

**FILOLOGÍA Y DIDÁCTICA
DE LA LENGUA**

Marta RUBIO VENTURA

**COMPARING ENGLISH
COMMUNICATIVE COMPETENCE
IN INFANT EDUCATION: CLIL AND
EFL CLASSROOMS**

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Facultad de Ciencias Humanas y Sociales
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**Grado en Maestro de Educación Infantil
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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Infantil por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Infantil se estructuran, según la Orden ECI/3854/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3854/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3854/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil.

En este trabajo, el módulo *de formación básica* nos ha permitido, a través de las asignaturas dedicadas al aprendizaje del inglés, enmarcar este proyecto dentro del área de la enseñanza del inglés como segunda lengua en la etapa de Educación Infantil.

El módulo *didáctico y disciplinar*, y más concretamente las asignaturas de “Didáctica de la Lengua”, “Didáctica del Inglés” y la didáctica específica de AICLE, se encuentra presente a lo largo de todo el desarrollo de nuestro trabajo, ya que nos ha aportado una fundamentación teórica en la que nos hemos apoyado para poder desarrollar y llevar a la práctica nuestra investigación.

Asimismo, el módulo *practicum* nos ha facilitado un contexto en el que poder desarrollar la parte empírica del trabajo, ya que nos ha proporcionado la oportunidad de poder observar y trabajar activamente en dos clases en las que se imparten metodologías diferentes de enseñanza del inglés en Educación Infantil.

Por último, el módulo *optativo* de inglés, en especial la asignatura de AICLE (Aprendizaje Integrado de Lengua y Contenidos) fue lo que despertó la inquietud, el deseo y en último término lo que me decidió a escoger este tema para la realización del presente estudio.

Por otro lado, la Orden ECI/3854/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan en esta lengua los apartados “Introducción” y “Conclusiones”, así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

En vista de la creciente necesidad de aprender inglés en una sociedad cada vez más exigente, el presente estudio pretende evaluar la competencia comunicativa en inglés mostrada por niños y niñas de cinco años, valorando tanto la cantidad como la calidad del lenguaje producido en dicha lengua. Esta investigación ha sido llevada a cabo en dos escuelas de Navarra que siguen dos metodologías de enseñanza diferentes. Esto nos ha permitido demostrar cómo la metodología de enseñanza utilizada influye tanto en la mejora de la competencia comunicativa en inglés, como en la naturalidad con la que se habla el idioma. Por otro lado, hemos realizado un estudio exhaustivo de las actividades de evaluación para asegurarnos un material fiable y válido para llevar a cabo nuestra investigación.

Palabras clave: Educación Infantil; Competencia comunicativa; inglés; AICLE; enfoque comunicativo.

Abstract

In view of the increasing need for learning English in a more and more demanding society, the present study aims at evaluating the communicative competence in English that five-year-old children show, assessing both the quantity and quality of language productions. The investigation has been carried out in two schools of Navarre which follow two different teaching methodologies. This has enabled us to demonstrate how the use of a certain teaching methodology influences the communicative competence in English and the ease with which the language is spoken. In addition, the activities put into practice have been assessed in order to make sure that they are quality teaching materials.

Keywords: Infant Education; communicative competence; English; CLIL; Communicative approach.

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1. STATE OF THE ART

1.1. A brief overview

Early Childhood Education is considered a crucial stage in the development of a child. It is paramount in language acquisition, as well as in second language learning. Most of the mechanisms used to acquire the mother tongue (L1) can be used in second language learning (L2). All these reasons, together with the new need of speaking English in a more and more demanding society, are the reasons why the learning of English language from an early age is gaining importance in our schools. Different articles and sources have been consulted, to carry out this study, in order to have a better understanding of the importance of learning a second language during children's early years. I would highlight the works by Clarke (2009) and Thomas, & Johnson (2008).

Throughout history too many legislative changes in the Spanish Education System have affected the teaching of the second language in kindergarten. Until the late nineteenth century French was the language generally taught in schools. It was during the late seventies that French was progressively replaced by English. Over the years, with the LOGSE and the subsequent education laws, the importance of the teaching-learning process of foreign languages has been enhanced. English has become the undisputed reference not only in society, but also in the educational contexts. That is why specific didactics were developed in order to meet the growing demand of learning English. When the LOE law took effect, the English learning was promoted to be taught at an early age. What initially started as experiences and volunteer programmes for the majority of the schools has become one of the most important aspects of education.

Learning programmes in English, such as TIL (Language Integrated Programme) or the British Programme (a programme developed by the British Council, together with the Spanish Ministry of Education) were implemented for the first time during the academic year 1996-1997 in Navarre. It was with the Organic Law (LOE) 2/2006, of 3rd May, that the L2 learning would become compulsory at the second stage of Infant Education. Pupils had to acquire basic communicative competence at least in one

foreign language. Later on, with the Foral Decree 24/2007, of 19 March, the curriculum of Primary Education was established; the foreign language learning was regulated with the Integrated Treatment Programme and the possibility of teaching some of the areas of the curriculum in a foreign language.

In recent years, a new educational approach in the field of teaching methodology has caused the teaching of English to change. The majority of the Infant and Primary schools are immersed in a programme called PAI (English Learning Programme). The basics of the English learning programmes in nursery and primary schools were regulated in the regional order 110/2011, of 12 July, establishing that English has to be taught in all areas of the second stage in Infant Education. This programme (PAI) involves the teaching in English and of English for at least ten of the twenty-eight weekly sessions in Infant and Primary Education. It implies that language is taught as a subject but it is also used as the medium to teach other curriculum contents, as for example knowledge of the environment or mathematics. This programme brings not only a legislative change, but also a different way of working in the school and in the classroom. In Infant Education, there are two teachers of reference in each class; one of them only speaks English and the other one only speaks Spanish. A new terminology had to be introduced referring to those teachers, “tutor” and “co-tutor” of the group. These two figures work cooperatively, both coordinating and sharing the content to be taught covering all the areas of the curriculum. Every year the Department of Education expands the PAI program over more state schools. Informative sessions for school managers and parents are given every June, before the next academic year starts, for those schools which are about to enter the programme.

1.2. A window on CLIL

Content and Language Integrated Learning (CLIL) is a new educational approach where some content is taught through the medium of a non-native language.

It was from the 90s when the CLIL methodology started to expand in Europe, becoming now one of the fastest developing areas in language teaching worldwide. It was born in Canada because there were two languages (English and French) and they felt the need of educating the population in both languages to get a complete integration of citizens

in both cultures. In 2006 the first statistical study was done about the CLIL methodology and its effectiveness being the results very successful in terms of language learning (Eurydice, 2006).

Although nowadays there are lots of published experiences on CLIL, it is difficult to find any of them relating to the stage of Early Years Education. In the present study, a wide research has been done across lots of different CLIL experiences, being one of the most enriching articles the one by Gutiérrez, Durán, & Beltrán (2012). The latter covers some instances of the application of CLIL in a specific educational setting, a school-based international CLIL project, carried out by the Nottingham Trent University and the University of Salamanca. They aimed at illustrating a real use of the CLIL approach by a team of teachers who exemplify good teaching practice in Primary schools. It is shown how to make the most of CLIL and how the levels of integration beyond subject and content can be achieved. They came to the conclusion that an international CLIL experience should be measured not only in terms of language and content, but also in terms of educational and social implications: Children gain confidence in their use of the foreign language in a natural and engaging way. Through the CLIL methodology, language and content naturally blend together if educators plan thoroughly and take into consideration the four CLIL basic principles, namely Content, Communication, Cognition and Culture (see Coyle, 2010).

In view of the literature written about CLIL, it can be stated that this new methodology brings lots of advantages to the acquisition of English. It enables learners to access subject-specific language terminology and pupils' cognitive development is promoted while they receive and produce real language. However, it can also be criticized due to the barriers it brings along. This new trend is developing at a faster rate than the training of teachers on this methodology; subsequently they generally feel uneasy and overwhelmed when they are faced to this new methodology for the first time. There is a lack of resources and practical guidance for teachers, and these drawbacks are increased in Infant Education because CLIL has been designed for higher stages of education. We can find lots of evaluative studies of the methodology for higher stages (primary and secondary). However, Infant Education has not been assessed yet. Early years' CLIL classrooms turn into real English classrooms in the sense that affective and

common language have to be used in daily communication throughout the infant teaching and learning process. The content taught through English covers every area of the curriculum and the language used is mostly affectionate, influenced by feelings; a much more difficult language to be used by non-native teachers of English.

1.3. Aims

The main aim of the present study is:

- To evaluate five-year-old children's communicative competence in English language, comparing the kind of language the learners are able to produce in two different schools which are different in nature: one follows a the CLIL methodology whereas the other one follows the communicative approach in EFL lessons.

In doing so, several activities have been put into practice, and we have chosen one of them for the assessment of children's proficiency in English. This activity has been evaluated to ensure its quality. Therefore, another objective is set in this research:

- To evaluate an EFL activity according to Mehisto's ten criteria for quality teaching materials in order to determine whether the activity is liable to be implemented in the two different educational settings in Infant Education.

1.4. Our case of study

It is essential to understand that there are many factors which influence the learning of a second language. The first and foremost question coming up in this study is the English communicative competence that children show when they are immersed in different teaching methodologies. There are two aspects we are going to take into consideration: the use of the target language in each classroom and the quality of the proposed activities.

There has been little dispute about the importance of using the target language in language classrooms. In his article, Dickson (1996) suggests that target language use promotes natural acquisition and that the use of the mother tongue undermines this process.

Non-native language teachers may sometimes find it difficult to continually use the target language in the classroom, especially in Infant Education. Some research suggests that those teachers may not have sufficient linguistic competence to meet the requirements. According to Dickson “one of the factors which is thought likely to affect target language use is the teacher’s competence and confidence in the spoken language” (1996, p.5). It is for this reason that it is usual that teachers speak in their mother tongue. For example, they may be using Spanish in English classes. It is hard to find a balance between affective and classroom language for a non-native teacher of English, who is much more used to instructional language than affective language. Affective language turns essential in Infant instruction, since the pupils are so young that they need support and understanding from their teachers.

The amount of target language used in the classroom affects students’ exposure and this is really important, especially because the classroom is the only place where children have the opportunity to be immersed in an English speaking context. When they are in an English speaking context, not only do they learn ‘about’ the language but also ‘through’ the language. There are studies which suggest the idea that the more foreign language input the learners receive; the better will be their proficiency. Meyer (2010) poses rich input as one of the six strategies for successful CLIL classrooms. Apart from that, he also states that the contents and the materials selected should be meaningful, challenging and authentic, connecting with children’s lives and their interests, in order to be successful in the classroom.

The use of the target language may be very different in each of the methodologies taken into account in this research: in the CLIL classroom, the English language is the medium of both vertical and horizontal communication (between the teacher and the pupils and among peers). Children are not passive; they are active learners in this context. However, most of the communication that takes place in an EFL classroom is teacher-student oriented; The English language is the content to be learned. Children learn English (vocabulary and rules) through specially selected topics which serve right to the teaching of certain language structures and rules.

All the previous ideas exposed above bring about the twofold classification: language acquisition versus language learning (Krashen, 1982). The former is an unconscious

process which focuses on meaning and not on form, and which takes place in a familiar environment. In this context, interaction and natural communication become essential. The latter is a conscious learning process where students focus on the L2 itself. The use of metalanguage, instead of natural language, turns very important in the learning process. Pupils are asked to speak and understand the formal part of the language without being able to speak about common activities. As a result, the use of the L2 in the classroom loses its meaning. It is more difficult to create knowledge in a L2 when the language has been learnt in a formal context of abstract theory. The students' proficiency is not enough, it is the result of direct instruction of the rules of the language (Krashen, 1982), developing a sense of correctness and being aware of the grammatical rules. Whereas the CLIL methodology approaches language acquisition, EFL teaching focuses on learning. In this study we are going to try to test how both methodologies have consequences in the learning of the English language.

