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INGLÉS

DEVELOPMENT OF A CLIL UNIT FOR INFANT EDUCATION: "THE NEWS"

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Grado en Maestro de Educación Infantil /

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*Development of a CLIL unit for Infant
Education: "The News"*

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Preámbulo

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

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

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

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

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En este trabajo, el módulo *de formación básica* ha permitido conocer e identificar las características sociales y psicopedagógicas de un grupo de alumnos/as concreto para poder crear una unidad didáctica adaptada a sus necesidades; permitiendo una educación individualizada y que atiende a las características, especificidades y demandas del alumnado.

El módulo *didáctico y disciplinar* se manifiesta en el desarrollo de una compleja unidad didáctica adaptada a los requerimientos del marco legal educativo navarro y adaptada a su vez a las necesidades específicas de un grupo de alumnos/as concreto.

Asimismo, el módulo *practicum* permitió conocer cómo se desarrolla el día a día del aula, cuáles son las rutinas que guían y estructuran el día de los/las alumnos/as de Educación Infantil, y cómo aplicar lo aprendido en clase en un contexto educativo concreto. Esto se demuestra en el desarrollo de la unidad didáctica, adaptada a las necesidades del alumnado y que sigue una serie de pautas y actividades que se vieron eran efectivas durante la realización del *practicum*.

Por último, el módulo *optativo*, posibilitó el conocimiento del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, sus beneficios y posibilidades; lo cual se demuestra en este trabajo con la realización de una unidad didáctica AICLE y la exposición de las teorías que enmarcan este enfoque educativo y señalan la pertinencia de su empleo en las aulas.

Por otro lado, la Orden ECI/3854/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua el apartado 1 completo (Antecedentes, objetivos y cuestiones), los objetivos del Real Decreto 23/2007 que se pretenden conseguir con la unidad didáctica creada (apartado 3.2) y las conclusiones, así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

El aprendizaje integrado de contenidos y lengua extranjera (AICLE) ha ganado fuerza en los últimos años, prueba de ello es su creciente empleo en programas académicos de todos los niveles educativos por toda Europa. El presente trabajo, tras haber analizado las necesidades educativas del alumnado de Educación Infantil, y basándose en la propuesta de Coyle, Hood y Marsh (2010) plantea una Unidad Didáctica para estudiantes hispanohablantes en el segundo curso del segundo ciclo de Educación Infantil, con edades comprendidas entre los 4 y 5 años. Dicha Unidad Didáctica gira en torno al tema de "Las noticias", proponiendo una secuencia didáctica que emplea el inglés como idioma vehicular para que los/las alumnos/as alcancen el objetivo final de llegar a grabar un breve telediario que será emitido en una Wiki creada por la clase. Para lograr este fin la unidad presenta un secuenciado andamiaje que avanza paso a paso por los contenidos curriculares y aspectos lingüísticos necesarios para alcanzar los fines propuestos.

Palabras clave: AICLE; Unidad Didáctica; Educación Infantil; Las Noticias; programación.

Abstract

Content and Language Integrated Learning (CLIL) has gained strength in the last years in Europe and it is considered a valuable approach for foreign language teaching and learning. This project targets 4 and 5 year-old-Spanish native speakers enrolled in the second cycle of Infant Education. After having analysed their educational needs a CLIL unit entitled "The News" has been developed following along the lines of Coyle, Hood and Marsh (2010). In this unit, English is used as the mean of communication to lead students towards the final goal which consist on: recording a news TV programme that will be broadcasted on a Wiki created by the students. In order to achieve the final aim, all the contents and language have been scaffolded throughout the different lessons to ensure the acquisition of both, the language and the content.

Keywords: CLIL; Lesson plan; Infant Education; The News; planning.

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Índice

1. ANTECEDENTES, OBJETIVOS Y CUESTIONES

1.1 Introducción del tema o propuesta

1.1.1 Contextualización del proyecto.

El Aprendizaje integrado de Contenidos y Lengua Extranjera (AICLE), denominado a nivel internacional como Content and Language Integrated Learning (CLIL), según señalan Coyle, Hood y Marsh (2010) no es una nueva forma de enseñanza de una lengua, ni tampoco una nueva forma de enseñar un contenido, es una forma novedosa de fusión entre las dos: los/las alumnos/as aprenden una nueva lengua extranjera, mientras usan esa misma lengua extranjera para aprender un nuevo contenido curricular concreto. Este término fue acuñado en los años noventa y el interés creciente en esta metodología se ha extendido debido a las exigencias europeas de formar ciudadanos competentes en al menos dos lenguas, para responder a las necesidades de una sociedad globalizada que abarca no sólo el mercado de trabajo, sino también la educación, investigación y la integración social entre otros aspectos.

La Educación Infantil es una época de grandes aprendizajes, y es en ella en la que se produce la mayor parte desarrollo lingüístico del alumnado. El currículo navarros propone el tratamiento integrado de todas las lenguas escolares, para lograr esto AICLE plantea la enseñanza y aprendizaje de materias no lingüísticas *con* y *a través* de una lengua extranjera; para que el/la alumno/a de infantil, en un momento de su vida en la que se producen grandes aprendizajes a ritmos acelerados, sea capaz de conseguir una competencia lingüística que le haga transferir los aprendizajes conseguidos en una lengua a otra.

Teniendo en cuenta estas consideraciones, en el presente proyecto se recoge una completa unidad didáctica, íntegramente desarrollada en inglés, que se articula en torno al tema de las noticias. El tema elegido responde a la dificultad detectada en un grupo de alumnos/as para discernir entre la realidad y la fantasía. Aun siendo ésta una dificultad presente en todos los/las niños/as de esta etapa, debido al nivel madurativo y estado cognitivo de estas edades, es pertinente que sea tratado en el aula para asegurar que todo el alumnado supera esta fase. Es por ello, que siendo esta dificultad

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el punto de inicio se ha desarrollado un proyecto, que integrando todas las áreas curriculares y competencias, pretende que el alumnado sepa reconocer una noticia y adquiera los conocimientos necesarios que le permitan al final de la unidad grabar un telediario narrando tres noticias distintas. En este conjunto de sesiones, y siguiendo los principios sobre los que se fundamenta AICLE, los contenidos no lingüísticos y la lengua son ambos objetos de enseñanza, sin que haya predominio de uno sobre otro.

Esta unidad didáctica ha sido pensada para ser puesta en práctica en un colegio situado en la periferia de Pamplona (Navarra) que mantiene un concierto con el Gobierno de Navarra. Dicho colegio oferta una educación bilingüe en castellano y en inglés. Concretamente el proyecto está pensado para ser llevado a cabo en un aula de 28 alumnos/as, de nacionalidad española y con edades comprendidas entre los 4 y 5 años.

1.1.2 Breve resumen de la información/partes del trabajo.

A lo largo de las siguientes páginas, en la primera sección (apartado 1.2) se analiza el sentido y vinculación del presente proyecto con los contenidos del Grado de Maestro en Infantil. En el apartado 2 se proporciona un marco teórico en el que se explica la vinculación del presente trabajo con el currículo de Educación Infantil del Gobierno de Navarra (apartado 2.1) y se realiza una revisión actualizada de las teorías base e investigaciones que enmarcan el proyecto (apartado 2.2). En el apartado 3 se detallan los materiales y métodos empleados para la elaboración de la unidad didáctica especificando en qué aula y curso concreto se ha ubicado la unidad didáctica (apartado 3.1), los objetivos concretos del currículo perseguidos (apartado 3.2) y el diseño de la unidad (apartado 3.3) en el que se incluyen las preguntas y respuestas de las distintas etapas planteadas por los expertos en AICLE: Coyle, Hood y Marsh (2010), que llevan al desarrollo de una unidad didáctica concreta de CLIL. En el apartado 4 se presenta en detalle la unidad didáctica creada (apartado 4.1) y la defensa de la misma (apartado 4.2). Por último, en el apartado 5 se ofrecen las conclusiones del trabajo realizado.

1.2 Sentido y vinculación con los contenidos del Grado de Maestro en Infantil

En este Trabajo de Fin de Grado se recoge una unidad didáctica elaborada siguiendo el enfoque AICLE y dirigida a alumnos/as del segundo curso del segundo ciclo de

Educación Infantil. Además, se incluye una reflexión teórica sobre la importancia y necesidad del empleo del enfoque AICLE en las aulas para el cumplimiento de los requisitos impuestos hoy en día por el panorama Europeo.

A pesar de que el proyecto se centra fundamentalmente en un área específica como es el aprendizaje de lenguas, en concreto del inglés como lengua extranjera, en las próximas líneas se argumenta cómo este Trabajo Fin de Grado incluye todas las competencias del grado cursado, tanto las genéricas como las disciplinares.

En relación a las Competencias Básicas marcadas por la Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA) y las Competencias Generales dadas por la Orden ECI, con este proyecto se pretende transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado (competencia CB4). Este trabajo está pensado para ser leído por docentes o profesionales de la educación que puedan poner en práctica la unidad que se presenta, pero también puede ser comprendido por personal no docente que quiera informarse sobre un tema de candente actualidad en el panorama educativo como es el aprendizaje de lenguas extranjeras en el aula.

Aunque este trabajo ha sido tutorizado y guiado para responder a los requisitos y criterios de evaluación impuestos, ha sido realizado sin la ayuda del tutor/a en su redacción, demostrando habilidades para emprender un aprendizaje autónomo (CB5).

La revisión actualizada de bibliografía relativa al Aprendizaje Integrado de Contenidos y Lengua Extranjera, la mención a teorías base que enmarcan el problema y a estudios e investigaciones que las avalan, demuestran la capacidad para reunir e interpretar datos importantes y emitir juicios que incluyan una reflexión sobre temas relevantes de índole científica (CB3). Además estos conocimientos teóricos adquiridos han sido reflejados en una completa unidad didáctica que demuestra la posesión y comprensión y capacidad de aplicación práctica de conocimientos pertenecientes a este determinado área de estudio (competencias CB1 y CB2), así como el conocimiento de modelos de mejora de la calidad con aplicación a los centros educativos (competencia CG12)

Además, el trabajo en general y la unidad didáctica en concreto, han sido enmarcadas dentro del Decreto Foral 23/2007 cumpliendo con los objetivos, contenidos curriculares y criterios de evaluación de la Educación Infantil, como se aprecia en los apartados 2.1, 3.2 y 4.1 de este trabajo (competencia CG1). Por otro lado, el hecho de haber realizado un proyecto integrado de todas las áreas, lenguas y competencias de currículo teniendo en cuenta la individualidad del alumno/a y la atención a sus necesidades específicas, promueve y facilita los aprendizajes desde una perspectiva globalizadora e integradora de todas las dimensiones del ser humano (competencias CG2, CG3 y CE3)

El tema elegido para la realización de la unidad didáctica ha sido: las noticias. Las actividades y objetivos han sido pautados, pero se deja a la libre elección del profesorado la elección de un determinado tipo de noticias. Este aspecto intenta facilitar y guiar al docente hacia la elección de un determinado tipo de noticias con contenido social y/o cultural que promuevan un debate y discusión en el aula, que ayuden a fomentar la convivencia dentro y fuera de ella, y enseñe al alumnado a reflexionar y buscar soluciones a determinados conflictos mientras se realiza una educación de las emociones, los sentimientos y los valores (competencias CG4, CG5, CE4)

El hecho de haber elegido el empleo de la lengua extranjera inglés como vehículo de comunicación para la puesta en práctica de la unidad didáctica, evidencia un conocimiento de la evolución del lenguaje en la primera infancia, abordando situaciones de aprendizaje de lenguas en contextos multilingües, ayudando al alumnado a aprender a expresarse de forma oral y desarrollando una competencia lingüística que será empleada en el proceso de adquisición y desarrollo de todas las lenguas curriculares (competencia CG6 y CE6)

Como la competencia CG7 recoge, la unidad didáctica incluye una unidad de TICs (Tecnologías de la Información y la Comunicación) para acercar a los/las alumnos/as a las tecnologías de la información y la comunicación desde un punto de vista educativo y promoviendo el buen uso de las mismas.

Este proyecto surgió del análisis y reflexión sobre las necesidades educativas de un grupo concreto de alumnos/as, el planteamiento de la secuencia de aprendizaje que

en este proyecto se hace no hubiera sido posible si no se conocieran y comprendieran los procesos psicológicos, de aprendizaje y de construcción de la personalidad en la primera infancia (competencia CG8 y CE8)

Aunque los conocimientos adquiridos en este grado hayan hecho posible la realización de este trabajo, soy consciente del hecho de que el ejercicio de la función docente ha de ir perfeccionándose y adaptándose a los cambios científicos, pedagógicos y sociales a lo largo de la vida (competencia CG9). Así mismo, es importante la reflexión sobre las prácticas en el aula como mecanismo de innovación y mejora de la labor docente. AICLE propone el modelo LOCIT (Lesson Observation and Critical Incident Techinique) como mecanismo de reflexión compartida con otros profesionales de la práctica docente (competencia CG11 y CE7) que puede ayudar a la toma de conciencia de los puntos fuertes y débiles del aula, de las necesidades y del trabajo bien realizado.

Las Competencias Específicas propias del Título proponen en primer lugar conocer los objetivos, los contenidos curriculares, la organización, metodología y criterios de evaluación de la Educación Infantil así como promover el aprendizaje en la primera infancia desde una perspectiva globalizadora e integradora de las dimensiones cognitiva, emocional, psicomotora y volitiva del ser humano (competencias CE1 y CE2). Estas competencias pueden verse reflejadas en el desarrollo de la unidad didáctica, que integrando todas las áreas, competencias, objetivos y contenidos del currículo ha sido diseñada para dar respuesta a una necesidad educativa manifestada por un grupo de alumnos/as (competencia CE12). Además, el hecho de partir de los conocimientos previos de los/las alumnos/as, tener en cuenta sus necesidades, expectativas y experiencias sirven para fomentar la cooperación, la convivencia, la motivación y deseo de aprender y participar activamente del alumnado y puede favorecer también la implicación de las familias con los proyectos trabajados (competencia CE10)

Por último, y en relación con las Competencias Transversales comunes a todos los grados de la UPNA, con este trabajo, se demuestra una competencia lingüística en inglés (competencia CT1), así como una competencia lingüística en castellano equivalente a un nivel C1 (competencia CT2) debido a que el 20% del trabajo ha sido redactado en dicha lengua.

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2. THEORETICAL FRAMEWORK. THEORETICAL PRINCIPLES AND TEACHING IMPLICATIONS

2.1 Link with the Infant School Curriculum.

The Royal Decree 23/2007 is the legislative framework guiding the education in Navarra. This decree specifies the objectives and contents that need to be learnt and taught during Infant Education into three main areas which correspond to the various fields related to the infant experience and development:

- Self- knowledge and personal autonomy.

- Natural and social environment field of knowledge.

- Languages.

These areas do not have to be understood as close subjects. They try to gather up all the daily life areas or spaces where learning happens. That is why the objectives proposed in this Law are vague and open to personal interpretation, so the teachers can adapt them and the contents to their students' needs and context.

The Unit that is going to be described in this project is closely linked and related to the official curriculum for many reasons. In the following lines, it is going to be explained how and why the CLIL approach, the chosen topic and the contents, meet the demands of the *Royal Decree 23/2007.*

The approach chosen to create this unit is CLIL (Content and Language integrated Learning). This unit is going to be completely developed using the English language as the means of communication following the CLIL principles. From the official curriculum point of view, CLIL is a suitable approach due to the fact that in the area of languages (Royal Decree 27/2007, 17) it is stated that:

> *"La novedad que presentan los currículos navarros es el tratamiento integrado de todas las lenguas escolares. Se fundamenta en que, si bien cada lengua posee un código diferente y específico, la competencia comunicativa es una competencia compleja resultante de la interacción de aprendizajes sobre distintas lenguas. Es decir, el proceso de aprendizaje es uno, aunque sean varios los códigos de las*

lenguas y ello requerirá, sin duda, unas *estrategias lingüísticas* y metodológicas específicas en función de la competencia del alumnado en cada lengua, así como en función del tiempo para el aprendizaje de la misma y de los recursos disponibles. Un currículo integrado facilita la complementariedad de los aprendizajes, el trabajo coordinado entre los aspectos lingüísticos específicos de cada lengua y la trasferencia, aplicación y generalización de lo aprendido en una lengua a las otras*"*

In the previous paragraph taken from *the Royal Decree 23/2007*, it is said that the curricula in this community promotes an integrated treatment of all the school languages. This is based on the fact that although each language has its particular code, the complex communicative competence is developed as the result of the interaction of learning *about* and *in* different languages. This means that the learning process is only one, no matter the languages used in the process. This implies the use of specific linguistic and methodological strategies depending on: the students' competence in each language, the time dedicated to each language teaching and learning and the resources available. The integrated treatment of languages enables the coordinated work between linguistic aspects of each language and the transfer, application and generalization of information learned in one language to another.

