

Berta Sarrà Colominas

CLIL for teachers:
A proposal for a natural and
contextualised approach to English
Language Teaching in Early Childhood
Education

TREBALL FINAL DE GRAU

Universitat de Barcelona

Facultat d'Educació

Tutora: Ann Elizabeth Wilson Daily

Curs 2021-2022

6 crèdits

Barcelona, 7 de juny, 2022

Abstract

The need to instruct and use English is steadily gaining importance in the early years of education due to the necessity of preparing students to interact in a globalised environment. CLIL shows up as one of the most natural and native-like approaches to implement in the classroom. However, its implementation at the ECE level is limited. The following study aims to introduce English teachers in Early Childhood Education to the practice of CLIL as an innovative and contextualised approach that facilitates ELT learning in the ECE schoolroom. Participants will be teachers of 60 schools of Catalonia (P3-P5). These will be separated into two groups, in which the experimental group will be given the guide as a support and source of knowledge to use CLIL, while the control group will apply CLIL in the classroom without any material. The sample will be evaluated with pre and post evaluations that will measure teachers' motivation and teachers' knowledge and concerns regarding this approach to ELT. Analysis will be carried out using ANCOVA. With a thorough data analysis, the proposed guide is aimed at increasing teachers' levels of motivation and self-confidence in their CLIL teaching practice and their general knowledge about CLIL.

Key words. CLIL (Content and Language Integrated Learning), English Language Teaching (ELT), Early Childhood Education (ECE), young learners and methodology.

La necessitat d'ensenyar i utilitzar l'anglès està guanyant importància de forma contínua en educació infantil per la necessitat de preparar als alumnes per a interactuar en un entorn globalitzat. AICLE sorgeix com un enfocament natural i semblant a l'ensenyament i aprenentatge natiu per aplicar a l'aula. No obstant això, la seva implementació a l'etapa d'educació infantil és limitada. L'estudi següent té com a objectiu introduir els mestres d'anglès d'educació infantil a la pràctica de AICLE com un enfocament innovador i contextualitzat que facilita l'aprenentatge de l'anglès a l'aula d'infantil. Els participants seran educadors de 60 escoles de Catalunya (P3-P5). Aquests es separaran en dos grups, en els quals el grup experimental rebrà la guia com a suport i font de coneixement per utilitzar AICLE, mentre que el grup de control aplicarà AICLE a l'aula sense cap material. La mostra s'avaluarà amb avaluacions anteriors i posteriors que mesuraran la motivació dels docents i el coneixement i les preocupacions dels mestres respecte a aquest enfocament de didàctica de la llengua anglesa. L'anàlisi es realitzarà utilitzant ANCOVA. Amb una anàlisi exhaustiva de les dades, la guia proposada té com a finalitat augmentar els nivells de motivació i confiança dels mestres en la seva pràctica d'ensenyament d'AICLE i el seu coneixement general sobre AICLE.

Paraules clau. AICLE (aprenentatge integrat de continguts i llengües estrangeres), Didàctica de la llengua anglesa, Educació Infantil, infants i metodologia.

Index

1. Introduction and material	2
1.1 Material creation objectives	8
2. Methodology	8
3.1. Proposed sample	8
3.2. Operational variables	12
3.3. Study objectives	16
3.4. Data collection proposal	16
3.5. Data analysis proposal	22
3.6. Hypotheses	22
3.7. Study limitations	23
3. Reference list and bibliography	25

1. Introduction and material design

The use and knowledge of English has exponentially incremented during the past years. As Renau (2016) explains “there is a need to fit into a world increasingly globalised, in which communication and foreign languages have more importance than some years ago” (p. 82). This necessity has resulted in the urge to initiate Europe in bilingual education, expressed by Nikula (2016) as an accelerated process “of political and economic integration” with the aim to adapt the educational institutions to the new requests of the constant diversifying societies in the multilingual context (p. 3).

Language lessons are currently gaining more significance than years ago (2016), it is for this reason that is important to keep in mind as mentioned by Díaz Merino (2010, cited by Renau, 2016) that “English teaching should not be limited to the study of its structure, but to the use of the language in different contexts in order to be adapted to this new reality”.

A lot of language teaching methods have emerged with the intention of meeting the needs of English teaching, one of them being: **Content and Language Integrated Learning (CLIL)**. CLIL can be understood in different ways, some researchers and specialists may see it as an “educational approach” (Cenoz et al, 2014) “a pedagogic tool” (Coyle, 2002, cited by Cenoz et al, 2014) and as a “methodology” (Coonan, 2007). A summarised but explanatory definition could be the one used by Mehisto (2009), which defines CLIL as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”.

CLIL is thought to be “the most recent developmental stage of the communicative language teaching (CLT) approach” (Ioannou, 2012, p. 495). As Ioannou (2012) explains, not only does it implement the basic aspects of CLT but it also provides significant and genuine learning opportunities that draw learners near the foreign language through the perspective of active learning.

When first coming into contact with CLIL, it is important to understand why CLIL is the best approach to ELT for ECE. Along with all these cultures and cultural exchanges caused by the

characteristics of this globalised society, previously mentioned, Mehisto (2009) states that “language and cross-cultural communication skills are considered basic skills” (p. 1). Education is centred to provide guidance and training aimed to adapt to this new world. As he mentions in the article, CLIL creates open minded and flexible citizens confident and comfortable enough to communicate in different languages with people from other cultures, capable, at the same time, of dealing with uncertainty.

As seen in various researches (see Mehisto, 2009; Cenoz et al, 2014) in CLIL, language is the medium in which the language process is conducted. CLIL can be too broad and consequently, misperceived or complex to be understood completely. As Lasagabaster and Sierra (2014) comment, there is often some confusion differentiating CLIL and immersion. One of the differences lies in how the terms **content** and **language** are approached. Coyle (2007) states the essence of CLIL as a way to distinct it from other approaches by writing that “both language and content are conceptualised on a continuum without an implied preference for either” (p. 545). Marsh (2002, cited by Coyle, 2007) contribution to CLIL research can be used to illustrate the information stated previously, CLIL “does not give emphasis to either language teaching or learning, or to content teaching and learning, but sees both as integral parts of the whole”. Its inclusivity and flexibility allows this ELT approach to focus to integrate content and language “in varied, dynamic and relevant learning environments built on ‘bottom-up’ initiatives as well as ‘top-down’ policy” (Coyle, 2007, p. 546).

