

English in Primary School: Teaching a Third Language to Eight Year Olds in the Basque Country ¹

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ABSTRACT

This article describes a project carried out in thirty primary schools in the Basque Autonomous Community during the academic year 1992-93. The aim of the project was to introduce a foreign language, English, to eight-year-olds, three years earlier than previously. The article looks briefly at the situation of teaching primary English according to the aims of the National Curriculum Reforma and then goes on to describe the type of syllabus decided on and the methodological approaches adopted by the teachers. It shows how the project was evaluated externally and internally, the attitudes of the parents, schools, students and teachers and the level of attainment achieved by the pupils. Finally it discusses the issues, problems and implications involved in the adoption of such policies.

KEY WORDS: Age, Attitudes, Foreign languages, Curriculum, Language policy, Primary education..

RESUMEN

Este artículo describe un proyecto que se realizó en treinta escuelas de educación primaria de la Comunidad Autónoma Vasca durante el curso 1992-93. El objetivo de este proyecto era introducir la enseñanza de una lengua extranjera, el inglés, tres años antes que en cursos anteriores, a los ocho años. El artículo describe brevemente la situación de la enseñanza del inglés en primaria en el marco de la Reforma educativa y describe el tipo de 'syllabus' y el enfoque metodológico utilizado por los profesores. Se indica el cómo se llevó a cabo la evaluación interna y externa del proyecto así como las actitudes de los padres, de los centros, alumnos y profesores y el nivel alcanzado por los alumnos. Para finalizar se discuten los problemas e implicaciones derivadas de la adopción de este tipo de programas.

PALABRAS CLAVE: Edad, Actitud. Lenguas extranjeras, Currículum, Programa lingüístico, Educación primaria.

¹ We would like to express our gratitude to the Department of Education of the Basque Government for its financial support of the project reported here.

I. INTRODUCTION

Important developments in international relationships in the last decades of the twentieth century have produced a growing interest in Europe in teaching and learning foreign languages, especially English. The acquisition of second and foreign languages is a complex phenomenon which presents great diversity regarding aims, age, motivation and learning conditions (Gardner & Clément, 1990; Larsen-Freeman & Long, 1991). This paper focuses on the teaching and learning of English as a foreign language by young learners in a formal school setting. Foreign language instruction in primary school is not a recent phenomenon. Some years ago, several projects to teach foreign languages in the primary school were started in the United States and Europe (Burstall, 1974; Khan, 1991; Rhodes & Oxford, 1988; Stern & Weinrib, 1977) but these experiments did not always meet their expectations and young learners did not show a significant advantage over older learners. These poor linguistic results, which have often been related to the 'optimal age' debate (Singleton, 1989), have taken the focus away from other interesting aspects of the process of teaching foreign languages to young learners. For example, the NFER evaluation on the acquisition of French in England (Burstall, 1974) reflects the important differences among the teachers' linguistic and methodological training as well as the problem of heterogeneous grouping at the secondary school level where young starters were mixed with other students. These issues, less often mentioned, are also important factors that affected the results of this primary school experiment (Rixon, 1992). Other primary English projects such as the Bangalore Project (Brumfit, 1984) and the Singapore Primary Project (Williams, 1991) have been reported to be more successful. Reports from primary French in Canadian immersion are also positive regarding linguistic and non-linguistic outcomes (Brewster, Ellis & Girard, 1992; Genesee, 1987; Swain & Lapkin, 1982).

The increasing ties within the European Community and the opening up of Eastern Europe have revived the interest in primary English in the recent years. English is already part or about to become part of the primary school curriculum in European countries such as Austria, Denmark, Holland, Spain, France, Italy, Hungary, Czechoslovakia, Poland and Bulgaria (Rixon, 1992). This revival has grown parallel to new teacher training programs and new syllabuses, materials and methodological proposals (Brumfit, Moon & Tongue, 1991; Ellis & Brewster, 1991; Kennedy & Jarvis, 1991).

Without entering into the optimal age debate, Brumfit (1991) states that teaching English at the primary level can present several advantages because it

provides more learning time, an early understanding of modern cultures and a link between communication and the understanding of new concepts. The school has a crucial role in education and nowadays, learning a foreign language is part of the conceptual, social and cultural development of an individual's education. However, it seems that in some cases the school lags one step behind the linguistic needs of the society and the practice of adding some extra classes or some hours of private tutoring to compensate for the low level attained in foreign languages at school is common in some countries such as Spain or Italy.

