

Master's Dissertation/ Trabajo Fin de Máster

CLIL methodology in Early Childhood Education and the impact on Learning environments

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ABSTRACT:

The purpose of this paper is to study learning environments, CLIL methodology and its influence on learning in Early Childhood Education.

CLIL promotes active and exploratory learning in learners and enables them to take a more active role. Similarly, the learning environment methodology recognises and accepts the need for movement, action and active exploration on the part of learners to optimise their overall development and improve their cognitive performance. This paper considers the possibility of unifying these two approaches in the classroom and work together to help children acquire English language at an early age while learning curricular content.

Early Childhood Education stage is a unique period for the integral development of the child (Mendioroz & Rivero, 2019) and that, as Baker (1997) supports, contact with a foreign language at an early age will have a positive effect on the child's development, we will find in Early Childhood Education an idyllic stage to promote educational practices that replace the current education based on the submission of pupils and practices rooted in a hermetic context.

This paper will present a didactic proposal focused on a 5-year-old Infant Education classroom combining CLIL and learning environments considering the students as protagonists and active part of the learning process and the teacher as a guide and facilitator of learning.

KEYWORDS: Early Childhood Education, CLIL, Learning Environments, Development, Didactic Proposal.

RESUMEN:

El objetivo de este trabajo es estudiar los entornos de aprendizaje, la metodología AICLE y su influencia en el aprendizaje en la Educación Infantil.

AICLE promueve el aprendizaje activo y exploratorio en los alumnos y les permite adoptar un papel más activo. Del mismo modo, la metodología de ambientes de aprendizaje reconoce y acepta la necesidad de movimiento, acción y exploración activa por parte de los alumnos para optimizar su desarrollo general y mejorar su rendimiento cognitivo. Este documento considera la posibilidad de unificar estos dos enfoques en el aula y trabajar juntos en el aula para ayudar a los niños a adquirir la lengua inglesa a una edad temprana mientras aprenden los contenidos curriculares. Si sumamos esto a que la etapa de Educación Infantil supone un periodo único para el desarrollo integral del niño y de la niña (Mendioroz & Rivero, 2019) y que como apoya Baker (1997) el contacto con un idioma extranjero a edades tempranas tendrá un efecto positivo en el desarrollo del niño, encontraremos en Educación Infantil una etapa idílica para promover prácticas educativas que reemplacen la educación actual basada en la sumisión del alumnado y las prácticas arraigadas a un contexto hermético.

En este trabajo se presentará una propuesta didáctica centrada en un aula de Educación Infantil de 5 años que combina el AICLE y los ambientes de aprendizaje considerando al alumnado como protagonista y parte activa del proceso de aprendizaje y al docente como guía y facilitador de aprendizajes.

PALABRAS CLAVES: Educación infantil, AICLE, ambientes de aprendizaje, desarrollo, propuesta didáctica.

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INTRODUCTION

This research work aims to focus on the richness of the use of a second language in today's society, as it is an imperative need for schools as the main educational agents to implement its use from the infant stage because it is from the base where better levels of pronunciation can be acquired (Bernaus, 2001). In this sense, in order for CLIL to unfold its full potential, it is beneficial for it to be combined with an alternative methodology, in this case, learning environments, which can develop pupils' skills and provide an opportunity to learn a second language at an early age. It is also important that CLIL teaching is carried out from the ground up in order to naturalise the process and enable pupils to behave as bilingual as soon as possible (Bikandi, 2000), so it seems coherent to combine it with a methodology such as learning environments. For all these reasons, in order for CLIL to be the main driver of student learning, it is important for schools to consider it as an effective learning tool and not as an isolated methodology in which content is simply taught without coherence for children (Guillén, 2016). This is why it could be considered an innovative and powerful tool for this stage.

Early Childhood Education represents an essential period in which the foundations for development in all areas are laid (Walk, Evers, Quante, & Hille, 2018, Mendioroz & Rivero, 2019). To foster this development in students, learning environments are presented as an active methodology that favours the creation of activities in order to promote more active and attractive areas of teaching and learning for the child (Kilbourne, 2013). Active learning-based methodologies are designed to link motor activity and teaching of academic content, as they increase physical activity and improve students' cognitive development and academic performance (Riley, Lubans, Morgan & Young, 2015, Bartholomew, Jowers, Errisuriz, Vayghn & Roberts, 2017). Learning environments promote movement and physical activity, providing children with the opportunity to choose what to play and what space to use in the classroom, with a spatial-temporal organisation that favours freedom of movement for learners. The active participation of children in this process is essential to build their own knowledge, as through experimentation and interaction with the environment and with their peers, children in these spaces can achieve an integral development

(Cañal, 2002). Therefore, it is essential that schools adapt their teaching to active methodologies such as learning environments that favour the active life of the child in the classroom, as some studies and reviews on the subject have shown that active methodology in the classroom is linked to an improvement in academic achievement, learning and cognitive functioning of the child (Tomprowski, Davis, Miller & Naglieri, 2008, Rasberry, Lee, Robin, Laris, Russell, Coyle et al. 2011, Mullender-Wijnsma, Hartman, Greeff, Bosker, Doolaard & Visscher, 2015,) as well as improved concentration, attention, motivation, engagement and behavioural skills (Martin & Murtagh, 2017, Watson Timperio, Brown, Best & Hesketh, 2017, Kuczala & Lengel, 2018).

Based on this, the work tries to focus on a fundamental aspect to improve the current education system: unifying CLIL and learning environments in the classroom, as both can work together to help students acquire English language at an early age while learning the curricular contents in an active way. Therefore, the main and general objectives of the research are to discover how CLIL methodology can favour student learning and a classroom that works for learning environments, to deepen the knowledge and benefit of learning environments implemented in Early Childhood Education classrooms and to develop a proposal for students to acquire communicative and linguistic competences while learning relevant and motivating content for their learning process.

It is especially relevant to promote the teaching of English in the Early Childhood Education through the combination with an innovative methodology such as learning environments. For this reason, the main focus of this research is to analyse the impact of CLIL as a central and fundamental element in the development of a second language with a methodology such as learning environments. This research begins with a theoretical background to the topic, which includes a clarification of the concepts of CLIL, learning environments, as well as a relationship between the two. Next, reference is made to the didactic proposal of this research which develops how CLIL and learning environments can complement each other in an Early Childhood Education classroom. Finally, a section with the conclusions of the work is detailed.

MAIN OBJECTIVES OF THE PROPOSAL

The general objective of this didactic proposal will be:

- Encourage students to use the English language through an active learning process.

It will also have two specific objectives:

- To respect the individual learning process of the students through a climate of listening and trust.
- To generate learning spaces with a variety of materials.

1. ¿WHAT IS CLIL?

Recent years have seen a series of educational transformations that have changed the conception of language teaching at all stages of education. CLIL has become an ambitious EU objective for children to become proficient in two languages from an early age, in a desire to incorporate language skills without neglecting other equally relevant content, in order to give them tools powerful enough to prepare them for an unpredictable and complex personal and professional life (Jäppinen, 2006; Cummins, 2000). CLIL is designed to merge the teaching of a second language and its specific content in order to enable learners to acquire knowledge of other areas of learning while reinforcing their language skills (Coyle, Hood and Marsh, 2010).

The introduction of CLIL has helped to transform the educational paradigm of traditional language teaching to become learner-centred with an emphasis on diversification, experience and active learning (Brüning and Purrmann, 2014; Banegas, 2012; Pavón Vázquez and Rubio, 2010; Michavila, 2009; Lorenzo, 2007; Wolff, 2002). In this sense, CLIL is presented as a methodological approach that spans from the infant to the adult stage and addresses both linguistic and non-linguistic content. The peculiarity of this approach is that it focuses on meaning rather than form, which helps to apply it at all educational stages, since there are as many types as there are options available to teachers. Logically, these differences will be marked by cultural, environmental, content, linguistic, non-linguistic and learning objectives (Marsh, 2002).

CLIL is seen as an innovative practice that facilitates learning, learner motivation (Marsh, 2002, Allain 2004, Van De Craen, Mondt, Allain, & Gao, 2007) and cognitive development (Bamford & Mizokawa 1991, Cook, 1997, Jäppinen, 2005, Van De Craen, Mondt, Allain, & Gao, 2007). CLIL combines language teaching with cutting-edge pedagogical practices (Pérez Cañado, 2016) that focus on experiential and learner-centred methodologies, combined in a much more democratic and authentic way with language teaching (Lorenzo, 2007). Bobadilla and Couto (2015) support that the natural acquisition of a second language is preceded by an early introduction into learners' lives, so CLIL methodology is presented as a language immersion model that encourages learners' unconscious learning from the ground up through play and participation, so that while their attention is on the activity, they acquire relevant learning without realising it. In this way, Bobadilla and Couto (2015) suggest that early childhood education centres should encourage and familiarise students with a foreign language so that they can acquire it naturally and in a similar way to their mother tongue.

Ultimately, the use of CLIL can lead to more meaningful learning environments adapted to current social needs (Wolff, 2002). Similarly, CLIL is an approach that pushes learners to develop analytical-reflective skills, which encourages them to take many more risks in language use and to gain linguistic self-confidence, a determining factor for the development of language use at later stages (Coyle, 2010). However, in order for CLIL to realise its potential in the classroom, the Language Triptych can be used to connect content objectives and language objectives. As Coyle, Hood and Marsh (2010) argue, the Language Triptych is a conceptual representation that allows the target language to be analysed from three interrelated perspectives. The *language of learning* allows the learner to access the content of a specific subject area. *Language for learning* can enable the learner to use the language as a functional communication vehicle in the classroom. And *language through learning* is the language that the learner can acquire because of the learning context.

Knowing these details about CLIL, we could conclude that it is in itself a transformative agent. The potential of this approach and what characterises it is the

synergy that is generated between the use of language, the content and the interaction that takes place in the classroom, three fundamental factors for it to be perfectly adaptable with other innovative methodology (Wolff, 2002, Garau & Salazar, 2015).

1.1. Main features of the CLIL methodology

According to Mehisto, Marsh & Frigols (2008) there are a number of defining characteristics of CLIL methodology:

The first of these is that it has a multi-pronged approach which allows it to support language learning in content and content learning in language classes. This also helps to work in an interdisciplinary way, to organise learning through projects or cross-curricular themes and to have a continuous reflection on the learning process. CLIL also allows for safe and enriching learning environments in which routine activities and content are used throughout the class. It is important to build learners' confidence to experiment with language and content and, to this end, it is clear that access to authentic and innovative learning materials and environments must be provided to increase learners' linguistic awareness. It must also be a democratic context in which learners are the ones who ask for linguistic help in order to maximise adaptation to the content and needs of each learner, so that a regular relationship is established between what they want and what they learn. Within this context, these authors emphasise the permanent connection they should have with other CLIL speakers through current means of communication, as this will encourage much more active learning, cooperative work and communicative exchange with peers or with the teacher, who in this case acts as a facilitator of learning.

The role of the teacher should be that of a guide who helps to reorganise information to make it much easier to use and to respond to different learning styles, encouraging critical and creative thinking and challenging students to go one step further in their learning process. It will also be a challenge to involve families in CLIL learning, to plan content in cooperation with other teachers and to involve as much of society as possible.