The definition of this approach commented previously, can also be commented by the information provided by Ioannou (2012), who defines CLIL as transcending, since it draws away the isolation that languages have always been linked to and strengthens the connection of language and education theories through the development of the students by their interactions with their classmates, teacher and resources. It is also stated that CLIL receives solid support not only from the European Union but also from the parents and those “disillusioned and dissatisfied teachers” that were not content “with the state of language teaching” (p. 497). The clear benefits of this teaching approach to ELT are not overlooked by schools. Mentioned by Ioannou (2012), CLIL comes as a practical solution for all educational centres when fitting in the linguistic requirements without drastically influencing the schools’ timetable.

When using CLIL, As Cuesta, Edlund and McDougald (2015) recommend high awareness from **teachers** since it is certain that “different teaching strategies are required to ensure maximum success in the teaching and learning process” (p. 142). This need to be aware is caused because

neither a methodology nor a method has been selected to implement CLIL. That is also what makes this educational approach flexible (Cuesta et al, 2015).

As Escobar (2014) mentions when teaching a foreign language in a classroom, the learners' participation and communication is highly needed in the teaching and learning process. Hence the relevance of stating a clear role of the teacher before when introducing this approach in the classroom. The responsibilities of a CLIL teacher compared to a non-CLIL teacher are clearly "more demanding" (Massler et al, 2011, p. 66). CLIL educators need a good command of not only English in this case, but also of the subject and content they are planning to teach. This commandment comes as well with the concept of scaffolding. Like Mehisto (2009) explains, CLIL offers a learning process based on this concept, where all the content and language presented is done through a manageable sequence. Teachers need to find ways, techniques or methods to assist their students while learning new content, guide them through the learning process and specially with younger learners, be able to pull down all barriers and limitations to establish an adequate and comprehensible contact with the L2.

The discourse used in the classroom varies depending on the task and main objectives of the intervention (Escobar, 2014). Over and above that, CLIL is not only a teacher's responsibility. Just like Mehisto (2009) exemplifies, in this approach language and content are not the only aspects that are characterised by integration. "Integration assumes co-operation" (2009). The development of materials, staffing and "head teacher and teacher professional development" are aspects affected by this integration (Mehisto, 2009, p. 2).

Apart from the teacher role, there are other aspects that need to be specified when coming into contact with CLIL. **Environment** is a key element in a learning context. Clarke (2009) states its importance by mentioning that a learning environment should encourage exploration and play. As she writes, programs in ECE that are planned and organised correctly, "provide a structure that encourages children to explore, experiment, and make decisions as they play together" (p. 22). As Ioannou (2011) mentions it is highly important to "create a safe and nurturing environment" (p.46) when introducing CLIL to the classroom. Ioannou (2011) insists that not only is it relevant to reflect on how to introduce the foreign language but also to think about possible resources that can be useful when introducing it, such as establishing routines.

CLIL "represents an entirely new take on learning" (Ioannou, 2011, p.43). When a new methodology or way of teaching and learning is introduced in the classroom, there needs to be

a time for students to adapt. So as to give children the process to adjust to this new structure, CLIL can be introduced in various methodologies that can facilitate this initial approach in ECE.

Introducing CLIL through a play based methodology, such as **learning corners**, can offer an easier approach to it. Learning corners provide what Clarke (2009) emphasises as a “provision of opportunities to experience quiet times as well as activities which encourage talk is also a consideration” (p. 23) when learning a new language. It also offers various chances to use their environment in their learning activities, which allows a more contextualised learning process and plenty of possibilities to practice speech while experimenting with the language (2009).

Along with learning corners, **Total Physical Response (TPR)** is known to be one of the most effective teaching methods in ECE. Sühendan (2013) explains that when this method is integrated into routines, there’s a big change in the learner’s attitude, involving them in the language and engaging students in reacting to it. Ioannou (2011) also complements this information by stating how TPR allows a less forced use of the L2.

Another methodology that can be used are **routines**, described by Ioannou (2011) as a way to help students feel safe and let them know what to expect since it provides a sense of familiarity with the lesson structure. Routines can be a great option to introduce CLIL since it is an opportunity to start using the new language through interactions and basic language in the classroom.

In spite of the clear information that is stated of the role of bilingual education nowadays and the increasing presence of programmes, such as CLIL, in schools, there are still doubts on when it is best to introduce a foreign language.

Mourão (2021) mentions that the influence of a language education emphasises the relevance of teaching not less than two foreign languages from an **early age** (p. 455). She also comments on the widespread introduction of English as a foreign language (FL) in Early Childhood Education (ECE) in Europe (see also Brumen, 2011; Dorin, 2015). Dolean (2015) discusses some of the aspects that can positively affect English learning in early years, some of them being: “phonological development”, a similar “native-like” accent from the desired language and more motivation during the learning process (p. 710-711).

All children are different and require individual needs that have to be met. As Cuesta et al. (2015) express, these individual characteristics “have to be taken into account in order to have success in learning in general, but more so for language learning” (p.138). Just as Cuesta et al (2015) comment, understanding how **young learners** process information can be challenging

when it comes to ECE, but using techniques such as repetitive sequences can be highly supportive of restructuring the linguistic system of the learners (Cuesta et al, 2015).

Tabors (1997, cited by Clarke, 2009) shows a series of factors that influence the way children approach the L2 and need to be taken into account when working on a new language in the classroom, like psychological factors and environmental factors.

Aside from the features mentioned previously, CLIL can result in being the best solution to provide learners with other settings that can positively affect their learning process. As Clarke (2009) mentions, those children that are learning English as a second language have a more restricted range of contexts in this new language in comparison to their mother tongue. Considering CLIL as a new approach to ELT in ECE would offer students “a variety of approaches to teaching content and language together” (Cuesta et al, 2015, p. 137).

Brumen (2011) also contributes by sharing a study that shows how the level of motivation that students manifested throughout a class were mainly subject to the variety of dynamics presented and the timing of these, as “children cannot deal with activities that last beyond a certain time period” (p. 720).