The Spanish National Curriculum 'Reforma' has proposed important changes in the primary and secondary educational systems including the area of foreign languages. One of the main changes within this area is to bring instruction in a foreign language to all eight-year-old children, that is, three years earlier than previously. In order to improve the quality of second language instruction, the 'Reforma' also emphasizes communicative competence, learner centred syllabuses, cooperation and coordination among teachers, new evaluation criteria and allows for a slight decrease in the number of students in the classroom (Diseño Curricular Base, 1992).

This increasing importance of foreign languages in the curriculum is a special challenge in bilingual communities where another official language apart from Spanish is compulsory at all levels of education. Learning English in these communities means learning a third language by native speakers of either of the two official languages. The instruction of English in the Primary setting is especially complex in the Basque Country for several reasons. The first reason concerns the fact that the Basque language, unlike other languages in other bilingual communities in Spain, is a non-Indoeuropean language which is not related to either Spanish or English although it includes a large number of loan words from Spanish and French. The Basque educational system offers different linguistic models according to the relative presence of Basque and Spanish as languages of instruction and includes both languages as compulsory school subjects at all levels. Several evaluations of the different linguistic models have reported that instruction through the minority language (Basque) has positive linguistic effects (Valencia & Cenoz, 1992; Olaziregi & Sierra, 1989, 1990). The increasing parental pressure to develop instruction in Basque has required a substantial effort on the part of primary and secondary Spanish speaking teachers to learn Basque and be able to teach through this language (Eusko Ikaskuntza, 1990). Furthermore, there has been a dramatic increase in the choice of English as a foreign language in the last ten years. Nowadays English is the language chosen by 94% of the students in the Basque Autonomous Community. Therefore, it has been necessary to develop a special programme to retrain French language

teachers and to train Primary school teachers without a specialist qualification in English.

11. PROJECT

The project described in this paper was part of a 4 year experiment in teaching English to 8 year olds in the Basque Country before this policy became compulsory in October **1993**. Approximately **30** schools from the Basque Autonomous Community volunteered to take part in the Primary English Project each year. This project not only involved teaching English to a different age group but also the development of new syllabuses, techniques and evaluation procedures. The teachers taking part in the project attended fortnightly teacher development seminars and were also given some financial aid for materials.

A total of 809 students and **33** teachers from **31** schools in the Basque Autonomous Community joined this project during the academic year 1992-93. The teachers had regular meetings with their coordinators every two weeks to discuss the syllabus, to create materials and to assess their progress. Even though the general project was started four years ago it is still on-going and no results regarding the overall advantages or disadvantages of Primary English are available yet.

The methodological approach focused on oral communication and the syllabus was topic-centred and activity-based. The topics explored during the year included classroom objects, animals, food, the body, and toys through tasks, problem solving activities, physical games, music and story telling. The focus was on content so that children learned English while they were performing different activities and English was also used for classroom management and organization. The coordinators, who were native speakers of English, visited the schools regularly in order to assess the project internally and discussed the teaching practices and problems with the teachers.

III. OBJETIVES

Taking Alderson's (**1992**) purposes for evaluation into account. the general aims of the internal and external evaluations were to identify what effect the project has had and areas for improvement. The external evaluation that was conducted at the end of the academic year included the following objectives:

- i. To get to know the attitudes towards the project presented by the children and teachers as well as the possible effects of this project as perceived by the parents, tutors and school directors.
- ii. To analyse the relationship between some classroom variables (teacher's language, confidence, methodology, conditions, etc.) and achievement in English.

IV. METHOD

IV.1. Subjects

The subjects participating in this evaluation included 809 children, 33 teachers, 500 parents and the tutors and directors of the 31 schools involved in the project.

IV.2. Measuring instruments

IV.2.1. Questionnaires.

The parents, English language teachers, tutors and directors filled in questionnaires during the academic year 1992-93. A total of 500 families, 30 English teachers, 12 tutors and 25 school directors answered the questionnaires. The measures analysed in this paper assess the parents', tutors' and directors' perception of the possible linguistic and non linguistic effects of the project and the teachers' and childrens' attitudes towards the project. The parents, tutors and school directors were asked to assess the possible effects of the project (1=negative; 2=neutral; 3=positive) on the development of Basque, Spanish and other school subjects. The scores for the linguistic and non-linguistic effects were then summed up in order to analyse the general perception of effects.