Ultimately, CLIL enables learners themselves to establish and evaluate the progression, content outcomes and learning skills they have acquired, supporting their all-round development.

Its ultimate aim is to guide learners to become independent, bilingual or multilingual, capable and motivated learners who acquire the language knowledge and skills necessary for opportunities to communicate with other CLIL speakers (Mehisto, Marsh & Frigols, 2008).

2. ¿ WHAT IS A LEARNING ENVIRONMENT?

In the current educational context, new educational methodologies are emerging that aim to become the alternative to other traditional methodologies in which all students must learn the same content at the same time.

According to Riera, Ferrar and Ribas (2014), these new methodologies consider the classroom as a space of diversity and enrichment for the coexistence of all children and democratise the teaching-learning processes so that they adapt to the pace of each student through proposals that take into account their levels and interests.

In this sense, learning environments could be considered to fit in with this type of innovative methodologies that aim to be an alternative to traditional education. In this way, the work through learning environments has as its predecessor methodologies learning by corners and workshops (Riera, Ferrer & Ribas, 2014).

Workshops are spaces outside the classroom dedicated to specific activities that do not alter the structure of the classroom or the school. They are spaces for action and discovery for both children and adults. On the other hand, corners are spaces within the classroom where children individually or in groups carry out tasks according to their pace and needs. This methodology is influenced by the Escuela Nueva, which advocates active education. It is also influenced by some pedagogies such as Montessori's organisation of space, Decroly's globalised learning, Claparède's functional learning or Freinet's workshops (Riera, Ferrer & Ribas, 2014).

In the same way, the Reggio Emilia experience also has a pedagogical basis. This pedagogy or educational philosophy emerged in Italy at the end of the 1960s as an educational proposal by the pedagogue Malaguzzi (1966, cit. en Beresaluce, 2008) who proposed the figure of an atelier in the children's schools of Reggio Emilia. In

artistic terms, the atelier was a workshop based on an artist's studio, a place where experimentation and the search for new artistic techniques and processes took place. Transferred to the field of education, Malaguzzi (1966, cit. en Beresaluce, 2008) proposes the incorporation of the atelier concept in classrooms in order to break with the stereotypes of traditional education and educational routine (Hoyuelos, 2006, p.138, cit. in Riera, Ferrer & Ribas, 2014). Malaguzzi expresses that people can manifest themselves in multiple languages and not necessarily through the word as a means of transmission and acquisition of knowledge (Gil, Guzmán & Moreno 2013). Moreover, this pedagogy advocates that pupils can be listened to and supported and have the autonomy to think and act for themselves (Malaguzzi & Hoyuelos, 2014), which begins to give meaning to the Reggio Emilia methodology, a precursor of learning environments.

Learning environments, influenced by this methodology, make open-ended proposals with rich and multi-purpose materials that can encourage the active participation of the child in the learning process. In addition, they can benefit the child to experiment and interact with the environment as a means for the construction of knowledge and integral education (Cañal, 2002).

Thus, inspired by Reggio Emilia, workshops and corners, the main objective of learning environments is to be able to produce significant and relevant learning in pupils, in order to generate a stimulating and prepared environment so that they can develop and act autonomously (Pla, Cano & Lorenzo, 2001), thanks to learning situations that make it possible to stimulate their creativity, participation and reflection from a perspective of trust, active listening and fluid communication with all members of the classroom (Carbonell, 2002).

They can also offer a variety of educational proposals and can occupy spaces both inside and outside the classroom. This gives children the possibility to choose which activities to carry out and can break with the spatial organisation of the traditional school to achieve a space that can favour students' freedom of movement (Nielsen, Romance and Chinchilla, 2020).

At school, it is necessary to implement educational strategies so that students learn naturally, investigating and experimenting to resolve the questions or situations that

may arise when interacting with the environment. Learning environments could be an example of such an educational strategy because it could help learners to develop their skills, including language skills, and competences inspired by their interests, aspirations, context, schemas and conceptions, thanks, to a large extent, to the inclusive and democratic character that can originate in the classroom (Ramos García, 2002).

3. POSSIBLE BENEFITS OF LEARNING ENVIRONMENTS IN INFANT EDUCATION

Learning environments allow space, time and resources to be organised in such a way as to achieve a richer environment, smaller and more heterogeneous groups in the classroom and this allows for more opportunities for experimentation, research, play and relationships (Ribas, 2011). This organisational structure can provide the school with quality spaces, with stimuli that can generate curiosity in children, a desire to do and create, and where warmth and well-being emanate (Riera, Ferrer and Ribas, 2014).

The structure of learning environments can make it possible to overcome the limitations of classroom space, multiply the possibilities for action and exploration of the child and foster multiple relationships that favour the creation of a community of coexistence and learning. They can also offer the possibility of valuing pupils' capacity for autonomy in all its aspects, that is, to make decisions, to argue, to think, to solve everyday problems and, in short, to build individuals who are critical of the world. They can also allow pupils' skills and abilities to be valued and their creativity to be enhanced. Learning is approached in a functional way, that is, through situations that involve challenges and new motivations, both individual and collective (Gil, Guzmán and Moreno, 2013).

Thus, the use of this methodology in Early Childhood Education could have a direct impact on the full development of pupils and benefits that may not occur directly in other traditional methodologies or at other educational stages. This may be due to the fact that this stage, as reflected in the current regulations on Infant Education, is considered as a stage in itself which is in no way preparatory to Primary Education

and the aim is to provide the means to favour the development of reading and writing, but not for pupils to finish the stage reading (BOJA, 2008). This may be a mistake that some infants schools make, but as the current regulations point out: The infant school should be conceived as an institution that supports and promotes the full development of all the child's capacities and not as a space for the mere transmission of content and physiological care (BOJA, 2008).

This is where learning environments can fulfil the task and mission of this stage by introducing and guiding learners in their learning process and respecting the rhythms of each learner. By arranging the classroom and outdoor spaces by environments, pupils can be offered the opportunity to act and interact with the materials they need and want, giving them the opportunity to learn to learn according to their interests, their needs and according to the evolutionary process in which they find themselves. In addition, by opting for free spaces in which it is the students who decide what to do, how to do it and for how long, their individual abilities and skills can be strengthened, and the possibilities of increasing motivation, creativity and experimentation can be increased, developing people who are curious, critical and involved in their own life processes (Vera, Pérez, Leiva and Monreal, 2020).

3.1. Agents involved: the role of the teacher and the students

Due to the complex nature of learning and knowledge nowadays, teachers must be continuously immersed in an educational transition in which they must constantly modify their way of teaching so that it adapts to the needs of students who may demand a more flexible, interactive and reflective teaching that can facilitate the possibility of being the main protagonist of the learning generated in the classroom (Ramos García, 2002).

In learning environments, the role of the teacher should be that of a guide who accompanies and intervenes when situations require it, but without explicitly providing solutions to the problems, but rather should seek to generate a cognitive conflict in the students that leads them to the resolution of the problem itself.

It is important for the teacher to take into account all the variables that may arise in the classroom, as he/she must have alternative tools ready for those students who do not want to, are bored or feel tired, etc. If this happens, the teacher need to be

prepared to ask the student what happens or what he/she needs to make him/her feel good and adapt the content with the existing tools in the classroom to the requests made at that moment by the student. Also, it must be taken into account that in many occasions the student may decide not to do anything, and at that moment, the teacher needs to understand that decision and respect the student's time, as this could also be an indication that the student is beginning to regulate his or her emotions and make decisions with autonomy.

The division into environments can allow the teacher to dedicate more personalised time to the students, either individually or in small groups, as he/she can witness for a few minutes what happens in each of the environments (Gil, Guzmán and Moreno, 2013).

Within this mode of action, in addition to a guiding function, the teacher may have other functions as necessary as that of a guide. A role of facilitator and creator of conditions for communication and the exchange of ideas, a use of language in accordance with the students' comprehension capacities and reflective and critical interventions to enrich the debates that arise. In this way, pupils can learn by example and advance their knowledge to apply it in everyday life (Wild & Wild, 2002). It is also essential to be able to give pupils the confidence to express their emotions, ideas or uncertainties, so that they develop competences for living, learning, listening and communicating.

In this sense, the role of pupils in learning environments can be active and can allow them to be protagonists of their development by building communication networks with their peers in order to learn while playing and experimenting at their own pace. It is about being able to guarantee that they do, are and have the best possible learning situations, playing a leading role, with the teacher assuming the role of observer, guide and facilitator of learning tools, accompanying them in their process (Guzmán Moreno, 2013).

Seconding the words of Otálora (2010 cit. in Riera, Ferrer Ribas, 2014 p.24), learning environments can allow pupils to play a dynamic, autonomous and responsible role in their own learning. Likewise, he also states that it allows students to make

decisions following different strategies and solve problematic situations, either on their own or with the help or guidance of a peer and teachers.

Thus, this could be evidence that the way teachers act with this methodology could involve breaking with traditional school dynamics based on the rapid achievement of pre-established learning and could achieve the benefits explained by Otálora (2010). In this way, there could be an opportunity to create a slow but effective school. A school that can take advantage of the spontaneous and natural situations that arise in everyday life so that students can achieve meaningful learning. This means opening the mind to new ways of learning and to using any resource as a learning tool.

3.2. Resources involved: time, materials and space

The use of time is an indispensable resource in this methodology, as teachers can offer pupils the possibility to manage their emotions according to the time they need. They do not limit them to solve problematic situations instantly but let them determine when they are ready to make a decision. "When a child can live from his own temporality, he is a child who does not rush, who is the creator of his own learning, who gives himself time and allows himself the necessary time to look, touch, listen" (Navarro Esteban, 2016, p. 62).

In order to contribute to making learning environments a source of potential learning, it is important to organise and select the best resources and materials that contribute to the construction of meaningful learning. It is important to ensure that the materials are varied and oriented towards the full development of all areas of student development: motor, sensory, cognitive, linguistic, affective and social. It is also important that they promote research and exploration and allow pupils to carry out different actions and have new experiences (Moreno Lucas, 2013).

Therefore, an enriching space needs to be provided that allows children time and autonomy to do and undo. Autonomy to choose what environment they want to be in and what materials and resources they want to use to contribute to their learning. Thus, it is sometimes thought that children's autonomy can make them do whatever they want "pointlessly" and learning does not take place. For this reason, a

classroom needs to be offered with spaces where they can make decisions freely, but also with commitment, thus creating a democratic and free classroom. Based on dialogue and responsibility, pupils will be able to express their opinions and decide the space in which they wish to learn according to their interests and motivations (Gil, Guzmán and Moreno, 2013).

4. HOW CLIL AND LEARNING ENVIRONMENTS CAN COMPLEMENT EACH OTHER

Nowadays we are immersed in a society characterised by multiculturalism, globalisation and the technological revolution, which poses new challenges in the field of education in general and in the teaching and learning of foreign languages in particular. This means that education systems have to adapt more quickly to continuous social change. In this sense, it is especially relevant to promote language teaching from Early Childhood Education through an innovative and different methodology such as learning environments.

