

Master's Dissertation/
Trabajo Fin de Máster

The use of children's literature in CLIL teaching: a didactic proposal.

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ABSTRACT

The present proposal aims to offer a concrete action plan to work through children's literature, both content and language in L1 and L2 in a classroom of 5 years of Early Childhood Education. It is a comprehensive and globalized proposal, following the principles of the stage, in which the content areas are worked interdisciplinary.

To support the proposal, a theoretical framework is included which highlights both the use of children's literature from an early age and its value in CLIL teaching, as well as techniques and resources to apply in the classroom.

Key words: CLIL, children's literature, Early Years Education, task-based projects, interdisciplinary.

RESUMEN

La presente propuesta tiene como objetivo ofrecer un plan de acción concreto para trabajar a través de la literatura infantil tanto de contenido como de lengua en L1 y L2 en un aula de 5 años de Educación Infantil. Se trata de una propuesta integral y globalizada, siguiendo los principios propios de la etapa, en la que se trabajan las áreas distintas áreas de contenido de forma interdisciplinar.

Para respaldar la propuesta, se incluye un marco teórico en el que se destaca la importancia tanto del uso de la literatura infantil desde edades tempranas y su valor en la enseñanza CLIL, como técnicas y recursos para aplicar en el aula.

Palabras clave: AICLE, literatura infantil, Educación Infantil, trabajo por proyectos, interdisciplinariedad.

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1. INTRODUCTION.

Learning a foreign language from an early age is a growing social demand, despite this, most schools start bilingualism at the primary stage. This document reflects not only the need to start teaching in L2 from the infant stage but also a practical proposal to carry it out in an integrated way with the rest of the contents of the stage.

For this, what better way than the CLIL approach, since it allows improving communication skills in both languages, while the contents from the different learning areas are worked on. Studies and specific proposals on the use of CLIL in childhood are scarce, in part due to the non-compulsory nature of early childhood education. What is undoubted is the suitability of this approach in the childhood stage given its globalizing nature.

The use of children's literature has been chosen as a common thread in the didactic proposal as it is a highly motivational resource that allows the introduction of any content to be treated in a fun and relaxed way. To support this early beginning of the teaching of a foreign language and the use of children's literature as a way to reach our objectives, the pages that make up this proposal are reflected not only by the work of different authors but also by the legal texts that support their introduction into the classroom.

2. LITERATURE REVIEW.

2.1. Key concepts.

Firstly, it is necessary to define the key concepts that are going to be addressed throughout this work as well as the interrelationship between them, since the way of understanding the subject will largely determine the didactic proposal. Since in this didactic proposal it is intended to highlight the importance of the use of children's literature in CLIL teaching, it will be necessary for us to define what it is understood by children's literature and what is understood by CLIL teaching.

Authors such as Cervera (1989:1) understand children's literature as "all productions that have the word as a vehicle with an artistic or creative touch and the child as a receiver". It's possible to include in this definition both the set of texts created for childhood as well as those texts that despite being originally for adults, societies have considered enriching for children. For their part, other authors such as Bortolussi (1985:16) define children's literature as "the aesthetic work intended for a child

audience". Children's literature can consequently be defined as that which is also read by children.

The first sketches of children's literature, the first works aimed at this audience, were merely instructive in nature, being simply a compilation of oral traditions. An exact date of the origin of literature cannot be established since specialists on the subject such as Petrini (1981), Nervi (1981), Pellowsky (1977) differ on this. While some lean towards the seventeenth century, with Perrault's *Tales*, others opt for the 19th century with the Grimm Brothers' *Tales*. It will not be until the end of the 19th century and the beginning of the 20th when children's literature begins to spread, leaving instruction aside, establishing differences between the didactic and the literary. In recent years, thanks to the communicative approach, the idea of the value of literary texts in the language classroom has resurfaced, as well as in bilingual education by promoting the communication of students in the foreign language (Pacheco Costa, 2014).

Various authors differ in respect of the validity of exclusively children's literature since they consider that their literary character is distorted (Nuttall, 1982). Despite these differences there is no doubting on the use of literature as a vehicle to promote intellectual, cultural and linguistic learning (Oster, 1989).

Once the concept of children's literature has been defined, it must be clarified what is understood by Content and Language Integrated Learning (from now referred to as CLIL), as our proposal focuses on this approach.

Following the words of Marsh and Langé (2000:2) this educational approach can be defined as “a generic or umbrella term used to refer to a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language”.

Pavón Vázquez (2011) highlights that it is not only about changing the transmission medium but that CLIL teaching must allow students to access the contents that are worked on through the use of the language, in an active way, thus assuming a methodological change throughout the teaching and learning process and not a simple language change. Bearing this principle in mind, the proposal will not simply try to change the use of literature in L1 for literature in L2, but rather the use of this resource as a form of motivation and approach to meaningful learning.

Both children's literature and language learning in a CLIL model promote the functional use of language, word-based learning that aims to develop communication skills. That is why the use of both fit perfectly.

For this to be possible, CLIL must be based on a “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle, 2010:6) defined by Coyle (2007) as the 4 C's framework.

2.2. CLIL in Early Years Education.

In the above section on key concepts, it was briefly discussed what the CLIL approach consists of. This section delves into why it is used in childhood. Recently, bilingual teaching and especially the CLIL approach has increased in schools, each time from an earlier age.

In the words of Read (2003:6):

while there may not be a ‘magic’ age for starting a foreign language, there is no doubt that young children are in a crucial formative phase of their social, psychological, physical, emotional and cognitive development. This may positively influence and benefit language learning in formal language teaching situations.

If these words are taken into account, L2 learning cannot be positioned as the main goal of the teaching and learning processes, but as one more piece of gear that favours child development. The focus must be on the methodology used and not on learning the language itself. CLIL is not solely a form of language learning. It is an educational approach which is content-driven, and this is a fundamental reason why it has emerged as an educational phenomenon which complements both content and language learning, and is within the domain of each. CLIL is not simply education in an additional language; it is education through an additional language based on connected pedagogies and using contextual methodologies (Coyle et al. 2010).

In the Early Childhood Education stage, learning is globalized, the different areas are worked on in an integrated way, there is no specific time in the school day for each of them, but their contents are worked together. The three areas that make up the Early Years curriculum in Spain (Knowledge of oneself and personal autonomy, Knowledge of the environment and Languages: communication and representation) are treated in each and every one of the educational experiences that take place in the classrooms, with more or less weight depending on the purpose to be achieved. That is why the CLIL approach fits perfectly with the stage methodology. Instead of establishing a schedule for L2 work

during the day, the contents of this subject are integrated with the rest in a transversal way. As Divlyan (2012:28) indicated in CLIL teaching the objective it is not isolated language fragments that will help students most, but rather contextualised learning of useful language”.

In this way, CLIL approach allows teachers to go through the contents within the curriculum at the same time that encouraging their student’s language skills, in both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) (Cummins, 1999). As Coyle & Baetens Beardsmore (2007) denominate CLIL is a triptych linguistic approach, which involves developing the language of learning *for* learning *through*.

What is intended with this approach is that students learn the contents through L2, in a contextualised and open way. To reach this goal, Coyle (2007) defines the 4 C’s framework: *content* (subject matter), *communication* (language learning and using), *cognition* (learning and thinking processes), and *culture* (intercultural understanding and global citizenship).

For this to be possible, it is necessary to create a communicative context in the classroom. A communicative context cannot be established if there are no elements such as motivation, contemplation of emotion or affectivity, if there is not a relaxed and calm environment, even more when it is referred to learning a language as it requires a greater effort on the part of the students (De Ponga, 2017).

Krashen (1982:55) holds the idea that “language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning”.

2.2.1. International Early Years Curriculum.

The bibliography dedicated to the infant stage is not very extensive, due in part to the non-compulsory nature of the stage and the short history of applying CLIL teaching, but more and more projects are emerging around this stage.

Fieldwork Education, designed and launched the International Early Years Curriculum (IEYC) in 2016, for children aged 2-5 years old that has been used in 60 countries around the world. The aim is to collect best practices to create a bank of resources for teachers. There are eighteen learning units based around children interests that can be a really useful material to work in CLIL approach since it includes motivating

activities, contextualized in the topics that most attract children, a real language with cultural elements from English-speaking countries (language that concerns this study).

This international curriculum is beginning to be used in Spanish bilingual schools as its implementation entails a real use of L2. The educational activities and experiences follow the legal texts of the United Kingdom for the stage (Early Years Foundation State) but despite this it can be extrapolated to our legal framework, since its purpose is that it can be applied around the world, as it is highly adaptable.

2.3. Benefits of the use of literature since Early Years.

2.3.1. The value of literature in Early Years.

Children's literature has enormous educational potential in the integral formation of the child, responding better than adult literature to the psycho-affective demands of the childhood stage, it contributes to the cognitive development of the students, both in their perceptive and memorial aspects, it fosters emotional ties, offers positive and negative role models, favours ethical development through identification with certain characters in stories, and serves to eliminate tensions, overcome fears and emotional problems (Cervera (1991), Pastoriza (1962), Peña (1995)). It is a form of game and as such it favours physical, social and aesthetic growth. Bettelheim (1994) highlights this very important aspect for the child and its subsequent influence on the personality. In the same line, Abdelhalim (2015:182), states that "through characters analysis, theme discussion, role playing activities, literary works helps students develop their way of thinking and build up a personal point of view based upon the reading and understanding of the work of art".

Following the words of Moreno (1985:43), the educational value of the story is enormous and can be justified for various reasons, among others:

- They help affective and social development, to the extent that the child can understand the meaning of social and human values through the goodness or badness of the characters, as well as the consequences of certain actions.
- They present, in a simple and understandable way, human problems, and roles, values and norms of society are assumed.
- The story also allows the child to identify with the characters and project their fears, needs and fantasies.

In addition to all these benefits that have been highlighted above, literature offers the possibility of introducing any content in a playful way, there are as many books as topics

can be imagined. Fletcher and Reese (2005:23) highlight that “repeated readings have been demonstrated to affect vocabulary learning... and children’s participation during reading, either through imitation... or repeated opportunities to process novel words in an appropriated context”.

Literature are one of the best motivational ways to introduce children to a new language, always learning by doing. Telling stories is an activity that always requires some interaction between the person who tells and the receiver, so it is a good resource when it comes to showing a real use of language, as it helps us create an environment of active communication. As De Naples states (2002:191-192),

Literature based activities in the proposed program offered a break in everyday instructional routines. Telling stories about their own personal behaviours and interactions in daily life in a simple and natural way and with great self-confidence was one of the successes for the students themselves. Also, results proved that exposing students to a range of life experiences and problematic daily life situations through a literary work and involving them in practicing their cognitive, personal, social and linguistic skills in dealing with such situations through meaningful activities positively affected their own life skills plus enjoying what they were learning and in this way learning becomes fun. The visual and auditory components involved in the stories and songs attracted students’ attention. Students maintained a high level of excitement and engagement in content and language learning. Students were very enthusiastic to learn by acting, telling and retelling, singing activities; they were concentrating all the time.

2.3.2. Importance of literature when teaching L2 in CLIL.

Over the years, numerous authors have highlighted the importance of the use of children's literature as a motivating element in the teaching of a foreign language as well as their ability to develop communication skills (Collie & Slater (1987), Gajdusek (1988), Goshn (2002), Miller & Pennycuff (2008), Langer (1997), Pacheco Costa (2014) & Van (2009)).

The positive influence that reading texts aloud has on students is undeniable by offering a wide range of vocabulary and exposing them to more complex grammatical structures than their level of command of the language would allow them on other occasions. It is a fictional setting in which to offer a variety of linguistic resources in a fun and relaxed way. Graham et al. (2020) and Strotmann & Díaz (2021:184) show in their studies “that children’s literature in the EFL classroom positively influences growth in the dimensions of content, communication, cognition, and culture”. As they point out,

communication skills, especially fluency and vocabulary increase, improve with exposure to oral language by reading appropriate texts by serving as models.

The main objective is not to memorize the new vocabulary or learn the grammar reflected in the text, but to bring the English language closer. In addition, literature brings students closer to culture since the texts work with cultural elements and allows them to work on the contents in an integral way, since there are literary resources for all the topics that want to be treated in the classroom. That is why “children’s literature can be considered an appropriate material for young learners’ literacy development due to its simple language styles, inserted cultural information, and comfortable length” (Al Darwish, 2015:79).

