'entrevista, m'agradaria saber, en línies generals, quants anys fa que exerceixes la professió de docent.
- Has rebut una formació específica sobre la metodologia CLIL? Em podries explicar, en línies generals, quina ha sigut eixa formació?

- Quants anys portes impartint aquesta metodologia a l'aula? I l'anglès com a llengua estrangera?

La metodologia CLIL dins del concepte de plurilingüisme

- En l'actualitat, el plurilingüisme (CEFR, 2001) és una realitat que s'està portant a terme en cada vegada més col·legis. Penses que les diferents metodologies que s'imparteixen per aconseguir una societat plurilingüe, entre elles la metodologia CLIL (Marsh, 2000), són adequades per a introduir-ho? (MO)
- Més concretament, des del teu punt de vista com a professional de l'ensenyament, quina connexió penses que existeix entre la metodologia CLIL i el plurilingüisme? (MO)
- I a una classe d'infantil, des del punt de vista professionalitzador, com es poden treballar aquests dos conceptes? (MO)
- La metodologia CLIL es porta a terme a tots els nivells educatius (infantil, primària, secundària...) però, concretament, què diries que té d'específic aplicar aquesta metodologia a l'etapa d'educació infantil? (MO)

Aspectes rellevants dins de la metodologia d'aula

- Com definiries el teu estil docent o la teua metodologia a l'hora d'introduir una llengua estrangera, en aquest cas l'anglès, a l'aula d'infantil 4 anys B? (SO1)
- Quins aspectes penses que són d'especial rellevància a l'hora d'implementar una llengua estrangera a l'aula? (SO1)

Integració de la metodologia CLIL dins de l'aula

- Al teu parer, creus que CLIL és una forma adequada d'ensenyar i aprendre anglès? Per què? (SO2)
- Quan introdueixes una classe d'anglès basada en el contingut més que en la pròpia llengua, quines estratègies utilitzes, en línies generals? Introduiries nous conceptes si feres la sessió en valencià? (SO2)
- Com relaciones l'ensenyament del contingut i d'una segona llengua a l'aula? Creus que és una tasca difícil? (SO2)
- Parlant de la tasca docent, penses que els professionals de l'educació que introdueixen la metodologia CLIL a les aules han d'estar prèviament preparats per a realitzar la seua tasca? (SO2)

6.2 Participant

The subject of the interview is a 42 years old female English teacher and, at the beginning, some questions about her teaching life have been asked in order to break the ice and know more about her experience as a teacher. It has been 11 years since she started teaching English as a second language and, during all these years, she has received specific training in the CLIL methodology and in how to implement and achieve a multilingual society, at least in preschool classrooms. Moreover, her experience in one of the first schools to experiment with classes where 80% of the content was

taught in English, have allowed our interviewee to be an expert in the field whose subject is the main topic of this dissertation.

7. Results

As the interview with the selected English teacher has been carried out, and the observations written in both the diary field and the checklist from CARLA have been analysed, it is time now to extract the outcomes in order to, finally, write the final conclusions, with which this dissertation will be ended.

It should be noted that there have been 3 different forms of extracting the information that was needed to do these final results, and that the process has not been easy but, with a lot of work and after studying and analysing what could be crucial and what could have less importance, a general outline of what has been extracted from the instruments selected to do the observations has been obtained.

7.1 Interview

Firstly, a general outline of what has been extracted from the interview needs to be exposed. To start with, it is widely accepted and known that multilingualism, as well as plurilingualism, are far from how they started. According to our interviewee, the world has changed, as well as the people in it, and the need to communicate with each other takes an important role in our day to day life.

Therefore, the need of knowing and studying a second language is even more important today than in the past, and, since we are kids, teachers provide pupils with a second or third language in order to let students become more competent in terms of the linguistic diversity that nowadays exists worldwide. Besides, according to her point of view, learning a second language is a process that needs to be covered with a lot of time, and nowadays there is not enough time in kindergarten classrooms to learn it.

Moreover, what has been observed and analysed in this part of the interview has been what resources and aspects characterise her teaching methodology when it comes to learning a second language. It must be said that our interviewee is aware of the different methodologies that nowadays exist in order to learn a foreign language (L2) and, although she mainly uses CLIL, she also believes that other methodologies are needed in order to compare them and to teach students different learning strategies.

She explains that the main outcomes she expects her pupils to achieve are based in a learning environment where songs are linked to gestures, some stories are told, helped by images, etc., so that students can learn a foreign language in a fun and playful way. Moreover, motivating activities and also the ones whose main approach is to improve the movement abilities take an important role

in her methodology, as she believes that creating activities that motivate pupils to learn, for example the lapbooks, that nowadays are a resource that is commonly used in all ages, is the key for success, both in the classroom and at home.

Also, her point of view relies on having a good relationship between the teacher and their students' families. Through daily contact with them, or even weekly, they can be informed about what is being done in the classroom and what they can do in order to improve their children's learning when being at home. The constant help provided by the families should be the key when talking about kids learning a foreign language.

Finally, the last part of the interview has been an in-depth analysis of how the preschool English teacher integrates the CLIL methodology in a 4-year-old classroom. As it has been mentioned previously, she intends to let her students learn a second language through stories, songs, etc., and she also believes that one of the things that pupils like the most and with which they learn a new language easily is through movement activities and those involving a motivating feature. Therefore, her CLIL lessons are based on all of what has been explained above, and both the checklist from CARLA and the diary field presented in the successive sections have enabled us to corroborate this information, which has been observed more specifically.

7.2 CARLA Observation Checklist

Secondly, an adaptation from the CARLA checklist at the University of Minnesota has been carried out and, through some items, of which a general overview will be made in the following paragraphs, we have been able to observe more quantitatively the way the teacher actually works in the 4-year-old classroom.

In the first place, specifying what content will be learned and acquired in each session and what outcomes will be achieved are two of the main points of implementing the CLIL methodology, and it has been verified in this checklist that the teacher only does it on 64,71% of the days in which she has been observed.

Moreover, using material resources that facilitate student's learning in terms of language and content is also a crucial element, and our selected teacher only takes advantage of that on 58,82% of the days.

With regard to creating a safe environment in which children develop their cognitive and linguistic skills, the teacher uses different strategies and methods to make the L2 acquisition easier. Furthermore, she adapts the class for all types of learners, and caters for their diversity, as well as tries to adjust her methodological approach 100% of the time.

In addition, on the one hand, encouraging students with resources and techniques in which they are the protagonists of their own learning and, on the other, providing all the pupils, who are the main subjects when talking of the presented methodology, with the opportunity to speak and express themselves in a second language, whose approach is related to the CLIL core features explained previously, are also aspects that need to be clearly considered and underlined, as they the starting point for students' all-round development. According to the checklist, only on 47,06% of the days observed the teacher has given pupils the importance they have and have left them the opportunity to speak.

Furthermore, the evaluation of pupils also plays an important role in the acquisition of a foreign language. Teachers need to help their students as much as possible to let them manage their own learning and be mindful of both their strengths and weaknesses, and provide them with a variety of feedback techniques that will be useful for them in the future. As stated by CARLA, our teacher only half of the days does an evaluation of the contents worked on (52,94%).

Thus, the results obtained in this section have shown that it has to be clear what are you expected to teach and, more importantly, what outcomes are wanted to be learnt by pupils. In addition, the CLIL methodology has to bring out the best in your role as a teacher, as well as having a proper background and information about how to teach it, if you really want your students to learn on both sides: content and language. Besides, as you are an important part when teaching and learning a second language, you need to use an effective teacher-talk, and you must attend to what students learn and help them with their work, in addition to letting them improve.

To conclude, the bar charts made to derive the percentage of all the observable items presented in the checklist are shown in the appendix 2.

