

Master's Dissertation/
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DIGITAL EMOTIONAL TALE IN A CLIL CLASS

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ABSTRACT

In today's society, the need to implement bilingual education at an early age is an unavoidable reality, as well as the application of ICT as part of an attractive and motivating methodology that makes the student the protagonist of their learning. Therefore, the emotional component has a great impact on the learning of the foreign language, as well as on the development of children's personality.

For all these reasons, a teaching proposal is presented that covers emotional and ICT development from a CLIL approach. To do this, we incorporate the interactive digital story in Early Childhood Education curriculum, developing emotional skills in students, such as self-concept and self-esteem, empathy and social skills. Thus, progress is expected both in foreign language proficiency and in digital and emotional competence, the development of which will have a significant influence on their future successes in the academic, social and personal areas.

Key words: digital story, CLIL, ICT, early childhood education, emotions.

RESÚMEN

En la sociedad actual, la necesidad de implementar la educación bilingüe a edades tempranas es una realidad insoslayable, así como la aplicación de las TIC como parte de una metodología atractiva y motivadora que convierte al alumno en el protagonista de su aprendizaje. Por lo tanto, el componente emocional tiene un gran impacto en el aprendizaje de la lengua extranjera, así como en el desarrollo de la personalidad infantil.

Por todo ello, se presenta una propuesta didáctica que abarca el desarrollo emocional y de las TIC desde un enfoque CLIL. Para ello, incorporamos el cuento digital interactivo en currículo de Educación Infantil, desarrollando habilidades emocionales en los estudiantes, tales como el autoconcepto y la autoestima, la empatía y las habilidades sociales. Así, se espera progreso tanto en el dominio de la lengua extranjera como en la competencia digital y emocional, cuyo desarrollo tendrá una influencia significativa en sus futuros triunfos en el área académica, social y personal.

Palabras clave: cuento digital, CLIL, TIC, educación infantil, emociones.

1. INTRODUCTION

Today, education, like today's society, is a permanent state of change, which requires pedagogical innovations in bilingual programs. Specifically, the CLIL methodology (Integrated Learning of Contents and Foreign Languages) is being implemented in many schools in our country due to the repercussion it has on the students of the 21st century. According to Marsh (1994, p.284): "CLIL refers to situations in which the subjects or part of the subjects are taught through a foreign language with a dual objective, content learning and simultaneous learning of a foreign language".

With this definition, we can extract a fundamental idea, CLIL will help students to integrate into a multicultural society preparing them as future European citizens in a multilingual world since CLIL encourages not only the acquisition of new content, but also the use of an additional language to acquire them (Trujillo, 2011). In addition, numerous European Commission directives recommend that European students master at least two foreign languages. Despite this, some teachers still use a traditional approach based on student memorization and individual work. For this reason, a Master's Thesis is presented that proposes an innovative and motivating methodology for students that adapts to their needs.

On the one hand, it should be noted that our students are digital natives and, as such, we cannot untie the use of ICT (Information and Communication Technologies) in learning the foreign language. According to García (2011) ICT are an excellent resource for the CLIL program since they allow us to put into practice innovative ways of teaching and learning. Furthermore, they can become a very important support material for bilingualism, since they help students to achieve a positive attitude towards cultural diversity and guide the teaching of a second language towards a comprehensive approach (more communicative than normative).

Therefore, the use of ICT in relation to the Bilingual Project can be beneficial for both students and teachers. From the teacher's perspective, they are an excellent tool for storing and managing information and it is a motivating element to explore new fields of teaching. From the students' perspective, their use fosters personal development through interactive learning environments (Roschelle, Pea, Hoadley, Gordón & Jeans, 2000).

On the other hand, Casal (2005) proposes cooperative learning as a useful and effective methodological option that helps to considerably improve the performance and communication skills of students in a foreign language. This communication develops the fundamental components of cooperative learning: positive interdependence, individual responsibility and the development of social skills. Thus, cooperative learning allows each member of the team

becomes aware of their own learning and, at the same time, is motivated to increase the learning of their peers (Casal, 2005).

Likewise, by working on affective factors in the class-group, it also helps to overcome the difficulties that are generated in the teaching-learning process within the context of integrated language and content learning. Therefore, this document also covers affective development as part of the CLIL approach, since cooperative groups promote emotional development in students (Cohen, 2006).

Taking all of the above into account, a didactic proposal is presented for students in the third year of Early Childhood Education, which is based on the creation of interactive digital tales in heterogeneous groups for learning the foreign language (English). Thus, this document also covers affective development as part of the CLIL approach, since cooperative groups promote emotional development in students (Cohen, 2006). Specifically, this dissertation is based on the implementation of Goleman's mixed model, which allows, in addition to promoting EI, to enhance other dimensions of human personality, such as self-concept and self-esteem, empathy and social skills, these being so important for the integral development of the child.

Therefore, this didactic proposal aims not only to promote competence in linguistic communication, but also emotional competence and digital competence. To achieve this aim, digital emotional tale is used because tale is a tool that takes on great importance in these ages and turns the learning moment into something gratifying, and at the same time, brings students closer to new imaginary worlds that allow them to improve the expression of their emotions and feelings and build your personality (Order of August 5, 2008). Likewise, the project is supported by the use of ICT, thus responding to the need to innovate in classrooms (Domingo and Fuentes, 2010).

Thus, an innovative didactic proposal is presented because, although there are numerous interactive digital stories on the web, they do not offer the possibility of being created by students, which is essential to achieve student motivation towards L2 learning (Dörnyei, 2005).

In summary, in this document different parts can be distinguished. First, a theoretical framework to contextualize the project, where the need to use the use of ICT and cooperative learning for emotional development and foreign language learning is justified. Second, the didactic proposal is presented, which consists of the use of interactive digital tales for the development of emotional and communicative competence. Third, the expected results and conclusions are also included based on the theoretical and practical sections of the project. Finally, conclusions the bibliographical references used and several appendices are showed.

2. THEORETICAL FRAMEWORK

2.1. CLIL methodology for Bilingual Teaching

2.1.1. The teaching of language and contents and the use of ICT

Students in today's society are considered a digital native, so educational practice has to be adapted. In this sense, the Organic Law of Improvement for Educational Quality 8/2013, which modifies the Organic Law of Education 2/2006, includes in its preamble the importance of ICT and the promotion of multilingualism as necessary areas for the transformation of the educational system. Thus, the need to incorporate ICT in the teaching of the foreign language to train citizens of the 21st century is confirmed.

It is well known that Spanish schools use three vehicular languages to acquire concepts, communicate, carry out the teaching-learning process and acquire culture (Doughty and Long, 2003). Therefore, it becomes evident that multilingual schools must use an innovative, motivating and functional methodology for students, such as the CLIL (Integrated Content and Language Learning) methodology, an acronym coined in 1994 by David Marsh. In this way, the objective is to improve communicative competence in a foreign language, using the foreign language as a vehicle of communication through which the content of the curriculum is taught.

This implementation of bilingualism within schools has led numerous experts to study the impact that the Junta de Andalucía's plan to promote multilingualism may or may not have on the students who receive it. According to authors such as Roschelle, Pea, Hoadley, Gordón & Jeans (2000) "different and positive traits appear in the way of studying, in the use of new technologies and in the habits of reading and time dedicated to personal work" (p. 77), stating that bilingual groups become more familiar with working through ICT resources in the classroom.

To justify the great importance of ICT in bilingual education, we rely on García (2011), who believes that the use of ICT in a CLIL context is beneficial since they make numerous tools and resources available to bilingual teacher's telematics that can facilitate a better incorporation of ICT in teaching. At the same time, Jonassen (2006) affirms that new technologies foster and empower students with positive attitudes towards linguistic and cultural diversity in today's society, facilitate a global vision of the current areas of bilingualism, help the language acquisition and neurolinguistics, proving to be very useful for literacy with bilingual students. In addition, ICT makes the students of bilingual programs more motivated, receive updated and real information, access resources with content in other languages (audio, video, images, text...), facilitate interactive learning (for example, through interactive digital tales), actively participate in the classroom and channel their behavior (Moreno, 2011).