As De Naples (2002) points out, studying literature, in addition to favouring the study of the language itself, helps the student to think in this language. It allows to organize the lexical and grammatical contents in a meaningful way assimilating and memorizing them.

But storytelling is often more than educational. It is a special moment of connection between a child and an adult. When the classroom is filled with a shared excitement or concern, when everyone is quietly waiting for the next word or turn of the page, one truly feels the magic of being a teacher of very young children (Puchta & Elliot, 2017:89).

It is a resource that is in itself very attractive for children of this age as it provides a playful component, awakens their attention, and links with their interests and emotions. “When listening to a story, our brain is activated in an identical manner to when we have a real-life experience” (Strotmann & Díaz Garrido, 2021:117). Same authors indicate how stories fit the 4C framework for CLIL (Coyle, 2007) perfectly, since any class content can be introduced through storytelling; communication is established between listener and teller; culture is presented both in the story when working on original texts in the English language and their authors, as well as in subsequent activities carried out in the classroom; and cognition “is developed through stories when learners are asked to listen, summarise, analyse, interpret information or create their own stories” (Strotmann & Díaz Garrido, 2021:119).

In the stage that this proposal is planned, the contents to be worked on are globalized. A content area is not worked in isolation but rather integrated into the set of proposed activities. Bearing in mind this principle of globalization of education,

children's literature and specifically stories, serve as a tool to carry out the principles of CLIL teaching since, according to Iannou-Georgiou & Verdugo (2011), they not only include content and language but also communication, cognition and culture. From a CLIL perspective, the inclusion of stories in the classroom would not remain in the reading itself, but in the use of the resource to create a real context in which to learn about a particular topic using a specific language. At the same time, cultural elements and cognitive challenges for students are included in reading.

In fact, stories prove to be fantastic resources in a CLIL context to provoke children's reactions to meaning, content and form. Stories provide learners with a reason to participate in the classroom, to repeat certain formulaic phrases, chunks or words, to role play part of a dialogue, or to express what and how they feel. The use of stories in the classroom can encourage children to interact with each other and communicate their feelings, ideas and knowledge (Ioannou-Georgiou & Ramírez Verdugo, 2011:138).

2.4. Criteria for selecting quality texts for CLIL teaching.

Al Darwish (2015) highlights three essential factors are to be taken into account when choosing literary resources to work in the bilingual classroom with young students: language, content, and length.

Karadjounkova (2017) has synthesized the work carried out by different authors (Albaladejo García (2006, 2007), Naranjo Pita (1999), Ventura Jorge (2015), Nuttall (1982), Collie y Slater (2002)) when selecting literary resources for teaching a foreign language in the classroom, highlighting the following criteria:

Accessibility of the text: This must correspond to the reading competence of the student, with a lexicon and grammar appropriate. At the same time, it has to produce reading enjoyment and provoke a challenge.

Use of meaningful and motivating literary productions: Reading a literary text in a foreign language implies more effort on the part of the student, so the motivation towards it must be greater. To do this, they must deal with topics close to them or of interest to children.

Integrator of various skills: literary texts must allow students not only to improve their reading and writing skills but to put into practice skills of all kinds, such as communication, artistic, mathematical, emotional, intrapersonal or intrapersonal.

Offer various ways to be exploited. The reading of the work itself should not be the purpose of the activity since the proposal is learning from literature, for this the piece must enable activities around it. Requirements such as allowed interaction between the students, which provoke debates that favour creative writing, dramatizations and improvisations, the introduction of playful activities or songs must be considered.

Contain socio-cultural connotations. The text must be a source of cultural enrichment, either because of the culture that the work presents or because of the author's own cultural vision. It must provoke learning.

Choice of original, graduated or adapted texts. Despite being a controversial issue, most researchers say that the ideal option is the introduction of authentic texts since simplified versions lose authenticity and originality. In the case of adapting texts, it must bear in mind that its style or value is not lost (Nuttall, 1982).

Other important aspect to keep in mind are the qualities that children appreciate in reading. Cone Bryant (1965), mainly highlights the speed of action and simplicity of the same, as well as the presence of repetitive elements and the repetition of the readings.

2.5. Techniques and instruments for teaching CLIL through literature.

The necessity of creating a communicative environment where the use of English is real, has been highlight through these pages. Turrión Borrás (2013) states that in a communicative aspect, the English classroom is an artificial environment, thus it is necessary to create situations in which the use of English is real.

For this, it is important to take into account the following methodological strategies, proposed by Fons Esteve (2010):

- Create real needs to use the language causing real communicative situations.
- Starting from the level of development of our students.
- Use a rich and correct language avoiding childish language.
- Create a climate of affection and trust where the child is free to express himself.
- Use the game as a motivating and globalizing element.
- Establish guidelines for social behaviour.
- Take advantage of everyday life situations to encourage dialogue.

The use of cooperative techniques help to create such environment. Different techniques can be applied for cooperative learning at school listed by Torrego García (2012) such as note-taking pairs, think phrase, “I know, we know”, silent demo, 3 minute stop, think-pair-share, station work and 1-2-4. All these techniques are suitable for working literature in CLIL teaching but it delves into the Cooperative Integrated Reading and Composition (CIRC), for its close connection with the subject of study treated.

Stevens & Slavin (1995:243-244) distinguish between three main elements of CIRC:

- a. Story-related activities. In this phase, the teachers introduce new vocabulary, set a purpose for reading, and discuss the story. After the stories are introduced, students are given a series of cooperative learning follow-up activities to do in teams or with partners. The work activities are related to the teacher-directed instructions to the reading groups.
- b. Direct instruction in comprehension strategies. New information through explanations and models is presented. Cognitive support is given to the students by way of collaboration with peers, as well as feedback and guidance from teachers. This cognitive support is slowly and gradually reduced.
- c. Integrated language arts and writing. A language arts curriculum is used by the teachers as a means of giving instructions on writing work. Much more time is dedicated in extended writing activities than would be given through a traditional language arts instruction.

As it has been shown, the story does not end with the end of the narrative, but a multitude of activities can be proposed that enrich it, which rely on it as a motivating resource. For this reason, it is necessary to unite and globalize the language activities since playing with the word is a global exercise that, in addition to stimulating oral language, leads and introduces the child to play with other literary resources from the oral tradition.

Some activities to carry out from the narrations are commenting on what they liked and what they did not like about the story they heard; asking questions and drawing pictures related to the story; ordering sequences of the story; dramatizing the story, repeating strings or short stories putting voices of different characters; puppet or shadow theatres or making handcraft related to the story.

Authors, among which Gianni Rodari stands out, propose to work on the development of creativity through narratives, with activities such as: Rodari's binomial, cocktail of titles, imaginary autobiography, the technique of changing the narrator, the magic "if" by Stanislavski, story-cubes to create stories, among others (Casado, 2007).

2.5.1. Task-Based Project.

All these techniques that have been collected in the previous section must be applied in an integrated way in the classroom methodology. They are not isolated activities but must be included in a natural way in the life of the classroom. As Clarke (1992:15) indicates "it is important to remember that learning English as a second language is like other forms of learning, and learners should not be isolated from the mainstream program where the best models of natural language occur".

For this, the methodology that best adapts to the childhood stage and that allows a globalized work of the contents and languages is the work by projects. In line with this idea, Popp (2006) states that teachers who integrate language learning and literature successfully throughout the curriculum, believe that children learn best through active participation, and what better way to learn actively than researching working on projects?

When planning the teaching of the foreign language in Infant Education, the teacher must be aware that a natural way in which children learn is through play. The rhymed word, actions and interactions with others should accompany it. The game they like most is the one in which they are protagonists, they perform, and they take decisions and resolve problems... (Rodríguez Suárez 2003: 33).

Within this methodology, activities based on Total Physical Response (henceforth TPR) can be used, since they are based on the active learning that Task-Based Projects claims. TPR is a method based on body movements to teach a foreign language. As his creator Asher (1972) states when children learn a language (L1 or L2), they interiorise better associating the new vocabulary with a movement of their body. Human beings are biologically ready for this kind of learning as can be observed in babies. When playing and moving the learning is a long term process in which the understanding is previous to the production.

Puchta & Elliot (2017) propose the following structure for a language lesson plan that can be applicable with the Task-Based Project: warmer, circle time, story, topic/craft,

game or TPR and wrap up. This structure, together with the techniques listed above, will be included in the work proposal that make up this Master's thesis.

2.5.2. Portfolio assessment: the Learning Journal.

Throughout these pages the connection between children's literature and the teaching of a foreign language with the CLIL approach has been pointed out, the value and principles of both areas have been highlighted, and theoretical touches have been given on how to carry it out. Before proceeding to the development of the didactic proposal discussed in this paper, the role of evaluation must be taken into account in this process.

The evaluation of the teaching and learning processes must go hand in hand with the methodology that has been proposed.

Evaluation considers the teaching and learning program as a whole, and seeks to obtain feedback that can serve different purposes for the different agents in education, from teachers to curriculum designers. Nedvoka (2000:206) states the general scope of evaluation when pointing out that evaluating “involves a process of systematic and principled collection and communication of descriptive and/or judgemental information about the entity of interest”. As we can see, as general a statement as can be. It is for teachers and the rest of agents in the EFL world to decide on the different areas that ultimately integrate evaluation (Pérez-Paredes & Rubio, 2005:606-607).

As the acronym itself indicates, in CLIL both content and language must be evaluated. Therefore, it must be comprehensive and not focused on a single area. This methodological approach requires an evaluation in accordance with its principles, when working globally, the evaluation cannot be segmental.

For this evaluation to be valid and effective, it has to be representative, the evaluation must be oriented to both the learner and the teacher. Taking into account the capacities that a child has developed, the role of the educator, the planning carried out, the relationships that are established, as well as the effectiveness of the program, methods and materials. Last but not least, it is necessary to evaluate the development of the study plan, to check if the objectives that the legal texts collect for the stage have been met. The portfolio is an evaluation tool that allows teachers to achieve the previously proposed objectives, it allows them to evaluate both the content and the language in a comprehensive way, and it motivates students to continue learning.

Portfolio assessments allow teachers to collect data on the work that students do over a period of time, offering a broader view of their learning, in a holistic way. In CLIL teaching it is especially useful when having to assess both content and language thus “performance-based assessment can provide important opportunities for ELs, who often make slower progress and smaller improvements, to showcase their growth that may not be captured through standardized assessments” (Barrera & Liu, 2010, in Lee et al. 2017:82).

Specifically, for the Early Years Education stage, a practical example of this evaluation through the portfolio is the Learning Journal.

Learning journey or learning journal is a term used in United Kingdom in early years to refer to a record of a child's learning and development, throughout their time at Early Years School. It is based on the curriculum for the stage (Early Years Foundation Stage (EYFS) in UK) but it is easily adaptable for any other curriculum as it is built by the teacher, it can be adapted to the areas of our curriculum. This record will be built up over the years, collecting all the achievements that a child has reached.

This document contains a practical and meaningful evaluation for the students since it shows the progress and difficulties of the students in their school career, it is a personalized record. Through evidence (photographs, class work, comments from the teacher and the child himself) a story is built that reflects the teaching and learning processes. It is a continuous, formative and summative evaluation, which moves away from the mere qualification advocating an evaluation that serves to improve what has to be improved and to enhance what has to be enhanced (Stern, 1992).

It not only reflects the learning and difficulties of a student, but also the curriculum that is being worked on in the classroom, the suitability of the proposed activities and the materials used, and the opinion of the families. This report is a resource that can be used in the classroom at any time, since it is available to the child, it is not an evaluation document that is relegated at the time of grading. It allows the communication between teachers and families, as they participate in its evaluation as they also collaborate in its elaboration, adding evidence of learning.

This tool could be defined as a learning history, and what better way to evaluate the teaching and learning processes of a didactic proposal based on children literature than by writing the history of each one of those involved in it?

2.6. Legal Framework.

The school cannot be understood without literature, in all its senses. The value of literature is such that it is reflected, to a greater or lesser extent, in all legal texts that concern education.

In Andalusia, the *Orden de 5 de Agosto de 2008, por la que se desarrolla el currículo correspondiente a la Educación Infantil en Andalucía* (henceforth 0.5/8/2008), establishes in one of its general objectives, h) “Aproximarse a la lectura y escritura en situaciones de la vida cotidiana a través de textos relacionados con la vida cotidiana, valorando el lenguaje escrito como instrumento de comunicación, representación y disfrute” (p.22).