The teachers' and childrens' attitude towards the project was assessed via the teacher's questionnaire. The teachers evaluated their own attitude and their perception of the childrens' attitude on a 5 point scale (1=negative; 5= very positive).

IV.2.2. Observation reports.

After observing all the teachers and children several times during the academic year, the coordinators filled in some observation sheets including among others the following 9 point scales (1=very poor; 9=excellent): teacher's

English, teacher's confidence in his/her English, teacher's confidence with the methodology, teacher's control of the class, children's attitude in the English class and teaching conditions.

IV.2.3. English tests

Tests of listening comprehension and oral production were administered in June 1993. The listening comprehension test (min=0; max= 52) included a picture dictation, a number dictation and two multiple choice picture tests. The main focus of the test was on vocabulary but words were presented in context and the children listened to short noun phrases and sentences. A total of 368 students completed all the subtests of listening comprehension and 142 students participated in the oral test. The oral task (min=0; max=43) involved individual production and group interaction.

IV.3. Procedure

The parents' questionnaires were administered by the schools and collected by December 1992 and the tutors' and school directors' questionnaires were collected between February and May 1993. The teachers filled in their questionnaires in their training sessions in May 1993.

The children completed the listening tests in groups during their school timetable and the oral tests were undertaken by five children from each class. These children were chosen at random to describe and discuss a picture. Each child described one part of the picture and later the evaluator elicited more information from the group of children. The oral tests were videotaped for later analysis. The following criteria were used for the evaluation: number of different individual words related to different topics, number of different noun phrases, number of sentences and negotiation strategies.

V. RESULTS

Regarding the attitude towards the project and the possible effects perceived by the different groups directly and indirectly involved in the project, we found that the project took place in a positive environment.

TABLE 1			
Linguistic and non linguistic effects of the project			
	NEGATIVE	NEUTRAL	POSITIVE
PARENTS	3 (1%)	254 (51%)	243 (49%)
TUTORS		5 (42%)	7 (58%)
TEACHERS		6 (24%)	19 (76%)

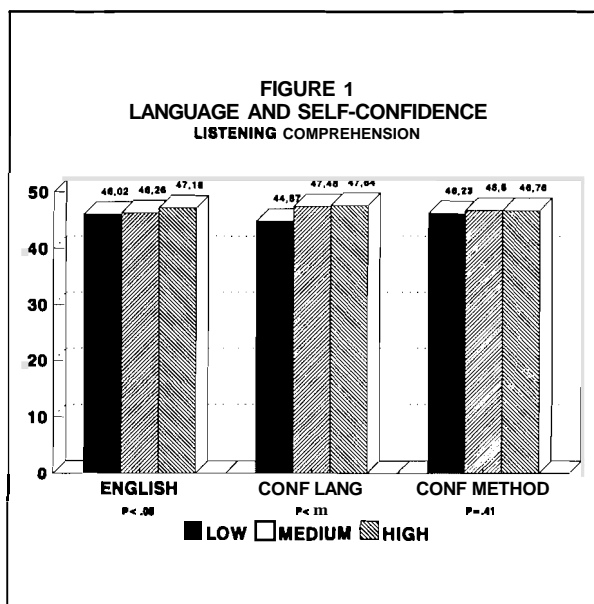
The results on table 1 show that almost all the parents that answered the questionnaire (99%) thought that learning English from age 8 was going to have positive (49%) or neutral (51%) linguistic and non-linguistic consequences. The tutors' and directors' perception was even more favourable and all of them think that the project was not going to affect the child's languages or other school subjects negatively. Moreover, most tutors and directors thought that the project was going to be beneficial not only for the child's Basque and Spanish but also for other areas in the curriculum.