7.3 Field diary

Thirdly, the field diary has allowed us to analyse more closely whether the observable aspects of the teacher's CLIL methodology explained in the sixth section of this dissertation have been achieved.

To begin with, the CLIL methodology requires a thorough understanding and analysis of what has to be taught, as integrating content and language in a lesson, and more importantly in a preschool one, can be very difficult for teachers to manage. Therefore, the teacher tries, in all her classes, to work on the content by means of the language to be learnt and, in order to achieve this, she always organises each session in advance, and she also knows what steps to take and how to take them in order for learners to reach an optimal and satisfactory learning in a multilingual environment.

Nevertheless, it has been observed that, no matter the topics that will be learnt, she always does the same process in order to let the students acquire it. Therefore, she does not sequence the contents to be taught and, even if she knows how to teach a L2 properly, the results may not be as satisfactory as they could be.

Besides, as she has explained in the interview, whose results have been analysed previously, she uses different methods inside the plurilingual approach when learning a second language, from storytelling linked with images to movement activities and audiovisual content.

These resources are appropriate for the students' learning, focusing themselves on both the linguistic and the content aspects, as well as the cultural perspective, whose background is very important when acquiring a second language, and finally promoting the pupils' critical thinking and creativity, as she intends to link her lessons with the main 4 C's that govern the CLIL methodology.

7.4 Improvement proposal

Having analysed the way she performs her role as a CLIL teacher, and extracted the main outcomes from what has been observed, it is now time to investigate more in-depth the shortcomings and the strengths of her way of working and create an improvement proposal to her work, as it has been said at the beginning of this dissertation.

First of all, according to the outcomes obtained and according to her vision of how to deal with the CLIL methodology in a preschool classroom, it has been observed that the way she prepares the lesson, both content and language wise, is very generic, and maybe specifying the contents to be worked on in each session, as well as their evaluation process and the analysis of the results obtained within the activity, would be a good option to be clearer about what is been working with and what pupils are expected to learn. For instance, she works on a specific vocabulary every day, as well as on different stories, but she does not investigate more in-depth these issues and in what ways they can be optimal for her students and, moreover, she neither carries out an assessment, in which a general outline of what has been learnt could be great. As stated by Bentley (2009), content must be concrete, and teachers need to be aware of what goals and objectives will be achieved in each lesson, since it is in the early childhood period where the contents to be dealt with and assessed must be more specific.

Another important aspect to point out in this improvement proposal is sequencing the contents to be taught. Although the content of the topics covered in each session is appropriate, it would be better to organize each day and each class what would be best to teach them and in what way could the content that is expected to be learned by pupils be managed and acquired.

Moreover, it is true that CLIL pupils have a very important role in the classroom (Cano, 2013), as they are the main subjects to learn and to prepare themselves for the future. Students need to have in mind that they are the important ones when it comes to the learning process, and teachers must provide them with the importance they deserve and must guide them along the way and ensure that kindergarten students will achieve a proper learning process. In this case, teachers must be prepared to ensure that a second language (or a third) is learnt in the classroom (Mehisto, Marsh & Frigols, 2009), so that students have access to two (or even three) ways of communication. Nevertheless, our selected teacher does not give, in the majority of her lessons, the importance pupils deserve, and this could lead them to a lack of motivation and confidence in their language skills. Maybe with involving them more in the lessons and giving them a leading role, this confidence can not only be regained, but also greatly strengthened for the future.

Besides, kindergarten teachers also need to be aware of the importance of letting pupils speak and express themselves in the language that they are learning. It has been observed that, in the classroom, our selected teacher sometimes doesn't want pupils to talk, and to explain something connected to their daily life in English. There have been many days where she has explained the activity, but she has left no time for children to talk about their life and experiences. If pupils speak more and express themselves in English or use all their linguistic resources, which include their L1 and some aspects of English, will help them learn more languages and enable them to start acquiring content through it.

The last point that is wanted to be covered in this improvement proposal, is the way she evaluates students and the content and language learnt by them. As a preschool teacher, you always need to have in mind what concepts and contents can be acquired by kindergarten pupils, so that it is needed to clearly set out what points are learnt and what could be better to continue studying in the following sessions. That is the reason why, maybe leaving a period of time for student assessment, could be the best option for the teacher, in order to know what can be improved and what is absolutely learnt.

Finally, as it has been mentioned in the opening paragraph, the following are the strong points in terms of the teachers' methodology, gathered from the different observations that have been carried out.

The first thing we want to talk positively about is the importance the teacher attaches to promoting a safe environment in which pupils can learn a second language in a peaceful and motivational way. She uses and adapts the classroom for all types of learners, and this is something that must be taken into account when talking about a multilingual and multicultural classroom.

Also, the fact that the teacher wants to maintain daily and direct communication and contact with their kindergarten pupils' families is a point that should be underlined as an example to follow, as it is very important that the families could be informed at all times and that the teacher could give them confidence.

8. Conclusions

Once the main ideas of the interview that has been made to the English teachers at CEIP EI Taronger have been summarised, compared and related to what was expected to study in this final dissertation, and the observations have been entirely analysed, it is time to write the conclusions, which have been reached after studying the CLIL situation in this school and, more specifically, in the four year old classroom.

First of all, it must be said that, the interview with the kindergarten English teacher has enabled us to carry out a theoretical investigation of the principal and secondary aims stated at the beginning of this dissertation, whereas the CARLA checklist and the observations made in the field diary have helped us to contrast this information from a more practical perspective. Consequently, the three sources have helped us to write the outcomes presented above and to conclude our work.

According to our interviewee, it must be underlined what has been said previously in the introduction of this dissertation: the fact that, nowadays, there are many methodologies that are being used in a multilingual classroom where a L2 is taught and learned actively. Specifically, we have studied the CLIL one (Marsh, 2000), whose main approach is to learn both content and language learning through some strategies explained in the whole of this piece of work.

After analysing the three ways of observing the behaviour inside the plurilingual classroom of the English teacher, it has been concluded that trying to include a foreign language in a kindergarten classroom is a difficult task, and teachers who do it need to be aware of its difficulty and have to be able to implement it correctly, with the proper materials and guaranteeing a safe multilingual and plurilingual learning environment (Joyce and Hipkins, 2004). The selected teacher has told us that, nowadays, the importance of learning a language in order to communicate with the world is growing every day and, therefore, the main point of implementing the CLIL methodology relies on knowing what and how you can provide pupils with the importance of acquiring a language that will serve them for the immediate future.

Moreover, even if they work with a foreign language, teachers need to ensure that pupils do not forget their mother tongue, and it is used directly in order to learn the second language (Marsh 2000),

and the teacher always tries to give importance at the cultural and linguistic perspective and to adjust it to her lessons, as she has claimed that the student's background is crucial in terms of the acquisition of the L2.

Secondly, her main methodological aspects and the way she prepares her CLIL lessons have been another important factor to study in this dissertation. Firstly, as it has been said before, the importance of learners' cultural and linguistic background in terms of learning the lesson content through a second language has been reflected (Bentley, 2009), as well as how she catches the pupils attention, due to the fact that this interferes directly with how pupils learn a second language. According to the results, the activities that motivate students the most and through which they actively learn have been found to be those that promote the pupils' learning in formal and also in non-formal settings, and in which they feel they are the main characters. As claimed by the interviewee's point of view, through playful activities, for instance visual stories and content, psychomotricity activities, or also the ones whose main approach is to foster the pupils' creative thinking, which have been analysed by the teacher as the most appropriate activities for learning a L2, CLIL kindergarten students, and also have been observed as a resource she often uses in her classes, have the opportunity to learn while they enjoy the different resources and methods that teachers give them, and this has proved to be a determining factor in the acquisition of a L2 in preschool classes (CEFR, 2020).