Within the same order, the importance of the classroom library, the reading aloud of stories, and the use of poetry are highlighted, since they constitute key elements for approaching literature, stimulating the desire to read while allowing children to integrate into their cultural environment and approach other more distant contexts. The school also has a compensatory function, so it has to offer more than in any other case, adequate, rich, varied, complex linguistic patterns, adjusted to different situations for those children who live in socially disadvantaged contexts.

All these factors that stand out in the legal texts about children's literature are applied to the teaching of an L2 from an integrating curriculum of the contents. The inclusion of a foreign language in early childhood education classrooms from a comprehensive and global approach has been reflected for years in the different legal texts, both state and autonomous. The *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación*, highlight the importance of starting from an early year the learning of a L2, granting the Autonomies the responsibility of promoting a first approach to the foreign language from the childhood stage, especially in the second cycle of the same.

Especially in the autonomous community of Andalusia the *Orden de 28 de junio de 2011, por la que se regula la enseñanza bilingüe en los centros docentes de la Comunidad Autónoma de Andalucía*, in its art. 9 the following concern is expressed:

The teachers of the second cycle of early childhood education specializing in L2 or authorized to teach L2, in coordination with the tutors, will introduce this language in a

globalized way, ensuring that boys and girls are brought closer to the language, becoming familiar with the sounds that make up L2 through the use of methodological proposals of a communicative nature aimed at the production and oral comprehension of the student, relating the linguistic contents with those corresponding to the remaining areas of the cycle (p.8).

In the same line the 0.5/8/2008 emphasize the importance of learning a foreign language from an early age. Within its Annexe, section B, in the area of Languages: Communication and Representation, the importance of encouraging children's motivation and curiosity towards the foreign language is highlighted and established as one of the main objectives to achieve at this stage "comprender las intenciones y mensajes verbales de otros niños y niñas y personas adultas, adoptando una actitud positiva hacia la lengua, tanto propia como extranjera" (p. 38).

Additionally, in the same area, a mention is made of the development of oral language as a form of communication and enjoyment, with the aim of "iniciarse en el uso oral de una lengua extranjera para comunicarse en distintas situaciones del aula o del centro, y mostrar interés y disfrute al participar en estos intercambios comunicativos." (p. 39).

Regarding the methodological guidelines, special emphasis is placed on teaching an L2 in an inclusive and globalized way, in a context that encourages communication, so it can be said the CLIL approach and the use of children literacy are ideal for this:

The approach to a foreign language will be carried out through habitual communication situations, and in contexts of daily life where greetings, farewells, and other forms of courtesy are used, the necessary interest will be generated in the boys and girls to participate in oral interactions in another language. Likewise, talking about known or predictable topics will facilitate the understanding of the global idea of oral texts in the foreign language. The use of the visual and non-verbal context and, of the previous knowledge that children have on the subject, transferred from the languages they know to another language, will facilitate the development of basic strategies to support the understanding and oral expression of messages in a foreign language. Situations will also be created where children listen, to understand globally, fragments of songs, stories, poetry or rhymes in a foreign language, and some or some of them, helped by the tutor, will be able to memorize and recite them. These situations will produce a progressive approach to a foreign language, valuing it as an instrument of communication and favouring a positive attitude towards learning it (p. 41).

3. DIDACTIC PROPOSAL.

3.1. Justification.

Story books are a very interesting tool for working with children in language classes, especially when working in Early Years. Literature allows teachers to work different contents since there is a story for each topic that can be imagined. As has been highlighted in the theoretical framework, it is a very attractive resource for children at all ages as it provides a playful component, awakens their attention, and links with their interests and emotions. As Ghosn (2002:2) highlights “literature can contribute to language learning. It presents natural language, language at its finest, and can thus foster vocabulary development in context”, providing the narrative dimension that allows to organize the lexical and grammatical contents in a meaningful way to assimilate and memorize them effectively. Learning a foreign language supposes an extra effort for the students, so the motivation towards this learning must be greater.

In the early stages of learning English as a second language children should hear contextualised language; that is, language supported by visual materials and opportunities to handle objects. They need to tie known concepts to new vocabulary. Visuals provide clues for learners. As the children proceed through school, the language used by teachers and other children becomes increasingly decontextualized and this makes learning for children from language backgrounds other than English more difficult (Clarke, 2009:15).

Children's literature is a resource with high motivating potential since children like to listen to and tell stories. That is why stories are one of the most used resources in language classes. Storytelling allows us to create the environment in the classroom that we need on each occasion, contextualizing the use of the language. Student learn a certain content and language because the story introduces it and not in isolation becoming an ideal resource to work with the CLIL approach.

The use of stories allows teachers to create a relaxed environment in the classroom in which the child feels free to express himself without fear of making mistakes. It is a relaxed and playful environment in which to put into practice communication skills, when listening, reading, speaking and writing in a meaningful way. Thus fulfilling one of the general objectives of the stage, collected in the *Orden de 5 de Agosto de 2008*, “h) Aproximarse a la lectura y escritura en situaciones de la vida cotidiana a través de textos relacionados con la vida cotidiana, valorando el lenguaje escrito como instrumento de comunicación, representación y disfrute” (p.22).

For this, an annual project based on children's literature is proposed, in which communication skills in L1 and L2 will be developed. This project is included in the linguistic project of the school working in a transversal way the taste for literature as well as the promotion of communication skills. A total of three stories have been selected, one for each trimester of the school year. For this selection, the principles proposed by Darwish (2015), Karadjounkova (2017) and Cone Bryant (1965) have been taken into account.

3.2. Contextualization.

School characteristics:

The Infant and Primary Education Public Center in which it is contextualized is located on the periphery of a coastal town in Málaga. The school belongs to the bilingualism plan. It is an area frequented by families from different national and foreign backgrounds, given its coastal location. According to the Center Plan, the families that attend it are of medium-low socioeconomic status, mainly dedicated to the services sector. Given its location, in the old town, the homes are older and therefore cheaper, thus their socioeconomic status. Around 700 students are enrolled in the center. The large number of immigrant students enrolled in the center is remarkable.

It is a three-line center, it has 9 Infant Education units and 18 Primary Education units. The classrooms and dependencies of the center are distributed in two buildings. The center also has two sports courts, as well as two different recreational areas for Infant Education, dining room, assembly hall, library, psychomotor room, warehouse and ITC classroom.

The school participates in various plans and programs such as Growing Health, School Space Peace Project, Equality Plan and School Language Project. The latter is especially important for the present proposal, since it is included within it.

Students' characteristics:

This proposal has been prepared for a group of students of the third level of the second cycle of Early Years Education, consequently it has been planned to work with 5-year-old students. The group is currently made up of 25 students, of which 15 are girls and 10 boys. Within it there is a student who has special needs. Within the group there are different levels of development so the activities must take into account the flexibility and

adaptability to each of these rhythms. Within the group there are 5 students who have difficulty with the language (3 of them speak English as their mother tongue), their level of understanding being higher than that of expression.

Classroom characteristics:

The classroom is structured in differentiated work spaces or corners. In the center of the classroom there are two rows of tables for individual work, as well as for team play. The students are distributed in four work groups (blue, yellow, red and green). There is also an area in the corner of the library marked with cork, also used to hold the assembly; and different corners of play.

3.3. Objectives.

Being consistent with the characteristics of the stage, this proposal has a globalized and integrating approach, so that through it is intended to achieve the general objectives of the stage established in the *Orden de 5 de Agosto de 2008*. Based on these general objectives, specific objectives are established for this specific project. For clarity, they have been divided into content and language objectives.

Content objectives:

- To improve reading habits, quality and reading comprehension of students.
- To create a positive, entertaining, playful and favourable climate towards reading.
- To become aware of the importance of books as a source of entertainment and information.
- To value, respect and take care of the bibliographical material of the Library.
- To know professions related to literature.
- To investigate in an increasingly autonomous way.
- To work cooperatively with other classmates.
- To develop logical-mathematical notions throughout the sequenced of content showed in stories.
- To initiate in addition and substraction.
- To learn and reproduce artistic techniques used in picture books.
- To recognize the main characteristics of animals and humans.
- To know animals and their habitats.

- To create news stories.
- To use ICT as a way of learning and investigation.
- To reflect on the new learning acquired.
- To develop awareness for the environment around us.
- To know own possibilities and abilities.

Language objectives (L1 and L2):

- To learn vocabulary relating to literature.
- To use the vocabulary and grammar from the lesson plan to communicate.
- To be able to speak in an everyday language.
- To express appropriately using the basic vocabulary of unit.
- To use comparative adjectives.
- To use the present simple for descriptions.
- To combine the verb “to be”.
- To be able to do an Internet search and select the important information.
- To know and use descriptive and narrative language.
- To use infinitive verbs to give instructions.
- To use ITC as a form of communication.
- To progressively improve pronunciation, intonation and rhythm through oral expression.
- To improve communication skills in oral and written language (notes, presentations and dramatizations) using both daily vocabulary and some more specific adapted to age.
- To value L2 as a way of learning and communication.
- To understand and answer to simple questions.
- To be able to describe characters, sequencing and event of a story.

3.4. Content.

In order to achieve the previous objectives, it is necessary to establish the contents that will allow their fulfilment. These contents are related to the three learning areas expressed in the *Orden de 5 de Agosto de 2008* and are divided into:

- Self-knowledge and personal autonomy.
- Knowledge of the environment.

- Languages: Communication and Representation.

Despite this division, the integrated curriculum of the stage deals with the contents work in an interrelated way. For a greater organization, the proposed contents will be divided into the areas of knowledge, although at a practical level they will be worked interdisciplinary.

Self-knowledge and personal autonomy:

- Progressive autonomy in the research and learning process.
- Interest to investigate on the topic.
- Cooperative work with classmates.
- Pleasure to carry out activities in the company of families.
- Reflection on the new learning acquired.
- Pleasure participant in group conversation and oral presentations.
- Knowledge of own possibilities and abilities.
- Use of new strategies to solve problems.

Knowledge of the environment:

- Fun through experimenting with natural materials.
- Interest in the world of animals.
- Progressive acquisition of different logical-mathematical concepts: comparisons, subtraction and addition.
- Professions around literature: illustrator, writer, publisher, librarian.
- Recognition of different types of habitats.
- Recognition of different characteristics of animals.
- Differentiation between human and animals characteristics.
- Cultural diversity through literature.
- Use of descriptive concepts such as big, little, colours, dark.
- Use of location concepts such as in, on, behind, ahead or inside.

Languages: Communication and Representation:

- Acquisition of new vocabulary related to literature.
- Acquisition of new vocabulary related to animals and their habitats.
- Use of the new vocabulary in a functional way.
- Description of characters, events and sequences of stories.

- Development of oral language skills progressively.
- Fluency and initiative in the use of oral expression in L2.
- Understand and answer to what, where, who simple questions.
- Improvement of oral expression through oral presentations and play-role.
- Progressive mastery of pronunciation, intonation and rhythm through oral expression.
- Recognition of the importance of L2 as another means of learning and communication.
- Use of infinitive verbs to give instructions.
- Understanding and progressive use of the imperative through indications.
- Use of simple expressions.
- Use ITC as a form of research and communication.
- Creation of artistic works through different techniques such as collage, stamping, modelling.

3.5. Timing.

As mentioned in the contextualization section, this project is included in the School Linguistic Plan. For this reason, this educational proposal will not be carried out isolatedly, but rather as a project that is integrated into the classroom programming and coexists with the rest of the routines.

It is an annual project, which will take place from September to June, as it aims for long-term objectives and requires gradual learning. The project consists of three different readings which will be worked one per trimester, basically it will work in a weekly sessions (45 minutes each), assuming a total of eight sessions for each reading.

The readings will be divided as follows:

Brown bear. First trimester.

Ten apples up on top. Second trimester.

The Gruffalo. Third trimester.

However, it is important to note that the project is flexible and may vary when implemented depending on the needs and interests of the students. Likewise, activities related to the project will be carried out outside these hours by being included in the classroom routines, for example, a reading corner will be implemented with games and activities to continue working on the time devoted to corner play.

