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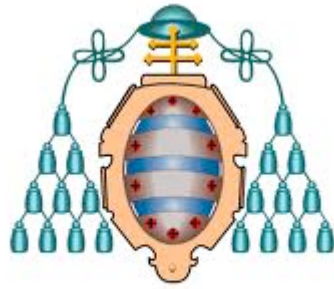
Trabajo Fin del Máster en Enseñanza Integrada de Lengua Inglesa
y Contenidos: Educación Infantil y Primaria

**Are Synthetic Phonics and Cooperative learning suitable methodologies
for CLIL teaching? A classroom experience**

Autor: Enrique Quirós Nieto.

Tutoras: María Luisa Díez Arroyo
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1. Introduction

The present study analyzes the benefits of two approaches when implementing CLIL in the first cycle of Primary.

The starting point of my Master Thesis are the difficulties of children students (4 to 6 year olds) who belong to La Salle school in Asturias, in reading comprehension, vocabulary, structure and speaking with linguistic and phonetic aspects as the main problems I have found.

The two methodologies that I will be studying and that I use every day in my daily teaching practice are Synthetic Phonics and Cooperative learning. Therefore, I find it highly recommendable to theoretically introduce them first, trying to go deeper and conclude with all the improvements, difficulties and motivations I have experienced.

When I started teaching two years ago, I found several things that, in my opinion, I considered should be improved. On the one hand, the level of English that the pupils had was far from my expectations after some years training. On the other hand, the areas where children showed most problems were pronunciation, fluency and reading skills. I'm currently teaching English as a second language from Nursery to Primary 6 and I am in charge of teaching PE, Art and Science through the CLIL approach.

At the very beginning of the master thesis a handful of questions came to mind. One of them was how I can improve the students' performance in those conflictive areas and, on the other hand, how I could make it easier for children to follow lessons through the CLIL medium.

These are related to the main objectives of the Master's Thesis listed below:

- To find resources that make children follow a CLIL class in Primary, more easily and with due fluency in L2.
- To know whether Synthetic Phonics helps consolidate reading and writing skills in CLIL.
- To investigate to which extent CL should have an influence or not when learning or planning CLIL classes.

After explaining the theoretical part and the CLIL methodology I daily use in my Science and PE classrooms, Synthetic Phonics and Cooperative learning are introduced as the main methodologies that ease students the difficulties of CLIL and support the objectives I had formulated. Thirdly, I have carried out a personal investigation with information collected from a personal testing practice done with my students in my current school. Finally, I conclude with a final review of the above mentioned objectives, to make sure that they have been all dealt with and achieved.

1.1 Justification

In order to carry out this investigation I found it indispensable to start from the principal characteristics of the three approaches studied, Content and language integrated learning, Synthetic Phonics and Cooperative learning, as well as different theories that support them.

The reason why I have chosen this topic for my Master Thesis are 4 to 6 year olds' difficulties in reading comprehension, speaking and writing skills when facing a CLIL class. I strongly believe in the effectiveness of the two approaches studied, Cooperative learning and Phonics, I will later focus on, when trying to solve all the difficulties children are facing with the implementation of bilingual subjects in Spain, Asturias such as Science, Art or PE.

Thus, Jean Piaget and Lev Vygotsky's theories stressed the central role of social interaction in learning. Knowledge is social, constructed from cooperative efforts to learn, understand and solve problems (Johnson and Holiubec, 1999). Concerning phonics in particular, Denton, Antony and Parker (2004) maintain that second language learners who receive phonics instruction as part of a comprehensive reading programme usually develop stronger foundational reading skills which ease deeply the understanding of CLIL classes.

Moreover, other countries are paying attention to the benefits of phonics teaching. It is not just in the UK that the focus on teaching reading and the use of

phonics has received government support. In the USA the National Reading Panel¹ provided a meta-analysis of research into the teaching of reading and conclude that systematic phonics instruction proved to be universally effective, it should be implemented as part of literacy programs to teach beginning reading, as well as to prevent and ease reading difficulties (The Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2000: 2-89)

2 Theoretical background: CLIL

CLIL seeks to support second language learning while favoring first language development and its essence in integration of the language and the content (Mehisto, 2008: 11). It is a new methodology created in 1994 after a lot of effort from the UE. *“It is often defined as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. This means that in class there are two aims, one related to the subject and one linked to the language. This is why CLIL is defined as a dual focus approach”.* (Marsh, 2000: 6)

These are the principles of CLIL according to Marsh, Coyle and Hood (2010:42):

1. Content matter is not only about acquiring knowledge or skills, it is about developing their own knowledge and skills.
2. Content is related to learning and thinking (cognition). This thinking process needs to be analyzed for their linguistic demands.
3. Interaction in the learning context is essential for learning.
4. Intercultural awareness is fundamental in CLIL. When learners develop communication (language and thinking) for cultural understanding they are building an intercultural awareness. *“This is defined as the skill to act as a mediator between the mother tongue culture and the other”* (Council of Europe, 1995: 9)

¹ It was a National Panel with the stated aim of assessing the effectiveness of different approaches used to teach children to read.

It is seen as a “flexible system which responds to a very wide range of situational and contextual demands” (Coyle, 2005: 23). In my opinion, this can be an advantage in terms of 4-to-6-year-old children who are young learners of the English language.

It is efficient as it integrates language and content into the broad curriculum which can be especially interesting in bilingual contexts, where two languages already need to be accommodated (Muñoz and Nussbaum, 1997; Muñoz, 2003); it also increases motivation and interest levels (Grabe and Stoller, 1997; Pavesi *et al*, 2001) by diversifying methods and forms of classroom teaching and learning. As they mentioned, CLIL is motivating for children handling aspects such as code switching or scaffolding because they do need help with all the new vocabulary they are supposed to learn in bilingual contexts. Children learn the topic that must be studied at the same time they are learning a second language unconsciously. This is the principal positive aspect I consider in CLIL.

On the other hand, CLIL, as it stands, still has to face obstacles to be implemented. First, this educational practice requires language teachers who are trained not only in the subject area, but also in how to exploit content-based materials for language. Furthermore, subject teachers may be unwilling to take on the responsibility of teaching through a foreign language, as competence in the target language is a necessity (Zarobe, 2008: 62). For example, a Physical Education teacher should learn a wide range of contents such as static and dynamic balance, flexibility, speed..., vocabulary about the materials used in the class, organization, and variations because there can be students with some special needs and everything must be totally and carefully planned in order to teach them. It means achieving a certain competence in L2 that teachers could not have in order to teach the contents through the medium of a second language.

At this moment, I really ask myself a question that teachers who do not have any knowledge about CLIL possibly have. Nowadays children need CLIL because of the

increasing need to improve communicative skills in Science, Art, I.C.T or PE... in an international global society where the “globish”² language is English.

2.1 Advantages

Implementing CLIL in a school has a set of advantages (Coyle, Hood and Marsh, 2010: 15). They can be divided into linguistic, cultural and pedagogical. In order to be more precise, many experts like Coyle or Marsh divide CLIL advantages in three categories:

- Linguistic: Focus on meaning, more exposure time for children, work with real situations and materials and use the language to learn. My students feel that real situations are the most motivating part of the class because they can apply every piece of knowledge into practice.
- Cultural: CLIL gets to know other cultures and the concept of otherness. In my opinion culture is everywhere. Newspapers, magazines, songs...in conclusion, real materials that students will find in their future life.
- Pedagogical: CLIL fosters motivation and cognitive engagement, so that students think in a second language. (Coyle, 2005: 15). My pupils focus on the subject contents and they really communicate their ideas and doubts in L2 unconsciously.

CLIL offers greater access to different cultures and job opportunities. For children and also for the teacher CLIL is time-saving. Children can acquire knowledge in two languages, swapping from one to another. If you are learning another language you have got a critical eye onto your mother tongue, I mean, learning a second language allows students a better understanding of the grammatical rules of their native language in a way that others who are not learning a second language cannot envisage.

² The term itself is a combination of “global” and “English”. It is a simplified, yet standard version of English, based on a core vocabulary of 1500 words.

