

Master's Dissertation/
Trabajo Fin de Máster

CLIL IN PRE-PRIMARY EDUCATION: TOTAL PHYSICAL RESPONSE THROUGH STORYTELLING

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ABSTRACT

Very young children learn from the world which surrounds them in a global way, through stimuli they receive as a whole, at the same time as they grow up. For this reason, when it comes to syllabus design, teachers must meet their maturational characteristic by selecting methodologies that respect their way of learning. Specifically, in bilingual contexts, the CLIL approach integrates contents of the three areas of expertise included in the Pre-Primary Education curriculum with the second language, as well as the four C's of Coyle (2007) communication, content, culture and cognition. Thus, this dissertation analyses the maturational and pedagogic characteristics of children aged from 3 to 6 years, as well as two methodologies that combined, provide content and language integrated teaching: Total Physical Response and learning through storytelling. Likewise, a didactic proposal is provided which incorporates both methodologies to be implemented in the third year of the second cycle of Pre-Primary Education.

RESUMEN

Los niños en edad infantil aprenden del mundo de una manera globalizada, enriqueciéndose de todo aquello que les rodea como un todo, al mismo tiempo que maduran y crecen como personas. Por esto motivo, los docentes, a la hora de diseñar programaciones didácticas, deben atender a sus características madurativas seleccionando aquellas metodologías que respeten su modo de aprendizaje. Cuando nos encontramos en un contexto bilingüe, el enfoque AICLE integra de manera natural el contenido de las tres áreas de conocimiento que incluye el currículo de Educación Infantil con el segundo idioma, así como las cuatro C's de Coyle (2007) comunicación, contenido, cultura y cognición. Por ello, en este trabajo se analizan, además de las características madurativas y pedagógicas del niño en edad de 3 a 6 años, dos metodologías - Respuesta Física Total (RFT) y aprendizaje a través de los cuentos -, que se fusionan para dar lugar a un aprendizaje adaptado a sus características, al tiempo que integran lengua y contenido. Asimismo, se aporta una propuesta didáctica que incorpora ambas metodologías para aplicar en el tercer curso del segundo ciclo de Educación Infantil.

KEY WORDS

CLIL, Pre-Primary Education, Total Physical Response, storytelling.

PALABRAS CLAVE

AICLE, Educación Infantil, Respuesta Física Total, cuentos.

1. INTRODUCTION

Pre-primary education is the stage where students are in a crucial moment of development in terms of language, cognition, and social skills, among others. They are beginning to experiment with their abilities as well as those from others, and they are willing to learn about everything that surrounds them. For this reason, teachers must take advantage of this moment to give them a successful process of teaching.

Thus, it is essential that teachers of this stage are familiarized with methodologies adapted to the necessities and interests of their students so that students can learn integrated content and language. Very young children learn from life globally, because they have a perception of the world which surrounds them through stimuli they receive as a whole. For this reason, teachers must respect these aspects in the classroom by bringing them a global teaching perspective that integrates different areas of knowledge by having in mind their previous knowledge and what they need to learn. If teachers want to guarantee an optimum teaching-learning process, they must know the most appropriate and adapted methodologies for each stage, because each one has its evolutive characteristics.

In this case, children cannot learn sitting in a chair for hours, but they learn what they live, what they do, what they experiment, what they touch and play, and what brings them positive feelings and emotions. For instance, the latter can be experimented through enjoyable storytelling, as well as they are absorbing knowledge. Definitively, they need to learn by “doing” in a global and integrated perspective, through which they can be able to develop communication, content, culture, and cognition through a second language. Besides other methodologies used with very young learners, Total Physical Response gathers these features which foster their learning in English in a relaxed way. In addition, if we consider that they are captured by storytelling, we can find a tool which also helps them to foster this learning in a motivated and enjoyable way. Thus, if we join these elements, Pre-Primary teachers can award to students an adapted teaching method which covers their necessities and respect their natural learning process. Therefore, these two methods are the issues in which we are going to focus through this work: Total Physical Response and storytelling.

Thus, this paper aims to highlight the benefits of learning integrated content and language in the Pre-Primary classroom, through the previously mentioned methods of Total Physical Response and storytelling. Then, a didactic proposal joining those strategies is presented in order to apply it in 3rd year of this stage.

The structure of this paper is the following: firstly, it can be found a brief introduction, followed by the objectives which I pretend to reach through this dissertation; then, a

theoretical review through which I expect to contextualize the reader into the situation about development and learning of children, CLIL, and methods of Total Physical Response and learning through storytelling. Next, there is a didactic proposal designed personally based on the methods and principles mentioned, and finally, a personal reflection about the work developed is included, followed by references consulted and appendices.