The words interaction and linguistic strategies have been highlighted in the paragraph taken from the Decree, to emphasize that CLIL is a suitable approach because it gives equal importance to the contents and the language taught, which makes it easier to promote the interaction and transfer of the linguistics skills acquired in one language to the other, as the official curriculum wants to achieve. This is the reason why, students are going to acquire the content of what a piece of news is no matter the vehicular language used. They are also going to learn how to create a news TV programme, so there is no need to teach this content in another language, because students will know how to create a piece of news in Spanish or in another language.

To sum up, The CLIL approach contributes to the integrated treatment of languages proposed in the Royal Decree, because it promotes the transfer of linguistic skills from

one language to another. Students learn contents and strategies to apply these new contents to other languages.

Regarding the contents the Unit is going to cover, they are all related to "the news" topic. When talking about contents, the official curriculum states that all the contents and objectives need to be worked altogether, in an integrated way. This is the reason why this Unit presents a compendium of all the contents that appear in the Royal Decree:

- Some of the contents worked are related to the first area: self-knowledge and personal autonomy, as students will learn about daily life activities and rules that govern their actions through play and movement.

- Some other contents belong to the social and natural environment area of knowledge, as students will have to learn about culture and social life.

- Obviously language contents are worked throughout the project, specially the oral language and the audiovisual language (which is worked on a lesson entirely dedicated to ICT).

The chosen content is the starting point of the planning process; it is what drives the teaching and what determines the linguistic structures and key vocabulary to be taught. "The News" topic provides the opportunity to work on a meaningful way with linguistics structures and vocabulary the students are expected to learn at Infant Education, such as: language for describing, defining and explaining, question formation, present and past verb tenses, etc.

To sum up, the use of CLIL methodology in order to build this Unit is justified and linked to the official curriculum because Navarre puts an emphasis on the integrated treatment of languages now that bilingual schools are gaining strength all over the region. Furthermore, the chosen topic of the Unit is also linked to the official curriculum because the contents worked throughout the lessons belong to the three different areas the Infant curriculum covers, and because it offers the opportunity to create relevant activities which step by step will help students acquire the grammatical and vocabulary items they need.

2.2 State of the art

The unit that is going to be described has been created following the CLIL model and principles. According to the European Commission (http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm), "Content and Language Integrated Learning involves teaching a curricular subject through the medium of a language other than normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain" As Coyle (2005) keeps on explaining, CLIL does not consist in language teaching increased by a wider range of content. It does not either consists in teaching content translated to a different language from the original source. CLIL, then, as Marsh (2002, 15) clarifies "refers to any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content."

But the term CLIL did not appear until the 1990s as a generic umbrella term for bilingual, content based education (Ruiz de Zarobe, 2008). The spreading of this new teaching approach has been partly due to the commitment of the European Union to create a multilingual Europe. The statement of the European Commission that all European citizens should learn at least two foreign languages in addition to their mother tongue and/or national language (European Council, 2002:19; Eurydice Report, 2006) has made CLIL emerge on the educational scene like a revolution, proposing great challenges and transforming teaching principles, beliefs, methodologies and attitudes towards foreign language and subject learning (Dafouz and Guerini, 2009); with the aim of trying to find a successful way to integrate the teaching of languages in the school curriculum. The aim of this measure taken by the European Union is to ensure multilingualism as an essential feature of the European Identity to answer the demands of a multicultural and globalized Europe in order to foster integration and deal with the reality of multiethnic societies (Ruiz de Zarobe, 2008)

Some schools in which the teaching of certain subjects was offered in a foreign language have existed in Europe for several decades, (Eurydice Report, 2006) but they were limited to students who were growing up in unusual linguistic, cultural or social

circumstances. It was a particular immersion teaching experiment put into practice in Canada during the 1970s and 1980s, the so called content Based Immersion Programs (Swain and Lapkin, 1982), what triggered a great deal of interesting research. Even if the Canadian experience cannot be directly transferred to Europe it has stimulated the research in this area and the progressive development of the CLIL methodology in Europe.

In the last decade CLIL has also undergone a rapid development in Spain as a result of the commitment with the European policies described before. But, as Lagabaster and Ruiz de Zarobe, (2010) explaint, to understand CLIL in Spain we have to take into account that even if there is an Organic Law of Education (LOE) which offers the legal framework to provide the right to education at national level, Spain is divided into autonomous regions/communities that adapt this Law to their territories. Due to this scenario, CLIL programmes in Spain adopt different models that vary from one community to another but they can be divided into two main contexts (Lagabaster and Ruiz de Zarobe, 2010)

- Monolingual communities, where Spanish is the official language and education is partly done in Spanish and also in one or two foreign languages, when CLIL is applied.

- Bilingual communities, where Spanish is the official language together with another co-official regional language. In these regions education is carry out in both co-official languages, plus in other one or two foreign languages, when CLIL is implemented. In these communities CLIL has evolved as the best approach to incorporate foreign languages in a system where already two different language need to be integrated in the curriculum.

At this point it might be still argued why CLIL should be implemented instead of just increasing the English teaching hours to meet the European requirements. A research study presented by Muñoz (2002) reveals that the general trend towards beginning foreign language teaching/learning in primary education has not greatly improved proficiency levels. In fact, this research has shown that children's language proficiency does not increase only because the exposure to the foreign language starts at an early age, it is necessary to be exposed to meaningful language taught in context.

Lasagabaster and Sierra (2010) corroborate the results of this research by saying that the teaching of foreign languages only as a subject is not producing the expected results and moreover, it has been proved that there is no linear relationship between instruction time and language acquisition.

As incrementing the English teaching hours seems to be ineffective and it is almost impossible to devote more time to a particular language because it is complex to find a new slot in the already crammed school curriculum (Muñoz, 2002), CLIL may definitely constitute the best way of providing a more intense exposure to the language and richer opportunities for using the language in meaningful ways. As the Eurydice Report (2006) states, CLIL enables languages to be taught on an intensive basis without demanding an excessive share of the school timetable.

Taking into account all these considerations, CLIL represents a challenge to all the stakeholders involved: teachers, parents, learners, etc. This challenge requires changing methodologies and ideas about teaching and learning. One widespread concern in relation to bilingual education, especially from parents, is related to the development of the students' mother tongue. As learners are exposed to their mother tongue for less time, and not all the content subjects are being taught in their mother tongue any more, parents worry about the fact that their sons and daughters may not learn the language needed to talk about these issues in their first language. But most of the concepts taught and learnt in Infant Education and first years of primary education are related to students' experiences and daily life activities, and therefore will probably be talked about and used outside school in different context and settings in their mother tongue. (Dafouz and Guerrini, 2009)

Once the initial reticence towards the new educational model is overcome, the CLIL benefits show up. As Dafouz and Guerrini (2009) continue explaining, CLIL programmes not only have linguistic benefits, they also entail educational, pedagogical and social benefits. Pedagogically, teachers need to work through the syllabus at a different speed, they have to scaffold the learning to make content and language accessible to students, all these efforts to provide easier explanations are going to have positive impact on students and the educational process such as:

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- Using language to communicate content is perceived as more motivating than using language to reflect on content.

- Using a foreign language to deal with the learning processes of content subjects becomes important.

- Using a foreign language to teach content subjects requires the use of different skills to overcome difficulties.

- Using the foreign language is originated in the intrinsic motivation to communicate, therefore unconscious or implicit learning may take place.

Another benefit that CLIL presents is that it provides meaningful, challenging and authentic input. As Meyer (2010) explains, meaningful and challenging input is one of the main pillars of foreign language acquisition. Classroom content should focus on global problems while connecting with the daily lives of the students and their areas of interest. Meaningful content has a positive influence on students' motivation, and therefore on students' content and language acquisition. "Subject learning through a foreign language works best when new topics are presented in such a way that the affective filters of the students remain wide open and when students can link new input to prior knowledge, experiences and attitudes" (Meyer, 2010, 13)

From a social point of view, CLIL offers a great opportunity to provide students with a broader view of the world, to encourage linguistic and cultural diversity in the classroom and to give a European perspective to education by promoting: linguistic diversity, a European citizenship and an intercultural approach to education.

To sum up, it has been demonstrated and explained throughout these lines that CLIL is the most suitable model to meet the European language requirements without putting aside the curricular contents. As Coyle (in Lasagabaster and Ruiz de Zarobe, 2010) says, we are entering a new era in the development of content and language integrated learning, many teachers, learners, parents, researchers and policy-makers have already realised the potential of CLIL and interpreted this potential in very different ways. There is no single model for CLIL, for approaches to be effective they have to be contextualised, evaluated and understood in situ and "owned" by the education community involved.

3. MATERIALS AND METHODS

3.1 Contextualization

This Unit has been created for an English bilingual school with students in the 2nd year of the 2nd cycle of Infant Education. The class is composed of 28 four and five year old students. All the students have been born in Navarre and it can be said that they belong to a medium or high social stratum and their mother tongue is Spanish.

The class has a tutor, who is in charge of teaching contents on both languages: English and Spanish. In addition to the class tutor, students have an English language assistant, a maths teacher and some other professionals who work with children who have learning specific needs, but they also help tutors when needed.

English is not only learnt as a foreign language, but it is also a vehicle to learn other contents such as maths, arts and crafts music and gymnastic.

3.2 Objectives and contents

The chosen topic for the planned unit is: The news. The aim of the unit is that at the end of it students should be able to plan, organize and create a "news TV programme" using the media. To achieve this aim they will have to be able to first, distinguish between real world and fantasy and second, to recognize what a piece of news is.

The curricular objectives and contents pursued with this unit are:

Self-knowledge and personal autonomy:

Objetivos**:**

- Realizar, de manera cada vez más autónoma, actividades habituales y tareas sencillas para resolver problemas de la vida cotidiana, aumentando el sentimiento de autoconfianza y la capacidad de iniciativa, y desarrollando estrategias para satisfacer sus necesidades básicas.

- Adecuar su comportamiento a las necesidades y requerimientos de los otros desarrollando actitudes y hábitos de respeto, ayuda y colaboración, evitando comportamientos de sumisión o dominio.

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Contenidos:

- Las actividades de la vida cotidiana. Iniciativa y progresiva autonomía en su realización. Regulación del propio comportamiento, satisfacción por la realización de tareas y conciencia de la propia competencia.

- Normas que regulan la vida cotidiana. Planificación secuenciada de la acción para resolver tareas. Aceptación de las propias posibilidades y limitaciones en la realización de las mismas.

- Habilidades para la interacción y la colaboración y actitud positiva para establecer relaciones de afecto con las personas adultas y con los iguales.

Natural and social environment field of knowledge:

Objetivos**:**

- Observar y explorar de forma activa su entorno, generando interpretaciones sobre algunas situaciones y hechos significativos y mostrando interés por su conocimiento.

- Relacionarse con los demás, de forma cada vez más equilibrada y satisfactoria, interiorizando progresivamente las pautas de comportamiento social y ajustando su conducta a ellas.

Contenidos:

- Los objetos y materias presentes en el medio, sus funciones y usos cotidianos. Interés por su exploración y actitud de respeto y cuidado hacia objetos propios y ajenos.

- Estimación intuitiva y medida del tiempo. Ubicación temporal de actividades de la vida cotidiana.

- Situación de sí mismo y de los objetos en el espacio.

- Identificación de seres vivos y materia inerte.

Languages:

Objetivos**:**

- Utilizar la lengua como instrumento de aprendizaje, de representación, de comunicación y disfrute, de expresión de ideas y sentimientos y valorando la lengua oral como un medio de relación con los demás y de regulación de la convivencia.

- Expresar sentimientos, deseos e ideas mediante la lengua oral y a través de otros lenguajes, eligiendo el que mejor se ajuste a la intención y a la situación.

- Comprender las intenciones y mensajes de otros niños y niñas así como de las personas adultas, adoptando una actitud positiva hacia las lenguas.

- Iniciarse en el uso oral de otras lenguas del currículo para comunicarse en actividades dentro del aula, y mostrar interés y disfrute al participar en estos intercambios comunicativos.

Contenidos:

- Lenguaje verbal:

  o Compresión de la idea global de textos orales en otras lenguas del currículo.

  o Participación y escucha activa en situaciones habituales de comunicación.

  o Actitud positiva hacia las lenguas.

  o Interés por participar en interacciones orales en otras lenguas del currículo, en rutinas y situaciones habituales de comunicación.

- Lenguaje audiovisual y tecnologías de la información y la comunicación.

  o Iniciación en el uso de instrumentos tecnológicos como el ordenador.

  o Acercamiento a producciones audiovisuales.

  o Distinción progresiva entre la realidad y la representación audiovisual.

As it can be observed the objectives and contents proposed in the official curriculum are broad, but they all refer to daily life activities, actions and experiences that students should be able to achieve. Knowing what a piece of news is, what kind of information can be found on a newspaper, being able to distinguish between real world and fantasy or introducing the students to the ICT are daily life contents and activities that students need to learn.

3.3 Design

As Coyle (2005) states, successful CLIL requires teachers to think of alternative ways of planning their teaching for effective learning. CLIL is flexible and there are many different models depending on a range of contextual factors. Coyle, Hood and Marsh (2010) propose a toolkit for teachers to map CLIL practice for their own context and learners "without compromising the need to address fundamental issues of effective and appropriate integration of content and language learning" (Coyle et al., 2010, 48). According to the authors, the toolkit is based on a class-based inquiry approach, which stems from the "plan-do-review" cycle. The six stages proposed by these authors in order to create a CLIL lesson plan are:

1. Construction of a shared vision for CLIL.

2. Analyzing and personalizing the CLIL context.

3. Planning a unit considering: Content, cognition, communication and culture.

4. Preparing the unit.

5. Monitoring and evaluating CLIL in action.

6. Reflection and inquiry.

The aim of the stages is to create a unit which caters for the content and linguistic needs of the specific group of learners. In the following lines the different stages will be further developed. It will be explained what the stages are, why it is important to use them, and some specific examples of how aspects of these reflection stages are observed in the unit proposed in this project will be provided.

Stage 1: A shared vision for CLIL.

The aim of this first stage is to construct a shared CLIL vision. All those interested in CLIL should be involved in this first step. Their task is to share ideas and think about how CLIL might operate in their school. The reflections of all the stakeholders involved will provide some "global goals" that will guide the remaining stages.

The unit presented in this project has been individually created, but this first step has been essential to articulate a CLIL vision to steer the remaining stages. The CLIL vision emerged from the reflection points proposed by Coyle et al. (2010) which define the ideal CLIL classroom as one in which students learn new content no matter which the vehicular languages is. Content is what drives the learning of the language but language learning is also an aim.

At the Infant level, English should be used by the CLIL teacher as the only language in class, even though students are not going to be able to express themselves using English only, if the teacher uses the appropriate resources (personal and material resources) students will be able to pursue and achieve the teaching goals and even produce some language. In this ideal setting, CLIL learners would be expected to learn new and valuable contents at the same time they acquire new vocabulary and grammatical structures.

If this particular unit were put into practice in a specific school, all the teachers would have to work as a network, not only the English teachers, but also the rest of teachers who work in each education cycle. Decisions would need to be taken together, because introducing the CLIL vision goes beyond a few English lessons a week, it implies a renewed vision of the educational process. Even if some teachers started in a small way by experimenting few lessons when CLIL is not already rooted in a particular education context, all the educational community would need to be aware of the new educational situation, so they could adapt themselves, their teaching and their materials to the new given scenario. Only when all the key players needed to form a CLIL teaching team work together students will have the opportunity to transfer linguistic competences from one language to another. Students will learn contents and

at the same time they will learn strategies to apply these new contents to others curricular languages.

All these reflections lead to the following overarching goal that will permeate lesson planning: to use language in context, to see the foreign language as an instrument for communication, that students learn language through content and content through language. CLIL learners should be able to learn new and valuable contents as they acquire the foreign language. Furthermore, CLIL teachers should feel as comfortable with the content taught as if they were teaching it in their own mother tongue.

Step 2: Analysing and personalizing the CLIL context.

In order to construct a model for CLIL it is important to take into account not only the global goals proposed on stage one, but also variables such as: school type and size, environment, teachers involved, regional and national policies, etc.

The unit described in this project, has been created to be put into practice in the context of a state-subsidised school, run by the Capuchin Tertiary Friars. This school is located in the suburbs of Pamplona and it offers bilingual education to 1,200 students.

In regards of the School's identity, the School's congregation shares the Church's mission through the youths' Christian education. Related to the methodology, the school follows an individualized, personalized (adapted to the characteristics of the students, their possibilities, their educational achievements, peculiarities and conditions) and active education (that encourages the initiative, creativity and participation) Regarding the school's Educational Concept, they understand as Education the systematic process of personal development that makes the person capable of integrating in the society as an active member following the Christian vision of life.

Even if we are talking about a bilingual school, the dominant language is Spanish. Although almost all the teachers are able to speak in English we might find school staff that can only communicate in their mother tongue; that is why Spanish is the general spoken language in the school. The only foreign language offered in Infant Education is English. However, French language is offered in the following levels too. Half of the school hours are taught in English and the other half in Spanish which implies that

English is not only learnt as a foreign language, but it is also a vehicle to learn other contents in Infant Education such as mathematics, arts and crafts music and physical education.