CLIL is an active methodology, opposite to other less dynamic methodologies such as drill learning. It is very keen on working with authentic materials and realia (*“real objects, not copies or representations from a particular culture designed for use in real-life situations”*, Berwald 1987: 3) so that children can experience them. Teachers must follow a continuous training in new technologies, languages and so on because CLIL means working with whiteboards, Power Points, webpages...and these aspects imply a skillful teacher in new technologies. They must also follow a continuous coordination with other teachers. For example I am the teacher in charge of teaching Science in primary but I weekly need a meeting with other teachers so that I can deal with organization much better. Children are really motivated when learning L2 and the content of a subject at the same time.

2.2 Disadvantages

Despite of the advantages could overcome the disadvantages found in CLIL, I am going to mention the most frequent ones I have experienced in my classes.

Language confusions: *“If keeping one language seems hard enough, children often feel confused between two languages”*(Shannon Bradford, 2012). It is logic that L1 can cover L2 up. For instance, the liquid /s/ in Spanish is an epenthetic vowel (usually /e/) and this is transferred to the L2. Coyle, Hood and Marsh (2010) state that implementing CLIL means achieving proficient students in a foreign language and on the other hand, students with a lack of knowledge in the L1. Students learn vocabulary in L2 but they do not really know the L1 vocabulary. In addition, the teacher must create materials in two languages. It implies a lot of coordination and effort and it is very difficult to introduce if the level of students in the target language is low. From my experience, students with a low level in L2 have lots of problems when understanding the contents of the area because they do not know these contents in L1. They are always trying to translate every word, breaking the flow of communication constantly. The learning process is slower and children do not feel confident and comfortable with L2.

2.3 Role of the teacher

CLIL experts like Puffer, Nikula and Smit (2010) agree that the teacher must require a set of attitudes in order to put this approach into practice and solve all the disadvantages that can turn up. He/she must be skillful with new technologies and a fluent speaker of the target language. Teachers must know the target culture, otherwise it would be impossible to teach CLIL. Furthermore, the teacher must be a specialist in a field, for example in Science or Maths, because the vocabulary is quite complex. The teacher must be confident when swapping from one language to another too.

Nowadays, the standard training for CLIL teachers is a degree in Primary Education and a B2 level in English according to the Common European Framework of Reference (CEFR). For example, as an English primary teacher a B2 level of English is recognised de facto. The equivalent level is upper intermediate or vantage. According to the CEFR the descriptors that a teacher is supposed to achieve are:

- *(They) Can understand the main ideas of a complex text on both concrete and abstract topics.*
- *(They) Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers.*
- *(They) Can produce clear, detailed texts on a wide range of subjects.*

Related to the new technologies a CLIL teacher is supposed to manage, during the degree, I had the opportunity to study a single subject. The contents I could learn were really simple and focused on theory. I studied what the mass media were, how to evaluate an advertisement and how to make a Webquest. The only possible tool I am applying in my daily classes is the Webquest. I did not study how to use a whiteboard, how to teach students the risks of Internet surfing, how to create proficient Power Points, useful webpages...

In addition, as I have mentioned, CLIL teachers must visit an English speaking country. This is because culture is really important because of the increasingly global

relationships of culture, people and economic activity. Language is a cultural bond, the curriculum of Primary Education refers to socio-cultural awareness and the possibility to teach values such as respect for the others. Communication refers to the students using the target language to communicate their thoughts, opinions, attitudes and discoveries related to lesson content. If you want to profit from all the benefits I mentioned and put them into practice you need to keep in touch with the culture through the intermediation of an exchange programme.

In conclusion, I strongly believe that teachers need to be trained in aspects that the degree is not currently providing. New technologies, culture, CLIL aspects such as scaffolding, translanguaging, realia, dealing with mistakes, etc.

Facing both advantages and disadvantages, teachers need to know the easiest and the most successful way to implement CLIL and transform everything into benefits for the real protagonists of the learning process, children, so they should also be good planners using the best teaching-learning strategies at hand. Before planning the CLIL lesson, as Navés y Muñoz (2000) state, teachers must know their **level** of L2, their level of content knowledge, and their requirements. If the whole school is using CLIL, teamwork should be considered. Sharing materials, ideas, how to exploit a particular lesson...But also, teachers should focus on general comprehension by doing short questions, jigsaw³, jumble task⁴ ...A successful CLIL lesson should combine elements of the following (Coyle, Hood and Marsh, 2010: 41)

1. **Content**→ *Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.*

2. **Communication**→ *Using language to learn whilst learning to use language. Increase Students Talking Time (STT), and reducing Teachers Talking Time (TTT).*

³ Jigsaw: Cooperative technique that promotes a better learning and improves students' motivation.

⁴ Jumble task: Cooperative technique that works on language structure.

3. **Cognition** → *Developing thinking skills that link concept formation (abstract and concrete), understanding and language.*

4. **Culture** → *Exposure to alternative perspectives and shared understandings, which deeper awareness of otherness and self.*

Culture is a key element. It is the glue that binds a group of people together. It is everywhere, in grammar exercises, audiovisual resources, songs, stories, rhythms...etc.

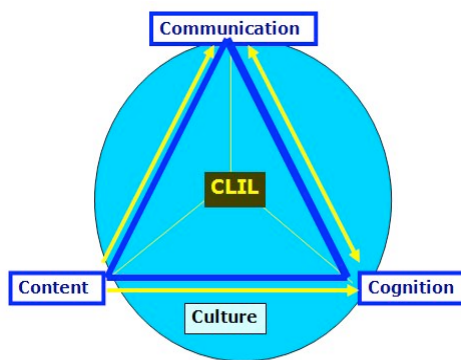


Figure1- Coyle, Hood and Marsh (2010: 41)

We should not forget that in lessons taught in a second language, we should follow the usual scheme that advises teachers to combine all language skills (listening, reading, speaking and writing) in each session, if possible. Therefore, a CLIL lesson must follow a four-stage framework (Dalton, Nikula, Smith, 2010)

1. **Processing the text** → Texts accompanied by illustrations, structural markers perfectly seen in the picture below.

2. **Identification and organisation of knowledge** → Different types of diagrams are useful to facilitate learning.

3. **Language identification** → As learners should be using complex and simple language it is a good idea for the teacher to highlight useful language and categorise it according to its function. Also, to facilitate strategies in order to rephrase knowledge in their own words.

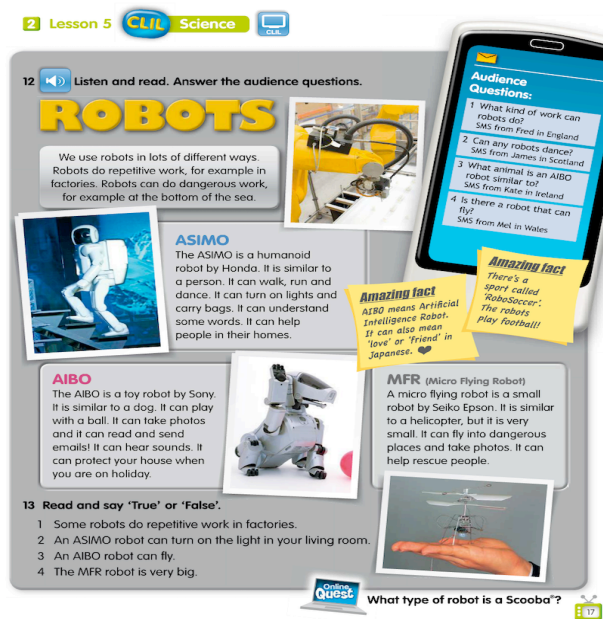


Figure 2 -Quest Macmillan Book (2013: 21)

According to the four-stage framework illustration help children understand the content studied. Useful language is highlighted in small chunks that really catch children attention. As we can see on the right top part of the picture, real language and culture are shown.

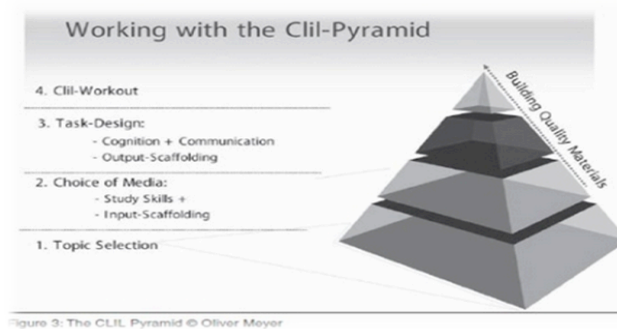


Figure 3- The CLIL Pyramid, Oliver Meyer

Challenges for the teacher in order to make CLIL succeed: overcoming disadvantages (Coyle, Hood and Marsh 2010).

