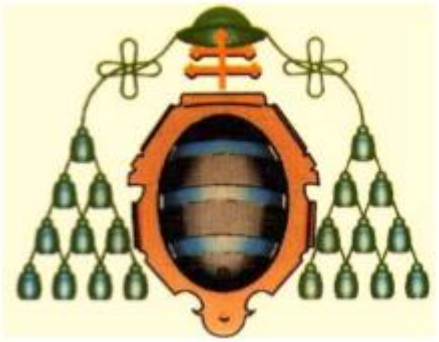

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

Trabajo Fin del Máster en Enseñanza Integrada de la Lengua Inglesa y

Contenidos: Educación Infantil y Primaria

TEACHING ARTS AND CRAFTS WITH A CLIL APPROACH

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Enero 2016.

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`TEACHING ARTS AND CRAFTS WITH A CLIL APPROACH´

1 INTRODUCTION

This Master´s final project on Content and Language Integrated Learning (CLIL) deals with the topic `immersion on a second language (L2) of five-year-old students through arts´ in relation to the educational project of the centre and the classroom. This topic was chosen because at this age (five-year-old children) the mind is very flexible and sensitive to phonetic retention. For this reason, it seems logical that it is the best moment for children to enter into contact with a second language, as it will bring them a wide repertoire of learning experiences in a natural and real context, where they will have lots of communicative and learning possibilities.

Moreover, arts offers us an additional way to communicate and express our feelings, to develop our voices, to take pride in heritage and to build our own knowledge. Indeed, arts allows students to practice arts while they are learning new concepts and technical language in a second language. As a result, the student´s cognitive development will rise, as the students will be immersed in a program that incorporates the universal language of art elements and images to access multiple intelligences, develop critical and conceptual thinking and improve creative problem-solving skills.

On the other hand, the methodological edge of this project is to design a didactical project for the Second Cycle of Infant Education (five-year-old children) in order to evaluate the results of the activities if bilingualism through arts at early ages is beneficial from a cognitive point of view.

This didactical project will be based on the use of English as a tool of learning. To do that, it will be very important to learn by doing, in a natural and real context, and above all, learn by playing. It will be necessary to provide children with comprehensible input according to their interests and needs. This implies a need to design activities and

tasks appropriate to infants and offer them didactic materials such as: tales, rhymes, games and toys, flashcards, videos, new technologies, dramatisation, crafts, etc. that are inexhaustible sources of new knowledge.

Finally, in order to collect information on the learning outcomes, one tool of evaluation will be used: a checklist. The expected result with the realisation of this project is to prove that bilingualism through arts has an important impact from a cognitive point of view at early ages.

2 DEVELOPMENT

2.1 FROM BILINGUALISM TO CLIL

2.1.1 BILINGUALISM

According to the dictionary of the Cervantes Virtual Centre, bilingualism consists on `the ability of a person to communicate in an independent and alternate way in both languages´. Another definition: bilingualism is the `coexistence of both languages in the same territory´.

There are different conceptions of bilingualism. The strictest one identifies bilingualism with the native dominium of two languages; the most flexible ones include all people with any knowledge of a second language, and the intermediate, defended by U. Weinreich (1952), that defines bilingualism as the `practice of two languages used in an alternative way´.

On the other hand, according to M. Siguán and M. Mackey (1986), a bilingual person is one who, as well as the competence in their first language, has a similar competence in the second language, which they can use with the same fluency. Bloomfield (1933) gives another definition of bilingualism: `the native like control of two languages´.

For Grosjean (1997) `bilinguals use two or more languages or dialects in their everyday lives´. Finally, according to Baker (1993) `since a bicycle has two wheels and binoculars are for eyes, it would seem that bilingualism is simply about two languages´.

Bilingualism is very common in society. According to the dictionary of the Cervantes Virtual Centre, some of the most typical kinds of bilingualism are the following:

- `Balance bilingualism: refers to a very high and similar competence in two languages, as well as the effective use of both languages in diverse circumstances.´
- `Productive bilingualism: refers to the ability of a person to speak, write, listen to and write in two languages.´
- `Receptive bilingualism: a person that is proficient in his first language (L1) shows abilities to listen to in a second language (L2), but he cannot talk or write in that language.´
- `Fluent, less fluent and incipient bilingualism: refers to the different situations in a `continuum´ where people show a progressive dependence of their dominant language.´
- `Functional bilingualism: in contrast to the other phenomena, which refer to the person´s ability to speak two languages, functional bilingualism consists of the effective use of both languages to participate in communicative events.´

Cummins (2006) also draws the distinction between additive bilingualism in which the first language continues to be developed and the first culture to be valued while the second language is added; and subtractive bilingualism in which the second language is added at the expense of the first language and culture, which diminish as a consequence. Cummins quotes research (1994) which suggests that students working in an additive bilingual environment succeed to a greater extent than those whose first language and culture are devalued by their schools and by the wider society.

- PROS:

Bilingualism has a lot of advantages, for example, according to Ellen Bialystok (1978), it develops metalinguistic skills, above all, certain metalinguistic abilities (that is our capacity to analyse different aspects of language, such as sounds, words, syntax, etc. and to talk about these properties) and translation skills. Bilingualism enhances cognitive ability; it improves academic performance and comprehension about different cultures; it develops creativity and it also develops problem solving where the solutions depend on selective attention or inhibitory control. This advantage seems to continue throughout the bilingual´s lifespan.

According to Stephen Krashen (1982), bilingual education accelerates English language development. According to Jasone Cenoz (2009), most of the studies regarding the influence of bilingualism on the acquisition of other languages, show that bilingualism has a positive influence on the acquisition of a third language.

It is also said that bilingual children have more communicative ability and more mental flexibility. According to Pearl and Lambert (1962) `bilinguals appear to have a more diversified set of mental abilities´.

- CONS:

However, bilingualism also has some disadvantages. Some authors, including Harding-Esch (1977), say that bilingualism could have negative cognitive effects as some bilinguals appear to show a delay in grammatical structures and vocabulary acquisition. They also say that the mental activities that one carries out through a second language will be fractionally less efficient than in the first language.

A study conducted by Hoff (2013) on monolingual and bilingual developing children, states that the children who are exposed to two languages simultaneously do not typically acquire each language at the same rate as children only exposed to one language.

In conclusion, based on the studies on bilingualism we can state that being bilingual, overall the time has more positive effects than negative in people and that the learning of a second language has a good impact on the cognitive, linguistic and affective skills of these people.

2.1.2 CLIL METHOD

CLIL is an approach or method that involves both: content and non-native language. In fact, the acronym CLIL means Content and Language Integrated Learning. This educational system involves teaching a curricular subject through a different language to that normally used. According to David Marsh (2002), this method can be very successful in enhancing language learning and other subjects. Marsh (Coyle, Hood & Marsh, 2010) points out that CLIL is a `dual-focused educational approach, in which an additional language is used for learning and teaching of both: content and language.´ CLIL means `learn to use the new language´, as students use a foreign language to learn the content of a subject. The definition of CLIL was coined in 1994 by David Marsh and his companions, but CLIL dates back to the Akkadian people when they had to learn Sumerian in several subjects. On the other hand, CLIL method supposes a balance between content and language to improve skills; more coordination among teachers and a conscious search of appropriated resources, strategies and techniques of learning such as Scaffolding instruction; promote linguistic diversity in the classroom; increase the second language exposure in classroom and integrate it in the curriculum; allow code switching if necessary and, last but not least, work with the four C´s: content, communication, cognition and culture.

2.2 IMPORTANCE OF CLIL AT EARLY AGES

Nowadays, neuroscience has shown the great flexibility of children´s brains, since this is the time of their life when most connections between neurons are formed. Moreover, at this age there is a desire for communicating with others, which benefits language development and, as a result, it could be interesting to encourage small children to use more than one language in order to increase their communicative possibilities.

It is also during the early years that children can learn languages easily, as there are no social pressures or anxiety. According to the webpage `El Jardín Online´

(www.eljardinon-line.com.ar/teorcaractevol5.htm), five-year-old children have some important characteristics that will have a future impact on their learning process. From a neurological point of view, children have a better mental representation of their surroundings and the body. From a psychomotor approach, children at this age are able to represent the human body and to use different materials such as pencils or crayons correctly. Cognitively, children have logical thinking and, as Velasco says: `Children love to talk and they talk with any person´ (Velasco, E.: 1980; 28- mentioned by Mesonero Valhondo, A. (1995)). Moreover, from a social and affective perspective, children have more autonomy and they are able to establish social relations.

In language acquisition, five-year-old children are able to use a wide and appropriate vocabulary, with correct grammar. Finally, according to Millán Garrido (2005;45), `the capacity for children to learn one, two or more languages depends on both, intrinsic factors such as age, memory, phonetic sensibility, grammar sense; and extrinsic factors, like social context, teachers´ attitude, resources´, etc.

In conclusion, in our current society bilingual education is vital, and our main purpose as teachers should be to help students to develop their skills in a second language at early ages.

2.3 THE SUBJECT `ARTS´ WITH A CLIL APPROACH.

In the current Asturian Syllabus (Decreto 82/20014 de 28 de Agosto), arts is considered a specific and obligatory subject. The arts education is integrated by two languages; artistic and musical, because they have common aspects in this stage, so both languages are included in one area, artistic education, in order to globalise the connection between them.

The syllabus for this area is organised into six blocks, the first three blocks are related to artistic language and the last three are related to musical language.

The first block is for Audiovisual Education, the second block is for Artistic Expression, the third block is about Geometric Drawing, the fourth is Listening, the fifth is about Musical Interpretation and the sixth is about The Music, Movement and Dance.

In this Asturian Syllabus, the universal nature of the arts and the artistic languages does not exclude knowledge of the artworks of Asturian artists as the nearest environment of the students, to which students must develop attitudes of valuation and respect.

In arts, content and language are both important in the learning process of the students; the communication is important because the teacher is a model for the students to learn the correct pronunciation of the concepts, and then they can produce their own output, by correcting themselves (Monitor Theory). If the teacher is a good communicator, he can better transmit his knowledge to the students. Moreover, the opportunities to practice arts and to learn concepts and technical language related to them in L2, has a benefit on the student´s cognitive development, as it enhances literacy and language development. The students are immersed in a program that incorporates the universal language of art elements and images to access multiple intelligences, develop critical and conceptual thinking and improve creative problem-solving skills. Through the arts, young people also have opportunities to develop their voices; enhance multicultural awareness; take pride in heritage; and recognise their role, respond to, and participate, by building their own knowledge in an active way. In conclusion, placing art within the context of the lives of the students allows them to express their ideas in a creative way, at the same time as they are increasing their knowledge and communication skills.

From a methodological point of view, the teacher should teach content related to arts through English. It can be done through the realisation of specific activities regarding a concrete topic during the art session. A CLIL art lesson has to be well-organised, and the timing intended for the implementation of each activity must be previously established. These sessions need very conscious planning by the teacher. According to Stephen Krashen (1982), the teacher should introduce the topic in a very motivating way, taking into account the previous knowledge of the students and giving them comprehensible input. The teacher should also provide the students with glossaries of the vocabulary that is needed for understanding the lesson and the activities that they are going to do, this should be appropriate to the level of knowledge of the students in L2. The teacher must be flexible and slow-down the rhythm of the class and allow code-switching if necessary, and he must also support this process with the use of realia,

pictures, new technologies and body expression. The most important thing is to make the students learning meaningful for them, as that is the key to success in the CLIL lesson.

2.4 ADVANTAGES OF ART LESSONS WITH A CLIL APPROACH

Working with this approach, art projects are a good way to increase infants´ English knowledge and to develop their communication and emotional skills through arts in early ages where it is said that they learn better the vocabulary and the pronunciation in a second language.

These projects have lots of benefits as they offer to the students a way to express and communicate their ideas, they take into account the children´s development, provide the students clear instructions and promote their creativity and imagination while at the same time, evaluate the children´s work. Indeed, these projects integrate language and skills, involve the use of functional language related to the topic of study, and give the students the opportunity to work in English in a natural and realistic context while they are receiving a variety of stimuli for distinct learning styles. Finally, art projects help students to appreciate beauty and creativity, to cooperate and make efforts, to be self-confident and respect others, and take care of the environment.

