

Master's Dissertation/
Trabajo Fin de Máster

**USEFUL MATERIALS TO
ENSURE A POSITIVE ATTITUDE
TOWARDS ENGLISH AS A
FOREIGN LANGUAGE AMONG
YOUNG LEARNERS**

Student: Pulido Bravo, Antonio Francisco

Supervisor: Dr. Rascón Moreno, Diego

Department: English Philology

July 2021

TABLE OF CONTENTS

ABSTRACT	3
KEY WORDS	3
RESUMEN	4
PALABRAS CLAVE	4
1. INTRODUCTION.....	5
1.1. JUSTIFICATION OF THE MASTER’S THESIS TOPIC.....	5
1.2. AIM.....	6
1.3. OVERVIEW.....	7
2. MOTIVATION IN INFANT EDUCATION.....	7
3. PUPPETS	8
3.1. GENERAL INFORMATION	8
3.2. ADVANTAGES	9
3.3. GOALS	10
3.4. HOW TO USE THEM	11
4. PLAY AND TOYS	11
4.1. GENERAL INFORMATION	12
4.2. ADVANTAGES	12
4.3. GOALS	14
4.4. HOW TO USE THEM	14
5. REALIA	15
5.1. GENERAL INFORMATION	15
5.2. ADVANTAGES	16
5.3. GOALS	17
5.4. HOW TO USE IT.....	18
6. CHANTS AND SONGS.....	18
6.1. GENERAL INFORMATION	19
6.2. ADVANTAGES	19
6.3. GOALS	20
6.4. HOW TO USE THEM	21
7. FLASHCARDS.....	22

7.1.	GENERAL INFORMATION	22
7.2.	ADVANTAGES	23
7.3.	GOALS	24
7.4.	HOW TO USE THEM	25
8.	CARTOONS	25
8.1.	GENERAL INFORMATION	26
8.2.	ADVANTAGES	26
8.3.	GOALS	27
8.4.	HOW TO USE THEM	28
9.	CONCLUSIONS.....	29
	REFERENCES	32

ABSTRACT

The principal purpose of this MA Dissertation is to gather numerous tools and resources that can be used with young students when teaching through a foreign language, namely, English. This work consists of a deep analysis and investigation about several tools that can facilitate the teaching-learning process of a foreign language, always focusing on the necessity of motivating students and promoting an active role among them. Specifically, this paper focuses on the use of puppets, play and toys, realia, chants and songs, flashcards and cartoons. Each of these resources has been investigated, which has led us to describe general information about them, their advantages, the goals targeted when using them, as well as a useful way to exploit them in the classroom. It can be concluded that the appropriate choice of materials when addressing CLIL lessons is essential to ensure that young learners profit from the teaching-learning process.

KEY WORDS

Very young learners, CLIL, puppets, play and toys, realia, chants and songs, flashcards, cartoons

RESUMEN

El principal objetivo del presente Trabajo de fin de Máster es agrupar herramientas y recursos que pueden usarse con aprendices muy jóvenes para enseñar utilizando una lengua extranjera, específicamente el inglés. Este trabajo consiste en la investigación y análisis de herramientas que pueden facilitar el proceso de enseñanza-aprendizaje de una lengua extranjera, centrándose en la necesidad de motivar al alumnado y promover un rol activo por su parte. Este artículo se concentra en el uso de marionetas, juguetes, *realia*, cánticos y canciones, tarjetas didácticas (*flashcards*) y dibujos animados. Cada recurso ha sido investigado, lo que nos ha llevado a incluir información general sobre ellos, ventajas, los objetivos que se pretenden alcanzar usándolos, así como una posible y útil manera de implementarlos en el aula. En conclusión, la elección de los materiales en un aula AICLE es esencial para asegurar que los jóvenes aprendices puedan beneficiarse del proceso de enseñanza-aprendizaje.

PALABRAS CLAVE

Aprendices muy jóvenes, AICLE, marionetas, juegos, juguetes, *realia*, canciones, tarjetas didácticas (*flashcards*), dibujos animados

1. INTRODUCTION

Nowadays, in our current society, bilingualism has become something extremely usual among the schools of our country. The European concept that defines this approach is Content and Language Integrated Learning (CLIL), which emerged in the 1990s, and since that moment (Marsh, 2002, p. 10), has seemed to continue its growth without being stopped. Nowadays, in Europe, priority is given to foreign language instruction, and as a consequence, bilingual education has also started to spread considerably (Pérez-Cañado, 2016, pp. 315-316).

As a matter of fact, we are currently experimenting a huge change in foreign language education, and as Lorenzo clearly explains, teaching in a monolingual way is now regarded as “second-rate education” (2007, p. 35). It means that learning in two languages, rather than just in the mother tongue, is starting to be something essential for students to develop their future life as adults, so the best way to ensure that they have opportunities when adults is to start teaching them in the school in both the mother tongue and the target language. Actually, it seems to be something fundamental in current life, and for students in their future, for instance, to find a job, it would be strictly necessary to know at least a language apart from their mother tongue. Consequently, the importance of addressing the foreign languages appropriately from the very beginning of children’s education can be deduced.

That is why CLIL is the best approach to address this necessity, since it is an approach that gives a dual focus to education, in which another language (apart from the mother tongue) is used in the teaching-learning process of contents (Marsh & Langé, 2000, p.6). However, it is of extremely importance to understand the difference between successful and non-successful CLIL; to ensure that this approach is applied successfully, we cannot just focus on language or content teaching individually, but it is necessary to provide content in the L2 in the same way as if it was done in the mother tongue, with the slightly difference that it would also have positive influence in the development of the foreign language (Masih, 1999, as quoted in Moate, 2010). It means that we should not detriment the learning of new contents but find the way to transmit contents appropriately while a new language is instructed. It can be difficult, and as a matter of fact, teachers need to be well trained to reach this goal.

1.1. Justification of the master’s thesis topic

Concreting more in what this MA thesis is about, it is also essential to say that teaching a foreign language is not only a matter of interest in primary and secondary education, but also in preschool in most European countries (Andúgar & Cortina-Pérez, 2018, p. 221). The

European Union has understood the importance of including the foreign language in all educational stages, beginning on early-years education (ibidem). In fact, according to the European Commission (2011), start using the target language in preschool education can help students to get similar competencies to those that they develop in the mother tongue, which would be extremely positive for them. In definitive, it would be easier for the students to acquire language ease in the target language, to reach the established goals and to master the language appropriately if they started to learn it in preschool education.

Besides, not only is it important to include the target language in infant education, but also to do it in a way that children love learning it. According to the European Union, the attitude that children have towards other languages is going to be created at the beginning, when children start learning them, so we have to ensure that the attitudes developed are positive (European Commission, 2003, as quoted in Andúgar & Cortina-Pérez, 2018). It is necessary to create a pleasant learning environment, in which students feel comfortable, they should not feel anxious or be afraid of learning a new language; on the contrary, it is fundamental to ensure that they want to learn and that languages seem attractive for them.

In order to ensure that the children love learning the target language, that they enjoy the process of the CLIL approach since the very beginning and that they feel motivated, there are a few things that should be borne in mind, such as having a good attitude as teachers, using an appropriate methodology, and the one on which this master's thesis is going to focus, the resources and materials used.

1.2. Aim

This paper is going to analyse the different materials that we can use in an infant education classroom to ensure that the students receive good input in the target language and that they have enough opportunities to use the foreign language during the different lessons. This MA Dissertation focuses on students from three to six years old, so all the materials and resources are intended to engage them in active learning. In this stage, many pupils now start learning both in the mother tongue and in the target language, so it is necessary to ensure that they love learning following the CLIL methodology; it would be inappropriate that they experiment displeasure when learning through a foreign language.