Rephrasing does not mean translating everything during the class. It means checking understanding of students constantly, as a feedback of the teaching and learning process. In my opinion this is really useful not only in CLIL but also in English

teaching. To achieve this, teachers should be careful with the type of CLIL they will apply in their classes, be it soft, medium or high (Teaching English, 2010).

I always try to choose a type of CLIL that can really connect with students. Firstly teachers must learn about their students' particular features, difficulties and strengths so that the type of CLIL ease them the understanding of the subject area and also adapt the CLIL planning to the students' needs. Translingualism or code switching (*"It is the switch from one language to another that takes place and is clearly recognized by all involved"* Marsh, 2003: 9) are really important factors that a CLIL teacher must take into account since students play the starring role in the learning process while teachers should work as helpers or facilitators. A relaxed atmosphere, after Krashen's affective filter hypothesis (Krashen, 2005) must be supported as well.

It is always very easy to understand or study theory related to CLIL or bilingualism. The most complex thing is to transform theory into practice.

Here, I will make and suggest a set of activities always looking at the starting hypothesis of the Master Thesis, trying to answer the question about CLIL, Synthetic Phonics and Cooperative Learning.

Content objectives	What do I want the learners to learn and know about by the end of the class?
Language objectives	What is the main language that I need my pupils to be able to understand and/or use during the class?
Supplementary tools or materials	What visual back up and other support can I use to help me get my message across and help my learners understand the content?
Adaptation of content	What teaching strategies can I display to make the content more familiar to my pupils, in terms of language, but without compromising the content being taught, in terms of concepts and level?
Meaningful activities	What concrete, hands-on activities that are age appropriate and relevant to my pupils' context can I include?

Table 1- My own elaboration

3 The presumed Influences of Synthetic Phonics

Second language learners who are taught through phonics instruction usually develop better foundational reading skills which facilitates the understanding of CLIL classes.

Additionally, teaching word identification strategies provides an opportunity for second language learners to understand how the English language works. This is particularly helpful because of the many inconsistencies encountered when learning English.

In an English alphabetic system, the individual letter is abstract and meaningless. It must eventually be linked to equally abstract sounds called phonemes, blended together and pronounced as words, where meaning can be finally decoded.

To learn to read English properly, the child must figure out the relationship between sounds and letters. Thus, the beginning reader must learn the connections between the approximately 44 sounds of spoken English and the 26 letters of the alphabet.

Also G. Reid Lyon's⁵ research states that children, when they start connecting symbols and sounds, must understand that words can be segmented into individual sounds and these can be represented by printed forms, at the same time this understanding of written spellings representing the phonemes we speak is essential for a development of solid foundational reading skills.

Using Scaffolding in phonemic awareness in Kindergarten

According to Ukrainetz (2006) early literacy instruction, including phonemic awareness instruction among other components, such as reading aloud literature and encouraging children's writing, can make reading accessible at an earlier age to more children.

⁵ G. Reid Lyon is the director of the Child Development and Behaviour Branch within the National Institute of Child Health and Human Development (NICHD).

“Scaffolding” as Vygotsky (1998) state is the intentional, strategic help or support that teachers provide that allows children to perform a task they could not accomplish with enough autonomy. To scaffold appropriately, teachers determine the amount of help or information needed for each child to respond correctly to the task. For instance, crossing hands mean to change word order.

In my experience as a teacher, I have found that some children need *intense scaffolding* but when less support is needed I use *moderate scaffolding*.

Level of support	Information provided	Examples
Intense	Isolate and exaggerate phoneme in isolation and in the word, point to mouth and tell children to look, say the correct response, elicit response from child.	“What is the first sound in <i>snake</i> , /s/s/s/s/? Watch my mouth, /m/m/m/m/ilk. The first sound is /s/.
Moderate	Isolate phoneme and exaggerate, point to mouth and tell children to look, exaggerate phoneme in word.	“What is the first sound in <i>snake</i> ? /s/s/s/
Minimal	Emphasize first phoneme in the word	“What is the first sound in <i>snake</i> ?”
None	Ask the question	“What is the first sound in <i>snake</i> ?”

Table 2. Types of scaffolding. Scaffolding Phonemic Awareness for Beginning Phoneme Isolation (Ukrainetz, 2009: 601)

Level of support	Information provided	Examples
Intense	Slowly isolate each phoneme in the word while raising a finger for each phoneme.	“The word is <i>pan</i> . Count the sounds. /p/. [one finger up] /a/. [raise second finger] /n/. [raise third finger] Yes, /p/ /a/ /n/. How many sounds? Yes; three sounds. /p/ /a/ /n/.”

Moderate	Get mouth ready to say the first phoneme, but pause for children to say it, raise finger, then slowly say the middle and end phonemes and raise fingers.	“The word is <i>pan</i> . You say the sounds this time/p/, but do not make the sound aloud; raise finger] /a/ [raise finger], /n/ [raise finger]. Yes, /p/ /a/ /n/. How many sounds?”
Minimal	Get the mouth ready to say each phoneme. Raise finger for each phoneme. Say aloud only the middle sounds	“The word is <i>pan</i> . Get your fists ready. say the sound /p/; raise finger] /a/ [raise second finger], [mouth /n/; raise third finger]. Yes, /p/ /a/ /n/. How many sounds?”
None	Ask the question	“What are the sounds in <i>pan</i> ?”

Table 3. Scaffolding Phonemic Awareness for Segmenting Phonemes (Ukrainetz, 2009: 601)

3.1 Jolly Phonics

Nowadays, teachers have in the market a very useful approach called Jolly Phonics which is taken as a foundation for reading and writing with children 3 to 6 years old.

Traditional ways of teaching a foreign language included memorization of vocabulary lists, decontextualized grammar rules, huge focus on reading and writing minimizing the importance of listening and speaking, little participation in the L2 and little interaction with the classmates. That is why I have chosen Jolly Phonics, because I think that it is very important to introduce new methodologies when teaching a foreign language that allow children to learn the second language in a comprehensive way following Krashen (2005).

Modern methods such as CLIL focus their efforts on achieving a L2 classroom where the pupils are not frightened to speak in a language different from their mother tongue and are aware of their mistakes. Furthermore, the student is the centre of the lesson and they learn in a relaxed environment with activities adapted to their level or highly above (Krashen, 2005) and related to other areas of knowledge.

In this sense Jolly Phonics is a literacy teaching method with a student-centered approach base, developed by the teachers Lloyd and Wernham when they needed to teach the language to a group of students with difficulties in reading and using the whole language. It is a multi-sensory method that allows children to learn by seeing, hearing and feeling; using the different activities and resources specifically prepared for this learning method (children will work watching videos, singing songs and identifying the letters by touching the textures included in the books). Learning actively through participation will enhance the students' motivation and will reinforce what they have learnt making it comprehensive, enabling the children to use the learning in other areas of their lives.



Figure 4 -Jolly Phonics catalogue (2015: 1-2)

Jolly learning has been designed for the first levels of Infant education, introducing children in the foreign language as soon as they start school. The method is structured in three stages, coinciding with the three years of nursery school.

In *Jolly Phonics* the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups. Some sounds are spelt through two letters, such as *ee* and *or*. These are called digraphs. Teachers must take into account that *oo* and *th* can each make two different sounds (u or u: and ð or θ as in *book* and *moon*, that and *three*. To distinguish between the two sounds, these digraphs are represented in two forms. This is shown below.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

(Jolliffe, Waugh and Cars, 2012: 166)

Each sound has an action that helps children remember the letters that represent it for example licking a lollipop in /l/ or flying a kite in /k/. I do start at the very beginning of the course. As a child progresses I usually point to the letters and see how quickly they can do the action and say the sound. One letter sound can be taught each day. As a child becomes more confident, the actions are no longer necessary. That occurs at the beginning of the third term when children have learnt and reviewed every letter sound.