TABLE 2		
TEACHERS' AND CHILDREN'S ATTITUDE		
	POSITIVE	VERY POSITIVE
TEACHERS	6 (20%)	24 (80%)
CHILDREN	15 (50%)	15 (50%)

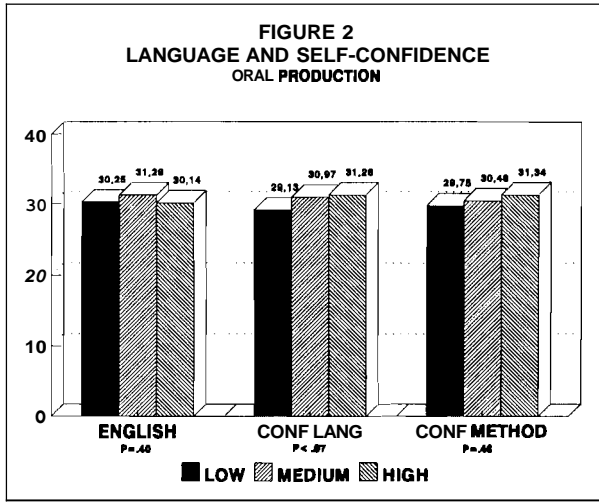
On the other hand, results on table 2 show that the teachers' attitude towards the project was positive or very positive in all cases and that all the teachers perceived their students' attitude as being either positive or very positive.

Several ANOVA analyses were carried out in order to analyse the relationship between the teacher variables, the teaching conditions, the children's attitude and their achievement in the English listening comprehension and oral production tests. The independent variables were trichotomized and the subjects

were divided into three groups (X_1 =low; X_2 =medium; X_3 =high) according to the coordinators' scores on the following measures: teacher's competence in English, teacher's confidence when speaking English, teacher's confidence with the methodology, teacher's control of the class, children's attitude in class, teaching conditions in the classroom.

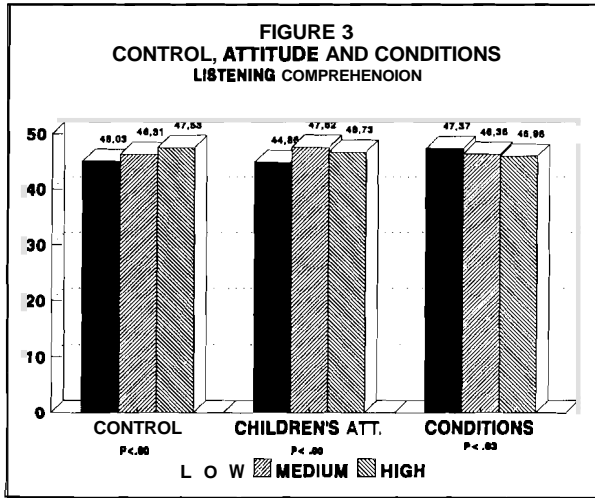


Results on figure 1 show the effect of the independent variables teacher's competence in English, confidence using English and confidence with the methodology on the listening comprehension scores. A general effect of the variables: teacher's competence in English ($F_{(368,2)}=2.94$, $p < .05$) and confidence in the language ($F_{(368,2)}=21.23$, $p < .00$) were found but the influence of the teacher's confidence with the methodology was not significant ($F_{(368,2)}=.876$, $p < .41$). The children whose teachers presented more competence in English and more confidence when using this language (high) attained better results in the listening comprehension test while the opposite was true for those children belonging to the low group of teacher's competence and confidence when speaking English.

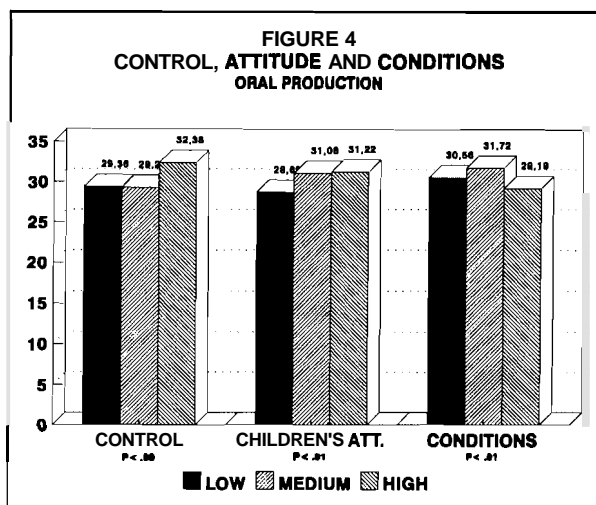


Results on figure 2 show that the teacher's confidence when using English influenced the children's ability in the oral production test although the effect was weaker than in the case of listening comprehension ($F_{(142,2)}=2.73, p < .07$). The teacher's competence in English ($F_{(140,2)}=.90, p > .05$) and his/her confidence with the methodology ($F_{(141,2)}=.775, p > .05$) did not seem to affect the children's oral production.