The quality of the activities is definitely another influencing factor in the acquisition or learning of the L2. Finding some kind of criteria to test quality teaching materials has been an important standpoint to carry out our research. There is a growing number of articles dealing with this matter, from which we have taken Mehisto's ten criteria for quality teaching materials (2012). Mehisto states that "all learning materials are meant to support students and teachers, not restrict them" (2012, p.16). A quality learning material is considered that one which does more than just communicate information. "They promote critical and creative thought, discussion and learner autonomy." Specifically referring to CLIL materials, Mehisto states that "quality CLIL materials are cognitively highly demanding for learners who need to assume the additional challenge of learning through an L2" (2012, p.17). He suggests that quality materials help students feel secure in experimenting with the language, the content and their own learning. Furthermore, he established ten criteria to take into account for the development of quality CLIL materials, which will be later discussed, when we evaluate the selected materials to carry out this study.

1. ANTECEDENTES

1.1. Una breve introducción

La Educación Infantil se considera una etapa crucial en el desarrollo de los niños. Es fundamental tanto en la adquisición del lenguaje como en el aprendizaje de una segunda lengua. La mayoría de los mecanismos utilizados para adquirir la lengua materna (L1) pueden también utilizarse en el aprendizaje de segundas lenguas (L2). Todo ello, junto con la necesidad de hablar inglés en una sociedad cada vez más exigente, son los motivos por los que el aprendizaje del inglés desde muy temprana edad está cobrando importancia en nuestros centros educativos. En la elaboración del presente trabajo se han consultado diversos artículos y fuentes, con el fin de tener un conocimiento más amplio sobre la importancia del aprendizaje de una segunda lengua en los primeros años de infancia. Quisiera destacar las obras de Clarke (2009) y Thomas y Johnson (2008).

A lo largo de la historia, el Sistema Educativo Español se ha visto afectado por numerosos cambios legislativos, cambios que han afectando directamente a la enseñanza de segundas lenguas en la etapa de infantil. Hasta finales del siglo XIX, el francés era la lengua extranjera comúnmente impartida en las escuelas. Fue a finales de los años setenta cuando el francés fue sustituido progresivamente por el inglés. Más adelante, con la LOGSE y posteriores leyes en Educación, la enseñanza-aprendizaje de lenguas extranjeras ha ido ganando importancia en el sistema educativo actual. La enseñanza del inglés como segunda lengua se ha convertido en la referencia indiscutible tanto en la sociedad como en contextos educativos como ejemplo de buenas prácticas en el aula. A raíz de esto se han desarrollado didácticas específicas con el fin de satisfacer esta creciente demanda de aprendizaje de inglés. Cuando la Ley Orgánica de Educación (LOE) 2/2006, de 3 de mayo, entró en vigor, se promovió el aprendizaje de inglés desde la etapa de infantil. Lo que inicialmente comenzó como experiencias y programas de voluntariado para la mayoría de las escuelas, se ha convertido en uno de los aspectos más importantes de la educación.

Fue durante el curso académico 1996-1997 cuando en Navarra se implantaron por primera vez programas de aprendizaje en inglés, como el programa TIL (Tratamiento Integrado de las Lenguas) o el programa British (un programa desarrollado por el British Council junto con el Ministerio de Educación de España). Con la Ley Orgánica (LOE) 2/2006, de 3 de mayo, el aprendizaje de una segunda lengua se convertiría en obligatoria desde el segundo ciclo de Educación Infantil. El alumnado, además, tenía que adquirir la competencia comunicativa básica en, al menos, una lengua extranjera. Más adelante, con el Decreto Foral 24/2007, de 19 de marzo, se estableció el plan de estudios de enseñanzas de Educación Primaria; el aprendizaje de lenguas extranjeras quedó regulado con el programa TIL y se aprobó la posibilidad de impartir algunas áreas del currículum en una lengua extranjera.

Durante los últimos años, la enseñanza del inglés como lengua extranjera ha cambiado como consecuencia de un nuevo enfoque educativo en el campo de las metodologías didácticas. La mayoría de las escuelas públicas de Infantil y Primaria están inmersas en el programa PAI (Programa de Aprendizaje en Inglés). La fundamentación de los programas de aprendizaje en inglés para Infantil y Primaria queda recogida en la Orden Foral 110/2011, de 12 de julio, donde se establece que en el segundo ciclo de Educación Infantil la lengua inglesa se encuentra presente en todas las áreas del currículum. Este programa (PAI) supone impartir inglés durante al menos 10 de las 28 sesiones semanales en Educación Infantil y Primaria. Esto implica que la lengua no sólo se imparte como una asignatura sino que se utiliza como el medio para enseñar otros contenidos curriculares, como por ejemplo conocimiento del medio o matemáticas. Este programa no sólo conlleva un cambio legislativo sino también una forma diferente de trabajar en la escuela y en el aula. En toda la etapa de infantil hay dos maestras de referencia en cada clase; una de ellas sólo hablará en inglés y la otra sólo hablará en castellano. Una nueva terminología tuvo que ser introducida cuando nos referimos a estas maestras: tutora y cotutora del grupo. Estas dos figuras trabajan cooperativamente, de manera coordinada y compartiendo los contenidos de todas las áreas del currículum. Cada año el Departamento de Educación del Gobierno de Navarra amplía la implantación del programa PAI en más escuelas públicas. Ofrecen además, sesiones informativas para equipos directivos y padres, durante el mes de junio, antes

de que comience el siguiente año académico, en las escuelas que están a punto de entrar en el programa.

1.2. Una mirada a AICLE.

El Aprendizaje Integrado de Contenidos y Lengua (AICLE) es un nuevo enfoque educativo en el que los contenidos son impartidos por medio de una lengua no nativa.

Fue en los años 90 cuando la metodología AICLE comenzó a expandirse por Europa, llegando a ser hoy una de las áreas en mayor desarrollo en la enseñanza de idiomas en todo el mundo. Nació en Canadá, país bilingüe con dos identidades muy diferentes, inglesa y francesa. Los canadienses sintieron la necesidad de educar a la población en ambas lenguas para llegar a una completa integración de los ciudadanos en una misma cultura. En 2006 se realizó el primer estudio estadístico sobre la metodología AICLE y su eficacia siendo los resultados muy satisfactorios en términos de aprendizaje de idiomas (Eurydice, 2006).

Aunque hoy en día existen numerosas experiencias publicadas sobre AICLE, resulta difícil encontrar alguna relacionada con la etapa de Educación Infantil. En la elaboración del presente estudio, se han consultado diversas experiencias AICLE, resultando ser uno de los artículos más enriquecedores el de Gutiérrez, Durán y Beltrán (2012). Esta obra presenta ciertos casos de la aplicación de AICLE en un entorno educativo específico. Es un proyecto AICLE internacional escolar llevado a cabo por la Universidad de Nottingham Trent y la Universidad de Salamanca. Su objetivo era ilustrar un uso real de la metodología AICLE por un equipo de profesores, quienes dan ejemplo de buenas prácticas educativas en escuelas de Educación Primaria. Así, muestran cómo sacar el máximo provecho de AICLE y cómo se pueden lograr los máximos niveles de integración, yendo más allá de la lengua y los contenidos. Llegaron a la conclusión de que una experiencia AICLE internacional debería medirse no solamente en términos de lengua y contenido, sino también en sus implicaciones educativas y sociales: los niños/as ganan confianza utilizando su segunda lengua de una manera natural y atractiva. Solo planificando cuidadosamente, teniendo en cuenta los cuatro principios básicos de AICLE: Contenido, Comunicación, Cognición

y Cultura (véase Coyle, 2010), se logrará una fusión del lenguaje y contenidos que de cómo resultado una experiencia educativa completa y natural.

En vista de la literatura escrita sobre AICLE se puede afirmar que esta nueva metodología trae consigo muchas ventajas para la adquisición del inglés. Permite a los estudiantes el acceso a terminología específica de la segunda lengua y se promueve el desarrollo cognitivo de los alumnos mientras reciben y producen lengua real. Sin embargo, la metodología AICLE también puede ser criticada por las barreras que trae consigo. Esta nueva tendencia se está desarrollando a un ritmo más rápido que la formación de los profesores en esta metodología, los que, como consecuencia y en general, se sienten incómodos o abrumados cuando tienen que enfrentarse a esta nueva metodología por primera vez. Existe una falta de recursos y orientaciones prácticas para profesores y en Educación Infantil, estos inconvenientes se ven incrementados ya que AICLE ha sido diseñado para etapas superiores de la educación. Podemos encontrar gran cantidad estudios sobre la evaluación de esta metodología para etapas superiores (primaria y secundaria). Sin embargo, en Educación Infantil todavía no ha sido evaluada. Las aulas AICLE de infantil se convierten en aulas reales inglesas en el sentido de que el lenguaje afectivo y común debe ser utilizado en la comunicación diaria y durante todo el proceso de enseñanza-aprendizaje. Los contenidos impartidos en inglés tocan todas las áreas del currículum y el lenguaje afectivo, influenciado por sentimientos, resulta ser un lenguaje mucho más difícil de usar para los profesores/as no nativos.

1.3. Objetivos

El principal objetivo del presente estudio es:

- Evaluar la competencia comunicativa en inglés de los niños/as de cinco años de edad, comparando el tipo de lenguaje que son capaces de producir tras varias sesiones en dos escuelas diferentes: una sigue la metodología AICLE y la otra sigue el enfoque comunicativo en clases de inglés como lengua extranjera.

Para ello, hemos puesto en práctica varias actividades, de las cuales hemos escogido una para llevar a cabo la evaluación de la competencia comunicativa en inglés de los

niños/as. Esta actividad ha sido evaluada para asegurarnos de su calidad. Por tanto, se establece otro objetivo:

- Evaluar una actividad de enseñanza de inglés como segunda lengua según los diez criterios para materiales de enseñanza de calidad propuestos por Mehisto (2012), para determinar si la actividad es adecuada para llevarla a la práctica en dos contextos educativos diferentes de Educación Infantil.

1.4. Cuestiones

Existen diversos factores que influyen en el aprendizaje de una segunda lengua. La cuestión que nos planteamos en el presente trabajo es la competencia comunicativa que los niños/as muestran en inglés, habiendo sido inmersos en dos metodologías de enseñanza diferentes. Por tanto, hay dos factores que vamos a tener en cuenta a la hora de llevar a cabo nuestra investigación: el uso de la lengua meta en cada una de las aulas y la calidad de las actividades propuestas.

Existen pocas obras relacionadas con la importancia del uso de la lengua extranjera en el aula. En su artículo, Dickson (1996) sugiere que el uso la lengua meta promueve la adquisición natural de la segunda lengua y que el uso de la lengua materna debilita tal proceso.

Para los profesores no nativos a veces puede resultar difícil utilizar la lengua extranjera en el aula de forma continuada, especialmente en Educación Infantil. Algunas investigaciones sugieren que puede deberse a la insuficiente competencia en inglés de estos profesores. Según Dickson “one of the factors which is thought likely to affect target language use is the teacher’s competence and confidence in the spoken language” ¹(1996, p.5). Por esta razón, es habitual que los docentes hablen en su lengua materna. Por ejemplo, pueden estar utilizando español en las clases de inglés. Para un profesor de inglés no nativo puede resultar difícil encontrar el equilibrio entre el lenguaje afectivo y el lenguaje de clase, ya que éste está mucho más acostumbrado al lenguaje instructivo del aula que al lenguaje afectivo. El lenguaje afectivo resulta

¹ Uno de los factores que afecta el uso de la lengua meta es la competencia y la seguridad del docente en el lenguaje oral (Dickson, 1996, p. 5).

esencial en Educación Infantil, ya que los alumnos/as son tan pequeños que necesitan apoyo y comprensión de sus profesores/as.