One of the main advantages of involving children in CLIL art projects is that they can see the utility of using a second language in a real situation of learning as an art lesson is, where they are going to use specific vocabulary related to motivating and creative activities.

Art is a way of expression, a code to communicate beyond languages. Through arts the children are exposed to the English language for more hours a week in a fun atmosphere while they are developing their critical thinking and aesthetic taste with a multicultural perspective.

Art projects promote collaborative working, and collaborative tasks engage pupils in real conversations. Moreover, projects integrate language and skills and they can interrelate aspects that the children are working on to other subjects. These projects also

provide the students with a variety of stimuli for distinct learning styles and they involve the use of functional language taught by the topic of study. Indeed, it allows the students to build their own language, that is to say that it has a constructivist approach. Projects also help students to develop social skills and to enrich their cultural knowledge.

To finish, a good advantage of art projects with a CLIL approach is that they help students to acquire these important values: appreciation of beauty and creativity, attitudes of order and cleaning, cooperation and effort, self-confidence and respect for others and environmental care by the use of recycled materials.

2.5 KEY COMPETENCES: THE COMPETENCE OF LINGUISTIC COMMUNICATION AND THE CULTURAL AND ARTISTIC COMPETENCE.

2.5.1 THE COMPETENCE OF LINGUISTIC COMMUNICATION.

The competence of Linguistic Communication is the only one mentioned in the Legislation regarding Infant Education (Real Decreto 1630/2006 de 29 de Diciembre, por el que se establecen las enseñanzas mínimas del Segundo Ciclo de la Educación Infantil), although it makes it clear that at this age, the foundations for personal and social development are settled, and the learning that is required for the further development of basic competences in students is integrated.

Neither should we forget this close relation with the area of `Languages: Communication and Representation´. The competence approach enables the school curriculum to cover not only what is prescriptive, but also the hidden curriculum, which is characteristic in real life, allowing the educational act to be close to a personal experience, and making learning more useful, functional and meaningful, in an integrated context. Actually, this is an old approach in the infant education context, thereby facilitating its implementation in the classroom.

On the other hand, the competence of Linguistic Communication must find at this stage the use of spoken language as a key instrument to acquire it. Encouraging participation and creating motivating contexts to promote speaking reading and writing skills also contribute to this acquisition.

Basically, the acquisition of this competence should allow students in infant education according to E. Camacho and Mª Carmen Arenas to:

a) Express themselves orally in a clear way, using appropriate vocabulary to their age.
b) Describe objects, people, sheets and different situations.
c) Be able to talk, listen and ultimately, to communicate.
d) Be able to understand and interiorise the knowledge that comes through different media (posters, stories, digital images, signs, photos, etc.).
e) Establish oral communication situations according to the social rules of linguistic exchange.
f) Say simple sentences, well-articulated in gender and number.
g) Handle words and phrases in a foreign language with an adequate fluency, pronunciation and intonation.
h) Understand little messages in native or foreign language.
i) Understand the information coming from other media, such as: stories, photos, pictograms, digital images, icons, etc.
j) Recite by heart short poems, riddles, etc. in native and foreign language.
k) Invent stories or simple tales.
l) Read and write a few words or short phrases on their environment, experiences, etc.

*(Arenas, M.C. et al: 2010; and Camacho, E. et al: 2012).

2.5.2 THE CULTURAL AND ARTISTIC COMPETENCE.

The Cultural and Artistic Competence in infant education can be considered as a hallmark of the stage, since the activities related with it are greatly considered.

Moreover, this competence is related to the area of `Languages: Communication and Representation´. The competence also entails: appreciate, understand and evaluate critically different cultural and artistic manifestations of nature, use them as a source of personal enrichment and enjoyment, and consider them as part of the cultural heritage of people. Indeed, the development of this competence will help children to:

a) Enjoy the art, implementing all its expressive capabilities, valuing in a positive way their own creativity and the creativity of the others.
b) Use different languages (literary, musical, artistically) as a tool of communication and representation.
c) Develop values of personal effort and solidarity by operating the initiative, imagination and creativity to express different ideas, emotions, feelings, etc. though artistic codes.
d) The exploration and creative use of different materials for artistic production as a way to express ideas, experiences and feelings creatively.
e) Use different basic techniques of expression, show interest in performing songs, dramatisations, etc. and show interest and curiosity in artistic and cultural events of the own culture or of the other´s culture.
f) Respect cultural diversity and intercultural dialogue.

2.6 DIDACTICAL PROJECT FOR THE SECOND CYCLE OF INFANT EDUCATION.

2.6.1 **-INTRODUCTION:**

This didactic project is designed to be carried out in a class of the Second Cycle of Infant Education of the Bilingual Private School José García Fernández in Luarca, concretely the third course, that is to say five-year-old children. The group is formed of 12 students and there are not students with special needs. The school profile has the following characteristics: it is a line one school, located in the village of Luarca, a fishing town. The students belong to a middle socio-economical class and a great number of the families work as officials, merchants or sailors.

We are going to work during this project with the topics `The socio-cultural tradition of Halloween, Bonfire Night and Christmas in England´ through Arts and Crafts lessons with a CLIL approach in the Cultural and Artistic area. On the other hand, this project has the intention of allowing students to become familiarised with a CLIL approach, an educational way that uses English for the learning and teaching of both: content and language. This fact will allow students to learn new content related to arts and socio-cultural traditions in other countries by doing.

The timing of this project is of nine and a half weeks during the months of October, November and December.

2.6.2 -METHODOLOGY:

To develop this Arts and Crafts unit a CLIL approach will be used, which means learning both: content and language by using L1 and L2. This methodology also incorporates CLIL principles and the Four C´s model (content, communication, cognition and culture).

Through Arts and Crafts activities it is hoped to raise students´ cultural awareness and increase the vocabulary related to the different artistic techniques and socio-cultural traditions in England.

The learning process in the unit is child-centred as it is hoped to create active learners. The role of the teacher is to guide and encourage students in their learning. Students will work individually and in small groups promoting dialogue using L1 and L2 (linguistic communication). This strategy helps to develop student autonomy and learning by doing. What is more, working in groups helps to develop social competences and team working abilities. One of the main purposes of this work is to develop communicative skills at early ages and promote cooperative learning. The learning process will be reinforced by the use of New Technologies in the classroom.

2.6.3 -KEY COMPETENCES:

- Linguistic communication.
- Knowledge of interaction with the physical world.
- Information treatment and digital competences.
- Citizenship and social competence.
- Cultural and artistic competence.
- Learning how to learn.
- Autonomy and personal initiative competence.

2.6.4 -*OBJECTIVES:

- Enjoy the use of English applied to arts and crafts by performing all its expressive capabilities while using different artistic techniques.
- Follow simple steps in English for the performing of crafts such as masks, dolls and other objects related to the topics of study.
- Understand and respond to verbal and non-verbal oral productions in the English language associated with the topics of study (Halloween, Bonfire Night and Christmas).
- Use different languages (literary, musical and artistic) in English as a tool for communication and representation.

- Be able to hear a different language and to acquire the vocabulary related to the topics of study (Halloween, Bonfire Night and Christmas).
- Use English as a tool of communication in the school environment.
- Show interest in learning a different language.
- Respect cultural diversity and intercultural dialogue.
- Participate actively in the dramatisation and interpretation of stories, poems, rhymes and songs related to the topics of study.
- Evaluate positively his productions and classmate's productions.
- Apply New Technologies as visual and auditory reinforcement in different classroom activities.
- Respect rules such as: pay attention, wait your speaking time, etc.

2.6.5 -*CONTENTS:

- Basic English vocabulary of the three topics of study: Halloween, Bonfire Night and Christmas.
- Mixed artistic techniques (to colour by using watercolours or wax crayons, punched, cut, paste, collage, etc.) and basic vocabulary related to them in English.
- Language acquisition as a tool to express feelings, ideas, interest and to communicate with the others.
- Dialogue and participation in group discussions as a way to interact with others.
- Initiative and interest in participating in different oral communication situations (collective dialogues, stories, explanations, games, etc.).
- Recycled materials for making masks, toys and other objects related to the topics of study.
- Stories and tales from the English cultural tradition.
- Poems, riddles, songs and dances related to the three topics of study in English.
- Dramatisation of stories and songs in English.
- Games to reinforce vocabulary (bingo, etc.).

- New technologies as a visual support by showing flashcards, stories, songs, etc.
- Attitudes of listening to and respect for others in dialogue and group conversations.

2.6.6 -*ASSESSMENT CRITERIA:

- To follow steps in a foreign language to perform different artistic activities.
- To identify socio-cultural aspects in the topics of study (Halloween, Bonfire Night and Christmas).
- To recognise brief oral texts with visual support in a foreign language related to the topics of study (Halloween, Bonfire Night and Christmas).
- To participate actively in the dramatisation of stories, poems, rhymes and songs related to the topics of study (Halloween, Bonfire Night and Christmas).
- To identify oral and written words in a foreign language related to the topics of study (Halloween, Bonfire Night and Christmas).
- To show attitudes of respect and appreciation towards another culture and language.
- To understand the main idea in simple conversations by using verbal and nonverbal language.
- To cooperate with peers in small groups and to participate in conversations.
- To respect the rules of speaking time and other basic rules of linguistic exchange.
- To appreciate and respect their own artistic productions and those of others.
- To use new technologies as a tool for learning and enjoyment.

**Prepared based on: Decreto 85/2008, de 3 de Septiembre, por el que se establece el Currículo del Segundo Ciclo de Educación Infantil.*

2.6.7 -MATERIALS AND RESOURCES:

- Recycled materials: cardboard rolls, plastic plates, buttons, etc.
- Other materials: felt, foamy, Aironfix, cotton, scissors, glue, brushes, watercolours, wax crayons, black marker, etc.
- Whiteboard.
- Laptop.
- Connection to the Internet.
- Tablet.
- Flashcards.
- Bingo games.

2.6.8 -*ATTENTION TO DIVERSITY:

The class consists of students who do not have severe learning difficulties, but they show learning or behavioral problems. Therefore, the following strategies are going to be used:

1-Respect the different learning rates.

2-More personalised methodology.

3-Strengthening learning techniques.

4-Increase attention.

5-Improvement of procedures, habits and attitudes.

**Prepared based on: Decreto 85/2008, de 3 de Septiembre, por el que se establece el Currículo del Segundo Ciclo de Educación Infantil.*

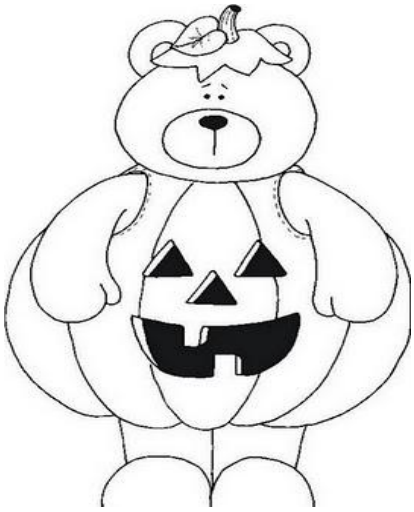
2.6.9 -ACTIVITIES:

TOPIC 1: HALLOWEEN

Activity 1: Presentation of the Halloween Pet.

First of all, the pet will be introduced to students as `Pumpkin Teddy´, and the students also had to talk with the pet saying hello to him and asking his name and age. For example: Hi! My name is Juan and I'm five.

Then, then they will have to describe the main characteristics of the pet: pet colour, scarf colours, pumpkin colour, eye colour, eye size, texture (soft,…), etc.



Finally, each student will colour a worksheet of the pumpkin-teddy using wax crayons. This resource is available in: http://dibujoscolorear.es/

Activity 2: Halloween Pumpkins.

First, students should describe the real pumpkin saying its colour, shape, size, tactile sensations (smooth, rough, etc.).