In the same way, CLIL also represents a methodological revolution that helps to change the current entrenched educational structures (Wolff, 2002) and the methodology based on learning environments means for students an increase in movement, action and exploration which, in turn, leads to a greater optimisation of their overall development.

Both methodologies have similarities and can be extrapolated to other contexts, which can facilitate and increase the possibility of developing both methodologies together, creating a positive synergy for the benefit of learners. The combination of both methodologies can help pupils to acquire language skills at an early age while learning curricular content in an active and interactive way.

According to Baker (1997) contact with a foreign language, however small, will have a positive effect on a child's development. According to Arnberg (1981), cognitive development is additive and cumulative, that's, proficiency in a second language does not negatively affect our competence in the mother tongue.

However, learning and teaching a second language is a difficult task because it requires a methodology that provides didactic strategies that enhance the linguistic

and communicative skills of the learner. The most common methodologies for teaching language in Early Childhood Education are usually related to games or those that in one way or another have a playful approach and use communication and interaction continuously. This is generally referred to as the immersion model because it involves students beginning to familiarise themselves with simple sounds, words and/or grammatical structures while engaging in fun and stimulating activities. However, the use of CLIL in the classroom requires teachers to understand that they must constantly question their teaching, experiment with new educational paradigms, and rigorously plan and evaluate the objectives and expectations of practice.

As such, the implementation of CLIL in the classroom can encourage teachers to experiment, to take risks and to collaborate with all parties involved in practice in order to better understand the complexities and implications of language use as an effective learning tool.

However, this could be a challenging task because the context, materials and resources used during teaching will be essential for the language learning process to be effective (Lasagabaster, & Ruiz de Zarobe, 2010).

5. RELATIONSHIP BETWEEN CLIL AND LEARNING ENVIRONMENTS

In order for the combination of CLIL and learning environments to achieve the aim of improving educational practice and bringing pupils closer to all-round development, it is important that the teacher in an early childhood classroom can provide a safe, motivating and stimulating environment. Pupils need a context that suggests multiple possibilities for action, as this is a key stage for their cognitive and personal development. According to Rodríguez (2005), the material means favour student learning and, although in principle they have no function of their own, they should be considered an essential support to relate the activities that are carried out daily with the objectives previously set. Doménech and Viñas (1997) consider that materials are intermediaries in the teaching and learning process, since they can capture the students' attention and arouse their interest, but they also help the teacher to work on the contents and competences present in the curriculum. In short,

these elements are mediators between the educator and the educational environment.

The combined use of diversified and multi-purpose materials is part of the most appropriate didactic paradigm for quality bilingual teaching. In the variety of resources, we should find a source of possibilities such as, for example, formal materials combined with materials from real life or high quality and recycled materials. These multi-purpose materials help to stimulate manipulative learning, motor development, observational learning (Piaget, 1972) and the development of social skills in early childhood education through collaborative work (Johnson, Johnson & Holubec, 1999).

The combination of CLIL and learning environments in Early Childhood Education can provide an enriching context which suggests multiple possibilities for action and gives rise to potentials which influence the personal and cognitive development of pupils and their progress in general. According to Coyle, Hood and Marsh (2010) cognition and the development of cognitive strategies such as creativity, understanding, analysis, etc. is a basic underpinning of CLIL. In addition, some authors support that the movement that learning environments can bring about can promote overall health and well-being and improve cognitive health, moods and self-efficacy to perform tasks (Drummy, Murtagh, McKee, Breslin, Davison, & Murphy, 2016; Martin & Murtagh, 2017) this could be a common ground between CLIL and learning environments and could improve cognitive learning processes in pupils and the effectiveness of teaching in meeting classroom and school academic goals (Martin & Murtagh, 2017).

In the use of both methodologies, it is important to make the learning process and objectives visible to the children, who should know what their daily routine in the classroom will be and what objectives will be set. It is also important to involve pupils in the creation of some materials as it brings benefits to them (Zabalza, 1996) because we offer them the opportunity to be autonomous and it will give them the necessary confidence to become more capable and competent.

In addition, this methodological combination should systematically foster the ability to use standard language. The acquisition of a second language in Early Childhood

Education should be, as in the case of the mother tongue, a natural and intuitive process. The implementation of CLIL can reinforce this intention because it fosters a more real, authentic and meaningful type of learning (of the second language and of the content) (Mehisto, 2012). In short, all learning (at content and language level) must be useful for real life and the materials must bring real life into the classroom. In addition, CLIL materials should help learners at an early age to acquire vocabulary and basic structures and expressions which will become mechanised through daily repetition and practice at later educational stages. Let us not forget, then, that children learn first and produce later (Aguirre, 2010).

Similarly, CLIL and learning environments should foster the development of learning skills (Piaget, 1972) and learner autonomy (Zabalza, 1996). One of the main aims of the teacher should be to arouse the interest of the pupils so that they become restless in the positive sense of the word, that's, to stimulate their desire to investigate on their own initiative.

In addition, the integrative nature of both methodologies will be valued and will be manifested through the materials, which should include all students, regardless of their cognitive abilities (Piaget, 1972). In this respect, it is also important to stress that critical thinking should be encouraged among learners (Gómez, 2016). CLIL material should help the child to remember the concepts and words learnt and, on the other hand, the material should favour the interesting and fundamental task of the child understanding and being able to explain the functioning and purpose of such material.

Therefore, in order to achieve optimal and integrated development in students, cognitive fluency should be encouraged through Scaffolding, with the aim of promoting meaningful learning according to their interests and motivations. Scaffolding involves an approach to learning in which there is a progressive evolution, that is, new knowledge is attached to pupils' previous knowledge (Danilov, Salekhova & Yakaeva, 2018). For this reason, the idea of adapting CLIL methodology to Early Childhood Education with scaffolding techniques to teach language and content seems reasonable, since students at this stage have the ability to discover the structures of languages and know how to process their meaning

when they hear them. Therefore, in order to learn to speak, they need to have constant access to languages and to understand messages, so teaching vocabulary words in isolation is not sufficient for them to learn a foreign language at an early age. CLIL methodology can provide teachers with the techniques and resources necessary to initiate and activate the foreign language learning process in a natural way in Pre-school. However, although the role of the teacher is important for CLIL teaching in Early Childhood Education, the whole context surrounding the child, that's, the physical space of the classroom, is even more important. This space, adapted by zones or learning environments in which the child can experiment with the foreign language in a natural way, facilitates and offers infinite learning possibilities (Guillén, 2016).

In a European Commission report on methodological approaches, they emphasise the need that language should be integrated into a real learning context through daily activities and tasks that foster the development of linguistic, social and cognitive competences. (European Commission, 2011).

In this sense, UNESCO adds that Early Childhood Education should include formal planning combined with a methodology of experimentation in order to achieve cognitive, physical, social and emotional development in students (UNESCO, 2012).

6. DIDACTIC UNIT FOR CLIL AND LEARNING ENVIRONMENTS IN EARLY CHILDHOOD EDUCATION

6.1. Justification

In this part of the section, a didactic proposal is made based on the combination of CLIL and learning environments, two innovative methodologies which, when unified, will try to achieve an effective bilingual education in early childhood. This proposal will serve to present and exemplify how, in a specific Early Childhood Education classroom, CLIL and learning environments can be merged to promote the full development of pupils and their communicative skills in the foreign language, in this case, English.

In this didactic proposal, students will use a language other than their mother tongue, in this case English, characteristic of the CLIL methodology, which is based

fundamentally on the acquisition of content using a language other than their own. Through this proposal we will contribute to increase the use of the foreign language in the daily life of the students so that, in a useful way, they can internalise new knowledge and improve their skills as well as learning content in a natural way, stimulating significant learning and favouring a motivating environment for the students. CLIL classroom management aims to facilitate integrated learning of content, language and learning skills (Marsh, Mehisto, Wolff & Frigols Martin, 2012). Both methodologies are innovative, so it is important for teachers to be constantly learning during the school stage, as innovation can allow them to improve the practices and didactic elements that make up the reality of the classroom and provide solutions to obvious methodological problems. It can also be an excellent way of improving the quality of teaching through the retraining of teachers' skills. Moreover, educational innovation can be more fruitful if it is enriched by exchanging ideas and cooperating, both teachers and other agents who advise and stimulate change in the school. There needs to be a climate of trust, solidarity and a willingness to reflect on the work of the school. In short, it is about being able to penetrate an existing culture with the aim of producing a significant change in the ways of teaching (Darling-Hamond, 2001, Beyer and Listón, 2001 & Goodson, 2000 cit. in Margalef & Arenas, 2006, p. 27).

Throughout this proposal, different learning environments will be proposed where the students choose where to go and what to do and where most of the activities are not adult directed. The spaces and materials (organised pedagogically) are those that invite the children to interact, and it is free play and exploration that take centre stage. At all times in the learning environments the foreign language (English) will be the protagonist, building safe and enriching learning environments, promoting active student learning, authenticity of learning, scaffolding and cooperation among peers.

This didactic proposal focuses on taking advantage of the opportunity of having the space, time and tools provided by the school, with the aim of being able to unify and use two innovative methodologies such as CLIL and learning environments and demonstrate that both lead to an improvement in the development of cognitive,

linguistic, social and emotional skills, as well as the construction of more relevant and meaningful learning that improves academic performance.

Finally, it is important to state that an initial, continuous and final assessment will be carried out. It is important to understand assessment as a process of continuous reflection on everything that is done in the classroom, a process of questioning the why and what for of the things that are done, a vital element in the creation of new challenges and truly meaningful experiences for all pupils, helping them to internalise learning and competences for life.

6.2. Contextualization

The proposal would be carried out in a public nursery and primary school, dependent on the Junta de Andalucía, located in the area of Malaga, in the northwest of the city. The school has 6 infant classes and 12 primary classes located in different buildings but connected by a staircase. It is a public school that aims to encourage the democratic participation of the entire educational community, based on respect for diversity and consensus derived from mutual listening.

The class group in which the didactic proposal will be framed will be made up of a total of 25 students, where 10 will be girls and 15 will be boys. They are between 4 and 5 years old. Regarding the socio-economic level of the families, most of them have an average level. It is a very cohesive and participative group. The didactic proposal is designed to be carried out during one term in order to be able to really see the benefits of the unification of both methodologies in the development of the pupils.

6.2.1. Characteristics of the group

Motor skills	They know and locate most of the external elements of their body and some of the internal ones. They show motor control, mastery and coordination, balance and tonic control. They have agility and precision in fine motor skills, as well as a good command of drawing.
Cognitive skills	The sophistication of symbolic play has increased, they use spatial and temporal notions quite accurately, they reach the most important aspects of grammar without difficulty and the representation of the human figure is very detailed. At the level of language, they show great interest in verbalising and dramatising events they have experienced or imagined. Their explanations are becoming clearer and more complete.
Affective skills	More consistent play groups appear. They are able to play cooperative games and work in all areas. They have greater autonomy in a large majority of everyday activities and perceptions are more accurate about their own and others' feelings.
Social skills	It is a cohesive group. They are able to build positive relationships which helps them to socialise more with each other. They are all accepted and appreciate each other.