In accordance with the method, I do not use a linear alphabetical order for either letter or sound introduction in my classes. The first group (*s, a, t, i, p, n*) has been chosen because they make more simple three-letter words than any other six letters. The letters *b* and *d* are introduced in different groups to avoid confusion. (Lloyd and Wernham, 2012: 2).

From isolated sounds children start to combine them. Blending is the process of saying the individual sounds in a word and then running through them together to make the word. For instance sounding out /*h-æ-t*/and pronouncing *hat*. It is a technique every child will need to learn, and it improves with practice. To start with, teachers should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must not be said quickly to hear the word. It is easier if the first sound is said slightly louder. (Lloyd and Wernham, 2012: 3)

Some words in English have an irregular spelling and cannot be read by blending, such as *said*, *was* and *one*. Unfortunately, many of these are common words. The irregular parts have to be remembered. These are called the 'tricky words'.

Jolly Phonics methodology has got a lot of advantages I am going to describe. These advantages are also from my experience of having taught with this methodology for three years, with different children and in different ways.

The main advantage is the practical way of the foreign language in the classroom, L2 is used not only in order to learn sounds and letters, it is also used to give instructions and to communicate in every moment (routines), making children get used to the language sooner and improving their listening and oral skills in L2.

Jolly Phonics is based on songs, cartoons, games and stories which are perfect to create a relaxing atmosphere, following Krashen's affective filter hypothesis (1985), as they will learn easily in this way. Participating in these funny activities is going to motivate them and give them the wish of keep on working, as they will not see the lessons as real work. Colourful illustrations and authentic materials or realia will also help to reach this.



Figure 5-Jolly Phonics catalogue (2015:13)

Jolly Phonics implies an advance in knowledge, contents are developed in a progressive way and following scaffolding principles children are not taught a particular content if they do not master the previous one (Ausubel, 1985).

There is an advantage for the teacher as well; this is a complete method already prepared and ready to go, so it is less time-consuming than other methodologies that require the teacher to prepare all the materials.

As I have mentioned before, Jolly Phonics is full of songs, videos and entertaining activities. It also includes a “coding” which makes learning easier; children are not asked to remember any structure, they just have to identify colours and immediately they will associate them with different grammar contents. Therefore, they do not have to learn things by heart, which usually turns contents in a decontextualized knowledge that they do not understand after all.

It is known that kids with supportive parents which participate in school activities and that help them with homework are more successful and achieve better results than the others with no support. Parents are part of the teaching and learning process and they do really help their children to develop routines and help them in a coordinate way with teachers in order to follow a continuous communication. That is why Jolly Phonics looks for parental support, giving them the tools to help their children, in order to keep practicing at home and improving the learning.

As we can read in the article included in the *Journal of the Simplified Spelling Society (The Jolly Phonics story, 2000: 16-18)* since the very beginning of Jolly Phonics' method the schools and teachers that were willing to use it agreed in its effectiveness and they pointed out the improvement in children and the simplicity of using it.

Obviously, I have found several disadvantages teachers should take into account in order to overcome them as soon as possible.

The most important disadvantage that I have found is that, despite it was created in the early 90s, there is still very little information known by primary teachers in Asturias about this method. Despite Jolly Phonics is a part of many formative courses for teachers, sometimes it is included in the methodological proposal of a school and teachers do not know what to do with all the materials they have because it implies not only a course but also the teacher's own work and training. They are not aware of the potential of the materials they have in their hands; so they end up

teaching ordinary lessons and just using the Jolly materials very seldom (Jolliffe, Waugh and Cars, 2012: 165)

This is a method developed for children in nursery, so Primary teachers that find it useful and helpful and want to put it into practice in higher levels do not have a section prepared for it. Actually, the principal challenge is that CLIL teachers do not teach English as a first language and Jolly Phonics has been created for that purpose. It would be a good idea to adapt the materials increasing the difficulty of the tasks in order to apply Jolly Learning in Primary levels. This is going to be dealt with later in the chapter on my personal contribution.

The lack of ICT activities may not be a great disadvantage in certain cases (nursery to P6). In modern methodologies Information and Communication Technologies cannot be put aside, taking into account that we are referring to very young children, and watching videos is an activity they can carry out with enough autonomy. But we should be aware that we are working with the e-generation, and it would not be wrong to introduce more contents with computers or digital whiteboards.

Now, after explaining what Jolly Phonics means, how it is structured and its possible relationship with the teaching-learning process in L2, I will introduce Cooperative learning as a useful approach to follow in both Infant and Primary and even in Secondary, where children work together in groups to accomplish shared goals (Johnson and Holubec, 1998).

4. Influences of Cooperative learning

Why cooperative learning in a CLIL class? As schools move closer to the goal of providing education for all children within inclusive classrooms and schools, increasing the amount of attention and energy are being devoted to developing pedagogical approaches that are appropriate in heterogeneous classrooms (Cohen, Brody and Sheving, 2012: 24).

Over the last ten years, cooperative learning has become accepted as one of the “best” practices in education. It encourages mutual respect and learning among students with varying talents and abilities, languages, racial and ethnic backgrounds (Marr, 1997:7). I strongly believe that students need to learn and work in environments where their individual strengths are recognized and individual needs are addressed.

The traditional classroom has got three basic characteristics: individuality, homogeneous and passivity (Laboratorio de Investigación educativa, 2-3). As regards individuality, each student is responsible for what he/she learns in class. Also, the only possibility to share opinions among students is in the break and it is seen as a sign of distraction. On the other hand, intelligence is seen as a quantitative, uniform and individual characteristic. Students are always seen as passive listeners and they do not control their own learning. The information presented in books is more relevant than the one students could discover by themselves. Therefore, lessons always follow the same pattern: lecturing first, then memorization, finally exams

On the other hand, the cooperative class was born out of the combination of Vygotsky’s sociocultural theory, Piaget’s genetic theory, the Johnson brothers’ positive sociocultural theory, Ausubel’s Significant Learning and Gardner’s Multiple Intelligence Theory (Alharbi, 2008: 26).

The Multiple Intelligence Theory by Howard Gardner

As my school has chosen the Multiple Intelligence Theory as the starting point of programming every subject I will introduce it connecting it with Cooperative Learning.

Gardner (1983) believes that children can grasp knowledge in eight different ways. Intelligence is an ability and teachers must educate it taking into account all the diversity provided by those eight intelligence categories. On this topic of the eight intelligences, Gardner(2006:24) writes *“It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems we gaze in the real World”*

Based on descriptions by Gardner (2005) state the existence of eight intelligences:

Linguistic intelligence	It is considered one of the most important ones for the age of children I refer to. It is the capacity of using the words effectively whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantic or meanings of language and the pragmatic dimensions
Logical-mathematical	The capacity to use numbers effectively. This intelligence includes sensitivity of logical patterns and relationships, statements or propositions, functions and other related abstractions which are not important because they are not developed by the age of children I refer to.
Spatial	The ability to perceive the visual-spatial word accurately and to perform transformations upon those perceptions. This intelligence involves sensitivity to colours, line, shape, form, space and the relationship that exist between these elements.
Bodily kinesthetic	Expertise in using one's whole body to express ideas and feelings and facility of using one's hands to produce or transform things. This intelligence specific physical skills such as coordination, balance, dexterity, strength and speed.
Musical	The capacity of perceive and discriminate, transform and express musical forms. This intelligence includes sensitivity o the rhythm, pitch or melody and timbre or colour of a musical piece. It is all very connected to Jolly Phonics and the way phonemes are presented.
Interpersonal	The ability to perceive and make distinctions in the moods, intentions, motivations and feelings of other people. It is very connected with cooperative learning and working in groups discussing ideas and sharing opinions in class.
Intrapersonal	Self-knowledge and the ability to act adaptively on the basis of that knowledge.
Naturalist	Expertise in the recognition and classification of the numerous species, the flora and fauna of an individual environment. It is really connected to CLIL in subjects such as Science.