They will also talk about the feeling that the pumpkin produces in them (fear, happiness ...).

Then, the teacher will show the children an artificial pumpkin made with green foam, black Aironfix and an orange plastic plate.

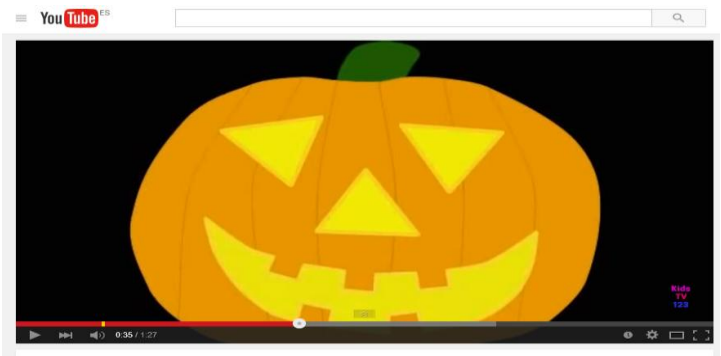
After doing that, they should establish simple comparisons between the two kinds of pumpkin (colour, shape, weight, emotions that they show, etc.).

To continue, the students will learn a Halloween riddle and they will have to guess the solution (It´s a pumpkin).

`I´ve got windows and doors

And ghosts under the floors.

What am I?´



To finish, students will listen, sing and dramatise the Halloween song: `Pumpkin Pumpkin´: https://www.youtube.com/watch?v=1Mph3hygIFU

Activity 3: Working with the Pumpkin.

In this activity, students will create a pumpkin by using recycled materials.

Materials:

-Recycled cardboard tray

- A green leaf made with foam.

-Black aironfix for the eyes, nose and mouth.

-Orange liquid paint.

-White glue.

-Brushes.

Steps:

Step 1- Colour the cardboard tray using a brush and orange liquid paint.

Step 2- Paste the eyes, nose and mouth (black Aironfix) on the tray to form the face.

Step 3- Paste the green leaf above the eyes using a brush and white glue.

Activity 4: Halloween Flashcards.

In this activity, students will learn the vocabulary related to Halloween with the visual support of flashcards on the whiteboard and on a tablet. Students also have to listen and repeat with correct pronunciation the different words.

Activity 5: Halloween Domino.

In this activity, students will cut the different pieces of the Halloween domino and then they will play this game in small groups in order to reinforce the new vocabulary.

Activity 6: Halloween Masks.

In this activity, students will create Halloween masks with felt.

Materials:

-Coloured felt (black, orange, white, red, brown, yellow)

-Green and grey foam

-Black Aironfix

-Purple tape

-Sketches of masks

-Brushes

-White glue

Steps:

Step 1- Choose one mask sketch.

Step 2- Paste with white glue the pieces to form the face and characteristics.

Step 3- Describe your character to your classmates (with the help of the teacher). For example: I´m a monster. My colour is green and I´m bad.

To finish, students will play freely with the masks.

Activity 7: Halloween Tale.

In this activity, children will see and listen on the whiteboard to an online video with a funny Halloween tale, called `Five little pumpkins´ (https://www.youtube.com/watch?v=pnkVtM913Z4).

Then, the teacher will reinforce the tale´s vocabulary by reviewing the pronunciation of the words in order to help the student´s understanding of the main ideas on the story.

Activity 8: Halloween Poems.

In this activity, students will work on vocabulary, pronunciation and intonation by using two popular Halloween poems with the aid of the teacher and visual support.

Activity 9: Final Activity: Halloween Characters.

In this activity, students will complete the design of different Halloween characters in order to review vocabulary.

Materials:

-Sketches of different Halloween characters in felt and foam

-Accessories to complete the sketches

-Chopsticks

-Plastic container (recycled material)

-Polka dot ribbon

-Halloween sticker

-Scissors

-Seal

-Glue

So, students will choose one character to work with, and complete with the accessories the appearance or the character (eyes, mouth, hat, …). Then, they will paste the character on the chopstick. Once the character is finished, children will introduce

them into the container. To continue, the teacher will randomly select a student to pick a character and say his name and describe his appearance to the classmates in English.

To finish, students will sing and dramatise a Halloween song while moving one Halloween character. The song is called `Halloween Night´ (https://www.youtube.com/watch?v=Hu_Tpf_yGuo).

TOPIC 2: BONFIRE NIGHT

Activity 1: Bonfire Night Tale

To start this topic, the teacher will talk to the students about Bonfire Night, its main traditions, and when it takes place. Then, the teacher will show students a video on the Bonfire Night story, so they can understand the meaning of the story with the visual aid of the drawings. The video is called `Guy Fawkes: Bonfire Night´:

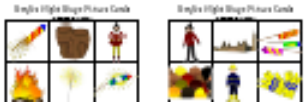
(https://www.youtube.com/watch?v=6vpl_QeyyfY)

To finish, the teacher will provide the students with a worksheet on the Bonfire Night party in order to colour it. This resource is available in: (http://www.sparklebox.co.uk/topic/faiths-festivals-celebrations/fireworks-night.html#.Vo62KFKDA4o)

Activity 2: Bonfire Night Flashcards and Bingo Game.

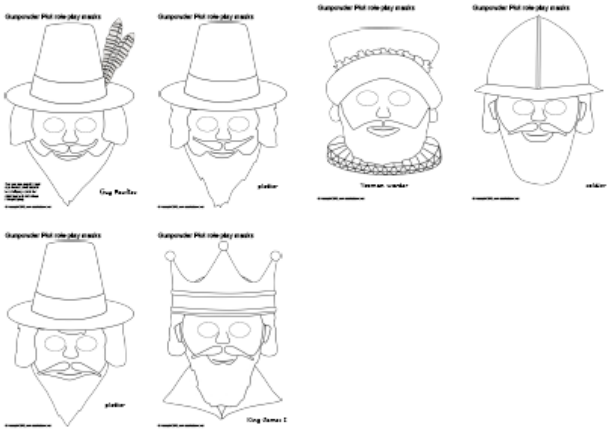
In this activity, the teacher will use flashcards in order to practice vocabulary on the topic: Bonfire Night and the Gunpowder Plot. This resource is available in: (http://www.sparklebox.co.uk/topic/faiths-festivals-celebrations/fireworks-night.html#.Vo62KFKDA4o)

To continue, the teacher will provide students (in small groups) with cards for Bingo on the topic: Bonfire Night and the Gunpowder Plot in order to cut them and finally play the game in small groups. This resource is available in: (http://www.sparklebox.co.uk/topic/faiths-festivals-celebrations/fireworks-night.html#.Vo62KFKDA4o)



Activity 3: Gunpowder Plot Masks.

In this activity, students will colour and cut masks of the different characters in the Gunpowder Plot. To finish, students will dramatise the story with the help of the teacher. This resource is available in: (http://www.sparklebox.co.uk/topic/faiths-festivals-celebrations/fireworks-night.html#.Vo62KFKDA4o)



Activity 4: Fireworks´ Design.

In this activity, the teacher will make a dialogue with the students on the Bonfire Night using sheets with fireworks and bonfires as motivation.

To continue, students will design a firework with recycled materials.

Materials:

-Cardboard plate

-Red tape

-White, red and yellow liquid paint

-White glue

-Scissors

-Brushes

-Glitter and stickers of little stars

Steps:

Step 1- Colour the white plate with liquid paint.

Step 2- Paste stars and glitter in the middle of the plate with glue.

Step 3- Paste the long ribbons on the back of the plate.

Activity 5: Final Activity: Bonfire Night Song.

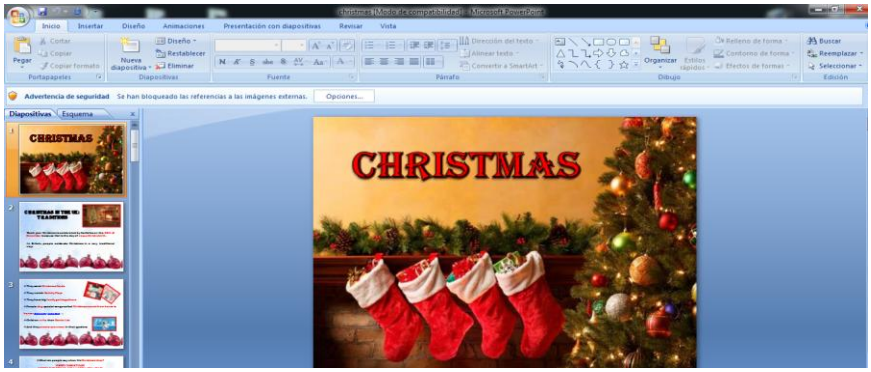
To finish with this unit, the teacher will show the children the popular Guy Fawkes´ song and students will learn and sing it together.

`Remember remember
The 5th of November.
Gunpowder,
treason and plot.
I see no reason
Why gunpowder treason,
Should ever be forgot´.

TOPIC 3: CHRISTMAS

Activity 1: Christmas Traditions in England.

For this activity, the teacher will create a PPT. display in order to show students the characteristics and main traditions of Christmas in England.



Then, the teacher will establish a dialogue with the students in order to compare Christmas traditions in England and in Spain.

Activity 2: Christmas Flashcards.

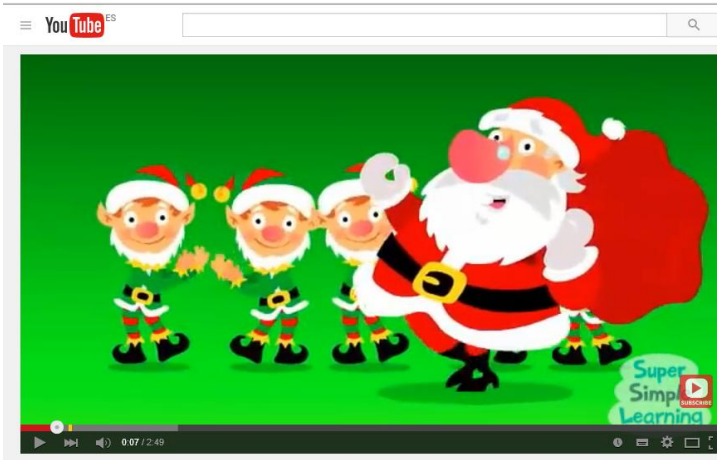
In this activity, the teacher will use flashcards in order to reinforce Christmas vocabulary. This resource is available in:

(https://actividadesinglesceroatres.wordpress.com/printable-sheets/christmas-flashcards/)

To finish, the teacher will show the students the `magic Christmas box´ and the teacher will randomly select a student to pick an object and say his name and describe his appearance to the classmates in English.

<u>Activity 3:</u> Christmas Carol and Create a Father Christmas. (Activities for several sessions).

In this activity, the teacher will show a video of a funny Christmas Carol in order to listen and sing it together using percussion instruments, such as: rattles, bells, clefs, tambourines, castanets, etc. The Carol is called: `S-A-N-T-A / Super Simple Songs´ (https://www.youtube.com/watch?v=mGAYzlqj-aE)



To finish, the students will create a Father Christmas with felt.

Materials:

-Green, red, white, black and yellow felt

-Sketches of Santa´s face and body

-Scissors

-Glue

-Brushes

Steps:

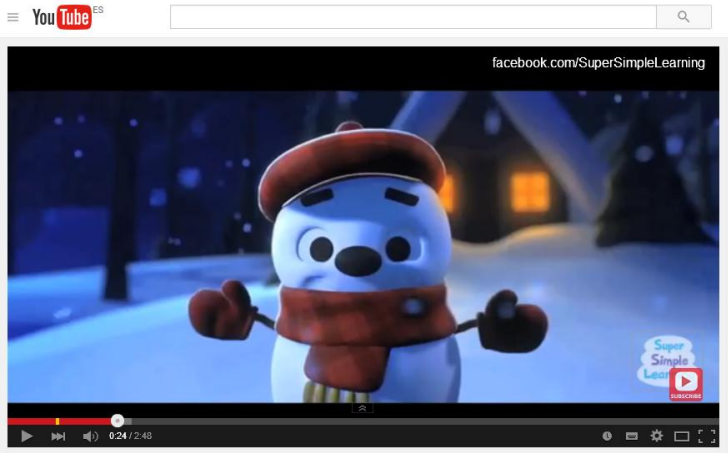
Step 1- The teacher will provide students with sketches of the different parts of Santa.