Even if some text books are used in Infant Education, some projects are also put into practice throughout the academic year; that is why a CLIL unit as "The news" which integrates all the curricular objectives, contents and competences might be suitable for this particular setting.

The specific group of students which the unit is addressed to has already been described on section 3.1 and the regional education policies have been described on section 3.2.

That the unit has been personalised to meet the needs and demands of this particular contexts can be observed, for example, in the following aspects:

- What triggered the creation of this unit was the problems detected among the described group of students when distinguish between real world from fantasy.

- All the materials needed to carry out the activities are available at the school. For example, on lesson number 7, it is necessary the use of a smart board. This particular school has this resource to be used when necessary.

- The contents of some lesson are only valid for the context and class described. For example:

  - Lesson number 8 deals with vocabulary and contents related to the Rome civilization, which is the project this particular group of students is working on. When applying this lesson to other classes, contents, language and vocabulary, will need to be adjusted to the project the students of that specific class are working on.

  - All the activities have been created taking into account the previous knowledge the group of students has. One of the objectives of lesson number 9 is to prepare the questions for the final interview. This group of students has a routine which consists on asking several questions every day to the prince/princess of the day, so they already know how

to ask questions. If the group of students did not know how to ask questions another activity would need to be planned.

Stage 3: Planning a unit.

This stage provides a planning map for CLIL. It consists of four different planning steps using what is called: the 4Cs Framework.

The 4Cs Framework integrates four contextualised building blocks. It seeks to assure quality in terms of guidance for:

- Content: knowledge skills and understanding we wish our students to access.

- Communication: learning to use language and using language to learn.

- Cognition: learning and thinking processes.

- Culture: developing intercultural understanding and global citizenship.

Although the 4Cs are going to be outlined individually, they do not exist as separate elements. Connecting the 4Cs into an integrated whole is essential to planning. In doing so, it takes account of integrating content learning and language learning within specific context and recognises the relationship that exists between these elements.

As stage 3 is the most detailed stage in the planning process and it requires a deep analysis of the elements included in the 4Cs framework, in the following lines it will be explained how these stages are observed in the planned unit.

Step 1: Considering content.

Content is the starting point of the planning process, it is what drives the teaching and what determines the linguistic structures and key vocabulary to be taught. Students will learn the language they require to achieve the content goals set.

The chosen content for the unit developed in this project is: The news. The aim of the unit is that at the end of the lessons students should be able to plan, organize and create a news TV programme using the media. To achieve this aim they will have to be able to first, distinguish between real world and fantasy and second, to recognize what a piece of news is.

The content is appropriate for our CLIL setting, because some problems have been detected among students when distinguish between real world from fantasy, and this is the starting point to create an integrated unit in which students can learn useful and valuable contents for their daily life.

Progression in learning has been taken into account; first of all, students will have to learn to distinguish what fantasy is and what belongs to real world, then they will learn about the news (types of news, parts of the news, where the news can be found, etc.), after that they will learn how to access the internet, the steps needed to create a Wiki and how to upload a file. All these steps will lead them to succeed on the final project and to achieve all the teaching goals.
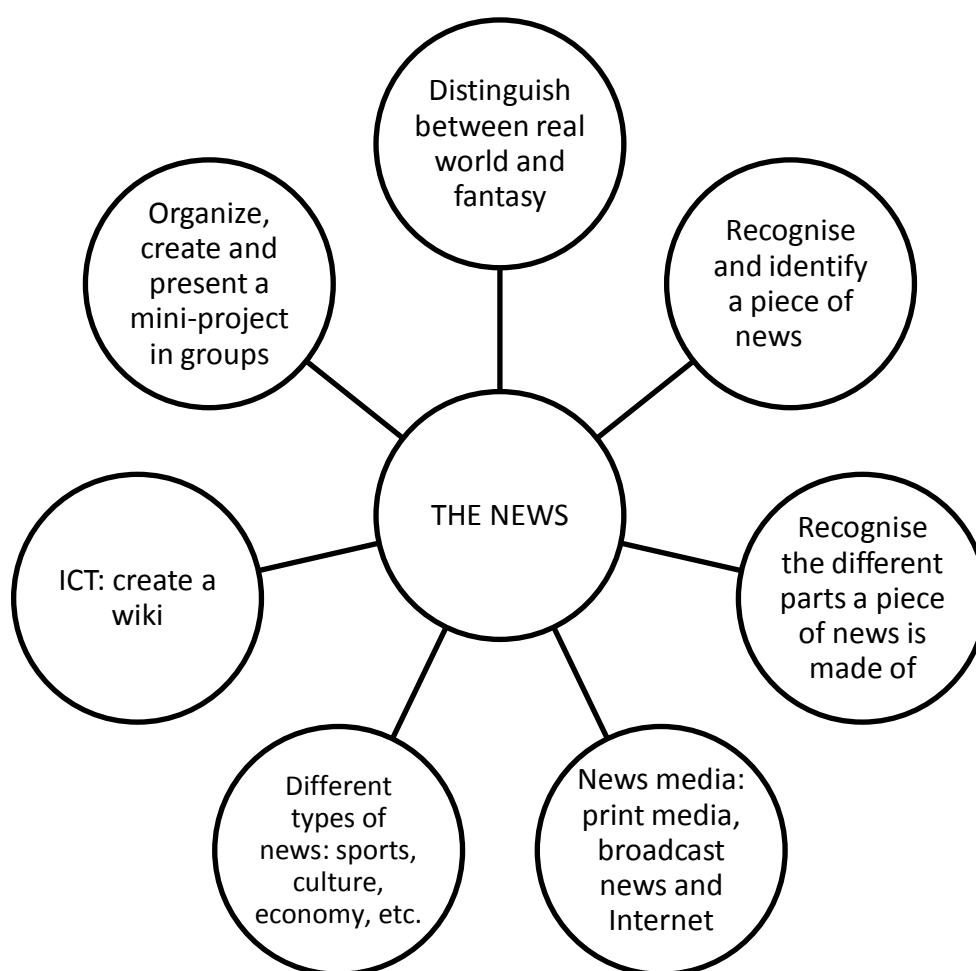

Chart 1: Content

The contents that students will learn throughout the unit are included in this chart. All of them are going to be scaffolded and taught in meaningful contexts and activities so students can acquire them.

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Step 2: Connecting content and cognition.

The aim of this step is to decide which cognitive skills seem to be most appropriate for development in terms of content. This process ensures that the cognitive level of the CLIL unit relates to the learners' own levels of development. "For CLIL to be effective, it must challenge learners to create new knowledge and develop new skills through reflection and engagement in higher-order as well as lower-order thinking." (Coyle et al. 2010, 54)

The taxonomy that has been used to guide planning for cognitive processing and knowledge acquisition is that of Bloom revised by Anderson and Krathwohl (2001) (in Coyle et al. 2010, 31)

In "The News" unit, both, lower-order and higher-order thinking cognitive skills have been taken into account. Students will be asked to recognise, classify, summarize, infer and compare (lower-order processing), but they will also have to differentiate, organise, evaluate, plan and produce (higher-order processing), as it is reflected on the following chart. The different cognitive skills are going not going to be introduced altogether; they are going to be presented following a progression from lower-order processing skills towards higher-order processing skills.
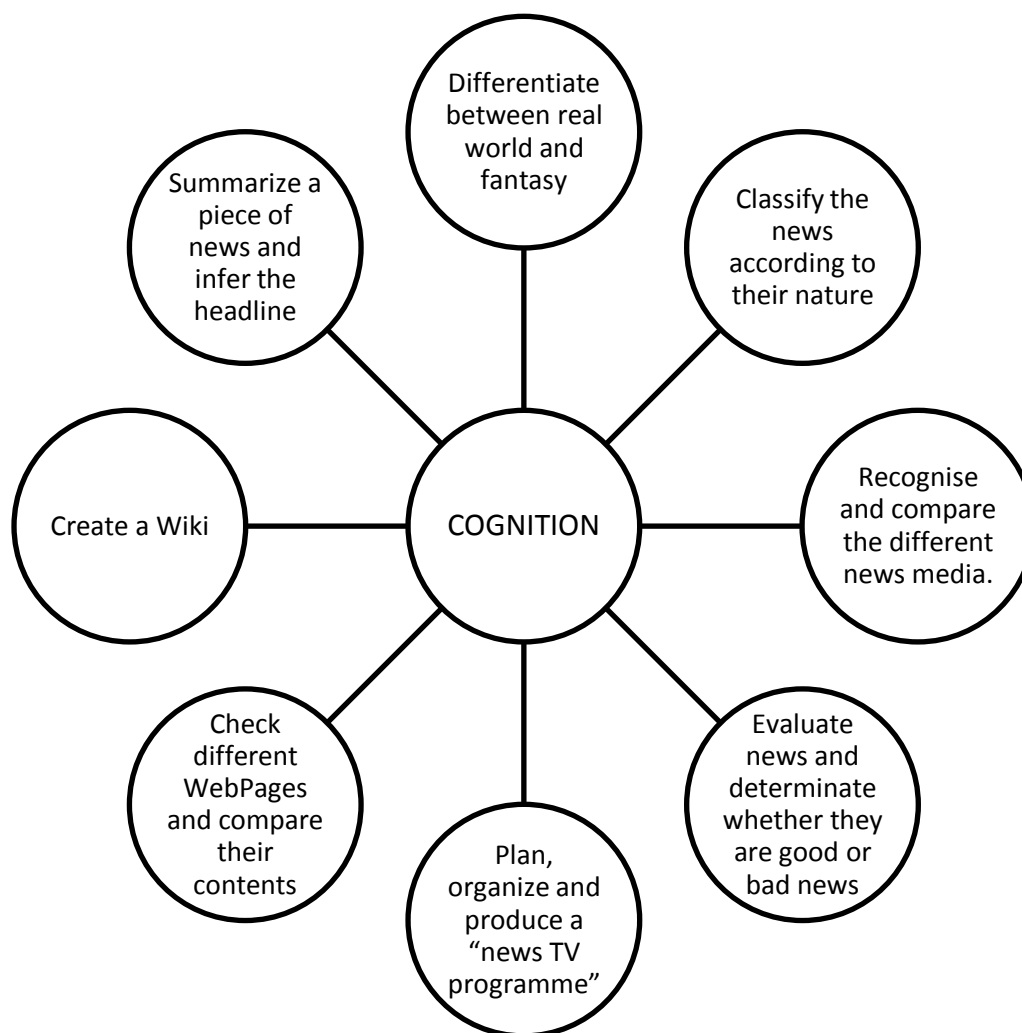
Chart 2: Cognition

All the activities should be challenging, they should make students construct their own knowledge. Students should be actively involved in the learning process, unlike previous educational theories where the instructor was the only one in charge of the teaching/learning process, he/she was the "owner" of the knowledge, and where the learner only played a receptive role.

Students will also be asked questions in order to present them with challenging problem-solving, hypothesizing, analysing and evaluation tasks, such as the following ones: How this problem can be solved?, What would happen if we…?, Is this true or am I lying to you?, How would you do…?, Is it possible to…?

Furthermore, students are expected to ask questions that reflect their curiosity about the content; they should be able to go beyond the "fun" and the amusing activities and start to extrapolate the learned contents to other situations of their lives. The activities that have been

planned should awake their curiosity so they can start to analyse and work with the news outside school.

Step 3: Communication-Defining language learning and using.

This step links the content and cognitive demands with communication, using the Language Triptych.

As defended by Coyle et al. (2010), while practice is an important part of language learning, unless learners are also supported in using language for content learning, CLIL cannot succeed. In CLIL contexts, it is not a question of whether to focus on meaning or form, but rather it is fundamental to address both. The Language Triptych tries to conceptually represent the need to integrate cognitively demanding content with language learning and using, and it provides the means to analyse language needs across different CLIL context and transparently differentiates between different types of linguistic demand which impact on CLIL.

The Triptych starts with the language needed by content. It relates language learning to progression through the conceptual understanding of content.
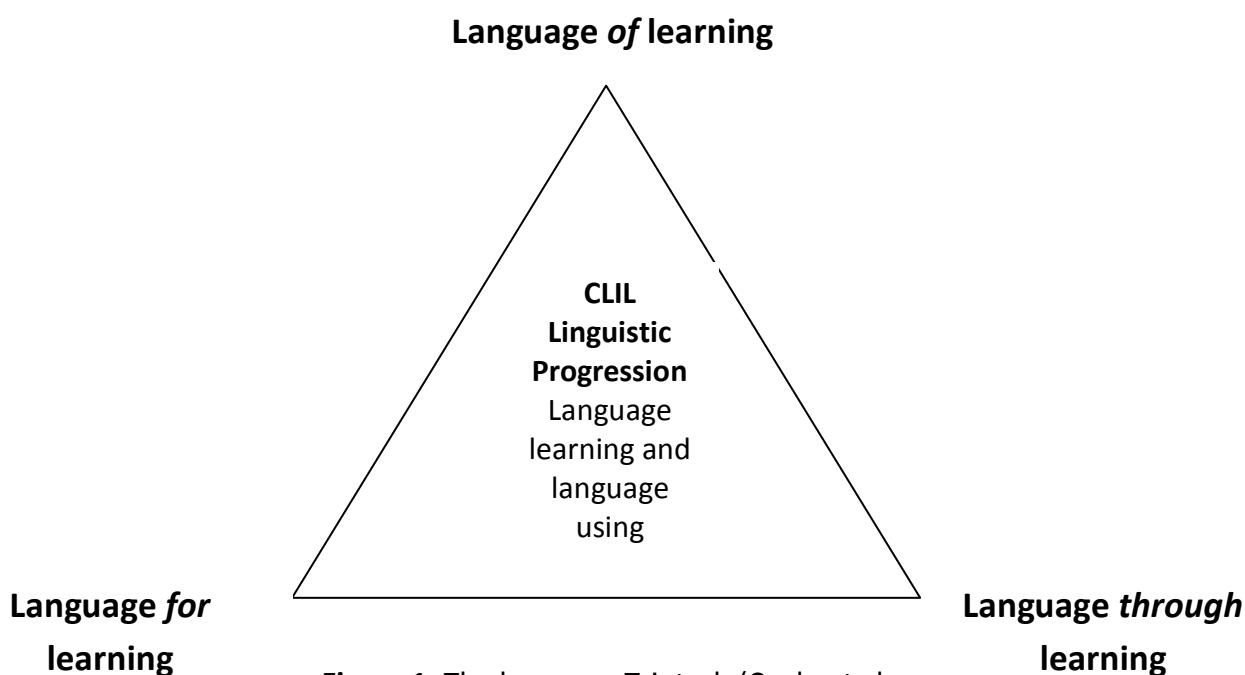
Language *of* learning

**CLIL
Linguistic
Progression**
Language
learning and
language
using

**Language *for*
learning**

**Language *through*
learning**

Figure 1: The language Triptych (Coyle et al. 2010, 36)

The Triptych, as it shown in the previous figure, analyses the CLIL language through three different perspectives:

Development of a CLIL unit for Infant Education: "The News"

Language of learning: it is the language needed for learners to access basic concepts and skills related to the subject theme or topic. The unit that has been developed in this project uses specific vocabulary related to the news. Students need to narrate three pieces of news (an interview, a present event and a past event) and to do so they will learn the following required vocabulary items and grammatical structures:

- Key words: headline, body, author, editor, exclusive, folio, producer, intro, interview, journalist, reporter. on air, upload, download, broadcast, spot advertising, zoom, audio/video, audience, political news, business news, entertainment news, regional, national and international news, sports news, TV set…

- Language of describing, defining and explaining: they are playing, they are jumping, they are collecting money, we are recycling...

- Past verb tenses to describe or narrate past events: yesterday we went to see a sculpture, yesterday we played a football match...

- Question formation: students should be able to ask wh-questions.

The most effective way of teaching this language of learning might be through flashcards, games, body language, posters and mimics, paying special attention to the repetition of the target grammatical structures.