La utilización de lengua extranjera en el aula es muy importante ya que el aula es el único lugar donde los niños/as tienen la oportunidad de estar inmersos en un contexto donde se habla inglés. En este ambiente, no solo aprenden “sobre” la lengua sino también “a través” de ella. Algunos estudios apoyan la idea de que cuanto más lenguaje extranjero reciban los niños/as, mejor será su competencia lingüística. Meyer (2010) habla de la importancia de que la exposición a la lengua inglesa sea muy intensa y rica, considerando esto como una de las seis estrategias para tener éxito en un aula AICLE. Además, también afirma que los contenidos y materiales seleccionados deben ser suponer un reto en el aprendizaje, y deben ser significativos y auténticos, de forma que conecten con las vidas de los alumnos y con sus intereses.

El uso de la lengua extranjera puede ser muy diferente en cada una de las metodologías que forman parte del presente estudio: en el aula AICLE, la lengua inglesa es el medio de comunicación tanto vertical como horizontal (entre el profesor y el alumno y entre alumnos). En estas clases, los niños/as no son pasivos sino protagonistas activos de su aprendizaje. Sin embargo, la mayor parte de la comunicación que tiene lugar en el aula de inglés como segunda lengua es entre docente y alumno. En estas clases, la lengua inglesa es el contenido a aprender. Los niños/as aprenden vocabulario y reglas del inglés a través de temas especialmente seleccionados que sirven para enseñar ciertas estructuras gramaticales y ciertas reglas.

Todas estas ideas nos llevan a una doble clasificación: la adquisición del lenguaje frente al aprendizaje del lenguaje (Krashen, 1982). La primera es un proceso inconsciente que se centra en el significado y no en la forma, y que tiene lugar en un ambiente familiar, dando mucha importancia a la interacción, la comunicación natural y real. La última es un proceso de aprendizaje consciente donde los estudiantes se centran en la lengua extranjera en sí misma. En este contexto, el lenguaje metalingüístico se vuelve muy importante en el proceso de aprendizaje, relegando la utilización de un lenguaje más natural a un segundo plano. Los estudiantes tienen que hablar y entender la parte formal de la lengua y sin embargo, no se les pide hablar sobre cosas más comunes. Como resultado, el uso de la segunda lengua en este

contexto pierde su significado. Es más difícil crear conocimientos en esa segunda lengua cuando el lenguaje ha sido aprendido en un contexto más formal. De este modo, los estudiantes muestran una insuficiente competencia lingüística, ya que es resultado de una instrucción directa de las reglas del lenguaje, dando importancia a los errores (Krashen, 1982). Mientras que la metodología AICLE se aproxima a la adquisición del lenguaje, la enseñanza de inglés como segunda lengua se centra en aprendizaje. En este estudio vamos a tratar de probar cómo ambas metodologías tienen distintas consecuencias en el aprendizaje del inglés.

La calidad de las actividades es otro de los factores que influyen en la adquisición o aprendizaje de una segunda lengua. Uno de los puntos importantes en nuestro estudio ha sido encontrar unos criterios para valorar la calidad de los materiales. Existen numerosos artículos sobre este tema, de los cuales hemos tomado como referencia la obra de Mehisto (2012), quien propone diez criterios para materiales de calidad.

Mehisto defiende que “all learning materials are meant to support students and teachers, not restrict them”²(2012, p.16). Los materiales de calidad son aquellos que hacen algo más que simplemente transmitir una información, “they promote critical and creative thought, discussion and learner autonomy.”³ Refiriéndose específicamente a materiales AICLE, Mehisto (2012) afirma que “quality CLIL materials are cognitively highly demanding for learners who need to assume the additional challenge of learning through an L2”⁴ (2012, p.17). Considera que si los materiales son de calidad ayudarán a los estudiantes a sentirse seguros y experimentar con el lenguaje, el contenido y su propio aprendizaje. Más adelante nos referiremos a los diez criterios a tener en cuenta para el desarrollo de materiales de calidad, cuando evaluemos los materiales utilizados en este estudio.

² Los materiales deben apoyar a los estudiantes y a los docentes, no limitarlos (Mehisto, 2013, p. 16).

³ Promueven el pensamiento crítico y creativo, la discusión y la autonomía de los estudiantes (Mehisto, 2013, p. 16).

⁴ Los materiales AICLE de calidad requieren de una mayor capacidad cognitiva por parte de los alumnos/as, quienes además tienen el reto de aprender a través de una segunda lengua (Mehisto, 2013, p. 17).

2. THEORETICAL FRAMEWORK

2.1. Language learning in early years and phases

Different types of communication and representation are the link between the outer and the inner world of the children at early ages. Communication is the exchange of information, ideas, thoughts and feelings from one person to another. It is a two-way process where a person expresses an idea and another person receives and understands it. Each of these processes requires the development of a set of subskills. They are tools which facilitate the real world representation and help us express different ideas when interacting with other individuals.

The Early Years Education is considered to be the foundation stage for children's language development. These years are crucial for young children in developing their first language and building their cultural identity. During this stage of development children expand their experiences and their ways of communication and representation while they construct knowledge of the world which surrounds them (Clarke, 2009). Neurologists, psychologists and educators speak of *sensitive periods* or *critical learning periods* as moments when learning naturally takes place. According to the critical period hypothesis postulated by Lenneberg (1967) the ability to acquire language decline at puberty because the brain loses its plasticity (a significant fact in the language learning). These hypotheses claim that unless individuals acquire a second language before puberty they will never achieve native-like proficiency in pronunciation and grammatical knowledge. However, researchers disagree over how long the language critical period is; some of them think that it ends by the age of 6 or 7 while others state that it lasts until puberty, around 11 or 12 years old. Most researchers agree on the difficulty which students find when they learn a second language after that critical period. From that moment of development, the learner finds it difficult to access the Language Acquisition Device (an instinctive mental capacity which enables a child to acquire and produce language) and the Universal Grammar (a theory which suggests that the common properties shared by all natural human languages are manifested as linguistics innate abilities without having been

taught). A recent study in the University of London about how sensitive periods affect the acquisition of higher cognitive abilities in humans gives us some interesting theoretical support for this study. According to Thomas, & Johnson (2008) plasticity plays an important role in the acquisition of phonology and morphosyntax. "L2 attainment shows a linear decline with age: The later you start, the lower your final level is likely to be" (2008, p.4).

At the same time, language is decisive to young children's development. Language is essential to learn, to communicate and to make sense of the world. According to Vygotsky language and thought are inseparable. Children with other language backgrounds different from English (such as Spanish) take their mother tongue as the basis for developing meaningful relationships with other people and with the world (Clarke, 2009). Many factors influence the first language development of a child. Some of them also influence the L2 learning:

- The support received from the people who are proficient in the use of the language. This factor brings implications to language teachers, as they become linguistic models of the L2 in the classrooms. Supporting children's L2 acquisition helps them understand the content taught better.
- The amount and quality of the communicative situations where the learners have the opportunity to interact. This factor should be also taken into consideration by educators of L2. One of the teacher's responsibilities should be to create a learning environment with opportunities for children to develop their communicative skills in their L2. Teaching communication skills involves working on the abilities related to both processes of communication, sending and receiving messages.

The oral language is the most important instrument of learning. It is used to manage behaviour and to express experiences, ideas and feelings. The learners are in contact with the oral language as soon as they enter the classroom. They are continually listening and producing language. Trehearne (2011) supports that speaking and listening are critical skills for children in Infant Education and first cycle of Primary. She states that talk is a key to learning because through talk, children solve problems, clarify ideas and ask questions. It is the bridge that helps children link their previous

knowledge (what they know) to new learning (what they are discovering). Children use language to experiment and reflect, to reason, plan and predict experiences. Functional and meaningful reading and writing are also important in the classroom. During the years of Infant Education, there should be an approach to literacy through understandable and accessible texts and to the different media resources (books, newspapers, magazines and new technologies).

Apart from oral and written language, we also use nonverbal language. That is to say gestures, movements, facial expressions and tone of the voice to communicate. Understanding and effectively using body language is as important as using verbal language. Particularly, teachers of Early Years Education need to understand nonverbal language and they have to use it in their classrooms together with affectionate language.

Clarke (2009) identifies different phases in the process of acquisition of a second language. Learning a language involves not only vocabulary and grammar structures, but also social and psychological factors. This researcher adds the development of communicative aspects as an important point to take into consideration when learning a language. It is important to distinguish between the use of a grammatical structure for the first time and a generalized use of that structure in a range of different contexts and ways. It is when the learner uses correctly certain structures in a wide range of different situations that a specific phase is considered to have been reached (Clarke, 2009). According to this author, we can consider different stages of progression in the learning of English as a second language from three to six years old (Clarke, 2009, p. 17):

- Continued use of the home language
- Use of non-verbal communication
- A period of silence.
- Use of repetition and language play
- Use of single words, formulae and routines
- Development of productive language
- Metalinguistic awareness

A description of children's progress in the language classroom is provided below:

STAGE 1: NEW TO ENGLISH. At the beginning most children continue using their home language in the new language context. After some weeks or months, children will begin to understand isolated words in English, particularly when they are supported by gestures, visual materials or real objects. They may either respond with some non verbal language or they may make efforts to start speaking English, repeating some simple words or phrases. The silent period may last for months and it is an important stage for some children, whereas some other children do not go through it. During this period the strategies and the attitude of the teacher may help them feel part of the group to not become marginalised. According to Clarke (2009, p.18) some strategies may be considered by the teacher in order to support this silent period:

- Modelling good practices of talking and listening: Using easy language structures, good pronunciation and clear ideas and showing a listening attitude when the child wants to say something.
- Showing to other children that the silent child can communicate.
- Keeping on talking even when the child does not seem to respond.
- Including the learner in group experiences, providing opportunities for the child to interact and communicate with peers.
- Accepting and valuing the learner's slightest efforts to communicate (even non verbal responses).
- Using simple language supported by visual materials.
- Providing a variety of activities that encourage interaction.

STAGE 2: BECOMING FAMILIAR WITH ENGLISH. Learners start to understand familiar English words and phrases when interacting with the teacher and with other children. They will start using basic communication skills and strategies for interacting. Learners will depend on adults to extend their efforts at communicating, being still non-verbal language an important part of the communication. Later on, children will start using isolated words (greetings, naming objects and actions). They will gain confidence with playroom speech and the language used in daily routines. Chunks of language will naturally be acquired out of traditional tales and songs.

STAGE 3: BECOMING A CONFIDENT USER OF ENGLISH. At this point, children demonstrate a greater understanding of English in a wider variety of contexts and they will show increasing fluency in spoken English. They start participating in group activities and interactions with the teacher and other children. Their language proficiency increases in vocabulary, control of grammatical features and desire to talk. Children at this stage will begin combining single words into short and easy sentences, with comprehensible pronunciation, stress and intonation.

STAGE 4: DEMONSTRATED COMPETENCY AS A SPEAKER OF ENGLISH. Learners are able to communicate in range of richer contexts. They will express their ideas and interact easily with adults. Having already acquired communicative skills in L2, they will be able to listen, to talk, and to start reading and writing. They will be capable of easily switching between English and their mother tongue, in different communicative situations.

READING AND WRITING. Young children will enjoy developing literacy skills through the engagement in symbolic and social play. Children will start enjoying longer stories written in easy language and clear realistic illustrations. Children will respond to pictures and rhymes when they listen to stories, understanding the key words and repetitions. As their competence in English grows, learners begin to recognise written texts in English. Children may name letters and numbers, their own English name and very frequent English words. They may also know some of the sounds that letters represent.

2.2. English teaching methodologies

2.2.1. Communicative approach to EFL

The Communicative Approach to EFL is an approach to language learning that emerged in the 1970s and 1980s as the emphasis shifted from knowledge of language forms, meanings and functions to the *use* of language, the ability to apply the knowledge acquired.

The origins of this approach are not clear; it can be said that it grew out of the dissatisfaction some educators and linguists felt about the audio-lingual and grammar-

translation methods of foreign language instruction. Given that students were not able to communicate using appropriate social language; researchers came to the conclusion that learners were at a loss to communicate in the culture of the language studied. It was time to start a new era in language teaching and learning. From then on, language lessons had to be contextualized in situations that students were likely to recognize in real life. Unlike the audio-lingual method, which relies on repetition and drills; the communicative approach plays more emphasis on the acquisition of communicative competence that can best serve the needs of the learner.