Step 2- Compose the body of Santa.

Step 3- Stick the different parts using the brushes and white glue.

Activity 4: Create a Snowman. (Activities for several sessions).

In this activity, students will listen, sing and dramatise a beautiful Christmas song on a Snowman in a video. The song is called: `Little Snowflake/ Super Simple Songs´ (https://www.youtube.com/watch?v=tbbKjDjMDok).



To continue, children will recite with the teacher´s help the `Snowman´ poem.

`A cute little snowman,

had a carrot nose.

Along came a rabbit,

and what do you suppose.

That cute little rabbit,

Looking for his lunch.

Ate that snowman´s carrot nose,

Nibble, nibble, crunch!

In another session, students will create a Snowman using recycled materials.

Materials:

-Two cardboard plates of different sizes.

-Red felt.

-Yellow, purple, black and orange foam.

-Sketches of the accessories of the Snowman.

-Three black buttons.

-Black marker

-Scissors

-White glue

-White liquid paint.

-Brushes

Steps:

Step 1- Colour the two plates with the white liquid paint.

Step 2- Paste the two plates to create the head and the body of the snowman.

Step 3- Paste the sketches on the first plate to create the nose, the eyes and the hat of the snowman.

Step 4- Draw the mouth of the Snowman with a black marker.

Step 5- Paste the red scarf on the second plate.

Step 6- Paste the buttons on the second plate.

Activity 5: Drawings for a Christmas Contest.

To start this activity, students will watch a motivating video in order to listen to a song and sing it together with the help of the teacher. The video is called: `Santa Claus Is Coming To Town´ | Busy Beavers, Babies, Toddlers, Preschool Christmas Carol (https://www.youtube.com/watch?v=fGwftQvd46s)

To finish, students will design drawings for the Christmas contest in the school.

Materials:

-White cardboard

-Pencils

-Rubbers

-Coloured liquid paints

-White glue

-Brushes

-Glitter

Activity 6: Final Activity: Create a Christmas Card.

To start this activity, students will watch a `Peppa Pig Christmas episode´ on the digital blackboard as motivation.

(https://www.youtube.com/watch?v=Ez6JMzhMmUY).

To finish, students will create a Christmas card to wish Merry Christmas to their family.

Materials:

-Brown and green cardboard

-White, red and pink felt

-Scissors

-White glue

-Brushes

-Pen

-Envelopes

-Sketches of Santa´s face

Steps:

Step 1- Fold the cardboard in half.

Step 2- Compose Santa´s face with the pieces of felt.

Step 3- Paste `Santa´s face´ on the green cardboard.

Step 4- Copy the text `HO!HO!HO! MERRY CHRISTMAS´ overhead (with the help of the teacher) and put your name inside the card.

Step 5- Compose the reindeer face with the pieces of felt.

Step 6- Paste the reindeer face on the brown envelope.

Step 7- Place the Christmas card inside the envelope.

2.7 EVALUATION.

The evaluation will be continuous and global. It will be continuous as it is involved in the teaching-learning process of the students; it will be global because it will refer to the core competencies and objectives of the stage for the area of Languages: Communication and Representation, specifically in artistic education and English language. We will start with an initial assessment of students, whose purpose will be the adequacy of the didactical project for the characteristics and skills of students.

Assessment will be continuous, formative and provide guidance for the educational process, and will refer to the evaluation criteria established for the level. A strategy to carry out the continuous assessment includes the systematic observation of students´ work and the participation and integration of students in class and in oral exchanges.

In order to collect information on the learning outcomes, it will be used as a tool of evaluation a checklist.

The checklist is the tool that will be used for the final evaluation of the learning outcomes in order to assess specific and general behaviour of the students during the project and the impact of the contact with a second language on their learning processes. This method consists of a chart on which a series of items describe individual and specific behaviours related to the performance of different tasks. In this case, the teacher will assess if the student carried out or not the expected aptitude. Thus, each item will be valued in the category of `Yes´ or `No´ depending on whether the expected behaviour took place or not. The strength of this technique is in its easy elaboration and interpretation, as it shows clearly the strengths and weaknesses of a person. (See annex 1).

CHECKLIST

Student:

Topic of study:

Date:

CLASSROOM ACTIVITIES	YES	NO
The student follows classroom instructions for performing different artistic activities.		
The student attempts to communicate with the teacher using the basic vocabulary on the topic of study.		
The student listens and understands songs, rhymes,… selected with the topics of cultural traditions.		
The student attempts to participate in songs, rhymes (lyrics, actions or both).		
The student can follow the story.		
The student participates in the games (bingo, dominos, etc.).		
The student responds nonverbally to instructions.		
The student responds verbally to instructions.		
The student recognises the key vocabulary worked in relation to the topics of the traditions and starts naming it in English.		
The student recognises written words that he learned in the classroom.		
The student uses new technologies as a tool of learning and enjoyment.		

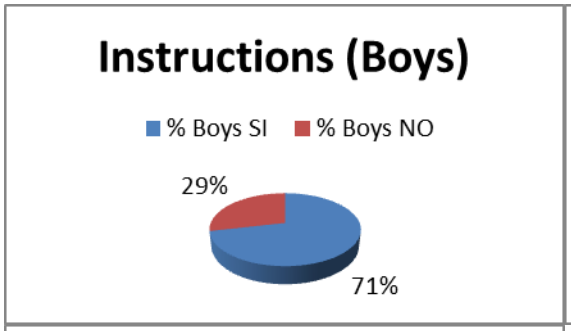
GENERAL ATTITUDES	YES	NO
The student recognises the progress and shows interest in acquiring new knowledge regarding the topic of study.		
The student shows attitudes of personal effort in the performance of activities using different artistic techniques (colour, cut, paste, collage, etc.).		
The student engages its own initiative in situations of mass communication, using simple phrases.		
The student participates actively in dramatisations and games, using simple words and phrases.		
The student interprets poems, songs and rhymes.		
The student pronounces correctly his sentences according to the communicative situation.		
The student understands the essential information in short simple conversations in which he participates.		
The student cooperates with the classmates in the classroom and participates in conversations.		
The student respects the rules of speaking time and other basic rules of linguistic exchange.		
The student appreciates and respects his own artistic productions and those of the others.		
The student engages with artistic productions.		
The student values and respects different cultural manifestations.		
OBSERVATIONS:		

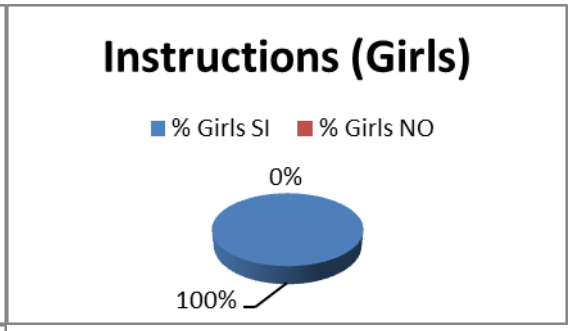
2.7.1 RESULTS.

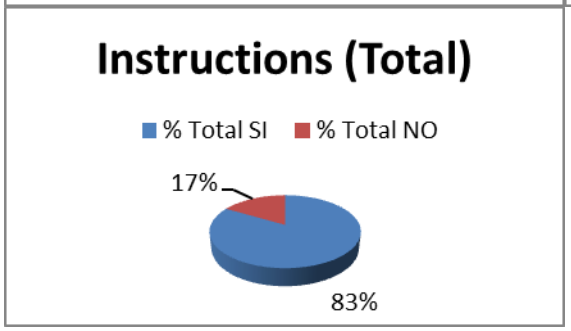
These are the results of the data collected with the checklists (See annex 1).

2.7.1.1 CLASSROOM ACTIVITIES

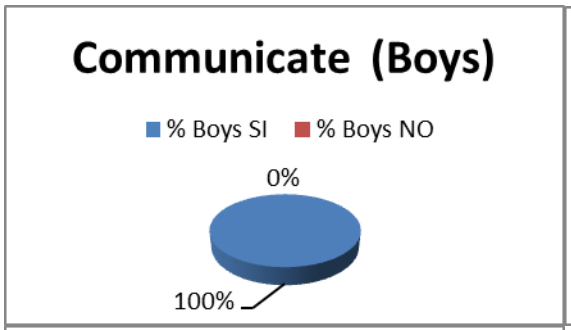
The student follows classroom instructions for performing different artistically activities.

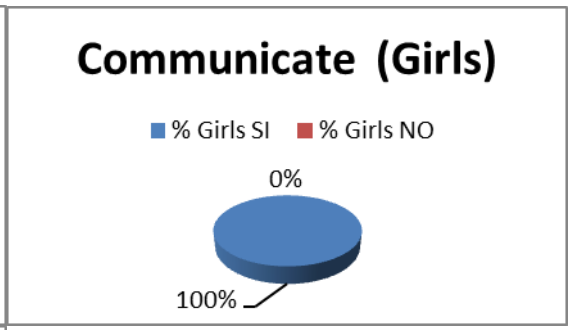


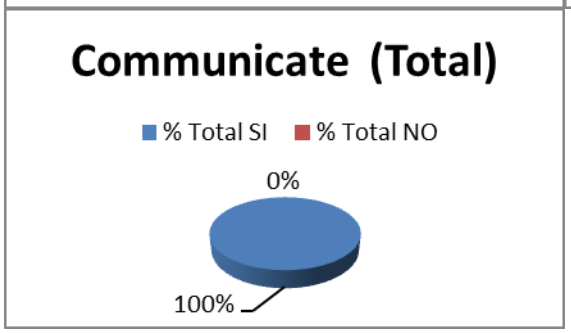




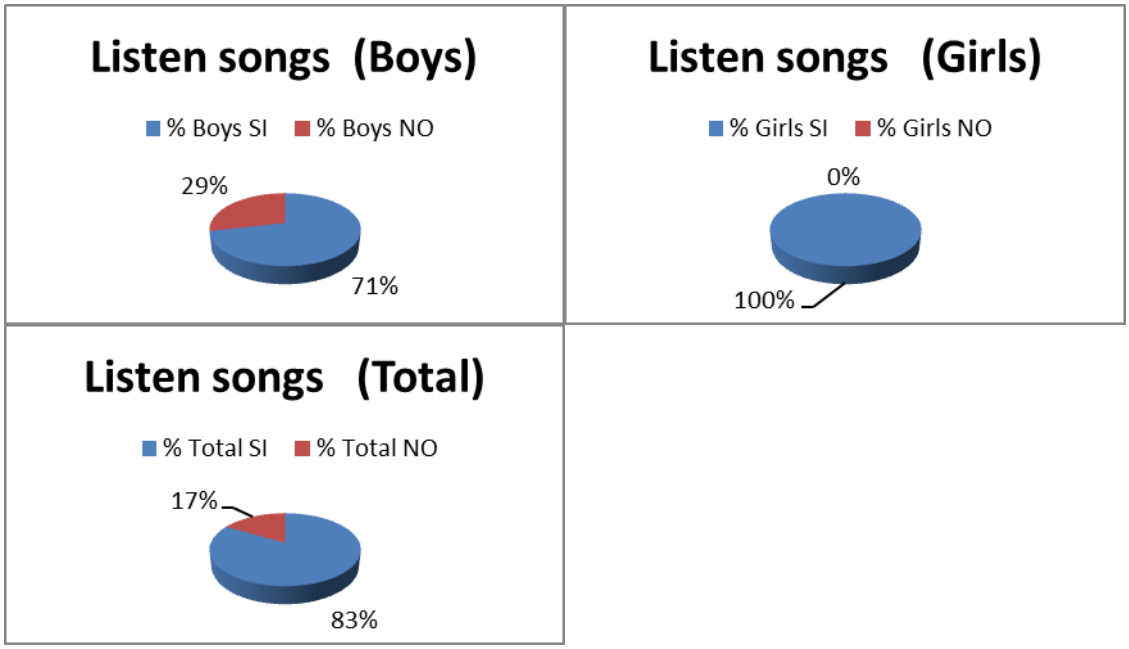
The student attempts to communicate with the teacher using the basic vocabulary on the topic of study.