The guidelines published by the European Commission for early language learning in this stage of education (2011, cited by Mourão, 2021) “highlights the importance of integrating the additional language into meaningful contexts” (p. 456). In order for learners to acquire any type of knowledge a contextualised setting is recommended. De Mejía & Hickey (2014) mention that it is by language rich instruction, such as immersion, what “exemplifies high-quality early years’ education at its best, where language instruction is embedded in meaningful tasks” (p. 133).

In spite of all the positive points described, the fast widespread use of CLIL and the varieties and misuses generated from the same method have resulted in a series of confusions regarding its role in ELT. Ioannou (2012) has shed light into many critics and **concerns** with regard to CLIL. Not only are there doubts concerning its effectiveness and the elitist nature of this methodology, but there has also been consternation regarding the definition of the term CLIL. As it is shown in the article, the little research and the wide range of interpretations are two main generators of misunderstandings (p. 502).

The lack of research in CLIL can be a source of doubts for educators when it comes to choosing it as the decisive approach to ELT. Coyle (1999, cited by Coyle, 2007) put together a framework in order to shed light into the holistic perspective of CLIL so as to support this approach to ELT and as Kiely (2011) mentions as a way to clarify the differences between the CLIL curriculum and a language pedagogy. Coyle developed what is called the 4Cs Conceptual Framework. This information can be the answer to the concern regarding the base and background of CLIL.

Following this last point mentioned, Dolean (2015) raised awareness of the ideal timing to introduce learners to a foreign language. Despite the fact that it has been proven by many that English should be taught from a **young age**, the little practice of CLIL that has been seen in ECE can be a discouraging aspect that teachers take into account. However, just like Coyle (2007) advocates, "CLIL encapsulates lifelong learning". It can be used with any language, at any age and stage. It is important then to prove and justify how attainable is CLIL in ECE.

Like Ioannou (2012) expresses, the elitist nature of CLIL is a big concern. As Coyle (2007) states, CLIL appeared in Europe in a context where there were linguistic and cultural diversity needs that needed to be met. Thus CLIL is defined by many as a socially inclusive and egalitarian approach (Madrid and Pérez, 2018). Even though divisiveness is a characteristic that can be sometimes related to CLIL, it is claimed by many that this practice is for all kinds of students. However, Beardsmore (2007, cited by Cenoz et al, 2014) states that "CLIL is not an elitist approach to language learning; it functions in all learning contexts and with all learners" (see Coyle et al, 2010). It is highly important that teachers understand and perceive CLIL the diverse and inclusive programme that it is.

As Ioannou (2012) expresses, setting up a CLIL classroom and becoming comfortable and confident enough to teach following this approach can take quite a lot of work, it is for this reason she stresses the need for teachers to support each other. So as to provide a clear and honest perspective on the responsibility and work that CLIL requires, the questions: "Is CLIL too time-consuming? Does it require more work?" have been added in the guide.

The last question that has been added in the guide concerns the constant interchangeably use of the terms CLIL and immersion programmes. Like Lasagabaster and Sierra (2014) mention, the confusing definitions available for these concepts are a cause of teachers' confusion when trying to get acquainted with these approaches. Both researchers try to offer a clear definition of immersion and CLIL formed by similarities and differences in order to provide teachers and other education professionals more clarity. In spite of the fact that immersion and CLIL follow

the attainment of effective communication skills as their main aim, their differences create a barrier between both (see more in Appendix A).

In order to define a clear context for the use and understanding of CLIL so as to keep working on a better state of language teaching, a high-quality, empirically-founded and detailed informative guide has been proposed for study (see in Appendix A).

1.1. Material creation objectives

- To **motivate** teachers to use CLIL for ELT in the ECE classroom.
- To increase teachers' **self-confidence** to improve their ELT practice in the ECE classroom.
- To provide answers to **common concerns and questions** regarding the CLIL approach to ELT in ECE.
- To increment the **knowledge about the implementation** of CLIL in the ECE classroom.
- To increase the **knowledge of the benefits** of using CLIL to teach English to young learners.

3. Methodology

3.1. Proposed sample

3.1.1 Participants

For the present study, data were collected from 60 different schools of Catalonia. It is widely believed, as Cenoz et al (2014) comment, that the use of methods and approaches where the L2 is used as the medium of instruction in the classroom is associated uniquely to private schools. However, Beardsmore (2007, cited by Cenoz et al, 2014) states that "CLIL is not an elitist approach to language learning; it functions in all learning contexts and with all learners" (see Coyle et al, 2010). It is with the need to show and prove the inclusiveness and openness of CLIL that the list of schools selected contains centres from all three categories of education: public, semi-private and private.

Two study groups will be taken into consideration, in which 120 ECE teachers (two teachers from each selected school) specialised in ELT will participate. The experimental group, formed by 60 teachers, will be introduced to CLIL through the proposed guide. The control group, in which there will also be 60 teachers, will be introduced to the new method without the guide. Nevertheless, both groups will be introduced to CLIL at the same time, as the schools selected don't follow this approach to ELT, and will be given the surveys to answer before and after the period of the research (see surveys in appendix A).

Table 1. Control groups schools.

Socioeconomic status	Name and type of school	Location
Low	Escola B.R. (public)	Barcelona - La Salut
	Escola C. (public)	Barcelona - El Raval
	Escola L.L.P. (public)	Barcelona - El Poblenou
	Escola P. (public)	Santa Coloma de Gramenet
	Col·legi A. (semi private/private)	Hospitalet de Llobregat
	Escola L.F. (public)	Santa Perpètua de Mogoda
	Escola P. (public)	Santa Coloma de Gramenet
	Escola G. (semi private)	Barcelona - Vallcarca
	Escola L.F. - ZER A. L. (public)	Alpens
	Escola G.P. (public)	Bagà
	Escola J.A. - C. R. (public)	Cubelles
	Escola F.R. (public)	Guardiola de Font Rubí
	FEDAC G. (semi private)	Gironella
	Escola J. V. (private)	Terrassa

Medium	Escola P.C. (public)	Vacarisses
	Col·legi S. J. L. H. (semi private)	Lleida
	Escola S.A. (private)	Badalona
	J.C. S. C. J. (semi private)	Barcelona - Eixample
	Escola S. (semi private)	Barcelona - Vallcarca i Els Penitents
	Escola U. (public)	Barcelona - la Vila de Gràcia
	Escola V. - V. P. (semi private)	Barcelona - La Salut
High	Escola F. P. S. (public)	Abrera
	Escola B. C. (public)	Alp
	L. P. (semi private)	Arenys de Mar
	Col·legi S. P. (semi private)	Gavà
	Col·legi C. C. I. (private)	Sant Cugat del Vallès
	Escola E.T. (public)	Sant Quirze del Vallès
	Escola B. P. (private)	Barcelona - Sarrià
	Escola O. (public)	Barcelona - Sarrià
	Escola P. B. (semi private)	Barcelona - Sant Gervasi/Galvany

Table 2. Experimental group schools.