Thus, it is confirmed that learning and knowledge technologies are part of our daily life and are present in the education of students. Therefore, the ideal is to integrate the use of digital resources in school spaces, taking advantage of their advantages to teach a foreign language.

2.1.2. Digital Storytelling and CLIL as teaching strategies in bilingual education

The use of stories in language teaching has been shown to be a very valuable pedagogical tool because it makes language a vehicle for communication and transmission of ideas and values. It is, therefore, a way to incorporate cultural aspects into the English classroom in a motivating way (Wright, 2000).

A good selection of digital stories and resources to match with the cognitive, linguistic and emotional development of children, it can positively influence the learning of foreign languages since it creates a motivating and playful context that favors the exposure to sound and representation of the new language (Van Scoter, Ellis & Railsback, 2001). In fact, stories and tales become a fundamental element for the development of oral perception and understanding of the foreign language (Richards & Anderson, 2003).

In the first moments of learning a language, stories provide a context for the first linguistic experiences that make them meaningful and memorable for the child (Wasik & Bond, 2001). They are associated with memories, emotions and experiences that also reflect social and cultural values present in the story. From the linguistic point of view, we find in the stories linguistic, grammatical, vocabulary, pragmatic forms within a well-structured context that helps the understanding of the narrative world and allows exposing children to the new language system in a natural context of learning (Glazer & Burke, 1994). Verbal information is complemented by visual and sound information, which helps children to reconstruct the storyline of the story and therefore decipher a meaningful message from their own experience (Meyer, 1990).

On the other hand, technological advances and multimedia applications undoubtedly favor the interest in the value of the story in its digital format in school and learning contexts. The advancement of new technologies has meant that the way of telling stories and using them in language teaching has changed considerably. Thus, Digital Storytelling implies the incorporation of various ICTs into something as traditional as telling stories to adapt them to the new challenges of education in the 21st century, particularly bilingual education from the integrative principles of CLIL (Coyle, Hood and Marsh, 2010).

This digital component of the story allows a more realistic image of the new language and the new culture to be reflected in the classroom, since through various information channels

it projects not only linguistic features but also paralinguistic ones such as visual language, gesture, prosody and the rhythm of the new language. This achieves that the child understands better the message of the story, the communicative and cultural element (Fidelman, 1997).

The English language is not, therefore, an object of study but an instrument of communication. Digital Storytelling helps you interact with text that now has a multimedia dimension. In this way, English is used actively, considering the cognitive processes, the contents and the cultural values that the story provides. The motivation of creating stories is a remarkable factor in the teaching of the second foreign language, since it makes the students the protagonist of the teaching-learning process (Dörnyei, 2001).

2.1.3. Cooperative learning in CLIL methodology

Language acquisition is a process that requires time and dedication. The reality of most students is that they are normally only exposed to LE 2 or 3 hours a week at school. For this reason, Casal (2005) consider that teachers should make the most of time using an appropriate methodology through: a) creating an affective, playful, interesting, motivating climate; b) use the language as a vehicle of communication in the classroom; c) build on previous knowledge and experiences; d) coordinate linguistic content. All this contributes to creating a real context of communication that, according to Willis and Willis (2007) this is created when there is an interaction between the members of a group with a common goal of solving a task. Therefore, our proposal is to use cooperative learning to create these real contexts that favor effective oral communication.

According to Pastor (2011), in cooperative groups, learning is done through the cooperation of all group members, so that this cooperation for the construction of knowledge expands communication needs, a fundamental aspect for the development of communication.

We must bear in mind, however, that groups in cooperative learning are heterogeneous, which can promote cooperation, establishing relationships of mutual aid that help students get involved. In addition, working for projects in English allows responding children with different levels of proficiency in L2 (McCafferty, Jacobs & Iddings, 2006).

In this approach, the teacher is a mediator of learning, energizes, guides and favors the autonomy of the student, who is not a mere receiver, builds his own learning from positive interaction with others. This interaction requires communication skills. Therefore, cooperative learning increases the opportunities for each student to put into practice their communicative competence, and is based on the sum of individual responsibilities, where everyone's participation must be ensured. Thus, interpersonal skills are developed, in part with the use of

language in situations very close to everyday reality, such as the practice of dialogue and consensus, which are key in the development of the activity (Doughty and Long, 2003).

As main advantages, Casal (2005) points out that due to the different opportunities for social interaction that cooperative learning offers us, this is considered one of the most appropriate methods for learning languages, since, as Pastor (2011) claims "el tiempo y la frecuencia de oportunidades para comunicarse en la lengua se aumenta en el grupo cooperativo entre compañeros de equipo y esto hace que los niños necesiten hacer uso del lenguaje para comunicarse" (p. 109).

Specifically, we found other authors who demonstrate improvements in specific aspects related to language learning: in oral skills or in fluency and lexical repertoire (Guazzieri, 2008). To begin with, working through cooperative learning in CLIL contexts also improves aspects related to social competences and skills, promoting the use of language in a more creative way or they learn to express themselves with greater confidence (Coonan, 2012).

According to Guazzieri (2008), "regarding vocabulary, the semantic fields internalized by the student are activated and, as for grammar, the grammaticalization of the language fragments learned as complete units of meaning" (p. 80).

In addition, Biain et al. (1990) claims that cooperative learning is based on theories of cognitive psychology of constructivism and meaningful learning. Students develop learning when a cognitive conflict occurs in a heterogeneous group, with different previous experiences and different points of view. To resolve this conflict, they need to use social and communication skills, such as respect for turns, listening carefully, understanding, asking, knowing how to disagree, accepting the opinions of others, etc. As Sharan and Sharan (2004) affirm, "in cooperative learning, knowledge is built from communication between equals" (p. 63).

Moreover, this learning must be motivating to maintain the interest and attention of the students and to promote intrinsic motivation. This motivation will make the students strive and use all your resources, also for interaction. In this sense, horizontal communication, among equals, encourages students to use all resources and explore new possibilities. This interdependence also fosters the need for understanding in SL (Dörnyei, 2005).

We can conclude, therefore, that multiple benefits derived from linking cooperative work to the CLIL methodology, among which the socio-emotional development of students is highlighted. Thanks to the fact that children work in groups, they learn to value each of their members, they feel useful, they learn to resolve conflicts, to put themselves in the other's place..., thus promoting their self-esteem and social skills (Traver, 2003).

2.2. Emotional development in students

2.2.1. Importance of emotional development in personality

Emotional development should be promoted in children from the earliest ages, since it is a prerequisite for achieving greater social and academic adaptation. For this reason, emotional education must be addressed together with cognitive and physical development both in the family and in the educational context (Jiménez and López-Zafra, 2009). In addition, the emotional development that the child reaches during the first years of schooling will be a determining factor for his life and constitutes a fundamental piece in the development of the different dimensions of his personality (De Andrés, 2005).

In this sense, Fernández-Berrocal and Ruiz (2008) affirm that people with certain personality types more or less easily develop their emotional abilities, and these abilities in turn define the personality of the individual. Therefore, there is a latent relationship between emotional development and personality.

According to the model of the Five Great Factors of Costa and McCrae developed in the eighties, one of the most important in the development of personality is emotional stability (Benlliure, 2007). In this sense, Hernangómez and Fernández (2012) argue that people with emotional maladjustment are prone to psychological distress, are often unrealistic and have great difficulty in tolerating frustration. Also, they tend to be worried and insecure and often have negative emotions like anxiety or depression.