Another point to discuss has been the learners' active role and participation in the lessons. They need to create their own learning process and experiences (Cano, 2013), as they are the main characters when acquiring a new language. After comparing the information given in both the diary field and the checklist, and contrasted with the interview, it has been found that the English teacher at CEIP El Taronger does not let learners speak as much as they could in order to acquire the target language in a higher rate, and this should be the key when L2 learning acquisition.

To sum up, having finished the conclusions of this dissertation, it is time to analyse what we were expected to learn and study at the beginning of this work. We believe that, thanks to the observations made with a diary field, a CARLA checklist and an interview with the preschool English teacher at CEIP El Taronger, we have dealt with all the topics that we have planned previously, and we have covered all the principal aims we have intended to deal with. In the first place, we have known more in-depth the relationship between the CLIL methodology and the phenomenon of plurilingualism, and this has led us to understand even more the importance of teaching and learning a second language with the appropriate resources and strategies, so that our students acquire a different way of

communicating in an easy and simple way. Secondly, with the observations made and the subsequent findings, we have been able to see how a methodological proposal based on CLIL is carried out and how the teacher integrates the concepts studied and explained in the theoretical section of this work. Therefore, we are satisfied with the outcomes obtained and the analysis that has been made around the CLIL methodology.

Linguistic diversity learned in a multilingual classroom in which there is a special emphasis on the content and language learning through an additional language provides an opportunity to grow with cultural richness, and it is the responsibility of teachers and future teachers to study more about new methodologies that can be taught to promote a classroom where there is a coexistence between two languages and give validity to all the resources available to study and learn them actively.

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10. Appendices

Appendix 1: Field diary

22/02/2021, 1/03/2021, 3/03/2021, 8/03/2021, 15/3/2021, 22/03/2021, 19/04/2021, 3/05/2021, 10/05/2021

Tots aquests dies s'ha realitzat la rutina de l'assemblea, i s'han treballat cançons en anglès que es treballaran durant tot el curs, amb expressions fixes perquè l'alumnat vaja familiaritzant-se amb l'idioma. També, com a part de la rutina d'assemblea, s'ha passat llista, amb la pregunta "Is X at school today?", amb la finalitat de què l'alumnat conteste "Yes!", si ha vingut l'alumne mencionat a la pregunta, o "No, what a pity, he/she is at home", si no ha vingut, perquè aprenguen així expressions en anglès.

Cal destacar que, de manera complementària a les rutines, cada dia que es treballa a l'estora la mestra introdueix un vocabulari específic d'una temàtica, i es treballen aqueixes paraules.

Així, un esquema d'allò que es realitza a l'assemblea en anglés seria el següent:

1. Primera part: Passar llista.
2. Segona part: Vocabulari específic.
 - 22/02/2021: Vocabulari del cos i de les estacions.. Ex: Touch your **nose**, your **ears**, **winter**, **spring**, etc.
 - 1/03/2021: Vocabulari de l'hivern: **snowman**, **gloves**, etc.
 - 3/03/2021: Vocabulari nombres. Ex: **one**, **two**, **three**, etc.
 - 8/03/2021: Treball dies de la setmana: **monday**, **tuesday**, **wednesday**, etc.
 - 15/03/2021: Vocabulari emocions: I am **happy**, **sad**, etc.
 - 22/03/2021: Seguim amb vocabulari emocions.
 - 19/04/2021: Vocabulari del gènere: Stand up all the **girls** / all the **boys**!
 - 3/05/2021: Expressions fixes: Phrasal verbs. Ex: **Hands up/down**!
 - 10/05/2021: Vocabulari primavera: **butterfly**, **flower**, etc.
3. Tercera part: Cançons en anglès amb ajuda del projector de l'aula, totes elles extretes de la plataforma *Youtube*: *Good morning*, *Five little monkeys*, *Head, shoulders, knees and toes*, etc.

24/02/2021, 25/02/2021, 4/03/2021, 10/04/2021, 11/04/2021, 21/04/2021, 4/05/2021, 12/05/2021

Aquests dies, en canvi, s'han treballat diferents contes, amb l'ajuda d'imatges i contingut audiovisual, i s'han confeccionat dos *lapbooks*, un de l'hivern i un de la primavera, perquè l'alumnat s'introduísca en el vocabulari de les estacions i aprenga els continguts establerts prèviament mitjançant l'anglès.

Així, en línies generals, un esquema d'aquells contes i els dos *lapbooks* que s'han realitzat a l'aula seria el següent:

Treball de contes:

- 24/02/2021: Conte "*The wolf who wanted to change his color*". Explicació del conte i activitat relacionada.
- 11/04/2021: Conte "*The wolf who wanted to change his color*". Vídeo projector audiovisual i activitat relacionada.
- 21/04/2021: Conte "*The very hungry caterpillar*". Explicació del conte i activitat relacionada.
- 12/05/2021: Conte "*The very hungry caterpillar*". Vídeo projector audiovisual i activitat relacionada.

Treball de *lapbook*:

- 25/02/2021: Treball del *lapbook* de l'hivern.
- 4/03/2021: Treball del *lapbook* de l'hivern.
- 10/04/2021: Treball del *lapbook* de la primavera.
- 4/05/2021: Treball del *lapbook* de la primavera.

Appendix 2: CARLA Observation Checklist

- [Original CARLA Observation Checklist, made in the University of Minnesota](#)
- CARLA checklist created for doing this investigation

1. Integrate content and language

	YES	NO
1. Specifies the planned content outcomes and the content-obligatory language outcomes for each lesson. <u>OBSERVATIONS:</u> <ul style="list-style-type: none"> ● Recurs que sap que té, però que no utilitza habitualment. 	11 (64,71%)	6 (35,29%)

<p>2. Uses authentic texts, artefacts and materials to teach content and language.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> De vegades utilitza diferents contes i textos que puguin ser adequats per a l'aprenentatge de l'alumnat, tant de llengua com de contingut. 	<p>10 (58,82%)</p>	<p>7 (41,18%)</p>
<p>3. Focuses corrective responses on pre-determined content and language outcomes based on the lesson, and the developmental level of the learners.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> Té molt en compte el nivell d'anglès de l'alumnat i normalment organitza la classe mitjançant aquest criteri. 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>4. Has a well-balanced lesson.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> Sempre té la classe, prèviament a la realització d'aquesta, molt ben organitzada, amb tots els ítems que tractarà i que seran importants per a l'adquisició per part de l'alumnat de l'aula d'allò que es vol ensenyar. 	<p>17 (100%)</p>	<p>0 (0%)</p>

2. Create a rich L2 learning environment

	YES	NO
<p>1. Surrounds learner with rich subject content, and extensive oral and written language input.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> Sempre intenta crear un bon ambient per a aprendre una segona llengua. 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>2. Surrounds learner with rich subject content, and extensive oral and written language input.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> Recurs que utilitza bastant a l'aula, però que el podria utilitzar més. 	<p>10 (58,82%)</p>	<p>7 (41,18%)</p>

<p>3. Organises the classroom so it promotes learning.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Sempre intenta que el seu alumnat parli i s'expressi en la llengua estrangera que estan aprenent. 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>4. Creates a friendly and safe learning environment.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Sempre té molt organitzades les classes, i sap quins passos, com i quan els ha de seguir per crear un ambient òptim per a l'aprenentatge. 	<p>17 (100%)</p>	<p>0 (0%)</p>