The choice of the materials to be used in our CLIL classroom is one of the main aspects that we, teachers, must take into account while preparing the classes for very young students, and that is the main reason why, in this thesis, I am going to investigate about different materials

and resources that could be used to promote a nice environment during lessons, a good attitude of the students towards the foreign languages and a meaningful learning of both language and content.

1.3. Overview

To begin with, in this MA Dissertation, an introduction can be found in which, firstly, a definition of CLIL (Content and Language Integrated Learning) is given and how it has advanced in recent years is expounded. After that, the relevance of this topic in the education field is justified, and the main aim of this paper is explained.

After that, in the second and main section of this MA Dissertation, several tools are presented as positive options to be exploited in the classroom with very young students, when learning through a foreign language. Specifically, this paper focuses on the use of puppets, play and toys, realia, chants and songs, flashcards, and cartoons. Each of these resources has been investigated, which has led us to describe general information about them, their main advantages, the goals targeted when using them, as well as a useful way to exploit them in the classroom. Each of these sections has been developed in depth in order to ensure that every single aspect is clear.

Finally, a conclusion is drawn, in which some reflections of everything learned during the development of this MA dissertation are made. Likewise, a SWOT (strengths, weaknesses, opportunities and threats) analysis by means of which the present paper has been self-evaluated has been developed.

2. MOTIVATION IN INFANT EDUCATION

The type of materials and resources that we use in the classroom are a key aspect to succeed or not in motivating young students (Andúgar & Cortina-Pérez, 2018, p. 227). According to these authors, it is fundamental to choose some materials that involve the students in the teaching-learning process, develop their creativity and imagination. Besides, using appropriate materials would be the only way to ensure that students, apart from having an active role, acquired sufficient competencies and contents during the teaching-learning process. In fact, motivation is the crucial factor in learning a foreign language; it is even more important than the age (ibidem).

Furthermore, “in preschool education, motivation is understood in terms of children’s self-satisfaction” (Andúgar & Cortina-Pérez, 2018, p. 223). In infant education, students do not study or do the activities because they think that in the future it will be good for them, they are

too young to think about the future. However, they perform the different activities appropriately when they enjoy and have fun, and that is why they need to be motivated.

In addition, as it is evident, we are currently talking about the implementation of CLIL in a monolingual context in which students will not have a lot of opportunities to use the target language outside the classroom. Here, in Spain, people do not usually have any chance to practise the target language outside the school if it is not in a private academy, where more formal language is usually instructed. Instead of increasing the amount of formal language that students learn, it would be better to try to give them the opportunity to use it appropriately, at least, in the classroom.

Taking into consideration this fact, it is essential to ensure that children feel encouraged to speak in the class, since it is the only place where they will have the opportunity to do it, and the chosen materials have an important role to obtain this purpose.

3. Puppets

The first tool that is going to be commented on and which is an incredible way to ensure students' motivation and learning is puppets. They are seen as interesting characters by the students, so using them can promote that learning in a foreign language becomes something funny and enjoyable for them.

3.1. General information

This material can engage children in different ways and can provoke that they use the target language successfully. In fact, puppets can have a great impact in engaging children through the teaching-learning process, as well as in promoting language acquisition (Simon, Naylor, Keogh, Maloney & Downing, 2008, p. 8).

Puppets are seen as an extremely useful didactic tool which can help teachers to achieve curricular aims (Korosec, 2013, p. 496). Besides, when we refer to these small-scale figures, we refer to these toys which replace the real actor (in this case, the teacher) to transmit the messages or the information. Actually, puppets are inanimate figures, and the animation is given by the human who is using them (Oltra, 2014, p. 37). As a consequence, the puppets do not have intrinsic characteristics, but the features are given by the person who uses them; depending on the person who gives them the action, the puppet's attitude could be absolutely different.

3.2. Advantages

To begin with, the puppets are seen by students like gests from other countries. Teachers can introduce these puppets as people who have arrived from abroad, so they do not speak Spanish (Ioannou-Georgiou & Ramírez, 2010, p. 45). As a consequence, since the puppets would talk to the students in the CLIL language, students would receive a lot of input in the target language; what is more, taking into consideration that they would think that the puppet cannot speak in Spanish, their effort and interest to understand them would be higher. In this case, the students would be living a real foreign language experience, they would need to use their knowledge to understand the message they would be receiving, they would need to make connections between what they already knew and what they would be listening to, and they would need to use their knowledge to express their ideas in the foreign language in the best way possible to ensure that they can be understood by the puppets.

In addition, according to Zuljevic (2005, p. 37), the puppets have always been an excellent tool since they have a “magical power [...] for creating open, honest and trustworthy communication [...] with the audience” (p. 37). Students would not just receive useful input, which is something extremely suitable, but, as it has already been suggested, children would need to be able to communicate with the puppets in the foreign language, and using this tool, it would not be a problem, since children would feel comfortable and at ease.

Besides, it has been demonstrated that it does not matter the culture that the students belong to or the language they speak, when playing with puppets, every single child enjoys the learning process, plays with the puppets, talks to them, etc. (Zuljevic, 2005, p. 37). It is something intrinsic of children, their innocence and friendliness let them enjoy the teaching-learning process when using puppets.

Furthermore, for the teachers, there are also some assets in using puppets, according to these authors. Including puppets in the classroom help the teachers to maintain children's concentration and attention, something that is a real challenge in infant education, where the students are very young and tend to lose concentration easily, and more when they are listening to someone in a foreign language. Besides, it is a good tool to help the students improve their pronunciation and to teach new vocabulary related to the topics taught, either Social Sciences, Natural Sciences, Music, Art, or even other subjects.

In fact, taking into account Zuljevic's ideas and experience (2005, p. 37), we can deduce that puppets can be used to develop any type of activity. Maths, literature, music, geography,

culture, dealing with conflicts... there are so many topics we could treat while using puppets, and all of them could be easily worked and developed thanks to this material. With this tool, children could also have the opportunity to develop their creative thinking, expressiveness, their ability to make connections among subjects, etc. (ibidem).

Another important thing that should be taken into consideration is that we can use puppets in isolation, but we can also combine them with other tools. In storytelling, for instance, puppets can be used as an introduction to that story, before reading it with the students (Ioannou-Georgiou & Ramírez, 2010, p. 147). In this case, as we can imagine, the puppet should be related to the story; it would be great to use this puppet before reading the story to develop curiosity in our students. Using the puppets, we could tell the students a bit about the story we would read, we could ask them several questions in the mother tongue about the topic of the story, and this way, we could ensure that they will be willing to listen to the story.

As a matter of fact, it is undeniable that puppets have a lot of assets for infant education students and teachers. It is a resource that can give us a lot of opportunities to work different contents about all the subjects, and always ensuring that students feel motivated and engaged in the teaching-learning process.

3.3. Goals

When teaching in another language, it is fundamental to create an environment that promotes the conversation among the students (Zuljevic, 2005, p. 37), among the teacher and the students, and why not, among students and other people or resources, such as puppets in this case. We should ensure that children do not feel inhibited during the lessons, and a good way to reach this goal is including puppets in the teaching-learning process (Krofl, 2012, p. 9). They feel at ease when talking to puppets, so it is a good start for avoiding shyness.

In the same way, we have to make sure that the children feel free to try, that they are not afraid to speak because, maybe, they are going to make a mistake. Puppets can be a good way to avoid the pressure that the students can feel when they talk to the teacher, to avoid that they feel stressed (Zuljevic, 2005, p. 37). With puppets, they would feel free and, most importantly, they would not feel judged. In fact, it is based on the idea that the teacher can address the students, model their behaviour and their language and content's abilities without being the actual authority figure, since this role would be executed by the puppets, which seem as a more friendly figure (Simon, Naylor, Keogh, Maloney & Downing, 2008, p. 20).

As a matter of fact, we can see that the main goal we try to get when using puppets in the classroom is that the students could express themselves and learn the target language in a ludic way, while playing (Soto, Urrego & Romero, 2018, p. 36). It is the only manner we can ensure that students do not develop negative feelings towards the target language.