1.1. Justification

The present paper gathers several sources which are used to substantiate the theoretical review. Firstly, there are addressed the main principles of development and learning of children between 3 and 6 years old, the age of students in Pre-Primary Education. There is also taken into consideration the legal framework of bilingualism in the Community of Madrid, focusing on the CLIL approach. Finally, the method of Total Physical Response (TPR) and learning through storytelling are addressed by substantiating why and how these methods can be employed with young learners to carry out bilingual teaching in the Pre-Primary Education classroom.

The literature review begins with the general evolutive characteristics of these specific ages – cognitive, socio-emotional, motor and language – based on authors' theories as Piaget which are gathered by Palacios, Marchesi, & Coll (2015) and Papalia & Martorell (2017). In addition, the learning of a foreign language is addressed based on Moya & Jiménez (2004), Fleta (2006), and Littlewood, (2006). Besides, there is a collection of the main pedagogical learning fundamentals of authors as Ausubel and Brunner, addressed by Varela Méndez (2003) Castejón, González, Gilar, & Miñano (2013), and Cortina-Pérez & Andúgar Soto (2018).

In the second part of the literature review, the concept of bilingual education is addressed as it is understood in the actual LOMCE 8/2013 and regional orders (Orden 2126/2017 and Orden 5958/2010) which regulate it in the centres of the Community of Madrid. Besides, following the premise that the learning of young learners needs to be integrated, the principles of CLIL are described by following Coyle (2007) with his statement of the four C's: content, cognition, communication, and culture, and also following the premises of Marsh, Mehisto, Wolff, & Frigols-Martín (2011). Besides, other theories and explanations are addressed, among others. Then, their benefits in Pre-Primary Education classroom are explicated basing on researches which support learning English as younger as possible as that from Kuhl et al. (2016) and Ramírez-Esparza, García-Sierra, & Kuhl (2017).

In terms of methodologies and tools, in this work there are mainly addressed two of those which benefit the process of teaching-learning in Pre-Primary, considering the specific

characteristics of development at this age. Starting with the consideration that children need to learn by movement and playing, it leads to address the methodology of Total Physical Response. In order to substantiate this issue, authors as Tejada, Pérez-Cañado, & Luque (2005) and Pino Juste & Rodríguez (2006) have been consulted. Moreover, the use of storytelling in class is a useful and appropriate tool to practice oral skills in this stage as state Rodríguez-Suárez (2003), Fleta (2006) and Cortina-Pérez & Andúgar Soto (2018), among others. Besides, the method of Artigal (2005) should be considered, which gathers the two previous resources in the classroom, and which has been inspiring to propose the didactic unit under scrutiny in this paper.

Finally, the references aforementioned, among others, allow for having enough fundamentals to select suitable methodologies to perform in the CLIL classroom of the second cycle of Pre-Primary Education. In this specific case, this paper is focused on highlighting the benefits of the method of Total Physical Response and the tool of storytelling, which used jointly, support the didactic proposal presented later.

1.2. Formulation of the objectives

The main purpose of this TFM is to analyse the benefits of Total Physical Response through storytelling in Pre-Primary Education. Besides, the following objectives are stated:

- To analyse the pedagogical learning fundamentals that respect the child's development.
- To analyse the legal framework of bilingual Pre-Primary Education centres in the Community of Madrid.
- To examine the benefits of CLIL in order to learn a second language in the Pre-Primary classroom.
- To analyse the methods of Total Physical Response and learning by storytelling in Pre-Primary classroom.
- To propose a didactic proposal joining Total Physical response and storytelling in the Pre-Primary Education classroom.

2. LITERATURE REVIEW

The present literature review is divided into three main sections. In the first one, the developmental characteristics of young children in the second cycle of Pre-Primary education from 3 to 6 years old are introduced. After that, the learning principles which are appropriate to these young children are described.

In the second section, bilingualism is addressed, focusing on the CLIL approach in Spain, and specifically in the community of Madrid. Then, their benefits for young children learning are shown.

In the third part, the methodology of Total Physical Response is introduced, as well as the tool of storytelling, to posteriorly examine the advantages and benefits of carrying them out in the second cycle of Pre-Primary Education.

2.1. Early childhood development and learning

Teachers must adapt their teaching to students to give them a high-quality education. Therefore, before choosing any methodology to apply in class, each teacher must know in detail their students. For instance, their limitations and potential abilities in terms of their development, how they learn, and what motivates them. Thus, it can be used as a general guideline in order to get student-centred teaching which benefits their learning process (Schweisfurth, 2013) by developing their personal autonomy, encouraging motivation, and producing better learning outcomes.