For this reason, Infant Education must contribute to developing in students the abilities that allow them to build their own identity and form a real and positive image of themselves, knowing their own emotions and feelings through a personal assessment of their uniqueness (Order of August 5, 2008).

2.2.2. Main emotional skills

As Arnold (1999) points out, there are some affective factors that intervene to a large extent in student learning, such as self-concept and self-esteem, empathy, social skills or motivation.

Regarding self-concept and self-esteem, these are two terms that are related, but are not equivalent, since self-esteem is a process of evaluation and self-concept is the entity evaluated, according to the particular vision or view of that entity (Rubio, 2007).

Reviewing the literature on self-concept, this has been defined by several authors, among which the definition by González (1999) stands out:

el conocimiento y las creencias que el sujeto tiene de él mismo en todas las dimensiones y aspectos que lo configuran como persona (corporal, psicológico, emocional, social, etc.). Implica una descripción objetiva y/o subjetiva de uno mismo, descripción que lógicamente contiene multitud de elementos o atributos que sirven para distinguir a una persona como única y diferente de todas las demás. (p. 220).

In this sense, Ontoria, Domingo, Martín, Molina and Sedeño (1993) argue that the self-concept integrates ideas and attitudes about itself. Hence, self-concept is a complex construct consisting of different dimensions or selves, namely physical, social, familiar, personal, academic and many other situational ones. Someone's self-concept defines his/her individuality and predicts his/her behaviors, and is formed by "the beliefs about oneself" (Hamlyn, 1983, p. 241).

Thus, self-esteem is the process and resulting evaluation of the self-concept, as Dörney (2005) makes clear: self-esteem is "the evaluative quality of the self-image of self-concept" (p. 211). In fact, the term is conceptually self-describing: to esteem means to regard, to value, to appreciate, or to consider something. Thus, a person can have a high or low self-esteem, because the self-esteem is the resulting evaluation of the perceived self-concept (Rubio, 2007:12). Self-esteem is defined by Herrera, Ramírez and Ros (2013) as:

un sentimiento autovalorativo sobre nosotros mismos, sobre los rasgos que definen nuestra personalidad, y es a partir de los 5-6 años cuando empezamos a conformarla. De manera que está muy relacionada con la construcción de la identidad, ya que asignar un valor a los atributos personales propios requiere el descubrimiento y reconocimiento previo de ellos. (p. 273).

Therefore, self-esteem is the assessment that the subject makes of his self-concept (Monjas and De la Paz, 2000) and includes value judgments about his own competence and the feelings linked to those judgments (González, 1999).

As Mercer (2011) points out, the process of perception of the self-concept can vary depending on the personal maturation of the self, age, personality, situational conditions, metacognitive strategies, and many other individual or contextual factors.

The development of self-concept and self-esteem goes through different levels throughout childhood. In this way, the way in which children understand, express and value this concept of themselves varies significantly depending on the level of cognitive development reached at each stage and on their own social experiences (Caruana and Tercero, 2011).

Body image is the first point of reference that the child has to build their self-concept (Canto and Jiménez, 1999). From 5 years of age, self-assessments begin to be more objective and are more determined by social assessment. (Caruana y Tercero, 2011). It is at this time that the first associations of self-concept and self-esteem emerge, with the comments and skills of others (Canto and Jiménez, 1999). Even so, self-esteem in young ages is less differentiated and becomes more complex as development progresses (Caruana and Tercero, 2011).

Other important skills to develop throughout childhood is empathy, which is based on an adequate formation of self-concept and self-esteem, since the more aware you are of your own feelings and emotions, the greater the ability to detect and understand the feelings of others (Goleman, 2004).

Empathy is defined by Herrera & Ramírez (2011) as "una habilidad para detectar emociones diferentes y una capacidad para situarse en la perspectiva del otro y comprender su estado emocional" (p. 222). That is, the child tries to understand and respond appropriately to the emotions of others by putting himself in the shoes of the other and caring about his feelings (Nolasco, 2012), which allows people to feel the bases from childhood for affectivity in adulthood (Gómez, 2016). This entails an adequate adaptation to the environment through social interactions in accordance with the emotional state, actions and intentions of others (Muñoz and Chaves, 2013).

The development of empathy in childhood is learned by imitation, which causes children to acquire a multitude of empathetic responses (Goleman, 2004). Similarly, Ortiz cited in De la Morena (2012) that development changes dramatically between the years of Infant and Primary Education, being affected by the previous necessary cognitive development. In these ages, you evolve until you have the ability to share and interpret the emotions of others by feeling them with them. It is imperative to add that the achievements of understanding and emotional regulation directly influence the development of empathy.

Regarding to social skills, this are related to both self-esteem and empathy, since self-esteem is a determining factor in social relationships (Costa and López, 2008) and empathy is a socio-emotional competence that refers to the interpersonal relationships and facilitates the establishment of a good social climate (Dueñas, 2002).

Social skills are defined as "la capacidad para establecer relaciones sociales fructíferas, para facilitar la convivencia social y para que los otros respondan adecuadamente" (Dueñas, 2002, p. 89). These are fundamental for the social, emotional and intellectual development of people and their promotion is particularly important in children in Early Childhood Education (Caruana and Tercero, 2011).

Social competence is of paramount importance in the child's development, not only in relationships with peers, but also in the ability to acquire social roles and norms (Michelson, Sugai, Wood and Zazdin, 1987). Therefore, it is necessary for the infant to learn to use a series of social interaction strategies appropriate to the needs of the environment and conducive to future interpersonal relationships (De la Morena, 2012).

Finally, Dörnyei (2001) argues that the emotional components named above are closely related to student motivation towards learning. This author offers specific techniques to increase student motivation: providing experiences of success, encouraging them, reducing class anxiety and teacher learner strategies; which we will carry out in this didactic proposal.

2.2.3. Emotional intelligence and models of emotional intelligence

Fernández and Extremera (2005) consider that one of the ways to prevent emotional maladjustment problems is by developing high Emotional Intelligence. Herrera et al. cited in De la Morena (2012) claim that having a high Emotional Intelligence helps to prevent problems such as stress, anxiety or depression, which facilitates socio-emotional decision making, tolerance to frustration and personal success itself. Consequently, emotional intelligence will influence the establishment, maintenance and quality of interpersonal relationships. In fact, people who are emotionally intelligent with themselves are also capable of perceiving, understanding and managing the emotions of others (Fernández-Berrocal and Ruiz, 2008).

Although there is no consensus within the community of experts to delimit the concept of IE, it has been defined by Goleman (2004) as:

la capacidad de motivarnos a nosotros mismos, de perseverar en el empeño a pesar de las posibles frustraciones, de controlar los impulsos, de diferir las gratificaciones, de regular nuestros propios estados de ánimo, de evitar que la angustia interfiera con nuestras facultades racionales (...) y la capacidad de confiar y empatizar con los demás. (p. 25).

Similarly, Trujillo and Rivas (2005:16) indicate that one of the most widely accepted conceptual categorizations in Emotional Intelligence distinguishes between ability models based on information processing and mixed models.