3.4. How to use them

Now, a good way to introduce the use of puppets in the classroom is going to be explained (Ioannou-Georgiou & Ramírez, 2010). First of all, it is essential to bear in mind that the puppets cannot speak in the mother tongue of the students; if they did that, they would lose their most important advantage. Students would know that the puppet can speak in Spanish, so they would not do an extra effort to understand them when they used the target language. Once this point is clear, a good idea to begin using puppets would be that the teacher translates some aspects or contents into the mother tongue. As a matter of fact, children would not understand everything that the puppet say at the very beginning, so the teacher could act as the mediator between the students and the puppet. Then, to clarify all the concepts that would have been treated along the lesson, a conversation among the teacher and the students could be done in the mother tongue.

In that conversation, it would be also important to talk with the students about the puppets, and to ask them if they had felt comfortable, if they would like to talk to them more often, etc. so as to know their opinion about this way of transmitting contents. As it has already been stated, something essential while teaching to infants is that we have to try to please them in order to get them involved in the classroom. That is the reason why it is fundamental to ask them about their likes and feelings, since it is the only way to adapt what we do and to make sure that what we are putting into practice is not being tedious for them.

After that, if they tell us that they have loved receiving the puppets in the class, it would be great to lead the conversation to the necessity of learning the CLIL language so as to be able to communicate with the puppets effectively (Ioannou-Georgiou & Ramírez, 2010, p. 45). As a consequence, the children would realize that the only way to communicate with them would be to learn the language, so they would be more motivated, and they would have a real objective that they would feel like reaching as soon as possible to speak with the puppets without needing their teacher's help.

4. Play and toys

Another incredible way to ensure that young students enjoy the learning process in CLIL contexts is using toys. Play and toys are something that young learners use daily in their free

time, so including it in the classroom could create a positive attitude towards the teaching-learning process.

4.1. General information

Taking into account Protassova's (2018) ideas, "the ludic type of verbal interactions creates a positive image of the language" (p. 157). As a consequence, as it has already been said along this paper, ensuring that the lessons in infant education have a playful character is essential to promote that children become interested in learning the language.

It is fundamental that infant students develop a positive feeling towards CLIL, that they associate learning contents in the target language to something interesting, enjoyable and pleasant. A suitable tool to make sure of this fact are toys. "Plays (sic) and toys have an important place in all cultures" (Önder, 2018, p. 147), but even if its use is so ancient, its importance has been recognised in today's world.

Additionally, following Önder's ideas (2018, p. 149), even it can be thought that toys and play is just an activity that can be done certain times during the learning process, playing should be considered as important as formal education, and it should not be done in specific periods, but all along preschool education. "We can say that the most important investment in the future of countries is to meet children with plays (sic), toys [...]" (ibidem, p. 149).

4.2. Advantages

First of all, playing is something that all the children love; toys open their minds and hearts, and they feel engaged, interested, stimulated, etc. As a matter of fact, stimulating toys have been always used in infant education (Protassova, 2018, p. 157). It is not something new, but it is extremely useful.

Actually, since the beginning of their lives, children learn by playing (Guyton, 2011, p. 1); it is their way to experience the world and interiorize new concepts and ideas. As a consequence, as teachers, we have to take advantage of this fact and use this material to help them to continue discovering the world. Toys engage them in several ways, such as cognitively, socially and emotionally (ibidem), and it is determinant in a CLIL classroom.

Besides, it is known that many children love the learning process in infant education, and that is because the experiences they have are remarkable. In fact, as it can be observed in the research developed by Prošić-Santovac & Radović (2018, p. 37), some students even play with their toys using the L2 at home. This leads us to understand that using toys in a CLIL

environment does not just ensure interaction and the use of the target language in the classroom, but it also promotes students using the language in their daily activities that involve toys.

Moreover, in the CLIL classroom, children, when using toys, move them from one place to another, they dress them or dress them up, they imagine that these toys are guests, go by bus, take holidays, visit other countries, among other things (Protassova, 2018, p. 149). All of this show us that we can take advantage of this natural way of playing, which students usually have, to work a lot of vocabulary and contents. For instance, if we were working with them the animals, we could use different toys of these animals and children, talking to their classmates, could play with all the different animals, learning this way their names in an entertaining way. Besides, communication among peers would be also fostered. Evidently, it could be done with so many topics, adapting the type of toys to the contents taught.

Apart from all of that, something that it is also fundamental and that continues with the idea that has been previously stated is that when teaching young learners, they need to learn by doing (Önder, 2018, p. 146). Bearing this fact in mind, it is evident that toys are a great tool to work in this way. In education, it is usually stated that children should learn by reading and listening, and then, understanding the information that they have received; however, children learn better by doing, and play is something important for them, they can deal with countless situations while playing. Besides, “they construct the building blocks of language and concept development through playing” (ibidem, p. 146), something that is crucial when teaching following the CLIL approach.

Furthermore, toys can be combined with each other; if the collection of materials is big, children can use a lot of them (Protassova, 2018, p. 148), manipulate them and recreate different situations. It is very useful since we can have toys related to different topics, of different size, colours, etc. Besides, the combination of these visual aids “lead to endless combinations of verbal elements” (ibidem, p. 148), so a lot of situations can emerge in which children would use the language in different ways, receiving input from the teacher or other students and producing output.

Finally, teachers also find advantages when using toys. It is a teaching method that gives them a lot of opportunities and possibilities (Önder, 2018, p. 149). Teachers can create a lot of different lessons, about different topics, using distinct ways of grouping and employing toys according to the class provided.

4.3. Goals

When teachers are able to engage children in playing, they can help students to make sense of their experiences and promote their own exploration (Johnson & Johnson, as quoted in Guyton, 2011) in the classroom or outside it. As a consequence, children receive a lot of input in the classroom while using toys, but after that, they are also able to produce output, both in the school and in their daily life, which is one of the main goals of the CLIL approach. Within CLIL, it is tried to promote that children exposure and use of the target language increase, and if they are able to continue using what they learn in the classroom outside it, this objective would be reached. In fact, achieving this goal leads us to one of the main advantages that have already been commented above, the use of their target language in their daily life thanks to the use of toys.

In addition, not only would they have the opportunity to use the target language by playing with toys, but they would also be able to solve certain problems that children usually develop nowadays. To be honest, it is not something directly related to the teaching of contents in foreign languages, but it is essential to take into consideration students' mental and social health. In today's society (Önder, 2018, p. 149), a lot of students have problems like digital addiction or difficulty to socialize, among other. This type of problems should be addressed, both in monolingual and bilingual education, and toys seem a good tool to start addressing these challenges.

Furthermore, children, when learning in CLIL do not usually have the opportunity to practice the target language in their daily life, something that I have already explained. As a consequence, the use of toys is really important to achieve that they have the opportunity to create fictitious situations to practice the target language. While using toys (Önder, 2018, p. 146), children have the chance to experience and learn things that, perhaps, they could not do in real life.

4.4. How to use them

Firstly, to ensure that toys are used appropriately, the first thing that should be taken into consideration is how to select these toys. If we want to use the best toys for our students, it is essential to choose them by taking into account our students' interests and age (Guyton, 2011, p. 1). It is evident that the same toys are not going to be used with 4 years old children or 10 years old ones. In this case, as we focus on infant education, the students for whom our toys should be selected would be from 3 to 6 years old.

In the same line, when choosing the toys, according to Guyton (2011, p. 2), it would be necessary to bear in mind the cultures to which our students belong. The toys should represent their daily life, their community and physical aspects. However, toys with other clothes or characteristics could be also selected so as to show to the students that our culture is not the only one.