Focusing on the early childhood stage, it can be observed that they are in an explosive period of developing cognitive, social, emotional, language, and motor skills (Palacios et al., 2014). Thus, in order to understand their necessities, the following sections focus on the main characteristics of maturational development from 3 to 6-year olds, the ages of children in the second cycle of Pre-Primary Education, the period which this paper is focused on.

2.1.1. Child development

In the next lines, the development of these young children is explained in detail considering the cognitive, socio-emotional, motor and language skills, that is, the principal ones in the process of maturing.

2.1.1.1. Cognitive development

Very young children begin to learn from the world through their senses and motor activity along the “sensorimotor stage” of Piaget, which ends at the age of 2. The following stage, which is called “preoperational stage”, spans until the age of 7, and is characterised by

the generalisation of symbolic thought by showing a major fluency of language. In addition, at this age, they grasp cause and effect, they can classify objects, and understand the concept of number by being able to count and work with quantities (Rodrigo, 2014).

When children are between 3 and 6 years old, the frontal lobe, which is responsible for complex cognitive processes, is maturing. At the age of 3 or 4, the functions of regulation and planning of behaviour, such as the attention control, are developing, so children need to change activities every five or ten minutes. Nevertheless, at the end of this stage (5-6 years old), self-control and attention are becoming gradually more contained and conscient (Rodrigo, 2014). At the beginning of this stage, they have a good short-term memory, but they forget quickly, so they need constant reviews. Nevertheless, at the age of 5-6, they do not need so much repetition (Varela Méndez, 2003).

In line with the theory of Piaget, at the end of this phase, they have a great imagination, show the principle of animism – attributing the human life to natural objects –, and syncretism – being impossible for them to dissociate the parts which compose a whole – (Rodrigo, 2014).

Considering these patterns, activities in Pre-Primary classroom should be changed quickly to keep their attention and so they can feel motivated. Besides, methodologies focused on symbolic thinking and with constant repetitions fit in with their thinking. In addition, their great ability of imagination must be stimulated so it does not get lost.

2.1.1.2. Social and emotional development

Pre-Primary children feel comfortable with routines in their lives as well as in the class. They feel self-confident knowing which activity comes after others. Besides, the youngest children are self-centred, as a matter of fact, talking about themselves is the best topic of conversation, and even they do not like to share scholar materials. This can be explained with the theory of Sigmund Freud, who addresses that children at the age of 4 or 5 years are in the “the super-ego” stage, where the behaviours rules are internalising, by controlling the pleasure principle which was in “the id” stage. However, at the end of this phase, they do like to share their class materials as well as their experiences, and they start enjoying group activities (Papalia & Martorell, 2017).

Thus, following the theory of Piaget, they are in the “preoperational stage”, in which the leader play is the symbolic play, involving the symbolic function. They can use objects to represent other ones. At the end of this stage, the “associative play”, the leaders, and “role plays” appear. As a consequence, social rules also appear. In addition, there emerge the

embarrassment, sexual curiosity, moral conscience, and guilt (Moreno, 2014). In turn, children at this stage are curious and enthusiastic about the activities they like, they ask for everything that surrounds them, and they also have natural intrinsic motivation, so it is an opportune moment to make them enjoy learning (Varela Méndez, 2003).

Thus, the topics of the didactic units should be related to their surrounding and close contexts. In addition, as they are egocentric, they should not be forced to do group work and cooperative work until the end of the Pre-Primary stage, that is around 5 or 6 years old.

2.1.1.3. Motor skill development

At the age of 5 and 6, the development of sensory and motor areas of the cerebral cortex allows them better coordination between what they want to do and what they do. This development occurs by following the cephalocaudal and proximodistal principles. Besides, the laterality begins to be determined (Garrote et al., 2008; Palacios et al., 2014).

They progress in gross motor skills as running, jumping, throwing, and climbing. Their physical development works better in free and non-structured play, because if they are demanded to practice an organized sport that may exceed their physical and motor skills, they may feel frustrated. Moreover, fine motor skills which involve precise eye-hand movements, are developing and children are progressively better at doing this. Due to all these improvements in these skills, they are gradually more independent (Papalia & Martorell, 2017). Moreover, Children from 3 to 6 years are physically very active, and they need movement constantly by experimenting and expressing through their body. Consequently, they learn through their body (Varela Méndez, 2003).

All in all, activities in Pre-Primary classrooms should not involve structured play, but free play so that they do not feel frustrated. In addition, as they are very active, activities which make them move and experiment through their body lead in learning by doing (Papalia & Martorell, 2017).