Goleman, supported by the contributions of Mayer and Salovey, opts for the mixed model, which is defined as "una visión muy amplia que concibe la IE como un compendio de rasgos estables de personalidad, competencias socioemocionales, aspectos motivacionales y diversas habilidades cognitivas" (Bar -on, Boyatzis, Goleman and Rehee, as cited in Fernández

and Extremera, 2005, p. 67). Based on this model, Goleman incorporates emotional competences as an independent construct from Emotional Intelligence and establishes two types: personal and social (table 1):

PERSONAL COMPETENCE	
<i>These competences determine how we relate to ourselves.</i>	
1. Awareness of oneself: awareness of our own internal states, resources and intuitions	1.1 <i>Emotional awareness:</i> recognizing one's emotions and their effects 1.2 <i>Adequate self-assessment:</i> knowing one's strengths and weaknesses 1.3 <i>Self-confidence:</i> security in the assessment we make of ourselves and our own abilities
2. Motivation: emotional trends that guide or facilitate the achievement of objectives	2.1 <i>Motivation of achievement:</i> strive to improve or satisfy a certain criterion of excellence.
SOCIAL COMPETENCE	
<i>These competences determine how we relate to others.</i>	
1. 1. Empathy: awareness of the feelings, needs and concerns of others	1.1 <i>Understanding others:</i> capturing the feelings and points of view of other people and being actively interested in the things that concern them 2.1 <i>Communication:</i> emit clear and convincing messages
2. 2. Social skills: ability to induce desirable responses to others	2.2 <i>Collaboration and cooperation:</i> being able to work with others to achieve a common goal 2.3 <i>Team skills:</i> being able to create group synergy in achieving collective goals

Table 1. Emotional competences of Goleman's mixed model (2004, pp. 24-25).

2.2.4. Tales and ICT as tools for the development of personality.

One of the didactic tools that has a great influence on the development of children's personality is the tale, since it represents through the behaviors of its characters the defects and virtues themselves and others. Consequently, it has the ability to bring the child closer to new imaginary worlds, thus initiating a natural process of formation of the sense of identity, in which the child contends between two poles: reality and fantasy (Jiménez, 1987).

The story is a highly didactic resource, since it transmits a large number of meanings with emotional content that make what are transmitted better understood and retained, and also causes a greater impact on the child (Costa and López, 2008). Therefore, the story becomes a very practical tool in the classroom that improves emotional skills and, through these, children's personality. Likewise, it improves the social relationships established in a group, favoring the establishment of affective and social ties (Ros, 2013).

For this reason, Royal Decree 1630/2006, of December 29, establishing the Basic curriculum of Infant Education, maintains that to achieve an improvement in educational quality, it is imperative to begin to experience the social uses of the written language recognizing its operation and appreciating them as a tool to communicate, inform and enjoy.

Furthermore, tales are a resource where language is contextualized and students creatively construct meaning according to their personal interpretation of illustrations and text. At first, they help students pay attention and speak, and then they read and write in the target language, as well as fostering creativity, developing imagination and multiple intelligences to work in cooperative groups (Ros, 2013). Thus, the need to integrate stories in the early childhood class to teach the mother tongue and foreign language becomes evident, thus promoting emotional development from early childhood.

On the other hand, Bisquerra and Filella (2003) affirm that the emotional development of early childhood is closely related to the use of ICT. ICTs are mediating in human relations, being their daily and continuous use. This means that from early childhood the child must be continuously trained, both in the use of ICT and in its correct use.

This is established by the article 47 of Law 17/2007, of December 10, Education in Andalusia, granting special emphasis on the incorporation of ICT in the teaching-learning process, which has motivated the incorporation of audiovisual tools in the classroom, such as , for example, the screens of various technological instruments, since they are very useful not only to achieve a progressive approach of the students to written texts but also to initiate schoolchildren in the competence in the treatment of information and digital competence (Order from August, 2008).

That is why ICT is a totally viable and necessary means of learning to develop learning in early childhood education. It is a means by which they feel motivated to learn and where it also facilitates the teaching of subjects such as emotional education, which is a difficult subject for them to understand because it is intangible. In addition, seeing ICT as something natural and within their environment, they treat it as an everyday element in their life, managing to handle the digital tool with ease (Bisquerra and Filella, 2003).

Therefore, it should be noted that ICT offers the use of inclusive methodologies such as cooperative learning in heterogeneous groups, giving rise to the cognitive and emotional development of students simultaneously. For this reason, for the didactic proposal shown below, the creation of the interactive digital story has been chosen rather than in paper format.

In this regard, in the teaching-learning process of the 21st century, the digital story has been integrated into the educational context, adding to the traditional one the characteristics of interactivity typical of a technological resource. Thanks to this, the child feels autonomous in terms of interaction, since it depends on him that the story progresses and that the characters appear in one way or another (Arango, 2014). In this way, with the interactive digital story, children's motivation is stimulated, given that according to Goleman's (2004) mixed model, emotions and motivation are closely related; in addition to transversally promoting the development of the key competences indicated in the Order of August 5, 2008, in order to achieve the comprehensive development of children.

With all this, the importance of using ICT in the classroom can be confirmed, thus responding to the growing need to achieve an environment with in-depth pedagogical innovation (Domingo and Fuentes, 2010). For this reason, the Organic Law 8/2013 of December 9, for the improvement of educational quality, argues that technological resources play a fundamental role in causing the methodological change that leads to achieving an improvement in educational quality.

3. DIDACTIC PROPOSAL

3.1. Contextualization

This didactical proposal has been designed to be carried out in a bilingual school called "San Francisco de Sales" in the city of Cordoba. It is an arranged school under the Ministry of Education of the Junta de Andalucía that began to function as an educational center in the 2006/2007 academic year. It has a Bilingual Section in English in Primary Education since the 2012 academic year in accordance with the Order of June 28, 2011, which regulates bilingual education in educational centers in the Autonomous Community of Andalusia. Thus, L2 is used both in carrying out the task and for explaining, clarifying, etc., reserving L1 (Spanish) for special cases.

The school has eighteen classes: six in Infant Education and twelve in Primary Education. Practically, all units have a minimum ratio of 25 students. The students belong to families that are situated at a medium-high socio-cultural and socio-economic level. The total number of students at the school is 450 and 25 teachers.

In the school there is a large English department (nine teachers), of which the majority are tutors of the different groups and teach some of their hours in English, since they are specialists in a foreign language. In addition, there are four native teachers selected by the British Council and who also teach their complete schedule entirely in English.

The school develops an integrated Spanish-English curriculum within the British Council-MEC program, where the subjects of Literacy, Science and Art are taught entirely in English. In the Early Childhood stage, students receive eight weekly sessions in English, and during the Primary stage they receive eleven weekly sessions in English.

With the motto "Learning by doing" the purpose of the Project is summarized: to teach how to communicate in a foreign language. As indicated in the School's Educational Project, the language itself is not studied, but other content using the foreign language as a vehicle, through an immersion process and with the CLIL methodology.

The school is considered as an ICT center that carries out the PRODIG Program to improve the digital competence. It is relevant to mention the contribution of Information and Communication Technologies (ICT) to the success of the areas taught in a foreign language: having digital blackboards in classrooms and laptops, promoting stimulation and contributing to the reinforcement of teachers' explanations.

According to this, more than 80% of families have ICT resources at home and have an internet connection, which translates into a smooth operation of the projects that are promoted for the development of digital competence.

The development of the European Language Portfolio that involves all students from Early Childhood to the 6th year of Primary Education is considered of special relevance for the implementation of the Bilingual Section Plan. Sociocultural aspects in the life of the school are also considered with the typical celebrations of Halloween, Christmas, Easter or Saint Patrick's Day.

As for the class, the activity is carried out in a class of the second cycle of Infant Education, specifically, the class of 3ºB. This class is attended by a total of 30 students whose ages range from 5 to 6 years. The students in this classroom have a medium level of proficiency in the first foreign language (English), since the first year of early childhood education they have learned the language with a native teacher. In addition, most students attend a language academy outside of school, which has greatly improved their proficiency.

This is a group of students with a good relationship with each other and they really like working in groups. Normally, they work in heterogeneous groups which allows them to value the diversity of the classroom and to respect each other. To carry out this teaching proposal, we will adapt to their needs: specific orders will be given, the contents will be presented visually and more time will be given them to complete the activities.

3.2. Objectives

GENERAL OBJECTIVES:

- Develop competence in language communication in L2 through language exchanges in cooperative groups.
- Develop emotional competence and children's personality of Goleman's mixed model through the digital story.
- Promote the acquisition of competence in the treatment of information and digital competence through the use of ICT resources.