(Author's own, 2021)

6.3. Objectives

It should be noted that the objectives of the didactic proposal have been based on the curriculum of the Order of 5 August 2008 (BOJA, 2008).

The main objectives to be achieved with this didactic proposal will be highlighted, which have been adapted and specified taking into account the characteristics of my group, a class of 5 years of Infant Education:

- **AREA I.** To develop the autonomy of the students based on a cooperative structuring of learning. This is a very important goal to achieve because in

adult life children will have to work as a team. Therefore, by promoting it at an early age, they will be able to learn relationship strategies and develop autonomy in their actions.

- **AREA II.** To value the importance of the natural environment for human life, showing attitudes of respect and care towards it. Because it is our most precious asset, and it is necessary that children learn to preserve it for their future.
- **AREA III.** To participate and show interest in the English language. Because it is of vital importance that from an early age, they acquire content in this language and master it.

6.4. Competences

The application of competences at an early age fosters logical thinking, a positive attitude towards life and the mastery of oral and written communication. The competences to be taken into account in this didactic proposal according to Order ECD/65/2015, of 21 January, are:

- *Competence in linguistic communication* will be developed through debates, conversations in the assembly, small theatre performances, small murals made by the students themselves, etc.
- *Mathematical competence and basic competence in science and technology* will be enhanced by doing serialisation, games with the logical blocks, simple concept maps, making comparisons of objects according to their size, creating hypotheses about an event, solving problems posed in the classroom, etc.
- *Digital competence* will be developed through application games on the digital tablet, the use of the digital screen in the classroom, word creation with the computer word processor, etc.
- The *Learning to learn competency* will be enhanced by testing hypotheses to see if they are correct, making murals of the classroom made by the students to see what they have learned.

- *Social and citizenship competence* will be developed through small debates around a topic so that students can express their ideas and opinions, through conflict management in the classroom with the Emotionometer ([see appendix A](#)) and group activities, etc.
- The *Sense of initiative and entrepreneurial spirit* will be promoted through activities in pairs, group activities with a common objective, individual activities where some specific information will be explained, assigning the role of experts in some field to take charge of a task, etc.
- *Cultural awareness and expressions* will be worked on through artistic activities on popular festivals in the city, traditional dances, workshop on typical gastronomy of the area, etc.

6.5. Contents

Based on the objectives to be achieved by the students, the contents are established, which have been based on the curriculum of the Order of 5 August 2008 (BOJA, 2008) and will be worked on in a global and transversal way.

The main contents to be achieved with this didactic proposal are as follows:

- **AREA I.** Knowledge and expression of emotions and initiation in their control, cooperation with peers showing a positive attitude and appreciation of the importance of our natural environment for health and well-being.
- **AREA II.** Observation and experimentation with elements and objects in the natural environment, perception of attributes and qualities of objects and materials and collaboration in activities and games in different environments, regardless of gender.
- **AREA III.** Use of the body for the expression and representation of emotions and feelings, participation in dialogues and conversations, respecting the turn to speak and listening to others, and liking and enjoyment of their own and others' plastic creations.

6.6. Timing

Time in early childhood education must be organised according to the needs and interests of the students. In terms of the school day, the learning environments include different moments for play, manipulation, dialogue, etc., establishing routines that will be repeated every day:

1. Welcome assembly; directed activities and games.
2. Play by environments.
3. Hygiene, breakfast, collection and cleaning.
4. Free time (recess).
5. Group activities.
6. Games by environments.
7. Collection and small final assembly.

Within this time, English as a foreign language is present in every classroom environment at all times. This didactic proposal will be carried out in six sessions during the school day in order to demonstrate the effect of CLIL as a methodology within learning environments.

HORAS	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
De 9.00 a 10.00	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY
De 10.00 a 11.00	Play by environments	Play by environments	Play by environments	Play by environments	Play by environments
De 11.00 a 11.30	Hygiene, breakfast, collection and cleaning	Hygiene, breakfast, collection and cleaning	Hygiene, breakfast, collection and cleaning	Hygiene, breakfast, collection and cleaning	Hygiene, breakfast, collection and cleaning
De 11.30 a 12.00	RECESS 				
De 12.00 a 12.30	Toilet/rest	Toilet/rest	Toilet/rest	Toilet/rest	Toilet/rest
De 12.30 a 13.15	Play by environments	Play by environments	Play by environments	Play by environments	Play by environments
De 13.15 a 14.00	ASSEMBLY/PICK-UP	ASSEMBLY/PICK-UP	ASSEMBLY/PICK-UP	ASSEMBLY/PICK-UP	ASSEMBLY/PICK-UP

Figure 1. Example timing (*Author's own, 2021*)

6.7. Methodology

According to the Order of 5 August 2008, which develops the Curriculum corresponding to Infant Education in Andalusia, it is of prime necessity that teaching methods benefit children and the ways in which they relate to each other. Therefore, it offers the following methodological orientations and educational principles, which will be adopted in this proposal:

- I base myself on constructivism, understanding that it is the students who have to be involved in their individualised learning process, allowing them to build their own procedures to solve problem situations from their experiences with the materials and with their peers. Key figures in constructivism are Jean Piaget and Lev Vygotsky. Piaget focuses on how knowledge is constructed through interaction with the environment; Vygotsky, on the other hand, focuses on how the social environment contributes to learning. I'm in favour of both positions, hence the need to create environments with a diversity of elements and materials that invite students to interact with them. students to interact with them and in turn with their classmates (Marchesi, Coll & Palacios, 1992).
- Meaningful learning: Ausubel (1983, cit. en Moreira, 2000) contributes the idea of starting from what the child knows and his or her way of conceiving the world. Learning in a meaningful and consensual way requires establishing numerous relationships between what is already known and what is to be learned, and has as a consequence the integration of knowledge, which will make it possible to apply what has been learned from one situation to others (Moreira, 2000).
- Globalisation of teaching, which allows children to approach learning experiences by bringing into play, in an interrelated way, affective, intellectual and expressive mechanisms...
- Individualisation of teaching: In spite of the globalised way in which children learn and the globalised way in which teaching should therefore take place, we must not forget that each child has his or her own level of development and that, for this reason, we must always respect his or her pace of learning.

This aspect is precisely one of the keys to Waldorf pedagogy, which takes into account the maturing moment of each pupil in order to give them the necessary time in their development processes, thus attending to the diversity of maturing moments that we find in a classroom (Carlgren, 1989):

- Children's manipulative and mental activity: Children's activity is a prerequisite for development and learning. Children at this age need to learn by doing, in a process that requires observation, manipulation, experimentation and reflection. It is necessary to give them opportunities to carry out activities autonomously, to take the initiative, to plan and to sequence their own action little by little (Gil, Guzmán & Moreno, 2013).
- Autonomous learning: Pupils will have the possibility to choose between different variables. Learning to choose entails learning to know what one wants to know, learning to make decisions and being able to check the consequences of these decisions, accepting responsibility for one's achievements and mistakes, and thus experiencing oneself as an autonomous individual. This is the role that pupils will play (Piaget, Schwebel & Raph, 1988).
- Involvement of the family: The teacher will have the role of collaborator, guide and facilitator. Through continuous motivation, they should seek the child's free expression and development as a person. The role of the family will be to follow the process of their child, guiding them in their learning and letting them do it.
- Environments: These allow and respect the integral development of each child. Every person possesses diverse intelligences, some more developed than others; knowing this heterogeneity, knowing that not everyone learns in the same way and at the same time, is fundamental for quality education. Accepting differences allows each student to start from his or her possibilities, facilitating the optimal development of his or her abilities (Gardner, 1983).
- CLIL: CLIL methodology needs different specific resources and an enriched learning environment in order to enable learners to experiment with the English language and its contents and to manage their own learning. CLIL

methodology will be implemented in the classroom taking into account the characteristics highlighted by Mehisto, Marsh and Frigols (2008):

1. A multi-pronged approach will be encouraged where language learning is supported by different multidisciplinary content from Early Childhood Education.
2. A safe and enriching learning environment for the students will be ensured by selecting unique learning environment and materials.
3. The materials included in the environments will be adapted to the English language and ensure that they are authentic so that learners are allowed to ask for help when they want it.
4. Learners will have an active and communicative role and the role of the teacher will be that of facilitator.
5. Scaffolding techniques will be used in which students' knowledge and skills will be used as the starting point for the teaching process and diversity will be catered for by responding to the needs of each individual. Critical and creative thinking will also be encouraged, and students will be challenged to experiment and discover.
6. Co-operation will be promoted, both between learners and between CLIL and non CLIL teachers. Families will also be involved in learning about CLIL so that learners feel that school and family have a positive synergy.

6.8. Design and organisation of individual and collective spaces

Children should feel part of the space they occupy, feel it as their own and feel free to choose what they want to do. For this reason, the concept of the classroom is broadened, they are not closed spaces, each pupil can go to the environment they want to do the activities that motivate and interest them at that moment.

To do this, I will have five environments in which the use of the foreign language, autonomy, creativity, communication, expression, thinking, meaningful learning, social relations, mutual help, fine and gross motor skills, experimentation, etc.

As can be seen in figure 2 and 3, the classroom will be distributed in this way to facilitate free movement and the choice to learn in the environment that most interests the pupils.

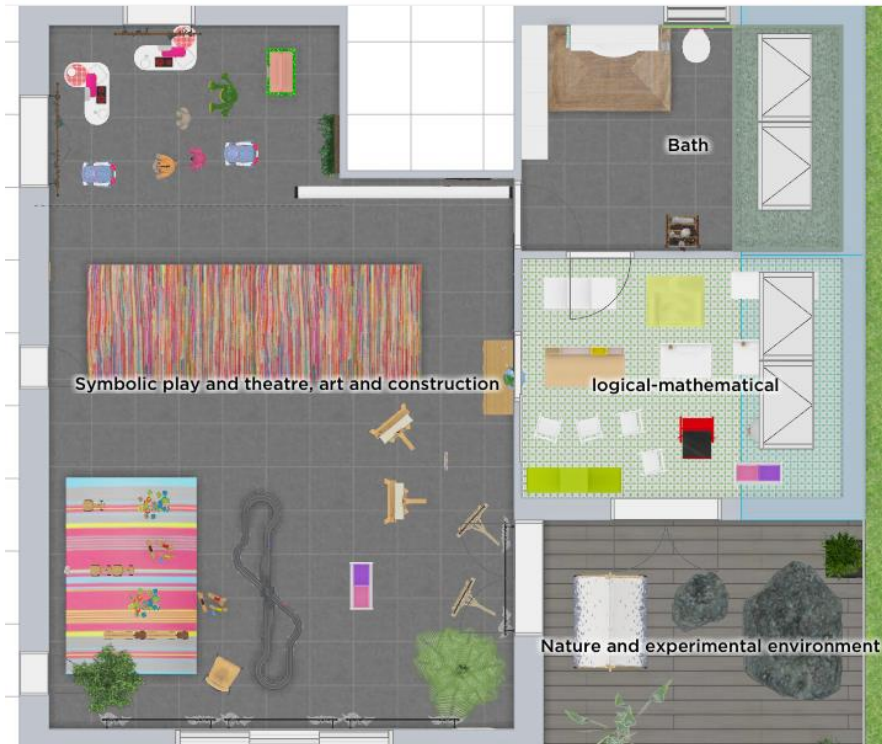


Figure 2. Learning environments (*Author's own, 2021*)



Figure 3. Learning environments (*Author's own, 2021*)

6.9. Selection and organisation of teaching resources and materials

The importance of an adequate selection and organisation of teaching resources and materials will have an impact on the construction of significant and relevant learning.