Socioeconomic status	Name and type of school	Location
----------------------	-------------------------	----------

Low	Escola C. (public)	Sant Adrià del Besòs
	Escola S. F. N. (private)	Barcelona - Barri Gòtic
	Escola L. M. (public)	Calella
	Escola J. (public)	Barcelona - Sants
	Escola L. (public)	Barcelona - Sant Andreu
	Escola R. B. (public)	Barcelona - la Trinitat Vella
Medium	Escola L. (semi private)	Badalona
	Col·legi L. (semi private)	Badalona
	Escola R. V. (public)	Barcelona - Gràcia
	Escola R. E. V. (semi private)	Barcelona - La Salut
	Escola P. A. (private)	Barcelona - Sant Antoni
	Escola C. (public)	Barcelona - El Clot
	Escola J. B. (public)	Castellbell i el Vilar
	E. P. (semi private)	Cornellà de Llobregat
	Escola S. E. (semi private/private)	Cornellà de Llobregat
	Escola B. (public)	L'Ametlla del Vallès
	Escola B. (semi private)	Badalona
	Escola A. (private)	Barcelona - Sants/Montjuïc
	Escola V. G. (semi private)	Barcelona - Gràcia
	Escola F. G. (public)	Barcelona - La Sagrada

		Família
	Escola E. (public)	Barcelona - La Sagrada Família
	Escola A.I. (public)	Barcelona - La Font d'en Fargues
High	F. U. - Escola S. F. A. (private)	Barcelona - Eixample
	Escola S. G. (semi private)	Barcelona - Sant Gervasi/Galvany
	Escola L. V. (public)	Castelldefels
	Escola G. S. (public)	Esplugues de Llobregat
	Escola N. S. L. (private)	Barcelona - Sant Gervasi/Galvany
	Escola T. B. (semi private)	Barcelona - Les Corts
	J. S. S. I. (semi private)	Barcelona - Sarrià
	Escola S. C. S. (semi private)	Barcelona - Sarrià

3.2. Operational variables

3.2.1 Independent variables

Motivation. This is the characteristic of the teachers that reflects how motivated they are in learning about CLIL and keeping updated in their working field. It also refers to their confidence in their teaching skills, their English abilities and their working and personal environment. This variable will be measured with a survey in which teachers will answer multiple questions at the start and at the end of the school year (before and after using CLIL). 10 questions of the survey are related to the control variables, which are aspects that need to be taken into account

during the study that can interfere with the final results and that need to be stated and specified. These will be analysed in detail following the process specified in the data analysis proposal. 16 of the total number of questions require answers which are rated by a scale from 1 (least) to 5 (most). These will be assessed following the amount of 5 got from each questionnaire. The last 5 questions of the survey are given different options to choose from as an answer. These options can be: “Yes/No”, “Always/Sometimes/Seldom” and “Try to change/Ignore the situation/Try to get used to it”. The chosen option will impact directly on the level of motivation and self-confidence that each teacher would be classified in.

The questions and statements have been extracted from a table produced to measure English teacher motivation (Selçuk Koran) and adapted to the topic of the study: CLIL for ELT teachers in ECE.

Self-confidence. This refers to the level of confidence teachers show in their teaching skills and their own perception of them as an educator. This variable will be measured with a questionnaire in which teachers will answer multiple questions at the start and at the end of the school year (before and after using CLIL). 10 questions of the survey are related to the extraneous variables. The rest of the questions of the evaluation form created are specified in the previous variable (Motivation).

Knowledge. This indicates the level of knowledge teachers have of CLIL. It also designates their perspective towards the proposed approach and the elements in it. Teachers’ knowledge will be measured by two questionnaires that will be answered at the start and at the end of the school year (before and after using CLIL). By answering the surveys it will be possible to assess the degree in which the guide, in the experimental group’s case, has affected the teachers’ knowledge regarding CLIL or in which level has changed or remained the same, in the control group’s case.

In both surveys there are questions at the beginning that are related to the control variables and that, as it has been commented on previously, that need to be taken account during the study as they can interfere with the final results and consequently need to be stated and specified. There are 10 control questions in both surveys. These will be analysed in detail following the process specified in the data analysis proposal. In addition to this, there are 20 inquiries in which teachers are asked in some cases to give a written answer to an open question about the method, to state their level of agreement with some statements and to rate their own competence in a series of CLIL teacher skills.

The questions and statements have been extracted from a questionnaire produced to measure CLIL knowledge (see page 21) and adapted to the study: CLIL for ELT teachers in ECE. There is also a question with a table related to the scaffolding method used by CLIL teachers, taken from a CLIL sample paper (see page 21) and adapted to ECE.

Questions and concerns. This refers to the most frequent questions and concerns that teachers show during the application of CLIL in the classroom. The frequent inquiries will be presented and answered in the guide. However, this variable will be measured through the previously described pre-CLIL and post-CLIL questionnaires in order to observe if the questions have been answered and teachers feel now confident and prepared to use CLIL. This will be measured by the answers collected earlier on, considering the fact that all the statements and questions from the surveys refer to the concepts and other information that appears in the guide and can be the cause of confusions and doubts in teachers. In all cases, the responses will be a reflection of the proposal guide and as a consequence, they will be taken into account in the production and improvement of the guide.

3.2.2 Dependent variables

The dependent variable set in this thesis is the guide proposed for study (see in Appendix A). In order to observe and measure the impact of the guide on the teaching practice of ELT in ECE, a fictitious study is proposed to be carried out with an experimental group and a control group in which the teachers from the experimental group will be given the guide throughout the school year to use as a resource and support for their introduction and implementation of CLIL.