Moreover, another fundamental point is that, as teachers, we must use toys with some objectives in mind (Guyton, 2011, p. 3). As it has been already said, children love playing, and it is positive, we can take advantage of this fact; nevertheless, if we do not make clear the goals that the students should achieve, they could play but without learning, just for fun, without any educational objective. That would not be positive since we should employ the toys in class with educational purposes.

5. Realia

Objects of everyday life are also present in students' lives. Therefore, it is evident that it could be taken into consideration to facilitate the teaching-learning process. Using realia would help students to link new contents and words to real images, avoiding the necessity to resort to the words in the mother tongue to remember and understand the new concepts.

5.1. General information

To begin with, it is generally known that when starting to learn a language, vocabulary is the first thing that students learn (Irfan, Awan, Bashir & Ahmed, 2021, p. 340). As a consequence, when the materials are chosen, one of the main objectives is that they should be useful to master vocabulary, since understanding vocabulary is the first step to be able to understand the language, both in oral and written ways.

One of the resources that could be helpful to achieve that goal is realia. In fact, "the interpretation of information with the help of realia strengthens the English language input comprehensively and makes it possible to create a relationship between the work and the classroom" (Irfan, Awan, Bashir & Ahmed, 2021, p. 340). Using this tool, students could connect what they were studying with the real world, learning in a way that would help them to realize that the language is not something fictitious that they study in the classroom; they would become aware of the importance of the language in their daily life.

But, let define what is realia in the field of education. Realia refers to authentic objects that are taken from real life and used in school context to teach concrete contents (Atabekova, 2021, p.1527). Within realia, there can be a lot of different objects, and this can include cultural

ones, such as national dishes from the culture that is being studied, different types of clothes and shoes, among others (ibidem). Taking this information into account, a teacher brings to the classroom a real animal, food, a flower, etc. to illustrate what he is teaching in the foreign language, he is using realia (Conde, 2018, p. 7). In other words, every single object that is taken from reality and introduced in classroom as a tool to explain different things in the target language is considered realia.

5.2. Advantages

First of all, one of the main advantages of realia is that it supports students in the teaching-learning process of new vocabulary (Conde, 2018, p. 16). Taking into account that we are talking about preschool students, and that it would be surely the first time listening and seeing certain words, realia would be incredible for them to remember the authentic meaning of the words learned.

In addition, if we use these real objects, children would be able to continue practicing and learning outside the classroom (Conde, 2018, p. 18), since it would be probably easy for them to find the objects in their real life. They would be able to recognize different objects in their daily lives and connect them with what they have learned in the classroom.

Besides, “realia is considered as a teaching technique and a media to make the teaching process more enjoyable and interesting” (ibidem, p. 16). It makes students feel that it is easier and more interesting to learn a new language (Rokhmawati, 2010, p. 10), and as it has been already suggested along this paper, it is something fundamental in infant education. Students need to know that they can learn; if they feel that it is impossible for them to understand the new concepts, to follow the class, etc. they will lose motivation, and as a consequence, they will not learn effectively.

Moreover, not only does it motivate students, but it also promotes a more active teaching learning process (Rokhmawati, 2010, p. 13). Since we actually bring the objects to the classroom, students will have the opportunity to touch them, interact with their classmates about them, describe them, etc. and as a result, they would have an active role during the lesson, instead of being passively listening what the teacher says. Realia can create a lot of opportunities for peer-conversations, vocabulary building and meaning development (Kinard & Gainer, 2014, p. 31).

In the same line, a huge advantage is that, according to Atabekova (2021, p. 1526), realia can have this motivational and activating character both in in-person and online lessons.

Evidently, for preschool students, we would normally have face-to-face lessons, but bearing in mind what have just happened in our planet with the COVID-19 pandemic, which changed all our plans last year, we never know if we would need to do online classes in some case. For that reason, we should take into consideration that in in-person classes, realia “adds a kinesthetic element for people who learn better with hands-on activities” (ibidem, p. 1525), in this case, children, who as we have said, learn better by doing. However, in online classes, even children would not have the chance to touch the objects, they would be an enormous visual aid to engage them.

Apart from that, using realia in classroom ensure that we are teaching another language with “cultural responsiveness” (Kinard & Gainer, 2014, p. 31). For instance, when we use real objects of real life from the culture that is being taught, we are not just teaching vocabulary or contents, but also showing to the students how this concept is in the culture of the language we are learning, in this case English. It is a great opportunity that we should not ignore.

Finally, realia is also useful for teacher, who can take advantage of them to improve their classes. Using realia, it would be easier for them to explain different concepts and words to the students, since following Irfan, Awan, Bashir & Ahmed’s ideas (2021, p. 344), it transforms what teachers explain, an abstract idea, into a concrete and observable thing.

5.3. Goals

One of the first objectives that teachers have when using realia is that children will be able to remember the new concepts and vocabulary learned easily when actually seeing the real objects taken from real life (Conde, 2018, pp. 15-16). Besides, realia is used to promote language acquisition and production, so its use pretends to give students the ability to understand, and also produce in the target language.

In addition, another goal of using realia is to “get students excited about learning English” (Atabekova, 2021, p. 1528). It is both an advantage and an objective. As it has been explained in the previous section, we can benefit from the ludic and motivational character of realia to catch students’ attention, but it is also a goal itself. In CLIL lessons, it is intended to motivate students, to ensure that they love learning English, that they enjoy the teaching-learning process, and it is also one of the main goals of realia. With realia, we try to involve students in the subject (Irfan, Awan, Bashir & Ahmed, 2021, p. 341).

Besides, taking into consideration that learning languages is what is tried to do using realia, the part of the language which is more developed with this tool is the vocabulary. As a

matter of fact, realia are objects which main purpose is teaching vocabulary, illustrate it and give to the students the real image of what they are learning (Conde, 2018, p. 21).

5.4. How to use it

Using realia to teach, for instance, English vocabulary, can be done in several ways, and here, some of them are going to be explained.

According to Rokhmawati (2010, pp. 11-12), an option to work with realia would be to create a circle with the students. The teacher would teach them a word with the real object in his hands, and then, each student would take it and say the word. We could also use it to teach them certain structures while teaching several subjects; for instance, if we need them to learn the prepositions, it would be a good idea to take some object they might be learning and use it to represent the meaning of the different prepositions. That could be done with other structures too. After practicing the different tasks with the students, they could do them alone, in pairs or in groups, manipulating the realia and experimenting by themselves.

Apart from that, giving students direction is another way in which we can teach different structures and contents (Atabekova, 2021, p. 1528). Instead of actually representing the prepositions, for example, we could ask them to do it with their own realia. In infant education, as students are very young learners, it would be necessary to do it first, and then, give them the opportunity to try.

Finally, another possible task that could be done with young learners would be to guess which object we are showing to them inside a bag. Children could just see the shape, or touch it without seeing it, etc. (Atabekova, 2021, p. 1528), and it would motivate them enormously. It could be done after studying a concrete topic, to review some contents and words, or it could be also done to explain new vocabulary; however, if we used it for the latter option, it would be necessary to use the mother tongue at the beginning, which would not be a problem.

6. Chants and songs

Combining language and music is an incredible way to promote students' content acquisition. Children usually love singing and dancing in the classroom, and it is easy for them to remember the lyrics, so it is recommendable to take advantage of this fact when teaching through a foreign language.

6.1. General information

First of all, it is not anything new that music capability of young children is incredible (Levinowitz, 1989). Besides, it is also known that young students have a great ability to learn languages in the first years of their lives too. As a consequence, it seems evident that we should take advantage of these facts in education and combine them (Engel, 2020, p. 1). Using the music to learn a language could be an amazing combination that would make students learn better and more rapidly.

Learning a language is a process that starts from by acquiring “the acoustic properties of words” (Golinkoff & Hirsh-Pasek, 2000, p. 4). In fact, what they first learn of a language are the sounds, the phonetic and the musicality of words (Engel, 2020, p. 6). In addition, teaching English or in English to young learners require several special features, and they have their particular way of learning (Mejzini, 2016, p. 104). Responding to this issue, songs and chants are fun activities that young students usually love. For them, it seems that they are having a good time, that they are enjoying, playing... when the truth is that they are learning a lot without even noticing it.