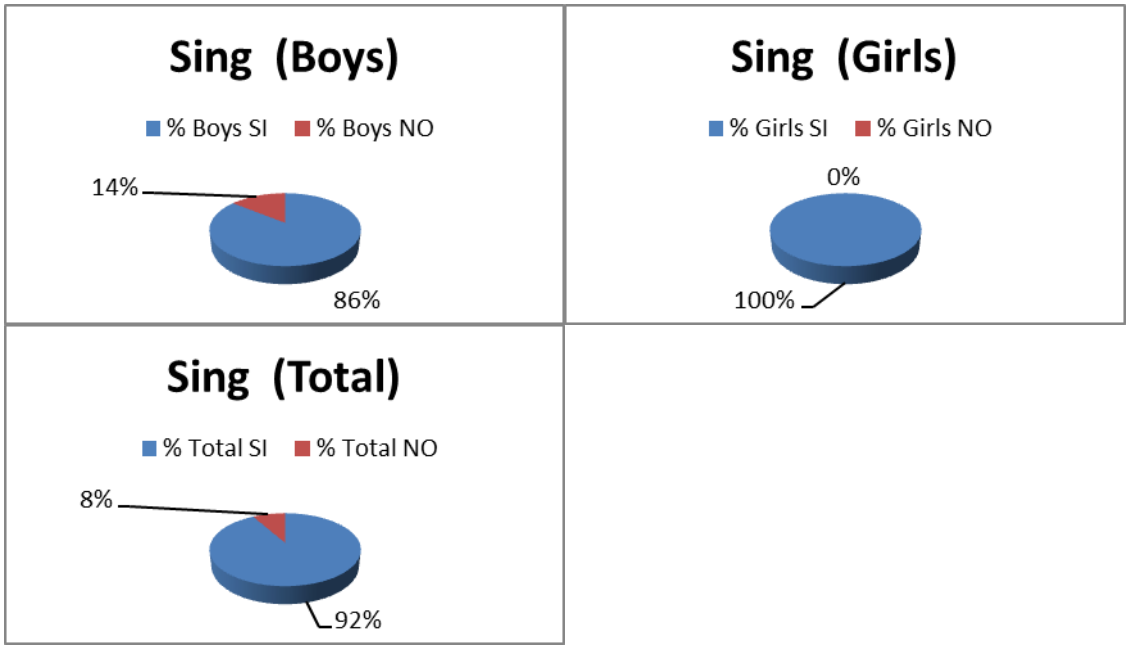




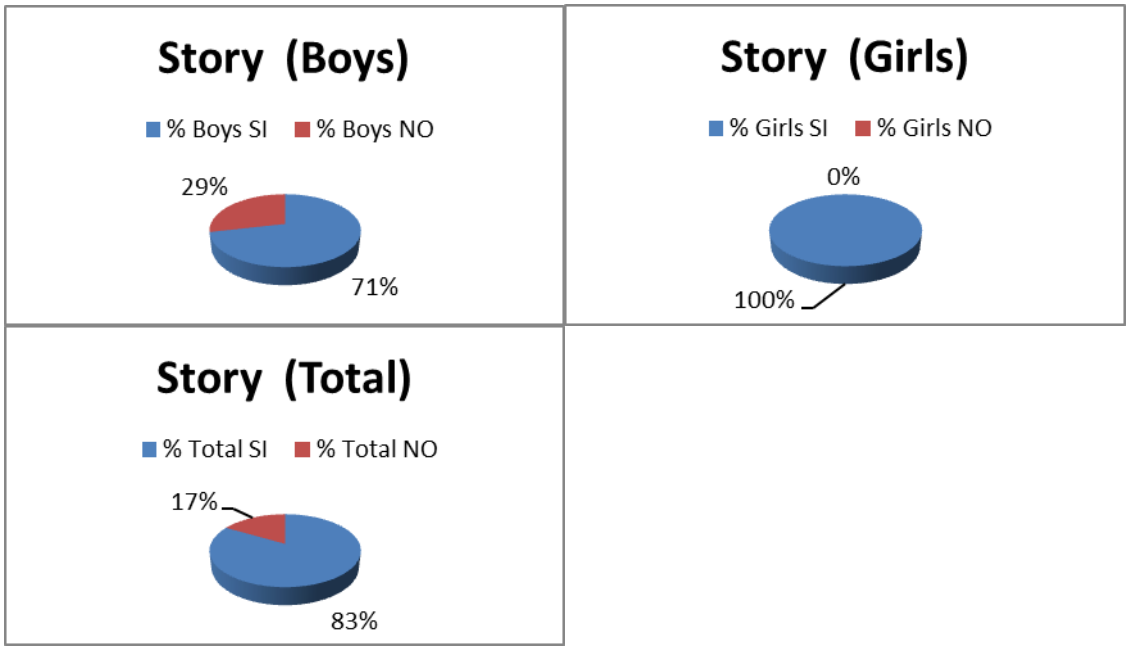
The student listens and understands songs, rhymes,… selected with the topics of cultural traditions.



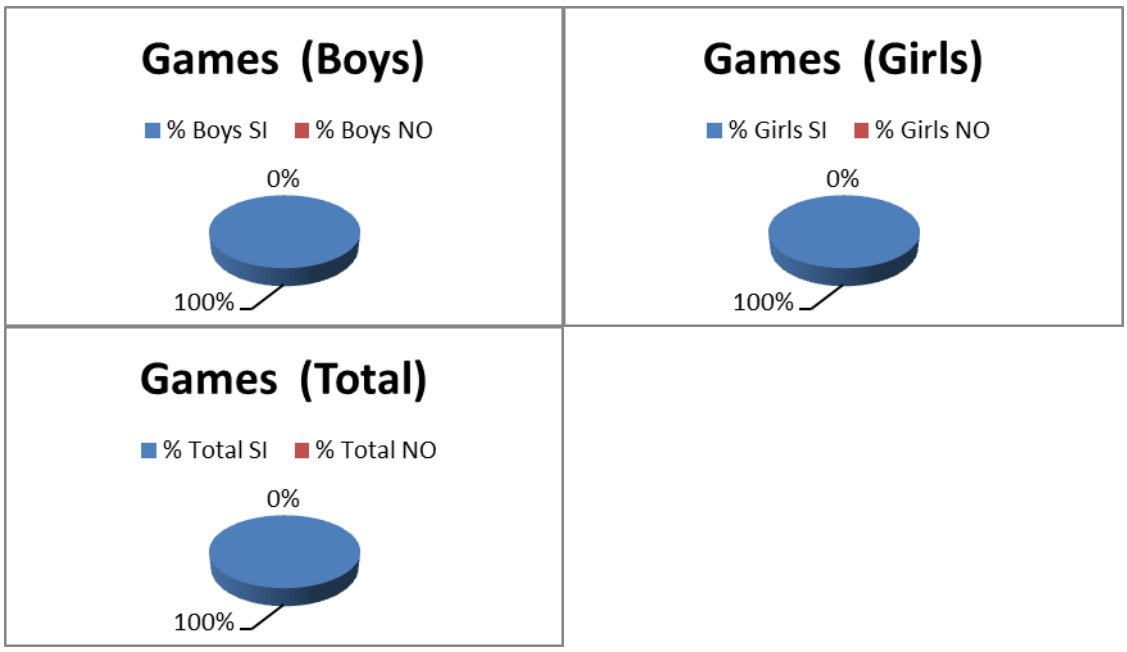
The student attempts to participate in songs, rhymes (lyrics, actions or both).



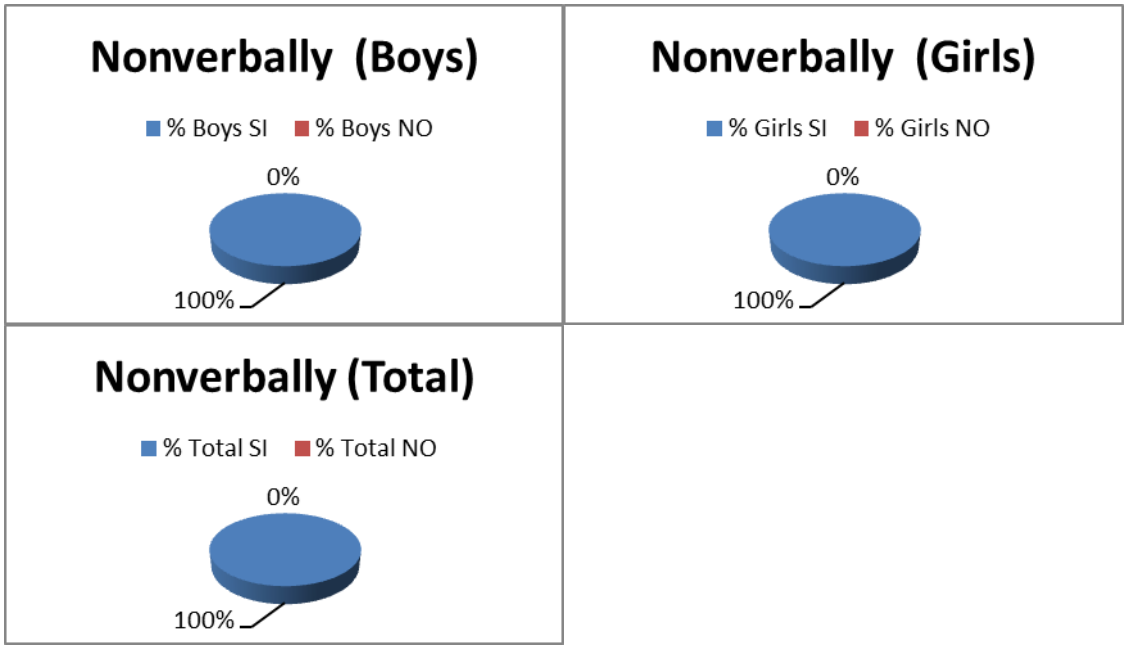
The student can follow the story.



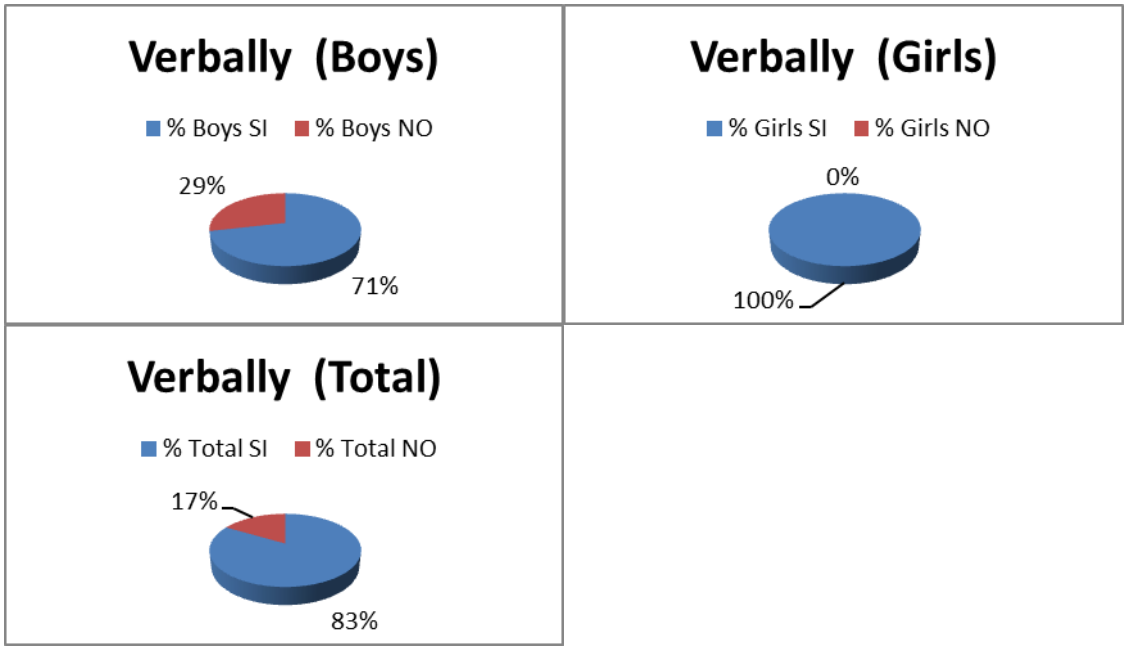
The student participates in the games (bingo, domino, etc.).