Table 4- Gardner (2005)

5. Personal contributions: Cooperative learning, Phonics and CLIL

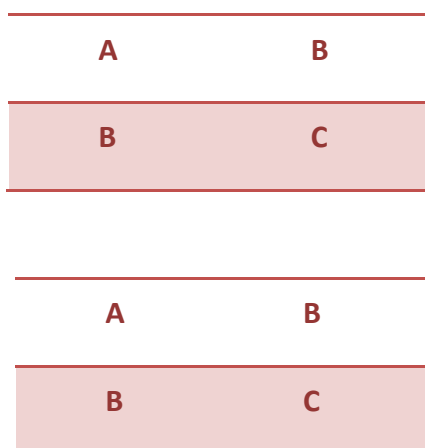
CLIL is the methodology recommended to promote bilingualism in schools and taking into account that nowadays children have lots of problems when facing a CLIL class, I will show in this last section of the master's thesis how I have been able to overcome some of the problems arising from the CLIL application.

Investigation

2013/2014 has been the first year that my school implemented cooperative learning and phonics. It is a semi-private school with almost three hundred students from Nursery to Secondary 4. CLIL is only taught in Primary and Nursery and English teachers are the ones in charge of their preparation as regards bilingual subjects.

Nursery classes have got two hours of English a week where phonics is taught ten minutes each day. They are also starting to work in groups through cooperative techniques that I will present later on.

Children are organized in groups of four. In every group you can find a child (A) who is capable of helping and ready for it. There is another child (C) who needs help and support. Finally, there are two more children (B) in a intermediate foreground.



In this final part, I will present a comparative view between children who received plural approaches and another class I taught who did not. I will also comment the main difficulties I found and how I could overcome them.

First of all, the implementation of the above mentioned model has resulted in a relevant consequence: all teachers in the school, me included, have changed our minds as to the complete teaching-learning process. As I mentioned before, we need to forget the traditional classes where silence was important and errors or mistakes must immediately be corrected and they were seen as a sign of failure. We started very slowly, from Nursery to Secondary, in order to ease students the change.

We have thought that cooperative learning is one of the most suitable approaches to overcome the CLIL difficulties because students with different intelligences and opinions have to use the language as a vehicle of communication to agree with each other in order to carry out a certain task.

Every student in the group has a role. One of them is the secretary who writes the difficulties or achievements of the group (B); another student is the problem-solver who helps the group to solve conflicts (D); another one is the coordinator who presents the task to the rest of the groups once the it is completed (A) and finally the fourth member of the group, is the silence controller who checks that every member of the group is working on the task (C).

Roles	Purpose
Coordinator	To manage the lesson. To know what and how to do the task. He/she talks in the name of the group.
Secretary	To check that everyone is working in the group.
Silence controller	To control the volume tone in the group.
Problem- solver	To stand for a classmate's role. To help.

Table 5- My own elaboration

It is important that in every term students could change roles in order to learn every task. It is also important to change the member of the groups but only if the situation requires it. I want to make clear that teachers must not pay attention to parents' remarks because cooperative learning is supposed to be a methodology for their daily lives and helping others with some problems in a certain subject is highly enriching. Cooperative learning never has a negative impact on students' marks. As I mentioned, even if the group has problems we tend to keep the members of the

groups because they have to try to overcome all difficulties they could have in their future life job or degree. However, we are more flexible when changing the roles inside groups because we expect that children will be able to perform whichever role after their schooling.

As I mentioned in the theoretical part of the master thesis, the school decided to implement cooperative learning because of the following reasons:

As regards attention to diversity, cooperative learning allows students with different motivations and capacities to learn together and stimulate each other for learning.

Related to values development, cooperative learning helps develop ethical values such as solidarity, respect to others through intercultural awareness

In addition, the combination of the multiple intelligence theory and the basic competences enables children to express their ideas, feeling and thoughts. They can also practise dialogue and negotiation techniques in order to solve problems or just work together to reach a common answer.

Generally speaking, there are four students in the groups in cooperative learning. These groups are heterogeneous related to genre, ethnic, interests, motivations and autonomy. The staff meeting decides the best organization of the class and the careers adviser also helps and gives support if needed.

After having discussed possible strategies to help students cope with the difficulties of facing subjects taught through CLIL, the teachers involved have selected the following techniques listed below. It is also important that every teacher must put the techniques into practice even though some of them could be better used in another subject. When a teacher uses a certain strategy, she/he must write it down in a paper list that is used later in coordination meetings. Students change roles during the techniques. It does not matter who starts the activity or finish it although teachers follow a previously planned order.

Share reading: One member of the group reads a paragraph. The classmate who is next to him/her has to summarize the paragraph using his/her own words. The other two classmates check or correct the summary of the second student.

This technique facilitates that students read a text that is completely new for them like the ones they will have in CLIL classes. Pronunciation is not corrected but fluency is. Jolly Phonics takes here a very important role when trying to segment the sounds and read words.

1-2-4: The teacher asks a question for the group and facilitates each member of the group a template with three squares; one for the first situation, another for the second one and the last for the third one. See the example below:

What is important for healthy living?

Exercise	Exercise and rest	Exercise, rest and healthy food
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First, the group has to discuss the answer for the question and the coordinator (A) writes it. Secondly, they work in pairs and share their opinions. Finally these two have to discuss and decide only one possible answer and one of them writes it in the second square(A, B, C or D). Thirdly, the group agrees and produces the final answer. (A). This technique enhances communication among the members of the group, a key aspect in CLIL, using the English language as a vehicle of communication.

Spinning paper: The teacher gives a task to the group. For instance making a list, writing sentences, drawing the most important part...Firstly, one member of the group starts writing his/her part in the spinning paper. Meanwhile, the rest can help, motivate or correct him/her. If they find a mistake, they can correct it and pass the paper on to the next student. Then, he/she passes the paper to the next until everybody has finished. This technique works on vocabulary and grammar structures, both important aspects in CLIL. Check the example below:

I(A) like (B) strawberries (C) and (D) apples (A).

She (A)-like(B) likes(C) bananas(D).

Three minutes stop: When the teacher explains something in class and feel that students can be lost we sometimes say aloud “three minutes stop”. In this time, students think about the explanation given by the teacher and they write or plan questions or doubts that later on will be explained. This cooperative technique works on communication and fluency. The teacher stops talking reducing his/her talking time (TTT) and students use L2 as a vehicle of communication.

Pencils on the table: The teacher gives a task to students with questions or activities. The class reads question number one and each group consider the answer. When everybody in the group agrees, they take their pencil and write the answer. This cooperative technique fosters communication, problem solving activities and vocabulary.

The number: The teacher suggests an activity or task for the children. Each student has a number. When the task is finished, the teacher tosses a number at random and the student who has this particular number explains the task for the class. This technique fosters communicative skills in public. Children lose fear and start gaining confidence. Because of the age of students, it is impossible to talk everything in English but CLIL offers an opportunity to change from L1 to L2 occasionally. This is known as translingualism⁶. Furthermore, the teacher must use scaffolding strategies in order to enable students to complete the task. For instance, teaching the key vocabulary before reading, using verbal cues to prompt students’ answers or showing students an example of the expected outcome.

The mind map: When the class finishes a unit, the mind map is the most suitable activity to summarize the contents worked. In the school, from Nursery 1 to Secondary 4 students are taught to make a mind map in the same way. This, of course, helps students to study the CLIL contents easily and in a very visual way. This technique is

⁶ Translingualism is a term from Steven G. Kellman (2000) and David Schwarzer et al. (2006), who see teaching an L2 as bridge building between languages that allow one to retain a unified mind and not be cloven into two for the sake of being multilingual.

intended to foster better study skills to learn the contents meaningfully⁷ (Ausubel, 1985).

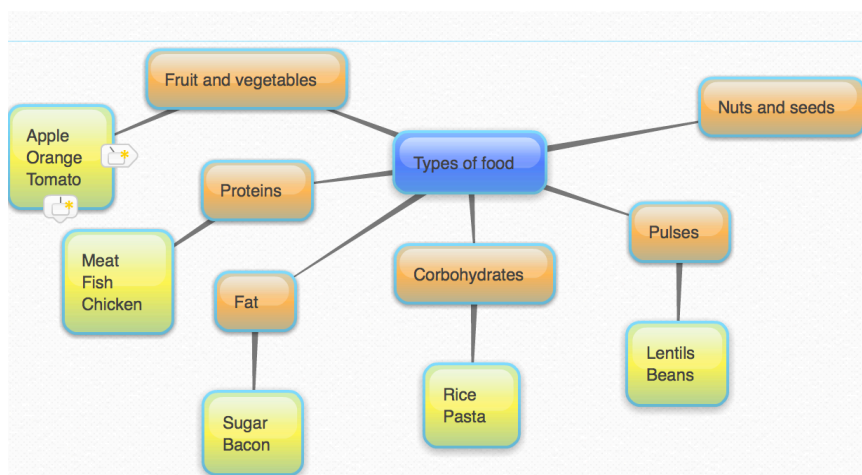


Figure 6- My own elaboration

The doubts sack: This cooperative technique is especially useful to foster interaction among, not only the members of the group, but the whole class.

