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Improving Pronunciation on Primary Education through CLIL Methodology: Teachers' Perception

Paula Pozo Fuentes

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Supervisor: Mireia Canals Botines

Faculty of Education, Translation and Humanities University de Vic

Central University of Catalonia

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Abstract

This research is a reflection about CLIL methodology. It is focused on the use of this methodology to improve pronunciation skills, and, more specifically, how it is perceived by teachers. The objectives of this research are to know basic pronunciation skills, to find out CLIL methodology, to be conscious of teachers' opinion about the utility of this methodology to improve children's pronunciation skills and to determine advantages and disadvantages on pronunciation using CLIL methodology. The tools used for the research are a survey and personal interviews with teachers who use this methodology. All this is focused on oral competences.

Keywords: CLIL, pronunciation, oral skills, communicative competence, primary education

Resum

Aquesta investigació és una reflexió sobre la metodologia CLIL. Es centra en l'ús d'aquesta metodologia per millorar les habilitats de pronunciació, i, més específicament, com és percebut pels/les mestres. Els objectius d'aquesta investigació són conèixer les habilitats bàsiques de pronunciació, conèixer la metodologia CLIL, ser conscients de l'opinió del professorat sobre la utilitat d'aquesta metodologia per millorar les habilitats de pronunciació dels nens i nenes i determinar els avantatges i els desavantatges de la pronunciació mitjançant la metodologia CLIL. Les eines utilitzades per la investigació són una enquesta i entrevistes personals amb professors/es que utilitzen aquesta metodologia. Tot això està centrat en les competències orals.

Paraules clau: CLIL, pronunciació, habilitats orals, competència comunicativa, educació primària

Resumen

Esta investigación es una reflexión sobre la metodología CLIL. Se centra en el uso de esta metodología para mejorar las habilidades de pronunciación, y, más específicamente, como es percibido por los/las maestros/as. Los objetivos de esta investigación son conocer las habilidades básicas de pronunciación, conocer la metodología CLIL, ser

conscientes de la opinión del profesorado sobre la utilidad de esta metodología para mejorar las habilidades de pronunciación de los niños y niñas y determinar las ventajas y las desventajas de la pronunciación mediante la metodología CLIL. Las herramientas utilizadas para la investigación son una encuesta y entrevistas personales con profesores/as que utilizan esta metodología. Todo ello está centrado en las competencias orales.

Palabras clave: CLIL, pronunciación, habilidades orales, competencia comunicativa, educación primaria

1. Introduction

Nowadays English is becoming a common language around the world. Schools are starting to give importance to this language. There are many methodologies to teach English. Second language can be taught as a foreign language (EFL) or as a language of instruction (CLIL). Muñoz and Navés (2009) affirm that “In general the target language of CLIL is English, which is the first foreign language in most schools and for most students” (p.154). EFL is based on developing language skills in a non-contextualized situation. In CLIL methodology foreign language is used to teach specific content of a subject. CLIL have both objectives, language and content. Pronunciation is a difficult communicative competence to develop. In schools, children do not have many hours of exposure to the foreign language. For this reason, it is important that the hours of exposure are as qualitative as possible. Pronunciation competence is composed of different features, that are described later (see 2.2). All these features need to be worked efficacy. Considering that it is important to use the most beneficial methodology while teaching a foreign language in schools. In Catalonia there is an increment of schools that are opting to use CLIL methodology. Some of them are using this methodology for some subjects, as science or arts. Other schools are using CLIL methodology only for some lessons or specific projects.

Several opinions about CLIL methodology will be exposed, and then they are going to be compared with the opinion of the interviewed teachers. Teachers are going to be asked to say their opinion about the outcomes using this method. They evaluate which are the benefits or inconvenient of this methodology. This research is specially focused on their opinion about the improvement of pronunciation skills using CLIL.

The main aim of this research is to demonstrate that CLIL methodology can affect positively to children's pronunciation skills, specifically, English pronunciation. Teachers' opinion is going to be the fundamental reference to discover if this methodology is useful or not to develop and improve pronunciation skills. It will help us to improve children's time of exposure to the foreign language in schools. Some authors' beliefs will be exposed in this research. Five teachers are going to be interviewed to discover the opinion of teachers who work with this methodology. Authors' and these teachers' beliefs will be compared. This research offers a broad vision on the topic that is being worked on.

2. Theoretical Framework

This research collects teachers' perception of children's pronunciation improvement using CLIL methodology. It is focused on Catalan teachers. In the following section are described some important topics to consider during the research; Catalan school context, the main pronunciation features teachers and authors discuss about, description of CLIL methodology description and some authors' beliefs.

2.1 Catalan context

Catalan is the institutional language. It is used as the language of instruction in Catalan schools. In Catalonia there are two official languages; Catalan and Spanish, and four foreign languages; English, French, Italian and German. Children must finish their compulsory education with good level of the two official languages and one of the foreign languages. All schools teach English. Some of them start earlier than others. Other schools also teach second foreign language like French, Italian or German.