Obviously, for young children, it is easier to sing a chant or a song in a target language than other activities, so it is a good way to start getting the students closer the CLIL language (Mejzini, 2016, p. 105). Children love music and we can use chants and songs for many different things (Magruder, Hayslip, Espinosa & Matera, 2013, p. 12) in a CLIL classroom. It is a very useful way to ensure that children learn the target language accurately. Moreover, there are plenty of songs about a lot of topics, and they can even be invented if teachers feel capable.

6.2. Advantages

Regarding the several assets of chants and songs in teaching through a foreign language, it is evident that the main one is that children, thanks to these tools, can be aware of the phonology of different words and structures in an easy way (Engel, 2020, pp- 10-11). Besides, not only is it good for listening and speaking skills, but also for the progressive development of reading and writing skills and the acquisition of vocabulary and grammatical structures (Mejzini, 2016, p. 108) along their life as students. In fact, the phonological ability that children would get from using chants and songs, would also ensure the easier future acquisition of reading and writing skills (Engel, 2020, p. 8).

Besides, apart from giving them the opportunity to learn more and faster, using chants and songs also promotes the disappearance of pressure among the students when learning

following the CLIL approach (Mejzini, 2016, p. 105). The environment created when using both chants and songs is enjoyable, pleasant and fun for children. When teachers use these tools in classroom, children are happy, they are not afraid, they do not feel judged, they just have the impression of being singing, enjoying, and having a good time, but they are actually learning a lot, which is indispensable.

In the same way, in addition to creating a nice environment, since children do not feel stressed, with songs and chants we also ensure an environment of participation (Mejzini, 2016, p. 105). In effective CLIL teaching, children's active participation is fundamental to promote students' language acquisition. Besides, chants and songs are easy to learn by heart (ibidem), so the problems of shyness or insecurity would be reduced enormously, since almost every student would know the lyrics perfectly.

Moreover, another positive point of songs is that students would even continue singing them outside the classroom. They would devote their free time to learn English (Forster, 2006, pp. 63-64) without noticing it. At the same time that they sing, they would be practicing grammar, vocabulary and other structures.

Finally, the main reason why they learn so much while listening to songs, and one of its main advantages is that, taking into account that they listen and repeat the same things many times, they finally acquire what they are repeating. "They acquire and receive a great language input unconsciously" (Mejzini, 2016, p. 105). Repetition is a great way to acquire things in any language, and in the target language, which is more difficult, it is a great way to learn. However, this is a bit boring, but when they do it with songs, the tedious part of repetition disappear.

6.3. Goals

While using chants and songs in a CLIL classroom, there are several goals that we try to reach. To begin with, the first and most imminent objective is to develop phonological awareness in the CLIL students (Engel, 2020). The fact of including music to teach students several contents help them to learn phonology in an easier way. It promotes a rapid acquisition of different sounds, of the rhythm of the language, of certain particularities of English, etc.

Besides, not only do they learn phonology, but also new vocabulary. Songs and chants are plenty of new lexicon, of real English that students could acquire easily (Gómez, 2020). We have to take advantage of this fact and ensure that our students learn a lot of new words, expressions and structures. Moreover, as it has been said before, songs usually repeat the same

lexicon several times, and it is useful for students to learn them (Magruder, Hayslip, Espinosa & Matera, 2013, p. 12).

At the same time that they are learning a lot of new vocabulary, they can also learn how to react to certain sociolinguistic situations in an appropriate way (Forster, 2006, p. 63). As it has been already commented, real English would be acquired by students with certain songs; as a consequence, they would have the opportunity to learn different structures that would be useful for them to act in some situations, such as greetings, leave-takings or requests, among others. In the same way, they would be able to learn different structures that they would need to explain some contents related to different subjects. In this case, they would be really easy and basic, since we are always thinking about very young learners.

Finally, another objective that teachers usually want to achieve when using songs is to promote that the students develop a confident attitude (Mejzini, 2016, p. 105) towards the CLIL learning process. Only when students feel confident, interested, satisfied, motivated and engaged in the learning process, do they learn efficiently (Gómez, 2020).

6.4. How to use them

It is evident that what we have to do to promote the appropriate use of a song and to ensure that students take advantage of all their assets is to teach the lyrics of the song. It can seem really easy, but we have to bear in mind some aspects in order to do it correctly.

The first step we have to follow when using chants or songs start before the lesson itself. It is necessary to choose an appropriate song, depending on the age of the students, their likes, interests, the objectives we want to reach, the topic we want to address, etc. (Forster, 2006, p. 65). The song or chant needs to be relevant for the teaching-learning process, they should not be used just because children enjoy (even it is also the point), but they have to be pertinent to ensure that students learn what is planned.

Besides, something that should be taken into consideration is that during the process of learning a song, the teacher should use mime, gestures or visual aids, such as flashcards, pictures, or puppets, which have already been explained in this paper, so as to improve students' understanding of the song or chant (Mejzini, 2016, p. 108).

Last but not least, Forster (2006, p. 65) share with us a possible and accurate way in which we could present a song in the classroom: Firstly, it would be good to start with the song or chant in an oral way, without showing the lyrics written, since it is better that children focus at first on the sounds. To teach the song, the teacher should repeat each part a lot of times, until

the students learn the lyrics. First, they would listen, but then, they would start singing progressively. Once the lyrics were learned, we could add some variations and we could include other grammar structures or contents to the original chants and songs. The teacher could even take advantage of that rhythm to invent his/her own song. It would be easier for the students to learn it, since they would already know the music.

7. Flashcards

Flashcards are appealing materials in which an image or some words can appear; they are useful to teach some concepts to the students in an easy way. We can use the flashcards as a support to teach some vocabulary, concepts, or certain contents to the students by taking advantage of the fact that images can be useful for students to retain them.

7.1. General information

First of all, flashcards are a resource which consists of a cardboard that includes a word, a sentence, or just an image (Sitompul, 2013, p. 54). They can be used for several things, depending on what they include. Teachers can use them in the classroom for teaching vocabulary, practicing certain structures or learning words order, which is sometimes difficult for students (Nugroho, Nurkamto & Sulistyowati, 2012, p. 5). Besides, all of this can be done through different games.

Apart from that, according to Haycraft (1978, as quoted in Nugroho, Nurkamto & Sulistyowati, 2012), flashcards can be classified into two different types: word flashcards and picture flashcards. Obviously, word flashcards are the ones that have some words written. They can be used, for instance, to create sentences taken into account words order, or to practice some structures. On the other hand, picture flashcards are usually used for presenting new vocabulary, practicing it or even revising vocabulary already studied. They can be also used for other activities, like extra material. For instance, while telling a story, to stay focus on the development of that story, teachers could use picture flashcards that show images related to the story (Jumail, Rohaya, Rambli & Sulaiman, 2010, p. 4). This way, the young students would be guided along the story.

Moreover, nowadays, with the growth of online use, interactive version of flashcards is very usual. It is true that while physical flashcards are manageable, online ones do not have this particularity, but they can have the same impact on students' learning (Aslan, 2011, p. 347).

In fact, teachers use flashcards in CLIL classroom since it is a material which can be easily obtained and that can give great results in learning in a language different from the mother

tongue. In infant education, students need to learn a lot of new vocabulary, since they are starting to acquire the target language, and it is essential for them to learn how to express it accurately from the beginning. As a consequence, we should find ways to face this challenge positively, and flashcards seem an extremely appropriate option to engage students in the learning process (Nugroho, Nurkamto & Sulistyowati, 2012, p. 24). In the following sections, more information is going to be learned about flashcards.