It is necessary that the materials cover the three areas of knowledge proposed by the Order of 5 August 2008 (BOJA, 2008), that is, materials that are related to the different languages, to the immediate surroundings of their physical, natural and cultural environment, as well as those for the development of self-knowledge and personal autonomy. Therefore, the materials used in the different environments will be varied, attractive and stimulating, and will promote research, investigation, exploration, manipulation, as well as the development of creativity, since each child is a unique and unrepeatable being, with different needs and concerns.

The materials to be used in each environment will be selected, as well as their quantity and variety, depending on the needs and activities proposed. In addition, they will be introduced to the English language.

Specific materials will also be developed according to the needs of each environment. All of this requires the use of good, approved, natural materials in order to create attractive and welcoming spaces.

The use of ICT will be encouraged, using the computer as an additional resource (viewing DVDs, images, photos, documentaries, educational games, etc.). Waste materials will also be taken into account, giving them a new use in the school and thus favouring the three "R's" (Reduce, Reuse and Recycle).

6.10. Transversality

Based on article 3 of the Order of 5 August (BOJA, 2008), which develops the curriculum for Infant Education in Andalusia, education in values will be worked on due to the importance of encouraging attitudes and habits that favour responsibility, involvement and participation in the most significant social issues.

We will work on caring for the environment by separating waste, recycling materials in different activities, not wasting energy and water, taking care of plants and animals; to this end, we will cultivate some seasonal plants in the outdoor spaces to

observe their growth and harvest their fruits, collaborating and taking care of these small vegetable gardens. Through dialogue and reflection on conflict resolution, the sharing of ideas and agreements, class rules... a climate of peace and equality will be created in the different environments.

I will try to awaken a critical conscience about consumerism, trying not to waste the existing resources in the environment. In the activities carried out in all environments, but especially in the symbolic play environment, gender equality will be promoted, offering children the same opportunities, duties and rights.

Activities that favour the acquisition of healthy habits and the importance of these for personal wellbeing will be worked on. In addition, sexual, moral and civic education would be worked on in the different activities and environments for the training and development of students as individuals.

6.11. Attention to diversity

Integration and attention to diversity in the educational environment consists of adapting the organisation of the classroom and the centre to the learning difficulties presented by the students. However, the school should not understand this measure as something exceptional, but as something necessary for the educational development of students (Salinas, 2010).

Attending to diversity means recognising that each child is a unique and unrepeatable person, with his or her own history, affections, motivations, needs, interests, cognitive style, gender, etc. This requires the school to offer appropriate responses to each child, since in Early Childhood Education it is convenient to establish a wide variety and diversity of activities that take into account the needs and learning rhythms of each child (Del Carmen & Viera, 2010). Therefore, as a teacher, considering and respecting personal differences, I will plan classroom environments and activities in an open, diverse, flexible and positive way, promoting the diverse interests and needs of the students.

Attention to diversity should be guided by the principle of favouring and stimulating the well-being and development of all children, taking advantage of the individual differences existing in the classroom. Furthermore, the teaching and learning

processes at this stage are articulated in different ways that respond appropriately to the treatment of the different contents that make up the curriculum (Del Carmen & Viera, 2010). To this end, I will propose diverse activities and materials that respond to the different interests and allow work within the environments, both in small groups and individually, in a free or directed way, but taking into account the curiosity and differentiated interest of each child.

6.12. Evaluation

It is a great educational and pedagogical challenge to design and organise spaces, to decide what kind of materials will be most appropriate and to provide a different way of managing and distributing time in the classroom. All this leads us to conceive assessment as an important part of teaching practice. Assessment is that which is carried out during the teaching-learning process and through which the student's progress, difficulties and needs in relation to certain tasks are observed and assessed, with the aim of adjusting the intervention and the help that we should provide (Morrison, 2004). Assessment is therefore understood as a process of continuous reflection on everything that is done, a process of questioning the why and why not of the things that are done, a vital element in creating new challenges and truly meaningful experiences for all learners, helping them to internalise learning and life skills.

As Morrison (2014) points out, assessment should be carried out in a systematic and continuous way and should relate to what is being done at the time. The key is not to assess what the student knows or does not know, but to observe and assess their progress, difficulties and educational needs throughout the tasks and activities that are carried out daily in the classroom. In order to do this, teachers must be able to observe and have a receptive and open attitude that allows them to grasp the learner's competences and needs.

This assessment would be carried out in three moments:

INITIAL ASSESSMENT. An evaluation of the group would be carried out to find out the initial level from which it would start (level of autonomy, rules, logical-mathematical concepts, wealth of vocabulary, type of game played, etc.).

CONTINUOUS ASSESSMENT. Through direct observation ([see appendix B](#)), the teacher's diary and individualised records ([see appendix C](#)) of pupils learning a second language and of their passage through the different environments (learning they acquire, compliance with rules, how they relate to others, etc.), etc., we would have sufficient information to evaluate the learning process the pupils are carrying out, as well as the aspects that need to be worked on in order to improve. At the end of each term, families would receive information about their children's learning process.

FINAL EVALUATION. At the end of the course, the tutor will draw up an individualised report ([see appendix D](#)) in which relevant data on the pupils' achievements and difficulties throughout their learning process will be collected. At the end of the course, an individual interview would be held with the families, where the course report with the documentation would be handed over, and their vision of the process would be assessed.

The following are some of the evaluation criteria that will be taken into account in this proposal with respect to each area according to the Order of 5 August 2008 (BOJA, 2008) which will be taken into account for the evolution of the age of the pupils. These criteria will be marked as achieved, not achieved and in progress. In addition, there will be an evidence section to write down any suggestions regarding the students.

In *the area of self-knowledge and personal autonomy*, it will be taken into account whether they show a progressive knowledge of the body schema, is that, whether they use, for example, both hands to manipulate objects, jump with both legs, etc. In addition, it will also be taken into account whether they resolve conflicts and situations that arise in the classroom with initiative and autonomy.

In relation to *the area of knowledge of the environment*, the activities carried out in the classroom will take into account whether they know basic mathematical concepts and whether they know, enjoy and respect their environment. Finally, in *the area of languages: communication and representation*, it will be taken into account whether they participate in communicative exchanges in English, enjoy and take part in artistic activities and are able to express their ideas.

6.13. CLIL didactic unit

After the theoretical review provided in the previous sections, we can begin to talk about how the didactic proposal will be carried out. To this end, six sessions will be designed with the same structure, i.e., each session will begin with an initial assembly in which a specific topic previously prepared by the teacher will be discussed. The idea of having a prepared topic is to be able to guide the students in the teaching of content from the curriculum combined with the use of CLIL in order to familiarise them with the English language both orally and aurally. The topics covered in these six initial assembly sessions will have a common purpose, namely, to teach meaningful, everyday content that the children can experience in their daily lives. After the initial assembly, the students will be distributed throughout the classroom using the learning environments that have been previously prepared. The idea is to give students full autonomy to decide where and how to learn, always with the guidance and support of the teacher. The nature of the creation of the environments is so that the students can develop linguistic aspects and acquire mainly the listening and speaking skills of the English language in order to internalise it in an experiential way. For this, the role of the teacher is essential, because, although in the environments all the written content will be in English, the most real way of learning the language is through oral communication. In this way, the teacher in each environment will use the English language to communicate with the students through simple questions about what they are doing so that they can give an answer using English words.

It is important to distinguish that the insertion of CLIL in this proposal is directed in two ways. The first is through the assemblies in which specific content will be taught through the English language and the second is a more spontaneous experience where English concepts, expressions and questions will be introduced so that the pupils associate the action with the linguistic content.

At the end of each session, an assembly will be held so that students can try to express themselves in English and share with the rest of their classmates and the teacher what they have learned and experienced during the session. In this part, the teacher will also play an important role, as he/she will be in charge of asking

questions and asking topics of interest in order to guide and help the students to develop their use of the English language.

The following are linguistic expressions that could be used by the teacher to guide classroom sessions and encourage children to use the language following the triptych supported by Coyle, Hood and Marsh (2010).

COMMUNICATION	
Language of learning	
Key words and concepts of each environment.	
<i>Symbolic play and theatre environment:</i> baby, cot, car, kitchen utensils (knife, fork, plate, spoon, etc.), food (strawberry, chicken, rice, etc.), puppet, arms, legs, etc.	
<i>Construction environment:</i> square, rectangle, triangle, large, medium, small, stone, cardboard, glass, etc.	
<i>Art environment:</i> paintbrush, tempera, colours (red, blue, yellow, green, purple...), wax, marker, coloured pencil, blackboard, drawing	
<i>Nature and experimental environment:</i> Plant, stone, shell, seed, animal (tiger, bear, giraffe, wolf, elephant, crocodile, shark, etc.)	
<i>Logical-mathematical environment:</i> weight, volume, texture, numbers (one, two, three, four, five, six, seven, eight, nine and ten), etc.	
Structures: I want/ I don't want. I like/don't like. I can/ I can't. Present simple.	
Connectors: after, before, under, on, above, over, etc.	
Language for learning	
Language for describing: This is a.... Is a... / This has... this doesn't have.... May/may not...	
Language for giving reasons: I like/dislike this because....	
This is important because...	
Language to ask for clarification: Can you repeat it / What is it / What are you doing?	

Language to give an opinion: I like it...because it is...I don't like it...because it is....
Language for comparison: Better than.../ Worse than...
Language of the classroom:
Is it like this?
Can you lend me...?
Do we share...?
Do we play together?
Do we do...?
How do we...?
Language through learning
Language through learning in environments.
Language through interaction with peers in activities and teamwork.
Language through questions and reflection time.

After this and having previously seen the layout of the classroom in figures 2 and 3, the five learning environments that will make up the classroom and the resources that will be available in each of them will be described.

In each of the descriptions of the environment, the reader will be redirected to the corresponding annex, in which a possible example of the distribution of the environment will be shown through an image:

SYMBOLIC PLAY AND THEATRE ENVIRONMENT

In this environment ([see appendix E](#)) there will be several areas that will invite children to transform reality to suit their desires through play, that is, to rehearse life symbolically. In addition to putting themselves in the place of others symbolically through theatrical play, encouraging fantasy, pleasure and their innate desire. The intention of this environment is to stimulate the development of the student's capacity for symbolisation, as well as their tolerance of frustration, concentration and imagination.

This space will vary according to the interests and motivations of the students and can become a doctor's surgery, an ice cream parlour, a supermarket, etc.

- An area with pictures, books and real photographs of elements related to the environment.
- A space with tables, a blackboard and a variety of fungible material to express all the experiences that take place in the space.
- An area for theatrical play with puppets and puppet shows.