Since 1983, with the approval of Law 7/1983, on the 18th of April, on Linguistic Normalization, DOGC. No. 322, (1983). Catalan became the official language to teach in schools around Catalonia. Spanish and Catalan are taught in schools. Children must reach a good communicative level in both languages. At the beginning of the 21st century, there was a big migratory movement. Because of this, many children arrived at Catalonia from around the world. Those children didn't speak Catalan language. Catalan administration created new programmes to attend all these children's linguistic needs. It was at this

moment when teaching content in English started to seem a good idea. In 2007 the Minister of Education, Ernest Maragall wanted to design and to apply a new model that allowed teaching non-language subjects in English. Maragall's government created the LEC law in 2009. Law 12/2009, of July 10, Education Law of Catalonia (LEC), DOGC. No. 5422 (2009). This law was very innovative. It was a law adapted to the new context in Catalonia. LEC law develops and specifies the education powers that Catalonia has under the Statute of Catalonia. Law certifies the objective of trilingualism with mastery of Catalan, Spanish and other languages in which students must acquire sufficient knowledge at the end of secondary education. Its objective was to convert Catalonia to a trilingual society. It was the starting point of new methodologies that want to teach English not only as a foreign language but as a communicative language to teach content. Since that moment there have been many programmes. For example, PILE, Integrated plan for foreign languages (ENS / 102/2012, of April 5). More and more schools are incorporating programs to achieve that mastering of several languages. There are schools that have been doing this for years and others that are just starting to teach subjects in English. It is an upward trend.

Nowadays the linguistic model in Catalonia pretends to prepare their students to be competent to live in an intercultural and plurilingual society. Globalization demands us to adapt to the new world model and to help children to understand and become part of it. One of the most important things to achieve this is to prepare them to communicate with other people who speak different languages and to understand this complex new world model. The Catalan educational linguistic model is based on the fact that everybody needs to develop enough linguistic competences to be able to communicate through the two official languages and one of the foreign languages. Studying different languages is beneficial to develop communicative competences.

2.2 Pronunciation and its features

Pronunciation

Dalton and Seidlhofer (1994) claim that pronunciation is the result of “the production of significant sound in two senses. First, sound is significant because is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve a meaning in context of use” (p. 3). They affirm that pronunciation is the sounds of the

language and other factors that can affect communication. All this is relevant to understand the meaning of a sentence. It is related with pronunciation segmental and suprasegmental features. They say that pronunciation is not only to produce. Pronunciation is also a good perception of the sound, the stress, the intonation, and so on.

Pronunciation features

Pronunciation has two main groups of features; segmental and suprasegmental. On one hand, according to Fox (2002), segmental features are the vowels, consonants and their attributions. Therefore, segmental features are the sounds of the language. Each sound is a unit. These sounds are combined to form words and sentences. Some of them are longer than others. Fox (2002) claims that segmental features “are responsible for distinguish words from one other” (p.2). Depending on how these sounds are bonded the meaning of a word change. On another hand, suprasegmental features are the key to understand context and meaning of the sentences. Mary (2011) states that the main suprasegmental or prosodic features are intonation, stress and rhythm. She defines intonation as “the ensemble of pitch variations in the course of an utterance” (p.2). Intonation is the rising and falling of the voice while speaking. She says that stress “is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence” (p.3). Stress specifies which syllable is stronger than the others. Thanks to this it is possible to “distinguish the stressed syllable from the unstressed syllable” (p.3). It is useful to highlight or remark some information in a sentence. Mary (2011) considers that “rhythm corresponds to the ensemble speech sound duration” (p.4). Rhythm establishes the pauses that form a sentence.

2.3 CLIL methodology

CLIL (Content and Language Integrated Learning) is a methodology that consists on using a foreign language as the language of instruction during a lesson. It gives them the importunity to reflect and interact on their own learning using a foreign language. Dale and Tanner (2012) claim “meaningful interaction is also important in CLIL” (p.12). Therefore, CLIL promotes children’s interaction. They can create new learning together and have a better understanding. CLIL helps to develop cognitive abilities to improve knowledge and language. In addition, using this methodology new knowledge is introduced in contextualized way. Coyle, Hood and Marsh (2010) said that this

methodology is not a way to teach. It is the result of mixing content and language. It is focused on both things, specific content and communicative language competences. Ruiz de Zarobe and Lasagabaster (2010) says the main aim of this methodology is to develop communicative competences in a foreign language, for example, oral competence. Dalton-Puffer, Nikula and Smit (2010) claim that CLIL “can be described as an educational approach where subjects such as geography or biology are taught through the medium of a foreign language” (p.1). They want to differentiate CLIL from other bilingual education. They defend that using CLIL a foreign language is used as a language of instruction. With this methodology the language of instruction is not the second language of the country, the language used needs to be a foreign language. Another important topic they discuss about is the content of the lesson. Working with this methodology children learn content of a specific subject. Therefore, the foreign language has its own subject. Foreign language content is separate from, for example, science lessons. In this case, language during science lesson is a foreign one, but in this lesson, there aren't specific activities to learn language. Foreign language became the way of instruction for the specific content. They also specify that during CLIL lessons language mistakes shouldn't be penalized.