7.2. Advantages

Flashcards can be considered a tool with a lot of advantages to improve the teaching-learning process of young students in a target language. First of all, they are a fun-based learning tool (Jumail, Rohaya, Rambli & Sulaiman, 2010, p. 4), which is great for working with young students. As teachers, we can use flashcards in game activities, ensuring that students have a great time and do not stress about learning in L2. In addition, this activity enables children to play, but also to learn at the same time a lot of words and structures related to the treated contents through recognizing the images or words in the flashcards (*ibidem*). This also gives them the chance to learn easier and more quickly, since with flashcards, their capacity to memorize increase (Sitompul, 2013, pp. 52, 56).

Besides, another advantage is that flashcards can help teachers to teaching in English in an easier way (Nugroho, Nurkamto & Sulistyowati, 2012, p. 4). Teaching in English can be difficult, the students should understand abstract ideas since, sometimes, they do not know the words they have to learn in the target language, they are completely new for them. It is difficult for the teacher to transmit concepts and contents in this way, but flashcards are a wonderful material to support this teaching-learning process. In fact, flashcards are a good tool for scaffolding this process while students are learning new ideas (Sitompul, 2013, p. 54). Thanks to flashcards, students would not feel so lost, and teachers would find it simpler to transmit the different contents and ideas.

Moreover, while teaching in a foreign language to very young students, the teacher has to bear in mind children's main characteristics and try to adapt the teaching-learning process to them (Nugroho, Nurkamto & Sulistyowati, 2012, p. 5), and flashcards are an excellent resource to ensure this fact. Children need to be motivated and encouraged so as to progress, and teachers need to understand that just teaching words and concepts is not enough, but young students need to play with the language, with their classmates, they need to cooperate... and all of that could be ensured by using flashcards. As a consequence, the students would obtain an effective

learning in the L2 without the feeling of being studying, but playing a game (Aslan, 2011, p. 347); children usually find easy to associate words and concepts to image, so using flashcards is a way to take advantage of this characteristic to promote efficient learning.

Furthermore, a fact which could be forgotten and not taken into account, but which is extremely positive about flashcards, is that they can be taken everywhere, so students could continue learning outside the classroom easily if they had their own ones (Nugroho, Nurkamto & Sulistyowati, 2012, p. 24). They would even use their free time to use them, since for them, it would not be something bored and compulsory, but interesting, dynamic and fun. In the same way, teachers could also use flashcards at any time in the classroom. They are a material which can be used in any moment and situation, always bearing in mind that you need to have the appropriate flashcards for the topic you are teaching. They can be also used to review previous units or just to play entertaining and short games.

7.3. Goals

When using flashcards, there are several objectives that teachers of CLIL want to reach. To begin with, using this tool we increase the capacity of attention and concentration of students when learning in English (Nugroho, Nurkamto & Sulistyowati, 2012, p. 4). As a matter of fact, it is known that young learners have difficulties to maintain the concentration in classroom, but when a foreign language is used, it is even more difficult to catch their attention. It would be very easy to lose them along the class, since maybe they do not understand the new words we are using or they estimate that it is too difficult for them, and they give up. That is why we should find ways to ensure that we catch students' attention, and flashcards is a great tool to reach it.

In the same line, not only can they pay more attention when using flashcards, but they also acquire new words more effectively (Sitompul, 2013, p. 52). When teaching in a foreign language, it is essential that students acquire new vocabulary and structures so as to be able to express the new ideas they learn, and we can promote its acquisition with flashcards. As it has been said in the previous section, these pictures would help students to connect the image of the different objects they already know and master, to the word in the target language, with which they are not familiar, so it would be simpler for them to learn new concepts.

Finally, apart from maintaining the students' attention and ensuring that they learn new concepts effectively, another intrinsic objective of flashcards is to promote motivation (Nugroho, Nurkamto & Sulistyowati, 2012, p. 24). Nowadays, young children are not expected

to be passively listening in the classroom, but teachers want them to participate actively, to speak, to manipulate objects, to be motivated and interested in what is being taught. In order to reach this goal, teachers should make the lessons interesting and guarantee that children can learn by doing (Bryson, 2012), since it is the best way of learning. With flashcards with young students, we can reach this goal; they can manipulate the flashcards during the teaching-learning process.

7.4. How to use them

According to Mourão (2018, p. 326), flashcards can be used by teachers for a great variety of activities. There are a lot of ways in which teachers can promote students' use of flashcards, such as simply placing them following different patterns, playing different games, which can be more or less demanding, playing individually, in pairs or groups, etc.

Moreover, it is suggested that to begin using flashcards, the teacher should be the one who introduces them to the students (Chávez & Polanco, 2019, p. 22). To begin with its use, the very first step would be to choose the topic and search for useful and accurate flashcards. In order to show the flashcards, it is not recommended to show a lot of them at the same time. The appropriate number of them should be calculated depending on the age of our students, but taking into account that in this MA dissertation, young learners are being considered, the number should be reduced; five could be a good option.

In addition, the flashcards should be introduced with positivity, energy and enthusiasm. It would be the only way to ensure that students' attention is caught (Chávez & Polanco, 2019, p. 22). If we continued doing the same things that were done in traditional teaching, and the only innovation was that we included flashcards, the results would not improve. Teachers should change their mind and try to engage students during the flashcards' presentation, promoting an active role of the children.

To start with its use, it would be interesting to show the flashcards to the group as a whole (Chávez & Polanco, 2019, p. 22), and then, after making sure that the students understand them and dominate the words learned, they could start participating individually or in small groups. The flashcards should be shown changing its order; if not, students would learn them in order but then, they would not be able to talk about them or use them independently.

8. Cartoons

Cartoons combine different aspects that catch students' attention: attractive images, music and sounds, interesting stories, etc. Consequently, they are a great tool to promote learning in a

foreign language. It is difficult to learn in English, but cartoons have a lot of details and characteristics that facilitate this process.

8.1. General information

Nowadays, watching cartoons seem to be a good way to promote language acquisition among young students, since these are TV programs, adequate to the students' age that expose them to authentic second language input that would be impossible to obtain in any other way in a monolingual context (Vasiliki, 2019, p. 16). Children in preschool need the use visual aids during the teaching-learning process, since if we do not use them, they would not learn meaningfully (*ibidem*), and among other visual aids, cartoons are an awesome option.

Besides, students can learn a lot of vocabulary related to different topics when watching cartoons and taking into consideration that vocabulary is essential for mastering the 4 language skills (speaking, listening, reading and writing), it should be taught and learned from the very beginning of education process (Pitriana & Syahrudin, 2013, p. 106). As a consequence, bearing in mind that cartoons can be a source of so much vocabulary for young learners, it seems pertinent to use them at school.

Young students usually get bored easily, and as it has been said along this paper, it is very difficult to catch their attention long time (Pitriana & Syahrudin, 2013, pp. 108-109), but cartoons are very engaging and motivating, so even students would not be participating and speaking, they would receive a lot of input since they would be interested in what they would be watching (Vasiliki, 2019, p. 17)

8.2. Advantages

Using cartoons with young children to teach team following a CLIL approach using a foreign language can have several advantages. Firstly, there are a lot of young learners-oriented TV series, which can collaborate to create an expansion of their vocabulary (Vasiliki, 2019, p. 16). The structures and lexicon that these series have, usually relates to the strategies and features of language that children already know. The dialogues and texts are adapted to their age, so we can take advantage of this fact in order to enrich their vocabulary and expressions in an easy way (Pitriana & Syahrudin, 2013, p. 112).

In the same way, when watching this type of series or films, not only can students learn new vocabulary and structures, but they also have the opportunity to see the language in use in contexts that, even represented by cartoons, can be real ones (Arikan & Taraf, 2010, p. 5212). In the classroom, it is impossible to see the language in use in real context without using external

materials; it is not the same when the teacher talks to the students than a conversation between friends, and that is what can be shown to children with cartoons.