3.6. Methodology.

The methodology that is going to be followed responds to a constructivist conception of learning in which the active role of students is emphasized and oriented towards individual, cooperative work and peer learning. For this, the basic methodological principles of the stage, collected in the different legal texts (D.428 and O.5 /8/2008), will be followed:

A global approach since reality is perceived in its entirety rather than segmented, thus establishing multiple connections between new learning and those already acquired, always starting from their previous knowledge so that they come to carry out meaningful learning, through motivating activities, taking into account students' needs and interests. Therefore, promoting intense activity will be the main source of learning and development, promoting observation, manipulation, experimentation and reflection.

Learning through action will be promoted, taking into account that a lesson play should start from their closest environment to expand the vision of the world.

The principle of individualization will be taken into account in which individual differences in the teaching-learning processes will be respected. Only in this way the preventive and compensatory function of the school can be guaranteed. On the other hand, the principle of socialization will be tended to, being complementary to the previous one bearing in mind the social aspect of the students, guaranteeing life in society. For this, cooperative work is introduced into the classroom.

Motivation and creativity will be fostered; since the interest of the child will be taken into account, creating a climate of trust, affection and freedom so that their personal work can be developed. Play and children's activity will be used as fundamental means for their motivation, creativity and personality; as well as routines, interaction and imitation. Children of these ages have to learn by doing, in a process that requires observation, manipulation, experimentation and reflection.

To comply with all of the above, this proposal is based on Task-Based Project as the most appropriate methodology to work in the infant stage. Within Task-Based Project teamwork techniques will be used in order to create an environment of communication among students. As highlighted in the theoretical framework, the Cooperative Integrated Reading and Composition (CIRC) is ideal for this proposal. The activities and

experiences proposed will follow the elements proposed by Stevens & Slavin (1995: 243-244):

- a. Story-related activities.
- b. Direct instruction in comprehension strategies.
- c. Integrated language arts and writing.

To organize the activities the proposal of Puchta & Elliot (2017) will be followed since it can be applicable with the Task-Based Project: warmer, circle time, story, topic / craft, game or TPR and wrap up.

With regards to the CLIL approach, the 4C's framework (Coyle) are an important part of the proposal that has been taken into account in each one of the experiences and activities proposed. As proposed by Coyle et al. (2010:36), language is used methodologically from three interrelated perspectives: learning language, language for learning and language through learning.

3.7. Materials and resources.

Any object is capable of generating learning if it is used correctly. An important aspect to take into account is that all the classroom material complies with the characteristics of hygiene, without danger (non-toxic, sharp, or sharp), is durable (varied in its presentation, versatile in its usefulness), is adapted to psychophysical development, with a clear objective, develops imagination and creativity, with progressive difficulty in its handling, and is designed to be a collective material to share. The aforesaid material should promote experiences that foster all the skills of the students and promote a communicative environment.

The material used can be differentiated into two types:

Human: school is understood as an educational community, therefore the different people involved are also learning resources: teacher assistant, teaching team, cycle team, support team (Educational reinforcement of children, Therapeutic Pedagogy teacher and Hearing and Language teacher) and of course the families. In addition, the students themselves are a personal resource, by working cooperatively. The support for L2 provided by the three students whose mother tongue is English is also noteworthy.

Material resources. According to Mehisto (2012:15) "learning materials can be defined as information and knowledge that are represented in a variety of media and

formats, and that support the achievement of intended learning outcomes”. Following this definition, any element of the classroom can be considered a material resource since it encourages learning or experience. In addition to the fungible material of the classroom, the most relevant materials for this proposal have been highlighted:

- Picture books:
 - o “Brown Bear” (Martin & Carle, 1967).
 - o “Ten apples up on top” (Seuss, 1961).
 - o “The Gruffalo” (Donaldson & Scheffler, 1999).
- Storysack with props.
- Flashcards.
- Board games: memory, bingo and home-made games. Annexes E, I, O, Q and R.
- Individual and group worksheets. Annexes F, G, H, J, M and N.
- Songs and jingles:
 - o Brown bear, brown bear, what do you see? (David Glenn, 2018)
 - o The Gruffalo Song in Makaton (Macmillan Children’s Books, 2017).
 - o The Gruffalo (Song & 3D video) (SchoolKidz TV).
 - o Ten apples up on top song in the style of Jason Mraz (Vancemo, 2013).
 - o Story-sack jingle.
- ICT: video camera and computer. GoogleClassroom.

3.8. Transversally.

In addition to the contents that are going to be worked on in this proposal, the inclusion of values must be taken into account in planning, which will be present in a transversal way in the classroom, and whose objective is the integral development of the students.

Guided by what is stated in article 5 of *Decreto 428/2008, de 29 de julio, por el que se establecen la ordenación y las enseñanzas correspondientes a la Educación Infantil en Andalucía* (henceforth D.428/2008), the following values must be treated in the classroom in a cross-sectional way: democratic, civic and ethical values; cultural diversity; sustainability; culture of peace; consumption habits and healthy life; use of leisure time; Andalusian culture; and real and affective equality between men and women.

The readings chosen for the proposal help to treat these values, by dealing with topics such as health, cooperation and collaboration, respect for others and the environment, among others. In addition, the proposed activities always work from equity and respect, establishing classroom rules for this.

3.9. Interdisciplinary.

One of the characteristics of the Early Childhood Education stage is its interdisciplinary nature. The areas of knowledge are interrelated with each other and the learning experiences that are carried out respect the different learning rhythms by being open and flexible.

It is known that a well-rounded curriculum that incorporates multiple disciplines and learning styles offers opportunities for all students to reach the maximum of their development. Not all people learn in the same way, so educational experiences should offer the possibility that each student learns in her own way. Task-Based Project and the use of work corners, the methodology used in this proposal, offer this possibility to students. Since the contents and skills are going to work from different approaches.

Literary texts offer a great variety of choices to tackle any topic to teach about, such as feelings, animals, science, healthy habits, history... For this reason, literary pieces have been selected that allow activities related to the readings and that promote all areas of learning. This proposal starts from reading stories as a motivating element, carrying out activities in all areas through them, involving all the senses and promoting all areas of the child's development. In this way, with the reading of the story and the activities related to it, not only the language area will be worked on but also contents of the knowledge of the environment, mathematical skills and exploration of the environment will be introduced, at the same time that autonomy and knowledge of oneself is developed.

3.10. Evaluation.

The Orden de 29 de diciembre de 2008, por la cual se establece la ordenación de la evaluación en la Educación Infantil en la Comunidad Autónoma de Andalucía, establishes that the teaching-learning processes carried out in the school require evaluation for their development. This must be understood as an integral process, an evaluative and investigative activity, inserted in the development of educational activity,

which affects both learning processes and teaching practice, within educational projects and contexts in which it is inscribed.

The evaluation of the learning process as stated in current legislation must be:

- Global: referring to the set of capacities expressed in the general objectives.
- Continuous: the evaluation should be one more element of the educational action, thus allowing to regulate, guide and systematically correct the educational process.
- Formative and preventive: it must take into account all the variables that help or interfere with the didactic process, trying during this process to gather information that allows it to be reviewed and corrected, making the appropriate adjustments on the fly to avoid reaching unwanted objectives.

The main objective of the aforesaid evaluation will be to offer information on how the educational process is developing, for a more appropriate intervention, for improvement. This takes into account three moments:

- Initial: Before the beginning of each unit, in the identification of previous ideas and the needs of the children as well as their interests and needs.
- Continuous: collecting information for improvement and detecting learning difficulties. It allows us to provide the necessary help at all times.
- Final: assessing the entire teaching / learning process, and making a global estimate on the acquisition of the proposed skills.

To carry out this evaluation, different techniques and tools will be used to collect information. The main technique will be systematic observation, for this a class diary will be used to write down the most important aspects. There will be a rubric to evaluate the contents and language studied (see annexe A) of both the students and the teaching practice. Finally, in order to involve students in their own assessment, a personal portfolio (Learning journal) will be used. This portfolio will collect evidence of the students' work throughout the school year, together with comments from the teacher and the family. Thus involving all educational agents in the evaluation process. Students will have this portfolio to consult and modify it when necessary. The template is shown in annexe B.

Likewise, self-evaluation of educational practice is essential. For this, an evaluation rubric will be used to determine the suitability of the activities and measures proposed, as well as the coordination with the rest of the agents involved (see annexe C).

3.11. Set-by-step planning.

The structure to be followed will be the same in each of the lesson plans included in the proposal, modifying the activities depending on the topic and the content covered, including greater difficulty in content and language. The sessions will be divided into warmer, main activity (circle time, story, topic craft, game or TPR) and wrap up and will include story-related activities, direct instruction in comprehension strategies and integrated language arts and writing (Stevens & Slavin, 1995). For this reason, the first reading will have a greater explanation since the rest will follow a similar structure, repeating the dynamics used with the pertinent modifications.

First trimester:

Brown Bear, brown bear, what do you see? Bill Martin and Eric Carle (1967).

Session 1.

Warm up activity: The first activity is designed to arouse interest in the subject. For this, a motivational resource named “story-sack” will be used. This bag is accompanied by a jingle "I have something in my bag in my bag in my bag, I have something in my bag, come to have a look". Once the students sit in the circle, they begin to take objects out of the bag little by little trying to guess what story it might be, encouraging students to use their language skills. In this case, colours and animals will be removed. The story sack also includes flashcards and props.

Main activity: During circle time the “Brown bear, brown bear” story is read aloud. After reading the picture book, the sequence that follows the story is worked on using props by completing a sequencing puzzle.

An initial evaluation activity is carried out. For this, a table is completed which includes what the book is about; which vocab are we learning and questions that we would like to solve about the book or the topic itself (see annexe D).

Using the completed table, students record themselves in groups explaining their families what they are going to be working on and asking families for help with the project to foster collaboration between school and families and to advocate a real use of the

language. For this GoogleClassroom will be used to upload the video. Families can collaborate by bringing to the class activities or materials made at home with their children related to the story that will be included in the reading corner.

Wrap up activity: Play a colour hunt. As a closing activity, the classroom will look for objects by colour following the sequence that the story indicates. To do this, the story will be reread, stopping at each character to carry out the search.

Session 2.

Warm up activity: Learn “Brown bear, brown bear” song (David Gleen, 2018).

Main activity: In this session, the vocabulary included in reading will be deepened. The flashcards will be used to play different games. First, the story is re-read slowly, highlighting the key words in L2, so that students can easily identify which word corresponds to each flashcard, following the Total Physical Response method, encouraging early listening.

Vocabulary hunt game: The props of the story are hidden in the classroom, simple instructions are given to the students to find them. The student who finds the card must define what they have found to their classmates.

Bingo game: Each student has a template with characters, which must be covered with index cards as the vocabulary is named (see annexe E).

Individual worksheet (see annexe F) colouring and cutting activity.

Wrap up activity: In this activity a magic box is needed. It can simply be a box decorated by the students. The first student opens the magic box and, without being seen by the others, chooses a card. The aim of the game is for the rest of the students to guess what word it is by using miming. Whomever guesses the word will be the next to open the magic box. This game is used to review vocabulary, work memory, observation and body language.

Session 3.

Warm up activity: Who writes and illustrates the book? The details of a book are analysed: publisher, writer and illustrator and year of publication. Once we know the author, the students investigate on the author's website about his life and work. In this

website there are videos about the author, his technique and an interactive museum. As videos are in English there is a real need of using L2 to investigate the author.

Main activity: Learn the technique. Using Eric Carle technique students make their own characters to retell the story. First, a video of the author himself is reproduced explaining how he carries out his work. After the video, the characters of the story are made following the author's artistic technique.

Wrap up activity: Students record a short video explaining the techniques to their families, that will be uploaded in GoogleClassroom using ICT and L2 as a real way of communication.

Session 4.

Warm up activity: I spy “Brown bear”. To warm up, an “I spy” game is played in pairs. Each pair has a sheet of I spy (see annexe G) and a piece of paper where they write down what they see. They take turns saying what they see in the picture and writing down the total number of the different animals that appear in the story. To conclude, the results are shared.

Main activity: Where do the animals live? The habitats of the animals in the story are investigated. Animals are classified by air, land or water. Recycled materials and classroom objects are used to create the different habitats of the animals. One tray is used per zone, and more animals that live in it are added.

Using toy animals comparisons are made between the tracks that these animals leave. Footprints are classified according to size. The students play freely in this space, leaving a trace of the animals in their habitat.

Wrap up activity: The game “see-saw” is played using the scenario that has been created.

Session 5.