Johnson and Swain (1997) say that there are specific characteristics that establish the difference between CLIL methodology from other methodologies used to teach a language. Language of instruction while using this methodology is a foreign language. CLIL methodology allows bilingualism. There is more time of exposure to the foreign language. The other languages of the curriculum are taught. Non-language subjects are taught through a foreign language. The teacher needs to be bilingual or to have a high level of the foreign language for a good development of it. Children acquire a very good level of L1 and foreign language. Dalton-Puffer (2019) claims that “The primary motivation for using CLIL is the desire to improve language skills by broadening the scope of traditional foreign language teaching, while at the same time achieving the same level of specialist knowledge as would be attained if the lesson were taught in the students' first language.” (p.1). She remarks the importance of achieving the same level of the non-language subjects as children would do in their first language. In this case the challenge is to improve language abilities and to be specialists of the specific content of the subject.

According to Muñoz and Navés (2009) CLIL methodology has some weaknesses. They discuss that “in some situations teachers voice their concern about the lack of adequate and systematic training as well as the lack of resources; they also express their fear of linguistic and methodological challenges that CLIL represents” (p.164). Teachers could be worried about their preparation to develop this methodology. Muñoz and Navés (2009) also claim that “to foster multilingualism while at the same time preserving and promoting minority languages” (p.164) may be a challenge. In addition, according to Muñoz and Navés (2009), some teachers feel that they are not prepared enough to face these challenges. They need to teach a foreign language without damaging the other languages.

2.4. Pronunciation improvement using CLIL methodology

Interaction is needed during the learning process of a language. As Krashen claimed (1981), “Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding” (p. 1). He thinks that acquisition requires meaningful interaction in the target language. Dale and Tanner (2012) also remarks that CLIL is effective for learning foreign languages because it “provides meaningful interaction about both the content needed for language acquisition and the language needed for the subject development” (p.12). They also say that it is needed that students are interested in the content of the subjects. Foreign language must be the medium of instruction of these lessons. It gives importance to children’s motivation during the lessons. Krashen’s theory is related to CLIL methodology because Krashen (1981) talked about learning English in a real context. Dale and Tanner (2012) state that “relating activities in the classroom to real life helps learners to transfer the personal meanings they have from one language to the other” (p.12). Thus, they affirm CLIL is useful because it allows children to learn in a real and natural context. Using CLIL methodology children learn new vocabulary related to different subjects. They will enrich their vocabulary. Teaching English using traditional methodologies children do not learn specific vocabulary. Children could pronounce in a proper way more quantity and diverse words.

Dalton-Puffer (2007) says that some language features could be positively affected using CLIL methodology. Therefore, it can be beneficial to improve English learning features. But these features are not studied individually, they are improved by studying other

subjects. She affirms that creativity, fluency, morphology, and so on, are ones of these. Children in this way can focus on the content of the subject. On one hand, it can reduce anxiety while learning language. Children can be frustrated and nervous in relation with the language learning process. Learning language while learning content reduces the pressure. Children are concentrated on learning the content of the subject. They learn language skills without realizing that they are learning it. Children make their own productions and develop their language skills. On the other hand, children can feel more comfortable. As they know the language is not being evaluated, they feel free to participate. They do not see language as a challenge, but to communicate and they are not afraid of making a mistake. This methodology is an opportunity to see foreign language as something positive. Thanks to this, children feel more comfortable. Children lose their fear of being mistaken and they start doing more oral productions. They do more oral productions. As a result, they practise and improve their oral abilities.

Ruiz de Zarobe and Lasagabaster (2010) expose a research they did in 2008. This research was focused on comparing oral and written competences of 89 students. They were divided into 3 groups. The first group only made 3 hours of non-CLIL English lessons per week. The second group did 3 hours of non-CLIL English lessons per week, and later they started teaching using CLIL methodology. The third group made 3 hours of CLIL English lessons per week. There were five categories analysed. These categories were pronunciation, vocabulary, grammar, fluency and content. In all the categories children who had better results were those who studied with CLIL methodology. According to this study CLIL methodology is useful to improve children's pronunciation. In relation to communicative skills, the results show that receptive skills had better results than productive skills. Relating with oral and writing communicative competences, the research establishes that children have a better oral than written communicative competence. The research concludes that CLIL methodology is more effective at language learning. Dalton-Puffer (2011) also did a research about the effectiveness of CLIL methodology. The research concludes that CLIL has positive effects related to the oral production. The other communicative competences are positively affected using CLIL methodology, but oral production is the most benefited one.

3. Methodology and tools

The practical research consists on research teachers' opinion about the effects on the pronunciation of children using the CLIL methodology. The objective is to discover if this methodology is useful or not to develop pronunciation skills. The research is going to be focused on 6th grade of Primary Education. The survey and the interviews are going to be used for the practical research. The objective of these instruments is to have a global idea of teachers' perception of CLIL methodology.

On one hand, the survey is focused on having a quantitative result. Using it, we can have an idea of the quantitative opinion of Catalan teachers. In this survey, teachers are asked to give a mark of different items depending on the usefulness of CLIL methodology. They have to write a 10 if it is very useful and they need to give a 1 if it is not useful. For example, one of the questions is: "do you think it is useful to develop suprasegmental aspects of the English language?". In this case, teachers must give a mark (from 1 to 10) depending on the utility of CLIL methodology to develop suprasegmental aspects. In some questions, they should answer writing what they think about this methodology, but they should give a quantitative view of CLIL.