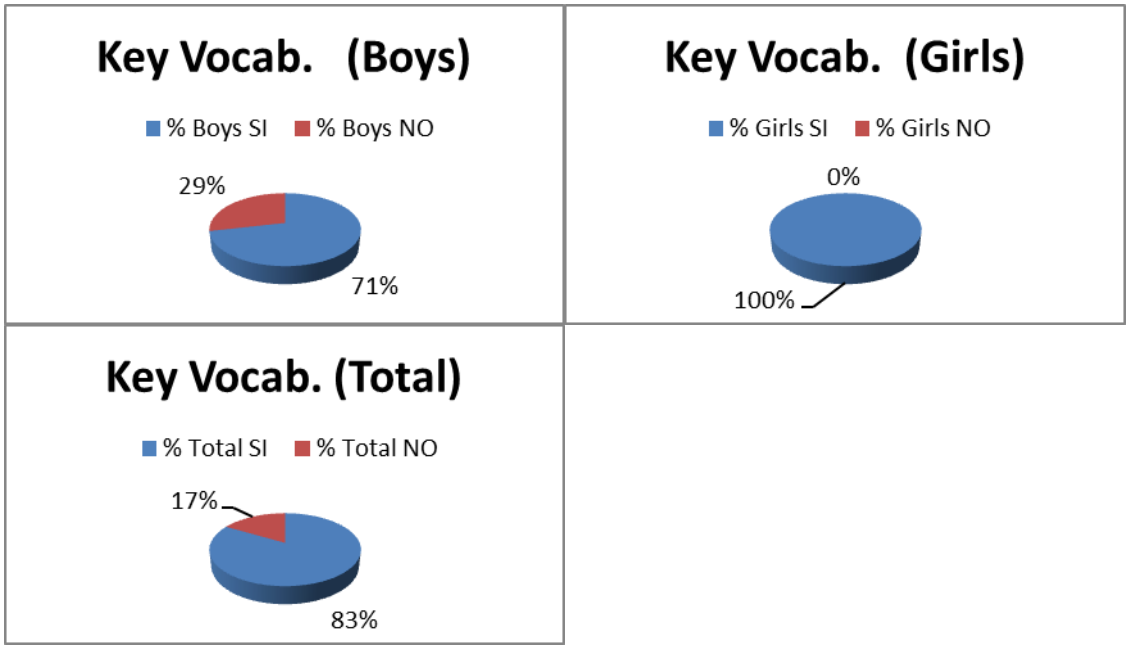
The student responds nonverbally to instructions.



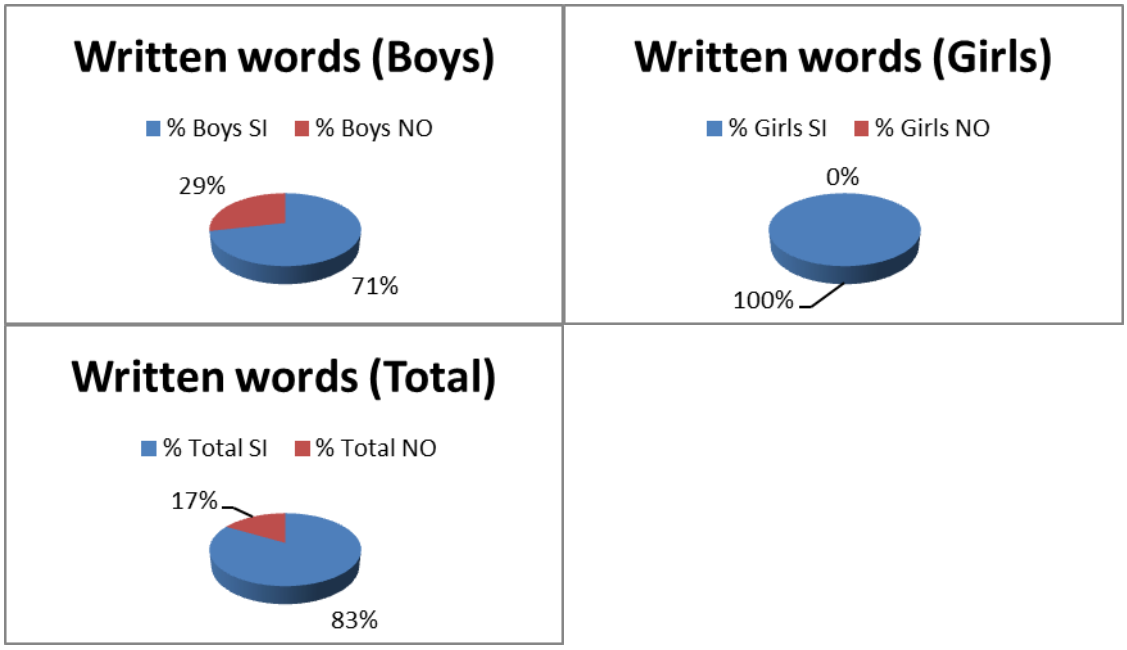
The student responds verbally to instructions.



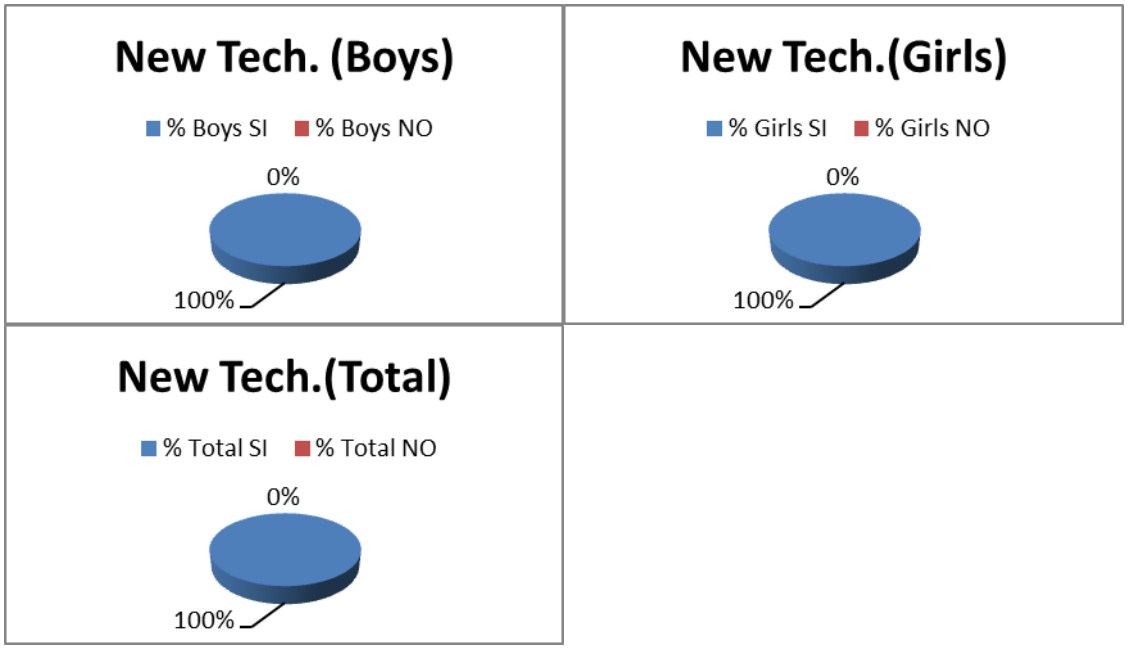
The student recognizes the key vocabulary worked in relation to the topics of the traditions and starts naming it in English.



The student recognizes written words that he learned in the classroom.

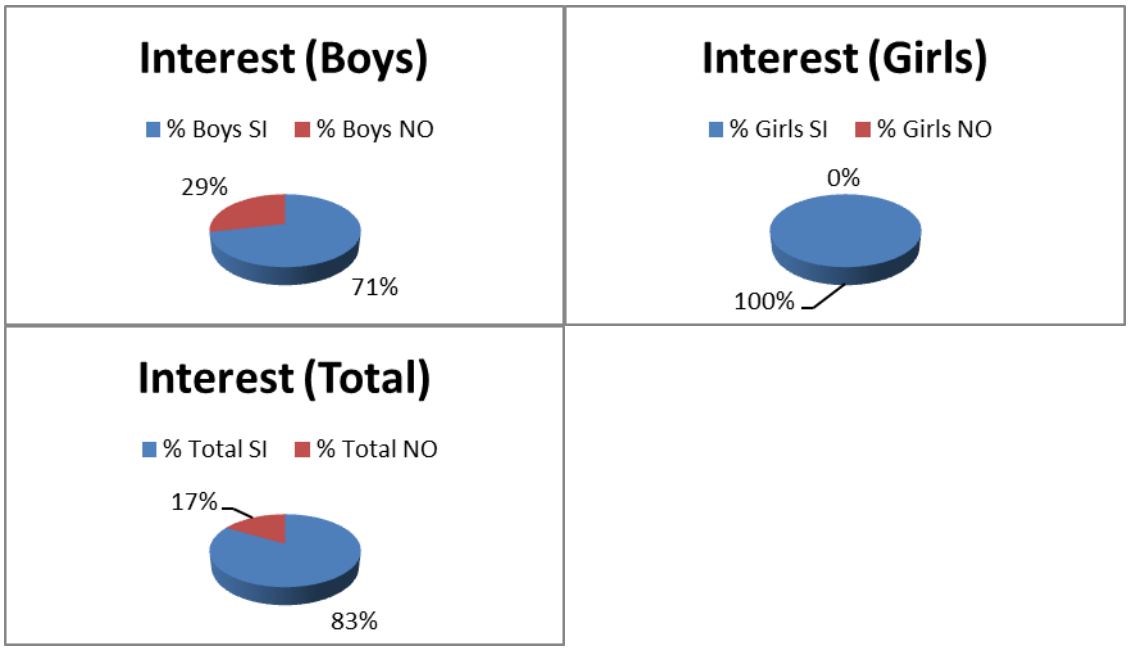


The student uses New Technologies as a tool of learning and enjoyment.

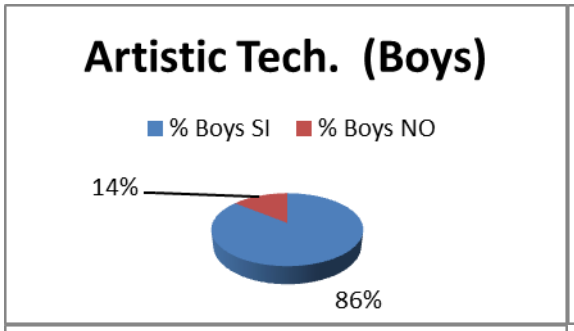


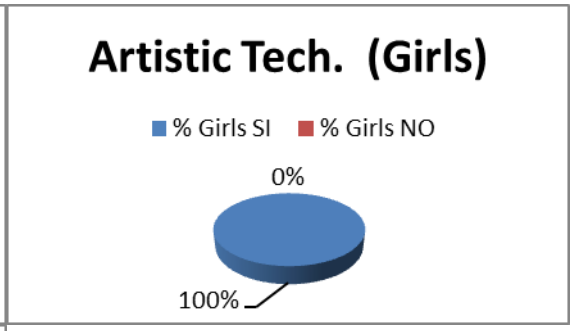
2.7.1.2 GENERAL ATTITUDES

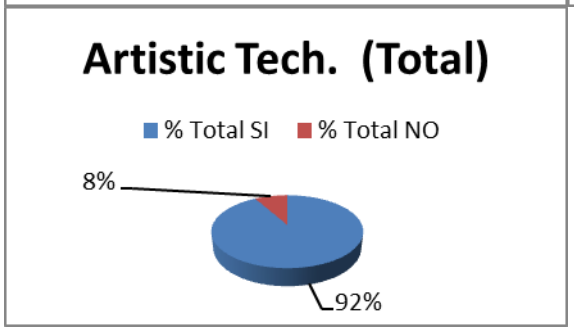
The student recognizes the progress and shows interest in acquiring new knowledge regarding the topic of study.