Warm up activity: Gross motor: move like the animals. To start the session a TPR activity is carried out. The vocabulary of the flashcards is worked through the imitation of the animals that appear in the story. The teacher will give commands such as: do bear walk, waddle like a duck, jump like a frog. To add difficulty the rhymes and direction will be changed (by doing it slow, fast, forwards and backward).

Main activity: In this session, descriptive language and the characteristics of the animals are worked on. After the warm-up activity is carried out, an assembly is discussed about the characteristics of the imitated animals and a table is completed as a technical sheet with the animals' main features.

Wrap up activity: Guess who. An image is taped on each child's back. Taking turns each child has to ask yes or no questions to the rest to find out which animal is on their back. For example: Does my animal fly? Is my animal a pet?

Session 6.

Warm up activity: Letter sound game. Using animals' toys and magnetic letters to focus on some of the letters and reinforce their names and sounds. The initial sound of each animal in the story is worked on and the students are asked to join these initials with the letters of their name. The spelling of the animals' names is worked with magnets too as they would need to write it down in the next activity.

Main activity: The endless story technique (Casado, 2007) is used to write a version of the story. To elaborate it, the structure "I see a What do you see?" is used as a template. Each student chooses a character to add to the story, writes the text and draws the character. Once all the characters have been made, the order is decided. It is an activity that remains open since you can include infinite characters and modify their order.

Wrap up activity: The session ends with a psychomotor activity. A "colour, colour" version of the game is played. Instead of giving a colour as a command, the animal is named. For example, instead of saying brown, the student would say bear. Students should look for something brown in class, establishing relationships between the animal and its colour.

Session 7.

Warm up activity: Animals run. In teams, each student chooses one of the characters in the story. There is a grid with numbers up to twenty and a starting line. Each member of the team rolls the dice in turn and the character who reaches the goal first wins.

Main activity: Retell the story using the props. The costumes are made to represent the play in the last session. For this, cooperative work teams are formed. For the elaboration of the costumes, recycled cardboard and recycled coloured paper from

magazines or old material will be used. The collage technique is used. Each of the teams will perform the play in a different school classroom so that everyone participates.

Wrap up activity: the session ends by playing Pictionary, in teams. A student draws on the board and the classmates have to guess it.

Session 8.

Warm up activity: The song is remembered and dramatized by imitating the sounds of animals.

Main activity: As an evaluation activity, the story is dramatized for the rest of the classrooms. Students will record their classmates' dramatization to upload it to GoogleClassroom and share what they have learned with their families, using ICT as a real way of communication.

Wrap up: The table that was made at the beginning of the unit is reviewed again to check if the objectives set have been achieved. The activities are evaluated, highlighting what they liked the most and what they did not like, as well as what has been learned.

Ten apples up on top. Dr. Seuss (1961).

Session 1

Warm up activity: The book is presented using the story-sack technique. In this case the bag is filled with toy apples with numbers on them and finger puppets of the characters. Students are asked to order the apples by working the number line. A guessing game is played to figure out what the story might be about.

Main activity: During circle time the “Ten apples up on top” story is read aloud. After reading the picture book, flashcards are used to sequence the story.

A table is completed for initial evaluation in which it includes what the book is about; which vocab is being learnt and questions that would the classroom would like to solve about the book (see annexe D).

Wrap up activity: Book review. Using the template in annexe H children do a review of the book pointing out what has been their favourite part of the story and their favourite character.

Session 2

Warm up activity: Learn the song “Ten apples up on top” (Vancemo, 2013). The song it is danced imitating the actions of the story.

Main activity: The characters of the story are used to work on the prepositions of place. First, an apple is distributed to each student and different positions are indicated, the students must imitate us, following the Total Physical Response technique. Once the prepositions of place have been internalized, the students will take turns giving the directions.

In pairs, the students play “I can” in the mirror. With an apple they should indicate what activities they can do while keeping it in their head. The partner must imitate him or her, in case of not being able he/she must say I cannot.

Wrap up activity: In circle time, all together complete a table including what things can be done with an apple up on top and what things cannot be done.

Session 3

Warm up activity: Who writes and illustrates the book? The details of a book are analysed: publisher, writer and illustrator and year of publication. Once Dr. Seuss is known, the students investigate on the author's website about his life and work. On this website there can be found new characters from others stories. As there are many books of the same author, students write down a note for their families asking if they would like to collaborate with the class by reading another book and uploading on the GoogleClassroom site to keep working in class. With this activity families are implicated in the process and students can benefits from the reading aloud of native speakers such as some of the families who speak English as their mother language.

Main activity: Using Rodari technique, students are asked to imagine themselves in the story. What would they like to be doing in the story with the apples up on top?

Art-work activity. Using a picture of themselves and apples stickers each student make their name in a cardboard. They have to use an apple sticker for each letter and write it down. Comparisons are made between their names dividing them in short names and long names.

Wrap up activity: Individual worksheet: use a crayon or a dot maker to put the correct number of apples on top of each animal.

Session 4

Warm up activity: Scientist spot it game. Using cards with different scientist tools vocabulary is worked on. Each student has a pile of cards. Taking turns, two or three students have to turn up a card and try to be the first to find one of his tools in a partner card. If they spot it they need to say the word (see annexe I).

Main activity: Apples experiments. Working in teams students have to complete a template (annexe J) where their discoveries about apples are reflected. To do this, each group would have on their table different tools such as a meter, a balance, a jar with water, pipes, seeds and different kind of apples. They should discuss in groups before fulfilling the template. Once they are done, they have to share with the rest what they have discovered.

Wrap up activity: Birdseed seeds are planted to see their growth.

Session 5

Warm up activity: Balancing activities. Discuss about things that can be balanced on heads by showing students pictures of people from different countries and cultures who use their head to carry out objects. Why these people are using their heads to carry items? Let students walk around the classroom carrying books on their heads. Dividing in groups students play a relay game carrying a book on their heads.

Main activity: Ten apples up on top board math game (Math Geek Mama, 2016). Each student chooses a character for each team and in turn they turn the wheel that will tell them what to do. The options are:

- "1, 2, 3, or 4 apples up on top": place the given numbers of apples on the top of their character's head.
- "A bird ate 1 of your apples": remove 1 apple from your head.
- "Bear knocked down 2 with his mop": remove 2 apples from your head.
- "You dropped 3 apples": remove 3 apples from your head.
- "CRASH!": put back all the apples that you have on your head.

The winner is the player who manages to have exactly ten apples on his head, without going over ten. With this activity the students work on addition and subtraction in a

meaningful way. To encourage the use of language, they are asked to verbalize the actions they carry out.

Wrap up activity: Using the characters and the apples from the board game comparisons are worked on using terms such more than, fewer than, large, larger and largest. Students are asked to put a number of apples on a specific animal and to compare with the teacher's one using the vocabulary worked.

Session 6

Warm up activity: Re-read the story. This time the story is slowly read emphasizing the keys words. Students are asked to dramatize the story at the same time, imitating the actions that the characters do.

Main activity: The group is divided into cooperative work teams. Each team creates their own book inspired by the story. To do this, they must decide what they are going to wear instead of apples and what the characters are going to do. Once decided, they draw the story together. The story is exhibited in a large group, encouraging storytelling and the functional use of language. These books are included in the classroom library.

Wrap up activity: Matching initial letter and numbers game. Following the example provided “one octopus has one apple up on top”, “two turtles have two apples up on top”, students need to find animals which initial sound start from the initial sound of the numbers.

Session 7

Warm up activity: Apple sort. Different pictures of apples are hidden in a sand box. Students need to find the apples and classify them by colour.

Main activity: In teams they make the characters of the story out of cardboard. Using an apple cut in half, it is stamped on recycled cardboard and the silhouette of the apples is cut out. Ten wooden sticks are used to create an ascending number line with the stamped apples, this way the first stick will have one apple and the last one ten. Team storytelling is practiced using the props created.

Wrap up activity: Tickets are made to attend the play that will be distributed to the students of the other classes. Each group goes to their classmates' classroom and explains to them what play they are going to dramatize.

Session 8

Warm up activity: The song is remembered and the play is practiced by imitating the acts in the song.

Main activity: The story is dramatized for the rest of the classrooms by teams using the props created. Students will record their classmates' dramatization to upload it to GoogleClassroom and share what they have learned with their families, using ICT as a real way of communication.

Wrap up activity: The table that was made at the beginning of the unit is reviewed again to check if the objectives set have been achieved. The activities are evaluated, highlighting what they liked the most and what they did not like, as well as what has been learned.

The Gruffalo. Julia Donaldson and Axel Scheffler (1999).

Session 1

Warm up activity: Story is introduced using the “story-sack”. This bag is accompanied by a jingle "I have something in my bag in my bag in my bag, I have something in my bag, come to have a look". Once the students sit in the circle, they begin to take objects out of the bag little by little trying to guess what story it might be, encouraging students to use their language skills. In this case, different footprints and kind of animals' houses will be removed. The story sack also includes flashcards and props.

Main activity: Read aloud “The Gruffalo” during circle time. After reading the book, the flashcards with the vocabulary of the unit is presented. This flashcards are used to order the plot of the story (following the sequence).

Book review. Using the template in annexe H children do a review of the book pointing out what has been their favourite part of the story and their favourite character.

Wrap up activity: As an initial evaluation activity, a table is completed which includes what the book is about; which vocab are we learning and questions that we good like to solve about the book or the topic itself (see annexe D).

This time using the completed table, students write a note to their families explaining what they are going to be working on and asking families for help with the

project. This note will be uploaded on GoogleClassroom. As in the previous lectures, families can collaborate by bringing to the class activities or materials made at home with their children related to the story that will be included in the reading corner.

Session 2

Warm up activity: Searching for Gruffalo footprints. Upon reaching the classroom, the students find different footprints made on the ground. The footprints are analysed to determine who each belongs to. For this, photos are taken and it is proposed that they use different objects to measure the footprints (feet, spans, construction pieces or meter between others). Footprint comparisons are made, seeing how they are alike and how they differ. Together they decide which character each footprint belongs to and posters with the names are placed next to them.

Main activity: Gruffalo hunt. A grid with nine boxes is made, the children write in each box one of the characters working on functional writing. The students are divided into five teams who must work cooperatively to complete their quadrant. Stickers from the Gruffalo are hidden around the yard and different instructions are given to each team to find and complete their grid.

Wrap up activity: Using elements of nature, tracks of the different animals are created in the playground sandbox.

Session 3

Warm up activity: Who wrote and illustrated the Gruffalo? The author's website is investigated to learn more about her. On her website there can be found new reading material by the author to include in the library corner.

Main activity: Re-read the story in circle time. After reading, Stanislavsky's "magic if" technique is used to collectively create a new story. Students become writers and illustrators. For this, the following questions are proposed: What if we were the mouse? What would we do? What creature do we invent to flee from the animals in history?

Individually they work in the elaboration of imaginary creatures. Using different materials, they create their own artistic works of the invented creatures and present it to the class group, promoting communication skills.

Wrap up activity: To close this activity students write together an e-mail to the author of the book, attaching their proposals for new creatures for their stories. Since the writer is American, the students have to write the mail in English.

Session 4

Warm up activity: Learn the Gruffalo song (SchoolKidiz TV). The song is heard and danced freely. Once this approach was made, we worked with the version sung by Julia Donaldson supported by Makaton. This version will help students to use this non-verbal language as support (Macmillan Children's Books, 2017). In addition, the introduction of the Makaton helps students with learning difficulties.

Main activity: In this session, the vocabulary is deeply worked, for this flashcards are used. First, the story is re-read slowly, highlighting the key words in L2, so that students can easily identify which flashcards each word corresponds to, following the Total Physical Response method, encouraging early listening.

Vocabulary matching game: The unit's flashcards and their descriptions are placed in the assembly (annexe K). Together they should match each card with its description, thus developing attention and comprehensive reading.

Bingo game: Each student colours a template with the vocab (see annexe L). Once the templates are ready in groups they play the bingo game.

Individual worksheet (see annexe M): complete the body parts of the Gruffalo.

Wrap up activity: Students record their selves singing and dancing the song with Makaton language support. The video is uploaded on GoogleClassroom to share the progress with the families.

Session 5

Warm up activity: Gross motor activity. One child facing the other (in pairs) performs imitation movements using the mirror technique. For example, bringing the ear up to the shoulder from one side to the other, jumping with the feet together, crawling like a snake, pushing something imaginary, waving the arms, etc. Students are asked to imitate the characters in the story. They are asked to use their language to describe the movement that they are doing.