On the other hand, personal interviews are more focused on finding out the qualitative teachers' opinion. Interviews are used to be able to talk about concrete experiences and to let teachers expose what they think about the outcomes using CLIL methodology. It is a way to go inside the schools that are starting to work with CLIL. They will give us a real view of CLIL experiences and the results it has in schools. Using this instrument, results will be more accurate. Therefore, the difference between the survey and the interviews is the deepening of teachers' opinions. They also differ in the final goal; in the case of the survey, the objective is quantitative, and the purpose of the interviews is qualitative.

3.1 Participants and school context

The survey has been answered by teachers of primary education around Catalonia. Four teachers from 5 different schools in Catalonia were interviewed to have a more accurate result. It was composed by one man and four women.

Teacher A teaches in Mataró. It is a school located in the capital of Maresme. This school defines itself as a Catalan, plural and secular school. The school has designed a plan for learning English language that begins already in kindergarten and continues in Primary with English as a language of use in non-linguistic subjects. The introduction of a foreign language is in Early Childhood Education, because they believe that students are receptive and positively predisposed to their learning. Writing is gradually incorporated, starting with short answers to various questions, and ending with small texts. Furthermore, English is a language used in non-linguistic subjects. Throughout primary school, children take non-linguistic classes in English. They do Art & Craft, Science, Robotics and Music in English. In addition, they participate in international projects such as E-Twinning and every year they make an English Day.

Teacher B teaches in Marta Mata. It is a state school located in Torelló. L'Institut-Escola Marta Mata is an innovative centre and in constant apprehension. Teaching staff is formed of 41 teachers. There are around 450 students. Socioeconomic level is medium-low. They use the English language to learn many things: they do computer science, psychomotor skills and physical education in English, and they tell stories together. Students also have one hour per week to write their personal journal in English. In Marta Mata school, children are exposed to English language since P3. Three-year-old children have 30 minutes English session per week. They increase the level and the time of exposure gradually. From the second year of primary education, they work on projects in the area of knowledge of the environment or on cross-cutting issues. CLIL methodology is also followed, and here the descriptive, narrative and explanatory language is enhanced. The use of the language in cognitive work is extended (classifications, deductions, logical reasoning, motives and causes, sequences, etc.).

Teacher C teaches in FEDAC school in Vic. FEDAC Vic Pare Coll School is a funded school for Early Childhood, Primary and Secondary Education. Teaching staff is formed of 59 teachers. 50% of the students are from foreigners' families (thus, their native language is not Catalan), although the majority of the children were born in Catalonia. There is a considerable diversity: about 10% of families have a medium-high socioeconomic level, most families have a medium level and 20% have a fairly low socioeconomic status. This means that not all students have the same resources at home. From 4th grade to 4th grade, each student has a chromebook. There are two groups in the 6th grade, one of 26 students and the other of 27. Children are generally hard-working.

To promote English language proficiency, they use CLIL methodology. In primary education, they teach arts in English.

Teacher D teaches in Pla de Girona school. It is a state, Catalan and innovative school located in Eixample area of Girona. Teaching staff is made up of 34 teachers. Students in 6th grade are described as participatory. There are students from different backgrounds: North Africa, Central America, China, Eastern Europe, Romania, and so on. Socioeconomic level of the school is medium, but they also have students that have recently come to the country and they have diverse origins. The goal of the school is to improve English learning by emphasizing understanding, production and communication. They extended the time from English to the whole primary education with a session with 1/2 group to work on oral expression. They use English language in some sessions of arts and crafts. In addition, they do one hour of science using English. Students start learning English on a P4 in a playful and oral way and work their daily routines in a 15 minutes daily session. At P-5 over the work of daily routines, it is a half-hour weekly English session and an hour of arts and crafts. In 1st grade of primary education it is continuous, orally and written language is introduced throughout the cycle. He is capable of learning that a language will perform from a communicative, participatory and very gradual approach, from comprehension and oral expression to comprehension and written expression.

Teacher E teaches in ZER Guillerries. It is a school located in Viladrau. Teaching staff is made up of 10 teachers. There are 18 children in 6th grade group. Students of the school have a medium socioeconomic level. They work on projects in small groups. They decide what they want to work on, and teachers guide them through the project by working on all areas and researching interesting topics minding the curriculum. The aim of the school is to work on teaching curriculum content from other English-language areas through strategies and resources as far as possible. Every year they try to organize the resources of the environment, arts education, physical education or mathematics to be worked in English. This school is doing the training to be a GEP (Multilingual Experimental Group) centre. This program facilitates a methodological change in the teaching-learning process, committed to a global concept of English language learning being focused on the student. There is also an increase in the time of exposure to English, as the goal is to do other curricular areas in English. They use English language to teach arts and some lessons of

experimental science in CM and CS. In addition, they do one maths lesson per week in CS, and part of EF in CM and CS.

4. Results

In order to get conclusive results, the interviews answers were grouped question by question. The objective is to have a general idea of teachers' answers of each question. Below, the questions and the teachers' answers are exposed.

What do you understand by CLIL methodology?