Table 1. Communicative Competence by Canale & Swain (1980)

Communicative Competence (Canale and Swain, 1980)			
<i>Grammatical Competence</i>	<i>Sociolinguistic Competence</i>	<i>Discourse Competence</i>	<i>Strategic Competence</i>
(knowledge of lexical items and of rules of morphology, syntax, sentence- grammar semantics, and phonology)	Sociocultural Competence (knowledge of the relation of language use to its non-linguistic context)	Discourse Competence (knowledge of rules governing cohesion and coherence)	(verbal and non-verbal communication strategies that may be called into action to compensate for break-downs in communication due to performance variables or to insufficient competence)

The basic implications of this new approach brought about an important change in second language classrooms:

- Teachers do not lead lessons anymore, they are facilitators of knowledge, and they monitor and help students create their own knowledge.
- Lessons are usually topic-based and built round situations where the student has to ask for information, to complain, to apologize or to make a phone call; so activities have relevance and purpose to real life situations, being the dialogue the commonest form of students' interaction.
- Listening and reading activities are based on authentic texts, along with songs and games that engage learners in more useful and authentic language, rather than repetitive phrases or grammar patterns. Grammar is embedded in the texts, as part of the task the learners have to carry out. These authentic materials, together with some social context artificially created by the teacher,

give learners more opportunities to express themselves and to give their own opinions.

- Feedback and correction is usually given at the end of the activity to not to interrupt the flow of the lessons. Mistakes are usually seen as part of the learning process, giving time to the learner to create language through trial and error. Students can communicate themselves in many ways to achieve a specific purpose. They are asked to develop their own expression in the second language on condition of being coherent and cohesive in their utterances.
- Negotiation of meaning takes place through cooperative relationships among learners. Students are given opportunities to develop strategies for interpreting language as it is actually used by native speakers. The appropriate use of language forms is central. The teacher reminds their students of the role they are playing in a particular situation and how that impacts on communication. Students are encouraged to develop independent learning skills.

The main focus in the EFL classroom is to learn the vocabulary, rules and grammatical structures of the target language. The content topics are carefully selected in order to learn certain grammatical structures, rules and vocabulary. Although it is based on the communicative approach some aspects of older methodologies may still be found in EFL classrooms nowadays.

2.2.2. CLIL

CLIL is an umbrella term that covers lots of different educational approaches (immersion, bilingual and multilingual education, enriched language programmes, etc.). It is innovative as it provides a flexible way of applying the knowledge. The main researchers on this new educational approach are David Marsh, who coined the term in 1994, and Do Coyle, who established the four key principles or the four C's of CLIL: Content, Communication, Cognition and Culture. David Mash was the first researcher in giving a definition to CLIL "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle, Hood, & Marsh, 2010, p. 1).

CLIL takes into account the 4 building blocks established by Do Coyle when studying its effectiveness (the 4 Cs of CLIL). These four principles are essential and should be the basis for creating and delivering successful lessons (Coyle et al., 2010, p.7):

- **Content:** it refers to the subject, the theme or topic of the course or the lesson. It is what the students have to learn, the knowledge. The CLIL approach involves not only the transmission of content, but also the learning for using, acquiring and developing skills. Teachers should analyse the content for its language demands and present it in an understandable way.
- **Communication:** refers to both learning and using the language. Pupils have to produce language both orally and written. Teachers will encourage the children with interactive activities in the classroom, increasing STT (student talking time) and reducing TTT (teacher talking time). Using the language for learning other content is the key. Language is not an end in itself anymore, it becomes a tool to communicate, and communication becomes meaningful to learn contents.
- **Cognition:** they are the thinking or cognitive skills. Reasoning, creative thinking and evaluating are some of the cognitive skills which take place in a CLIL context. Teachers need to analyse thinking processes and support students with the language they need to express their ideas and thoughts.
- **Culture:** culture means understanding ourselves and other cultures from a respectful view and positive attitudes development. It is interpreting and understanding the significance of content and language and their contributions to identity and citizenship.

Cognitive activity increases when children learn in two different languages because they have to think in two different codes. For that reason, children's brain plasticity develops and they become more proficient not only in language learning but also cognitively. According to some authors, CLIL has positive effects on the language skills against EFL learners. CLIL learners are placed well ahead of their non-CLIL counterparts (Meyer, 2010). At the same time, there are studies which indicate that the learning of content is not negatively affected by the second language (Meyer, 2010). What is more, sometimes students are even better at a subject taught in a second language than in the first one. Some researchers suggest that CLIL learners know as much about

the topic subject as their L1-instructed peers. Language-wise, though, the results are not that homogeneous. Receptive skills, vocabulary, morphology and pragmatic abilities are improved noticeably through CLIL instruction (Dalton-Puffer, 2008).

2.3. Peeter Mehisto's criteria to evaluate quality teaching materials

Mehisto's criteria (2012) are focused on CLIL materials. However, the quality of any other teaching material can be tested according to Mehisto's criteria. His article has been taken since it merges communicative and CLIL criteria to evaluate good teaching materials.

Generally speaking, Mehisto (2012) states that quality learning materials do not just communicate information; they also prompt creativity and critical thought. Those materials create rich learning environments where students can learn content and language at the same time. They make children feel free to experiment with the language, content and manage their own learning. Mehisto has developed criteria for creating CLIL specific learning materials. "Quality CLIL materials are cognitively highly demanding for learners who need to assume the additional challenge of learning through a second language" (Mehisto, 2012, p. 17). He established ten criteria taking into account the dual focus on content and language. Those criteria are:

1. *Make the learning intentions (language, content, learning skills) & process visible to students.*

This is sharing the learning objectives with the children. Tell them what they are going to learn, why and how they are going to do it. Black supported that "for students to be able to achieve a learning goal, they need to first know and understand that goal" (Mehisto, 2012, p. 18).

2. *Systematically foster academic language proficiency.*

Children are learning content and language at the same time. Although the learning objective may be the content, teachers should provide support with the language (providing the children with the language that they are going to need and scaffolding the learning). "Content subject materials can include intended language outcomes, step-by-step growth in a student's use of academic language" (Mehisto, 2012, p. 18).

3. *Foster learning skills development and learner autonomy*

Manzano states that “metacognition drives learning.” He points out the need to “help students to step back from an activity and analyse their thinking processes” (Mehisto, 2012, p. 19).

4. *Include self, peer and other types of formative assessment*

Quality CLIL materials include assessment and reflective activities with the aim to check the achievement of the planned objectives on content, language, learning skills, etc. As it has been said before, different types of assessment can be used in the classroom through different tasks and activities, namely formative or summative assessment.

5. *Help create a safe learning environment*

Mehisto claims that quality materials are “respectful and foster inclusion” (2012, p. 20). They also provide learning support and avoid sarcasm and ridicule. The ideal environment is the one that makes students feel safe, causes positive emotions and increases self confidence. This is particularly important in bilingual classes, for the students to feel free to experiment with the challenging content and the second language, without the fear of making mistakes.

6. *Foster cooperative learning*

Peer cooperative work causes positive interdependence, increases interaction, communicative skills, etc. In a CLIL context, learning material should give input of the language needed for doing group work and critical thinking (required key words or phrases). Coyle et al. (2010) value the cooperative learning in CLIL contexts, and support the idea of providing students with the ‘language of learning’ and the ‘language for learning’. The former is the language needed for learners to access concepts and skills relating to the subject or the topic and the latter is the language needed to operate in a foreign language environment and interact in groupwork.

7. *Seek ways of incorporating authentic language and authentic language use*

Materials should include language used in daily speech in different situations and contexts, using different resources, such as the Internet, music or the media in general. In the process of activity production, the teacher should bear

in mind the use of language and content for real purposes. Children should raise questions instead of just answering them, which will encourage students to reflect and reason. Mehisto states that “materials need to incorporate ways of using both the content and language in authentic ways” (2012, p. 22).

8. Foster critical thinking

“Cognitively challenging learning experiences are more meaningful for students than less challenging ones” (Mehisto, 2012, p. 23). Anderson & Krathwohl (2001) suggested that critical thinking is a higher-order thinking skill. This concept is based on Bloom’s taxonomy, who established different levels of thinking skills which people use to process different information. Some of them are basic cognitive skills while others are more complex. The latter are often referred as critical thinking skills or higher-order thinking skills. Critical thinking skills are considered by Anderson & Krathwohl (2001) as those which pose a cognitive challenge and prompt learners to create new ways of applying information. In their revised version of Bloom’s taxonomy different levels of thinking skills are established:

- a. Remember (recalling terminology, facts or information)
- b. Understand
- c. Apply (being capable of using that information learned in different contexts and situations)
- d. Analyze (break information down into parts or examining information and making conclusions)
- e. Evaluate (judge an information)
- f. Create (creatively apply some skills to produce new thoughts and ideas)



Figure 1. Fostering critical thinking

Skills involving analysis, evaluation and creation are thought to be of a higher order and they require different teaching and learning methods than the learning of concepts or facts. The critical thinking skill is one of those higher-order skills.

9. *Foster cognitive fluency through scaffolding of content, language and learning skills development.*

Meyer (2010) states that scaffolding learning is essential to help students reach beyond what they could do on their own. At the beginning of the learning process they will need lots of support in language, content and learning skills. That support will be reduced as students' learning strategies develop. The activities motto has to be clear so that students can easily understand, and this way they will learn efficiently. There are many different strategies which can be used in CLIL: modelling (providing examples), bridging (building on previous knowledge), contextualizing, providing thinking frameworks or developing meta-cognition.

10. *Help to make learning meaningful*

Quality meaningful materials should meet students' interests and their lives. They should make connections with their experiences and previous learning. They also draw cross-curricular links, prompt cooperative activities and interaction, and focus on critical thinking (applying, analyzing, evaluating and creating).

2.4. Assessment

There are two main types of assessment:

- **Formative assessment:** Is the student acquiring the content? It is based on observation. The assessment for learning integrates assessment practices into teaching and is oriented towards enhanced learning. Formative assessment is part of the teaching-learning process. Assessment for learning is all those activities undertaken by teachers and students which provide information to be used as a feedback. Feedback serves to modify the teaching and learning activities in order to improve both the teaching and the learning.
- **Summative assessment:** It is the final test which provides a mark. The language assessment as measurement aims to determine the level of language achieved by a student. They usually take place at the end of a course and relate to specific content taught.

Observation is an important ability which infant teachers should develop because it is essential in the assessment process at this stage. Teachers assess children in Early Years by observation. Teachers observe them doing activities and they draw conclusions about different aspects of children's development. Assessment for learning should be part of effective planning of teaching and learning. According to Leung & Mohan (2004) much of what teachers and learners do in classrooms can be called assessment. That is referred to tasks and questions which promote learners to demonstrate their knowledge, understanding and skills. Assessment in Early Years is a way of providing information for both the teacher and the learner about the progress towards learning goals. It involves reflection, dialogue and decision-making.

3. OUR RESEARCH

3.1. Contextual background

The purpose of this research is to evaluate the children's communicative competence in English language, both in an English CLIL classroom and in an EFL classroom. The case study which is going to be discussed here was conducted in two different schools in Navarre, which implement different teaching methodologies in their lessons. Our two reference groups are composed of 28 children each, of the same age. The hours of English language input in each of the schools are the same, although different methodologies are used. Firstly, we will give a contextual background with a brief overview of these schools:

SCHOOL A: It is an Infant and Primary State School with 536 pupils currently on roll. Two different linguistic models are offered in this school: A and G. The PAI programme is running up to year 3 of Primary Education in the whole school. As it has been stated before, this programme introduces the change in organisation and in the classrooms. The tutor and co-tutor of the groups have to work cooperatively, sharing the contents of the curriculum (half of the contents are taught in English and the other half in Spanish).