Main activity: Learn the parts of the body. First a table is completed (see annexe N) with the parts of the Gruffalo's body. An equal is made with the human body. To do this, in groups, students draw the outline of a partner's body on continuous paper. Once the silhouette is drawn, posters are placed indicating the parts of the body and they are completed together.

Wrap up activity: Gruffalo rhyming tic-tac-toe (annexe O). In groups they play collaboratively taking turns to roll the dice, read the word and cover the picture.

Session 6

Warm up activity: Geographical features checklist (Forestry Commission Early Years Teacher's Pack Programme 1). During circle time it is discussed whether the pictures shown are natural or human man-made. After this conversation, the focus is on the conservation of the natural environment by making suggestions of actions that are correct and actions that are incorrect.

Main activity: Create a forest. Using a sensory tray students recreate the forest from the Gruffalo's book using soil, cones, leaves, toys and object from the classroom.

"A mouse's adventure" (Forestry Commission Early Years Teacher's Pack Programme 1). Each child or pair of children is given a one metre length of string. They are asked to decide where to lay their string to create an adventurous route through the forest for a tiny mouse using the sensory tray, then describe their route to the rest of the group.

Children are given one of the forest animal cut-outs, and asked to place it on, in or near various features. Next, they are encouraged to use locational and directional language to describe where the picture is e.g. The picture is on top of the picnic table, or to the left of the rocks; it is behind the fence which is around the car park, or it is balancing on the trail post, next to the path on top of the hill.

Wrap up activity: Each student draws a map with the route they have created for their mouse, adding directions to get to their destination.

Session 7

Warm up activity: Letter sound game. Using finger puppets and magnetic letters the initial sound of the vocabulary is worked on. First of all, the name of the characters

are written with magnetic letters. A display is completed adding more vocabulary that they know. For example “G” is for Gruffalo and for: game, gloves, grapes... Students need to find objects from the classroom to complete the G box in this case. The same is done with the rest of the characters.

Main activity: Retell the story using the props.

Headbands are made to represent the play in the last session. The group is divided in five different teams, each of the teams need to create their headbands since they will perform the play in a different school classroom so that everyone participates. This session is used to rehearse the play.

Wrap up activity: Posters are made to promote the play. Using the posters, each group goes to the classroom in which they will do the play to explain when it will take place and leave the poster in it.

Session 8

Warm up activity: The song is remembered and dramatized by using Makaton.

Main activity: As an evaluation activity, the story is dramatized for the rest of the classrooms. Students will record their classmates' dramatization to upload it to GoogleClassroom and share what they have learned with their families, using ICT as a real way of communication.

Wrap up activity: The table that was made at the beginning of the unit is reviewed again to check if the objectives set have been achieved. The activities are evaluated, highlighting what they liked the most and what they did not like, as well as what has been learned.

3.12. Diversity: Reinforcement and extension activities.

Following the *Instrucciones de 22 de junio de 2015, de la Dirección General de participación y Equidad, por las que se establece el protocolo de detección, identificación del alumnado con Necesidades Específicas de Apoyo Educativo y organización de la respuesta educativa*, an inclusive educational system must guarantee equity in access, permanence and in the pursuit of greater school success for all students. The Diversity Attention Plan must be understood as the set of actions, adaptations of the curriculum,

organizational measures, supports and reinforcements that a school designs to respond to the general and individual needs of each student.

It should be noted that within the group-class, there is a student with a Specific Language Disorder, who attends sessions with the hearing and language specialist as well as the specialist in therapeutic pedagogy. In addition, in the classroom there are five students who have difficulty with the L1 language (three of them have L2 as their mother tongue). Taking into account the group-class, the measures that are going to be carry out to attend to the diversity of the classroom are:

Foreign students:

- Offer them an approach to Andalusian culture.
- Incorporate manifestations of their culture into the school calendar.
- Invite families to collaborate in the school, showing us their culture.

Students with different learning rhythms:

- Tasks of different intellectual complexity.
- Reinforcement and support within the classroom in the educational process by the infant support teacher.
- Adaptation to different learning rhythms.

Expansion Activities: In the work corners extra activities will be add. Games adapted to the educational level to expand knowledge. For fast-paced students, the proposed activities will be worked with greater difficulty, expanding the learning of content and language. Extension materials are included in annexe P.

Reinforcement activities: Modify the times and resources by offering extra activities connected with the same content and language to reinforce it acquisition. Reinforcement materials are included in annexe Q.

Students with special educational needs:

- Search for qualified professional help and advice.
- Close collaboration with the family.
- Training in the search for pedagogical materials for the specific attention of said students.
- Collaboration with the school support professionals in applying the necessary adaptations in each case.

4. CONCLUSIONS.

Throughout the pages that make up this work, special emphasis has been placed on two main issues. On the one hand, the educational value of the story in childhood, in the teaching of content and language, and on the other, the need for childhood to learn with meaning and motivation, in a contextualized way. There is no doubt that children need to be motivated towards the work they do, if there is no interest there is no learning. In this sense, work projects play a fundamental role in the stage that concerns this field, since they allow interdisciplinary and meaningful learning.

It is precisely for this reason that the story has been used as a motivational resource to introduce content and language in the children's classroom within the methodology of project work. Proposing for the development of the sessions activities and experiences highly adaptable to the different rhythms and levels of the classroom since they are designed for the integral development of the students, seeking a taste for reading and writing from an early age from a playful approach at the same time communication skills are developed in a foreign language.

Despite being a highly applicable proposal to other contexts and curriculums since it has been taken into account in its elaboration not only the Early Childhood Education curriculum in the Autonomous Community of Andalusia but the International Early Years Curriculum prepared by FieldWork Education, used experimentally in schools from all over the world, it is not intended to offer a list of meaningless activities to be carried out, but rather to offer a bank of resources to work from. Each school and each group of students has specific characteristics that must be taken into account and it must be the teacher who makes the methodological decisions that he considers appropriate for a material to be useful in his practice.

In short, what is intended to be achieved through this proposal is that students have the necessary tools to communicate adequately to achieve a complete comprehensive development, expanding the competence in linguistic communication of our students to an L2 so that they can function with ease in today's reality. The best way to do this, according to the students' way of learning, is through the CLIL approach, learning a foreign language in a functional way, while working on the contents of the stage.

5. DIFFICULTIES ENCOUNTERED AND FUTURE DEVELOPMENT.

The Early Years Education stage, given its global and integrated character, offers an ideal setting for CLIL teaching, which facilitates the development of this proposal. Despite this, it is an underdeveloped field of study, since few schools offer bilingualism at this stage and therefore there is little material to use in the classroom. The difficulty of this study has been to find the appropriate literature material for the stage and the linguistic level of the students in L2, without losing its quality.

This didactic proposal opens the door to future research. Bilingual teaching, and more specifically the CLIL approach, has gained weight in recent years in the Early Childhood Education stage, despite this it is difficult to find quality material to carry out such teaching. That is why one of the future lines of research could be the application of this educational proposal in different schools, under an action research, in order to improve the activities and experiences proposed. It would be very valuable to share the resources proposed in this proposal with teachers from different contexts to get their opinion on them, share opinions and create a bank of CLIL resources suitable for the infant stage.

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ANNEXE A. EVALUATION TEMPLATE.

		<u>RATING SCALE:</u> <u>IP: in process (L: little R: regular)</u> <u>A: achieved (S: sufficient G: good E: excellent)</u>		Student 1	Student 2	Student 3	Student 4
LANGUAGE L1 AND L2	1.	Learns vocabulary relating to literature.					
	2.	Uses the vocabulary and grammar from the unit to communicate.					
	3.	Uses everyday language in L2.					
	4.	Expresses appropriately using the basic vocabulary of the unit.					
	5.	Uses comparatives adjectives.					
	6.	Uses present simple for descriptions					
	7.	Combines the verb "to be"					
	8.	Knows and use descriptive and narrative language.					
	9.	Uses infinitive verbs to give instructions.					
	10.	Uses ITC for communication.					
	11.	Improves pronunciation, intonation and rhythm trough oral expression.					
	12.	Is able to communicate in oral and written language (notes, presentations and dramatizations) using daily vocabulary and specific.					
	13.	Understands and answer to simple questions.					
	14.	Describes characters, sequencing and events of a story.					
CONTENT	15.	Improves reading habits and comprehension.					
	16.	Favourables towards reading activities.					
	17.	Awares of the importance of books as a source of entertainment and information.					
	18.	Values and respect bibliographic material.					
	19.	Knows professions related to literature.					
	20.	Works cooperatively with other classmates.					
	21.	Develops logical-mathematical notions throughout the sequenced of content showed in stories.					
	22.	Initiates in addition and substation.					
	23.	Learns and reproduce artistic techniques used in picture books.					
	24.	Recognizes characteristics of animals and humans.					
	25.	Knows animals and their habitats.					
	26.	Develops awareness for the environment around us.					
	27.	Creates new stories.					
	28.	Uses ITC as a tool of communication.					

Learning Journal

DATE:
STUDENT PAGE

♥ WHAT I LEARNT TODAY:

♥ WHAT I FOUND CHALLENGING TODAY:

♥ IDEAS OR COMMENTS:

♥ A PICTURE OR PIECE OF WORK THAT CAPTURE SOMETHING FROM TODAY

♥ DID I ENJOY THE ACTIVITY?

Learning Journal

DATE:

TEACHER PAGE



WHAT HAS BEEN WORKED ON IN THIS ACTIVITY:

- ☐
- ☐
- ☐
- ☐



TEACHER COMMENT:



LINK WITH THE CURRICULUM:

- ☐
- ☐
- ☐
- ☐



REINFORCEMENT OR EXTENSION ACTIVITIES:



PARENT COMMENT:

ANNEXE C. SELF-EVALUATION TEMPLATE.

BOOK TITLE:		YES	NO
Positive didactic planning.	LESSON PLANNING		
Results obtained as expected.			
Adequate organization of spaces in the classroom.			
Adequate organization of times in the classroom.			
Positive organization of materials and resources.			
Use of different spaces within the school.			
Adapted and adequate daily schedule (flexibility).			
Adequate reinforcement measures and attention to diversity.			
Evaluation strategies and techniques with positive results.			
Positive promotion of communication situations in the classroom.			
Completion of documentation (attendance, class diary, learning journal, evaluations)			
Positive relationship and communication with the students.	RELATION WITH FAMILIES AND STUDENTS		
Positive relationship and collaboration with families.			
Positive participation of families in the proposed tasks.			
Positive coordination with the teaching team.	TEACHERS COORDINATION		
Positive work atmosphere.			
Continued relationship with the Educational Guidance Team.			
Contribution of ideas and implementation of the agreements of the stage.			

OBSERVATIONS:

ANNEXE D. INITIAL ASSESSMENT.

Book title:

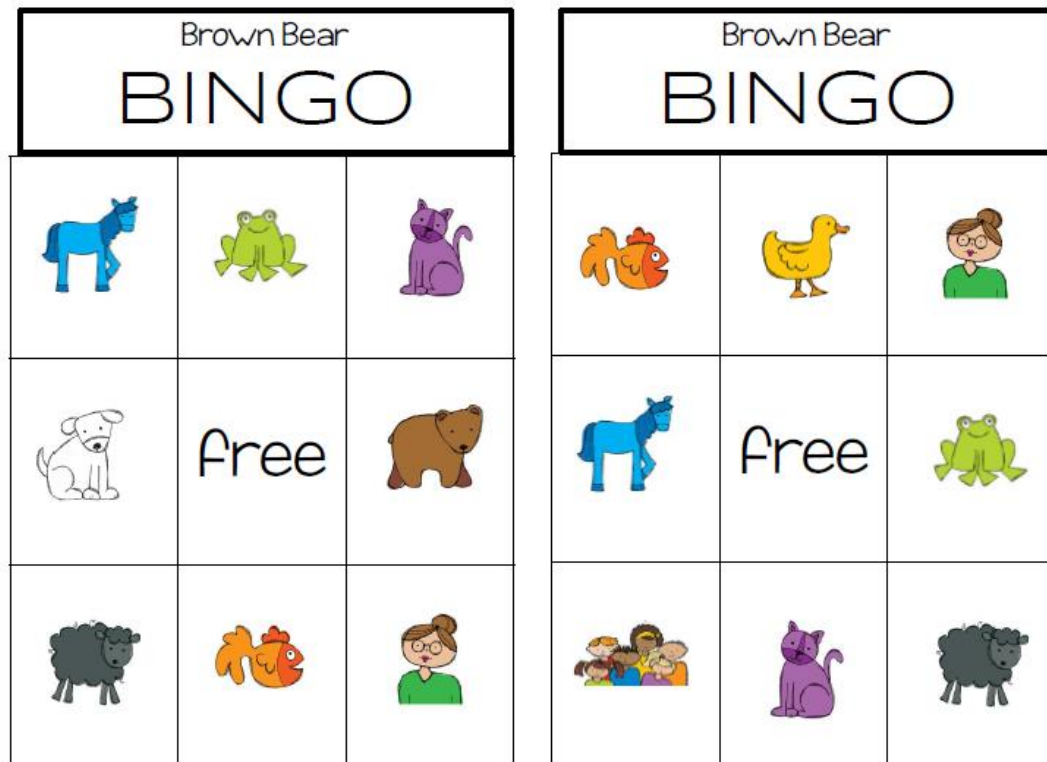
INITIAL ASSESMENT

WHAT THE BOOK IS
ABOUT?