The results pertaining to the teacher's control of the class, the children's attitudes and the teaching conditions in the classroom are shown in figures 3 and 4.



The teacher's control of the class ($F_{(3,68,2)}=13.96, p<.00$) and the children's attitude in class ($F_{(3,68,2)}=17.63, p<.00$) positively affected the listening comprehension scores. The children whose teachers had a better control of the class (high) and the children who presented more positive attitudes in class (medium, high) were the ones who obtained the best results in the English listening comprehension test. The teaching conditions in the classroom also exerted a significant effect on the listening comprehension scores ($F_{(3,68,2)}=3.39, p<.03$) but in this case the effect was negative and the good classroom conditions (high) were associated with the lowest scores in English listening comprehension.



Results on figure 4 show a similar pattern regarding oral production. The teacher's control of the class ($F_{(142,2)}=8.45$, $p < .00$) and the children's attitude in class ($F_{(142,2)}=4.20$, $p < .01$) exerted a significant positive effect on the oral production test but the effect of the classroom conditions was negative ($F_{(141,2)}=4.16$, $p < .01$). Once again, the children who presented more positive attitudes in class or those who came from well controlled classes were the ones who obtained higher scores in English while the children with the best conditions in the class obtained the poorest achievement.

VI. CONCLUSIONS

The aim of this evaluation was to ascertain the attitudes towards the 1992-93 Primary English project and to analyse the role of some classroom variables (pedagogical factors) in the acquisition of English at primary level in the Basque Country. The evaluation of the outcomes of this project is important for at least two reasons. One reason is that implementing Primary English in our community is very demanding for teachers, schools and educational authorities because it means a new arrangement of school areas, the adoption of new methodologies and materials and a high level of competence in English oral skills on the part of the teacher. On the other hand, teaching English to 8 year olds means that the children will have 8 years of English by the time they finish their compulsory

education at 16. It is reasonable to expect an acceptable competence in English after so many years and for this reason it is necessary to continue analysing the pedagogical factors that affect English language achievement.

The role of the contextual elements in second and foreign language acquisition has been widely recognized in the literature (Gardner, 1985; Giles & Coupland, 1991; Larsen-Freeman & Long, 1991). In fact, parents' attitudes and expectations have been reported (Gardner, 1985; Gardner & Clément, 1990) to play an important role in foreign language acquisition when the target language is not present in the community. The Primary English project was strongly supported by the majority of the parents who answered the questionnaire. Although it could be argued that only those parents that supported the project answered the questionnaire, the high proportion of questionnaires received (72%) and the expected effects perceived by the parents must be regarded as very positive. The directors' and tutors' perception of the effects of Primary English was also very positive and extremely important in a bilingual community in which two other languages are present in education. Finally, it is important to notice that the direct participants in the experience, teachers and children, also presented a very favourable attitude towards teaching or learning English from the age of eight.

The results of the ANOVA analyses show the important role that the teacher's confidence when using English plays in the children's comprehension and production skills. The teacher's competence in the target language, which has been regarded as essential in Primary School (Brumfit, 1991), and the teacher's confidence when using English will certainly mean more adequate input and it is important to note that the teacher is the most important source of input for young children in foreign language teaching situations. Other important factors that positively affected English achievement are the teacher's control of the class and the children's attitude in the English class (Brewster, Ellis & Girard, 1992). The attitudinal factors acquire special importance at the primary level because, as Halliwell (1992) points out, it is at this level that the children should establish their risk taking, confidence and general goodwill towards the language. The children's positive attitudes will be strongly associated with the enjoyment they experience in the English class and their positive effect on foreign language achievement has also been reported elsewhere (Burstall, 1974; Gardner, 1985). The priority of oral skills and the use of a topic-based syllabus imply a more flexible approach to teaching English that can positively affect the child's motivation but which also demands more effort on part of the teacher to control the class. This control of the class, that is often taken for granted, is one of the most crucial elements in our study. In fact, the teacher characteristics and

practices and their implications have been found to be more influential than the teaching conditions in the class. The role of the teacher, which has been undervalued in learner-centred approaches, is certainly crucial in Primary English, 'Long years of experience have shown that the most important factor is the teacher. Without a suitable teacher, teaching young children becomes impracticable' (Fröhlich-Ward 1991, 98).