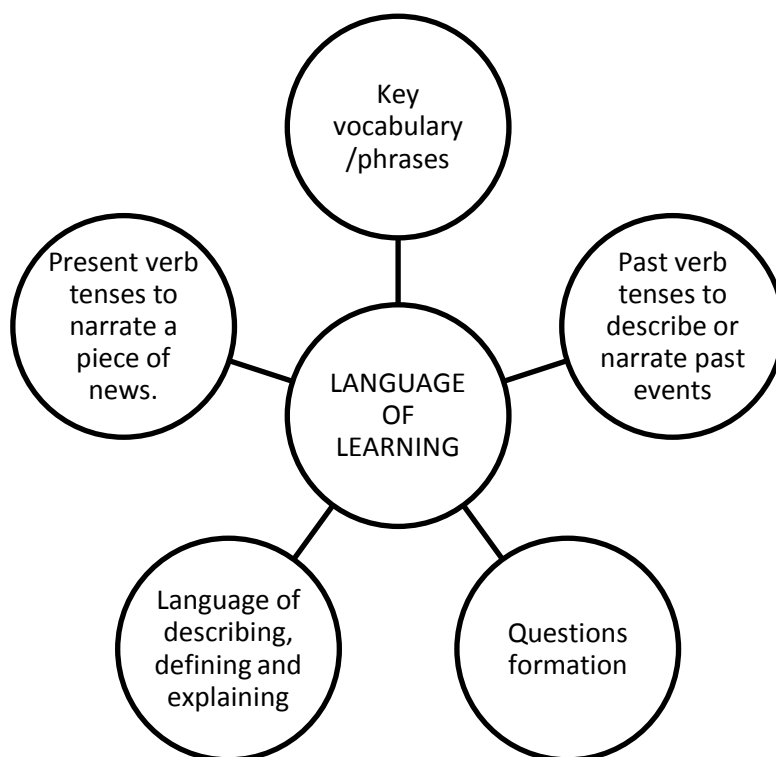The following chart features the mentioned language of learning.

Chart 3: Language of learning

Language for learning: it is the language students need to operate in a foreign language environment. The language students will need to carry out the planned activities is:

- Express agreement or disagreement: *I agree with that, I don't agree with that, I think...*
- Classifying the news: *These are sports news/economical news/political news...*
- Comparing the news: *This piece of news is better than this one...*
- Produce: subject/verb/noun tenses: *we are collecting money, we learning about Rome, we went to the park...*
- Other*: how do you say? Can you help me please?...*

The language they need to work in groups, how to work individually or how to do a specific activity are some of the possible language demands. This will be taught by the teacher acting as a model. The strategy of explaining the activity or giving the instructions to the whole class and then letting a particular student (who has already understood the instructions) explain what they have to do to the rest of his/her peers will also be used.

The language skills that will need to be developed are listening and speaking. Since students at this educational stage are not able to read or write yet.

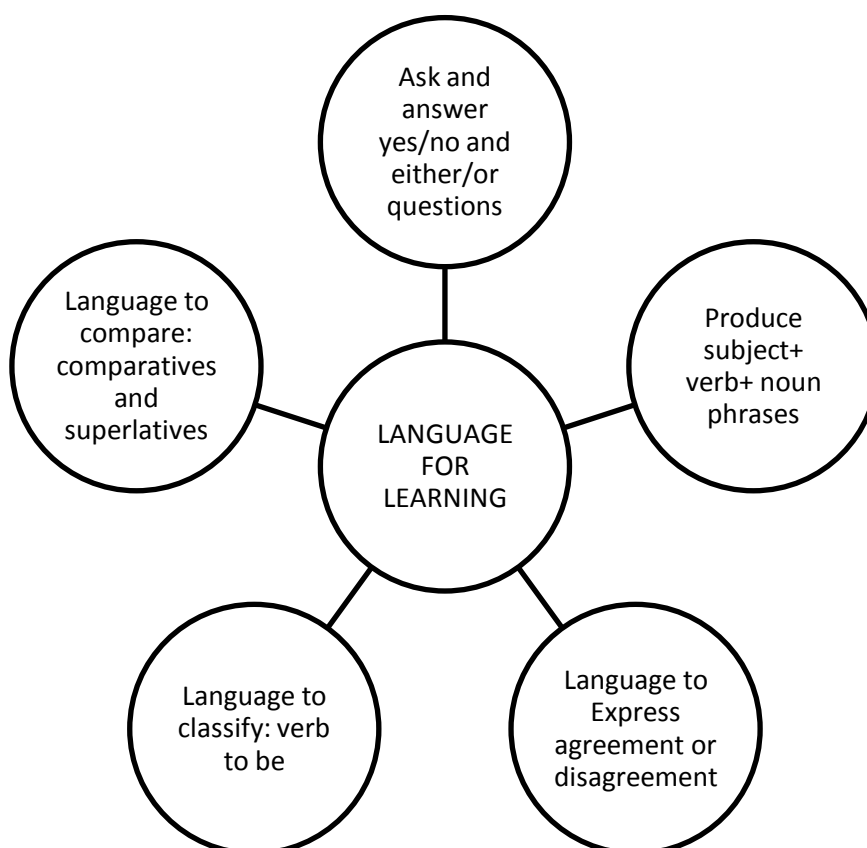The following chart illustrates the language needed for learning:

Chart 4: Language for learning.

Language through learning: it refers to the new language that appears throughout the teaching-learning process. Not all the CLIL language needed can be planned and prepared, but we need to have some strategies in order to capture new vocabulary and grammatical structures when they appear. As students are four years old they do not have yet the resources to access to the language for themselves, so they can ask other partners if they do not know how to say something and they can also ask the teacher or their parents.

Some of these strategies could be the ones reflected in the following chart:
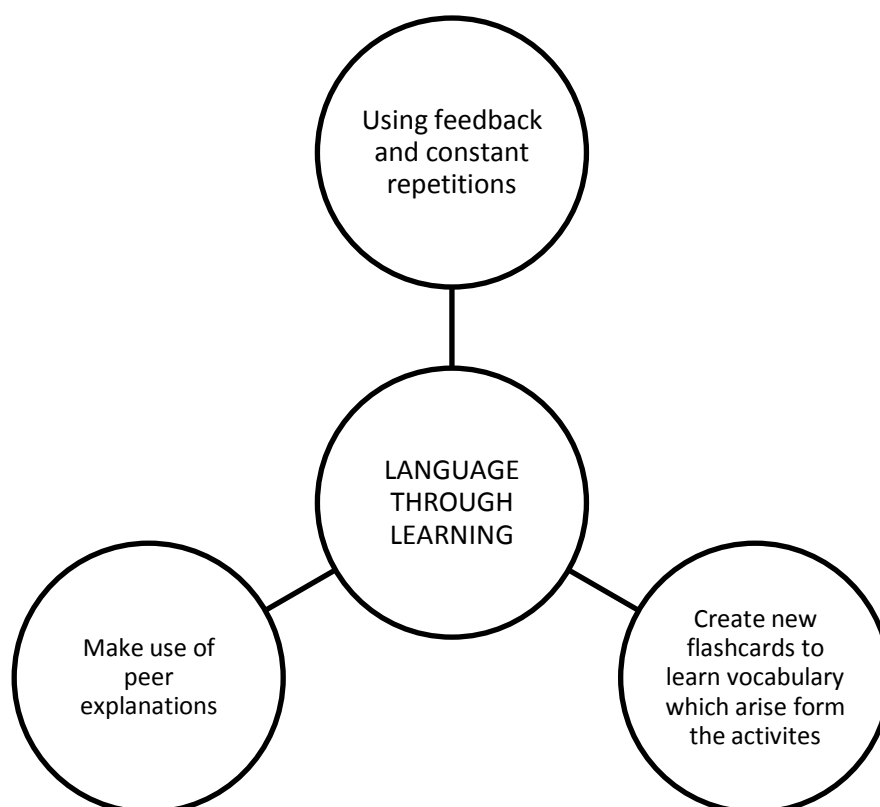
Chart 5: Language through learning

Step 4: Developing cultural awareness and opportunities.

Integrating cultural opportunities into the CLIL classroom is a necessity in this pluricultural and plurilingual society. Culture permeates throughout the other Cs and it adds learning value to CLIL contexts.

In "The News" unit, the different pieces of news should be selected taking culture into account. We can also promote thinking and cultural awareness by asking the class: what can we do? After having read or listened to a piece of news. Safety awareness when surfing the net among children can also be promoted and students can be asked to create a piece of news explaining some of the supportive campaigns they have collaborated with.

Besides, there is an added value of studying the news topic through the English language because we can surf the Internet and look for resources in English. Most of the useful resources are going to be written or explained in English so the content of this unit is thus, more accessible.

Culture impacts on the other Cs because depending on the cultural topic we are talking about, we might have to rethink the other Cs in order to adjust them to the new content and values. For example, if students are working with a piece of news about a hurricane or another environmental disaster it might be necessary to plan more lessons so students can become aware of the importance of preserving the environment. Culture in this case, is adding more contents and objectives to the already planned unit.

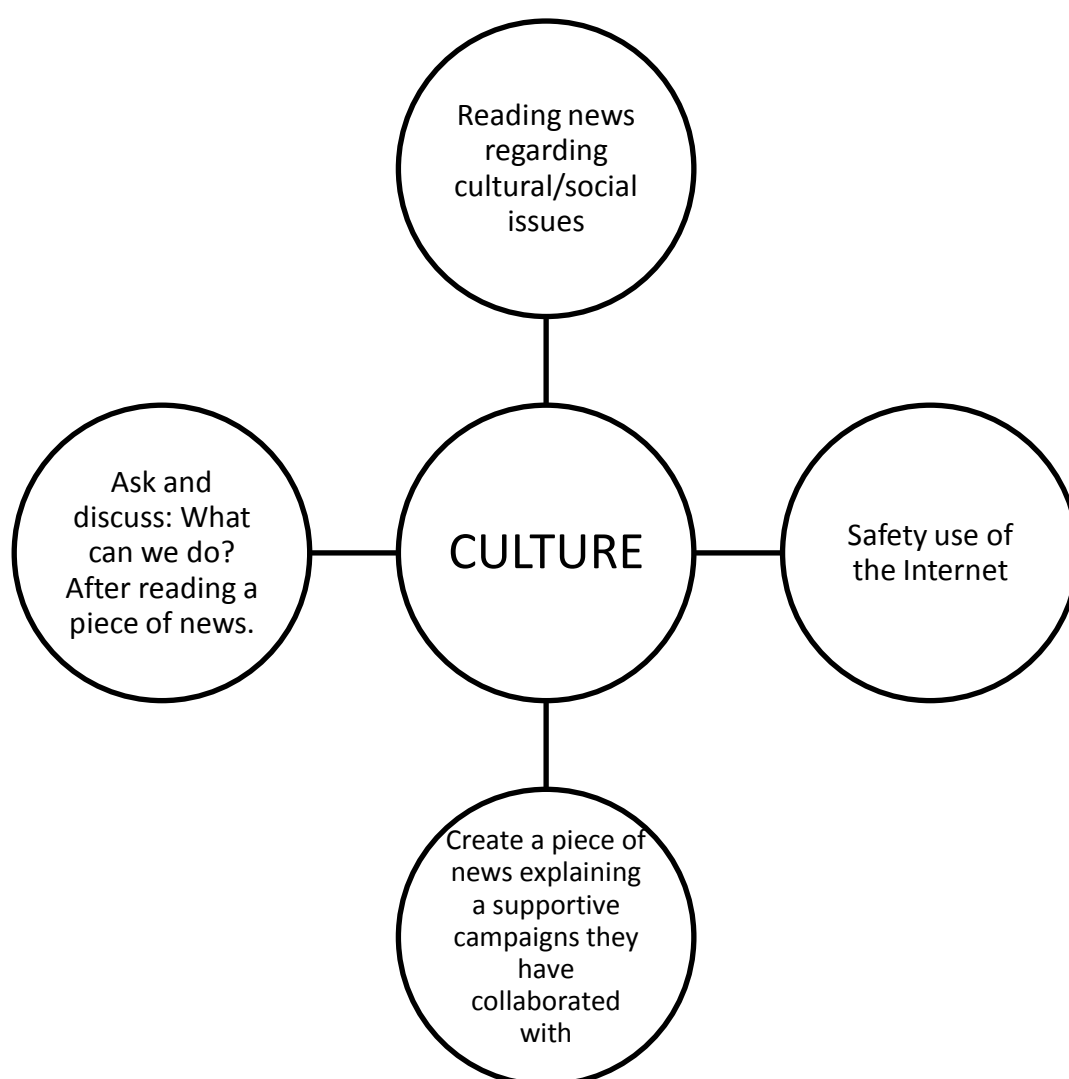How cultural awareness and opportunities are developed in "The news" unit is shown in the following chart:

Chart 6: Culture

Stage 3 is linked to the construction of an overview of unit planning using a visual planning tool: the mind-map. The whole mind-map is presented on page 32. This tool

includes all the steps outlined in Stage 3, and its creation involves selecting and prioritising what will be taught in "The news" unit and how, within the context of the already described school.

Stage 4: Preparing the unit.

In this fourth stage the mind-map is transformed into resources, tasks and activities. Regarding "The news" unit, even if some units or projects related this topic are available, all the activities have been specially created to meet the needs and demands of the context and students already mentioned. All the lessons and activities are original; they have not been taken from any source.

There are few ready-made materials which respond to the needs of context-specific units. As Dafouz and Guerrini (2009) say, the success of bilingual education depends on the work carried out by teachers in their classroom. Therefore, if we want a bilingual programme to be successful, it is important to plan how teachers can be supported in their goal of bringing into life this pedagogic model. Teachers need time for reflection; they need to be provided with materials and other resources. They need their work and effort to be appreciated. If these conditions are met it might be possible for the CLIL project to be successful.

In Navarre, there are not CLIL material banks which could meet the needs and demands of the majority of the students, that it is why it could be a good idea to collect all the information and materials that teachers using the CLIL approach have, classify them and then, publish them so that they could be used by other professionals too. Creating a lesson plan is a tough process, having access to other teachers' work will facilitate the process of planning and it might encourage other teachers to learn about CLIL and to start putting this approach into practice.

When preparing a unit we have to take into account what a good CLIL lesson is, so we can create the appropriate activities and materials. From my point of view, a good CLIL lesson is one in which students are not concerned about the language and they focus on content. Students acquire the language as they need it, by carrying out tasks. If students are not able to understand and learn the new contents because the language is a block to learning, the CLIL lesson is not meeting its main goal. The ideal CLIL lesson

should provide students the tools and suitable materials so students could focus their attention on the contents rather than the language. By doing this, teachers ensure that students achieve at least the equivalent academic standards in CLIL as they would in their first language.

When preparing a unit we also need to ensure cohesion between the teaching aims and the learning outcomes. One way to ensure cohesion is to make sure that the activities and materials are suitable for meeting the teaching aims; sometimes at Infant Education we make the mistake of planning and doing activities because students are going to have fun. Every time we plan an activity we have to ask ourselves the following question: what for? This is the only way to connect the lesson aims with the activities. Once we have done this we can ensure that students are learning by doing several assessments. Evaluating students is not assigning a grade to their work; it is to monitor their progression using several strategies as: constant checking for understanding, keeping a record of their productions to observe their progression, asking them to explain us what we are doing, etc.

A widespread concern when planning is if all the students will develop across the 4Cs at the same rate, but, we could never expect all the students to develop at the same rate, no matter the approach they are involved in. It is the teacher's responsibility to ensure that they all learn as much as they can, respecting every child's learning rate. When using the CLIL approach, the scaffold of all the activities and language permits that all learners reach all the aims by dividing them up into smaller and hence, more reachable aims. Also, more complex activities can be planned for those students with the highest learning rate.
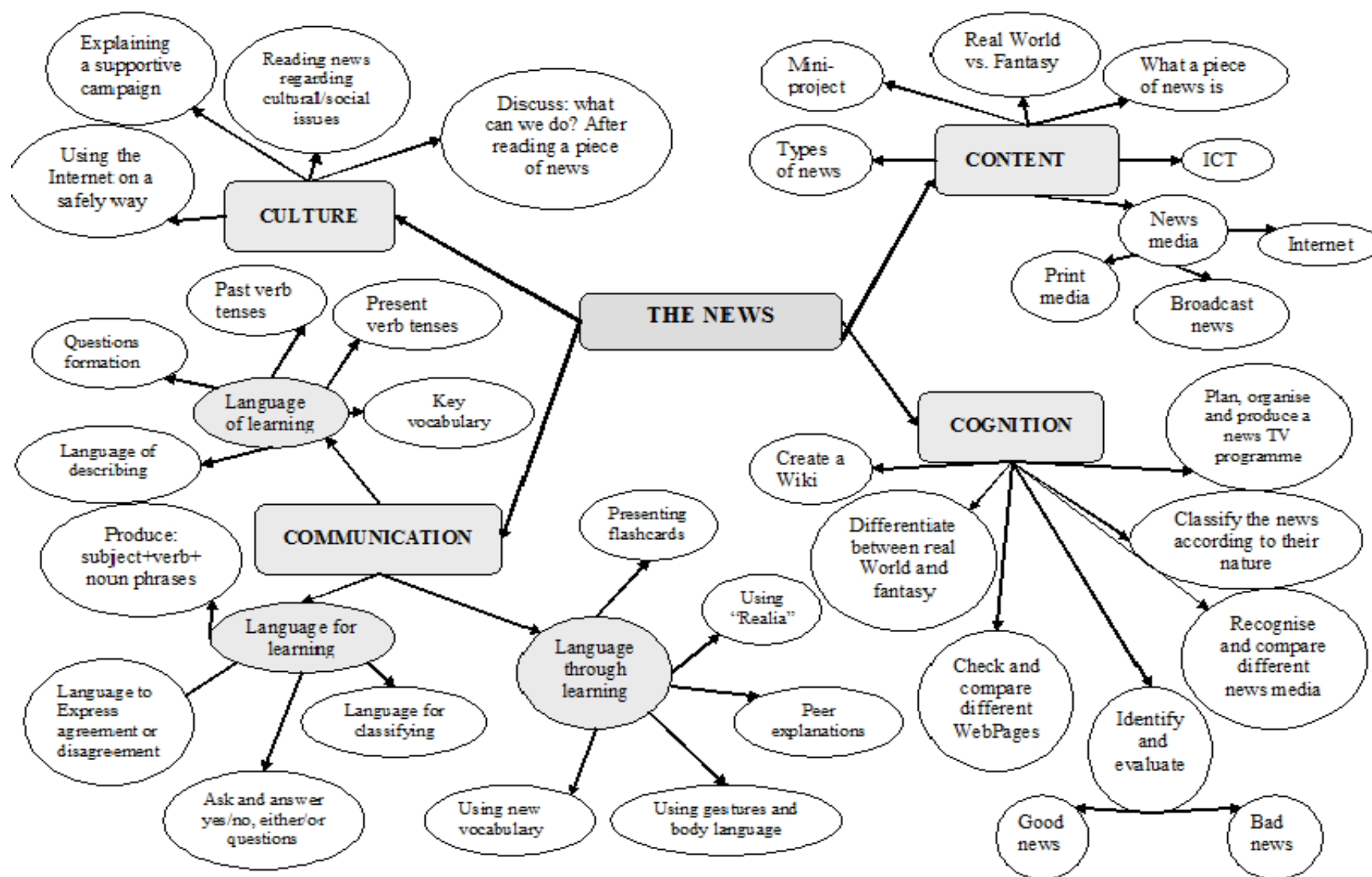
Figure 2: Mind-map of "The News" unit.