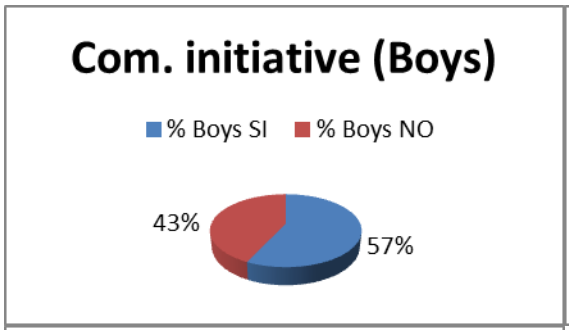
The student shows attitudes of personal effort in the performance of activities using different artistic techniques (color, cut, paste, collage, etc.).

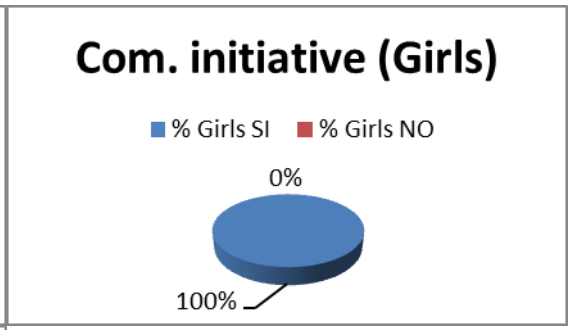


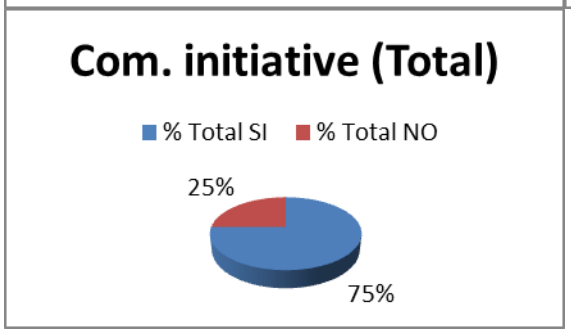




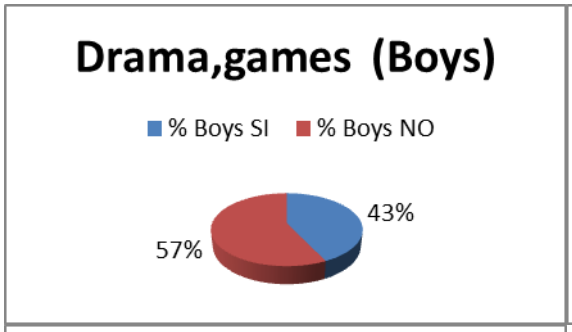
The student engages on its own initiative in situations of mass communication, using simple phrases.

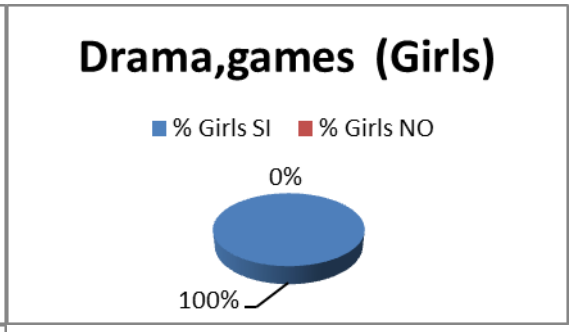


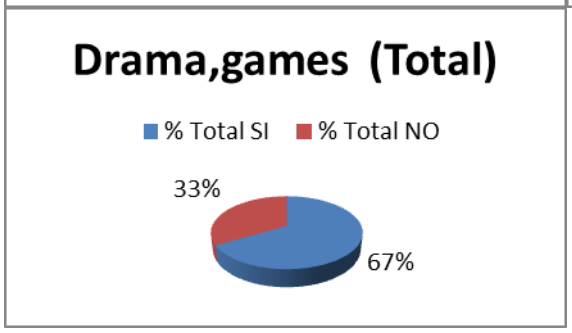




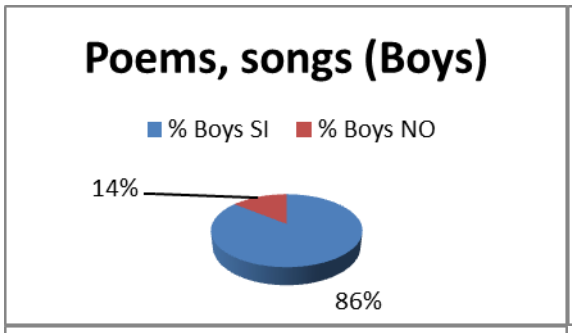
The student participates actively in dramatizations and games, using simple words and phrases.

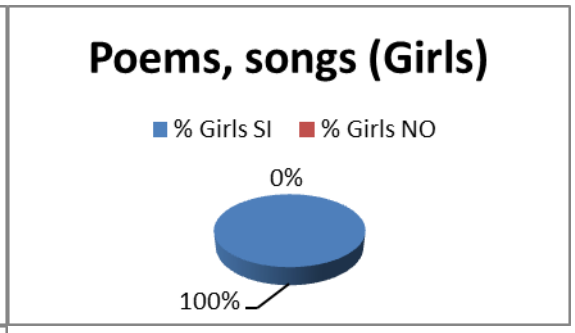


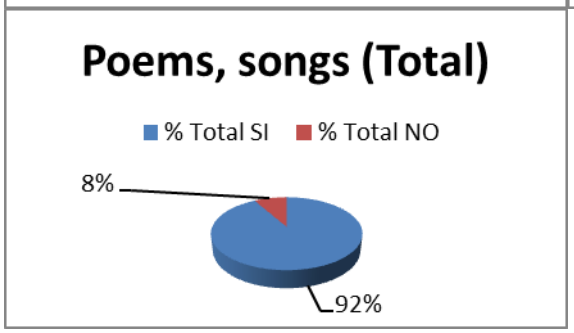




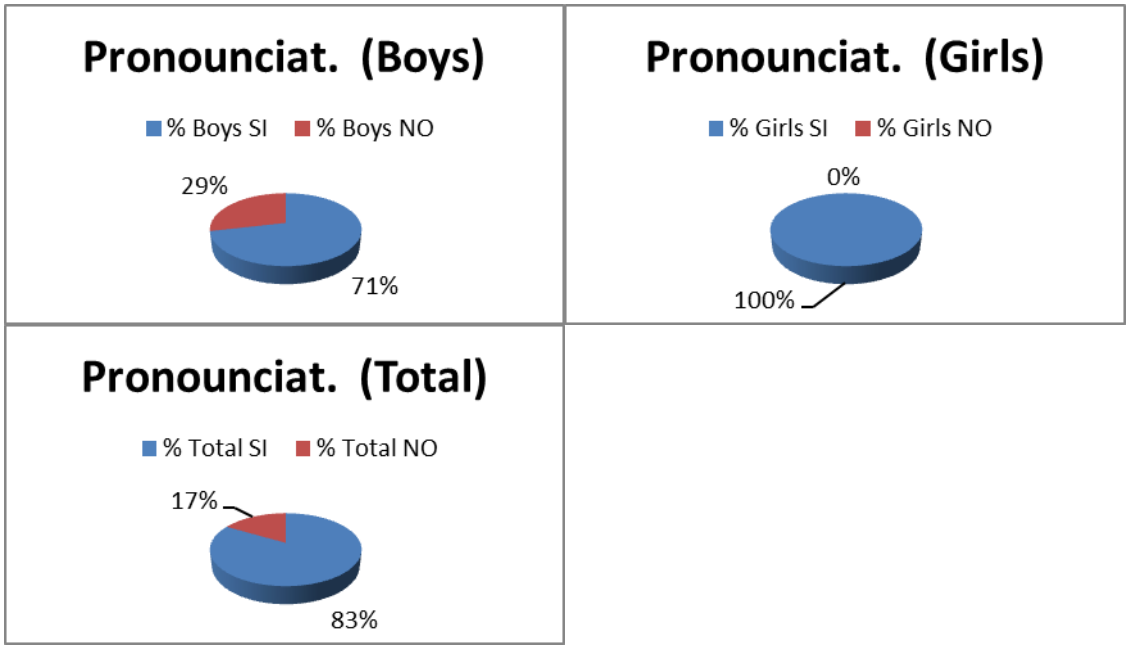
The student interprets poems, songs and rhymes.



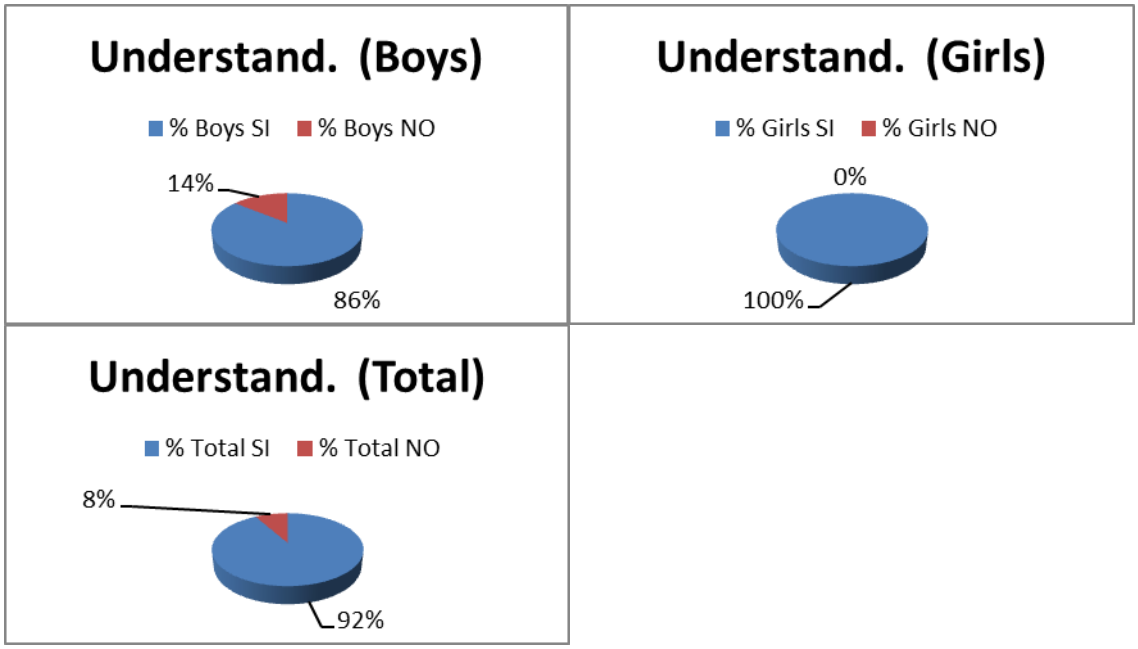




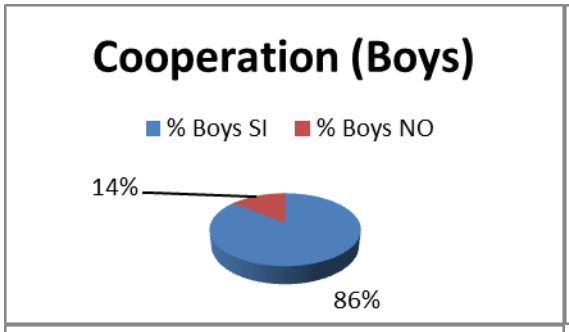
The student pronounces correctly his sentences according to the communicative situation.