3. Make input comprehensible

	YES	NO
<p>1. Uses body language, visuals, realia, and manipulatives to communicate meaning.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Utilitza sempre expressions que, mitjançant el llenguatge corporal, l'alumnat pot entendre, encara que no les entenga en la llengua que s'està introduint i aprenent. 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>2. Elicits and draws upon prior knowledge, experiences and current attitudes vis-à-vis new topics.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Sempre pregunta sobre les experiències de l'alumnat, i això fa que aquests tinguin més gust per atendre a les sessions. 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>3. Uses a variety of pre-reading and pre-writing activities to make content and language more accessible.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Abans de començar alguna activitat, sempre la treballa a l'estora amb l'alumnat, prèviament a la seua realització. 	<p>9 (52,94%)</p>	<p>8 (47,06%)</p>
<p>4. Breaks complex information and processes into component parts.</p>	<p>17 (100%)</p>	<p>0 (0%)</p>

<p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Si veu que alguna activitat pot resultar difícil per a l'alumnat, sempre la simplifica i fa un procés d'encadenament. 		
<p>5. Makes frequent use of comprehension checks that require learners to demonstrate their understanding.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Intenta que l'alumnat entenga el perquè de totes les situacions, però de vegades no ho fa i això podria ser important per a l'adquisició de l'aprenentatge per part de l'alumnat. 	<p>10 (58,82%)</p>	<p>7 (41,18%)</p>
<p>6. Selects and adapts instructional material for learners' developmental level.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Totes les activitats que realitza són adequades per a l'edat de l'alumnat. 	<p>17 (100%)</p>	<p>0 (0%)</p>

4. Use “teacher-talk” effectively

	YES	NO
<p>1. Uses normal level of volume, articulates and enunciates clearly.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Sempre intenta utilitzar un registre de la llengua que facilite la seua comprensió per part de l'alumnat de l'aula. 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>2. Slows down and simplifies language when developmentally appropriate.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> • Quan hi troba alguna dificultat en l'adquisició de les competències o del contingut a tractar a la sessió, sempre intenta simplificar el llenguatge o la forma de dir-ho perquè pugui ser millor entès per part de 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>3. Avoids “teacher-speak”.</p>	<p>8</p>	<p>9</p>

<p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> De vegades sí que deixa que l'alumnat parli, però moltres es limita a explicar ella i pot ser no deixa espai perquè l'alumnat s'expressi. 	(47,06%)	(52,94%)
<p>4. Models accurate use of language.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> Utilitza un llenguatge adequat. 	17 (100%)	0 (0%)

5. Promote extended student output

	YES	NO
<p>1. Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> De vegades busca que l'alumnat s'expressi, però d'altres no. 	8 (47,06%)	9 (52,94%)
<p>2. Structures and facilitates high-interest, student-centred activities.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> Algunes activitats de les que crea necessiten molta ajuda. 	5 (29,41%)	12 (70,59%)
<p>3. Provides all students with the opportunity to participate and speak.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> Sempre intenta donar pas a l'alumnat perquè aquest pugui iniciar-se en l'adquisició de la llengua anglesa. 	17 (100%)	0 (0%)
<p>4. Promotes learning from and with peers.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> L'aprenentatge significatiu i cooperatiu és una de les característiques de la seua classe. 	10 (58,82%)	7 (41,18%)
<p>5. Communicates and consistently reinforces clear expectations about learning achievements related to</p>	5 (29,41%)	12 (70,59%)

<p>content, language and learning skills.</p> <p><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> De vegades sí que intenta relacionar tot allò que fa amb el contingut i el llenguatge, però és un recurs que no utilitza molt a sovint i pot ser aniria bé. 		
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6. Attend to diverse learner needs

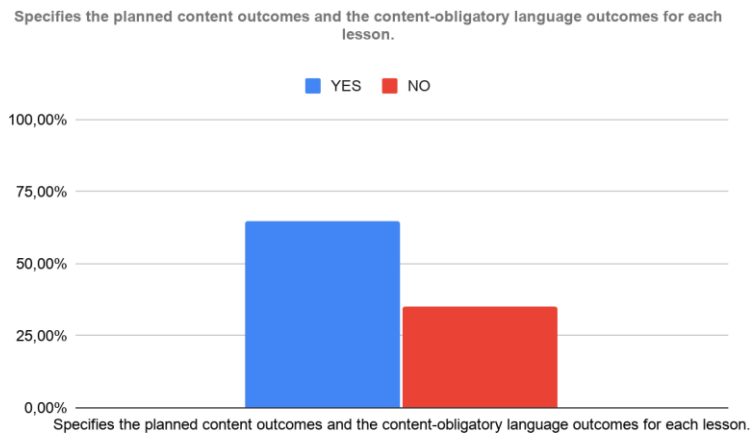
	YES	NO
<p>1. Takes into account different learning strategies and helps students develop learning skills.</p> <p><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> Sempre sap quina estratègia utilitzar per captar l'atenció de l'alumnat i aconseguir que es centren en la feina. 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>2. Surveys and takes into account student interests, opinions and wishes.</p> <p><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> Intenta en tot moment que l'alumnat estiga a gust i proporcionar un aprenentatge significatiu, basat en els gustos i els desitjos de l'alumnat. 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>3. Makes use of a wide variety of activities through learning centres where students can work at a level that is appropriate for them.</p> <p><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> La majoria d'activitats són apropiades per a l'edat que té l'alumnat, 4 anys. 	<p>17 (100%)</p>	<p>0 (0%)</p>

7. Attend to continuous growth and improvement in accuracy

	YES	NO
<p>1. Creates an opportunity for evaluation of content and language learning (including learning process) during each lesson.</p>	<p>9 (52,94%)</p>	<p>8 (47,06%)</p>

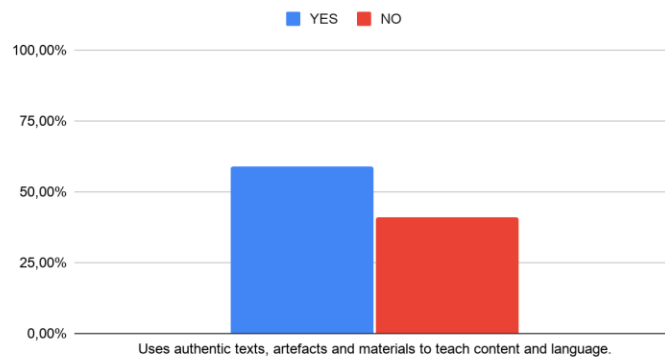
<p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> No dóna molt de temps en cada sessió per a l'avaluació del contingut i el llenguatge adquirits i apresos. 		
<p>2. Uses a variety of effective feedback techniques.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> No dóna molt de temps en cada sessió per a l'avaluació del contingut i el llenguatge adquirits i apresos. 	<p>9 (52,94%)</p>	<p>8 (47,06%)</p>
<p>3. Attends to errors in both oral and written language.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> No dóna molt de temps en cada sessió per a l'avaluació del contingut i el llenguatge adquirits i apresos. 	<p>17 (100%)</p>	<p>0 (0%)</p>
<p>4. Differentiates between feedback on form versus meaning.</p> <p style="text-align: center;"><u>OBSERVATIONS:</u></p> <ul style="list-style-type: none"> No dóna molt de temps en cada sessió per a l'avaluació del contingut i el llenguatge adquirits i apresos. 	<p>10 (58,82%)</p>	<p>7 (41,18%)</p>

GRÀFIQUES PER ÍTEM 1.1



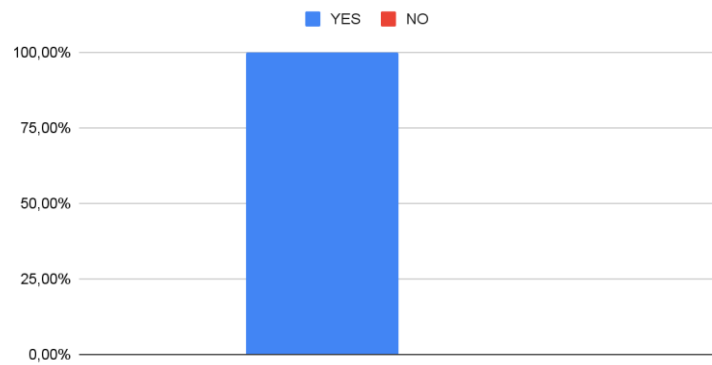
1.2

Uses authentic texts, artefacts and materials to teach content and language.