CONSTRUCTION ENVIRONMENT

Children in this environment from the age of 5 years onwards ([see appendix F](#)) can acquire the ability to build meaningful scenarios, objects and buildings, recreating real or imaginary worlds. These actions will bring them multiple benefits and that is why I propose the construction environment, because of the great educational value of construction games. The classroom will be divided into several areas:

- Areas of mirror constructions. To have different views of the construction, symmetries, elongations, etc.
- Areas of mathematical constructions. Where we will work in a manipulative way on mathematical concepts such as order in terms of size, classifications, inclined planes, problem solving, equilibrium, differentiation of weights, etc.
- Non-specific material area: constructions with corks, glasses, trunks, stones, paper rolls, cardboard boxes to give free rein to creativity and symbolism.

ART ENVIRONMENT

One of the functions assigned to schools today is to awaken and stimulate creativity in pupils. (BOJA, 2008). Hence the importance of creating this space ([see appendix G](#)) because we all have something to express, to communicate, to perceive... to create. In it we can find the following areas:

- Easel area: where they can express themselves freely with paintbrush and tempera.
- Graphic expression area on a table: where they can draw freely with different materials and using different types of paint (pencils, soft and thin crayons, thin and thick felt-tip pens, coloured pencils, solid tempera, etc.).

- Free drawing area on a whiteboard with felt-tip pens.
- Free drawing area on mirrors with crayons and specific pencils to paint on them.
- Tracing area: where you can find two tracing tables with stencils and various materials.

NATURE AND EXPERIMENTAL ENVIRONMENT



This environment ([see appendix H](#)) will be equipped with different materials for students to get involved and interact with them, provoking observation and perception through the senses; the intention will be for them to manipulate and explore the multiple sensations and experiences that may arise from them, as well as hypotheses, questions and a search for information that will be attended to and guided by the teacher.

The following zones will be differentiated:

- An area where you will find the different elements of nature such as: plants, stones, shells, bark, seeds, tree fruits, etc.
- Another area with sensory trays with different materials and utensils for playing with, searching, transferring, mixing, experiments, etc.
- A space for students to express graphically their sensations, feelings and experiences at the time.
- An area of animals and habitats that will change from time to time.

MATHEMATICAL LOGIC ENVIRONMENT



The logical-mathematical environment ([see appendix I](#)) will be divided into different areas within it, where you can find different purposes and a wide variety of materials:

- Area for experimentation and mathematical activities for everyday life: in this area students will be able to observe, manipulate and experiment with objects and internalise their qualities through various materials of weight, volume, texture, weight, containers with different volumes, measuring tapes, coins, etc.

- Counting area: with numbers, tweezers, wheels, counting cards, cards with dots... Order the number series from 0 to 10 and find the equivalences with dot cards or other images.
- Board games: there will be two table areas, one for more individual play and another table where the game will be more cooperative (two pupils can play, for example cards, goose, three-in-a-row...).
- Magnetic board: magnetic numbers, magnetic strips, coloured markers and eraser.

Generally speaking, in the sessions the **pupils** will express what they have learnt, their concerns and anything else they wish. They will also have to understand the questions that the teacher will ask them to help them express themselves. To do this, they will have to pay attention and develop communication in English through communication and listening skills.

The **teacher** will guide and support the students' learning processes. They will be responsible for preparing the topic and possible questions that may arise in the assemblies, for having the materials adapted to the needs of each environment, for communicating orally in English to favour early language acquisition and for observing the students' learning process by means of a checklist.

The sessions to be held will be outlined below:

SESSIONS

In the dynamics of the learning environments and the final assemblies, the performance is the same. So, what is related to these activities will only be mentioned in session 1 and will be extensible to all other sessions. Like the skills developed in the initial assembly, the learning environments and the final assembly will be the same in all sessions.

SESSION 1			
Timing	Assembly	Play of environments	Final assembly
	60 minutes	1h and 45 minutes	45 minutes
Skills developed	Assembly	Play of environments	Final assembly
	• Oral communication and listening in the English language • Cognitive (create, apply, analyse, understand, remember...) and reflective skills	• Oral communication and listening in the English language • Cognitive skills (create, apply, analyse, understand, remember...) • Psychomotor skills (organisation of space and time, fine and gross psychomotor skills)	• Oral communication and listening in the English language • Cognitive (create, apply, analyse, understand, remember...) and reflective skills
Purpose	Assembly	Play of environments	Final assembly
	Check that they know the members of the family	Facilitating pupils to go to the space they are most interested in	Check acquired knowledge and vocabulary
Group work	Assembly	Play of environments	Final assembly
	As a whole class	Individual or cooperative work as the pupils wishes	As a whole class
Role of teacher	Assembly	Animator // Guide // Listener // Speaker	
	Play of environments	Animator // Guide // Facilitator// Listener // Speaker	
	Final assembly	Animator // Guide // Listener // Speaker	
Role of pupils	Assembly	Listener // Thinker // Speaker // Reflector // Learner	
	Play of environments	Listener // Thinker // Speaker // Cooperator // Learner	
	Final assembly	Listener // Thinker // Speaker // Reflector // Learner	
Dynamics	Assembly	The pupils sit in a circle looking at three pictures of a family (see appendix J) and the teacher orally names the members of the family so that any pupil who wants to can name the members of his/her family. At the end of the activity, the teacher describes a family aloud and the pupils have to draw what they have understood and then discuss with the teacher what they have represented. <u>Description of family:</u> MERY: This is my family. That's my father. He is happy. That's my brother. He is young. That's my grandfather. He is sad. That's my grandmother. She is old. That's my mother. She is beautiful. That's my sister. She is hungry.	
		Vocabulary	

		Members of the family: grandma, grandpa, mum, dad, sister, brother
		Structures
		This is my (brother).
		Classroom language
		- Hello // Grandpa, grandma, mum, dad, sister, brother - Let's go, come on // Here are the girls/boys - Family // Who's this? // Listen // Girl // Boy // My grandma... - Who's missing? // This is my family // This is my (brother)
	Play of environments	Pupils go to the environments into which the classroom is divided, and the teacher asks them questions in English about the action they are doing. The teacher uses emotions and empathy to reach the students and make them feel listened to. For those pupils who are reluctant to perform the activity, the teacher uses conciliatory and affable communication.
	Final assembly	The pupil sits in a circle and the teacher asks questions about how each child's day went and what they learnt to help them develop their speaking and listening skills in English.
Materials	Resources used in initial assemblies and learning environments (explained above)	

SESSION 2			
Timing	Assembly	Play of environments	Final assembly
	60 minutes	1h and 45 minutes	45 minutes
Skills developed	Assembly	Play of environments	Final assembly
	-----	-----	-----
Purpose	Assembly	Play of environments	Final assembly
	Check that they know the parts of the face	Facilitating pupils to go to the space they are most interested in	Check acquired knowledge and vocabulary
Group work	Assembly	Play of environments	Final assembly
	As a whole class	Individual or cooperative work as the pupils wishes	As a whole class
Role of teacher	Assembly	Animator // Guide // Listener // Speaker	
	Play of environments	Animator // Guide // Facilitator// Listener // Speaker	
	Final assembly	Animator // Guide // Listener // Speaker	
Role of pupils	Assembly	Listener // Thinker // Speaker // Reflector // Learner	
	Play of environments	Listener // Thinker // Speaker // Cooperator // Learner	
	Final assembly	Listener // Thinker // Speaker // Reflector // Learner	
		The pupils sit in a circle and, using the family photos (see appendix J), the teacher shows them the parts of the face (see appendix K)	

Dynamics	Assembly	and explains them to them by making gestures that point to each part of the face accompanied by the English language. At the end of the activity, the pupil shows the rest of the classmates the parts of his or her face orally and gesturally.
		Vocabulary
		- Parts of the face: <i>ears, eyes, nose, face, teeth, mouth.</i> - Instructions: <i>Close your eyes, Put out your hands, Open your eyes, Give your friend a hug.</i>
		Classroom language
		- Who's this? // Eyes, ears, nose, face, teeth, mouth - I've got an idea // What is it?
	Play of environments	-----
	Final assembly	-----
Materials	Resources used in initial assemblies and learning environments (explained above)	

SESSION 3			
Timing	Assembly	Play of environments	Final assembly
	60 minutes	1h and 45 minutes	45 minutes
Skills developed	Assembly	Play of environments	Final assembly
	-----	-----	-----
Purpose	Assembly	Play of environments	Final assembly
	Check that they are aware of emotions	Facilitating pupils to go to the space they are most interested in	Check acquired knowledge and vocabulary
Group work	Assembly	Play of environments	Final assembly
	As a whole class	Individual or cooperative work as the pupils wishes	As a whole class
Role of teacher	Assembly	Animator // Guide // Listener // Speaker	
	Play of environments	Animator // Guide // Facilitator// Listener // Speaker	
	Final assembly	Animator // Guide // Listener // Speaker	
Role of pupils	Assembly	Listener // Thinker // Speaker // Reflector // Learner	
	Play of environments	Listener // Thinker // Speaker // Cooperator // Learner	
	Final assembly	Listener // Thinker // Speaker // Reflector // Learner	
		In a circle, pupils watch short clips from the film "Inside Out" (https://www.youtube.com/watch?v=F_POA6n6_yw&list=PLuUd5Fap-n20FQ3TYk01-OTQ9GXqZCpJ2), and the teacher explains the emotions that appear. Everyone listens and sees how the characters feel. At the end of the activity, the teacher and the pupils discuss what they have seen with questions to encourage reflection.	

Dynamics	Assembly	Vocabulary	
		• Emotions: happy, sad, tired, surprised, scared.	
		Classroom language	
		• Happy, sad, scared, angry // Are you (sad)? // Yes, I am // No, I'm not // You're // What is it? • I'm happy. Today I'm happy. I'm OK // Is he OK? // How are you feeling today?	
	Play of environments	-----	
	Final assembly	-----	
Materials	Resources used in initial assemblies and learning environments (explained above)		

SESSION 4			
Timing	Assembly	Play of environments	Final assembly
	60 minutes	1h and 45 minutes	45 minutes
Skills developed	Assembly	Play of environments	Final assembly
	-----	-----	-----
Purpose	Assembly	Play of environments	Final assembly
	Check that they know the animals on the farm	Facilitating pupils to go to the space they are most interested in	Check acquired knowledge and vocabulary
Group work	Assembly	Play of environments	Final assembly
	As a whole class	Individual or cooperative work as the pupils wishes	As a whole class
Role of teacher	Assembly	Animator // Guide // Listener // Speaker	
	Play of environments	Animator // Guide // Facilitator// Listener // Speaker	
	Final assembly	Animator // Guide // Listener // Speaker	
Role of pupils	Assembly	Listener // Thinker // Speaker // Reflector // Learner	
	Play of environments	Listener // Thinker // Speaker // Cooperator // Learner	
	Final assembly	Listener // Thinker // Speaker // Reflector // Learner	
Dynamics	Assembly	The pupils in a circle get to know the animals on the farm by singing together a song (see appendix L) about the different animals found in this environment. The teacher names them and talks about them in English. At the end of the activity, the pupil who wants to say which animal is his/her favourite and why, trying to express him/herself in English.	
		Vocabulary	
		• Farm animals: horse, cow, dog, sheep, cat, rabbit.	
		Classroom language	
		• Who's this? // What is/are your favourite animal? // Is the cow sad? // The cow is happy // Look! The farm // Where do cows live? // On the farm?	