Each student writes a question or doubt about the unit studied in a paper. Later, each child presents it to the rest. If someone knows how to answer, he/she has to write in his/her notebook. If not, the group gives the question to the teacher and he/she puts it in the doubts sack. Finally, in the next lesson the teacher asks to the class the question. If there are not any students who know how to answer, the teacher explains it.

This technique motivates communication, interaction and curiosity, important aspects to work and improve when talking about CLIL. Otherwise, these students will lose motivation.

Better together: In order to highlight the effectiveness of working in groups: students answer individually a question made by the teacher. After that, the groups put in common the answers. Finally, the coordinator exposes their answer to the class

⁷ Meaningful learning refers to a learning style where the new knowledge to acquire is related with previous experiences and knowledge.

and each group completes theirs. This technique emphasizes the importance of working in groups and sharing opinions to get better answers.

Jolly Phonics

Once students have improved their communicative skills and fluency in L2 so that they can face CLIL activities with enough confidence I still have to improve students' vocabulary and pronunciation.

In this field Phonics has helped me overcome every common pronunciation mistake made by children and it even helps students to learn vocabulary unconsciously.

In their first year, kindergarten students learn a phoneme each day of English. Once all 42 phonemes are learnt they start segmenting them. I always use a webpage called Starfall⁸ where students can read a book in the interactive whiteboard related to the phoneme they are learning. It is also really important that they learn a gesture that goes together with the phoneme. For instance, if I learn the phoneme /s/ it is very important to draw an S in the air with my hands, in a snake-like way at the same time we are pronouncing it. Then, children will make a connection between the gesture and the phoneme and they will remember it more easily.

As the only English teacher in Infant and Primary Education in my school I decided to divide Jolly Phonics programme in terms:

1. First evaluation: Presenting the letter sounds and complete list of 42 English sounds.
2. Second evaluation: Segmenting and blending sounds.
3. Read Consonant Vowel Consonant words with the phonemes they have been studying and learn tricky words those students faced when reading. These Tricky words are these words that are read different from the pattern.

⁸ www.starfall.com



Figure 7- Jolly Phonics

During my experience with Jolly Phonics, after learning the 42 English sounds and started to read in the interactive whiteboard, I have found some conflictive areas children usually present when learning the sounds and letters.

Plosives	/p/	Children do not aspirate in initial position and they tend to use a vowel before “sp”, mostly e.
	/b/	Simplification of final clusters.
	/d/	Children pronounce it dental and they do not show affrication before /r/.
	/t/	Children make this sound dental and they do not show any aspiration. In addition, they use a vowel, typically e before “st”.
	/k/	Children do no show any aspiration.
	/g/	Children do not make it plosive and they tend to pronounce it as an approximant.
	Fricatives	/v/
/sh/		Children always replace it by /s/ or /ch/.
/h/		Children think that this sound is pronounced voiceless.
/z/		Children pronounce it like a /s/ instead.

Liquids and nasals	/n/ /ng/ /l/	Velarizations in final position. Children tend to replace it by /n/ instead or inserting an extra /g/ after it when not followed by velar consonants. Children tend to avoid its syllabic use by inserting an extra vowel.
Glides	/j/ /w/	They find it very tricky and pronounce it like the Spanish /j/. They find very tricky to pronounce a silent /w/ in write, answer or wrong. When I initially taught them I always tried to remember that they are both phonologically like consonants but phonetically like vowels.
Post alveolar frictionless continuant	/r/	Children find difficult to pronounce properly and tend to put the tongue towards the alveolar zone.

Table 6- My own elaboration

It is true that children found easy to distinguish between the short /æ, e, ɪ, ɒ, ʊ/ the centralized /ʌ/ and the schwa /ə/ and the long vowels / a:, ɜ:, i:, ɔ:, u: /.

Children who had not been taught through Cooperative learning and Jolly Phonics in Infant 4 and 5 are now making the same mistakes showed above. However, other children who have received a phonics teaching rarely or never make these common mistakes when speaking English. In addition, children who find reading really difficult because of articulatory problems, improve their sound identification skills not only because phonics but also due to their classmates' help when working or discriminating sounds in groups or the whole class.

On the other hand, despite Phonics is a funny method for children it is still a challenge for me to catch children's attention. After attending some teaching courses both in UK and Spain and getting useful ideas from them, I have programmed some activities or games that children enjoy doing.

In order to make sound recognition meaningful and enjoyable for students I decided to create some materials and activities on my own, since I consider it very important that learners get a lot of practice with the different sounds in order to build confidence producing them in accordance to Lloyd (2012).

- Segmenting sounds: We found really useful that learners could have mini-whiteboards. In order to prevent families from spending any money we decided to laminate (cover with plastic) papers and use them as whiteboards. Children also bring their own socks to clean them. The sock was thought aimless but finally, we realized that children feel the whiteboards owners with this simple object. Furthermore, we determine a traditional game like Phonics phones. These are phones made by using plastic pipes in order to hear certain clusters like /st/, //sk/, /j/, /y/, /z/ and /v/. For Primary 1 students who are learning in their language class through dictations we have decided that Phonics dictation in the whiteboards will help them. We were right because it gave students an immediate feedback about the common mistakes they made, for instance /sh/, /th/, /oa/ and /ie/ as in pie, the, shame, goat etc.

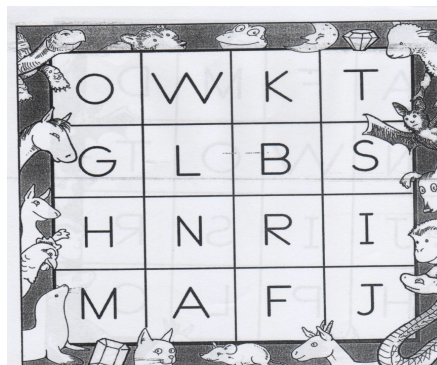


Figure 8- My own elaboration

- Sound recognition: In order for learners to enjoy Phonics we have created the phoneme dice game. Using Velcro, we stick sounds onto the dice. Learners throw the dice and say the sounds that are tricky for Spanish learners of English, /v/, /t/ /p/(plosives), /r/, /ng/, /h/ and /g/ as well as the digraphs “oo, ee, ea, ie, ou, or, oi, ir”.

In addition, we have created **the flashlight phonemes**. We turn off the light and shine one sound, generally the ones I mentioned above. Also, swatting the sound is a very enjoyable game where children hit the sound image using a fly swatter.

We believed that it would be perfect that children continue practicing Phonics in the playground and therefore we have painted hop scotches there, as we can see in picture 7. We drew the sounds on the ground using chalks and learner say the sound they jump on. This works very well with the words that do not follow the pattern we study in Phonics and children learn them by heart, for example, *some, Mr, their, be, she, he, me, said, have, like, no, go* etc.



Figure 9- Hop scotches

- Blending sounds: In order to put the sounds together and read words we have determined several activities. The clothes peg blending can be used instead of flashcards by writing the sounds on the pegs and learners put the corresponding peg over the graphemes. For instance, the teacher says PAN and learners take the pegs and put them in the corresponding grapheme. Blending snow balls is also a game where learners write sound on a piece of paper, make it into a ball and they open it and says it blending the sounds. This activity is suitable to learn the tricky words I have mentioned before.

Moreover, Phonics Boxes is a fantastic activity to teach phonemic awareness by having students listen for individual sounds and marking where they hear them in the boxes. It really helps students to understand better the alphabetic principle in decoding and spelling.