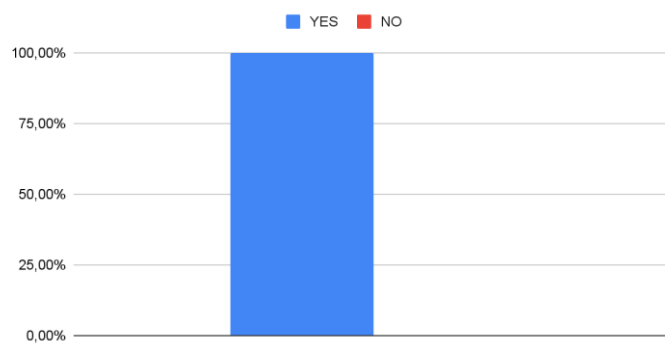
1.3

Focuses corrective responses on pre-determined content and language outcomes based on the lesson, and the developmental level of the learners.

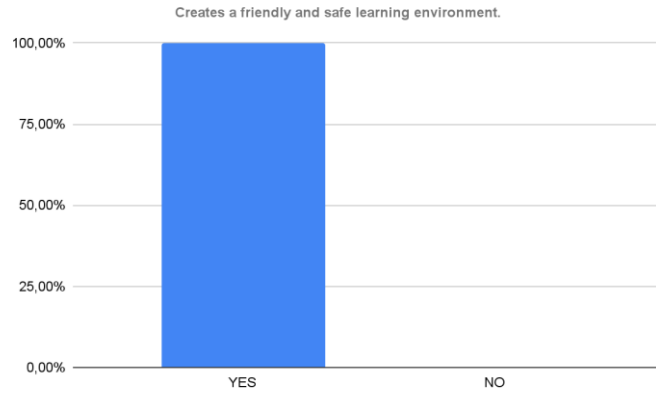


1.4

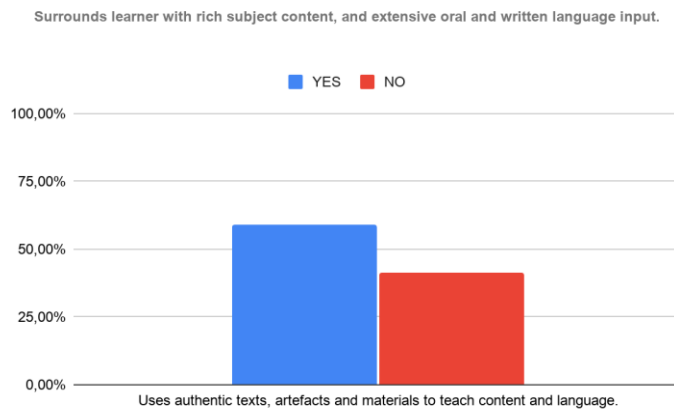
Has a well-balanced lesson.



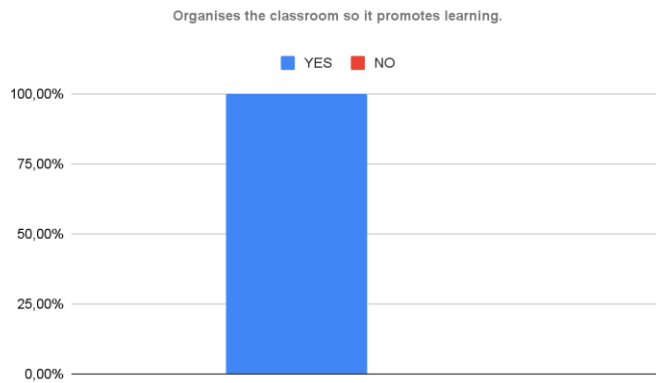
2.1



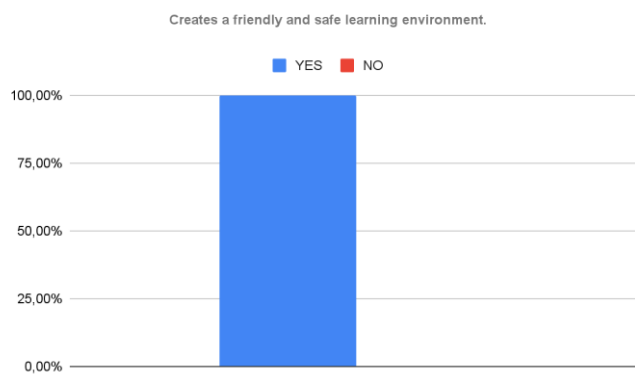
2.2



2.3

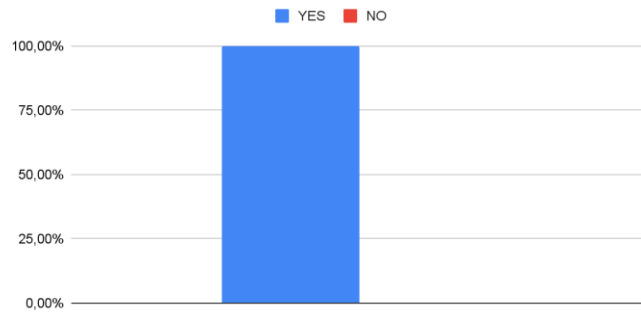


2.4



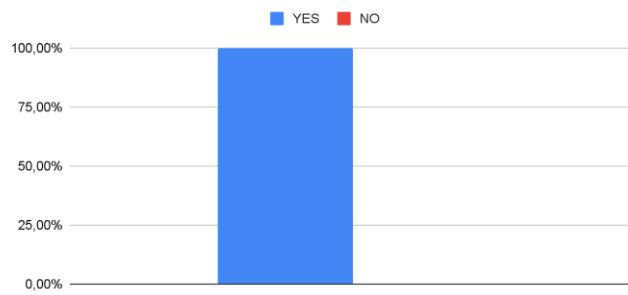
3.1

Uses body language, visuals, realia, and manipulatives to communicate meaning.



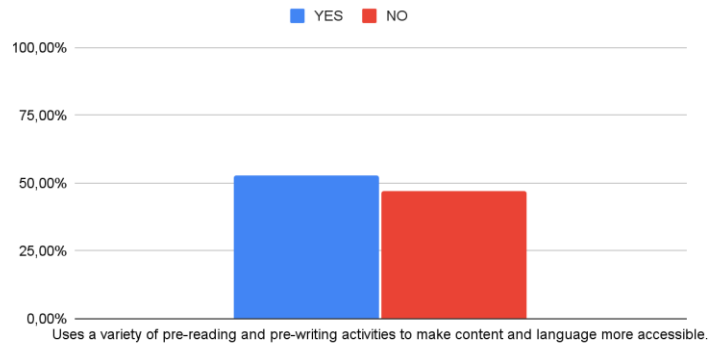
3.2

Elicits and draws upon prior knowledge, experiences and current attitudes vis-à-vis new topics.



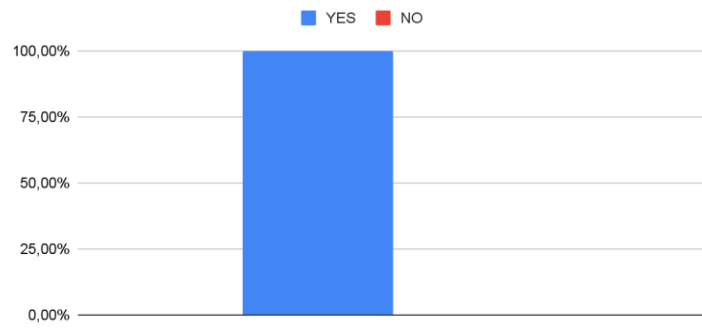
3.3

Uses a variety of pre-reading and pre-writing activities to make content and language more accessible.