Development of a CLIL unit for Infant Education: "The News"

Stage 5: Monitoring and evaluating CLIL in action.

One of the greatest challenges for CLIL teachers is to develop a learning environment which is linguistically accessible whilst being cognitively demanding. The CLIL Matrix is a useful tool to sequence content, scaffold learning and to monitor learning progression in terms of linguistic and cognitive development.
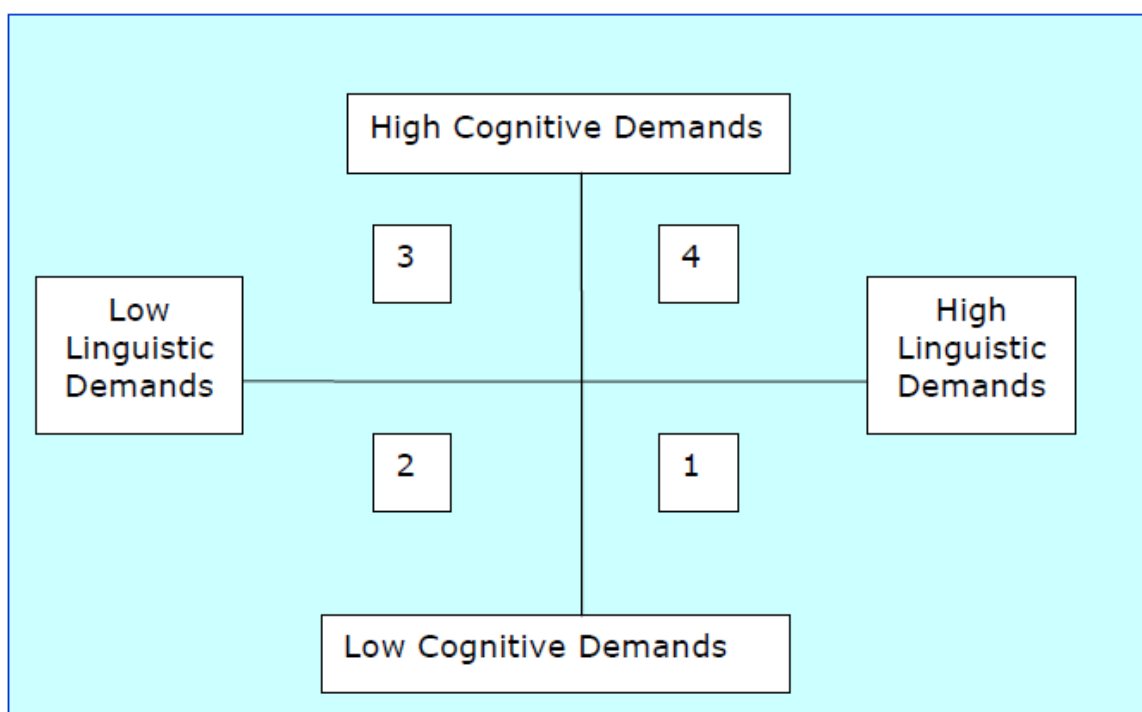

Figure 3: CLIL Matrix (taken from Coyle, 2005)

The CLIL Matrix presented above, explores the relationship between cognition and language, and it helps to audit teaching materials. Tasks should follow a route from low linguistic and cognitive demands to high linguistic and cognitive demands. The planned unit presents this progression. It starts with easy and accessible language and activities (that will help students gain confidence and knowledge) and moves towards high cognitive demanding skills and tasks that will require them to use more complex and elaborated language. For example, at the beginning of the unit students will play different games to learn the target vocabulary, they will create a TV set, they will recognise a piece of news or they will classify the news according to their content. Once they master the content and the language, they will be asked to infer headlines or evaluate and summary a piece of

news. And finally, the last task will be to create three different pieces of news where they will have to use all the language learned in order to plan, organise and create a news TV programme.

Finally, it is very important to consult learners about their progress and make it visible. At the end of each lesson of "The news" unit, the teacher will ask the students what they have learnt and will write it on the "learning progression board". At the beginning of the unit the board will be empty but lesson by lesson students will see how the content of this board starts to grow up.

Stage 6: Reflection and inquiry.

It is desirable that teachers belong to or build a professional learning community so they can develop as CLIL professionals, gain confidence, explore the CLIL agenda, take risks and move beyond the familiar.

Once "The news" unit has been put into practice it would be a good idea to create a unit checklist drawn from issues prioritised in the unit mind map. It would be also a good idea to record some of the lessons and evaluate them later with the aid of a partner and revise the unit once finished to confirm what has been useful and what has not.

Progress can be reviewed with colleagues using LOCIT (Lesson Observation and Critical Incident Technique) which consists on recording some lessons, editing the key "learning moments", and sharing edited clips with learners and colleagues using the CLIL approach. When using LOCIT, teachers give each other feedback about their work, and share ideas for further practise.

In this section several tools and stages of reflection that have guided the planning of the CLIL unit have been presented. In the following section "The news" CLIL unit is developed. It consists of 13 lessons. The unit is followed by a discussion about its relevance and adequacy.

4. RESULTS AND DISCUSSION

4.1 Results

In the following pages "The News" unit which is composed of 13 lessons, is described. Each lesson offers detailed information about: the teaching objectives and contents pursued, the language used, the activities and timing, the instruments for assessment, the resources needed. Besides, some lessons include information about the cultural opportunities the lesson arises and notes with information that needs to be taken into account.

Before moving to the detailed description of each session a brief summary of the whole unit is provided.

Table 1: CLIL lesson plan

GLOBAL GOAL: To learn language through content and content through language.	
UNIT: THE NEWS	
LEVEL: 2nd year of the 2nd cycle of Infant Education	TIMING: 13 lessons
AIMS OF THE UNIT	

- To awaken students interest towards the news.

- To learn what a piece of news is.

- To recognise objects and events that can appear in the news.

- To distinguish between real world and fantasy.

- To know where the news can be found.

- To learn how to classify the news according to their nature.

- To attribute features to the journalism profession.

- To learn how to create a Wiki and how to upload a file.

- To help students, plan, organize and record three different pieces of news.

- To help learners understand that learning can be achieved in a foreign language.

- To provide students with opportunities to communicate using English.

- To cooperate with their partners to achieve the teaching goals.

- To learn the days of the week and acquire knowledge of temporal structures.

- To learn and use new vocabulary

- To learn how to narrate present events by using language of describing, defining and explaining.

- To learn how to use past verb tenses to narrate past events.

- To be able to produce wh- questions in order to conduct an interview.

TEACHING OBJECTIVES	
Content	Cognition
- Real world vs. Fantasy. - What the news is - Structure of a piece of news. - The different types of news. - Classification of the news according to their nature. - How to access the Internet and upload a file.	- Enable learners to differentiate between real world and fantasy. - Encourage learners to evaluate different news and determinate whether they are good or bad news. - Enable students to summarize a piece of news and infer a headline. - Help students to classify the news according to their nature. - Provide learners with different Webpages to compare their contents. - Facilitate students to plan, organize and produce a news TV programme.

CULTURE
- Learn about different cultures or social issues by reading and discussing different kinds of news.   - Become aware of the risks the Internet might involve.   - Make the learners aware of their belonging to a particular society by discussing the news and asking questions like: what can we do?

COMMUNICATION		
Language of learning	**Language for learning**	**Language through learning**
Key vocabulary: headline, body, author, editor, exclusive, folio, producer, intro, interview,	Express agreement or disagreement: *I agree with that, I*	Using feedback and constant

journalist, reporter. on air, upload, download, broadcast, spot advertising, zoom, audio/video, audience, political news, business news, entertainment news, regional, national and international news, sports news, TV set…	*don't agree, I (don't) think so, etc.*	repetitions.
• Introduce verbs tenses to narrate present events. Language of describing, defining and explaining (*they are playing / they are collecting money/ we are recycling/ it has (not) got___/it is (not)___)*	• Classifying: *These are sports news/economical news/political news...*	• Distinguish language needed to carry out activities.
• Past verb tenses to narrate past events (*yesterday we went to___)*	• Comparing: comparatives and superlatives (better, best, worst) *This piece of news is better than this one.*	• Make use of peer explanations.
• Question formation: wh-questions (*where are you from? How old are you, what's the weather like today?)*	• Produce: subject/verb/object structures.	• Create new resources such as flashcards to learn new words which arise from activities.
		• Retain language revised by the teacher and learners.

LEARNING OUTCOMES

By the end of the lesson students should be able to create a news TV programme that will be broadcasted using a Wiki. In the news TV programme they will have to record three different pieces of news[1]: In the first one, they will have to describe the project they are currently working on; in the second one, they will have to describe a supportive campaign they collaborated with in the past and finally they will have to carry on an interview. In

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[1] Three different pieces of news are going to be recorded. As students have to learn them in order to record the news TV programme, every day, even if they are not working on this unit students will have to repeat the three pieces of news in order to memorise them.

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order to achieve this, students should be able to:

- Demonstrate that they know what a piece of news is.

- Distinguish between real world and fantasy.

- Classify the different pieces of news.

- Successfully engage in visual matching between concept and images.

- Use the key vocabulary.

- Ask and response yes/no, either/or questions.

- Narrate a present or past event using present and past verb tenses.

- Upload a file to the Internet.

- Demonstrate that they know how to present a news TV programme.

Subsequently, the 13 lessons of which the unit is composed of are going to be described.

Table 2: Lesson 1

Lesson 1 (motivation): Let's be journalists!
OBJECTIVES
- To activate previous knowledge. (Activities 1 and 2)   - To introduce the concept of "a piece of news" (Activity 2)   - To present the content of the unit and explain the final mini-project. (Activity 5)   - Get students interested in this new unit. (Activities 3 and 4)   - To transform the class into a TV set. (Activity 4)
CONTENTS
- Introduction of the topic and content.   - Elements of a TV set.
LANGUAGE
Key words: Accreditation, journalist, TV set, camera, news TV programme.   *Even if a video has been used to introduce the topic and to promote the use of English in the students' answers, they will probably answer to the questions in Spanish. The teacher will have to translate what they say and make them repeat their sentence in English so they can become familiar with the new language.   Language for the teacher:

- Activity 1*: Hello! How are you today? Sit down quickly I have something to tell you. First of all we are going to watch a video and then I will ask you some questions. What do you know about_____? Do you know what_____ is?*

- Activity 2*: We are going to watch a video, open your eyes, open your ears, hands on your knees and pay attention please!*

- Activity 3: *Take one accreditation, write your name, and copy this (point at the blackboard) Thumbs up if you have understood, thumbs down if you have not understood. Well done!*

- Activity 4*: Let's decorate the class! Take the crayons and let's paint. This is a microphone, this is a TV camera, and these are headphones. Repeat with me: Camera, headphones, microphone. Is this a microphone or headphones? [...]Give me the objects we have made. We will use them another day.*

- Activity 5*: We are going to record (dramatize the action) a news TV programme (point at the computer where they have seen the TV programme). You will be journalists. Are you ready*?

- Activity 5: *I have here a poster board, now it is empty, but we are going to write here every day everything we learn, by the end of the lesson it will be full of contents, you will see.*

Language for the learner:

- *I don't know…*

- *How do you say?*

- *It is a……*

- *Can I take the crayons please?*

- *I watch the news TV programme.*

- *Can you help me?*

ACTIVITIES AND TIMING (70 minutes)	
Activity 1 10 min**.**	Activate previous knowledge. First of all the teacher presents the students the following video: *http://www.youtube.com/watch?v=NYPXox5aMno* (this video might promote the use of English in the students' answers), and then, in order to check what the students already know, the teacher asks the students the following questions:

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	• Have you ever seen a news TV programme? Where? • What is the frog doing on the video? • Do you know what a piece of news is? • What does a journalist do? • Is it possible to read the news? Where can we read them? Only in the newspaper? Can we use the Internet to watch or read the news?
Activity 2 10 min.	News TV programme: Students watch a fragment of a news TV programme to ensure they have understood the topic we are talking about. Ask the following questions: • What have you just watched? • Have you ever watched a news TV programme?
Activity 3 15 min.	Journalist accreditation: Give each student an accreditation made out of cardboard. The teacher writes on the blackboard the word journalist, students have to decorate their own accreditation writing their names and copying the word journalist on it.
Activity 4 30 min.	Building a TV set: Decorate and transform the classroom into a TV set, create objects that are used by the journalist such as: microphone, TV camera, headphones, etc. The teacher says aloud the name of the objects; students repeat what the teacher says and learn the key vocabulary. Teacher keeps the materials on a box because they will be distributed around the class in lesson 3.
Activity 5 5 min.	What are we going to do? Explain students that they are going to record a news TV programme. The teacher also explains that they are going to have a "learning progression board" (a poster board that will be located on a visible place of the class) where at the end of each lesson they will write or draw what they have learnt that day regarding content and language.
INSTRUMENTS FOR ASSESSMENT	

• Ask yes/no, either/or questions to help students with the answer: does the journalist work in a shop or does he/she interview people?

• Teacher monitors group and individual activities.

• Teacher makes sure that students know what the new vocabulary means by asking questions such as*: is Sponge Bob a news TV programme?*   • Learners' participation in tasks and activities.   • Comprehension check. Ask them what we are going to do at the end of the unit. Ask questions like: *Are we going to record an advertisement? Are we going to be journalists or policemen?*
RESOURCES
• Poster board to print the journalist accreditation in.   • Materials to decorate the classroom such as: construction paper, crayons or cardboard   • Blackboard.   • Computer.   • Poster board to make the "learning progression board"

Table 3: Lesson 2

Lesson 2: Is it real?
OBJECTIVES
• To attribute features to the journalism profession. (Activity 1)   • To differentiate between real world animals and facts and fantasy animals and facts.(Activities 2 and 3)   • To recognize objects and events that can appear in the news and explain why (Activity 2)   • To learn and classify new vocabulary (Activities 1, 2 and 3)   • To sum up what they have learnt during the lesson. (Activity 5)
CONTENTS
• Reality vs. Fantasy.   • Objects and events that can appear in the news.   • Who a journalist is: where does he work, what does he do.   • Verb to be.   • Present simple and present continuous.

LANGUAGE

Key vocabulary**:** microphone, notebook, spoon, pencil, radio, laptop, sewing machine, broom, dragon, dinosaur, ghost, kangaroo, castle, witch, unicorn.