All the teachers agree with the idea that CLIL uses English as the instruction language to learn the content of a subject. It is focused on both things, the specific content and the communicative language competences. However, they are not completely agreed about the percentage of the language and the content that need to be in a CLIL lesson. One of the teachers says that language and content must have the same value. Teacher E claims that content learning is more important than learning language. Three other teachers discuss about learning a non-linguistic content using a foreign language, but without giving importance to the percentage of content and language while using CLIL methodology.

Teacher C notices something important. She says that the learning process of the language using this methodology pretends that children learn in a natural way. Also, she states CLIL treats that the child gets immersed in the foreign language.

How do you assess pronunciation in these sessions?

Teacher A used to employ rubrics and record evidences. Another method used by teacher A is to assess brief oral expositions that children carry out during the lessons. However, teacher B assesses daily productions of the students, but she doesn't have a specific assessment for this methodology. Teacher C, as teacher A, uses rubrics to assess students. She claims that the use of rubrics is very useful with large classes of children. Teacher C wants students to have many opportunities to participate orally during the lessons. These students sometimes work in cooperative groups. During cooperative activities the teacher goes around the classroom to assess their learning process. In general, she assesses pronunciation using rubrics and observing students. In contrast, teacher D and E don't

assess pronunciation separately from the rest of the learning content. Teacher D integrates pronunciation assessment to the rest of the assessment activities in class. However, teacher E assessment is completely different. In this case, the teacher prioritizes content over the language learning. These lessons are focused on learning specific content of the subject. Teacher claims that students who have a good language level used to be those who have better marks. Therefore, their pronunciation level is reflected on their final marks of the subject.

According to the survey the majority of the teachers assess children through rubrics and oral expositions. One of the teachers remarked that errors must be treated positively. These need to be seen as an essential part of the learning process. Some of them include that observation during the sessions is a good tool to assess.

Do you think CLIL has some advantages to develop pronunciation skills? Why?

Teacher A gives importance to the increase of the hours of exposition to English Language using this methodology. Also, it is important to have a good linguistic model during CLIL lessons. It is not useful if children listen to a “bad English”. This teacher remarks that children have more opportunities to improve their language if they have more hours of exposure. Children integrate English pronunciation, and later they are able to intuit the sound of new words making the relation sound-graphic representation that they think is the appropriate. Teacher B says that using CLIL methodology students learn the words they need in their daily life and they are going to use, thus, it is a useful learning. Teacher C, as teacher A, claims that, as children have more contact with the foreign language, they have more opportunities to develop their skills. It is also an opportunity to have a natural learning process that allows children to internalize pronunciation aspects. On one hand, teacher D says that this methodology is advantageous because children need to produce orally activities while learning another content. On the other hand, teacher E remarks that pronunciation skills have a big innate component. For that reason, she doesn't think that CLIL has many advantages to improve pronunciation features. She claims that CLIL methodology is not useful if the teacher who carries out this methodology does not have a good English level. Her opinion is that methodologies are very useful depending on the language level of the teacher.

According to the survey, most of the teachers state that using CLIL the use of the language is more real and children have more hours of exposure. As the interviewed teacher, they

say that a good linguistic model is essential to achieve children good outcomes. Two of them add that the increase of the hours of exposure has a good effect on students. One of them claims that children feel more relaxed during CLIL lessons, and they participate more. She notices a students' improvement. According to her, children talk more, are motivated and they are conscious of their learning process. Many children understand that they need to talk in English during these lessons.

What are the negative aspects of this methodology regarding the pronunciation of children?

Teacher A remarks that this methodology needs a long time to prepare the lessons and to prepare the assessment. Written expression and comprehension are faster to assess as oral expression assessment. This teacher also says that when an oral activity is assessed they used to assess the final product and not the learning process. He thinks it is necessary to assess the learning process and to help student while this. However, teacher B thinks that if CLIL methodology is carried out proficiency it doesn't have negative aspects. She says that playing games during the lessons could be fine to the students. It is good that children listen to other linguistic models differently from teacher's one. It is negative for children to listen only to teacher's linguistic model. Teacher C, as teacher E, thinks that a negative aspect could be the linguistic level of the teacher. The teacher needs to be a good linguistic model to the students. If it is necessary, teachers need to practise the vocabulary before carrying out the lesson with the students. This input is important, for this reason it needs to be qualitative. Teacher E affirms that if the teacher practises vocabulary before the lesson, negative aspect can be solved. The structure of the sentences, the students' participation, the fluency, and so on, are important aspects according to teacher E. Teacher D notes that a negative aspect is the assessment of the cooperative work. It is difficult to assess each member of the group.

According to the survey, four of the teachers say that this methodology has no negative aspects regarding children's pronunciation. Some of the teachers affirm that a bad linguistic model could be a negative aspect using this methodology. On the other hand, some teachers remark that specific vocabulary could be difficult. Other teachers remark the idea that if the teacher mispronounces words, this methodology will have the opposite effect.

What overall assessment would you make taking into account the points for and against discussing above?

Teacher A remarks the difficulty of being focused on Language and content at the same time. He also claims that they don't have enough time to plan it well. Teacher B says that it is a good methodology and the efforts is worth it. Teacher C claims that it is a positive methodology because it gives the opportunity to the students to have more exposure to the language and improve their linguistic competences. Therefore, it has a positive effect on children's pronunciation. Teacher D agrees with teacher C. However, teacher D implies that this methodology allows students to work the language in an integrated and functional way. They make a competent use of the foreign language. According to teacher D, teachers need to be sure that students achieve the specific content of the subject. A good planning of the lessons solves this problem. Teacher E adds that it is important for children to have a good level of English if they want to interact and learn while using this methodology.