Even though only some of the elements that affect the acquisition of English at the primary level have been analysed here, the findings show that the observation and analysis of the classroom variables can significantly contribute to the evaluation of Primary English. These pedagogical variables are especially interesting at the primary level because they are modifiable and, therefore, they can positively affect further development of the foreign language.

Most studies on second language acquisition have analysed either environmental and individual factors (Larsen-Freeman & Long, 1991; Skehan, 1989) or adopted a discourse approach providing interesting insights into classroom interaction (Chaudron, 1988). The focus on the classroom variables analysed in this paper is not so frequently adopted and can contribute to fill the gap between the two main approaches to the study of second language acquisition.

Fecha de recepción: 27 - 9- 1994

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APPENDIX

A) PARENTS' QUESTIONNAIRE

- (1) Nombre y apellidos del alumno/a:
- (2) Sexo del alumnola: Masculino Femenino
- (3) Profesión del padre
- (4) Profesión de la madre
- (5) Estudios de los padres. Ponga una X en las casillas correspondientes.

	Primarios	Secundarios (Bachiller/FP)	Superiores (Universidad)
PADRE			
MADRE			

- (6) Conocimiento de idiomas por parte del padre. Ponga una X en las casillas correspondientes.

	NO SABE	SABE ALGO	SABE BIEN
EUSKARA			
INGLES			
CASTELLANO			
FRANCES			

(7) Conocimiento de idionias por parte de la madre. Ponga una X en las casillas correspondientes

	NO SABE	SABE ALGO	SABE BIEN
EUSKARA			
INGLES			
CASTELLANO			
FRANCES			

(8) El aprendizaje del inglés..... Ponga una X en las casillas correspondientes

	BENEFICIARA	NO INFLUIRA	PERJUDICARA
AL EUSKARA			
AL CASTELLANO			
A OTRAS MATERIAS			

Ponga una X en la posición que coincida con su apreciación

9. El inglés es útil para encontrar trabajo

Totalmente en desacuerdo	<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> <td style="width: 20px; height: 20px; text-align: center;">6</td> <td style="width: 20px; height: 20px; text-align: center;">7</td> </tr> </table>	1	2	3	4	5	6	7	Totalmente de acuerdo
1	2	3	4	5	6	7			

10. En el centro, el inglés es una de las asignaturas más importantes

11. El inglés ayuda a conocer y apreciar la forma de vida de las personas de otros países

12. Mi hijo/a llegará a dominar bien el inglés al terminar la enseñanza obligatoria porque va a comenzar a los ocho años

13. El inglés debería ser una de las asignaturas más importantes

14. Me parece bien que se enseñe inglés a partir de los ocho años

B) DIRECTORS' QUESTIONNAIRE

1. Centro.....

(2-8) Los ítems 8-14 del cuestionario anterior

9. Por favor, señala las ventajas y desventajas que consideres más importantes en relación a la enseñanza del inglés desde los 8 años.

10. ¿Cuál ha sido la actitud general del profesorado respecto a la enseñanza del inglés a partir de los 8 años'?

11. ¿Cuáles son los problemas principales que supone la enseñanza del inglés a partir de los 8 años (profesorado, horarios, etc)?

12. ¿Cuáles son las ventajas más importantes de adelantar la enseñanza del inglés a los 8 años?

C) TUTORS' QUESTIONNAIRE

1-10. Los items 1-10 del cuestionario anterior

-Información relativa a los alumnos

NOMBRE DEL ALUMNO/A

DESTREZAS LINGUISTICAS 1 2 3 4 5 6 7 8 9 10

RENDIMIENTO GENERAL 1 2 3 4 5 6 7 8 9 10

ACTITUD HACIA EL APRENDIZAJE 1 2 3 4 5 6 7 8 9 10

D) TEACHERS' QUESTIONNAIRE

1. ¿Cómo evaluarías tu competencia en inglés? Por favor haz un círculo en la nota que te darías en las siguientes habilidades.