WHAT WOULD WE LIKE TO
KNOW MORE ABOUT?

WHICH VOCABULARY ARE WE LEARNING?

ANNEXE E. BINGO GAME.



<https://www.teacherspayteachers.com/Product/Brown-Bear-BINGO-845991>

ANNEXE F. INDIVIDUAL WORKSHEET.

Name: _____






© Cori Blubaugh © Mrs. B's Beehive

<https://www.teacherspayteachers.com/Store/Cori-Blubaugh-Mrs-Bs-Beehive>

ANNEXE G. I SPY GAME.



BROWN BEAR I SPY

Name: _____

Count and Tally			

Graph It	9																		
	8																		
	7																		
	6																		
	5																		
	4																		
	3																		
	2																		
	1																		

Teacher's Breathing Space © 2015

<https://www.kindergartenworksheetsandgames.com/>

Book review

TITLE:

AUTHOR:



**WHAT WAS YOUR
FAVOURITE PART:**



NEW VOCABULARY

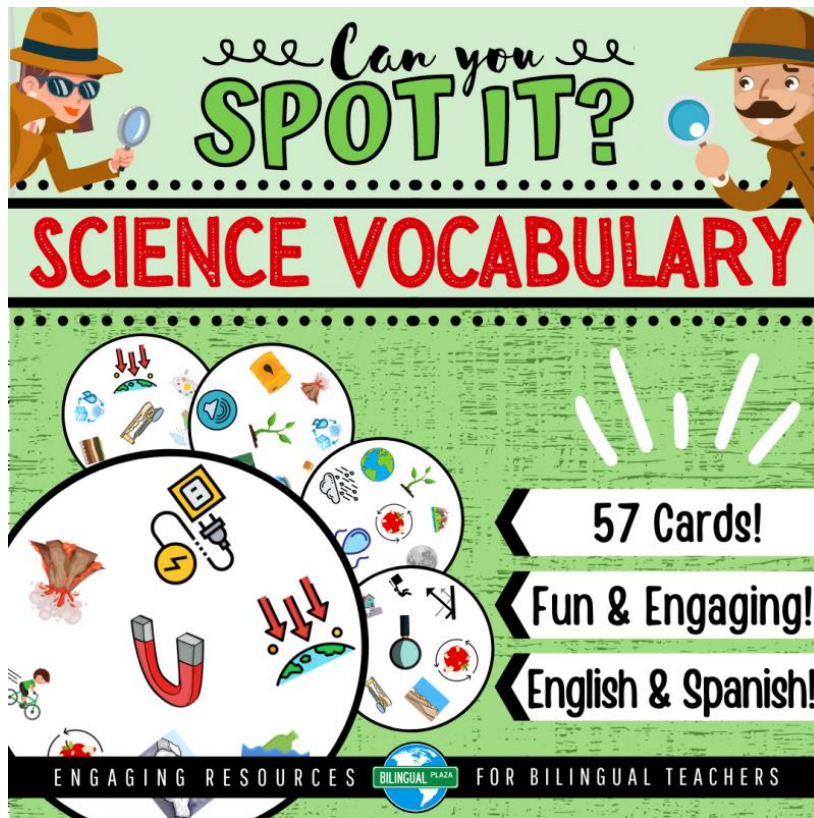


DID YOU LIKE THE BOOK?



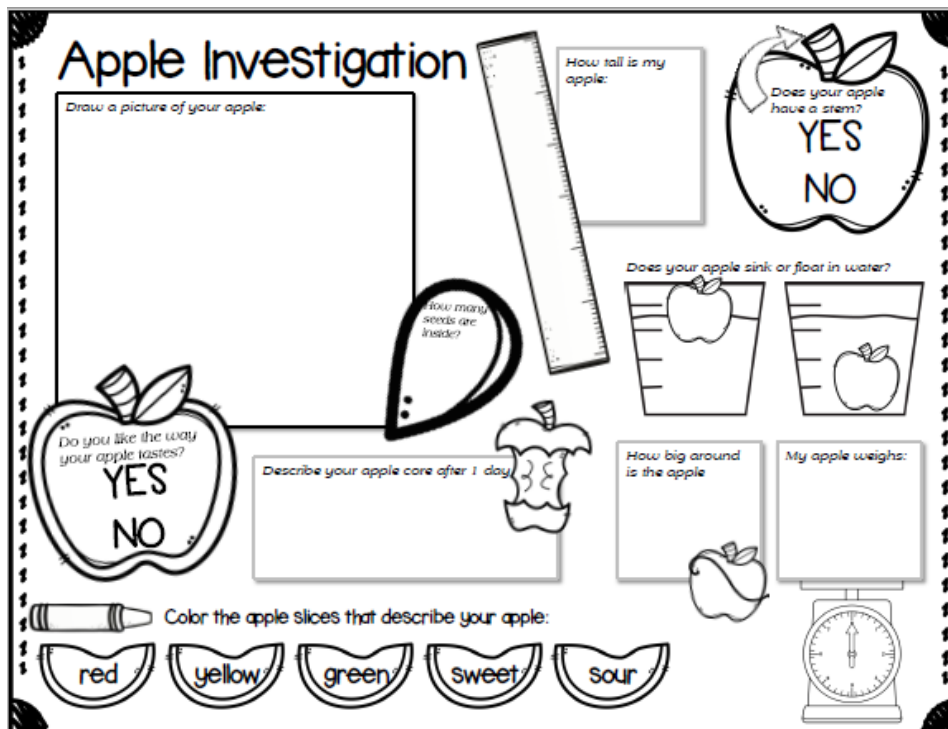
DRAW YOUR FAVOURITE CHARACTER:

ANNEXE I. SPOT IT GAME.



<https://www.teacherspayteachers.com/Store/The-Bilingual-Plaza>

ANNEXE J. APPLES EXPERIMENTS TEMPLATE.



<https://www.kindergartenworksheetsandgames.com/>

ANNEXE K. MATCHING FLASHCARDS AND DESCRIPTIONS.

**PART OF THE GRUFFALO:
TERRIBLE CLAWS.**

**PART OF THE GRUFFALO:
TERRIBLE JAWS.**

**PART OF THE GRUFFALO:
TERRIBLE TUSKS.**

**PART OF THE GRUFFALO:
KNOBBLY KNEES.**

**PART OF THE GRUFFALO:
EYES ARE ORANGE.**

**PART OF THE GRUFFALO:
PURPLE PRICKLES.**

CHARACTER: CAN FLY.

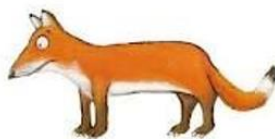
CHARACTER: IS ORANGE.

**PART OF THE GRUFFALO:
TONGUE IS BLACK.**

**CHARACTER: IS THE
SMALLEST.**

**CHARACTER: DON'T
HAVE LEGS.**

**CHARACTER: IS A
MONSTER.**



(The used pictures has been download from www.freepng.es).

ANNEXE L. GRUFFALO BINGO.

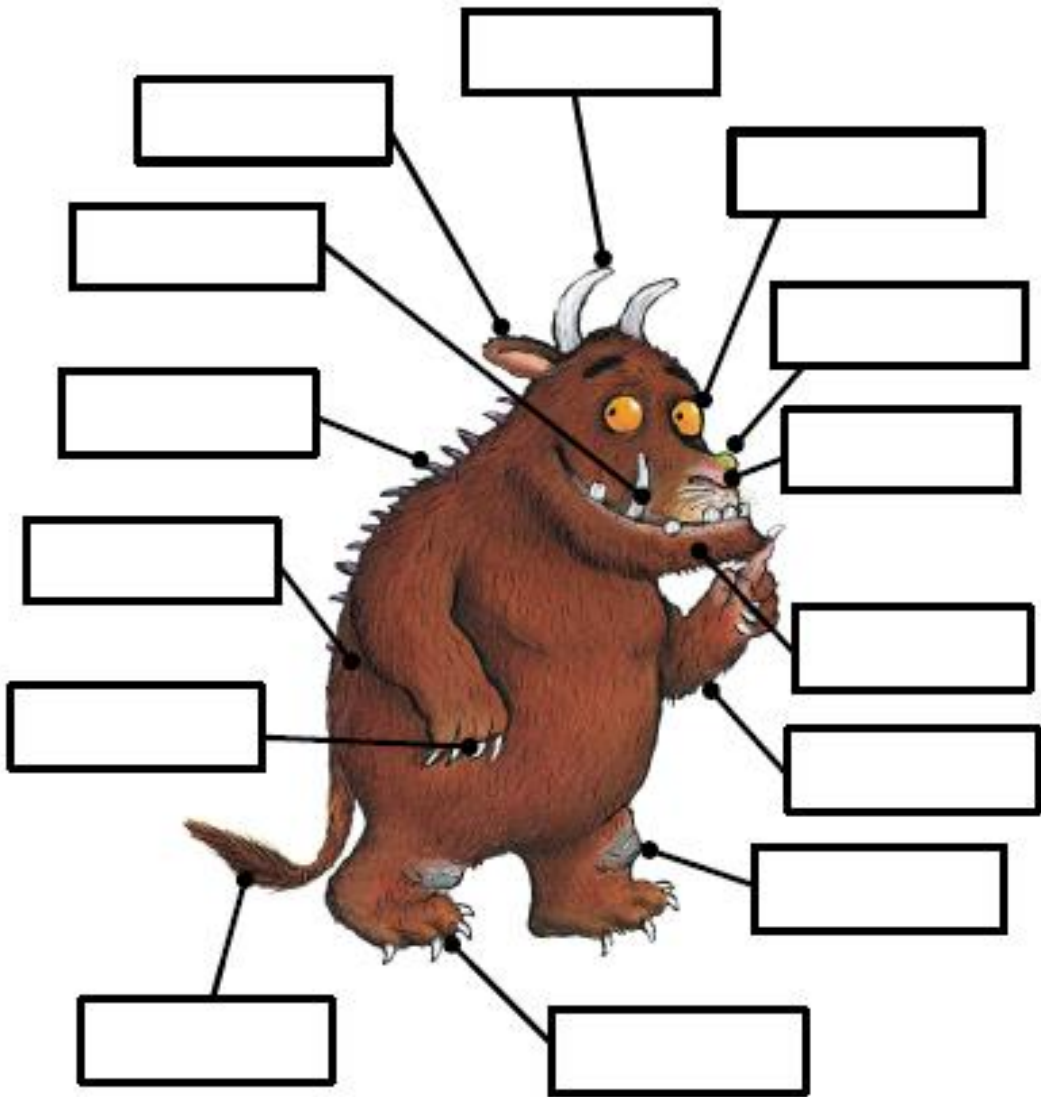
THE GRUFFALO

Gruffalo Bingo



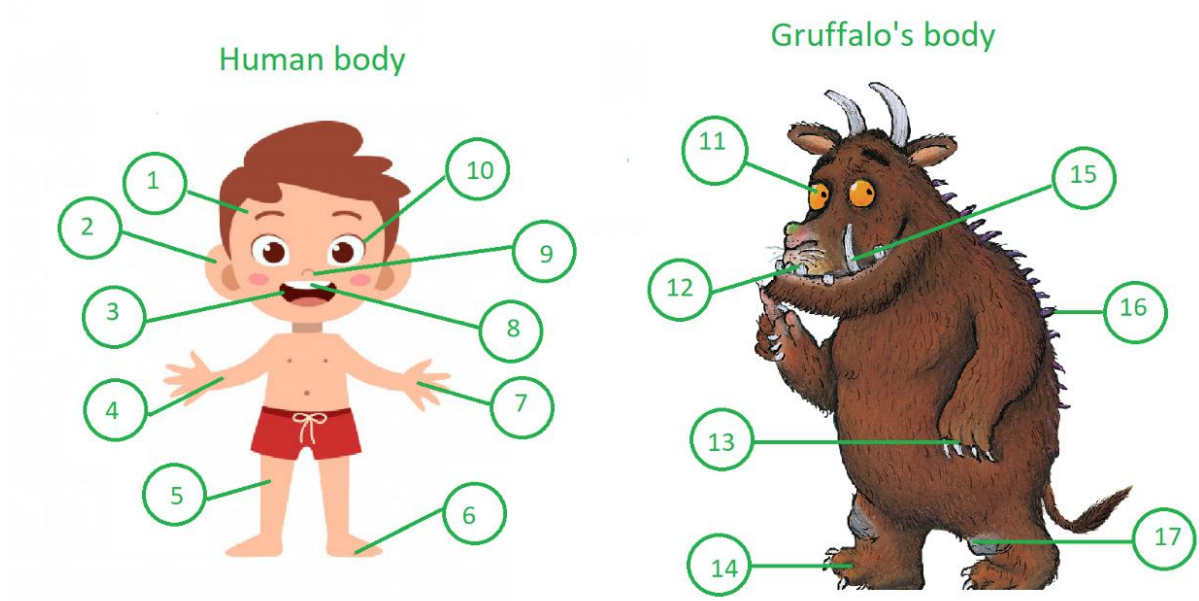
<https://www.gruffalo.com/>

ANNEXE M. GRUFFALO INDIVIDUAL WORKSHEET.