		Where do sharks live? // Sharks live in the sea // Which animals live on the farm?
	Play of environments	-----
	Final assembly	-----
Materials	Resources used in initial assemblies and learning environments (explained above)	

SESSION 5			
Timing	Assembly	Play of environments	Final assembly
	60 minutes	1h and 45 minutes	45 minutes
Skills developed	Assembly	Play of environments	Final assembly
	-----	-----	-----
Purpose	Assembly	Play of environments	Final assembly
	Check their knowledge of food vocabulary	Facilitating pupils to go to the space they are most interested in	Check acquired knowledge and vocabulary
Group work	Assembly	Play of environments	Final assembly
	As a whole class	Individual or cooperative work as the pupils wishes	As a whole class
Role of teacher	Assembly	Animator // Guide // Listener // Speaker	
	Play of environments	Animator // Guide // Facilitator// Listener // Speaker	
	Final assembly	Animator // Guide // Listener // Speaker	
Role of pupils	Assembly	Listener // Thinker // Speaker // Reflector // Learner	
	Play of environments	Listener // Thinker // Speaker // Cooperator // Learner	
	Final assembly	Listener // Thinker // Speaker // Reflector // Learner	
Dynamics	Assembly	The school cook visits the assembly and explains food vocabulary and tells what she does in her job. The pupils in a circle touch and see directly the food in the kitchen and associate the linguistic content with the food, reinforcing it with flashcards (see appendix M). At the end of the activity, the cook asks the pupils which food they like the most so that they can express the food vocabulary in English.	
		Vocabulary	
		- Food: <i>carrots, sausages, apples, cakes, ice cream, chips, dinner, tonight, smell, hungry, kitchen, carrot soup, eggs, milk, orange juice...</i> - Instructions: Smell, Go into the kitchen, Listen, Look, chips!	
		Structures	
		<i>I like/don't like (carrots)</i>	
		Classroom language	
		<i>I like sausages // I don't like // I'm hungry // Is he hungry?</i> <i>He's eaten soup, sausages and chips and apples</i>	

		• Mmm. My favourite! // Mmm, Cakes • Eggs come from chicken // Milk comes from cows	
	Play of environments	-----	
	Final assembly	-----	
Materials	Resources used in initial assemblies and learning environments (explained above)		

SESSION 6			
Timing	Assembly	Play of environments	Final assembly
	60 minutes	1h and 45 minutes	45 minutes
Skills developed	Assembly	Play of environments	Final assembly
	-----	-----	-----
Purpose	Assembly	Play of environments	Final assembly
	Check which content they liked the most	Facilitating pupils to go to the space they are most interested in	Check acquired knowledge and vocabulary
Group work	Assembly	Play of environments	Final assembly
	As a whole class	Individual or cooperative work as the pupils wishes	As a whole class
Role of teacher	Assembly	Animator // Guide // Listener // Speaker	
	Play of environments	Animator // Guide // Facilitator// Listener // Speaker	
	Final assembly	Animator // Guide // Listener // Speaker	
Role of pupils	Assembly	Listener // Thinker // Speaker // Reflector // Learner	
	Play of environments	Listener // Thinker // Speaker // Cooperator // Learner	
	Final assembly	Listener // Thinker // Speaker // Reflector // Learner	
Dynamics	Assembly	The pupils draw on a piece of paper which of the contents they have learnt they liked the most.	
		Pupils play an activity in which they go out one by one to the centre of the circle and with expressions and vocabulary in English describe what they have drawn for their classmates and the teacher to guess with the given clues.	
		Structures	
		• <i>I like/don't like</i>	
		Classroom language	
		• <i>What is it? // what have you drawn? // What did you like the most?</i>	
		• <i>Can you give me a clue? // I like drawing... // I don't like drawing...</i>	
		• <i>I think it's... // A clue is... // It might be...</i>	
	Play of environments	-----	

	Final assembly	-----
Materials	Resources used in initial assemblies and learning environments (explained above)	

ATTENTION TO DIVERSITY	
In order to promote an education based on attention to diversity, I will bear in mind some guidelines and general measures of educational attention for the whole class group based on:	
Personalise the pupils' learning, the teacher will try both in the assemblies and in the learning environments that the contents worked on, and the learning generated in the classroom connect with the life and reality of the pupils.	
Encourage cooperative learning. In this way, everyone participates, and everyone helps each other to achieve a goal (it is important because everyone participates, they are enriched and have something to contribute, it is an incredible way of working with diversity, everyone goes together).	
Assembly	In the initial assembly, the teacher encourages pupils to cooperate with their peers by assigning, if necessary, other peers to help them perform a task or express themselves, so that any child can have the support of another peer when needed.
Play by environments	In learning environments, the teacher prepares the spaces and materials so that pupils can move freely in the area of their choice and have the possibility to play and learn cooperatively with their peers. By cooperating, pupils can enrich each other and help each other to construct meaningful learning. For example: they can draw a picture and colour it with a partner, they can build together, they can dress up and help each other to find the material and put it on. The teacher should let the students know that it doesn't matter if they do something different from their classmates, because the difference is the essence.
Final Assembly	In this assembly, the teacher asks about what has happened during the day, for example, who each child has played with, what they have learnt, etc. The teacher highlights the strengths of each child and encourages everyone to talk and help each other if they don't remember what they did, so that cooperation plays a role again. The teacher also asks questions in English to

work on linguistic communication and the child has the possibility to turn to a classmate so that together they can give the teacher an answer.
• Offer multiple ways of accessing information (photographs, videos, conversations, observations, etc.) (not simply through conversations, it is important to offer other channels so that everyone has the same possibility of learning).
• Give clear and brief instructions in the English language.
• Respect different learning paces. In this sense, for students with difficulties and slow pace I will vary the resources, reinforce their achievements, establish reinforcement activities (for example, review vocabulary that we have learnt, consolidate the contents in motivating resources such as the digital whiteboard or tablet, etc.). For fast pupils I will develop extension activities (for example, provide new vocabulary of interest to them).

7. CONCLUSION

In an ever-changing and ever-advancing society, it is a real necessity for children to know several languages other than their mother tongue from a very early age. Multilingualism is synonymous with success in this social context, which is why it is essential that everyone is culturally inculcated with the idea of mastering several languages, not only for personal growth, but also to cope with the social demands of this globalised world.

At this point, teaching practice must be aligned with these social demands, so that it can stimulate the learning of a foreign language at an early age in pupils, engaging, motivating and adapting to the particularities and learning needs of the pupil. This requires a context that enriches learning opportunities and encourages peer interaction to develop each pupil's potential.

This is where learning environments play a very important role because they encourage the construction of knowledge that arises, as far as possible, from the child's direct experience with the environment and with others. It is a learner-centred methodology that helps children to excel themselves and to play an active and cooperative role. It is also a methodology that, when combined with the new vision of foreign language teaching, provides a differential value in the classroom and can allow the teacher to play the role of guide or facilitator and the pupil to be the absolute protagonist, acting and interacting much more than in traditional language teaching. Personally, I was not aware of all the advantages CLIL could offer and although I was not familiar with the concept as such, I have always believed that the only way to learn a language is by practising, interacting and being an active agent. However, from my experience as a student and now as a teacher, I have seen how language teaching structures still rely on the idea of transferring isolated and memorised content. For me as a student, it worried me to know that I had been studying a second language for so many years and I felt as if every year I was starting again at square one. Having very generic ideas about the foreign language, in my case English. Now, as an extracurricular English teacher, I notice that some students find it difficult to learn a second language in isolation. Therefore, after discovering the benefits of CLIL, I support the need to implement it in the classroom together with

alternative methodologies that favour the active role of pupils and their motivation to learn a new language. The way of learning the language that I consider most important is through practice, as CLIL can offer the opportunity to generate an engaged and communicative context, making it a valuable methodology to apply in the early stages of a pupil's learning.

A possible limitation of this methodology is that a learner who has previously been exposed to a second language through the transmission of isolated content may find it more difficult to adapt to CLIL than learners who have had no previous contact with the language and are beginning to learn it through CLIL. In addition, another limitation that may be encountered in the use of CLIL is that when it is merged with learning environments, the teacher may not be sufficiently prepared to generate learning in this context.

To conclude this Master's Dissertation, I would like to stress once again the importance of the teacher's role as facilitator in this methodology, but at the same time, having the attitude and skills necessary to apply CLIL in the classroom combined with methodologies such as learning environments, in order to maintain the active role of the learner.

As teachers we must be in continuous training and we must include educational trends in our classrooms in order to offer the best possible education to future generations. Therefore, I hope that this work can precede other research that brings added value to educational practices and can be applied in a real context in the future.

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APPENDICES

APPENDIX A. EMOTIONOMETER



(Author's own, 2021)

APPENDIX B. EXAMPLE DIRECT OBSERVATION

OBSERVATION SCALE						COMMENTS / HIGHLIGHTS
ITEMS: YES / NO / IN PROGRESS						
NAME OF PUPIL	Knows and understands the basic needs of his/her body.	Solves conflicts and situations that arise in the classroom with initiative and autonomy.	Knows basic mathematical concepts/ Respects the environment.	Participates in communicative exchanges in English.	Participates in artistic activities and is able to express his/her ideas.	

Observation direct scale (Author's own, 2021)

APPENDIX C. INDIVIDUALISED RECORDS

Classroom values checklist			
Name of pupil:			
Observation	Yes	No	Comments
Respect the opinions of others.			
When you see an unfair situation, you report it.			
He or she expresses his or her ideas and opinions openly.			
Offer your help to others.			
It knows how to share.			
Take care of the materials.			

Classroom values checklist (*Author's own, 2021*)

OBSERVATION SCALE	EVALUATION			
Name of pupil:				
ITEMS	Always	Frequently	Sometimes	Never
Understands the foreign language				
Attempts to express oneself in the foreign language				
Knows vocabulary in the foreign language				
Understands the teacher when addressing him/her				
Acquire new vocabulary and linguistic expressions.				

Observation scale (*Author's own, 2021*)

Name of pupil:	Learning environments							Observable behaviour	Very low level	Low level	Normal level	High level	Very high level
Observations:	Symbolic play and theatre environment	Construction environment	Art environment	Nature and experimental	Logical-mathematical								
Date:								Solve the activities alone					
								It has difficulties					
								More than one game ago					
Date:								Solve the activities alone					
								It has difficulties					
								More than one game ago					
Date:								Solve the activities alone					
								It has difficulties					
								More than one game ago					
Date:								Solve the activities alone					
								It has difficulties					
								More than one game ago					
Date:													
Date:													
Date:													

Rubric learning environments (*Author's own, 2021*)

APPENDIX D. INDIVIDUALISED REPORT

INDIVIDUALISED REPORT (FINAL EVALUATION)				
EVALUATION CRITERIA	ACHIEVED	NOT ACHIEVED	IN PROGRESS	EVIDENCE
Show a progressive knowledge of the body schema				
Resolve conflicts and situations that arise in the classroom with initiative and autonomy				
Know basic mathematical concepts				
Know, enjoy and respect the environment				
Participate in communicative exchanges in English				
Enjoy and participate in artistic activities				
Is able to express ideas				

Individualised report (*Author's own, 2021*)

APPENDIX E. EXAMPLE SYMBOLIC PLAY AND THEATRE ENVIRONMENT



Vera, Pérez, Leiva & Monreal (2020). *Ambiente de juego simbólico* [photograph].

Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=7246044>

APPENDIX F. EXAMPLE CONSTRUCTION ENVIRONMENT



Vera, Pérez, Leiva & Monreal (2020). *Ambiente de construcción* [photograph].

Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=7246044>

APPENDIX G. EXAMPLE ART ENVIRONMENT



Vera, Pérez, Leiva & Monreal (2020). *Ambiente creativo* [photograph]. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=7246044>

APPENDIX H. EXAMPLE NATURE AND EXPERIMENTAL ENVIRONMENT



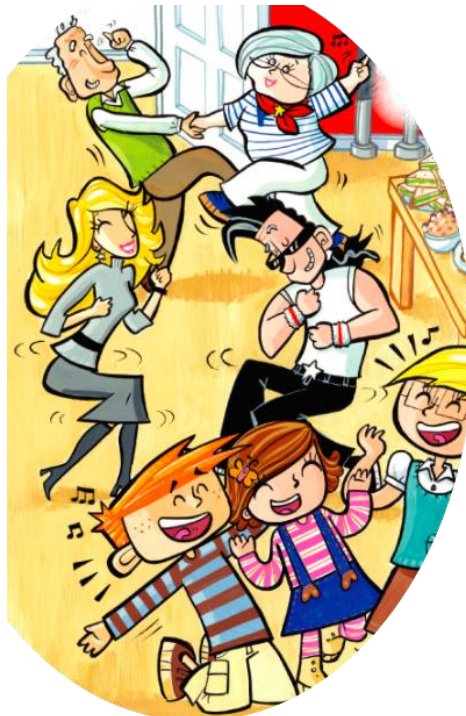
Vera, Pérez, Leiva & Monreal (2020). *Ambiente de naturaleza y experimentación* [photograph]. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=7246044>

APPENDIX I. EXAMPLE MATHEMATICAL LOGIC ENVIRONMENT



Vera, Pérez, Leiva & Monreal (2020). *Ambiente de lógica-matemática* [photograph].
Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=7246044>

APPENDIX J. EXAMPLES OF FAMILY PICTURES



Nixon, C., & Tomlinson, M. (2014). *Kid's Box Level 1 Pupil's Book*. Cambridge University Press.

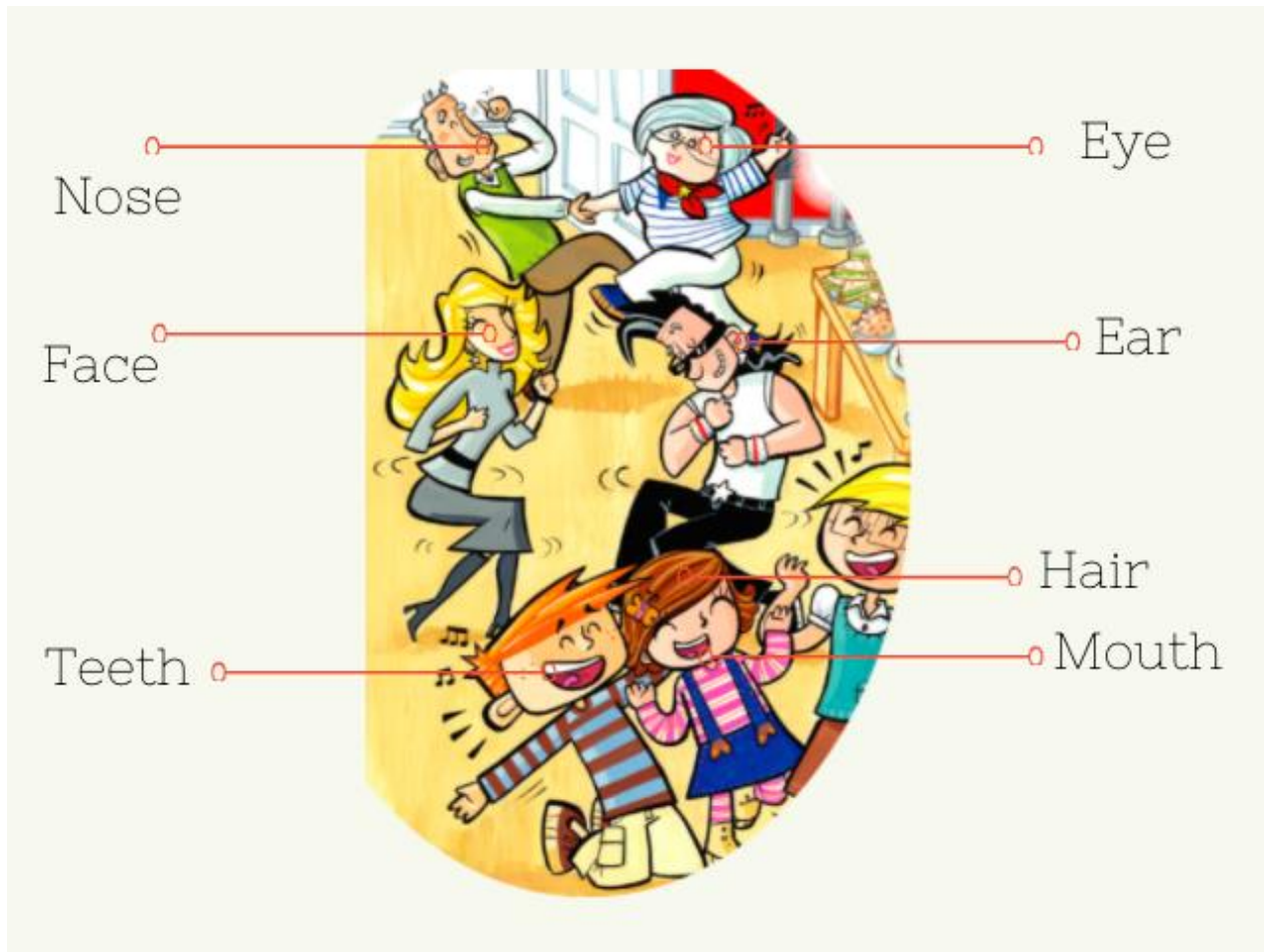


Nixon, C., & Tomlinson, M. (2014). *Kid's Box Level 2 Pupil's Book*. Cambridge University Press.



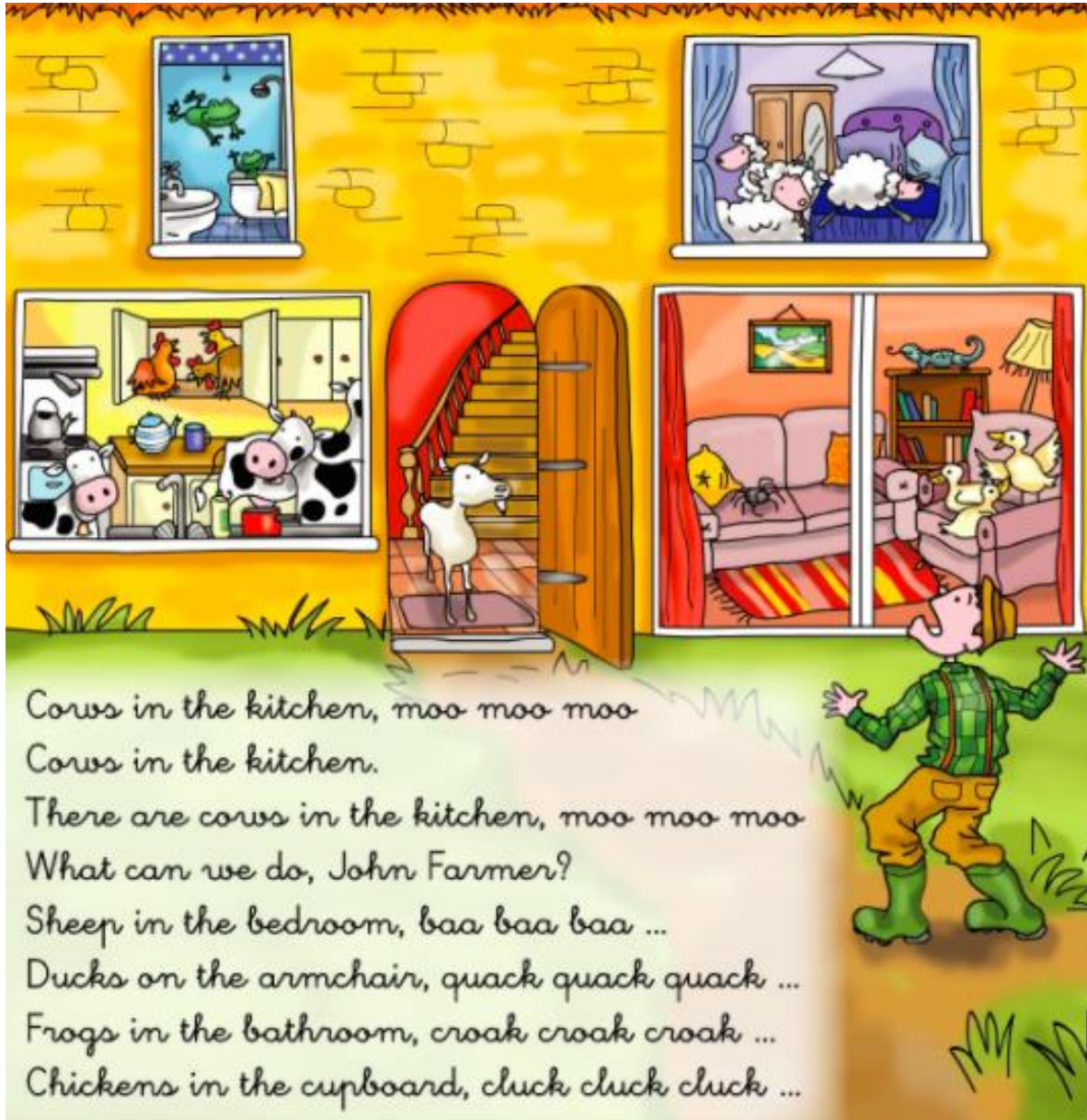
Nixon, C., & Tomlinson, M. (2014). *Kid's Box Level 3 Pupil's Book*. Cambridge University Press.

APPENDIX K: EXAMPLE PICTURE OF PARTS OF THE FACE



Picture of parts of the face (*Author's own, 2021*)

APPENDIX L. FARM ANIMALS' SONG



Nixon, C., & Tomlinson, M. (2014). *Kid's Box Level 2 Pupil's Book*. Cambridge University Press.

APPENDIX M. FLASCARDS FOOD



Flashcard's food (*Author's own, 2021*)