2.1.1.4. Speech and language development

Language is the tool that children use for understanding and representing the world that surrounds them, as well as communicating with others. Thus, it is considered as the underpinning of the cognitive, affective, psychomotor, and personal development of children. Besides, non-verbal communication is still very used in young learners, and the language is to a great extent subjective and conditioned by personal experiences (Slobin, 1996). For this reason, parents, as well as teachers, are the persons who most influence the language

development, so that we need to facilitate situations which foster communication (Acosta & Moreno, 2003).

Since the age of 4, they gradually speak clearer and easier to understand in their mother tongue, control the phonetic skills, and increase their vocabulary as well as their significance. Grammar is also gradually more complex (Owens, 2003). Besides, access to literacy introduce children to cultural knowledge as well as a new dimension of the use of language. (Palacios et al., 2014)

Therefore, Pre-Primary classrooms must be full of situations that foster communication, obviously in the mother tongue, but also in the foreign language. Thus, a context that is rich in language inputs will benefit their learning. In the same line, promoting literacy activities and events, such as storytelling, will gather their interest in learning and developing language in both languages.

2.1.2. Learning a foreign language

When it comes to learning a second language (L2), learners put in practice some similar strategies as when they learn the mother tongue (L1). Nevertheless, it must be taken into account that L1 may influence this learning process (Littlewood, 2006). Following Fleta (2006), second language learning has a similar development than the mother tongue – in both natural and formal learning context –, but the learning of grammatical structures is slower in the latter context. Therefore, young learners are still not able to produce complex structures of this second language, as well as in their mother tongue.

In addition, there are some features provided by Varela Méndez (2003) to bear in mind in terms of second language learning. She asses that children at this stage know that English is a different language from their mother tongue. Besides, they learn by imitation and physically respond to orders in this language, associate foreign language and routine – for instance, where they have to sit in order to hear a story –, and can keep up with the songs, even if they cannot sing the lyrics by heart. Another consideration to know is that most English as a foreign language programmes for this stage focus on oral language development, as they are just learning literacy skills in their mother tongue (De Andrés, 2001).

All things considered, a premise that every teacher must have in mind is that either in the process of L1 or L2 learning, young children make mistakes that never must be understood as “fails”, but as evidence of the learning process is being accomplished (Moya & Jiménez, 2004; Cortina-Pérez & Andúgar Soto, 2018).

2.1.3. Pedagogical learning fundamentals

Besides the children's development skills, it is also indispensable to know the pedagogical learning fundamentals when it comes to teaching at this stage, in this case, teaching in English. Varela Méndez (2003) states that when it comes to learning a second language, young children require motivation, self-esteem, joy, simulation, relaxation, to have activities organized around their interests, to learn psychomotor skills to accompany the new sounds of the language, and even to get into a new intercultural education.

Furthermore, the main pedagogical learning fundamentals in students from 3 to 6 years old are explained in the following lines.

➤ *Meaningful learning:*

Ausubel, cited by Cortina-Pérez & Andúgar Soto (2018), is the father of this concept, which is defined as the learning produced when students relate new data with previous knowledge, something leading to a transformation of all knowledge implied. The more meaningful and globalized, the less likely it is to be forgotten (Palacios et al., 2014). Thus, the fact that it is the teacher who selects and organizes contents leads to meaningful learning. However, here it is fundamental an adequate oral performance of content, by allowing students to build adequate and long-lasting meanings (Martín & Solé, 2007). Finally, as the outcomes produced through this kind of learning is related to their context near experiences and useful to real life, it thus leads to motivation, something which positively influences learning.

➤ *Global learning:*

Young children have a perception of the world which surrounds them through stimuli they receive as a whole, without analysing details or distinguishing different parts of it. This is called syncretic thought. The assimilation of all this information as a whole leads to global learning (Rodrigo, 2014). In addition, following Delgado (2011), the Agazzi sisters integrate globalization basing on the fact that the child learns by itself through intervening all their abilities. Thus, the teacher must adapt to the learning of children by proposing activities which integrate knowledge from different areas, having in mind the knowledge they have and what they need to learn. Moreover, this pedagogic principle is taken into account in the curriculum of Pre-Primary education (Real Decreto 1630/2006), as it states that all areas of knowledge must be taught globally, unlike higher levels, whose syllabus is divided into different subjects.

➤ *Discovering learning:*

In line with the previous paragraph, young children learn through being active in both a physical and intellectual sense. One of the ways through which children learn most effectively is by being involved, active and responsible of their learning so that they give all their energy and enthusiasm to do the activities (Crosse, 2007). Thus, they become the main protagonist of their learning (Pino Juste & Rodríguez López, 2010).