3.2.3 Extraneous variables

There are some variables that can affect the relationship between the independent and dependent variables exposed. These can be:

Years of experience. This variable refers to the period of time that teachers have had experience teaching English in Early Childhood Education. Those educators who have been in contact with the field of ELT and education in general, could be more likely to not have as many difficulties taking in another method and approach in their job. Furthermore, it is also probable that these teachers could also be experienced with CLIL by working with it in another school. This concept will be measured in all three questionnaires by the multiple choice questions:

“Years of experience as an ECE teacher” and “Years of experience as an ELT teacher in ECE”. The options given as an answer are: “0-5”, “5-10”, “10-15” or “20 and more”.

Higher education. This applies to the education teachers have received before starting to work. Results may vary if teachers have had more instruction: baccalaureate, university degree, post-graduate degree and master degree, among others. This variable will also be measured in all three surveys by the multiple choice question “What is the highest level of education you have completed”. The choices as a response are: “Secondary Education”, “Baccalaureate”, “University degree”, “Postgraduate degree” and “Master degree”.

CLIL training. This concept refers to the multiple CLIL and other ELT practices training related to this approach that are available for teachers. The results of the study can be affected if teachers are already familiarised by CLIL for the reason of previous training and experience. This concept will be measured in all three questionnaires by the question: “Have you had any training related to CLIL or other innovative ELT approaches or methodologies?”. Teachers are given the options of “Yes” and “No” to answer, and those who answer with a “Yes”, are asked to specify which training they have completed.

English level. This refers to the level of English teachers have certified. The proportion of the class that is conducted in English during the school year, considered in the study, and the level of English that is presented to students varies depending on the teachers’ level. It will be measured in the questionnaires by the question: “What level of certificated English (Cambridge English) do you have?”. Teachers can choose from the options given: “I don’t have an English Level Certificate”, “A2 (KET - Key English Test)”, “B1 (PET - Preliminary English Test)”, “B2 (FCE - First Certificate English)”, “C1 (CAE - Certificate in Advanced English)” and “C2 (CPE - Certificate in Proficiency English)”.

Personal life. This touches upon the responsibilities teachers have outside of school. It can refer to family, other jobs and activities that require a long period of time. Those educators who have less spare time, can be more doubtful and uncertain to destine in it on reading and implementing the CLIL guide. This concept is measured in the questionnaires by the question: “Do you have another job or other time-consuming responsibilities outside of school?”. Teachers are given a few examples in the question description in order to give a more clear and specific inquiry. The options given to answer are “Yes” and “No”, and those who answer with a “Yes”, are asked to specify what responsibilities or other time-consuming activities they have.

Type of school. This applies to the type of school in which each teacher works. The resources and nature of the institution can interfere with the possibility to use CLIL or be more disengaged to apply the guide. Teachers are asked to mark the type of school they work at in all three questionnaires. The options given as answers are: “Public school”, “Semi-private school” and “Private school”.

Number of students. This concept is related to the number of pupils each teacher that applies CLIL has in the classroom. Having more or less students can affect the learning process and the plan of each lesson. More children in class can result in having more difficulties giving individual attention to each one and being aware of their improvement or changes in English acquisition. This variable is measured in the surveys by the question: “How many students do you have in your classroom?”. Teachers are given four answers to choose from: “10 or less”, “10-20”, “20-30” or “More than 30”.

The three surveys that will be conducted during the study (pre-CLIL, post-CLIL and teacher motivation) can be seen in the appendix.

3.3. Study objectives

1. To determine if the proposed guide increases ECE teacher’s **motivation** to implement CLIL in the classroom through a pre and post-guide survey.
2. To assess if the proposed guide increases ECE teacher’s **self-confidence** to implement CLIL in the classroom through a pre and post-guide survey.
3. To evaluate if the guide presents a clear insight into the method by creating a pre and post-guide questionnaire for teachers **to assess their knowledge** and understanding of CLIL after its use.
4. To determine if after reading and taking into consideration the guide participants show **self-evaluation of knowledge** towards applying CLIL in their classroom by completing a pre and post-guide questionnaire.

3.4. Data collection proposal

In the following table, a proposal for the structure and process of the study is suggested:

Table 3. Phases of the study:

Phases of the study	2022								2023							2024				
	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	J	F	M	A	M
Pre collection data (surveys)																				
Distribution of the guide and training																				
Autonomous use of the guide																				
Post collection data (surveys)																				
Second post collection data (1 year later - surveys)																				

As it can be observed in the table, the study will start in May with the design. The next four months will be destined to the first data collection, in which teachers will be given access to the two surveys they will need to complete before starting the new school year. During the

month of September, the guides will be distributed to the teachers of the experimental group, and they will individually follow the training process (see in table 4). Following, throughout the rest of the school year, teachers will autonomously use the guide to apply CLIL in their ELT classes. Finally, before the school year finishes, during the last few months: May and June, the post collection data will be executed.

With the objective to detect and analyse possible changes in the data collected, a second collection will be done to the same teachers a year later. In the following chronogram it is presented a more detailed calendar of the process of the implementation, use and assessment of the guide through the perspective of a teacher:

Table 4. Phases of the “CLIL for teachers” guide use*:

Phases of the study	2022								2023						
	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Introduction to the guide (surveys).	X	X													
Use of the guide (distribution of the tool and training).					X										
Autonomous use of the guide for lesson plans, ideas, theoretic references, etc.						X	X	X	X	X	X	X	X	X	
CLIL assessment													X	X	

(surveys).															
------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**The school year starts in September and finishes in June. Teachers will complete the surveys before summer and will be introduced to the guide in the first month of the school year. Then, they will be assessed with the post-guide surveys during the months of May and June, at the end of the school year.*

As can be observed in this table, the surveys that will assess teachers in motivation and knowledge before using CLIL will be done a month before the school year finishes. Then, in September the guide will be distributed to all teachers. During this first stage of the study, educators will need to complete their training before classes start. The chronogram of how the training can be organised, which is presented above, will be provided for teachers in order to facilitate and engage all educators who may be busy with personal or professional aspects. The guide is thought to be a resource to use and study before and during the school year, as every teacher will have personal and timeless access to it. It is through the rest of the months of the year, from October to June, that teachers will be able to use autonomously (following their own criteria of organisation) the guide as a helpful tool to their teaching practice. The last stage of the study will start in May, when teachers will have to answer the motivation questionnaire and the post-CLIL survey. After that, the data analysis will be done. The same study will be carried out again a year after that to observe if the results are long term and check if teachers are still using CLIL.