Apart from learning how English is used in the real world, students acquire these new structures unconsciously (Vasiliki, 2019, p. 16). Their attention is in general fully caught by cartoons, since they are interesting, motivating and colourful, so students, even if they think that they are just having a great time, they are learning a lot, since they are absolutely focus on what is happening in cartoons and on what the characters are saying. Besides, children love fantasy and creativity, they are very imaginative and as a consequence, they love the stories that cartoons usually tell (Arikan & Taraf, 2010, p. 5213). They show a world of fantasy that catch students' attention, so it is another advantage that this resource presents. The music, the story, the characters, the colours... everything has been carefully designed to please young children.

Furthermore, even the following asset is not directly related to language learning, it is also of extremely importance in preschool education. According to Gorodyska (2015, p. 75), cartoons usually provide ordinary situations in which children can observe daily conversations; as a consequence, teachers can search for certain cartoons in which, through these conversations, certain social norms, rules, values and conduct models appear. That is helpful for young students since they usually reproduce attitudes they observe.

Last but not least, there is another incredible advantage for teachers, and it is that they can find cartoons easily on the Internet (Vasiliki, 2019, p. 16). Nowadays, there are a lot of resources available on the Internet that can be appropriate for young students. It is only necessary to do a bit of research so as to find something that could adapt to our necessities.

8.3. Goals

There are different goals that we want to reach while using cartoons in the classroom with young students. To begin with, even it has been said along this MA thesis that active learning is essential, that students need to participate so as to learn new contents and vocabulary, the “passive vocabulary” (Pitriana & Syahrudin, 2013, p. 107) also exists, which refers to the words that students recognize, understand and acquire while listening or reading instead of writing or speaking. This passive learning is also important, and cartoons are an extremely good option to ensure its acquisition. They do not use the words they learn while watching cartoons, but if we wanted to complete this learning with active tasks, we could use other resources of the ones that have been learned in this paper.

Another goal that we reach by using cartoons is to focus on meaning rather than on correction (Vasiliki, 2019, p. 16). Even grammatical appropriateness is absolutely necessary, sometimes it is also fundamental to focus on meaning, and it is one of cartoons' main goals. They "are story-based, contain a lot of body language and direct young learners' attention to meaning and not in structure" (ibidem, p. 16). As a matter of fact, children pay attention to the message, and not only to the language.

Besides, as all the materials that have been selected for this MA thesis, one of its main objectives is to maintain students' attention (Vasiliki, 2019, p. 18). Cartoons' creators are always trying to improve its quality so as to be more engaging, something that is great for the teaching-learning process. The more interesting cartoons are, the more children will learn.

Finally, with cartoons, another goal to be pursued is the "development of students understanding and explaining skills [...], improvement of their perception level, problem solving, creative thinking, decision-making skills, observation skills" (Karakas, 2012, p. 3030). They can acquire these competences through watching cartoons, which at the same time, interest them enormously, as it has been already explained.

8.4. How to use them

When using cartoons in the classroom, there are a few things we should bear in mind. To begin with, the theme of the cartoons should be taken into account; as a matter of fact, the cartoons should be chosen to work a concrete topic or content, so the first step is to reflect about it and search for the appropriate ones (Katchen, 1995). In the same line, to do an appropriate election of the cartoons, we also have to pay attention to the language in use. Cartoons should include enough language to be educative, but the dialogues should be combined with action, music, etc. to be attractive. However, the sound and action cannot reduce the clarity of the language (ibidem). Choosing appropriate cartoons can be a hard process.

Besides, it is also important to take into consideration the type of cartoons that are chosen regarding social attitudes and values that they show (Gorodyska, 2015, p. 72). It has already been commented above, in the section of goals, but it is important to highlight that it is something fundamental to use cartoons appropriately. Cartoons that expose bad behaviours, attitudes or even swear words should not be used with young students. We want students to learn new contents, new vocabulary and new ways of expressing ideas in the target language, but always with respect.

Finally, it is important to know that including some tasks after watching cartoons would be fundamental to ensure its effectiveness (Nematovna, 2021, p. 90). Children usually pay attention to cartoons, so performing some tasks after it would not be difficult for them, and it would be useful for teachers to track students learning. In addition, it would also help students to consolidate all the vocabulary and contents learned with the cartoons.

9. Conclusions

In this last section of this MA thesis, some conclusions related to the development of this paper are drawn.

With the aim of addressing foreign languages appropriately in school, Content and Language Integrated Learning has appeared in Europe as an approach with which students learn a lot of contents of different subjects through a target language at the same time. This approach is put into practice from the early stages of education, and it is claimed to be beneficial and appropriate. So that it is successfully carried out with very young learners there are several aspects that should be borne in mind to ensure that students acquire all the contents they need through the target language.

This MA thesis, as it was mentioned in the beginning, focuses on very young learners. Moreover, as it has already been stated above, an essential aspect that must be considered when planning CLIL classes with children of an early age are the materials that will be used. As a consequence, in this theoretical project, several resources available for CLIL teachers have been analysed.

Taking into account what has been argued, the main objective of this MA thesis has been to learn new things about different materials and resources, but also to discover some of them that, maybe, could not seem useful at first sight.

All the resources that have been borne in mind while developing this paper have been carefully selected to promote students' motivation, engagement, active participation and meaningful learning. To achieve this aim, first of all, research was conducted to discover some resources that could have these characteristics. Once they were selected, the investigation continued so as to learn more about each of the resources. The elaboration of this master's Dissertation has allowed me to be aware of the importance of knowing the features, the possible uses, advantages, goals, etc. of each tool that is used in the classroom.

Moreover, the resources have also been chosen to ensure that students feel interested and that they are not afraid of learning through a foreign language. Contents in English should

be taught in a way that students love it and enjoy the learning process; we must avoid situations of stress or anxiety in the classroom due to the fact of learning through a foreign language, and therefore, it is even more important to select the materials that are going to be used appropriately.

In addition, needless to say, these materials are really useful to work with in the target language classroom, as it has been stated along the paper, but they could be used in CLIL subjects and even in the mother tongue, due to their motivational character. Young students cannot maintain attention during a lot of time, so they need to change task several times during a lesson. These materials, among others, give us a lot of ideas and opportunities to work with them.

Finally, in order to reflect on the development of the present master's Dissertation deeper, a SWOT (strengths, weaknesses, opportunities and threats) analysis, which can be observed below, has been conducted. It is believed to be a good tool to understand which weaknesses the present paper has, but also to know its potential and its usefulness in the field of education.

- Weaknesses:

- There is a lack of information about the use of the different tools in the concrete field of CLIL education.
- There is a lack of information regarding the implementation of CLIL in preschool education.
- The dissertation has been done without actually observing very young students' lessons, so the real result of using the different resources proposed cannot be known.

- Threats:

- The excessive use of the mother tongue in a CLIL classroom, which could seem sometimes as something more comfortable when addressing young students than resorting to strategies that support the target language use.

- Strengths

- The proposal gives a lot of ideas to ensure students' motivation and engagement in the CLIL classroom, foster their language acquisition, and avoid monotonous lessons.

- Opportunities

- We have the opportunity to implement all the options included here in a real context.

- We have had the opportunity to acquire a lot of knowledge related to suitable teaching-learning materials and resources in Infant education.
- We have had the opportunity to discover new ways to ensure students' motivation and interest, and to create a nice environment of learning.