Phonics and CLIL are really connected to each other. Here is an example to illustrate this. Primary 1 students were learning animals in Science. When the teacher presented the vocabulary to them (*cat, chick, hen, dog...*) the students already knew them but not only that, they were perfectly able to read them correctly.

Furthermore, when they were learning plants and their parts, they planted their own plant and watered it during the course. In a poster, they copied the parts of their plant that have changed during the course. This vocabulary is suitable to review the Phonics content they practised in their Nursery years, for instance, *leaf, seed /ɪ:/* and *root /u: /*.

The animals unit is really appropriate to practise Phonics too. Pronouncing the */z/* in *zebra* or the */s/* in *snake* is really motivating as they see that they can use Phonics everywhere.

6. Assessment

During the implementation of Cooperative learning and Jolly Phonics, I spotted several difficulties. On the one hand, the lack of time I had for teaching Phonics in Nursery 4 and 5. Spain is still far away from the more advanced countries such as Finland or Germany in this sense, because Nursery students only have two hours a week of English as a second language. This is the only time that the specialist teacher has for practising Phonics and do whatever else he/she has included in the official course planning. Also, teachers in the school had to coordinate in order to achieve continuous progress among the subjects. It was not as time saving as we expected since we needed to meet outside school hours at the very beginning of the implementation.

On the other hand, parents disagreed when we first started implementing Cooperative learning. They thought that their children would get lower grades, that students with traditionally high marks would learn less and that their academic evolution would stop. It is hard to believe in the 21st century that people still associate working in groups sharing opinions, doubts or just a pencil with inconvenients.

In terms of self-assessment I have to say that every difficulty made me keep on training myself in the fields of pronunciation, methodology and innovation. CLIL forced me a lot into the new technologies as well as coordinating with the Primary Education tutors, a task which was not easy at the beginning. However, applying Cooperative Learning has not been that difficult for me because I strongly believe in it as the present and future basic approach in schools. Finally, in relation to Jolly Phonics, I only have nice experiences. When I was at university Phonetics was my favourite subject so when I knew about Jolly Phonics I did not hesitate to introduce it in my teaching and it has revealed to have been worthwhile.

Regarding the results of my teaching approach, I will show below these lines an example of a test having been carried out with a part of my students. The cooperative technique used in the test has been Sharing Reading. The students for this control assessment have been Primary 5 pupils who have received the two methodologies during all their primary education schooling and Primary 5 students that have not.

In the Sharing Reading technique, as I mentioned in previous pages of this Master's Thesis, a member of the group starts reading the first paragraph of the text. Another student summarizes it and the other two check or add more information to that core if needed.

The selected text has been chosen from the *Macmillan English Language Teaching* book (2013: 9). It is the CLIL part of Unit 1 related to food. I have chosen this text because students love this topic and the teacher can check easily the main reading mistakes of his/her English language learners. Furthermore, Children previous knowledge and experiences about this topic are really important to build new structures, meanings and strategies for the communicative situation they are going to face in this practice. The LOMCE⁹ curriculum states that the core idea of English learning is directed towards an effective oral communicative competence in different and significant contexts that enable students to communicate in a progressive effectiveness and correction.

⁹ The LOMCE is an amendment of the existing school reform LOE (Organic Law of Education).



Figure 10- Macmillan Book (2013: 9)

In addition, the text is suitable for learning useful new vocabulary with images that facilitates them understanding the vocabulary from the context.

<p>Group 1</p>	<p>On the one hand, children read faster and more natural. They do not have difficulties in the pronunciation of /v/ in <i>olive</i>, <i>vine</i> and <i>live</i> and they know perfectly the differences between /b/ and /v/, /h/ in <i>healthy</i>, /ee/, /z/. Group 1 students understand better the principal ideas of the text and feel more confident when speaking to the others. In addition, stress, rhythm and intonation are also better.</p> <p>On the other hand, group 1 students have already integrated the ee sound in <i>seed</i> or <i>evergreen</i> and they can understand the meaning of the word faster from the context.</p>
<p>Group 2</p>	<p>Students tend to ask questions to the teacher to check that their reading is correct. They sometimes stop if they do not know the meaning of a word because they have not learned the pronunciation pattern. While they are reading they usually make mistakes and rarely make a self-correction.</p> <p>In words such as “<i>live</i>” or “<i>olives</i>”, children tend to pronounce</p>

	<p>the sound /v/ like a /b/. In words like <i>seed</i> or <i>evergreen</i> students spend more than five second in order to read them, taking into account that the teacher never corrects mistakes while reading.</p>
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Table 7- My own elaboration

Moreover, despite mistakes are part of the teaching and learning process, group 2 children tend to feel less confident after reading the text and they usually have some understanding problems when the teacher asks some questions about the text.

For instance, with the question “*what is an evergreen tree*”, group 1 children know the word by the context, because they associate *green* and *ever* “ee” and group two students do not. Only after some more scaffolding children can realize that what they are facing is basically the popular word *green* and its pronunciation pattern.

Children usually have pronunciation difficulties such as with the sound /ð/ in words like *that* or *healthy*. Jolly Phonics learners know perfectly the two different ways to pronounce these /ð, θ/ sounds. At the same time, children tend to pronounce the final e in spelling words such as *store*, *sore* or even common words like *have*.

Another common mistake is the pronunciation of the sound /j/. Group 1 children tend to mispronounce it like the Spanish “j” even after explaining it before reading.

The results of the test shown have led me to the conclusion of this Master Thesis. I have articulated this concluding section to reflect and contain all the stages I have gone through in these pages.

7. Conclusions

As new teachers we should be aware of the different learning strategies surrounding us, in order to choose the best for our work or our way of understanding teaching. I can have different opinions on which one is the best or most effective. Most of young teachers have been trained on traditional methodologies. Teachers should focus on new techniques that avoid rote learning. Promote a student-oriented and

active-learning where the child will learn by doing taking an actively role in the class whereas the teacher will be an instructor or facilitator.

Considering the results obtained in the control group of study, I can state the following conclusions that show the benefits of using Cooperative Learning and Jolly Phonics in order to overcome the difficulties students can face in CLIL classes.

The general aim of the Master Thesis was to show a clear itinerary for teachers who want to improve their students' fluency, vocabulary, reading, writing and communicative skills, therefore enriching their students' experience of the foreign language. For these particular purposes I have chosen two approaches that, in my view, are helpful for students to reach these objectives.

Comparing all the methodologies I have used during my teaching life and the students I have taught have helped me select the two approaches described. Furthermore, taking into account the age of the students, Cooperative learning and Jolly Phonics are by far, in my opinion, the most suitable methods to prepare students for the bilingual change that Primary Education in Spain is facing.

It is obvious that children learn better when they work cooperatively in large-scale L2 input exposure environments, like those in CLIL classes. Furthermore, nowadays students tend to start reading in L2 at the age of 7 without any previous specific preparation. We know that reading and writing skills are complex to handle even in one's mother tongue and learners need a support for a suitable development.

If Cooperative learning and Jolly Phonics are not implemented in Nursery the consequences are mainly that students will always need help in CLIL classes and they will always tend to pronounce the Spanish phonemes instead of the correct English phoneme. In addition, they will find the grapheme and phoneme relationship almost insurmountable. Finally, they will have general comprehension problems.

In the same way, all activities, materials and games created render, in my opinion, Jolly Phonics into a motivating, global, hands-on and adapted to needs approach that makes students feel conscious about their own learning effort. In

addition, this methodology helps students improve reading skills which is an objective established by the curriculum.

Also, the institutional results in Spanish that students have had this course are brilliant in terms of “effective reading”¹⁰. The combination of my own testing and these results let me conclude that the benefits of Jolly Phonics can be successfully transferred also to L1.

To sum up with, I strongly believe in the effectiveness of these two approaches studied and the results guarantee it too. I really suggest other teachers here in Spain and even in other countries would train themselves and dare innovate so that students could learn more vocabulary, improve their fluency and pronunciation, learn how to work in groups and in values such as responsibility, solidarity or humility and finally passion towards what they do.

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¹⁰ It is a global innovating approach that the school has in order to assess students' reading comprehension and speed.