The data collection will be done through three surveys proposed in the guide and to be completed before and after its use. One of the questionnaires is: “Teacher motivation and self-confidence”, the other two are: “Pre-CLIL” and “Post-CLIL”, centred on the variables of knowledge and common questions and concerns. In the first part of each survey, there is a brief explanation of its aim and a comment on the timing that teachers will need to complete all the questions. All surveys will be answered by all teachers, those who have access to the guide and the ones who will implement CLIL without the guide. The three evaluation forms proposed will undergo a pilot study in order to assess its validity and reliability to perform a full-scale study later on.

The first questionnaire that teachers will receive will be “Teacher motivation and self-confidence” (see in Appendix B). This survey is made up of thirty-one questions, in which most of these have been adapted from “Measuring the Degree of English Teachers’

Motivation” (Koran, 2015, p. 59). From these thirty-one questions, ten have been added. These are related to the extraneous variables, thus they have been mentioned previously. From the remaining questions in the survey, seven statements have been extracted from the table and have not had any change:

- “As a teacher I try to work at the peak of my abilities”.
- “Teaching boosts my self esteem as a person”.
- “Teaching boosts my self-efficacy as a professional”.
- “I am positively affiliated with my work colleagues”.
- “I see students' success and enjoyment as the main stimulus of my job”.
- “I feel secure in this job”.
- “I have opportunities for professional development”.

These are measured by how the teachers rate them depending on their own personal experience, from 1 point, as the least, to 5 points, the most. In order to adapt adequately the cited table to the study carried out with the guide, the following statements have been adapted from the original ones:

- I keep updated in my field (ELT in ECE).
- I have freedom/autonomy to try new ideas in class.
- I use innovative ideas in ELT in the classroom.

These statements follow the same method as the previous ones on measuring. Lastly, there have been some statements that have not been used into the survey and instead have been replaced by new ones that have been originally created:

- I feel confident with my teaching skills in class.
- I have a good level of English to carry out any type of activity and English lesson that requires the use and knowledge of other subjects.
- I have good working conditions (support and collaboration).
- My teaching practice is adapted to the group of students I work with.
- I feel curious, interested and motivated to learn more about new approaches to ELT for ECE.
- I have enough time during my free periods to plan the lessons, prepare material and search for new and engaging resources to bring to class.

These statements follow the same method as the previous ones on measuring. Apart from the motivation and confidence questionnaire, teachers will also need to fill in the forms created to measure their knowledge and concerns towards CLIL before and after the study. There will be one at the beginning of the school year: “pre CLIL”, and one at the end: “post CLIL” (see in Appendix B). The questionnaire is made up of a series of open and closed questions about the educational approach of CLIL in general and the characteristics and process of teaching and learning in younger learners. The participants will also respond to questions regarding their level of motivation in ELT and the use of new approaches in their teaching practice.

Both surveys are made up of thirty questions, in which most of these have been adapted from “CLIL questionnaire” (Clayton, s.f.) and one has been extracted from “CLIL sample paper” (University of Cambridge ESOL Examinations, 2010). From these thirty questions, ten have been added. These are related to the extraneous variables, thus they have been mentioned previously. From the remaining questions in the survey, eight have been originally created to get a more detailed insight into the teachers knowledge concerning CLIL:

- What is the current method used in your ECE class to teach English?
- How much time of your ELT class is conducted in English?
- What aspect do you highlight as relevant for ELT with young learners?
- What does the word CLIL stand for?
- What are the essential features a CLIL lesson needs to have?
- What is the role of the teacher in a CLIL class?
- What kind of support do you think a CLIL teacher needs?
- What difficulties do you think CLIL can have in an ECE class?

In regard to the Cambridge sample paper (2010), the question related to learners’ language and scaffolding strategies (p. 12), has been adapted to a multiple selection table to answer, in which teachers need to match each statement to the correct strategy. The question is presented in the survey as: “Interaction is key during a CLIL class. For the following tasks, match the teacher’s language with the scaffolding strategies she/he’s using during a Science lesson with P5 students”.

In the questionnaires, there are two groups of statements. In the first one, teachers need to express their agreement or disagreement with the exposed affirmations. While in the second one, they need to rate the areas for the development of CLIL teacher competence according to

their own point of view. In the first set of statements, the following ones have been added as a change or new addition:

- Students are more motivated in CLIL classroom because of the wide opportunities of activities.
- CLIL is equally effective as non-CLIL classes when it comes to language learning.

In the CLIL teacher competences rating (Clayton, p. 2) there are two affirmations that have been removed since they were not compatible with the study bases and objectives: “a focus on the specific aspects of subject literacies” and “Concentrating on cultural issues”.

3.5. Data analysis proposal

3.5.1 Design

The research can be defined using the concepts defined in Kumar (1999) as a prospective experimental before-and-after study with a control group design. The study will be done following the already mentioned chronogram. In addition, there will be another post data collection a year later. In this second collection, a follow-up will be carried out to assess the results and long term effects the proposed guide has had on the teachers and their ELT practises in ECE.

The data analysis will be done through an ANCOVA. As Dugard and Todman (2013) advocate: “Such an analysis gives the pre-test its correct status as a true co-variate, rather than a focus of interest in itself” (p. 183). Following this method will prevent the extraneous variables stated previously to interfere in the other variables studied.

3.6. Hypotheses

By the production and use of the proposed guide, the following hypotheses have been proposed.

Hypotheses that correspond to objectives 1 and 2 of the study:

H1: The proposed guide will significantly increase ECE teachers’ levels of motivation and self-confidence to implement CLIL in their ELT classroom.

H1o: ECE teachers' levels of motivation and self-confidence will show no significant increase after using the proposed guide in their ELT classroom.

Hypotheses that correspond to objective 3 of the study:

H2: Teachers' knowledge about the implementation and the benefits of using CLIL to teach English in their ECE classroom will increase significantly after using the guide proposed.

H2o: Teachers' knowledge about the implementation and the benefits of using CLIL to teach English in their ECE classroom will not increase significantly after using the guide proposed.

Hypotheses that correspond to objective 4 of the study:

H3: Teachers will demonstrate significantly fewer concerns and questions and will be more confident regarding CLIL use in ECE through the created guide.