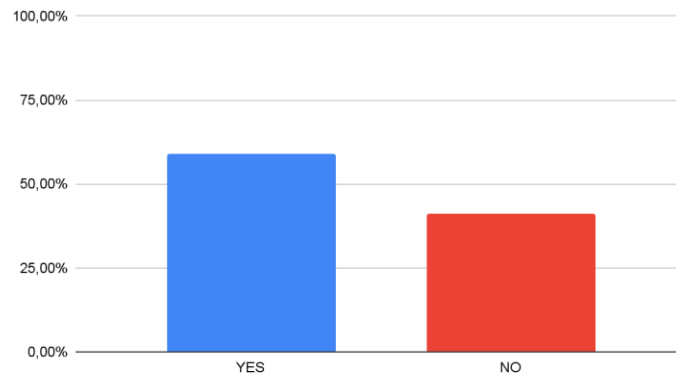
3.4

Breaks complex information and processes into component parts.



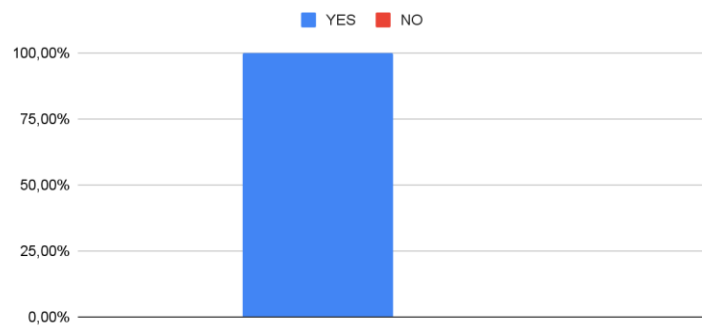
3.5

Promotes learning from and with peers.



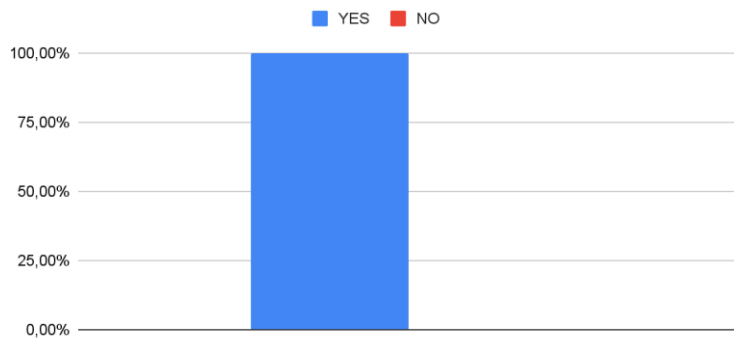
3.6

Selects and adapts instructional material for learners' developmental level.



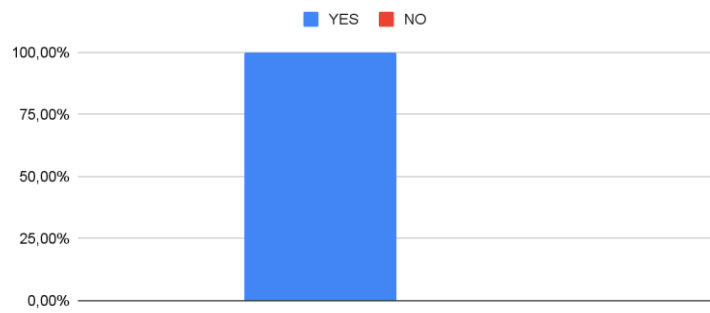
4.1

Uses normal level of volume, articulates and enunciates clearly.



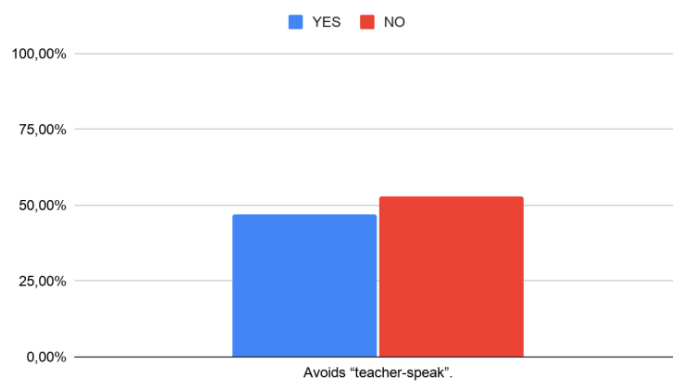
4.2

Slows down and simplifies language when developmentally appropriate.



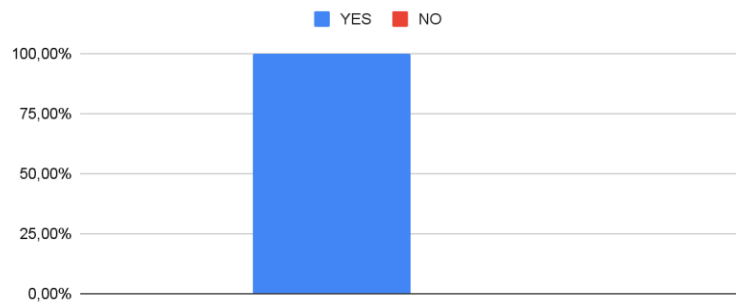
4.3

Avoids "teacher-speak".



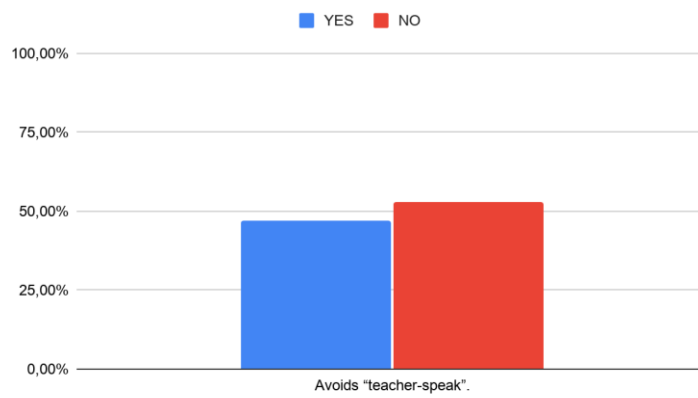
4.4

Models accurate use of language.



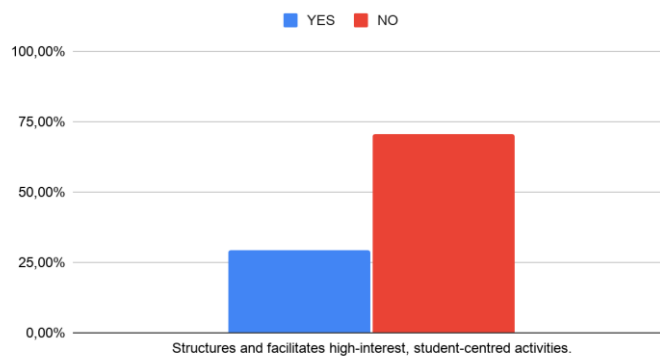
5.1

Avoids "teacher-speak".