LISTENING	1 2 3 4 5 6 7 8 9 10
SPEAKING	1 2 3 4 5 6 7 8 9 10
READING	1 2 3 4 5 6 7 8 9 10
WRITING	1 2 3 4 5 6 7 8 9 10

2. ¿Tienes algún certificado o diploma específico de inglés? En caso afirmativo enumera los certificados que poseas (Escuela Oficial de Idiomas, Cambridge, Oxford, diploma de posgrado, Magisterio por Filología Inglesa, segunda diplomatura, etc).

3. Estancias en países de habla inglesa. Menciona la duración de las estancias que hayas realizado y la actividad.

4. ¿Cuántos años tienes de experiencia en EGB? ,En qué cursos?
5. ¿Cuántos años tienes de experiencia como profesora de inglés? ¿En qué cursos?
6. ¿Cuál es la media de horas semanales de inglés que has impartido?
7. ¿Has participado en experiencias previas de introducción temprana del inglés?
8. ¿Cuál es el porcentaje de tiempo en que utilizas el inglés en las clases de tercero?

0-40%	40-60%	60-80%	80-90%	90-100%
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9. ¿Cuál es el porcentaje de tiempo que dedicas a actividades organizadas en parejas, grupos y con toda la clase en tus clases de tercero!

PAREJAS	0-10%	10-30%	30-60%	60-80%	80-100%
GRUPOS	0-10%	10-30%	30-60%	60-80%	80-100%
TODA LA CLASE	0-10%	10-30%	30-60%	60-80%	80-100%

10. ¿Cuál es el porcentaje de tiempo que los niños/as dedican a las siguientes habilidades?

COMPENS. ESCRITA	0-10%	10-30%	30-60%	60-80%	80-100%
PRODUCCION ESCRITA	0-10%	10-30%	30-60%	60-80%	80-100%
COMPRESION ORAL	0-10%	10-30%	30-60%	60-80%	80-100%
PRODUCCION ORAL	0-10%	10-30%	30-60%	60-80%	80-100%
OTRAS (colorear, dibujar, etc)	0-10%	10-30%	30-60%	60-80%	80-100%

11. Con qué frecuencia utilizas las siguientes 'aids'?

	nunca				muy irecuentemente				
VIDEO	1	2	3	4	5	6	7	8	9
OHP	1	2	3	4	5	6	7	8	9
BLACKBOARD	1	2	3	4	5	6	7	8	9
FLASHCARDS	1	2	3	4	5	6	7	8	9
STORYBOOKS	1	2	3	4	5	6	7	8	9
COMPUTERS	1	2	3	4	5	6	7	8	9
TAPERECORDERS	1	2	3	4	5	6	7	8	9
....	1	2	3	4	5	6	7	8	9

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12. ¿Qué atención dedicas a?

	ninguna					muchísima			
PRONUNCIACION	1	2	3	4	5	6	7	8	9
VOCABULARIO	1	2	3	4	5	6	7	8	9
FRASES	1	2	3	4	5	6	7	8	9

13. ¿Con qué frecuencia realizas las siguientes actividades? (Por favor, añade otras actividades que no se incluyen en la lista)

	nunca					muy frecuentemente			
SONGS	1	2	3	4	5	6	7	8	9
CHANTS & RHYTHMS	1	2	3	4	5	6	7	8	9
REPETITION	1	2	3	4	5	6	7	8	9
STORIES	1	2	3	4	5	6	7	8	9
TPR	1	2	3	4	5	6	7	8	9
CLASSROOM RITUALS	1	2	3	4	5	6	7	8	9
READING ALOUD	1	2	3	4	5	6	7	8	9
DRAMA	1	2	3	4	5	6	7	8	9
DRAWING, COLOURING	1	2	3	4	5	6	7	8	9
WRITTEN EXERCISES	1	2	3	4	5	6	7	8	9
DICTION	1	2	3	4	5	6	7	8	9
PHYSICAL GAMES	1	2	3	4	5	6	7	8	9
QUIZZES AND GAMES	1	2	3	4	5	6	7	8	9

14. ¿Cuáles han sido los principales problemas que has tenido a la hora de llevar a cabo la experiencia'?

15. ¿Estás satisfecho/a con los resultados de este curso? ¿Crees que los resultados compensan el esfuerzo realizado?