SPECIFIC OBJECTIVES:

- Propose various communication situations, adopting a respectful attitude towards others.
- Promote self-concept, self-esteem, empathy and social skills through stories.
- Initiate students in the creation of interactive digital stories with the Story Jumper program.

3.3. Task planning

This didactic proposal consists of the creation of the interactive digital story as a means for the emotional and personality development of children and of the competence in the treatment of information and digital competence in the English language. The proposal is based on Goleman's mixed model, since different dimensions of the personality and emotional components essential for the global development of the child will be developed through the tales.

In this way, three stories will be created: the first entitled "I am Bruno and I like me" will promote self-concept and self-esteem and is inspired by the following stories: The magic mask "(García, 2010)," When I am friendly " (Moroney, 2005) and "I like it: a little bit of self-esteem never hurts" (Lee, 2005); the second, "Animals", is inspired by "The Butterfly Teacher" (Ramos, 2016) and will enhance empathy and social skills; and the third, "I travel around the world", which will encompass the three dimensions of personal and social competence. Transversally, these stories will also encourage motivation, which is another component that Goleman includes in his model.

By way of example, the first and second stories are shown in Table 3 and Table 4 respectively. Students will actively participate in the elaboration of the third story, since it will

be based on their interests and will contain the productions that have been independently created by the students.

To create the story, a 2.0 tool called “Story Jumper” will be used. It is a playful-didactic resource that is used online and is created to develop storytelling and illustration of stories, and, therefore, enhances creativity, imagination, motivation, etc. In addition, you have the option of publishing the stories created by the students online or in hardback book format. Likewise, the link to said digital tool with the user data where the stories of the project carried out are found is included in Appendix I.

Thus, the teaching proposal is based on creation activities, which, according to Blair (2012), provide students with the ability to develop creativity and problem-solving skills by displaying their mastery in profound and meaningful ways. The Story Jumper tool has already been used in other pedagogical experiences such as that of the Teachers at McKeel Elementary Academy in Lakeland, Florida, integrating the use of technology in the Early Childhood curriculum.

Their experience shows us that using Story Jumper, students design products that make them active partners in constructing learning experiences in the classroom and beyond. In demonstrating their skills and knowledge, they become more confident in their own abilities and their own voices.

Therefore, this digital resource is extremely attractive for students because it makes them autonomous to decide how to create: they can save the story and go back to work on it to modify it at any time; they can add the images and sounds they consider necessary; It allows them to add new pages, change their order or change the background in a very simple way; etc. Likewise, the tool has a multimedia file with different scenes, characters, objects and sounds that can be added to the story and that can be modified (size, position, etc.). Even the students themselves can add new resources from their computer or search for them on the web. On the other hand, there is the possibility that the teacher incorporates files to facilitate the work of students who present more difficulties.

With all this, it is intended that the child has the baseline of the digital story created by his teacher, so that, with the help of images, he can read it with an English text of his level, turn the sheets digitally and create or insert his productions.

The didactic proposal covers a complete school year, which will start on October 30 and end on June 12. Likewise, the project is made up of 3 phases: an initial preparation phase, another application and development phase and a final evaluation phase; which will be detailed in the following section.

3.3.1. Phase 1: elaboration of digital tales

To carry out the lesson plan, it will be necessary for the teacher to previously make the base of the digital stories so that the students can then insert their creations. As mentioned above, the project will have three stories about the personal and social skills to be developed. The teaching staff will begin with the first story, and while this is being implemented in the classroom, they will prepare the second one, so that by observing the first one they can correct and correct any type of error and introduce the modification they want. At the end of the second story, the third will be done in collaboration with the students, based on their interests and considering their contributions and productions.

To elaborate digital stories, the structure that has been developed during the training phase will be followed. The steps to follow for its creation are detailed below:

- 1) First, a choice of theme is made and the purpose of the story is defined.
- 2) Next, the written text is elaborated. Appendices II and III show as an example the text that would be inserted in each page of the stories.
- 3) Afterwards, a voice recording will be made narrating the story for the students who have the most difficulty reading it.
- 4) Then, the funds are added to each page and its corresponding text. Once all the pages have their backgrounds and their texts inserted, the teacher will add to the inventory located on the left of the screen (see Image 1) all the elements that the students must incorporate in the story (characters, objects, plants, animals ...), so that they themselves choose them.



Figure 1. Visual representation of the Story Jumper inventory.

- 5) To finish, the final version of the story will be reviewed and saved in the Story Jumper digital library.

3.3.2. Phase 2: application and development

Session 1: exploration and explanation.

First, the teacher will present a first exploration session to the students, so that they investigate about the functions of Story Jumper. Once the exploration is done, the teacher will explain and clarify doubts about the basic handling of the tool. Previously, the teacher will register their students on the website. This session will last one hour and will take place in the classroom, so that each child has a computer to carry it out.

Session 2: story activities.

The teacher will propose to his students three digital stories that encompass the emotional competences of the Goleman model. The session will cover the entire school year, so that each story will develop a story that will be devoted 45 minutes a day for two weeks. Likewise, the session will be held in the classroom with a computer for each child.

Next, Table 2 shows the link between the project and the Infant Education curriculum:

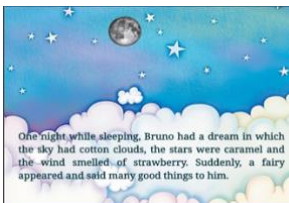
TALE	“I AM BRUNO AND I LIKE ME”	“ANIMALS”	“I TRAVEL AROUND THE WORLD”
TRIMESTER	1º	2º	3º
CONTENTS	Who I am My Feelings Feeding	Plants and spring Farm Zoo	Transport Field and city Weather
CURRICULUM AREAS	Self-knowledge and personal autonomy Knowledge of the environment Languages: communication and representation		
EMOTIONAL COMPETENCES	Self-awareness (self-concept and self-esteem) Motivation	Empathy Social skills Motivation	Self-awareness (self-concept and self-esteem) Empathy Social skills Motivación
KEY COMPETENCES	Information processing and digital competence Competence in knowledge and interaction with the physical world Linguistic communication competence Cultural and artistic competence Competition of autonomy and personal initiative		

Table 2: relationship of the didactic proposal with the Infant Education Curriculum and with Goleman's mixed model.

First, the teacher will present the story to their students so that they become familiar with it, and, once they know it, they will invite them to expand the digital story incorporating their creations. To do this, the session will be divided into different stages so that the teacher can monitor the process, follow up step by step and give feedback at the end of each of these activities.

Once the story is completed, the teacher will make a final review of the children's productions. Finally, gathered in an assembly, the difficulties encountered in the development of the activities will be addressed, as well as the proposed contents and the values that are to be transmitted to achieve more meaningful learning.

- ❖ **First story: "I am Bruno and I like it".** Below is an example of a story that develops self-concept and self-esteem (see Table 3):

TALE: "I AM BRUNO AND I LIKE ME"	GRAPHIC REPRESENTATION
Page 1: students must complete the cover adding their name with a large and attractive letter to the title, the image of a boy or a girl as appropriate (in this case, a girl is taken as a reference) and the author's name below	
Page 2: on this page they will add the child and the decorative elements for the background that the student deems appropriate (flowers, trees, houses, etc.)	
Page 3: they must incorporate the girl and put her face with the emotion they deem most appropriate according to the moment of the story page (in this case, it would be a sad face).	
Page 4: decorative elements appropriate to the description of the text (moon, stars, clouds ...) must be added to the background.	
Page 5: the students will add to the page the characters described in the text (a fairy and the protagonist child) and they will be given the faces that correspond to them (the fairy a happy face and the child a surprised face).	
Page 6: the students will incorporate the child with a smiling face and decorative elements from their room (toys, bed, wardrobe, etc.) to the page.	
Page 7: the child with the happy face and the elements specified by the text (in this case, a mirror) will be added. Likewise, they can also add more decorative elements if they wish.	