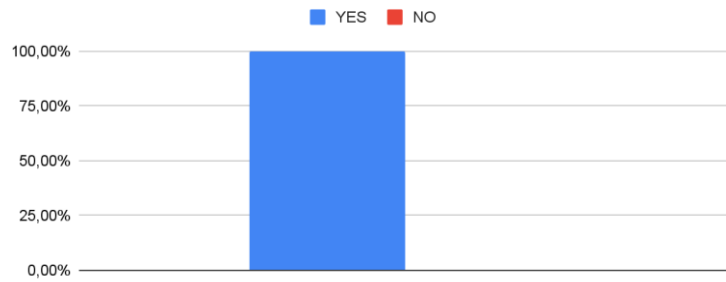
5.2

Structures and facilitates high-interest, student-centred activities.



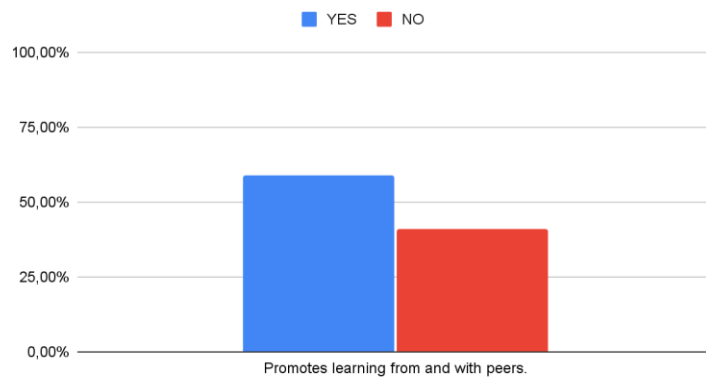
5.3

Provides all students with the opportunity to participate and speak.



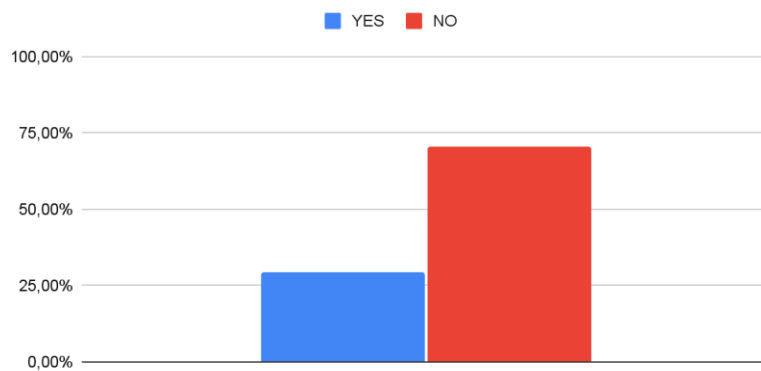
5.4

Promotes learning from and with peers.



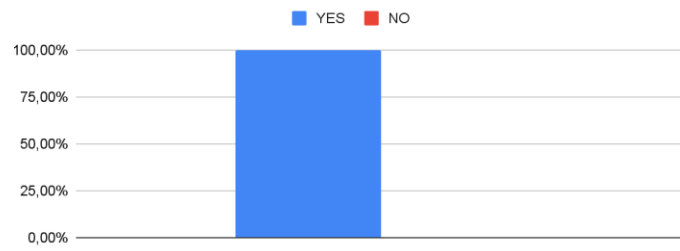
5.5

Communicates and consistently reinforces clear expectations about learning achievements related to content, language and learning skills.



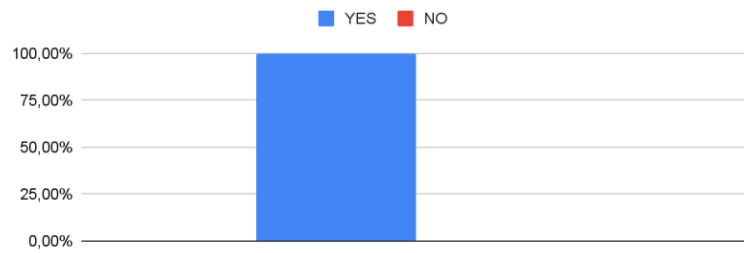
6.1

Takes into account different learning strategies and helps students develop learning skills.



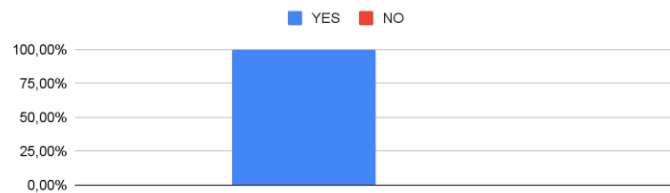
6.2

Surveys and takes into account student interests, opinions and wishes.



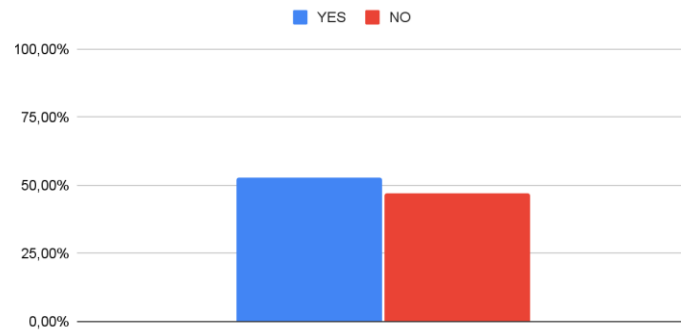
6.3

Makes use of a wide variety of activities through learning centres where students can work at a level that is appropriate for them.



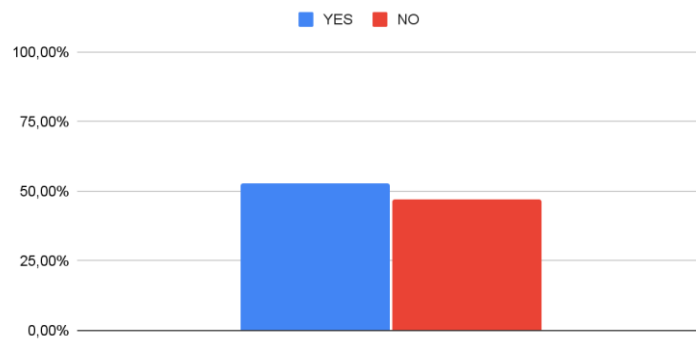
7.1

Creates an opportunity for evaluation of content and language learning (including learning process) during each lesson.



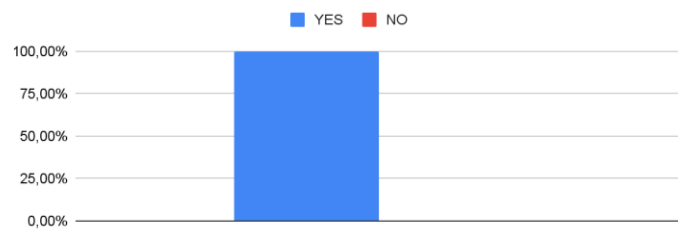
7.2

Uses a variety of effective feedback techniques.

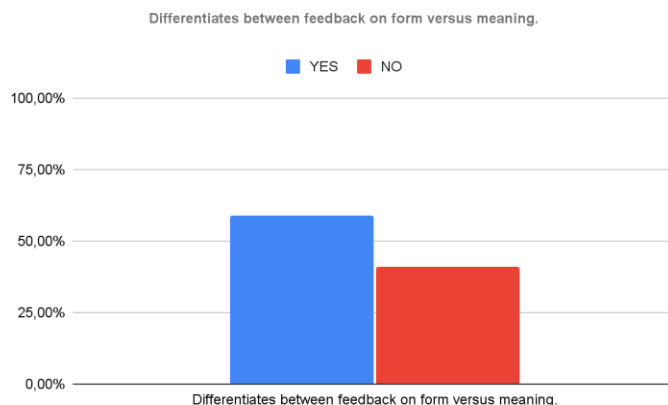


7.3

Attends to errors in both oral and written language.