Language for the teacher:

- Activity 1*: Look! We have a new partner! He is Tom, he is a journalist. He is very forgetful, he doesn't know where his things are, and he can't work now. Do you want to help him?*

- Activity 1*: Does Tom need a camera? Does he need a spoon? Why?*

- Activity 2: *Look how many flashcards I have. Repeat with me the names.*

- Activity 2: *Imagine that Tom is here in the school, can he take a picture of a dragon? Do dragons exist? They don't exist, so let's put the dragon on the red box.*

- Activity 3: *Let's play a game. I'm going to give you the flashcards. Has everyone got a flashcard? Now, if you are real stand up, if you are not real clap your hands.*

- Activity 4*: Now, draw on a piece of paper two things; one imaginary like a dragon or a witch and another one real. Can you give me an example of something real?*

Language for the learner**:**

- *He needs a camera. He doesn't need a spoon.*

- *Dragons are not real, spoons are real.*

- *I am jumping, I am walking, I am swimming, I am eating, I am flying...*

- *Real and fantasy things: It is a dragon, it is a notebook, it is a ghost, it is not a spoon...*

ACTIVITIES AND TIMING (50 minutes)	
Activity 1 10 min.	Tom the journalist. Present a new friend to the students, tell them that Tom is a journalist but he is very forgetful, and he has lost all the things he needs to work. Present the students a box full of pictures of objects. Students will have to determine if the objects belong to Tom or not and explain why.
Activity 2 10 min.	Is it real? Students are shown flashcards of: a dragon, a dinosaur, a ghost, a kangaroo, sponge bob, a castle, and a witch. Present again the flashcards used in the previous activity too. Students have to repeat the names of the objects and classify them according to the following criteria: if the flashcard represents an object Tom can take a photo of, they will have to put it in the red box, but if the flashcard represents an object Tom cannot take a photo of,

	they will have to put it in the green box (classify them depending on whether they are real or not)
Activity 3 10 min.	Game, learning vocabulary: Give the flashcards to the students. Students are divided into two different groups, the ones that have pictures of real objects and the ones that have pictures of imaginary objects. Teacher gives them instructions like: *"If you are real stand up" "If you are not real jump"*. Students have to recognize whether their flashcard represents a real or an imaginary object and then do the action.
Activity 4 15 min.	Evaluation activity**:** Ask students to draw on a piece of paper something real and something imaginary.
Activity 5 5 min	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.
INSTRUMENTS FOR ASSESSMENT	

- Learners successfully play the vocabulary game.
- Learners successfully classify the flashcards.
- Learners' interaction and participation in all task and activities.
- Comprehension check questions after every explanation.
- Evaluation activity.

<table>
<tr><td colspan="2" align="center">MATERIALS</td></tr>
</table>

- Picture of Tom the journalist
- A red box and a green box.
- Flashcards of: camera, video camera, microphone, TV set, notebook, pencil, spoon, radio, laptop, sewing machine, broom, dragon, dinosaur, ghost, kangaroo, castle, witch and sponge bob. The flashcards should have the picture and the name printed on them.

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Table 4: Lesson 3

Lesson 3: Where can we find a piece of news?
OBJECTIVES
- To revise previous vocabulary and content (Activity 1)   - To differentiate the various news media. (Activities 2, 3, 4 and 5)   - To classify some objects depending on what media they are used in. (Activity 5)   - To check if students have understood the contents taught during the lesson. (Activity 6)   - To sum up what they have learnt during the lesson. (Activity 7)
CONTENTS
- Reality vs. Fantasy.   - News media: Print media (newspaper and newsmagazine), broadcast news (radio, television), Internet (online newspaper and news blogs)   - Present continuous.
LANGUAGE
Key words: print media, newspaper, newsmagazine, broadcast news, Internet, online newspaper, Language for the teacher: - Activity 1*: Everybody sit down on a chair. Prince/princess you have to hand out these cards, one to each student. Has everybody got a card? Show them to me! Fantasy objects where are you? Real objects where are you? Prince/princess, call out one of them please. (Fantasy). All the fantasy cards, change place quickly! Prince/princess you must sit down too!*   - Activity 3*: Look, Tom gave me some pictures. Where is he working here? And here? Is he always a journalist?*   *Activity 4: We are going to play a game again. I am going to dramatize something; you have to guess where I am working. I can be working on the radio, on the TV, on a newspaper…pay attention!*   - Activity 5*: Let's colour these words. Now, put them one there and the other one there. Take the objects out of this box. Where do we have to put the microphone? Is someone working on a newspaper going to use a microphone?*   - Activity 6*: This group is going to draw Tom working at the TV studio, is it clear?*

Language for the learner:	
• *Real! Fantasy!* • *He is working at…* • *You are working at the radio station/ television station/studio/ newspaper…*	
ACTIVITIES AND TIMING (75 minutes)	
Activity 1 10 min.	Revising previous vocabulary. Game: change places. Students sit down on chairs in a circle. The prince/princess of the day hands out the flashcards with the vocabulary learnt in the previous session. The prince/princess stands in the middle of the circle (there is no chair or flashcard for him/her) the prince/princess shouts out: Real! Or Fantasy! Students holding the mentioned flashcard (a flashcard representing a real object or animal or a fantasy object or animal) must change places very quickly. The prince/princess that does not have a chair, tries to sit down too. The student left without a chair gives his/her card to the prince/princess, and the game starts again.
Activity 2 10 min.	Activate previous knowledge related to the news media. Teacher asks questions like: • Where can Tom work? • Can he work on television? And on the radio? On the Internet? Is he a teacher? And a doctor?
Activity 3 10 min.	Where is Tom working? Teacher presents the students three different pictures of Tom working on different media: on the radio, on the newspaper on television as a journalist and working in front of a computer. Explain them that Tom works in different places but he is always a journalist.
Activity 4 15 min.	Game: let's dramatize: What media am I using? Students have to act as if they were a journalist working on one of the different media. The student dramatizing the action cannot speak and the rest of the class has to guess where he/she is working. Teacher models the activity several times until the students are ready to act themselves.
Activity 5 15 min.	The media corners. Teacher writes with big capital letters: print media and broadcast news on two different poster boards. Students colour the letters and stick each poster board on two different corners. Teacher gives

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	students the materials they constructed the first day (TV camera, headphones, newspapers, radio, microphone, etc.) and students place them on their corresponding corner.
Activity 6 10 min.	Evaluation activity: Divide the class into 3 groups. Each group will have to draw a picture of Tom working on different media. The teacher will tell each group in what media Tom is working. Teacher writes on the blackboard: Printed media, broadcast news and Internet. Students have to copy the word corresponding to their drawing.
Activity 7 5 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.

INSTRUMENTS FOR ASSESSMENT
• Learners successfully play the introductory game.   • Learners successfully copy what is written on the blackboard.   • Learners successfully match the objects with the media.   • Learners complete the evaluation activity.   • Comprehension check questions after instructions.
RESOURCES
• Flashcards   • Chairs   • 2 poster boards   • Tom's pictures working on: the printed media, the broadcast news and the Internet.   • Din A4 paper.   • Materials constructed in lesson 1.

Table 5: Lesson 4

Lesson 4: The print media (part 1)
OBJECTIVES

- To learn the days of the week. (Activity 1)

- To provide students with an strategy to acquire knowledge of temporal structures (Activity 1)

- To recognize the different parts a piece of news is made of. (Activity 2)

- To be able to match a photograph taken from a piece of news with its headline.(Activity 3)

- To infer the content of a piece of news out of a headline. (Activity 3)

- To classify the news according to their nature: sports, culture, economy, etc. (Activity 4)

- To sum up what they have learnt during the lesson. (Activity 5)

CONTENTS

- The days of the week.

- Location in time of daily activities.

- Inference of the content of a piece of news out of a headline.

- Identify a piece of news.

- Features of a piece of news.

- What a headline is.

- Classification of the pieces of news.

LANGUAGE

Key words: headline, content/body, author, picture.

Language for the teacher:

- Activity 1*: Good morning class? What day is today? Is it Monday or Tuesday? If today is Tuesday what day was yesterday? Is it difficult right? Don't worry I have a trick. Look my hand, how many fingers do I have? Five right? And we come to school 5 days a week. Count with me: Monday, Tuesday, Wednesday, Thursday and Friday. Each day has a finger! Every day I am going to draw a happy face on the corresponding day*

of the week so you would know what day of the week is. If I draw a happy face on this finger today is____

- Activity 2: *Take a look at this piece of news. How many different colours can you see? What is coloured in red is the headline. Repeat with me: headline. The headline is like the title of the piece of news, in yellow we can see the picture which helps us to know what the piece of news is talking about and in green we have the content, where they explain us the piece of news. Now, I am going to give you a piece of news, circle in red the headline, in green the body and in yellow the picture.*

- Activity 2: *Where is the headline? Very good! Now look how headline is written; copy it next to the headline...*

- Activity 3: *Here I have some pieces of news, but look the headline has been cut off. First of all I am going to read the headlines one by one, try to guess what the piece of news is about […] Now, I am going to read the body of the news, try to match the headlines with the pieces of news.*

- Activity 4: *Take a look at these pictures. What are they doing? Is this picture going to be about sports or cinema?*

Language for the learner:
- *Monday, Tuesday, Wednesday, Thursday and Friday.*
- *Today is___*
- *Red, yellow and green*
- *The headline is here*
- *This headline corresponds to_____*
- *Can you repeat please? Can you help me please?*
- *They are playing football/having a meeting/acting…*

ACTIVITIES AND TIMING (65 minutes)	
Activity 1 10 min.	The days of the week: Teacher explains students that each day of the week (working days) corresponds with a finger. Teacher associates each finger to one day of the week (Thumb Monday, index finger Tuesday, middle finger Wednesday, ring finger Thursday and "pinky" Friday) Each morning the teacher draws herself a happy face on the finger which corresponds to the

	day of the week, so students will immediately know what day of the week is and what they have to do. Students copy the teacher and draw themselves a happy face on the finger which corresponds to the day of the week.
Activity 2 20 min.	Elements of a piece of news. Teacher presents students a piece of news in which the headline is coloured in red, the body in green and the picture in yellow. Teacher asks students how many colours they can see and explains the name and the function of each coloured part. After the explanation teacher gives each student a piece of news where they will have to identify and circle the headline in red, the body in green and the picture in yellow. Teacher writes on the blackboard: headline, body and picture and students have to copy each word where it corresponds.
Activity 3 15 min.	Matching a piece of news with its headline: Teacher presents students some pieces of news. The headline has been cut of the pieces of news. The teacher reads one by one the headlines, students have to infer what the piece of news is talking about; they have to infer the content of the piece of news. Then the teacher reads the body of the pieces of news and students have to match the headlines with the body and the picture.
Activity 4 15 min.	What kind of news can we find on the newspaper or a newsmagazine? Teacher presents students photographs taken out of different pieces of news. Students have to guess what is happening in each the picture. Ask the students questions like: Are all these pieces of news similar? Do they talk about the same topic? Are these people playing a game or are they having a meeting? Who do you think they are?
Activity 5 5 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.
INSTRUMENTS FOR ASSESSMENT	
• Learners' productions in activity 2. • Teacher makes sure students are able to match a piece of news with its headline. • Learners successfully play the vocabulary game.	

• Learners' participation in all the tasks and activities.
• Comprehension check questions after each explanation or instructions.
RESOURCES
• Newspaper.
• A piece of news for each student. The piece of news need to have a headline, a picture and the body with the content.
• Crayons
• Pieces of news for activity 3. The headline has to be separated from the body.
NOTES
Even if activity 1 is not directly related with the content of the unit; providing students with a strategy to acquire knowledge of temporal structures will help them to understand the need to narrate some events in the past and some events in the present depending on when they have occurred.

Table 6: Lesson 5.

Lesson 5: The print media (part 2)
OBJECTIVES
• To revise vocabulary (Activity 1)
• To be able to physically describe a partner (Activity 1)
• Summarize a piece of news and infer the headline. (Activity 2)
• To evaluate different news and determine whether they are good or bad news. (Activity 3)
• To create a giant newspaper page narrating an invented piece of news.(Activity 4)
• To describe Tom using present tenses.(Activity 4)
• To sum up what they have learnt during the lesson. (Activity 5)
CONTENTS
• Revise the contents from lesson 4.
• Language of describing.
• Identification of a person: facial and body features.
• Verbs: To be and have got.

- Summary of a piece of news.

- Present verb tenses.

- Parts and features of a newspaper page.

- Distinction between good and bad news.

LANGUAGE

Key words:

Language for the teacher:

- Activity 1*: I am going to describe someone in the class; you have to guess who am I talking about ok?* (once someone guesses) *Very good! Now it is your turn, describe someone*. Scaffold the activity by asking the student who is describing questions such as*: Is a boy or a girl? Is he big or small? Has he got blue eyes?...*

- Activity 2: *Here I have some pieces of news, look I am going to cut off the picture and the headline. Now, pay attention because I am going to read the body of one of these pieces of news, you will have to point at the picture that corresponds to the text I am reading. Are you ready?* (when they match the picture with the correct piece of news) *Can you create a headline for this piece of news?* If they cannot match the picture with the correct piece of news*: What is the piece of news about? Am I talking about___ or about____? Does____ appear on this picture or in this other picture?*

- Activity 3: *Let's read this piece of news again. What do you think? Is it good or bad news? Is there something we can do?*

- *Activity 4: Do you remember that we are journalists, don't you? Now we are going to write our own piece of news, and we are going to write it here, in this big paper and we will put it on the corridor so all the classes can read it too. Do you want to write about Tom? What can we write about him? First we need to write the body of the news story, what can we write about Tom? […] Now we have to copy all here and draw a picture of Tom.*

- In order to promote debate and social analysis in class, the teacher should ask the following questions: *what do you think about this piece of news? Is it good or bad news? What can we do? Is there something we can do? How can we cooperate? Can this happen here?*

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Language for the learner:

- *He is tall/short…*

- *He has got___eyes.*

- *He is wearing….*

- *He has a new friend. His name is Tom. Tom is a journalist. We are helping Tom.*

- *This is good/bad news, We can (cannot) help them, we can_____*

- The language for the headlines will depend on the piece of news chosen. More language should be added after having selected the pieces of news.

ACTIVITIES AND TIMING (80 min.)	
Activity 1 15 min.	What day is today: Teacher and students draw a happy face on the finger corresponding to the day of the week (i.e. on the thumb if it is Monday). Teacher asks students, what day is today? What day is tomorrow? What day was yesterday? Vocabulary game. Activating previous knowledge. Describing people. Teacher describes a student; students have to guess who the described student is. Once a student guesses the answer it is now his or her turn to describe.
Activity 2 20 min.	Summarize a piece of news and infer the headline. The teacher selects some pieces of news and cuts off the picture and the headline. The teacher reads the body of a piece of news; students choose the picture which corresponds to that piece of news and try to infer the headline.
Activity 3 15 min.	Discussion, is this good or bad news? What can we do? Read again the previous pieces of news and debate if there is something that we can do regarding the topic/issue the piece of news is talking about.
Activity 4 25 min.	Let's invent our own piece of news. Create a piece of news to inform the rest of the classes that students have a new partner in class, his name is Tom, and he is a journalist. Teacher writes on the blackboard the student's ideas and the whole class decides what to write on the body and the headline of the piece of news. The teacher draws a template of a newspaper's page and students have to copy on the appropriate place the content of the body and the headline

	(written on the blackboard) Students also draw a picture to illustrate the piece of news.
Activity 5 5 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.
INSTRUMENTS FOR ASSESSMENT	
- Learners' participation. - Learners' summary of a piece of news. - Learners' successfully match a piece of news with its picture. - Learners 'description of their partners. - Learners' English interventions (if they try to speak in English or they do not make the effort). - Learners complete the newspaper page template.	
RESOURCES	
- DinA3 paper. - Several pieces of news.	
CULTURE	
The teacher should select pieces of news containing cultural or social issues in order to promote debate and social analysis in class.	

Table 7: Lesson 6

Lesson 6: Broadcast news
OBJECTIVES
- To revise previous lessons' vocabulary (Activity 1)   - To identify a piece of news among other broadcast programmes (Activity 2)   - To learn how to introduce and finish a piece of news.(Activity 2)   - To present the same piece of news using different media (Activity 3)   - To encourage students to communicate using the English language (Activities 1, 2 and 3)   - To sum up what they have learnt during the lesson. (Activity 4)
CONTENTS
Broadcast news: radio and television.

- Types of TV show (TV genres).

- Distinction between a news TV programme and other TV shows.

- Vocabulary review.

- Introduction to a news story.

LANGUAGE

Key words: cartoons, advertisement, soap opera, rehearsal.

Language for the teacher:

- Activity 1: *Repeat with me the name of the flashcards. Now, I am going to select only 9. Look, I have 9 flashcards, repeat with me the name of these flashcards and try to remember them. I'm going to put them on the floor. The dragon here, the camera here…. Now, I am going to flip them over, try to remember where each flashcard is. Ready? Where is the dragon? Take the flashcard and check if it is the dragon. Is that a dragon? Well done! Keep on trying!*

- *Activity 2: Sit down in front of the computer. We are going to watch fragments of some TV programmes. Pay attention because you have to tell me if they are news TV programmes or not. Are you ready?*

- *Activity 3: Do you remember that we created a newspaper page? What was the piece of news about? Today we are going to narrate the same piece of news but using different media. Let's remember what we wrote, repeat with me […] Now, you are going to work on the radio and this group is going to work on the TV. How are you going to narrate the piece of news? Do you need a camera if you work on the radio?...*

Language for the learner:

- *Today is…*

- Activity 3*: Good morning, I am_____, today is_____, and the most important piece of news today is the visit of: Tom. Tom is a journalist. He works in_____. He is_____. He likes_____. That's all for today, goodbye.*

- *The_____ is here. That is not a_____*

- *That is a piece of news. That is not a piece of news.*

ACTIVITIES AND TIMING (65 minutes)	
Activity 1	What day is today: Teacher and students draw a happy face on the finger

15 min.	corresponding to the day of the week (i.e. on the thumb if it is Monday). Teacher asks students, what day is today? What day is tomorrow? What day was yesterday? Vocabulary game. Where is the____? Teacher shows students the flashcards from units 2 and 3. Students repeat the name of the objects. Teacher selects 9 flashcards, shows them to the students and then she puts them face down on the floor. The teacher says the name of an object students have to guess where the object is and flip it over.
Activity 2 15 min.	Is this a piece of news? Students watch fragments of different TV programmes: cartoons, advertisements, soap opera, news TV programme and a movie. After each fragment teacher stops the video and ask: *is this a piece of news? Why?*
Activity 3 30 min.	Rehearsal, recording a piece of news. Teacher reads the students the piece of news about Tom they wrote in the previous lesson. Students repeat and try to memorize the body of the piece of news. Teacher divides the class into two groups: radio and television. Students have to act as if they were radio or TV journalists. Teacher helps students to assign the different roles and monitors the activity. Once they are ready students present the piece of news to the rest of the class. The teacher will record it. These pieces of news will be used on lesson 8 again to help students to introduce a piece of news.
Activity 4 5 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.