According to the survey, all the teachers maintain that CLIL methodology is very positive to learn pronunciation. They affirm children learn language and content. One teacher says that children take a while to adapt to the new way of working. Three of them remark that the linguistic model needs to be high quality. Teachers consider CLIL methodology as a way to work language in an integrated and functional way. Many teachers affirm that if pronunciation is not good the meaning/message could be confusing (ex: year-ear). In general, they comment that this methodology is very motivating, and that it is important to achieve language objectives, as pronunciation is.

Could you tell me an example of activity you do with children to improve their pronunciation, using this methodology?

Some of the activities that teachers have exposed are: Repetition of a word or a sentence; they can also use real objects to create significant knowledge. It could be fine if children play a game repeating some structures worked in classes. Teachers can use these kinds of games to introduce new structures. Using it, children learn language and they can learn specific content. Children repeat the wrong word. For example, during an oral activity, if some children mispronounce a word, he/she needs to repeat the word correctly. Sometimes teachers can say that every child repeats the word to realize if some other mispronounce this word. Record and listen. Teachers record some oral exposition. The

next day children listen to the record and look for the mistakes. Listening to a good linguistic model is an important activity. Prioritize keywords. It is to establish different keywords to each project. The number of the keywords depends on the children's English level. Watch videos. It is a way to listen to different linguistic models. To do some oral productions, as oral expositions. It promotes students' oral productions. It has better results if the teacher helps the student during preparatory activities. Listening while reading. Children read texts while they are listening to the pronunciation of the words. Students first listen to the pronunciation, and after this, they can repeat the correct pronunciation. Teacher E doesn't do specific activities to practise children's pronunciation.

Do you think CLIL is a beneficial methodology for developing suprasegmental functions of pronunciation?

Teacher A says that it is a good tool to have real contact with the language. Teacher B claims that this methodology helps the transfer phase of the learning process because using it children have a significant learning. Teacher C thinks that learning through games allow children to improve pronunciation skills. She observes that students internalize the pronunciation of the new vocabulary through games. Teachers C and D use games because children repeat many times the specific vocabulary. Teacher E thinks that the time of exposure to the foreign language determines the success of CLIL methodology. She claims that the good outcomes are the result of increasing the time of exposure, not a result of this methodology used during this time.

According to the survey, all teachers say that CLIL methodology is a good tool to improve suprasegmental features. They remark that oral expositions are good to develop these features. Children focus on how they pronounce words.

And to develop segmental functions of pronunciation?

Teacher A affirms that these aspects are worked on a basic level with young children. However, older students can improve segmental aspects of the language successfully. Teacher B, as with the suprasegmental aspects, claims that this methodology helps the transfer phase of the learning process because using it children have significant learning. Teacher C and D remark that this methodology can be beneficial to learn specific vocabulary. Teacher E says that this success is the result of more time of exposure.

According to the survey, only one of the teachers says that he/she doesn't know if CLIL methodology has effects on segmental features of the language. The rest of the teachers affirm that it is beneficial too. One of them adds that a good linguistic model is essential too. Two other teachers claim that drama activities, reading texts aloud, repeat sentences, and so on, is beneficial to improve children's pronunciation. Children need to be focused on intonation, stress, how they transmit the message, ... Furthermore, oral presentations are beneficial. Children have time to prepare it. Teachers can help them to improve it during the planning time. Thus, students learn language features while they are planning the presentation, and they are motivated to do it. Children focus on pronouncing well because they are going to do it in front of the group.

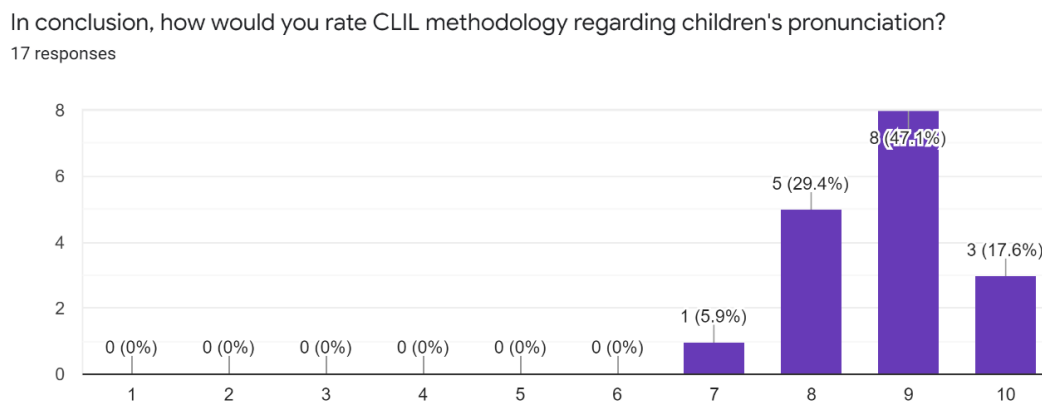
In conclusion, how would you value CLIL methodology regarding children's pronunciation?