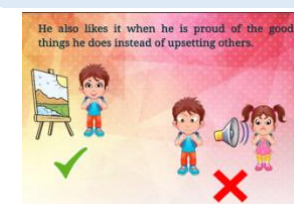
Page 8: on this page they should add the child with the smiling face, his friends and elements to decorate the page such as trees, flowers, birds, a sun, etc.



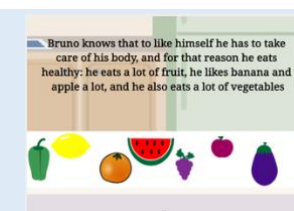
Page 9: they will add the girl with a smiling face, her classmates, her teacher and some elements of the classroom such as a blackboard, toys or backpacks.



Page 10: they will add the girl doing something good (with a happy face) and also teasing a partner (with a sad face), putting an angry face on her. Finally, a tick and a cross will be put where appropriate.



Page 11: on this page, you should place numerous healthy foods such as fruits and vegetables on the table. In the inventory more and less healthy foods will appear, so that the students are able to choose the most suitable for the protagonist.



Page 12: students should add the mother to the page, then they will write the dialogues in the speech bubbles and, finally, they will put a glass in the mother's hand.



Page 13: As on the previous page, they will insert the mother and write the dialogues. Finally, they will put the glass of water in the hands of the protagonist as the story indicates.



Page 14: They place the protagonist with a happy face and her friends playing in the park. Likewise, they must incorporate the elements they want on the page: plants, animals, etc.

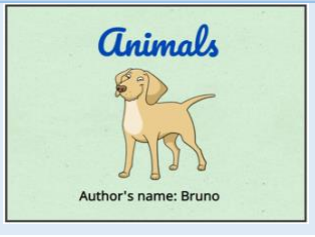
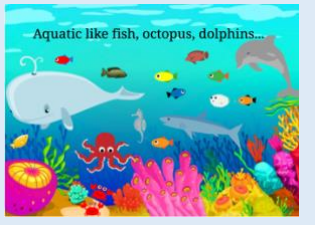
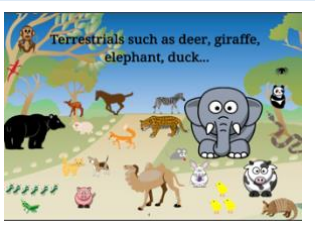


Page 15: on the last page, they should insert a happy face on the right, and a sad face on the left. Next, they will put a tic on the face that they consider, thus answering the question asked by the protagonist.



Table 3. Sequence of activities of the story "I am Bruno and I liked it".

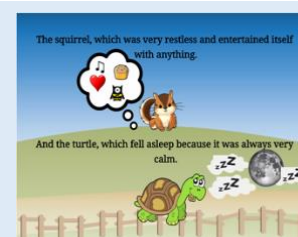
- ❖ **Second story: “Animals”.** Next, a story that enhances empathy and social skills is shown as an example (see Table 4):

TALE: “ANIMALS”	GRAPHIC REPRESENTATION
Page 1: students must complete the cover with the title of “Animals” putting a large and colorful letter, their favorite animal and the author's name at the bottom of the page.	
Page 2: the children decorate the page with the tracks of various animals, which you will also find in the Story Jumper inventory.	
Page 3: they will be shown a page with the image of the seabed and the children should be able to identify in the inventory the animals that are aquatic and insert them in the page.	
Page 4: this time, they will be shown a page with the background of a dirt field and the students must insert the animals from the inventory that are terrestrial.	
Page 5: on a background of blue sky with clouds, the children will add to the page all the animals they observe in the inventory that are aerial.	
Page 6: children should incorporate a picture of a mare and put glasses on her face. Then they will add the school with a sign that says "school". Finally, they will add the sound of a neigh.	
Page 7: they will insert the image of a cicada and an ant. To the cicada they will incorporate a dialogue in which he says "Hello, I am a cicada" and to the ant they will put in his hand the drawing of some tasks carried out.	

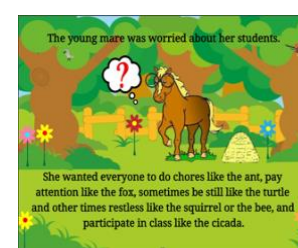
Page 8: the students will add the image of the fox with an ear symbolizing listening to the master mare and they will also place the bee shouting with a megaphone at an angry monkey.



Page 9: they will put the squirrel first thinking about various things (they should add a sandwich with the elements they want, such as: food, music, toys, etc.), and then they will add the turtle with clouds, a moon and various letters “z” symbolizing being asleep.



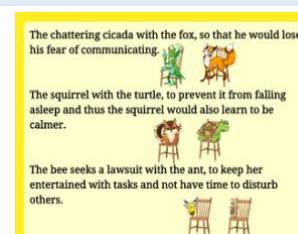
Page 10: they will incorporate the image of the mare with their glasses and a sandwich with a question mark symbolizing their doubt. Likewise, they will include decorative elements such as flowers and trees, and next to the mare a mountain of straw (it will be explained that it is their food).



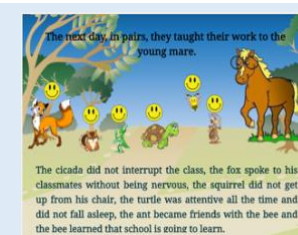
Page 11: in the same way as on the previous page, they will add to the page the mare with her glasses and decorative elements. This time, they will put a light bulb inside the sandwich symbolizing having an idea.



Page 12: Children must include 3 pairs of chairs and place each animal sitting next to its partner, in the way indicated in the story.



Page 13: the students will include all the protagonist animals and they should put a happy face on them all as a reward for having done the task very well. They will also incorporate the mare with their glasses and decorative elements for the forest.



Page 14: Finally, the children will add the mare and all her students with a mortarboard each and a diploma for having overcome their difficulties. Likewise, they must add to the page the elements of the class they want.



Table 4. Sequence of activities of the story "Animals".

❖ **Third story: “I travel the world”.**

The methodology to be followed in the third story will be the same as that of the previous ones, however, in this case, the students will have greater autonomy in creating it, since their digital skills must have progressed due to the experience acquired.

The teacher will start from the interests of the children to develop the narration of the story, which will be elaborated with the active participation of the students. Subsequently, students will complete the pages of the story following the guidelines set by the teacher and will insert: the titles, the characters, the sounds and the scenes (the story will only have 4 or 5 scenes maximum). In order for the students to participate in the creation of the story, flexible groups and cooperative work will be encouraged, so that a more interactive creation will be achieved by the students.

The class is divided into 6 groups of 4 students, in each group there is always one student with advanced level of competence, two of medium level, and one initiated. When each group has their story finished, they will show it to their classmates and they will be uploaded on the class website.

3.3.3. Phase 3: evaluation

Once the implementation of the project has been carried out in the classroom, the teacher will carry out an assessment of the digital stories to know if its design has been adapted to the needs of the students. This assessment will be carried out by means of a work diary proposed in Table 5, in which the characteristics of the elaboration of the story will be analyzed, being these evidenced and observed at the moment in which the student interacts with it.

NAME OF THE STORY:	
ANALYSIS UNIT	SPECIFIC OBSERVATIONS
Illustration (proportion, size, distribution, aesthetic quality and color)	
Typography (font, size and color)	
Audio / sound (narration, volume and connection to the story)	
Language L2 (adapted to the level of mastery of the students)	
Pedagogical value: (values of the characters and clarity in the message)	
Interactivity (usability in interaction)	

Table 5. Work journal to evaluate interactive digital stories.