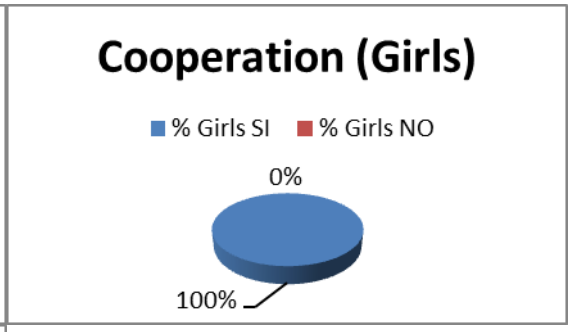


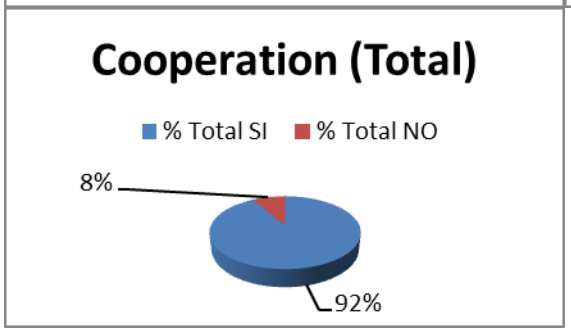
The student understands the essential information in short simple conversations in which he participates.



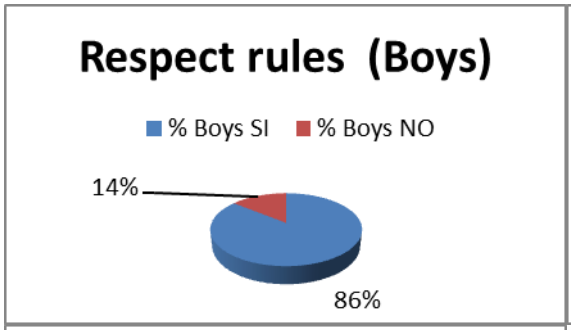
The student cooperates with the classmates in the classroom and participates in conversations.

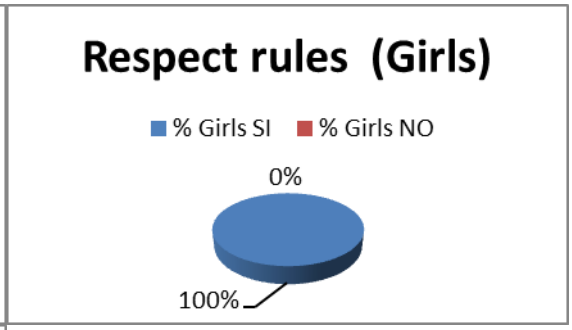


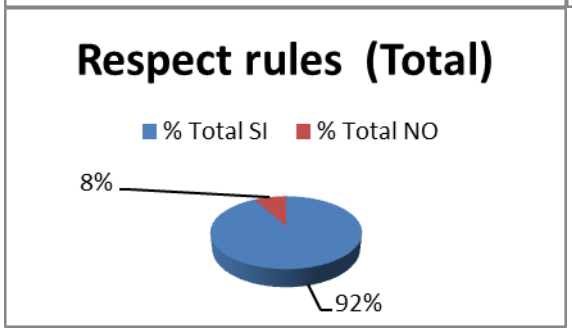




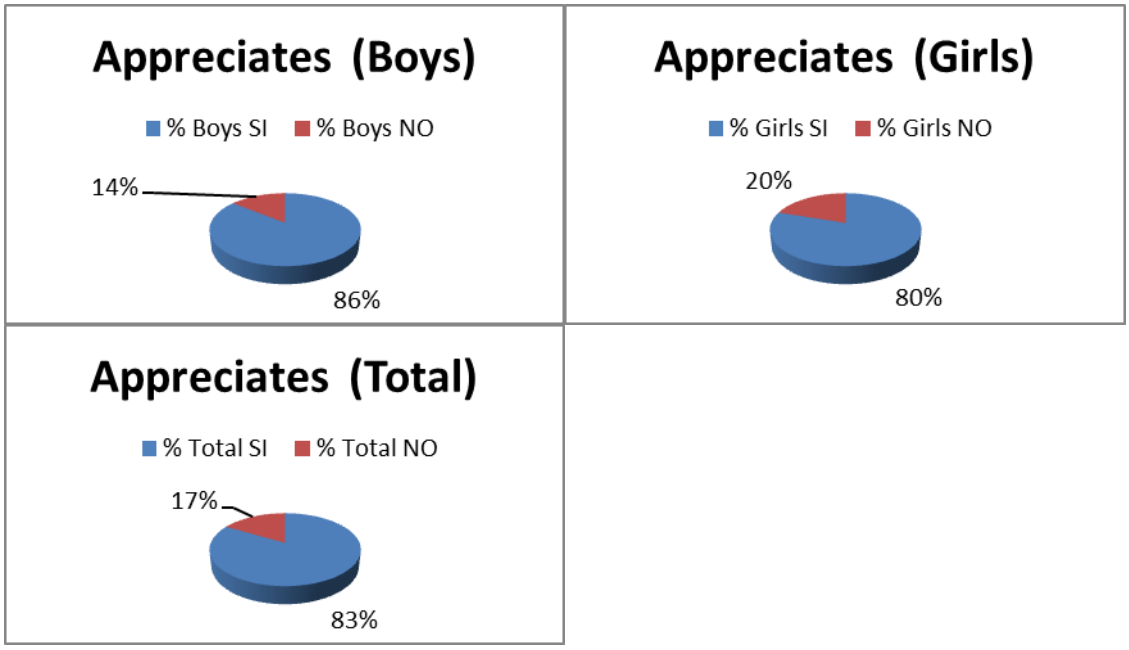
The student respects the rules of speaking time and other basic rules of linguistic exchange.



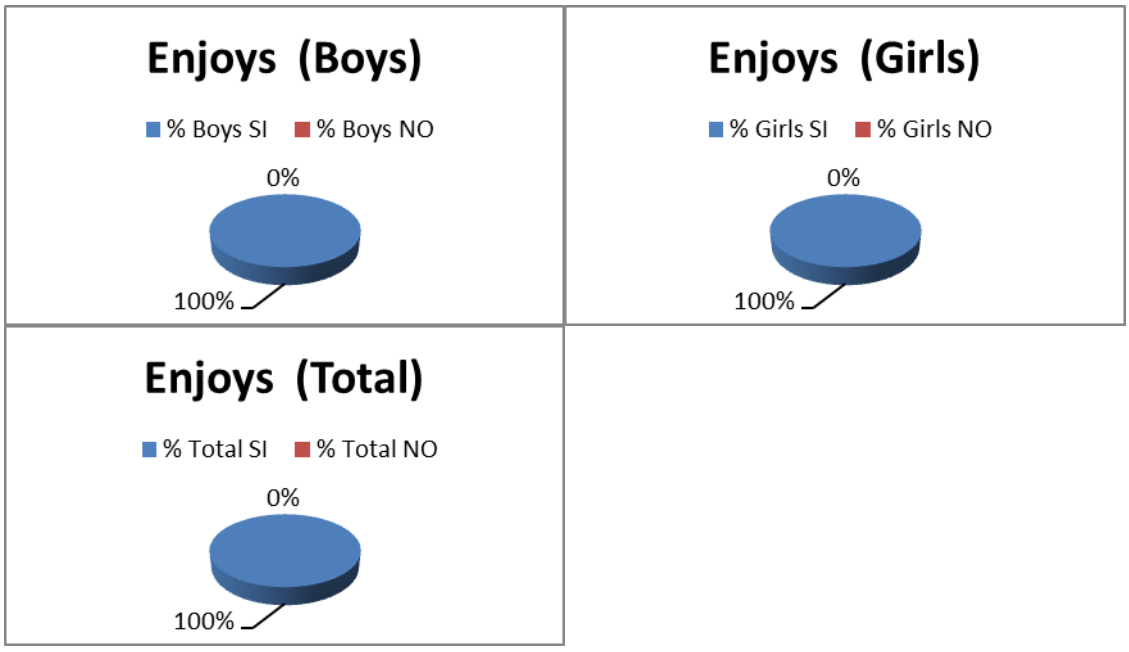




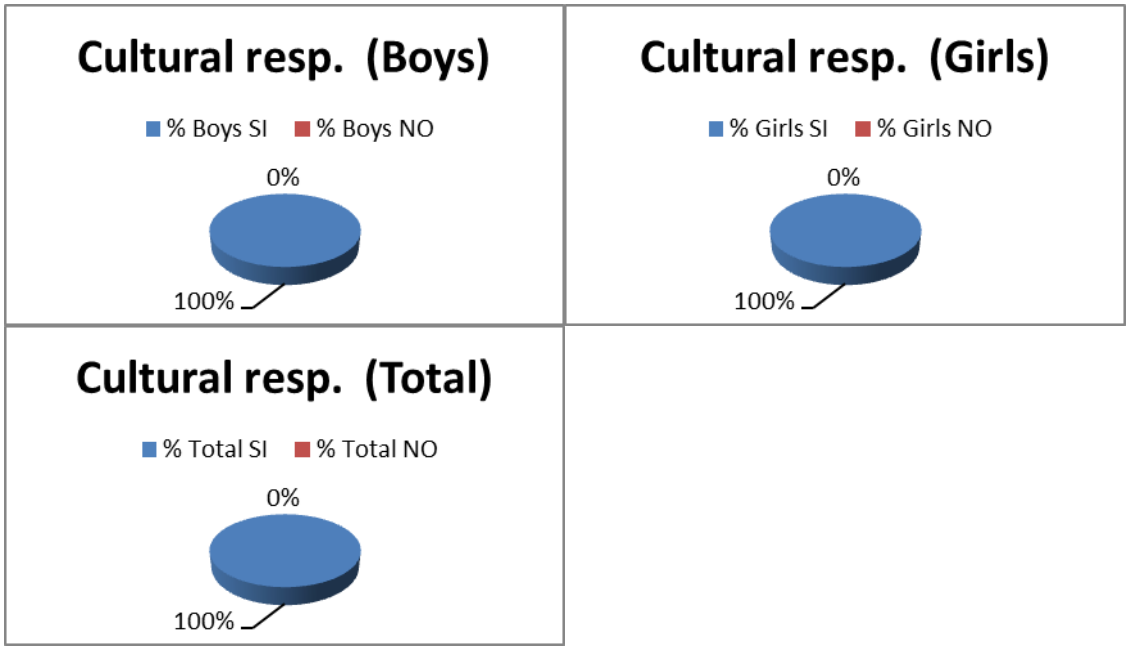
The student appreciates and respects his own artistically productions and those of the others.



The student enjoys with artistically productions.



The student values and respects different cultural manifestations.



3 CONCLUSION

From a personal perspective, I believe that the design of this work has allowed me to relate the practical period with the Master´s final project and even to expand skills, due to the need to review different theories to support the proposal.

Indeed, the readings on the topic of study that demands its realisation, have helped me to review some knowledge and to use the necessary skills to apply them properly in the development of the proposal, and finally, to reflect on the importance of the relation between theory and practice to promote the use of English through arts at early ages.

This didactical project attempts to provide an insight on how to implement an Arts and Crafts project to promote the learning of a second language (English) at early ages, when cognitive conditions, according to several psychological theories, are the best for learning languages. To do that, it is very important to make it natural, by placing the student in a real context where he can learn several socio-cultural traditions and put language into practice.

For all the reasons previously outlined, I believe that this type of project is very useful in infant education classrooms, as it allows students to explore new horizons and perspectives within their expressive and creative possibilities, while they are also using a second language in a real and natural context.

To finish, I would say that the project´s learning process involved both: the teacher and the students and families, improving family-school relations and creating situations of joint reflection on our experiences, allowing us to walk together towards educational improvement.

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