The approach taken by the teachers of Infant Education is the CLIL methodology and they work by projects. The English lessons in this school focus on content rather than on language, although some chunks of language are also studied in order to help the learning process of children. The contents to be taught are integrated into projects. A project is a depth investigation of a real topic which attracts children's attention; a detailed study of a particular subject. Lauder (2008) states:

Although project work is not limited to content-based learning, it can, however, provide an excellent opportunity for children to synthesise content area knowledge, language and skills. Project work can be carried out with almost all ages and levels and allows teachers and children to bring together content and language in a personalised and meaningful way. It can be used to consolidate information from different parts of the curriculum very naturally and, at the

same time, enables children to acquire skills such as how to research information, how to select information and how to present or communicate findings.

For the sake of discussion, it can be argued that the topics of the projects are chosen by the children and they respond to their interests. Most of the materials for the activities of the project are created by the teachers. Lots of different resources are used in these CLIL classrooms: handouts, real objects, recordings, songs, poems, books and new technologies (computer and interactive whiteboard). The activities make use of different groupings: individual, pair, small and big groups. Not every activity has got a final product and that is why the teacher usually takes pictures of the children in the activity process. At the end of each term, the teachers elaborate the “traveller’s book”. It is a book where the learning process is recorded, both with pictures of the children and explanations. This book allows children and parents to see the whole course of action and they also provide some feedback for the teacher.

SCHOOL B: It is a subsidized catholic School of Infant, Primary and Secondary Education. The school offers 50% of the teaching hours in English and 50% in Spanish, from the first year of Infant Education; although in Primary the English teaching time is reduced being French and Basque languages introduced as third languages.

English in Infant Education is taught as a foreign language following the communicative approach. However, some aspects of more traditional methodologies can be identified in the teaching process. It is a language-driven approach which focuses in the English language learning. The classes cover different topics, which have been carefully selected in order to teach certain grammar structures, vocabulary and rules. Teachers work through didactic units, usually with a book and handouts. The children never decide which topic they want to learn about, because they are already established in the book. Other resources such as songs and poems are sometimes used in order to complement some content learning. The activities have the form of individual handouts which are corrected in front of the whole class.

3.2. Different uses of the target language in the reference classrooms

SCHOOL A (CLIL classroom): The teacher only spoke English. If children did not understand something they could ask their peers for help, but the teacher would speak Spanish only if it were absolutely necessary.

I noticed that they carried out activities which illustrated the learners how to use the language in a wide range of different situations and real contexts. When the teacher presented a project or explained an activity in English, she⁵ emphasised the key words, using easy but real language structures and providing the children with a good pronunciation and intonation. She was a referent and a linguistic model of the target language, but she also created real-like opportunities for the children to use the English language and to communicate. Lots of the activities were in pairs or in small groups, and these kinds of groupings gave children the opportunity to interact and to construct meaning while helping each other. High cognitive skills, such as identification, classification, comparison and description, were usually fulfilled in this classroom. This enabled children to scaffold that work, going from the concrete to the abstract concepts. Children were shown how learning becomes meaningful since language was used for real purposes, both in individual and group activities and using a variety of resources and strategies when learning content in English.

SCHOOL B (EFL classroom): The learning objective in this classroom, as it has been previously discussed, was the teaching of the English language itself. The main source of the target language was also the teacher, as in the school A. However, the children in this classroom did not have many opportunities to use English in real-life contexts and to communicate among them. The teacher used to translate into Spanish everything she explained about the activities and tasks and she focused on vocabulary lists to teach content. Activities such as matching, translation, repetition and Spanish-English words association were common practice in this classroom. Vertical communication was much more common than peer communication. The teacher-pupil interaction was limited to commands and explanations, since most of the activities consisted on handouts which had to be done individually, playing a lot of emphasis in mistake correction. In doing so, interaction among children barely took place. All the

⁵ Throughout the whole study “she” is going to be taken as the neuter gender.

activities were assessed as a whole group prioritising the final product more than the progression of doing it.

3.3. Steps

This study is an attempt to issue the different English communicative competence children show when they are taught following different language teaching methodologies. Firstly, I choose an activity to put into practice in the two different kinds of lessons. We needed to know if this activity met the standards of quality teaching so our research will draw on Mehisto's criteria (2012) for producing quality teaching materials (See page 23).

3.3.1 Activity selection and materials

Teachers of both classrooms had previously done some sessions about the life of animals and children's near natural environment. In this context, we designed an activity in which the characteristics of a certain animal had to be identified. The contents were carefully selected taking into consideration the previous knowledge of the children. School A's children were working on the project called "The Oak Tree" . Squirrels had been studied as part of the project, so the squirrel was the animal to be used for the activity in this school. School B's children were studying the Didactic Unit of "The Insects", so the bee was selected for the activity in this school. Our activity focused on different animals in each of the schools, but its main aim was the same: to identify and say out loud the characteristics of the animals, using the verbs 'can', 'have' and 'are'. At the same time, children had to choose the correct pictures which showed those characteristics and stick them on a big poster with the three verb headings. The materials, included in Annex I, consisted of a big poster with the three verb headings, pictures of the different characteristics of the animal and a felt-tip pen.

3.3.2 Activity development and quality

At the beginning of the lesson, the mechanics of the activity was clearly explained, telling the children what to do and how to do it, making sure they understood the instructions. Children were provided with the language they were going to need, showing them some examples. Sharing the development of the activity with them was

positive because it meant the children knew what to do and what was expected from them. These first steps are grounded on the first and the second Mehisto's criteria: "Make the learning intentions and process visible to students" and "Systematically foster academic language proficiency". The learning environment was respectful along the whole activity. Children tried their best and even if they made mistakes, they experimented with the language at ease. They even helped each other when they did not know how to say something, which meets the requirements of the fifth and sixth Mehisto's criteria: "Help create a safe learning environment" and "Foster cooperative learning". Although I noticed differences in terms of quantity and quality of English language production, the activity was appropriate to the stage of development of the children. Children had to associate the characteristics with a picture, saying them out loud and they had to categorise the characteristics according to the verb which goes with each one. This process was cognitively challenging for the children, especially in the EFL classroom where an activity like that had never been done before. All children were deeply engaged in the act. It was neither too easy nor too difficult for most of them. Therefore, both the ninth and the tenth Mehisto's criteria are fulfilled: "Foster cognitive fluency through scaffolding of content, language and learning skills development" and "Help to make learning meaningful". The language and the contents used within this activity were real and authentic. It is an activity that helps children actually describe an animal in a natural way. This meets the requirements of the seventh Mehisto's criteria: "Seek ways of incorporating authentic language and authentic language use".

We are aware that our activity does not fulfil every single Mehisto's criteria, such as "foster critical thinking" or "foster learning skills development and learner autonomy". It is because of the stage of development at which our pupils are at the age of five. They are still not able to deeply reflect and express critical thinking; these abilities are usually developed at an older age. However, the activity fulfilled most of the criteria, so it should be considered appropriate in terms of quality teaching material.

3.3.3 Assessment

Prior to the data collection, pre-planning and preparation was considered with the goal of designing a data management system which was useful for collecting the

information we gathered. It has been through observation that data collection has been performed in the present study. Observation is a way of gathering data by watching behaviour in their natural setting. It can be overt (everyone knows they are being observed) or covert (no one knows they are being observed). Covert observation has been chosen in order to retrieve the data because we wanted the children to behave naturally. The information collected during the observation process has been recorded in a spreadsheet, which can be found in Annex II.

Evaluating criteria have also been developed to assess the outcomes of the activities in both schools. The language produced in the activity was analysed in terms of quality and quantity. Quality of language was assessed by looking at two aspects: the accuracy of the pronunciation and the kind of words produced and its structure. Each child was given a mark from 1 to 5 according to whether the child:

- Named: single words, such as nouns or adjectives.
- Used a verb, but produced an incomplete sentence: subject + verb or verb + adjective.
- Constructed a simple sentence grammatically correct: subject, verb and object.

Apart from quality, language quantity has been assessed too, according to the number of words produced: 1 point for each word, up to 5 points.

In such a way, each child obtained two different marks, valuing both aspects quality and quantity of language produced.

4. OUTCOMES

Prior to the actual analysis of the data, we are going to collect and organize the information with the goal of understanding and interpreting data in an easier way. To that end some graphs have been designed, to represent the quantity and quality of language produced by the children in both the CLIL and the EFL classrooms.

It is important to point out that during the evaluation activity some of the children answered in Spanish or just kept silent. These signs indicate that those children are still in their first stage of the L2 learning. The number of children who answered in Spanish differs very much in each of the classrooms: ten children in the EFL classroom against two children in the CLIL classroom. Those data attracted our attention: almost 61% children spoke English in the EFL classroom whereas over 93% did so in the CLIL classroom. It is a big difference which might be attributed to different reasons: the differences of the teaching methodologies in each school, the use of the target language in their classes and the amount and quality of the opportunities students had to use English and communicate.

Another fact to mention is the amount of children who kept silent in each of the classrooms, which is revealing for our research. The silent period is often associated with Stephen Krashen's input hypothesis. Krashen (1982) states that during the silent period, children are building up competence in second language by developing their listening and understanding skills, processing the language they receive. In accordance with this hypothesis, speaking ability emerges on its own after learners have developed enough competence. Whereas 3% children kept silent in the EFL classroom, there were no silent children in the CLIL classroom. This makes us think of the suitability of the CLIL methodology to foster communication.

The following circle graphs show the amount of children who answered in each of the languages, or just kept silent, in both different kind of lessons.

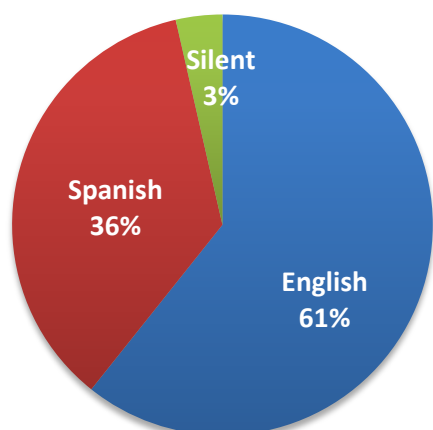


Figure 2. EFL classroom

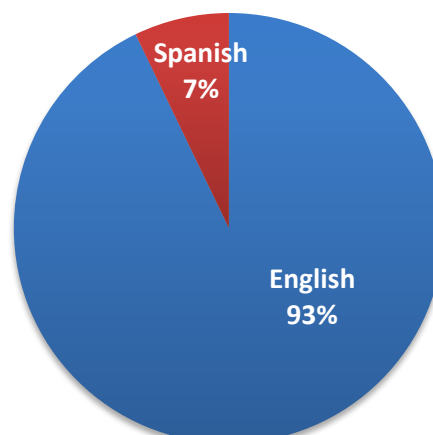


Figure 3. CLIL classroom

It has to be noted that either those children who spoke Spanish or kept silent have not been included in the data to draw the next graphs, since our aim is to evaluate the children's proficiency in the English language.

The next column chart represents the results of the quantity of language children produced; taking both classrooms as a whole we have separated CLIL students from EFL students, to get a clear picture of the quantity of words every child gave according to the methodology followed in their lessons. We have accounted for the number of words the children uttered, regardless of whether they were nouns, verbs or adjectives. The horizontal axis of the graph displays the number of words (quantity of language) and the vertical axis shows percentages of children in each of the classrooms.