Similarly, the teacher will assess the evolution of the students through observation using for it a rubric (summary assessment). This rubric will measure different levels of task performance to meet the diversity of the students (see table 6):

CRITERIA	EXCELLENT	PROFICIENT	ADECUATE	LIMITED
CONTENT	Dialogue and writing showed excellent comprehension.	Dialogue and writing showed comprehension.	Dialogue and writing showed some comprehension.	Dialogue and writing showed no comprehension or was irrelevant.
VOCABULARY	All new words are used properly in simple phrases	10 new words are used properly in simple phrases	5 new words are used properly in simple phrases	Less than 5 new words are used properly in simple phrases
GRAMMAR	Is able to write simple sentences of at least 5 words.	Is able to write simple sentences of at least 3-4 words.	Is able to write simple sentences of at least 1-2 words.	Not able to write simple sentences.
PRONUNCIATION	Good intonation and largely accurate pronunciation with slight accent.	Acceptable intonation and pronunciation with distinctive accent.	Pronunciation and intonation are not accurate or clear sometimes.	Pronunciation and intonation errors make it difficult to understand the conversation.
FLUENCY	Fluently speaking.	Acceptable fluency level.	Speaking with hesitation, which interferes with communication.	Too much hesitation, which interferes with communication.
TIC	Fluently handles the digital tool and incorporates its own characters, objects and sounds.	Fluently handles the digital tool and incorporates some characters, objects and sounds provided by the teacher.	Finds it difficult to use the digital tool and incorporates some characters, objects and sounds provided by the teacher.	Finds it difficult to use the digital tool and does not incorporate characters, objects or sounds.
EMOTIONAL COMPETENCE	He identifies with the characters and shows a high development of his self-concept and self-esteem.	He identifies with the characters and shows a development of his self-concept and self-esteem.	He identifies with the characters and shows a slight development of his self-concept and self-esteem.	Does not identify with the characters and does not show a development of their self-concept and self-esteem.

COOPERATION	The student constantly behaves as a member of the group, showing initiative, organizing the completion of tasks, supporting all other members of the group.	The student behaves frequently as a member of the group, showing initiative, organizing the completion of tasks, supporting all other members of the group.	The student behaves sometimes as a member of the group, showing initiative, organizing the completion of tasks, supporting all other members	The student is aware of being part of a group but recently to help achieve group goals.
IMAGINATION AND ORIGINALITY	The student has 3 original ideas and is able to prepare the results visually.	The student has 2 original ideas and is able to prepare the results visually.	The student has 1 original idea and is able to prepare the results visually.	The student makes some contribution to the design and preparing visuals.

Table 6. Rubric to evaluate to assess students.

Finally, students will be provided with a self-assessment target (summary assessment), which is very graphic and visual for students and will help them to get involved in learning:

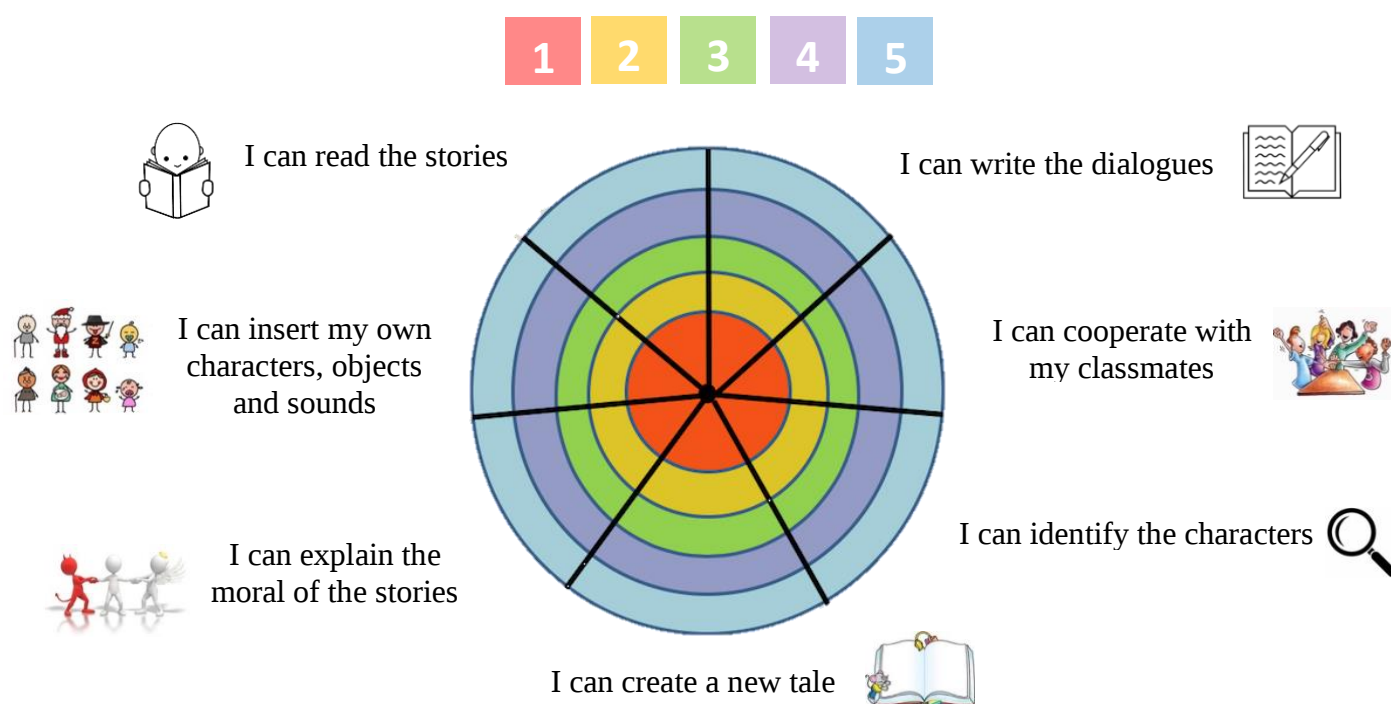


Figure 2. Self-assessment target for students.

3.4. Resources

To carry out the project, a computer will be necessary for each student with the Story Jumper program installed, as well as the narration of the stories in paper format.

3.5. Space-temporary organization

Table 7 indicates the timing of the educational project that contains the phases specified in the previous section:

PHASES	TIMING
PHASE 1: ELABORATION OF DIGITAL TALES	October-April 3
Tale creation: " <i>I am Bruno and I like me</i> "	October 30-November 10
Tale creation: " <i>Animals</i> "	November 21-December 1
Tale creation: " <i>I travel around the world</i> "	May 30-April 3
PHASE 2: APPLICATION AND DEVELOPMENT	November 18-June 12
Session 1: exploration and explanation	November 18
Session 2: story activities	November 19-June 5
- Activities of the story: " <i>I am Bruno and I like me</i> "	November 18-November 29
- Activities of the story: " <i>Animals</i> "	March 9-March 20
- Activities of the story: " <i>I travel around the world</i> "	June 1-June 12
FASE 3. EVALUATION	June 12

Table 7. The timing of the educational project with its phases is shown.

3.6. Expected results

With the implementation of this educational innovation project that incorporates interactive digital stories in the CLIL classroom, it is intended to achieve, on the one hand, that children develop competence in linguistic communication of the foreign language and, on the other hand, that students develop digital and emotional competence through the creation of interactive digital stories in cooperative groups. In this way, the achievement of the objectives set for the improvement of the personal and social dimensions of the Goleman model is expected, in a way that favors intrapersonal and interpersonal relationships and optimizes the use of language and content learning.

At the same time, with the development of the stories, the 3 corresponding areas of early childhood education will be covered; so that language and content are worked on simultaneously (basic principle of CLIL methodology). For example, with the first story students will learn vocabulary such as parts of the body or foods; in the second story they will learn vocabulary related to animals and in the third story students will learn the transport.

In addition, with the use of the Story Jumper program children will be able to make small creations in digital stories, making use of English in a real and affectionate environment that will lead them to become involved in learning process and increase their motivation.