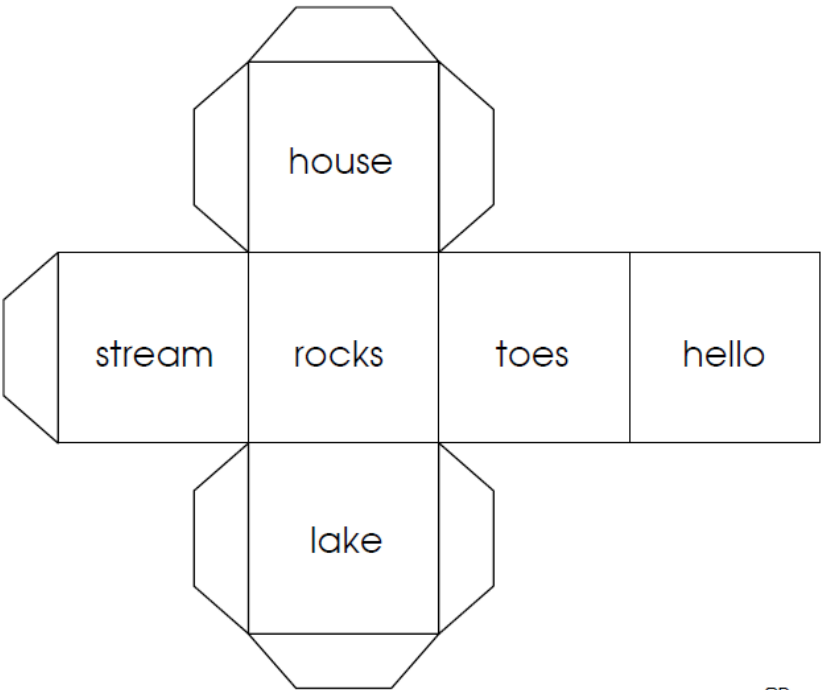
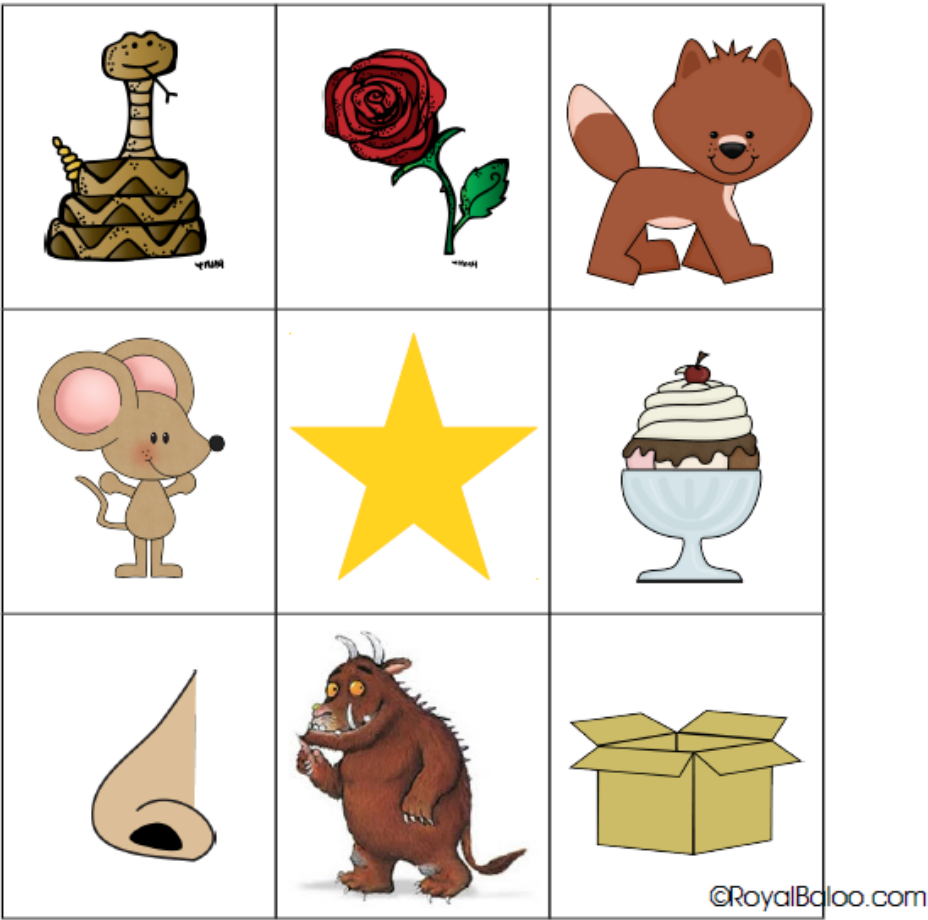
TOES	JAWS	CLAWS	ARMS	TAIL	BACK	EARS
EYES	KNEES	NOSE	HORNS	WART	PRICKLES	TUSKS

ANNEXE N. GRUFFALO AND HUMAN BODY.



(The used pictures has been download from www.freepng.es).

ANNEXE O. TIC TAC TOE GAME.



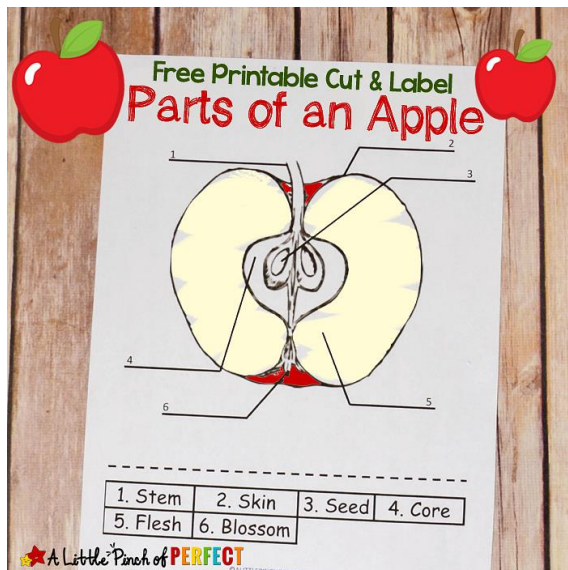
©RoyalBaloo.com

ANNEXE P. EXTENSION ACTIVITIES.

Interactive worksheets:

- Brown bear, brown bear. Puzzle:
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Animals/Brown bear, brown bear, what do you see\\$ \(II\) INFANTIL js414781ft](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Animals/Brown%20bear,%20brown%20bear,%20what%20do%20you%20see%20$%20(II)%20INFANTIL%20js414781ft)
Listening activity: <https://es.liveworksheets.com/fu268487ia>
- Ten apples up on top. Counting activity:
<https://es.liveworksheets.com/sy669476qy>
- The Gruffalo:
Listen and choose the correct answer:
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/The gruffalo/Before reading* fox bi1024186ng](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/The%20gruffalo/Before%20reading%20*%20fox%20bi1024186ng)
Writing activity:
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Storytelling/The Gruffalo vm457337fs](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Storytelling/The%20Gruffalo%20vm457337fs)

Printable material:



<https://alittlepinchofperfect.com/>



<https://www.gruffalo.com>



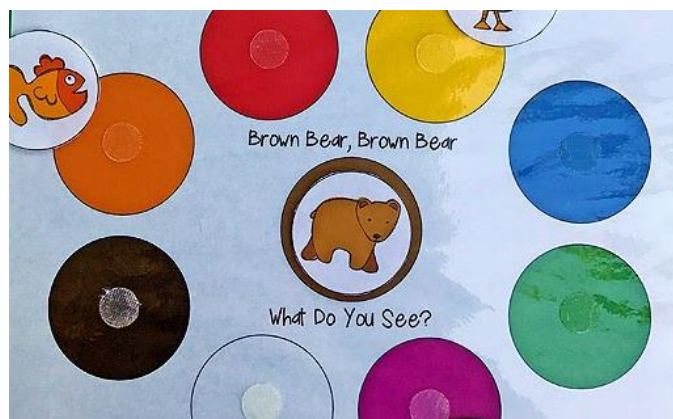
<https://funlearningforkids.com/>

ANNEXE Q. REINFORCEMENT ACTIVITIES.

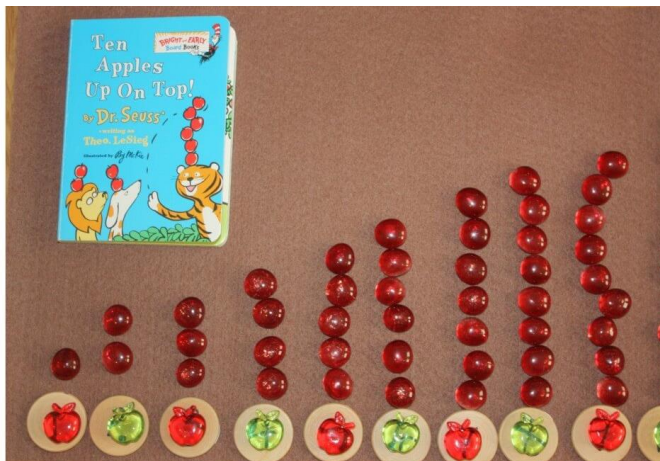
Interactive worksheets:

- Brown bear, brown bear puzzle:
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Animals/Brown bear, brown bear what do you see\\$ ma931611kx](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Animals/Brown%20bear,%20brown%20bear%20what%20do%20you%20see$ma931611kx)
- Ten apples up on top. Counting activity:
<https://es.liveworksheets.com/cu1192747ic>
- The Gruffalo. Listen and choose:
<https://es.liveworksheets.com/or1716183rg>

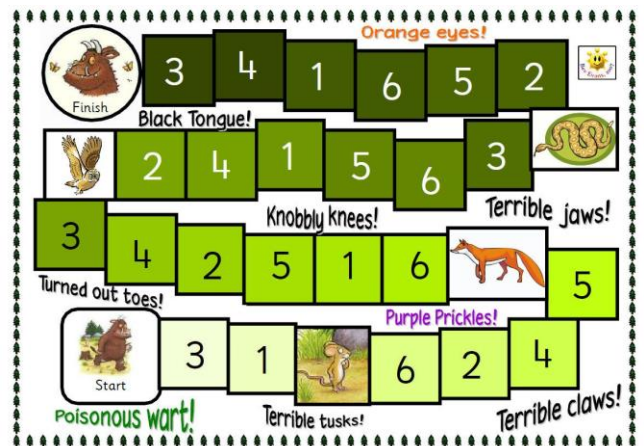
Printable games:



<https://www.totschooling.net/2017/08/brown-bear-color-matching-printable-toddlers.html>



<https://littlebinsforlittlehands.com/>



<https://www.tes.com/teaching-resource>