INSTRUMENTS FOR ASSESSMENT

- Learners' participation and interest in all tasks.
- Learners' effectively distinguish a news TV programme among others TV shows.
- Learners' successfully memorise the piece of news.
- Learners' successfully distinguish between radio and TV.
- Students' oral productions in activity 3.

RESOURCES

- Flashcards from units 2 and 3.

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- Newspaper page created on lesson 5.

- Computer and fragments of the following TV programmes: cartoons, advertisements, soap opera, news TV programme and a movie.

- Video camera.

Table 8: Lesson 7

Lesson 7: ICT
OBJECTIVES
- To learn how to surf the internet.(Activities 1, 2 and 3)   - To compare an online newspaper with a printed newspaper.(Activity 1)   - To learn how to access the school Webpage.(Activity 2)   - To check different Webpages and compare their content.(Activity 2)   - To learn how to create a Wiki. (Activity 3)   - To encourage students to make decisions in order to create a wiki all together.(Activity 3)   - To sum up what they have learnt during the lesson. (Activity 4)
CONTENTS
- ICT   - Features of online newspaper.   - Wikis and Webpages.   - Creation of a Wiki.   - Language to express agreement or disagreement.
LANGUAGE
New key words: Surf the Internet, blog, mouse, Webpage, Wiki, password, user name, log in/out. Language for the teacher: - Activity 1: *Today, I haven't read the newspaper; can I read it using the Internet? Look, this is an online newspaper? Is it similar to the printed newspaper? Why? Can you see the pictures? And the headlines? Let's read a piece of news? Can you tell me what the headline is?*   - Activity 2: *I want to go to the school Webpage, where do I put the address? Do I put*

it here or here? Where do I have to place the mouse if I want to look for your pictures? Can you help me? Other schools also have Webpages like us; do you want to see some of them? Are they similar?

- Activity 3*: Now, pay attention, you need to be very concentrated. We are going to create something called a Wiki. Look, this is my personal wiki (show them a wiki already created) and we are going to do something similar? Are you ready? Do you want to do it? We have to decide how our wiki is going to be called. Think of a name. Now we have to create a password. Do you know what a password is? It is a secret word, we cannot tell the word to anyone… What colour do you prefer?*

Language for the learner:

- *Yes, you can read the newspaper. No, you can't*
- *They are similar, they are different.*
- *There are….*
- *I (don't) like the name/colour…*
- *I prefer…*

ACTIVITIES AND TIMING (65 minutes)	
Activity 1 15 min.	What day is today: Teacher and students draw a happy face on the finger corresponding to the day of the week (i.e. on the thumb if it is Monday). Teacher asks students, what day is today? What day is tomorrow? What day was yesterday? Online newspapers: Start the session by asking students if it is possible to read the newspaper online. Then look for several online newspapers and ask the students to find the similarities and differences between the online newspapers and the printed newspapers. The teacher selects a piece of news, she reads it and as in previous sessions she asks the students to infer the headline.
Activity 2 10 min.	School webpage: First of all the teacher asks the students where to put the Internet address to look for a specific Webpage. Then the teacher opens the school Webpage and asks students to surf the webpage looking for specific information such as their own pictures. Then look for other school pages and ask the students which are the similarities and the differences.

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Activity 3 35 min.	Creating a Wiki. Using Wikispaces (www.wikispaces.com) create a Wiki where the final mini project will be uploaded and broadcasted. Make the students participate in every step of the wiki creation such as: deciding the name, the password and how the wiki is going to look like. In order to facilitate decision making give students a red and a green card. For example, if they cannot decide between two different names for the wiki they will have to vote for one of them using the cards. Once the wiki is created let students manipulate the smart board by letting them find the wiki, log in and out.
Activity 4 5 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.

INSTRUMENTS FOR ASSESSMENT

- Learners' active participation in the creation of a Wiki.

- Learners' successfully find the differences between an online newspaper and a printed newspaper.

- Learners' correctly infer a headline out of a piece of news.

- Learners' suggestions for the name, password and visual aspect of the wiki.

- Learners make decisions as a group instead of trying to impose personal opinions or ideas.

- Learners' successful use of expressions to express agreement or disagreement.

- Learners' manipulating the smart board.

RESOURCES

- Smart board.

- Green and red cards.

NOTES

Many of these activities can be easy for some of the children but for others might be their first or unique chance to use the ICT. In order to carry on this lesson the school should have at least one smart board.

At the beginning of the lesson the teacher will be the one manipulating the smart board. Students will be seated in front of the smart board so everyone can see it and take part in the activities

CULTURE
Safety in the Internet. Make the students aware of the risk the Internet has, the importance of not sharing personal information or sharing the passwords. But show them, on the other hand, that it is fun to use the ICT. The Internet has many benefits as an educational resource, it is important that they learn how to use it and have fun with it.

Table 9: Lesson 8

Lesson 8: Preparation of the final project part 1.
OBJECTIVES
• To help plan and prepare the final project. (Activity 1) • To determine what they need to record the news.(Activity 1) • To prepare the first piece of news that is going to be recorded. (Activity 2) • To be able to explain and summarize the Rome project they are working on. (Activity 2) • To sum up what they have learnt during the lesson. (Activity 3)
CONTENTS
• Narrate a present event. Present simple and continuous. • Identification of the instruments/objects/elements/people needed to record a piece of news. • Summary and description of an event. • How to prepare and organise a project. • Roman civilization: spread of the civilization, typical clothes, professions, activities, games, most important constructions.
LANGUAGE
Key words: Words related to the project the students are working in (Rome, in this particular case) Language for the teacher: • Activity 1: *We are going to watch a news TV programme. Pay attention to all the elements and people that appear because we will have to do the same*. […] *Now, go to your seats and draw a list of the things we need. If you think we need a camera*

draw it, draw how many people you think we need, the materials… […]Tell me, what have you drawn? A camera? Very good! Look how camera is written, copy it.

- Activity 2: *How is our class decorated? What are we learning about? We are learning about Rome, very good. Let's tell the rest of the school what we are doing. What do we need to tell the rest of the school? Do we need to tell them who we are? Are we Romans or Greeks? What images do we need to record? Do we have to show them the decoration? And the costumes?*

- *Activity 2: Do you remember that we recorded a piece of news some days ago? We talk about Tom right? Let's watch the video. How does the reporter introduce the news? What does he/she says? She says: Good morning, I am_____, today is_____, and the most important news today is the visit of: Tom. What can we say about this news? Can we talk about Tom now...*

Language for the learner:

- *We need…*

- *It is a…*

- *How do you write…?*

- *We are Romans, we live in_____ our houses are made out of____, we play_____, we go to the theatre, the Coliseum, we have special bathrooms, we do not wear jeans and sweaters, we wear____, we do not have boots we have sandals.*

- *We are learning about…*

- *We can draw a…*

- *We have to…*

ACTIVITIES AND TIMING (80 minutes)	
Activity 1 20 min.	What day is today: Teacher and students draw a happy face on the finger corresponding to the day of the week (i.e. on the thumb if it is Monday). Teacher asks students, what day is today? What day is tomorrow? What day was yesterday? What do we need? Watch a news TV programme. The teacher asks the students: *what do we need? How many people have to present the news? What is the rest of the class going to do?...* Each student draws on a piece of paper what he/she thinks they need to

	record their own piece of news. Students show the teacher their drawings and explain what each object is. The teacher writes next to each object its name, students copy the name.

Activity 2
50 min.
	Narrating a present event. Students have to describe and explain the project about the Roman civilization they are working on.
	
	1. Students and teacher decide what information needs to be included in the piece of news. Teacher writes the ideas on the blackboard. To make this activity easier, students are going to narrate it as if they were Romans, so they do not have to mix present and past verbs in only one piece of news.
	
	   1.1. The teacher asks the students: *What are we learning about? How is our class decorated? Are we Romans or are we Greeks?* With the aid of questions teacher leads the students towards a summary of what they are learning or have learned.
	
	      1.1.1. Location of the civilization: *Let's revise. First, we are a big civilization or a small civilization? Do you remember the map we draw?*
	
	      1.1.2. Houses*: Do we live in block of flats? How are our houses? They are made out of what kind of materials?*
	
	      1.1.3. Games and activities: *Did they have technology like we have? What kind games did they play to?*
	
	      1.1.4. Clothes: What do we wear? We wear….
	
	2. Once they have all the ideas written, teacher reads them to the students and they associate a drawing with each sentence so they can remember and learn each sentence of the piece of news. For example if they want to say that they wear a white tunic and a crown, they can draw a child wearing a tunic and a crown.
	
	3. The teacher copies all the ideas and drawings on a DinA3 paper and puts it on a visible spot in the class so they can rehearse and learn the piece of news.
	
	4. Students repeat several times the piece of news so they can memorise it.

	5. Remind students how they introduce the news of the visit of Tom (on lesson 6). Watch the video of the news they recorded. Tell students to pay special attention to how the reporter introduced the news in the video and decide how to begin this piece of news about the Roman civilization.
Activity 4. 5 min.	Play game to decide who is going to present this piece of news. Students play Simon says. The teacher gives instructions of actions that have been worked in class. The student who wins will be the journalist when recording this piece of news. The rest of the class have to decide what they want to do and where are they going to be while the journalist is narrating the piece of news (i.e. showing the map, dressed up with tunics, at the Coliseum, playing with the *diabolo*, etc.)
Activity 3 5 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.

INSTRUMENTS FOR ASSESSMENT

- Students' lists (activity 1)
- Learners successfully detect and summarise the key points of the project.
- Learners' successfully associate a draw to a sentence.
- Learners' successfully explain the project.
- Learners' successfully use of present verb phrases.
- Students' ideas to introduce the piece of news.
- Learners' participation on Activity 2.

RESOURCES

- DinA4 papers (one for each student)
- DinaA3 paper.
- Blackboard.

CULTURE

Students learning about different civilisations and understanding that many objects that are used nowadays were invented thousands of years ago.

NOTES

The contents of this lesson are only valid for the context and class described on previous

stages. When applying this lesson to other classes, contents will need to be adjusted to the project the students of that specific class are working on: The Roman civilization

Table 10: Lesson 9

Lesson 9: Preparation of the final project part 2
OBJECTIVES
- To understand what an interview is. (Activity 1)   - To revise and compile all the questions they students already know how to ask (Activity 2)   - To dramatize an interview. (Activity 3)   - To prepare the questions for the final interview. (Activities 4 and 5)   - To sum up what they have learnt during the lesson. (Activity 6)
CONTENTS
- What an interview is: questions, answers, to get to know a person or situation more.   - Features of an interview   - Wh- questions.   - How to begin and end interviews.
LANGUAGE
Key words: interview, costume, microphone, wig, interviewer, interviewee. Language for the teacher: - Activity 1: *We are going to watch some interviews, pay attention, because later you will have to make and conduct an interview too.*   - Activity 2*: I have here some costumes; I am going to be a clown, who wants to interview me? What do you need? Do you need a microphone?[…] Now is your turn, who wants to be interviewed? Who do you want to be?*   - Activity 3*: For our final project we are going to interview a real person, like a teacher, the school headmaster or some of your partners. We need to decide who we are going to interview. (once they have decided) What do you want to ask him? I need each student to ask a question.*   - Activity 4. *We have to decide who is going to be the interviewer. Let's play a game.*

We are going to play Simon says. The student who wins will be the interviewer. Simon says stand up, Simon says sit down under the table, Simon says read the newspaper…

Language for the learner:

- *We need a microphone.*

- *There are two or more questions.*

- *They ask questions.*

- *What's your name? Where do you work? How old are you? How are you feeling today?*

- *My name is____, I am_____ years old, I am feeling_____, I am wearing_____*

ACTIVITIES AND TIMING (75 minutes)	
Activity 1 15 min**.**	What day is today: Teacher draws a happy face on the finger corresponding to the day of the week (i.e. on the thumb if it is Monday). Teacher asks students, what day is today? What day is tomorrow? What day was yesterday? Watch and interview. Present the students some interviews. The following ones can be used: • http://www.youtube.com/watch?v=f5ZR1eExYsI • https://www.youtube.com/watch?v=W3LgQyoA2t8 • https://www.youtube.com/watch?v=-Adg1YCqS0I • https://www.youtube.com/watch?v=AquJ0ICKimU Ask the following questions: *What do they do? What do they have in common? (*We do not need that students understand what it is being said on the interviews, they just need to realise what the four fragments have in common: they are interviews, there is an interviewer and one or more interviewees, materials used, where they take place, etc.)
Activity 2. 10 min.	Revising question formation. Ask students: *What questions do we know how to ask?* Once they have finished brainstorming all the questions they know, if the teacher considers there is something they do not know how to ask, she/he will help them by asking for example: *What do I have to*

	ask if I want to know where you live? Do I ask: what do you live? Or where do you live? _____ Where do you live?[...] If I want to know what are you doing, what do I have to ask? What you are doing or When are you doing?
Activity 3 20 min.	Game of interviews. The aim of this game is to reproduce what students have seen on the videos. The language and the questions content might not be the most important element here, but students should feel comfortable asking and answering questions. To make the game funnier we need costumes, some students will feel more comfortable playing this game if they are characterized as someone else. The teacher is the first one interviewed by the children, and then the class changes the roles.
Activity 4 20 min.	Decide who is going to be interviewed, why and decide the questions that are going to be asked. As students cannot read yet, associate the questions to a picture (decided by the students) so they can remember the questions during the interview. For example, if the question is: what are you wearing today? We can draw some clothes next to the written question. Each student provides one question then the class decides which questions are going to be included in the final interview.
Activity 5 5 min.	Play game to decide who is going to conduct the interview. Students play Simon says. The teacher gives instructions of actions that have been worked in class. The student who wins will conduct the interview.
Activity 6 5 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language. Ask students: *What am I wearing?* Students describe what the teacher is wearing. One of the students takes a picture of the teacher. This picture will be used in the following lesson.
INSTRUMENTS FOR ASSESSMENT	
• Learners' participation on the interviews game. • Students' successfully recognise what the four videos have in common.	

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• Questions proposed by the students in activities 2 and 4.
RESOURCES
• Computer (to watch the interview)   • Blackboard.   • Costumes, wigs and a microphone.   • Camera.
NOTES
The group of students this unit has been taught for already know how to ask some questions because they have a daily routine which consists on appointing each day a prince/princess who is asked several questions by the rest of his/her partners.   If the group of students did not know how to ask questions another activity would need to be planned.

Table 11: Lesson 10

Lesson 10: Preparation of the final project part 3. Past verbs
OBJECTIVES
• Revise previous lessons vocabulary.   • To be able to narrate a past event.   • To be able to recognise past and present verbs.
CONTENTS
• Past verbs and tenses.   • Description of a past event.
LANGUAGE
Key words: take a picture, yesterday/today, to wear,   Language for the teacher: • Activity 1*: Do you remember that yesterday you took a picture of me? Today is____, so yesterday it was_____, show me today's' finger, very good! Show me yesterday's finger, very good! What did I wear yesterday? I WORE_____. And today, what do I wear? I WEAR_____ [...] Now we are going to play a game, I am going to stick the pictures here and I am going to write yesterday and today. Read*

with me: yesterday/today. I am going to say a sentence, you have to stand up and touch today's picture or yesterday's picture depending on the verb I use. Let's try it. I wore jeans, what picture do I have to touch? I wear boots, what picture do we touch? Listen carefully if I say: I TAKE a picture, I have to touch today's picture, but if I say: I TOOK a picture I touch yesterday's picture. Now, if I say: I play football what picture do I have to touch? And if I say: I played football, what picture do I have to touch?...