Teacher A concludes that CLIL is a good tool, but it needs good planning. Teacher B says that this methodology needs to be planned conscientiously. Therefore, teacher A and B agree on the fact that planning is an important aspect while working with this methodology. Teacher B adds that it is important to do specific activities to work on pronunciation, but it needs to be introduced naturally and gradually. She affirms that it is beneficial to start learning the foreign language as early as possible. It is when they are more plastic and flexible to be able to imitate sounds and learn them in a natural way. Teacher C maintains that more hours of exposure produce more opportunities to improve language skills. She concludes that it is essential that children pronounce words correctly from the beginning. Using words related to a topic increases children's motivation to pronounce it correctly. A good linguistic model is the base to help children improve their pronunciation. Teacher D remarks on an important aspect; these lessons reduce children's anxiety. Learner stress is focused on the contents of the area and not on English language. This teacher states that students are less worried about language because content is assessed. It permits them to participate more during the lessons. In contrast, teacher E attributes the improvement of the results to the hours of exposure of the language, not the methodology.

According to the survey, in general, teachers consider CLIL as a good methodology to improve children's pronunciation. All of them have scored it with a 7 or more. One has scored it with a 7, five with an 8, eight with a 9 and three have scored it with a 10. One

of the teachers affirms that during CLIL lessons, students are often more participative and receptive in CLIL areas than in others. Therefore, it affects to children's outcomes.

Figure 1: Conclusive assessment according to the survey.



5. Discussion

Teachers' conception of CLIL methodology is very similar to authors' definition mentioned before (see 2.3,2.4). However, it is not completely clear how relevant is language and content according to this methodology. As Dalton-Puffer (2019) says, there are some teachers who consider that children need to learn language and content at the same level. Ruiz de Zarobe and Lasagabaster (2010) claim that the main aim is to develop communicative competences in a foreign language. In contrast, one of the teachers affirms that it is more important learning content in CLIL lessons.

John and Swain (1997) claim that using CLIL children increase the hours of exposure to the foreign language. Teachers affirm that children having more hours of exposure to the language have more opportunities to develop their language skills. In addition, CLIL allows children to have a natural learning process. Teachers say that children produce oral activities while learning another content. As Krashen claims (1981) that it is important to learn a foreign language in a real context. According to the teachers, using CLIL language is more real and children have more hours of exposure. Teachers state that it is beneficial to students to learn specific vocabulary of other subjects. They remark that specific content is introduced naturally. Dale and Tanner (2012) notice that "relating activities in the classroom to real life helps learners to transfer the personal meanings they have from one language to the other" (p.12). Teachers also remark the positive effects of connecting

real life and real context to children's new knowledge. Children establish relations and integrate new and old knowledge.

Regarding to the assessment, the majority of teachers assess pronunciation using rubrics, oral expositions or observing while children work in cooperative groups. However, one of the teachers prioritizes the content over the language learning, because she states content is the most important aim in this methodology. Dalton-Puffer, Nikula and Smit (2010) consider that during CLIL lessons language mistakes shouldn't be penalized. Some teachers agree that mistakes need to be treated positively.

John and Swain (1997) argue that teachers need to be bilingual or have a high level of the language to achieve children develop a good level of the language. This is something teachers remark. It is essential that teachers are a good linguistic model. Some teachers don't feel secure enough with their level of language. They consider that as they are not native, sometimes they make mistakes. For that reason, children need more than one linguistic model. They will be the main model to students, thus, they must be a good example. All teachers agree on this. Many teachers also state that it could be beneficial to students to listen to more than one linguistic model. Teachers expose that children can watch a movie or listen to recordings to achieve that. Besides, teachers state that carrying out an innovative methodology is an added challenge. As Muñoz and Navés (2009) claim, some teachers are worried about their preparation to develop the new methodology and the available resources.

CLIL also has negative aspects. Some teachers say that they need a long time to prepare these lessons. Other teachers claim that a bad linguistic model could be a very negative aspect while using this methodology. Many teachers remark on this aspect because they say that if they are bad linguistic model CLIL methodology achieves the opposite objective, children would learn how to mispronounce words. Regarding pronunciation assessment, it could be difficult because written expression and reading comprehension are faster to assess than oral expression assessment. Some teachers add that they used to assess the final product, for example an oral exposition, but they are not used to assess the learning process or the preparation of these final products. Teachers consider that it is difficult to be aware of the process. During cooperation activities it is also difficult to assess each member of the group.

Teachers claim that it is difficult to be focused on the language and the content at the same time. They are conscious that children must learn language and content, but they affirm that it could be difficult for students to learn specific content using a foreign language. Dalton-Puffer (2019) exposed that children should achieve the same level of the content of the subject as children would do in their first language. Thus, children must improve language abilities and to be a specialist of the content of the subject. Some teachers add that it is important to have a good level of English to interact during the lessons. They, as Krashen (1981), state that acquisition requires meaningful interaction. This interaction allows children to improve their linguistic competences and to learn the specific content of the subject. Interaction lets children to develop naturally their communicative competences. It is an important aspect because according to Ruiz de Zarobe and Lasagabaster (2010) developing communicative competences is the main aim of CLIL methodology. Dale and Tanner (2012) expose that real and meaningful interaction affects to children's motivation. They state that motivated children interact more, and these interactions become more effective. Teachers confirm this, they say children are more motivated in CLIL lessons, and this affects their participation and their outcomes. Dalton-Puffer (2010) remarks the importance that the foreign language has its own subject. To have a good quality interaction, children need to have a good level of the language, for that reason they must reinforce linguistic aspects through studying them in the language specific subject. In this sense, CLIL lessons and specific language lessons can be complementary.