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9. Annexes

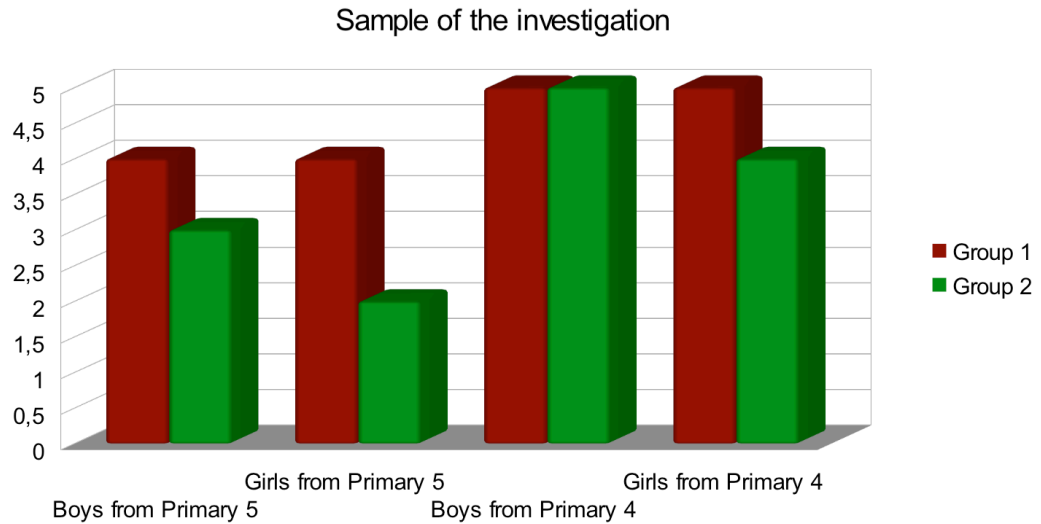


Table 8- My own elaboration

As we can appreciate in the graph, there is a balance in terms of students of each group and gender. The students chosen have got similar level of English and they are in P4 and P5. Group 1 has received Cooperative learning and Jolly Phonics and Group 2 has not.

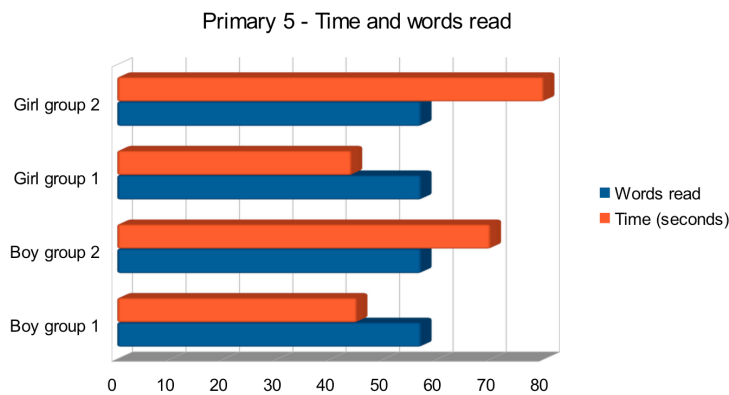


Table 9- My own elaboration

The graph compares the words read and the time students take. As we can value, group 2 students take more than a minute to read 57 words and, on the contrary, group one take 45 and 44 seconds respectively.

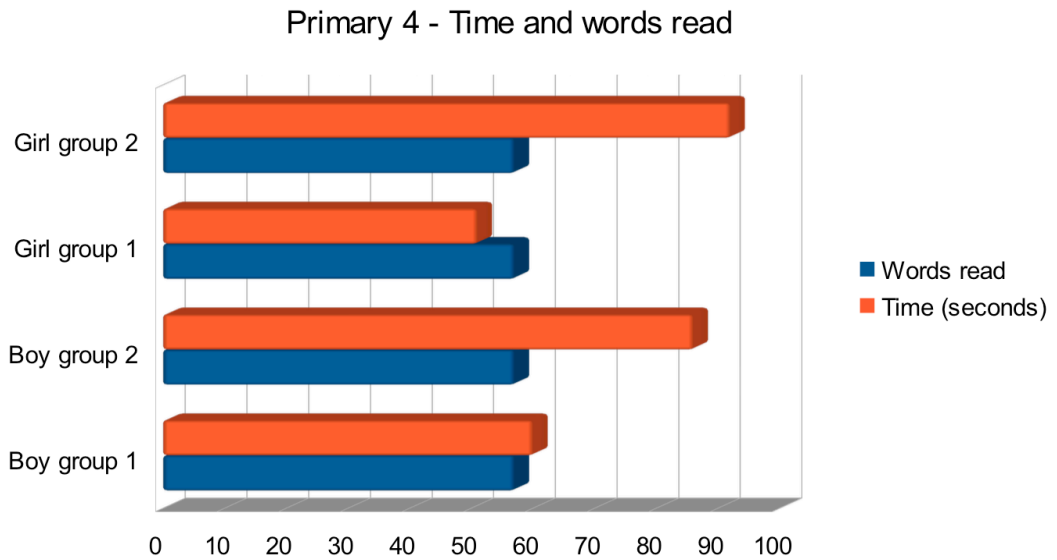


Table 10- My own elaboration

Primary 4 students have very similar results. Group 2 students take much longer than group q.

Pronunciation mistakes during reading 57 words

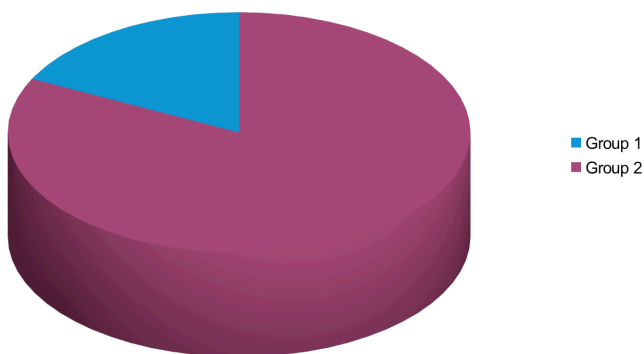


Table 11- My own elaboration

Group 1 students make seven mistakes while reading 57 words whereas group 2 students make 20.

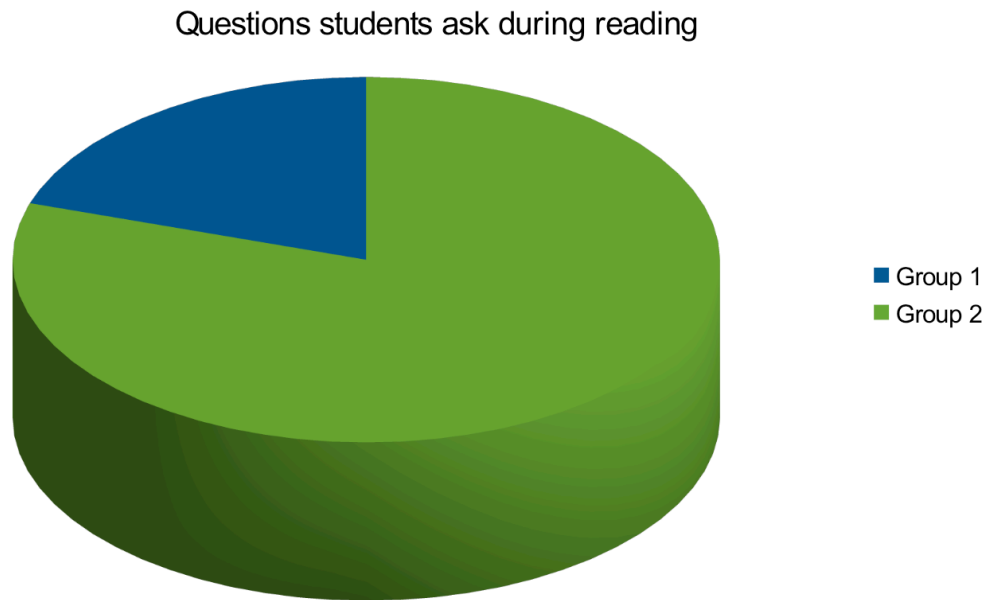


Table 12- My own elaboration

As we can appreciate in the graph, there is such a difference between the two groups. Group 1 students are more confident when reading and ask only 5 questions. On the other hand, group 2 students ask an average of 15 questions.