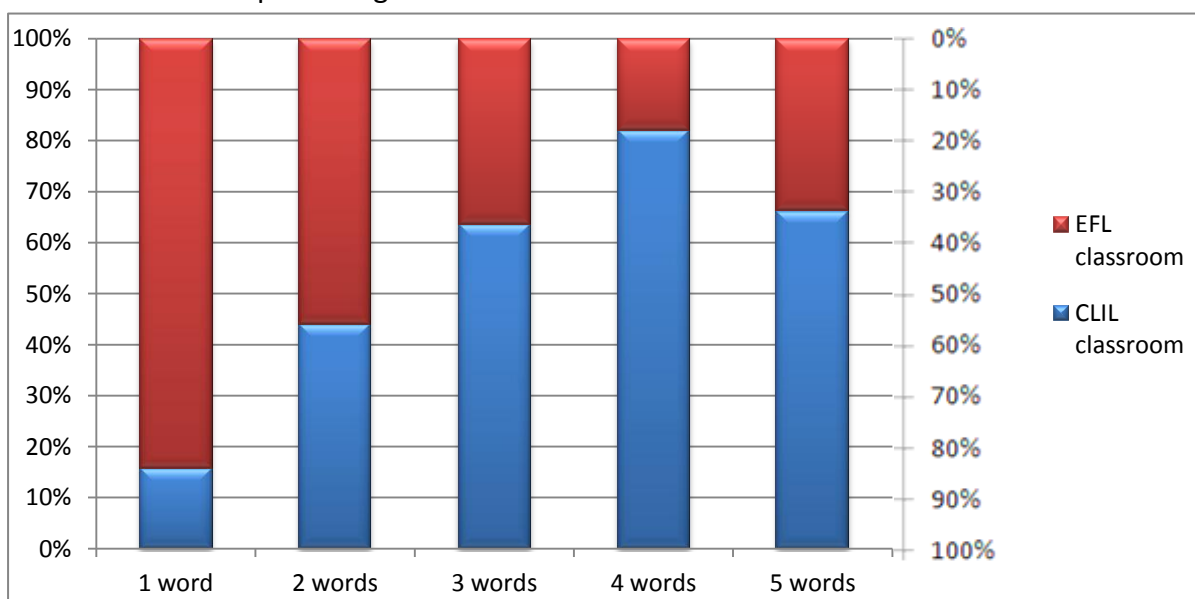


Figure 4. Quantity of language produced in each classroom.

Among all the children who just produced one word in English it is remarkable that just 15% of them belonged to the CLIL lessons, which means that every student in the CLIL classroom is integrated and used to speaking English. When it comes to the number of children who produced five words, we do not see such a big difference between both percentages, which signifies that proficient students are present in both classrooms. However, there is still 65% of CLIL learners against 35% EFL students that produced five words. It would be the medium band the one that we are going to look at to argue that, at every number of words, CLIL proportions are clearly higher than EFL proportions.

It is striking the percentage of children in each classroom who produced more than three words against those ones who delivered less than that amount. Note that the circle graphs below, which illustrate these data, are nearly opposed. 69% children produced three or more words in the CLIL classroom against only 29% children in the EFL classroom. It is demonstrated that the CLIL classroom brings about better results in terms of quantity of language.

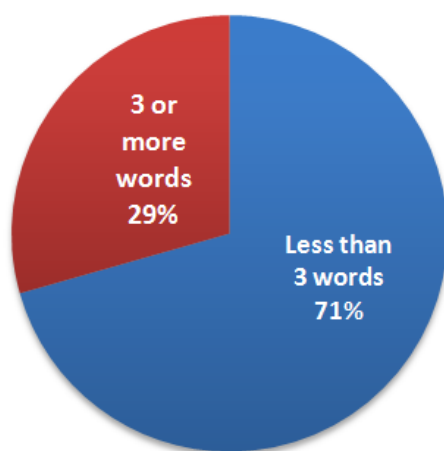


Figure 5. EFL classrooms

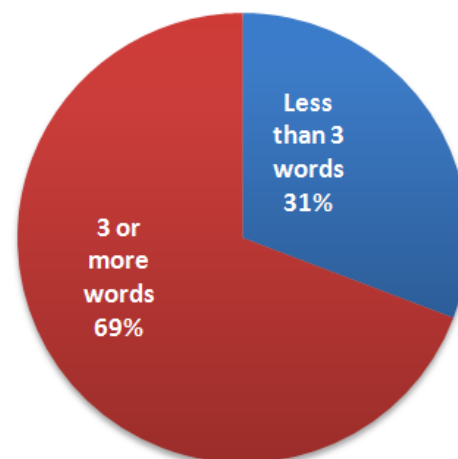
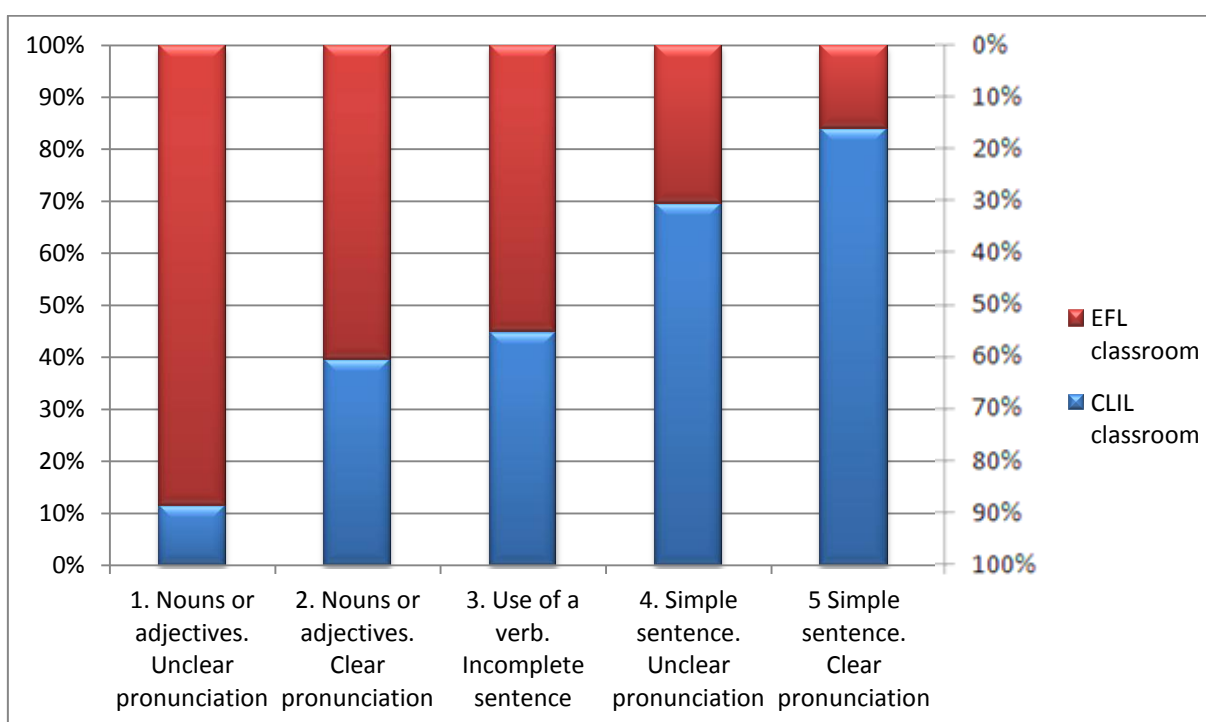


Figure 6. CLIL classroom

The quality of the children's generated language has also been studied and its outcomes are shown in the following column chart. In order to assess quality, we have taken into consideration two criteria: the grammatical structure and the accuracy of pronunciation. Quality was graded by the following rubric:

Table 2. Grading quality English production

Grammatical structure & accuracy of pronunciation	Marks
Production of nouns or adjectives with unclear pronunciation	1 point
Production of nouns or adjectives with clear pronunciation	2 points
Use of a verb in an incomplete sentence	3 points
Production of a simple sentence (Subject+verb+object) with unclear pronunciation	4 points
Production of a simple sentence (Subject+verb+object) with clear pronunciation	5 points

**Figure 7.** Quality language column chart

The values which represent each of the classes are inverted in this chart. It is when we look at both sides of the graph, that we notice very different proportions for each of the classrooms. The majority of children who uttered nouns and adjectives were EFL students: around 90% against 10% in the first column and around 60% against 40% in the second column. The amount of children including a verb in their productions is rather balanced, being 45% for the CLIL classroom and 55% for the EFL. If we focus on the production of simple sentences, there were a lot more children who delivered a simple sentence in the CLIL classroom than in the EFL classroom: around 70% children against 30% in the fourth column and around 85% against 15% in the fifth column.

Therefore, it is evidenced that children in the CLIL classroom achieve a higher quality language than children in the EFL classroom.

Our next dispersion graph illustrates the relationship between quantity and quality results in each of the classrooms. It includes every single mark given to the children in both parameters: quantity (horizontal axis) and quality (vertical axis). Each child has been given a number, which is also represented in the graph. We are assuming exponential trend lines in order to see the growth rate differences between the two classrooms. This is to say, how quality increases when quantity increases as well.

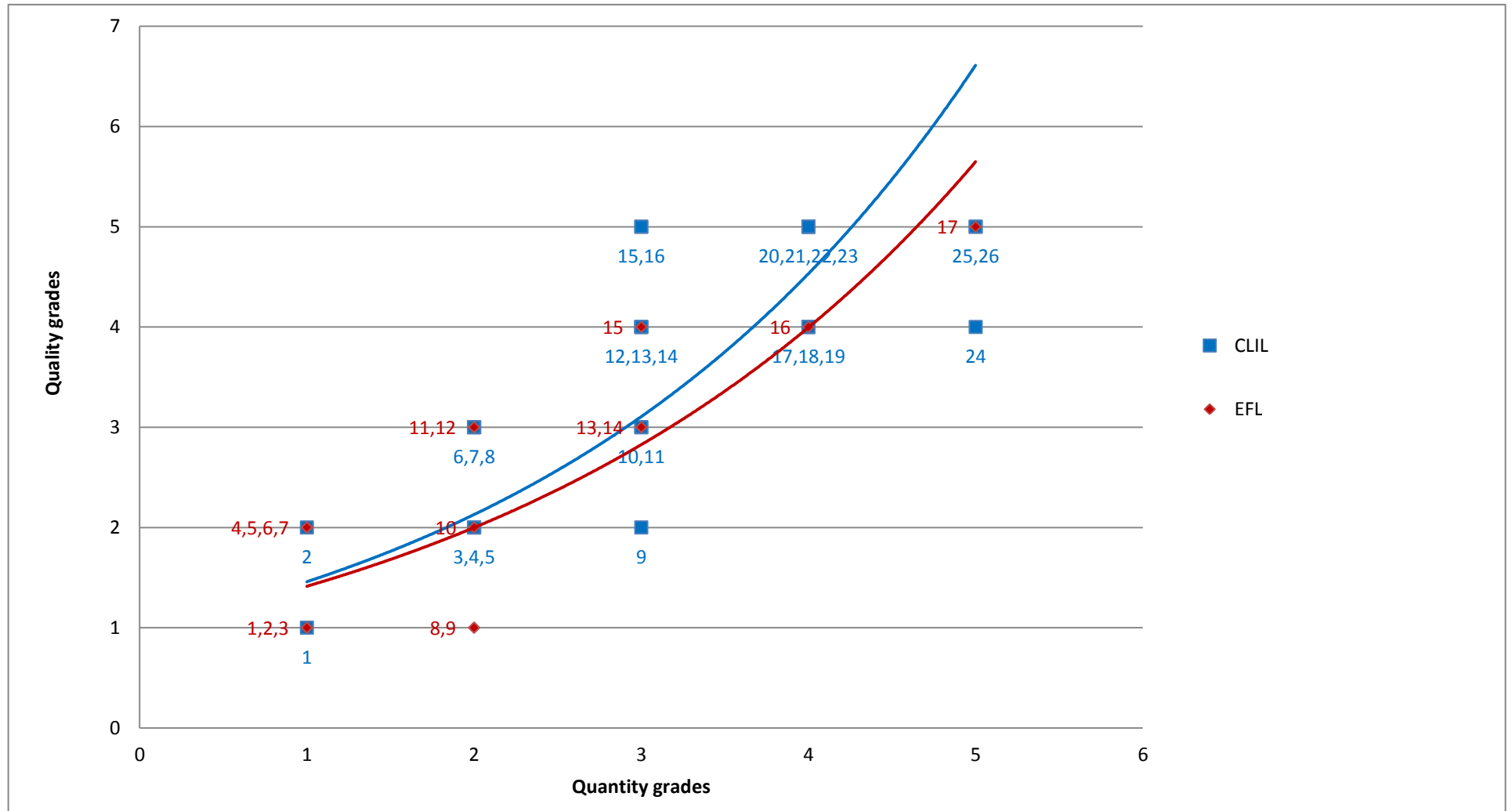


Figure 8. Quantity and quality outcomes relation.