H3o: Teachers will not demonstrate significantly fewer concerns and questions and won't improve their confidence regarding CLIL use in ECE through the created guide.

It is highly important to keep in mind that the study may be subjected to changes. As Kumar (1999) states, a hypothesis can be either correct or proved to be incorrect. Hence, the importance of considering the possibilities that can result from the study. Even though the process will be followed as described and the variables have been carefully selected, there can be some changes that can affect the desired outcomes of the study. It is also relevant to consider that the information mentioned in the following point of the thesis could affect the process and results of the study.

3.7. Study limitations

The main aim to achieve with the proposed guide is to improve teacher motivation and knowledge to implement CLIL in ECE. Even though the information gathered and provided has been selected carefully in order to create a successful tool for educators, there are some aspects of the study that may present a limitation.

Every student has their own needs, learning difficulties, motivation and other characteristics regarding language acquisition and learning in general. That means that the guidance, approaches and answers given throughout the guide can be more or less successful and useful depending on the group of students that each teacher has. Furthermore, the variable of

teacher motivation can be subjected to limitations, as motivation can have extrinsic causes that completely vary from individual to individual.

In spite of the fact that the proposed study has been produced for teachers, the schools selected where the educators work play a relevant role in the development of the project. The centres' methodology and vision towards ELT in all educational stages may be incompatible with the new approach suggested. In other terms, some centres may devote more time and resources to English and languages in general, for instance, while others may be more selective and focused on other subjects or contents of the official curriculum.

Reference list and bibliography

- Anderson, C. E., McDougald, J. S., & Cuesta, L. (2015). CLIL for young learners. In Giannikas, N.C., McLaughlin, L., Fanning, G., & Muller, D. N (Ed.), *Children Learning English: From Research to Practice* (pp. 137-151). Garnet Education.
- Brumen, M. (2011). The perception of and motivation for foreign language learning in pre-school. *Early Child Development and Care*, 181(6), 717-732. <https://sci-hub.hkvisa.net/10.1080/03004430.2010.485313>
- Cambridge University Press ELT (2014). *David Marsh on CLIL* [Video]. YouTube. <https://www.youtube.com/watch?v=Czdg8-6mJA>
- Cenoz, J., Genesee, F., & Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics*, 35(3), 243-262. <https://sci-hub.hkvisa.net/10.1093/applin/amt011>
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543-562. <https://sci-hub.hkvisa.net/10.2167/beb459.0>
- Clarke, P. (2009). *Supporting Children Learning English as a Second Language in the Early Years (birth to six years)*. Victorian Curriculum and Assessment Authority. https://www.fletcherearlylearningcentre.com.au/uploads/supporting_children_english_2nd_language.pdf
- Clayton, R.F. (s.f.). *CLIL Questionnaire*. PDFCOFFEE. Retrieved from: <https://pdfcoffee.com/clil-questionnaire-pdf-free.html>
- Coonan, C. (2007). Insider Views of the CLIL Class Through Teacher Self-observation-Introspection. *International Journal of Bilingual Education and Bilingualism*, 10(5), 625-646. <https://sci-hub.hkvisa.net/10.2167/beb463.0>
- Dolean, D. D. (2015). How early can we efficiently start teaching a foreign language?. *European Early Childhood Education Research Journal*, 23(5), 706-719. <https://sci-hub.hkvisa.net/10.1080/1350293X.2015.1104047>
- Dugard, P. Todman, J. (1995). Analysis of Pre-test-Post-test Control Group Designs in Educational Research. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 15(2), 181-198. <https://sci-hub.hkvisa.net/10.1080/0144341950150207>
- Escobar Urmeneta, C. (2013). Learning to become a CLIL teacher: teaching, reflection and professional development. *International Journal of Bilingual Education and Bilingualism*, 16(3), 334-353. <https://sci-hub.hkvisa.net/10.1080/13670050.2013.777389>

- Gencat. Instituto de Estadística de Cataluña. (2019). *Índex socioeconòmic territorial (IST). Índex Catalunya = 100. Per barris de Barcelona*.
<https://www.idescat.cat/pub/?id=ist&n=14058&geo=mun:080193&lang=es>
- Gencat. Instituto de Estadística de Cataluña. (2019). *RFDB per habitant*.
<https://www.idescat.cat/pub/?id=rfdbc&n=13301&lang=es&by=mun>
- Generalitat de Catalunya. Departament d'Ensenyament. (2016). *Currículum i orientacions educació infantil segon cicle*.
<https://educacio.gencat.cat/web/.content/home/departament/publicacions/colleccions/curriculum/curriculum-infantil-2n-cicle.pdf>
- Hickey, T. M., & de Mejía, A. M. (2014). Immersion education in the early years: A special issue. *International Journal of Bilingual Education and Bilingualism*, 17(2), 131-143.
<https://sci-hub.hkvisa.net/10.1080/13670050.2013.866624>
- Ioannou-Georgiou, S. (2012). Reviewing the puzzle of CLIL. *ELT Journal*, 66(4), 495-504.
<https://sci-hub.hkvisa.net/10.1093/elt/ccs047>
- Ioannou-Georgiou, S. (2011). Transition into CLIL: Guidelines for the beginning stages of CLIL. In Can, C., Massler, U., Kiely, R., Pavloy, P., & Ramirez, D. (Coords). *Guidelines for CLIL Implementation in Primary and Pre-primary Education* (pp. 34-54). PROCLIL Team.
- Kiely, R. (2011). CLIL - History and background: Guidelines for the beginning stages of CLIL. In Can, C., Massler, U., Kiely, R., Pavloy, P., & Ramirez, D. (Coords). *Guidelines for CLIL Implementation in Primary and Pre-primary Education* (pp. 21-33). PROCLIL Team.
- Koran, S. (2015). Measuring the Degree of English Teachers' Motivation, 1(1), 55-64.
<https://doi.org/10.31578/jeps.v1i1.10>
- Kumar, R. (1999). *Research methodology: A Step-by-Step Guide for Beginners*. (3rd edition). SAGE.
http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf
- Lasagabaster, D. Sierra, J. M. (2010). Immersion and CLIL in English: more differences than similarities. *ELT Journal*, 64(4), 367-375. <https://sci-hub.hkvisa.net/10.1093/elt/ccp082>
- Madrid, Daniel. Pérez, M.L. (2018). Innovations and Challenges in Attending to Diversity through CLIL. *Theory Into Practice*, 57(3), 241-249.
<https://sci-hub.hkvisa.net/10.1080/00405841.2018.1492237>
- Massler, U. Ioannou-Georgiou, S. Steiert, C. (2011). Effective CLIL Teaching Techniques: Guidelines for the beginning stages of CLIL. In Can, C., Massler, U., Kiely, R., Pavloy, P., & Ramirez, D. (Coords). *Guidelines for CLIL Implementation in Primary and Pre-primary Education* (pp. 66-97). PROCLIL Team.