7.4



Appendix 3: Interview

Entrevistador: Primerament, abans de començar l'entrevista, m'agradaria saber, en línies generals, quants anys fa que exerceixes la professió de docent.

Entrevistat: Bon dia. Jo fa, si no m'equivoque, 11 anys que estic de mestra.

Entrevistador: Has rebut una formació específica sobre la metodologia CLIL? Em podries explicar, en línies generals, quina ha sigut eixa formació?

Entrevistat: Quant a la formació en CLIL, he realitzat alguns cursos de formació, jornades d'intercanvi entre els col·legis plurilingües existents al territori, etc. També he impartit xerrades a altres docents sobre el funcionament d'aquesta metodologia, sobretot sobre com es treballen conceptes com la lectoescriptura en anglès.

Entrevistador: Quants anys portes impartint aquesta metodologia a l'aula? I l'anglès com a llengua estrangera?

Entrevistat: Jo vaig estar 8 anys a un dels 6 col·legis catalogats com a experimental-plurilingüe existents a la Comunitat Valenciana, en els quals s'impartia el 80% de les sessions en anglès. Per tant, he estat 8 anys impartint la metodologia CLIL en aqueix col·legi, molt enfocat a aprendre i adquirir la llengua anglesa, ja que la llengua vehicular era l'anglès.

Després vaig arribar a aquest col·legi, i fa 3 anys que estic aquí. Per tant, com he dit abans, fa 11 anys que ensenye la llengua anglesa.

Entrevistador: En l'actualitat, el plurilingüisme (CEFR, 2001) és una realitat que s'està portant a terme en cada vegada més col·legis. Penses que les diferents metodologies que s'imparteixen per

a aconseguir una societat plurilingüe, entre elles la metodologia CLIL (Marsh, 2000), són adequades per a introduir-ho?

Entrevistat: Jo crec que, perquè realment es pugui aconseguir una societat plurilingüe es necessiten moltes més hores d'anglès a les aules, perquè de valencià i castellà l'alumnat sí que aconseguix un bilingüisme però d'anglès, que és l'idioma més diferent, sempre es queden curts quant a hores realitzades en aquest idioma.

Entrevistador: Més concretament, des del teu punt de vista com a professional de l'ensenyament, quina connexió penses que existeix entre la metodologia CLIL i el plurilingüisme?

Entrevistat: Pense que la metodologia CLIL és una metodologia molt concreta, i que el plurilingüisme és un terme més generalitzat. Per això, pense que la connexió que pot haver-hi és que la metodologia CLIL entraria dins del plurilingüisme, és a dir, no es pot impartir aquesta metodologia a una aula o un col·legi on no es dona suport al plurilingüisme.

Entrevistador: I a una classe d'infantil, des del punt de vista professionalitzador, com es poden treballar aquests dos conceptes?

Entrevistat: El CLIL sí que és utilitzar la llengua com mitjà per a introduir tots els conceptes que es treballen a classe. Personalment pense que, des d'un punt de vista docent, la llengua anglesa s'ha de treballar a l'aula com si fora la llengua castellana o la valenciana, utilitzar-la durant tota la sessió, a ser possible, i utilitzar contes, cançons, vocabulari, etc. A més, també pense que una de les coses que més els agrada a l'alumnat i amb què més aprenen una llengua estrangera és amb el moviment, associant paraules o vocabulari nou amb moviments de caràcter fi.

Entrevistador: La metodologia CLIL es porta a terme a tots els nivells educatius (infantil, primària, secundària...) però, concretament, què diries que té d'específic aplicar aquesta metodologia a l'etapa d'educació infantil?

Entrevistat: És fonamental, pel que fa a l'Educació Infantil, treballar molt el contingut mitjançant la llengua anglesa. Per exemple, com he dit abans, treballar cançons, contes, etc., on l'alumnat es retroalimente de les diferents imatges que apareixen tant en els contes, en els mitjans audiovisuals, etc.

En línies generals, diria que s'ha d'intentar treballar la temàtica que vols que l'alumnat assolisca d'una forma lúdica, això és el més important, mitjançant, sobretot, jocs on l'alumnat gaudisca aprenent.

Entrevistador: Com definiries el teu estil docent o la teua metodologia a l'hora d'introduir una llengua estrangera, en aquest cas l'anglès, a l'aula d'infantil 4 anys B?

Entrevistat: Com he dit abans, la meua metodologia està basada a introduir moltes cançons lligades a gestos, diversos contes, etc., perquè l'alumnat pugua aprendre la llengua estrangera d'una forma més divertida i lúdica i també li done molta importància al moviment i a les activitats motivadores. Crec que crear activitats que els motiven a aprendre i els faciliten l'aprenentatge, com poden ser els coneguts *lapbooks*, els donen un extra de motivació a l'hora de jugar amb ell, inclús a casa amb la família.

Entrevistador: Quins aspectes penses que són d'especial rellevància a l'hora d'implementar una llengua estrangera a l'aula?

Entrevistat: Pense que el fet de treballar la motivació i els jocs lúdics en infantil a l'hora d'introduir una llengua estrangera influeix molt en l'adquisició per part de l'alumnat de l'aula d'aquesta, ja que, com més motivats estiguen, més ganes tindran d'aprendre i millor serà el seu producte final, així com la seua avaluació, tant dels continguts apresos com del llenguatge oral i escrit.

També crec que és molt important el fet de tindre relació amb les famílies, ja que mitjançant el contacte amb elles poden estar diàriament informades sobre allò que es fa a classe i allò en què s'ha de treballar més a casa. L'ajuda constant que et proporcionen les famílies ha de ser un pilar fonamental a l'hora d'aprendre una llengua estrangera, segons la meua opinió.

Entrevistador: Al teu parer, creus que CLIL és una forma adequada d'ensenyar i aprendre anglès? Per què?

Entrevistat: Definitivament, sí. Crec que en les aules d'educació infantil és molt adequat, ja que s'ensenyen temàtiques prou conegudes per l'alumnat o que poden ser del seu gust però, en lloc de donar-les en valencià o castellà, les donen en anglès.

Entrevistador: Quan introdueixes una classe d'anglès basada en el contingut, quines estratègies utilitzes, en línies generals? Introduiries nous conceptes si feres la sessió en valencià, o a l'inrevés, si la feres en anglès?

Entrevistat: Pense que el fet més important és introduir vocabulari i contingut, construccions gramaticals mitjançant repeticions i jocs perquè vagen quedant-se amb la llengua, a més de tot el que he dit abans: cançons, contes, moviments, etc.

D'altra banda, jo faig tota la sessió en anglès. Sí que és veritat que tinc menys hores i no puc realitzar grans projectes com les tutores d'aula, però no canviaria res si la sessió fora en valencià o en castellà, ni augmentaria el vocabulari.

Entrevistador: Com relaciones l'ensenyament del contingut i d'una segona llengua a l'aula? Creus que és una tasca difícil?

Entrevistat: Depèn del nivell d'anglès de l'alumnat. Si l'alumnat ja té un bagatge cultural i lingüístic de l'idioma, és diferent de si l'alumne no en té i no t'entén. Pot resultar una tasca difícil si et trobes amb alumnes que no entenen res de l'idioma. Per tant crec que, depenent del nivell del xiquet, és una tasca més o menys difícil.

Entrevistador: Parlant de la tasca docent, penses que els professionals de l'educació que introdueixen la metodologia CLIL a les aules han d'estar prèviament preparats per a realitzar la seua tasca?

Entrevistat: Jo crec que sí. Actualment l'anglès està en tots els col·legis, així que, si vols docents que siguen competents en la llengua anglesa, se'ls ha de preparar, no tant en l'assignatura, que també, sinó que ha d'haver-hi una preparació quant a les diferents metodologies a aplicar en una aula d'infantil perquè, finalment, es forme a l'alumnat adequadament.