3.7. Application tips

Before carrying out the teaching proposal, it is advisable for teachers to be trained in creating digital stories so that they acquire certain digital content skills that will help them bring them to the classroom and create their own story. This training will be conducted through an online course called "Digital Storytelling" created by the University of Houston System and teachers are Bernard R. Robin and Sara G. McNeil (see link in appendix IV). The course will take place over 5 sessions and will last 5 weeks. Although taught in English, it is subtitled in Spanish and, through videos, you will easily learn the use of the proposed tools to create a digital narration. It is also aimed at education professionals and teaches how digital storytelling works and how to create a story with images, audio, storytelling, music, and text.

This course has different phases that correspond to the course sessions:

- 1) *Session 1*: choice of topic and purpose. The basic concepts of digital narrative are known, as well as the fundamental elements of the story. This session teaches how to choose a topic and define the purpose of the story.
- 2) *Session 2*: write and create a good storyboard. It focuses on developing the script for digital history. In addition, the basic elements of it are explored: (introduction, development or plot, knot and denouement), learn how important it is to choose the appropriate images, including the use of your own photographs and the use of some applications (including rights of use).
- 3) *Session 3*: record audio narration. Audio is recorded with digital devices, adding your own voice to the story. Similarly, you will learn how to use the appropriate software to edit narration and search for copyright-free music and audio.
- 4) *Session 4*: the use of technology in the elaboration of digital history. It focuses on using Wevideo, so with this tool all the elements (texts, images, narration and music) come together to create the full version of the story. In addition, basic editing techniques will be used to improve it.
- 5) *Session 5*: review, publication and dissemination of digital history. The final version of the story is reviewed, published online and discussed on how it can be used in the classroom to support the teaching-learning process.

4. CONCLUSIONS

Throughout this Master's Thesis, it is observed how the incorporation into the bilingual classroom of interactive digital stories based on Goleman's mixed model develops personal and social competences essential for the integral development of the child, such as self-concept and self-esteem, empathy and social skills (Goleman, 2004); which are interconnected.

Likewise, with the use of the Story Jumper program, it was intended that students were able to make small creations in digital stories, thus developing digital competence, whose integration in the classroom is essential to improve the quality of the teaching-learning process (LOMCE, 2013) and achieve in-depth pedagogical innovation.

Therefore, ICT is an innovative proposal that allows children to explore and learn by trial and error, which makes them autonomous in terms of interaction with the story and makes them the protagonist of their learning. In this way it is possible to stimulate their emotions, especially their motivation (Dörnyei, 2005), as well as improve social skills, especially during the development of the third story in which cooperative work will be encouraged.

Through the development of the *first story*, we get the students to identify with the protagonist of the character and value themselves both when things go well and when they go wrong. Likewise, specific vocabulary of the English language corresponding to their educational level is also worked on (for example, the page of the story that corresponds to the “food” teaching unit). In addition, grammatical structures such as the simple sentence or the questions are worked through the stories of the tales.

Similarly, it should be noted that at the end of the *second story* is convenient to emphasize the importance of empathy to present different situations so that the students think about how they would feel if that situation happened to them.

Likewise, the didactic proposal also tries to transmit the value of group work, specifically in the creation of the *third story* in heterogeneous groups, experiencing for themselves the benefits that cooperative work brings, as well as offering a natural and affective environment that motivates students to use the vocabulary learned in the foreign language.

To summarize, the project carries out a CLIL approach since it developed at the same time the competence in linguistic communication in L2 and the content corresponding to the 3 areas of the Early Childhood curriculum. All this is carried out with an inclusive, motivating and student-centered methodology, through the creation in heterogeneous groups of their own interactive digital stories. Thus, it also develops digital competence with the use of the Story Jumper tool. Finally, it is possible to develop their emotional competence in a real and contextualized environment for communicative exchange.

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6. APPENDICES

Appendix I Tales made for the project located at the following link:
<https://www.storyjumper.com/> User: castrogarciasil Password: trabajofindemaster

Appendix II. Story to develop self-concept and self-esteem: "I am Bruno and I like it."

- Page 1: Cover.
- Page 2: This is the story of Bruno, a very special boy.
- Page 3: However, Bruno was often sad. He was a boy who wanted to have more friends, be more handsome, get better grades, go out more to the park... But he didn't know how to get all those things.
- Page 4: One night while sleeping, Bruno had a dream in which the sky had cotton clouds, the stars were caramel and the wind smelled of strawberry. Suddenly, a fairy appeared and said many good things to him.

- Page 5: -Hello Bruno, I have come to tell you that you are a very special child. To get everything you want, you just have to like yourself more. -Okay, miss fairy. Starting tomorrow, I will like it much more- Bruno replied.
- Page 6: From that night on, Bruno wakes up every day saying: - I like it so much in the morning that I jump from my bed. I like and laugh; a new day must be lived with joy.
- Page 7: While Bruno dress himself to go to school he says: -I like laughing, I like my teeth, I like the mirror from the side and from the front-.
- Page 8: And with this joy, Bruno goes to school with a smile.
- Page 9: At school, Bruno likes when he knows the lesson without making a mistake. He even likes it even if he answers something that may be wrong.
- Page 10: He also likes it when he is proud of the good things he does instead of upsetting others.
- Page 11: Bruno knows that to like himself he has to take care of his body, and for that reason he eats healthy: he eats a lot of fruit, he likes banana and apple a lot, and he also eats a lot of vegetables.
- Page 12: Bruno to be polite and asks for things please. He always says: - Please, can you bring me the glass of water? Please, can you give me my book? - and other things.
- Page 13: And when someone gives him something, Bruno always say thank you. - Thanks for giving me the glass of water, thanks for giving me the book...
- Page 14: In this way, Bruno got everything he wanted: he has more friends, he goes out more to the park, he looks prettier and his grades are better.
- Page 15: Since then, Bruno likes himself a lot, every day a little more. But now I ask you, do you like yourself more?

Appendix III. Story to enhance empathy and social skills: "Animals".

- Page 1: Cover.
- Page 2: In a very, very hidden place was “Animalandia”, the city of animals. All kinds of animals lived there...
- Page 3: Aquatic like fish, octopus, dolphins...
- Page 4: Terrestrials such as deer, giraffe, elephant, duck...
- Page 5: And aerial like birds, owls, butterflies, bees...
- Page 6: The youngest animals went to school, where the mare teacher was to receive her students with a whinny.

- Page 7: the cicada went to school, who spent all his time talking; the ant, who was very hardworking and always finished its tasks.
- Page 8: the fox, which did not speak, but paid close attention; the bee, which bothered everyone because he was bored.
- Page 9: the squirrel, which was very restless and entertained itself with anything; and the turtle, which fell asleep because it was always very calm.
- Page 10: The young mare was worried about her students. She wanted everyone to do chores like the ant, pay attention like the fox, sometimes be still like the turtle and other times restless like the squirrel or the bee, and participate in class like the cicada.
- Page 11: Then, the mare teacher came up with an idea: put all her students in pairs.
- Page 12: The chattering cicada with the fox, so that he would lose his fear of communicating; the squirrel with the turtle, to prevent it from falling asleep and thus the squirrel would also learn to be calmer; the bee seeks a lawsuit with the ant, to keep her entertained with tasks and not have time to disturb others.
- Page 13: The next day, in pairs, they taught their work to the young mare: the cicada did not interrupt the class, the fox spoke to his classmates without being nervous, the squirrel did not get up from his chair, the turtle was attentive all the time and did not fall asleep, the ant became friends with the bee and the bee learned that school is going to learn.
- Page 14: After that day, the mare teacher saw how her students worked better and better and they learned how important it is to help each other.

Appendix IV. Link for the training course on creating digital stories.
<https://www.coursera.org/learn/digital-storytelling>