16. ¿Has tenido problemas específicos por la edad de los niños? ¿Cuáles?

17. Si este año también has empezado a enseñar inglés en 4º y 5º, ¿qué diferencias has notado?

18. Si das clase a grupos de distintos modelos, ¿qué diferencias has notado?

19. ¿Con qué tipo de aula cuentas para dar clase de inglés?

20. Algunas clases te saldrán mejor que otras. ¿A qué crees que se debe? (número de alumnos, horario, alumnos problemáticos, planificación, etc)

21. ¿Cuales crees que son las mejores actividades para que los niños/as de tercero aprendari inglés'?

22. ¿Cualés son las actividades con las que más disfrutan los niños?

23. ¿Cuáles son los temas que prefieren los/as niños/as?

24. ¿Qué materiales has utilizado (coordinadora, elaboración propia, libros de texto, etc)
25. ¿Cuál es tu opinión sobre los materiales que has utilizado?
26. Si fuiste al curso de Glasgow, ¿cuál es tu opinión sobre el mismo?
27. ¿Cuál es tu opinión sobre el asesoramiento que has recibido este curso?
28. ¿Qué pedirías para cursos siguientes?

Por favor, en los siguientes **items** coloca una X en la posición que coincida con tu apreciación

29. El inglés que sé es suficiente para las actividades comunicativas de clase

Totalmente de acuerdo	Más bien de acuerdo	Sin opinión	Más bien en desacuerdo	En total desacuerdo
-----------------------	---------------------	-------------	------------------------	---------------------

30. Los niños/as llegarán a doniinar bien el inglés porque van a comenzar a los ocho años
31. Me parece bien que se enseñe inglés a partir de los ocho años
32. Me gusta dar clase a los niños/as de ocho años
33. Siento cierta tensión por tener que utilizar en la clase tanto el inglés.
34. Me siento incómodo/a con el tipo de nietodología que utilizamos en tercero
35. Siempre planifico detalladamente mis clases
36. Normalmente cumplo lo prograniado para cada clase con bastante exactitud
37. Normalmente corrijo los errores de los/as niños/as
38. Nunca tengo problemas para controlar la clase
39. En clase de ingles la actitud de los niños/as es muy positiva

E) OBSERVATION SHEET

A. DATOS GENERALES

CENTRO..... MODELO.....
 ZONA..... CONDICIONES AULA.....
 NUMERO ALUMNOS/AS
 HORAS INGLES SEMANALES.....
 HORARIO CLASES INGLES.....

B. OBSERVACION

1. Competencia en inglés 1 2 3 4 5 6 7 8 9 10

Comentarios.....

2. ¿Cuál es el porcentaje de tiempo que utiliza el inglés en las clases de tercero?

20%	40%	60%	80%	100%
-----	-----	-----	-----	------

3. ¿Cuál es el porcentaje de tiempo que organiza la clase en parejas, grupos y con toda la clase?

PAREJAS	GRUPOS	TODA LA CLASE
Menos del 10%	Menos del 10%	Menos del 10%
Del 10 al 30%	Del 10 al 30%	Del 10 al 30%
Del 30 al 60%	Del 30 al 60%	Del 30 al 60%
Del 60 al 80%	Del 60 al 80%	Del 60 al 80%
Más del 80%	Más del 80%	Más del 80%

4. ¿Cuál es el porcentaje de tiempo que dedica a actividades orales y a que los niños/as realicen tareas en silencio (dibujar, colorear, etc.)?

ORALES	OTRAS TAREAS
Menos del 10%	Menos del 10%
Del 10 al 30%	Del 10 al 30%
Del 30 al 60%	Del 30 al 60%
Del 60 al 80%	Del 60 al 80%
Más del 80%	Más del 80%

5. El profesora

	A	B	C	D	E
1. Disfruta dando clase					
2. Se pone nervioso al hablar en inglés					
3. Se siente incómodo en act. comunicativas					
4. Tiene la clase bien planificada					
5. Tiene problemas para controlar la clase					
6. La respuesta de la clase es muy aciiva					
7. Tiene ideas originales					
8. Es autoritariola					
9. Habla mucho (en inglés)					
10. Relación positiva con el alumnado					

A=muchísimo B=mucho C=regular D=poco E-poquisirno

6 ;Calidad del input que reciben los alumnos?

7. Valoración general