- Activity 2: *I have another picture, look! It's Tom. Tom went yesterday to visit the city. Where did he go? What is he wearing?...*

- Activity 3: *Now take a piece of paper and draw what Tom did yesterday. When you finish came here and explain it to me. [...] Now you have finished, let's revise what Tom did yesterday. Now, you are going to work on the radio and this group is going to work on the TV. How are you going to narrate the piece of news? Do you need a camera if you work on the radio?...*

Language for the learner:

- *You wear____/You wore____*

- *Touch today's picture/touch yesterday's picture.*

- *Tom went___/ he took a picture/he had a camera___*

ACTIVITITES AND TIMING	
Activity 1.

20 min. | What day is today: Teacher draws a happy face on the finger corresponding to the day of the week (i.e. on the thumb if it is Monday). Teacher asks students, what day is today? What day is tomorrow? What day was yesterday?

Yesterday or today? The teacher shows the picture a student took of her/him last day. To make sure students know that she/he talks about the past, she/he points at the finger corresponding to the day of the week the picture was taken. She describes what she was wearing in the picture, paying special attention to the verbs (emphasising the word WORE), then she describes what she is wearing today, (emphasising the word WEAR).

The teacher sticks the picture on the blackboard and writes on the top of each picture yesterday or today. Students repeat the words yesterday and |

	today and point at the fingers corresponding to the mentioned days of the week. The teacher says a sentence using a past or a present verb and students have to stand up and point at the picture corresponding to yesterday or today depending on whether the teacher says a present or past verb. The sentences that can be used are: *I took a picture, I have a camera, I wrote a piece of news, I created a Wiki...*
Activity 2. 10 min.	Tom's picture. The teacher shows the students a picture of Tom taking pictures in the park. She /he explains the students that the picture was taken yesterday. Students, using past verbs have to describe what Tom did yesterday. Teacher helps students by asking: *What did Tom do yesterday? What was he wearing? Where did he go?*
Activity 3. 10 min.	Students draw a picture of what Tom did yesterday. Students explain the teacher one by one what Tom did yesterday. Once they finish they all repeat what Tom did yesterday. Teacher divides the class into two groups: radio and television. Students have to act as if they were radio or TV journalists and explain what Tom did yesterday. Teacher helps students to assign the different roles and monitors the activity: *What do we need to record the piece of news? Who needs to appear? What do we need to say?* Once they are ready students present the piece of news to the rest of the class.
Activity 4. 2 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.
INSTRUMENTS FOR ASSESSMENT	
• Learners' successfully distinguish present and past verbs.	

• Learners' successfully draw a picture describing what Tom did yesterday.
• Learners' oral description of what Tom did yesterday.
• Students' successfully narrate the piece of news.

RESOURCES
• Picture taken the previous lesson.
• Picture of Tom in the park.

Table 12: Lesson 11

Lesson 11: Preparation of the final project part 4.
OBJECTIVES

• To be able to narrate a past event.
• To be able to draw a picture out of a story (Activity 2)
• To help students realise that they took part on a supporting campaign.
• To sum up what they have learnt during the lesson. (Activity 3)

CONTENTS

• Past verbs and tenses
• What a supportive campaign is.

LANGUAGE

Key words: running of the bulls, handkerchief, bulls, supporting campaign, to collect money.

Language for the teacher:

- *Do you remember that a few weeks ago we run in front of the bulls? For our project we are going to narrate this story, ok? Do you remember what we did? Who is going to narrate it? What can the rest of the class do?*

Language for the learner:

- *We wore a red handkerchief.*
- *We had a newspaper.*
- *We run in front of the bulls.*
- *We gave money to build a school.*
- *We sang a song and then the bulls appeared.*

ACTIVITIES AND TIMING (55 minutes)	
Activity 1 30 min.	What day is today: Teacher draws a happy face on the finger corresponding to the day of the week (i.e. on the thumb if it is Monday). Teacher asks students, what day is today? What day is tomorrow? What day was yesterday? Elaboration of the second piece of news: Students have to explain the supportive campaign they took part in a few weeks ago: the running of the bulls. The teacher helps the students with the following questions. *What did we do? Why? What for? What were we wearing? What images do we have to show? Do we need to repeat the running of the bulls? Is it necessary?* The teacher writes the students' answers down and they put the story in order.
Activity 2. 10 min.	Students draw the story. The teacher provides the students a piece of paper and students draw the story they have just created. Once they finish, students tell the teacher the story they have just drawn using the past. The teacher makes sure they use the appropriate past verbs.
Activity 3 10 min.	Remind students that the following session they will record the news. Write on the blackboard the materials they need to bring. Students copy the materials on a piece of paper and take it home.
Activity 4 5 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.
INSTRUMENTS FOR ASSESSMENT	

- Learners' explanation of the supportive campaign.
- Learners' drawings of the story.
- Students' successfully narration of the story using past verbs.
- Students' copy of the list of materials needed.
- Learners' participation and ideas.

RESOURCES

- Blackboard.
- DINA4 papers.

CULTURE
In this piece of news students will have to explain a supportive campaign they have collaborated with. The aim of the campaign was to gather money to build a new school in Africa. Narrating this will help students to realize how important their collaboration was.
NOTES
The teacher decides who is going to be the presenter and she or he is also in charge of assigning the rest of the roles depending on the students' progress, work and effort.

Table 13: Lesson 12

Lesson 12: Record the news TV programme
OBJECTIVES
• To record the three different pieces of news prepared in previous sessions. • To provide students with opportunities to communicate using English. • To sum up what they have learnt during the lesson.
CONTENTS
• Past verbs and tenses. • Present verbs and tenses. • Wh-questions. • How a piece of news is recorded.
LANGUAGE
Key words: Ready, steady go, to be on the air. Language for the teacher: • *We are going to record the news. First of all we are going to record the piece of news in which we talk about our project. Let's set the class. What do we need? […] Don't worry you don't need to remember the whole text, I am going to say a sentence and when I say ready, steady, go, you repeat it. Is it clear?* Language for the learner: • *Today is____* • *We need___* • *We have to___* • *We have learnt___*

ACTIVITIES AND TIMING	
Activity 1 2 min.	What day is today: Teacher draws a happy face on the finger corresponding to the day of the week (i.e. on the thumb if it is Monday). Teacher asks students, what day is today? What day is tomorrow? What day was yesterday?
Activity 2 2 hours	Recording a news TV programme: Teacher explains students that they are going to record the news they have prepared. 1. First of all students and teacher set the class to record the piece of news in which they talk about the project they are working on. First, the whole class repeat the content of the piece of news several times, after that, they all get ready, they dress up, and go to their assigned place to play their roles. The teacher revises once more the piece of news with "the presenter" and they finally record it. 2. Once they finish recording the first piece of news, they go outside the class to recreate the running of the bulls and record the piece of news where they talk about a past event. As in the previous piece of news, the whole class repeat the content of the piece of news several times; the teacher revises it individually with "the presenter". They get ready and they record it. 3. Finally they record the interview following the same steps of the previous news. The teacher needs the help of another teacher to record the news because she/he has to help the students with the text they have to say. In order to help students, the news will be recorded sentence by sentence so the students do not have to remember by heart the whole piece of news. The teacher will have to edit later the recorded fragments to create the piece of news. It might be necessary to record the different pieces of news on different days. The first two ones can be recorded the same day and leave the other one to be recorded the following day so students do not get bored or tired.

Development of a CLIL unit for Infant Education: "The News"

Activity 3 5 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt regarding content and language.

INSTRUMENTS FOR ASSESSMENT
• Students' performance in every task.   • Students' spoken language.

RESOURCES
• Camera.   • Materials and objects prepared in previous sessions (microphone, cameras, etc.

Table 14: Lesson 13

Lesson 13: Upload the video and publicise it.
OBJECTIVES
• To access their wiki space. (Activity 1)   • To be able to upload a video.(Activity 1)   • To publicise their news TV programme. (Activity 2)   • To sum up what they have learnt during the lesson and the whole unit. (Activity 3)
CONTENTS
• How to upload a file.   • A wiki.   • Publicising an event.
LANGUAGE
Key words: upload, publicise, informative brochure, password, wiki, record, decorate.   Language for the teacher: • Activity 1: *Do you remember what the name of our wiki is? How do I go to the wiki? Where do I have to write the user name? What was the password?*   • Activity 2. *Now everyone has to know what we have done and where to find it. We are going to create an informative brochure. I am going to write the information on the blackboard and you have to copy it on a piece of paper and decorate it as you want.*

Language for the learner:

- *The name is….*

- *The password was….*

- *We have recorded a news TV programme.*

- *We have created a wiki.*

- *Can we decorate it as we want?*

	ACTIVITIES AND TIMING (40 minutes)
Activity 1 10 min.	What day is today: Teacher draws a happy face on the finger corresponding to the day of the week (i.e. on the thumb if it is Monday). Teacher asks students, what day is today? What day is tomorrow? What day was yesterday? Upload the file. Using the smart board, the teacher guided by the students accesses the wiki and shows them where and how to upload the file.
Activity 2 20 min.	Informative brochure: Students prepare an informative brochure to let everyone in the school and at home know that they have recorded a news TV programme and where it can be watched. The brochure should contain the following information: what the students have done and where it can be seen. The teacher writes this information on the blackboard. Students copy it on a piece of paper and decorate it. Once they finish, the teacher makes some copies so they can distribute it.
Activity 3 10 min.	What have we learnt? Write on the "learning progression board" what students say they have learnt. As this is the last lesson, the teacher reads everything that is written on the board so students realise all the contents and language they have acquired.

INSTRUMENTS FOR ASSESSMENT

- Learners' ability to determine what day of the week is.

- Learners' brochure (we can see how their writing progresses)

- Learner's participation in the activities.

- Learners' ability to summarize what they have learnt.

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RESOURCES
• Smart board. • DinA4 papers.

4.2 Discussion

During my school practice period I was an assistant teacher in a 4 and 5 year old students' class, in the previously described school. This group of students has a routine which consists on appointing each day a prince/princess who is going to have a special role in the class that day. The prince/princess is asked several questions by the rest of his/her partners. The question that triggered this project was the following one: What is your favourite animal? Several students answered: the dinosaur and another one answered: the unicorn. Nobody seemed surprised by these answers so I realised that this group of students had some problems in order to distinguish between real world and fantasy.

Following this, it was built a unit which integrates this particular content on a complete sequence of lessons with a final goal. All the competences, contents and objectives that the official curriculum defines as compulsory are also included in the unit. The legal framework for Infant Education is broad enough to let the teachers choose the contents and methods which they think are the most suitable in order to achieve the prescribed objectives.

Learning what a piece of news is, how to use the ICT and how a news TV programme works are daily life topics that students need to know and be familiarised with as it is sated on the Royal Decree 23/2007. Students are going to observe in their daily life what they learn at school; they are going to understand that what they learn is useful.

As it was demonstrated in the theoretical framework, CLIL has many educational, linguistic, pedagogical and social advantages, that is why it was chosen as the most suitable approach to put this unit into practice. In this Unit students are provided with useful tools so they can progress through the different lessons, constructing their own knowledge, using English to communicate and learn content, while being immersed on a motivating experience in which unconscious or implicit learning may take place.

When the six stages proposed by Coyle et al. (2010) were answered in order to create a CLIL lesson plan, it was stated that the goal leading a CLIL unit should be: to use language in context, to see language as a way of communication, that students learn language through

content and content through language. CLIL learners should be able to learn new and valuable contents at the same time they acquire new vocabulary and grammatical structures, and CLIL teachers should feel as comfortable with the taught content as if they were teaching it in their (and the children's) own mother tongue.

By the end of the unit students are expected to learn many contents, but these contents and learning can be transferred to their mother tongue, they are going to know what is real or fantasy in Spanish and in English, they are also going to know what a piece of news is in both languages. The integration of language learning on the unit is going to provide students with the opportunity of learning how to narrate a past event, a present event and how to conduct an interview. If students were asked they might not be aware that they have acquired all this language knowledge, but they have done it unconsciously.

To sum up, if the main goal proposed is analysed again, and we read through the lesson plan one more time, it can be confirmed that they both match: students are expected to learn meaningful, challenging and authentic contents at the same time they acquire the foreign language and vice versa. It has been created an integrated unit adapted to the needs and previous knowledge of a specific group of students. The unit has been created according to the CLIL principles as this approach has been demonstrated to be the most adequate for the group of learners, the bilingual school they attend to, and the Royal Decree 23/2007.

CONCLUSIONES

El compromiso de la Unión Europea por crear una Europa plurilingüe adaptada a los requerimientos de una sociedad globalizada, cultural y socialmente diversa, ha llevado a la creación y expansión de programas como el Aprendizaje Integrado de Contenidos y Lenguas Extrajeras en un esfuerzo por conseguir ciudadanos capaces de poseer una competencia comunicativa en dos lenguas extranjeras además de en su propia lengua materna.

Tras haber quedado demostrado por varios estudios que programas basados en el aumento de horas de exposición dedicadas al aprendizaje o mejora de la lengua extranjera no consiguen los resultados esperados (Muñoz, 2002; Lasagabaster y Sierra, 2009), AICLE se yergue como la propuesta más óptima para tratar de mejorar la enseñanza y aprendizaje de lenguas extranjeros en España.

AICLE antepone al número de horas la relevancia de lo aprendido. Con la integración de contenidos y lengua se propone que la lengua sea aprendida en contexto: aprender los contenidos a través de la lengua extranjera y aprender o mejorar la lengua extranjera por medio de los contenidos.

El Decreto Foral 23/2007, marco legal educativo en Navarra, apuesta por el tratamiento integrado de lenguas como novedad para el desarrollo de la competencia comunicativa de los/las alumnos/as en las distintas lenguas del currículo desde la Educación Infantil. Es en este contexto tanto europeo como regional en el que cobra sentido el hecho de plantear una programación didáctica de AICLE para la Educación Infantil.

El tema propuesto para la unidad didáctica ha sido *las noticias*. Tras haber analizado las capacidades y necesidades de un grupo de alumnos/as del segundo curso del segundo ciclo de Educación Infantil se creyó necesario plantear un proyecto integrado sobre el citado tema, en el que a través de una serie de sesiones se trabajaran todos los ámbitos y competencias básicas de la Educación Infantil.

Partiendo de una visión de la educación totalmente opuesta a la concepción del alumno/a como *tabula rasa* que hay que llenar de contenidos, esta unidad, ayudada por los principios de AICLE; eleva al alumnado a la categoría de responsable de su propio aprendizaje, se quiere que sea el alumnado el que construya su propio conocimiento, relacionando sus

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experiencias y conocimientos previos con los nuevos contenidos aprendidos. A esta visión constructivista de la educación se le añade la lengua extranjera como vehículo de comunicación. El hecho de aprender nuevos contenidos a través de una nueva lengua puede generar una mayor motivación en el alumnado así como la transferencia de competencias comunicativas de una lengua a otra. En el caso concreto de la unidad didáctica planteada en este trabajo, los/las alumnos/as serán capaces, entre otras cosas, de distinguir entre realidad y ficción, de planear, organizar y grabar un pequeño noticiario, de entrar en Wikispaces, de subir un video o de hacer una entrevista. El valor añadido de AICLE a este proyecto es que, estas competencias, conocimientos y habilidades cognitivas (inferencia, resumen, organización, evaluación, reconocimiento, clasificación, etc.) alcanzadas al final de la unidad, aunque han sido aprendidas en inglés, son transferibles al resto de lenguas del currículo.

Si bien es cierto que los beneficios de crear proyectos integrados mediante AICLE son numerosos tanto a tanto a nivel de aprendizaje de contenidos como de aprendizaje de la lengua extranjera, también son muchas las horas de trabajo necesarias por parte de los docentes para que estas programaciones salgan adelante con éxito. En Navarra no contamos con un banco de recursos de AICLE en el que docentes puedan tener acceso a materiales y programaciones ya creadas y puedan aportar ideas y recursos. Otras comunidades o países si cuentan con ellos pero estas unidades deben estar contextualizadas y destinadas a atender a los requerimientos de una determinada población con unas características y necesidades dadas, por lo que pueden no ser adecuadas para el contexto y sociedad Navarra. El hecho de contar con el citado recurso podría incentivar a muchos docentes a llevar a sus aulas programaciones AICLE, ya que aun siendo conocedores de sus beneficios no pueden hacerlo por falta de tiempo y de recursos.

Para finalizar recalcar la necesidad e importancia de promover un cambio radical en la enseñanza de lenguas. Es necesario cambiar la metodología, los principios, las creencias y la actitud hacia el aprendizaje de lenguas. Está en nuestra mano proporcionar desde la Educación Infantil la oportunidad a los/las alumnos/as de adquirir una elevada competencia comunicativa en más de una lengua extrajera y de facilitar la integración de los aprendizajes y la transferencia de competencias lingüísticas de una lengua a otra.

Sirva la presente unidad didáctica y su marco teórico también como reivindicación del trabajo por proyectos como la metodología más adecuada para la Educación Infantil ya que permite integrar todos los aprendizajes, lenguas y competencias en una misma unidad didáctica, adaptada a las necesidades y características de un grupo de estudiantes particular sin la necesidad de emplear libros de texto ajenos al contexto en el que viven y experimentan los/as alumnos/as.

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