Regarding to students' stress, some teachers say that CLIL methodology reduces children's anxiety. Students are focused on the content and get less stress about the language. Dalton-Puffer (2007) affirms that this methodology reduces the pressure. Children are more concentrated on learning the content of the subject. Children learn language without realizing they are learning it. This avoids students getting frustrated and nervous in relation with language. Content is assessed, thus, children are less worried about the language. Teachers claim that it permits children to participate more, therefore, it is beneficial to practise pronunciation.

Most of the teachers affirm that CLIL methodology is beneficial to develop students' pronunciation skills. Teachers used activities as repeating words, recording and listening, establishing key words that children need to use, watch videos, listening while reading, produce oral expositions, drama performances, and so on. Using CLIL methodology

teachers can do many contextualized activities to develop oral skills. Teachers claim that children learn how to pronounce more words of different topics. Other teachers remark on the importance of motivation. According to Dale and Tanner (2012) motivation is essential for children to learn, and therefore, to reach an accuracy pronunciation. Meaningful interaction also affects children's motivation positively. Teachers also say that CLIL methodology could be very motivating for students. It is also an important fact to Krashen (1981). CLIL allows students to carry out different activities related to different topics. It increases students' participation. Therefore, students practise their pronunciation skills. Some teachers remark that using CLIL methodology children feel more motivated to pronounce words correctly. She states specific vocabulary is the most useful to get children motivated.

Teachers affirm that it is beneficial to develop suprasegmental and segmental features of pronunciation. On one hand, segmental features can be developed through activities as drama performance or oral expositions. On the other hand, suprasegmental are developed through more specific activities as repeating words, listening while reading, and so on. In addition, some teachers suggest that using CLIL methodology students learn pronunciation through learning a more extensive and rich vocabulary.

6. Conclusions

The main aim of this research has been to demonstrate that CLIL methodology is useful to improve pronunciation skills in 6th grade of Primary Education. Most of the teachers that have participated in this research have said that CLIL is useful to improve children's pronunciation skills. They affirm that children improve segmental and suprasegmental pronunciation features. The objectives of this research have been to know the basic pronunciation skills, to find out CLIL methodology, to be conscious of teachers' opinion about the utility of CLIL methodology to improve children's pronunciation skills, to determine advantages and disadvantages on pronunciation using CLIL methodology. These have been achieved.

This research shows a general idea about teachers' opinion about improving pronunciation using CLIL methodology. Teachers affirm that an increase of the time of exposure, students' motivation, teaching in a natural a real context, reducing children's pressure over the language, and so on, are the most important factors that condition the

success of this methodology. Children increase their participation during these lessons. Students interact with the other ones, having as a result more oral production. Most teachers agree that planning the lessons is important to avoid negative aspects.

In conclusion, they affirm that CLIL methodology is useful to teach pronunciation. The results of the surveys and the interviews show that the general opinion about CLIL is very positive. Results of both methods are almost the same. Teachers conclude that this methodology is beneficial to develop children's pronunciation. According to the survey the average grade they set out is 8'76. Interviewed teachers' assessments exposed and the survey results are very similar. Students improve their pronunciation skills through learning other contents. They develop a competent use of the language. Teachers claim that this methodology can have many advantages regarding pronunciation if it is well planned and the inputs are correct. They say that the disadvantage, in general, can be solved with good planning, an increment of time to prepare lessons and a good linguistic model. Children get capable of pronouncing more diverse words and they interiorize it in a natural and non-pressure environment.

To end up with this, the objectives of this research have been achieved. This research was focused on demonstrating that CLIL methodology can affect positively to children's pronunciation skills. According to the results, the hypothesis that affirms CLIL is useful to improve children's pronunciation is true. The Interview and the survey results are almost the same and conclude that using CLIL methodology, with a good linguistic model, children improve their pronunciation. Therefore, expectations have been accomplished. As in the field of pronunciation, the over average of CLIL methodology is very positive.

7. Limitations

As a result of the health and sanitary crisis that the country is experiencing, the practical part of this work has had some changes. This research mainly went as planned, but the interviews were by e-mail and I couldn't go to the schools because of the SARSCOV19 crisis and government measures. It is a fact that it has affected the quality of the project. This research has turned out well, but in other circumstances it could have been better. It would have been advantageous to visit the school and have longer and face to face

conversations. It would have allowed me to observe some CLIL sessions and to collect more information.

In addition, every teacher uses CLIL methodology in a different way and establishes different goals. Therefore, in some cases it is difficult to compare teachers' assessment of the methodology, none of them are right or wrong. On one hand, it has been interesting to discover different ways of understanding and using this methodology. On the other hand, this has made the comparison more difficult. In general, the result has been positive. Even with the limitations I have experienced, the objectives have been achieved and the results are the expected ones.

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