- Mehisto, P. (2009). CLIL: Connecting content learning and language learning: *Exploring CLIL* [Academic notes]. CVUB-Campus Virtual UB.
- Mourão, S. (2021). English as a foreign language in ECE: itinerant teachers of English and collaborative practices for an integrated approach. *European Early Childhood Education Research Journal*, 29(3), 455-471.
<https://sci-hub.hkvisa.net/10.1080/1350293X.2021.1928726>
- Nikula, T. (2016). CLIL: A European Approach to Bilingual Education. In N. V. Deusen-Scholl, & S. May (Eds.), *Second and Foreign Language Education* (pp. 1-14). Springer International Publishing. Encyclopedia of Language and Education.
https://sci-hub.hkvisa.net/10.1007/978-3-319-02323-6_10-1
- Renau, M.L. (2016). A Review of the Traditional and Current Language Teaching Methods. *International Journal of Innovation and Research in Educational Sciences*, 3(2), 82-88. Repositori Universitat Jaume I.

<http://repositori.uji.es/xmlui/bitstream/handle/10234/162491/71818.pdf?sequence=1&isAllowed=y>
- Riera, M. (n.d.). *CLIL in Preschool: An Interdisciplinary approach*. Xtec.cat. Retrieved from:
<http://www.xtec.cat/sgfp/llicencies/200809/memories/2017m.pdf>
- Sühendan, E. (2013). 3rd World Conference on Learning, Teaching and Educational Leadership. *Procedia - Social and Behavioral Sciences*, 93, 1766-1768.
<https://sci-hub.hkvisa.net/10.1016/j.sbspro.2013.10.113>
- University of Cambridge ESOL examinations. (2010). *English for speakers of other languages. Teaching knowledge test. Content and language integrated learning*. Cambridge English. Retrieved from:
<https://www.cambridgeenglish.org/images/22192-tkt-clil-sample-paper.pdf>

Index of the appendix

1. Appendix A	1
1.1 Link to the guide	2
1.2 Front cover	3
2. Appendix B	4
2.1 Links to the surveys	5
2.2 Front cover “Teacher motivation and self-confidence”	6
2.3 Front cover “Pre-CLIL”	7
2.4 Front cover “Post-CLIL”	8

Berta Sarrà Colominas

Appendix A. Material created

Digital guide

CLIL for teachers: A natural and
contextualised approach to English
Language Teaching in Early Childhood
Education

In the following link the digital guide published can be seen. For reasons concerning the options available for normal and upgrade accounts, there are two links to YouTube videos that can not be seen in the publishing: “Total Physical Response (TPR)” by Helbling English and “Using centers and stations in the classroom” by The Kinderhearted Classroom.

<https://www.flipsnack.com/AB85BF88B7A/clil-for-teachers-tfg.html>

CLIL for teachers

A natural and contextualised approach to
English Language Teaching in Early
Childhood Education

DIGITAL GUIDE
2022 - 2023



Figure 1. Front cover.

Berta Sarrà Colominas

Appendix B. Data collection instruments
Teacher motivation, Pre-CLIL and Post-CLIL
evaluations

In the following links the three data collection instruments created can be seen:

- Teacher motivation and self-confidence: <https://forms.gle/SgXSwdMvq5JKRdZZ7>
- Pre-CLIL: <https://forms.gle/wRv812REHw6i5p438>
- Post-CLIL: <https://forms.gle/FwfnbdzxvqbbBrXk8>




Teacher motivation and self-confidence

One of the key aspects teachers need to have are motivation and confidence, not only for welfare but also to have a good teaching practice and attitude towards education and students. In this survey you'll find a series of questions regarding your motivation and self-confidence towards your working field, tackling a new challenge and your work conditions. This questionnaire will serve the CLIL for teachers team to evaluate the level of teachers' awareness and understanding of CLIL before using the guide and introducing it to the classroom.

This will take approximately 10 minutes to complete.

Let's start!

 bertasarracolominas@gmail.com (no compartit)

[Canvia de compte](#)



* Obligatori

Years of experience as an ECE teacher: *

- 0-5
- 5-10
- 10-15
- 20 or more

Figure 2. Teacher motivation and self-confidence survey cover.



What do you know about CLIL?

In this survey you'll find a series of questions regarding CLIL and its use in the classroom, as well as other questions concerning your personal attitude and doubts towards the implementation of this educational approach to your teaching practice.

This questionnaire will serve the CLIL for teachers team to evaluate the level of teachers' awareness and understanding of CLIL before using the guide and introducing it to the classroom.

This will take approximately 10 minutes to complete.

Let's start!



bertasarracolominas@gmail.com (no compartit)

[Canvia de compte](#)



* Obligatori

Years of experience as an ECE teacher: *

- 0-5
- 5-10
- 10-15
- 20 or more

Figure 3. Pre CLIL survey cover.





What do you know about CLIL?

You've reached the end of this guide to CLIL. As a way to conclude the guide and for the purpose of assessing the service proposed with this resource, you'll now need to answer a series of questions regarding CLIL and its use in the classroom, as well as other questions concerning your personal attitude and doubts towards the implementation of this educational approach to your teaching practice.

This questionnaire will serve the CLIL for teachers team to evaluate the level of teachers' awareness and understanding of CLIL before using the guide and introducing it to the classroom.

This will take approximately 10 minutes to complete.

Let's start!

 bertasarracolominas@gmail.com (no compartit)
[Canvia de compte](#) 

* Obligatori

Years of experience as an ECE teacher: *

- 0-5
- 5-10
- 10-15
- 20 or more

Figure 4. Post CLIL survey cover.