This chart proves that the outcomes regarding quantity and quality relationships are very similar for both methodologies. Firstly, it is important to highlight that the more amount of language students learn, the better quality they achieve in both methodologies. On the grounds of the results we could conclude that both methodologies are valid to learn a second language. However, exponential trend lines give us revealing information about the standards of the two methodologies. If we take as a reference a certain grade from the quantity axis from figure 8 and we compare the exponential lines of each methodology, it is evidenced that children in the EFL classroom are at a lower quality language stage than the children in the CLIL classroom. The quality rate is higher in the CLIL classroom than in the EFL classroom, which indicate that CLIL learners develop better language quality with the same amount of language. However, it should be noted that quantity of language does not always go hand in hand with quality. There may be some cases out of the tendency: children with a lower mark at quantity but a better mark at quality. For example, there was a girl who said "Squirrel bushy tail". She was given 3 points out of five in quantity (which means she uttered 3 words) and 2 points out of five in quality (which means she used nouns and adjectives, with a proper pronunciation).

We are aware that the development of the communicative competence does not only concern quantity and quality of language productions, the learning of other strategies also contribute to language acquisition. At this juncture, the distinction between the concepts of competence and performance should be taken into account. According to McCroskey (1982) competence should be judged or measured by observing performance. For that reason, apart from the quantity and the quality of the language delivered, the communicative competence in this research has also been contemplated in terms of communicative skills or strategies, such as easiness, gestures, facial expressions and appropriateness. Given the opportunities to speak in both classrooms, CLIL students are superior in terms of confidence and intrinsic motivation. I noticed that these children really made an effort to speak English, and they did it with no fear of making mistakes, in the development of the activity. They just tried their best naturally and most of them supported their oral language with appropriate body language, such as gestures or facial expressions. I felt that children in the EFL classroom were less

participative and a bit shy when they spoke English. Throughout the development of the activity, children in the EFL classroom seemed to operate by means of memorization and repetition, which made communication much more artificial. Children needed to be leaded or directed by the teacher, who constantly had to regulate and prompt the activity to go ahead.

Taking into consideration all the previous outcomes and factors, we deduce that, at the same stage of development, CLIL lessons prompt children to advance in their communicative competence sooner than children in the EFL classroom. The communication in the CLIL classroom seems to be more natural and engaging. Children show a better linguistic competence in the CLIL classroom, not only in terms of quantity and quality, but also considering appropriateness and other communicative strategies, such as gestures and non-verbal expressions which complete their oral productions.

All this does not mean that the communicative approach followed in the EFL classroom is wrong, or worse than the CLIL methodology. It just demonstrates that the topic-based lessons usually followed in the EFL classrooms are not sometimes suitable to create an engaging atmosphere for five-year-old children. In accordance to this, the project-based learning deals with topics which are relevant for children, and in that sense they work better and harder on the language skills they have to develop. CLIL lessons add the task factor to the topic. Children have to do different things with the language in order to learn a different content, what make the use of language something full of sense and devoted to a final aim, getting language as the medium of learning. This way, CLIL methodology boosts communicative competence in English.

CONCLUSIONES

Esta experiencia supone un ejemplo de evaluación de la competencia comunicativa en inglés de los niños y niñas de cinco años. Consideramos que los métodos utilizados en la recogida de datos y los criterios de evaluación establecidos son útiles y valiosos, ya que nos han servido para conseguir de forma satisfactoria nuestro propósito. Por lo tanto, éstos métodos y criterios de evaluación pueden utilizarse, con sus pertinentes adaptaciones, para la evaluación de la competencia comunicativa en inglés de alumnos/as de otras edades dentro de la etapa de Educación Infantil.

No es sorprendente que existan pocas experiencias y evaluaciones sobre la metodología AICLE en la etapa de Educación Infantil, puesto que dicha metodología ha sido diseñada pensando en etapas superiores. Por ello este trabajo aporta una nueva visión de esta metodología aplicada en edades tempranas.

En un primer momento, nuestro objetivo era evaluar la competencia comunicativa en inglés del alumnado, basándonos en la cantidad y calidad de sus producciones en lengua extranjera. Sin embargo, en el proceso de observación y recogida de datos nos sorprendimos al ver las diversas actitudes y estrategias de comunicación utilizadas por los escolares durante el desarrollo de la actividad, las cuales eran muy diferentes entre sí. En ese momento decidimos considerar, además de la cantidad y la calidad de las producciones orales, otras estrategias comunicativas que también entran en juego en la valoración de la competencia comunicativa, como son la naturalidad con la que se habla, el lenguaje corporal (como gestos y expresiones faciales), la adecuación de las respuestas, etc. Las diferencias en los logros conseguidos por el alumnado en cada una de las clases nos hicieron reflexionar sobre los motivos a los que se debían estas diferencias, ya que pensamos que las distintas metodologías seguidas en cada uno de los colegios (AICLE y el enfoque comunicativo) podían estar incidiendo en todos estos aspectos.

En el aula AICLE se trabaja por proyectos. Podemos afirmar, basándonos en nuestras observaciones, que los niños y niñas en esta aula están acostumbrados a utilizar la lengua inglesa en situaciones comunicativas muy variadas, en las que tienen la oportunidad de construir frases con sentido e interactuar no sólo con la maestra, sino

también con sus iguales. Bien es sabido que a través de esta metodología contenido y lengua se entremezclan y se aprenden al mismo tiempo. Esto hace que las aulas de Educación Infantil se asemejen a aulas inglesas de la misma etapa. Por ello deducimos que la metodología AICLE se aproxima más a una inmersión en inglés, lo cuál, desde nuestra experiencia y basándonos en los resultados obtenidos, tiene consecuencias muy positivas. Durante nuestra actividad de evaluación la gran mayoría de alumnos en el aula AICLE fueron capaces de producir más de tres palabras, construyendo frases simples gramaticalmente correctas. A la vista de los resultados, creemos que todo esto fue debido a la situación de aprendizaje creada en el aula, en la que los niños y niñas se centran en la ejecución de una tarea de una determinada área utilizando como medio de comunicación la lengua extranjera. Esto hace que la atención no se centre tanto en la producción correcta del lenguaje sino en conseguir la ejecución de la tarea, que nada tiene que ver con la producción lingüística. Por ello, los niños/as se mostraron muy motivados y participativos en el proceso de aprendizaje, y utilizaron gestos y expresiones como parte de una comunicación que tuvo lugar de una forma espontánea y natural, teniendo cada uno algo que aportar.

Por otra parte, en la clase de inglés como segunda lengua, en la que se sigue un enfoque comunicativo, el alumnado aprende por medio de la repetición, memorización, traducción y manipulación de textos (auditivos o visuales) especialmente creados para el fin del aprendizaje de la lengua extranjera. Los libros de texto presentan una secuenciación de contenidos que se repiten a lo largo de las distintas etapas educativas. El propósito en estas clases es el aprendizaje del inglés en sí mismo: estructuras gramaticales y vocabulario. En la clase de inglés como lengua extranjera se trabaja por unidades didácticas basadas en distintos temas que pueden ser de interés o no del alumnado y se hace hincapié en la corrección lingüística para hablar sobre temas expresamente escogidos para la puesta en práctica de ciertas estructuras lingüísticas previamente seleccionadas. Al dar tanta importancia a los aciertos y errores la comunicación es más artificial, dando lugar a momentos de silencio si un niño no sabe cómo expresarse en inglés. Creemos que como consecuencia de esto los niños se muestran menos motivados y por tanto menos participativos en el aula de idioma extranjero, incidiendo esto directamente en la

adquisición de la competencia comunicativa en inglés. En el desarrollo de nuestra actividad, observamos que la mayoría de los niños y niñas que hablaron en inglés en esta clase produjeron de una a tres palabras sueltas (ya sean nombres o adjetivos), pero sin llegar a formar una frase simple con un verbo. Además, los niños se mostraban mucho más tímidos, menos motivados y por tanto menos participativos que en el aula AICLE.

Cuando miramos a los resultados obtenidos en nuestra investigación observamos muchas diferencias entre ambas clases de referencia. Estas diferencias tienen sentido si tenemos en cuenta las características de las metodologías aplicadas y los distintos usos del lenguaje extranjero en cada una de las aulas de referencia. Las proporciones de lengua del alumnado de la clase de AICLE son claramente superiores a las de la clase de inglés como lengua extranjera, tanto en cantidad como en calidad del lenguaje. Las figuras 5 y 6 muestran las diferencias en cuanto a cantidad de lenguaje, siendo 69% el porcentaje de niños y niñas en el aula AICLE que produjeron más de tres palabras, frente a un 29% en la clase de inglés como lengua extranjera. Así mismo, la figura 7 muestra las proporciones de cada una de las clases en cuanto a calidad del lenguaje. La mayoría de los niños en el aula de inglés como lengua extranjera produjeron nombres o adjetivos, y la mayoría de los niños en el aula AICLE produjeron una frase simple gramaticalmente correcta. Teniendo en cuenta estos resultados podemos afirmar que la calidad de lengua en el aula AICLE fue superior a la calidad de lengua producida en el aula de inglés como lengua extranjera. Cuando miramos la gráfica de dispersión (figura 8), en la que se establece una relación entre la cantidad y calidad de las producciones, obtenemos las líneas de tendencia de cada una de las clases. Estas líneas de tendencia, ambas crecientes, muestran que ambas metodologías son válidas ya que a mayor cantidad de lengua, se mejora la calidad en las producciones. Sin embargo, si tomamos como referencia un mismo valor del eje x (cantidad), vemos que existe una diferencia en la calidad de lengua producida en cada una de las clases, siendo AICLE claramente mejor en los resultados obtenidos. Esto supone que al ir logrando las diferentes metas en la cantidad de lengua, todos los valores de la calidad de la lengua producida por el alumnado de la clase de AICLE fueron superiores que los valores en la calidad de lengua producida por el alumnado de la clase de inglés como lengua extranjera. El

ritmo de crecimiento de la calidad de la lengua es superior en AICLE. En vista de estos resultados, puede afirmarse que a través de la metodología AICLE los niños/as alcanzan antes los distintos niveles de competencia lingüística en la segunda lengua, los cuales han sido explicados con anterioridad (véase página 17).

En contraste con las aulas de inglés como segunda lengua, donde se apuesta por la “instrucción” del conocimiento, la metodología AICLE apuesta por la “construcción”. Esto le aporta a AICLE una dimensión intercultural en la que la comunicación toma sentido, coherencia y cohesión a través del aprendizaje de contenidos del currículum. En estas clases, además de trabajar aspectos del inglés en sí mismo, se imparten otros muchos contenidos de todas las áreas del currículum. De este modo, contenidos y lengua se integran de un modo natural y auténtico. Es decir, se le da un uso real a la lengua, lo que, sin duda, tiene repercusiones en la competencia comunicativa que muestran los niños/as en inglés. Por otro lado, los niños/as del aula de inglés como lengua extranjera pueden utilizar ciertas estructuras gramaticales pero únicamente en ciertos contextos o situaciones, que vienen determinados en las unidades de estudio. Sin embargo, se muestran menos capaces de utilizar la lengua inglesa en contextos más reales y comunes. Esto nos lleva a preguntarnos si es beneficioso que los contenidos sean seleccionados en base a cuestiones meramente lingüísticas. Quizás también debemos tener en cuenta otros factores como la motivación y el interés del alumnado por los temas. Observamos que la elección de los temas es una de las principales diferencias entre ambas clases. Los resultados obtenidos en AICLE muestran una mejor producción de la lengua, aumentando la competencia comunicativa de los alumnos en esta clase a un mayor ritmo que en el aula de inglés como lengua extranjera. AICLE está empezando a trabajar en Educación Infantil a través de proyectos, y esto deja a los niños y niñas elegir los temas. De esta forma, el inglés es visto no como un área independiente sino que se relaciona, a través de la coordinación entre los docentes del centro, con otros contenidos de otras áreas de aprendizaje. El tema se convierte en un nexo a través del cual se aprende algo que realmente interesa y motiva a los estudiantes, pero sin perder de vista los contenidos curriculares que los niños y niñas deben aprender. Esta forma de trabajar, que da mejores resultados, supone un cambio en las tareas a realizar, ya no se atiende tanto a

la lengua sino al contenido, de forma que los niños/as utilizan la lengua en situaciones más reales.