REFERENCES

- Andúgar, A., & Cortina-Pérez, B. (2018). EFL teachers' reflections on their teaching practice in Spanish preschools: A focus on motivation. In M. Schwarth (ed.), *Preschool Bilingual Education* (pp. 219-244). Springer, Cham.
- Arikan, A., & Taraf, H. U. (2010). Contextualizing young learners' English lessons with cartoons: Focus on grammar and vocabulary. *Procedia-Social and Behavioral Sciences*, 2(2), 5212-5215.
- Aslan, Y. (2011). Teaching vocabulary effectively through flashcards. *International Journal of Arts & Sciences*, 4(11), 347.
- Atabekova, F. (2021). Using realia in teaching English to ESL students. *Annals of the Romanian Society for Cell Biology*, 25(6), 1526-1530.
- Bryson, D. (2012). Using flashcards to support your learning. *Journal of visual communication in medicine*, 35(1), 25-29.
- Chávez, M. S., & Polanco, N. A. (2019). *Uso del recurso didáctico "Flashcards" en el incremento del vocabulario anglófono en los estudiantes de habla española del aula de 5 años del nivel inicial del Colegio Panamericano* (Thesis, San Agustín de Arequipa National University).
- Conde, M. D. C. (2018). *The use of realia to teach English vocabulary to kindergarten students* (Bachelor's thesis, Puebla Autonomous University).
- Engel, E. (2020). *The effect of songs and chants with words on phonological awareness in early childhood* (Doctoral dissertation, University of Delaware).
- European Commission. (2003). *Promoting language learning and linguistic diversity 2004–2006*. Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions.
- European Commission. (2011). *Language learning at pre-primary school level: making it efficient and sustainable*. European Strategic Framework for Education and Training (ET 2020).
- Forster, E. (2006). The value of songs and chants for young learners. *Encuentro*, 16, 63-68.
- Golinkoff, R. M., & Hirsh-Pasek, K. (2000). Word learning: Icon, index, or symbol? In R. M. Golinkoff, K. Hirsh-Pasek, L. Bloom, L. B. Smith, A. L. Woodward, N. Akhtar, M.

- Tomasello, & G. Hollich (Eds.), *Becoming a word learner: A debate on lexical acquisition* (pp. 3-18). Oxford.
- Gómez, M. E. (2020). *Programación Didáctica Anual de AICLE (CLIL) 3º Educación Infantil* (Final Degree Project, Comillas Pontifical University).
- Gorodyska, V. (2015). Role of Cartoons in Moral Education of Senior Preschoolers. *Annales Universitatis Mariae Curie Skłodowska Lublin*, 28(2), pp. 71-80.
- Guyton, G. (2011). Using toys to support infant-toddler learning and development. *National Association for the Education of Young Children*, 66(5), 1-7.
- Ioannou-Georgiou, S., & Ramírez, M. D. (2010). Stories as a tool for teaching and learning in CLIL. *Guidelines for CLIL Implementation in primary and pre-primary education*, 14, 2-35.
- Irfan, F., Awan, T. H., Bashir, T., & Ahmed, H. R. (2021). Using Realia to Improve English Vocabulary at Primary Level. *Multicultural Education*, 7(3), 340-354.
- Jumail, D. Rohaya, A. Rambli and S. Sulaiman (2010). A design framework for flashcards based guided digital storytelling. *The 2nd International Conference on Computer and Automation Engineering (ICCAE)*, pp. 4-8, doi: 10.1109/ICCAE.2010.5451834.
- Karakas, R. (2012). The use of cartoons for developing the skills of understanding and analyzing of children in preschool period. *Procedia-Social and Behavioral Sciences*, 46, 3026-3030.
- Katchen, J. E. (1995). How to use cartoons in the EFL classroom. In *Annual Thai TESOL Meeting* (pp. 12-14). Retrieved from <http://mx.nthu.edu.tw/~katchen/professional/cartoons.htm>
- Kinard, T. A., & Gainer, J. S. (2014). Leading by Following: An Introduction to Verbal Mapping as "Naming" Abstract, Affective Realia. *English in Texas*, 44(1), 30-35.
- Korosec, H. (2013). Evaluating study of using puppets as a teaching medium in slovenian schools. *Školski vjesnik: časopis za pedagoškijsku teoriju i praksu*, 62(4), 495-519.
- Krofl, L. (2012). The Role of the Puppet in Language Teaching. In *The Power of the Puppet*. Edited by Krofl, L. Zagreb: The UNIMA.
- Levinowitz, L. (1989). An Investigation of Preschool Children's Comparative Capability to Sing Songs with and without Words. *Bulletin of the Council for Research in Music*

- Education*, (100), 14-19. Retrieved May 30, 2021, from <http://www.jstor.org/stable/40318259>
- Lorenzo, F. (2007). The sociolinguistics of CLIL: Language planning and language change in 21st century Europe. *Revista Española de Lingüística aplicada*, 20(1), 27-38.
- Magruder, E. S., Hayslip, W. W., Espinosa, L. M., & Matera, C. (2013). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*, 68(1), 8-15.
- Marsh, D. (2002). *The European dimension: Actions, trends and foresight potential*. Jyväskylä: University of Jyväskylä.
- Marsh, D., & Langé, G. (2000). *Using languages to learn and learning to use languages*. Finland: University of Jyväskylä.
- Mejzini, M. (2016). Teaching children through songs, chants and rhymes. *European Journal of English Language Teaching*, 1(2), 104-113.
- Moate, J. (2010). The integrated nature of CLIL. *International CLIL Research Journal*, 1(3), 30-37.
- Mourão, S. (2018). Play and peer interaction in a low-exposure foreign language-learning programme. In M. Schwarth (ed.), *Preschool bilingual education* (pp. 313-342). Springer, Cham.
- Nematovna, E. G. (2021). The role of cartoons in teaching English in preschool education. In *Тошкент*, 90-91.
- Nugroho, Y. S., Nurkamto, J., & Sulistyowati, H. (2012). Improving students' vocabulary mastery using flashcards. *English Education*, 1(1).
- Oltra, M. A. (2014). El títere como objeto educativo: propuestas de definición y tipologías. *Espacios en Blanco. Revista de Educación*, (24), 35-58.
- Önder, M. (2018). Contribution of Plays and Toys to Children's Value Education. *Asian Journal of Education and Training*, 4(2), 146-149.
- Pérez-Cañado, M. L. (2012). CLIL research in Europe: Past, present, and future. *International Journal of Bilingual Education and Bilingualism*, 15(3), 315-341.
- Pitriana, D., & Syahrudin, J. (2013). The Use of Cartoon Movie as a Media in Teaching Vocabulary to Young Learners. *Journal of English Language Teaching*, 1(2), 106-113.

- Prošić-Santovac, D., & Radović, D. (2018). Separating the languages in a bilingual preschool: To do or not to do? In M. Schwarth (ed.), *Preschool Bilingual Education* (pp. 27-56). Springer, Cham.
- Protassova, E. (2018). Longing for Quality: Experiences of Finnish-Russian Bilingual Kindergarten in Finland. In M. Schwarth (ed.), *Preschool Bilingual Education* (pp. 135-162). Springer, Cham.
- Rokhmawati, E. (2010). *The use of realia to improve students' speaking ability in procedure text (a classroom action research with the ninth-grade students of MTs Mathalibul Huda Mlonggo Jepara in the academic year of 2010/2011)* (Doctoral dissertation, IAIN Walisongo).
- Simon, S., Naylor, S., Keogh, B., Maloney, J. and Downing, B. (2008). Puppets promoting engagement and talk in science. *International Journal of Science Education*, 30(9), 1229-1248.
- Sitompul, E. Y. (2013). Teaching vocabulary using flashcards and word list. *Journal of English and Education*, 1(1), 52-58.
- Soto, A. M., Urrego, W. V., & Romero, G. (2018). Dramatic Expression: A Strategy for the English Oral Production through the CLIL Approach. *International Journal of Education and Learning Systems*, 3, 32-42.
- Vasiliki, M. (2019). *The impact of cartoons on young learners' vocabulary acquisition: a case study on Ben and Holly* (MA Thesis).
- Zuljevic, V. (2005). Puppets-a great addition to everyday teaching. *Thinking classroom*, 6(1), 37.