En respuesta a una sociedad cada vez más exigente en la que el aprendizaje del inglés es muy demandado, nuestro último fin es aproximarnos a la metodología más adecuada de enseñanza del inglés, para formar adultos que sean competentes y se puedan integrar de forma satisfactoria en el mundo laboral actual.

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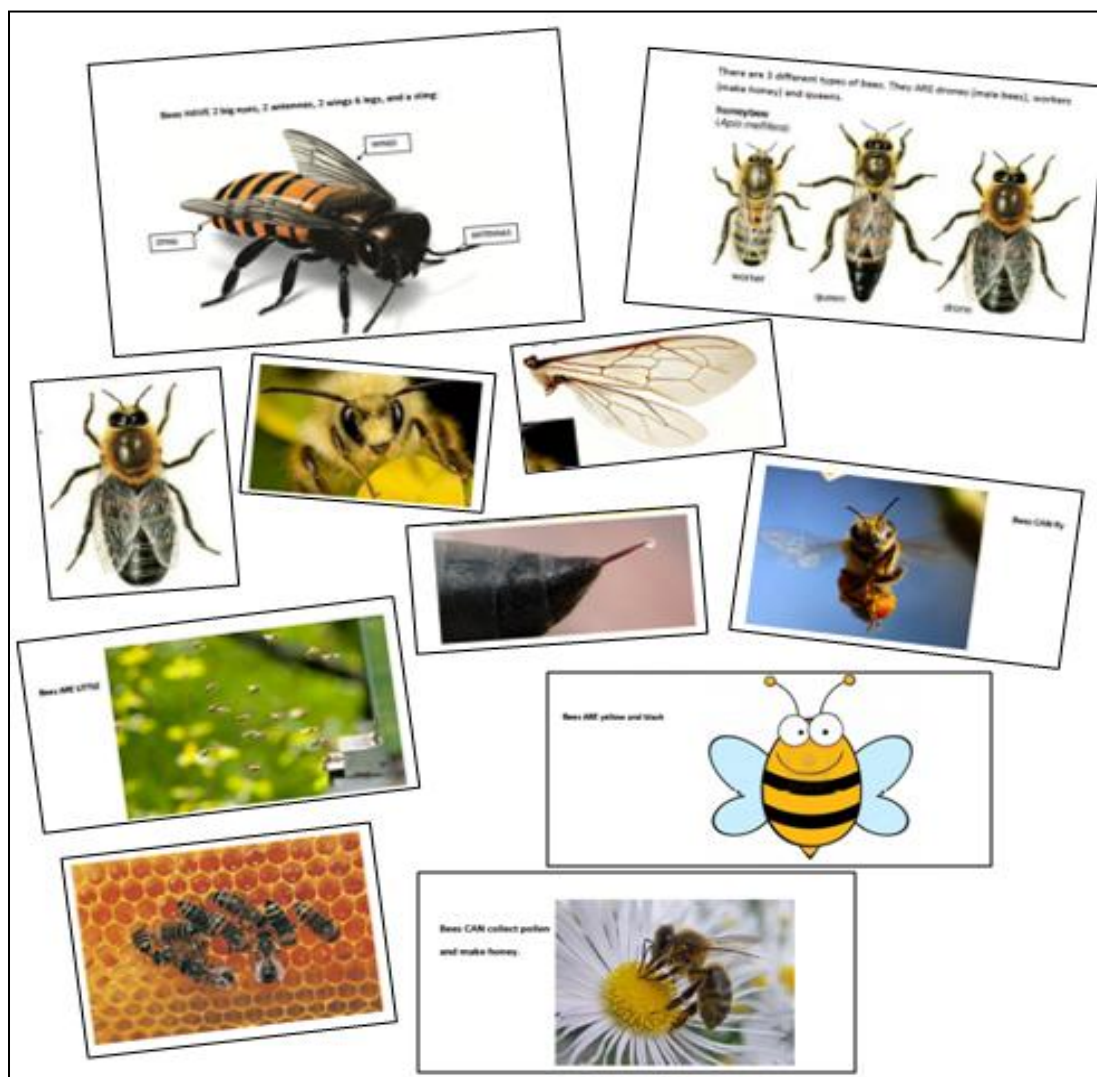
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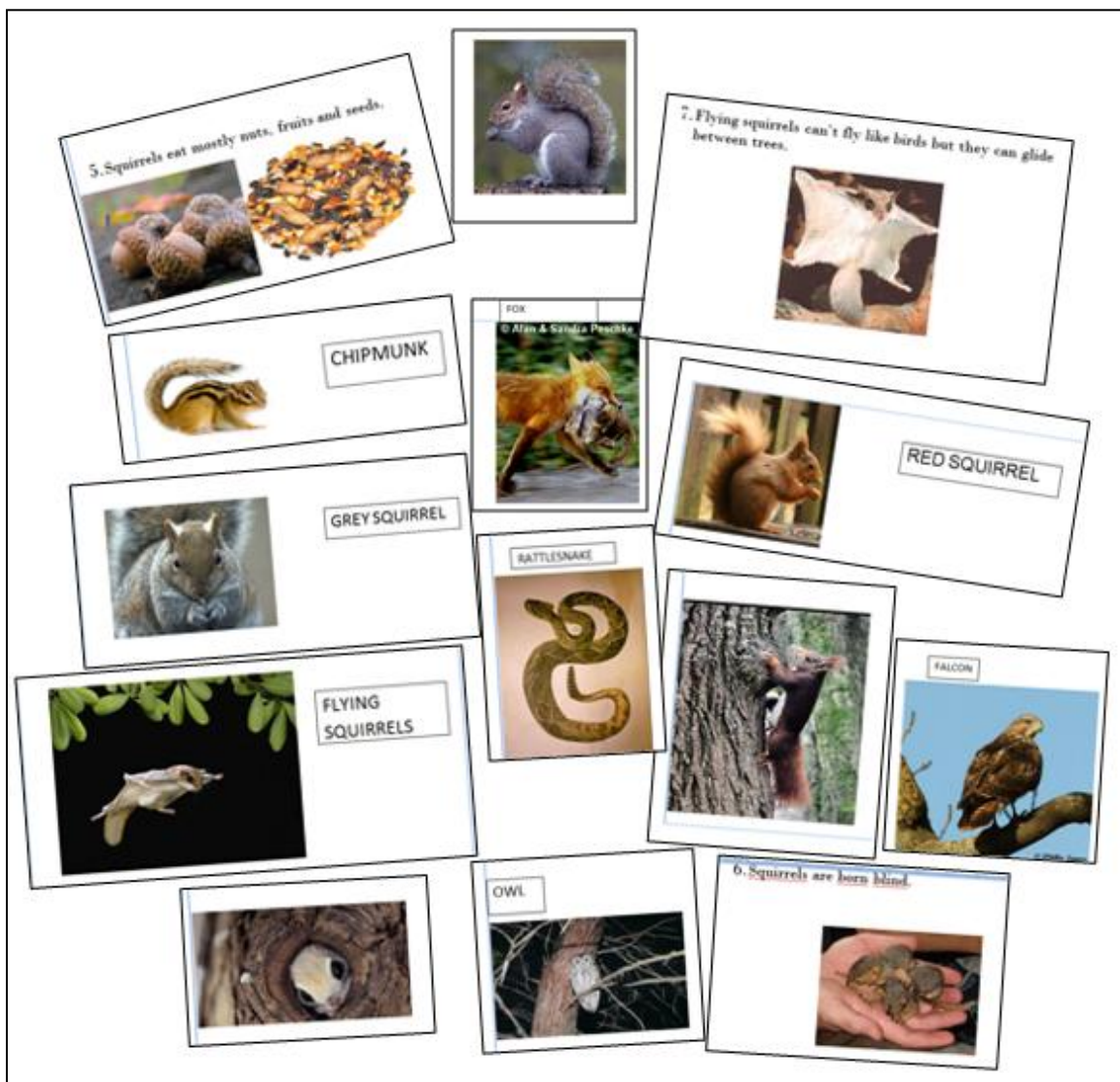
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A. ANNEX I. Materials: Poster and flashcards.

BEES		
CAN	HAVE	ARE



SQUIRRELS		
CAN	HAVE	ARE



B. ANNEX II. Data

Table 2. School A: CLIL classroom data.

STUDENTS	QUANTITY MARKS	QUALITY MARKS	PRODUCTION
STUDENT 1	1	1	"Red."
STUDENT 2	1	2	"Whiskers."
STUDENT 3	2	2	"Bushy tail."
STUDENT 4	2	2	"Squirrels grey."
STUDENT 5	2	2	"Squirrel enemy."
STUDENT 6	2	3	"Is brown."
STUDENT 7	2	3	"Can jump."
STUDENT 8	2	3	"Are small."
STUDENT 9	3	2	"Squirrel chumpkin red."
STUDENT 10	3	3	"Squirrels have jump."
STUDENT 11	3	3	"Can eat acorns."
STUDENT 12	3	4	"Snakes are enemies."
STUDENT 13	3	4	"Squirrels can fly."
STUDENT 14	3	4	"Chumpkins are quick."
STUDENT 15	3	5	"They can run."
STUDENT 16	3	5	"Squirrels have whiskers."
STUDENT 17	4	4	"Squirrels have big eyes."
STUDENT 18	4	4	"Squirrels can eat acorns."
STUDENT 19	4	4	"Squirrels can eat nuts.""
STUDENT 20	4	5	"Some squirrels are brown."
STUDENT 21	4	5	"Some squirrels are chumpkins."
STUDENT 22	4	5	"Squirrels can climb trees."
STUDENT 23	4	5	"Squirrels have small ears."
STUDENT 24	5	4	"Squirrels have enemies: fox and eagle."
STUDENT 25	5	5	"Squirrels are bind when they are little."
STUDENT 26	5	5	"Squirrels can eat acorns and nuts."
STUDENT 27	Spanish	Spanish	-
STUDENT 28	Spanish	Spanish	-

Table 3. School B: EFL classroom data.

STUDENTS	QUANTITY MARKS	QUALITY MARKS	PRODUCTION
STUDENT 1	1	1	"Wings."
STUDENT 2	1	1	"Honey."
STUDENT 3	1	1	"Antennas."
STUDENT 4	1	2	"Small."
STUDENT 5	1	2	"Boys."
STUDENT 6	1	2	"Pollen."
STUDENT 7	1	2	"Queen."
STUDENT 8	2	1	"Two antennas."
STUDENT 9	2	1	"Six leg."
STUDENT 10	2	2	"Yellow black."
STUDENT 11	2	3	"Big eyes."
STUDENT 12	2	3	"Bees small."
STUDENT 13	3	3	"Bees are fly."
STUDENT 14	3	3	"Make a honey."
STUDENT 15	3	4	"Bees are workers."
STUDENT 16	4	4	"Bees have one sting."
STUDENT 17	5	5	"Bees can make honey with the pollen."
STUDENT 18	Spanish	Spanish	-
STUDENT 19	Spanish	Spanish	-
STUDENT 20	Spanish	Spanish	-
STUDENT 21	Spanish	Spanish	-
STUDENT 22	Spanish	Spanish	-
STUDENT 23	Spanish	Spanish	-
STUDENT 24	Spanish	Spanish	-
STUDENT 25	Spanish	Spanish	-
STUDENT 26	Spanish	Spanish	-
STUDENT 27	Spanish	Spanish	-
STUDENT 28	Spanish	Spanish	-