The theory of discovering learning or heuristic learning was created by Brunner, cited by Castejón, González, Gilar, & Miñano (2013). For this author, learning is a process of knowledge which occurs inductively. In this line, learners discover themselves progressively through an active attitude which leads to forming their learning. This is a student-centred methodology in which the teacher has the role of a guide, providing them with feedback and learning situations. Thus, Brunner defends that meaningful learning occurs through discovering learning.

Besides, following Montessori and Piaget, cited by Gervilla (2014), children learn by discovering. That is, it does not exist a determined time for an activity, but it depends on their motivation, concentration, and the time the children want to employ in it. Therefore, the teacher must select activities that result interesting for children as well as adequate of their development, and the rest of the work is done by the student.

➤ *Playing learning:*

The play is the principal resource and methodological principle in Pre-Primary learners. Following Moreno (2014), it is a spontaneous behaviour which fosters interaction and communication with other persons and objects by innate curiosity and pleasure for doing it.

It allows children to put into practice the knowledge that they have, as well as other new ones. It also allows them to experiment with the environment uninhibitedly, peacefully, and by recreating situations that will form part of their real life. Another characteristic of the play is that it autoregulate their behaviour, is integrative, allows them to affirm themselves, fosters their sociability, and in short, prepare them for the future life (Cortina-Pérez & Andúgar Soto, 2018).

In the Pre-Primary classroom, the play can be classified into symbolic, construction and didactic (Delgado, 2011). In addition, these can be introduced through the methodology of learning corners. This method consists of dividing the classroom into different corners where children organized in groups do different activities simultaneously and

independently without the direct intervention of the teacher. This respects the individual rhythm and the time of learning of each student (Laguía & Vidal, 2001).

➤ *Learning by doing*

Following this approach, they combine language – for instance, songs, stories, rhymes, and oral productions – with physical actions. In this way, actions help memorize English vocabulary as well as syntactic structures. In addition, children learn to perform actions and observing how others do them (Varela Méndez, 2003). For example, Total Physical Response (TPR) is one of the methods that follows this pedagogic line, because they learn what they are physically doing at the moment. This method is subsequently further detailed.

Finally, after reviewing a few of the main principles of learning, it is time to consider them to intervene in the classroom and provide students with content and language integrated teaching adapted to their developmental characteristics.

2.2. Bilingualism through Content and Language Integrated Learning

For the last several years, the learning of a foreign language has gained importance in the Spanish educative system, bringing with it the teaching of content in this foreign language, in our case, English. Regarding Coyle (2010), Spain is quickly becoming one of the European leaders in CLIL (Content and Language Integrated Curriculum) practice and research. Nevertheless, this issue has been introduced to the youngest children not long ago, as can be seen in the next section.

2.2.1. The legal framework in Spain and the Community of Madrid

It is significant to review the legal situation that involves the educational system in terms of the whole country. In addition, it is necessary to specify the autonomous community, because the normative slightly varies depending on where each school is situated. In this case, this paper is focused on the Community of Madrid, so the specific normative of this place will be also addressed.

The LOMCE 8/2013, in its 12th preamble, considers the foreign language as a priority in education as a consequence of the globalization process we are living nowadays, as it is one of the main lacks in the Spanish educational system. For this reason, the fostering of plurilingualism is considered a goal to reach, so that students can get on fluency in at least one

foreign language with a proper level of communication which benefits their future employability.

In section f) of Article 17 of LOE 2/2006, among the objectives of Primary Education, there is included the necessity of reaching a communicative competence which allows students to express and understand simple messages as well as having fluency in daily situations, in at least, one foreign language. Additionally, in Article 14 from the same normative, it is considered that the educative administrations must foster a first contact between the second language and students in the second cycle of Infant Education, mainly in the last year. Specifically, the Community of Madrid is competent in terms of non-university education levels, so this issue is regulated in the Orden 2126/2017, following the minimum teachings of this stage, established in Real Decreto 1630/2006. Thus, since the year 2004, a bilingual program was developed in order to not only learn English as a foreign language but also to teach other areas in English, something regulated by Orden 5958/2010.

Nevertheless, since the year 2017, the necessity of expanding this English-Spanish bilingual program to the second cycle of Infant Education has been heeded. Thus, the mentioned Orden 2126/2017 takes into consideration the previous regulations in order to improve the learning of the second language in the second cycle of Infant Education, which also continues in upper levels. Despite the minimum number of sessions of the first contact to the use of oral foreign language established in Decreto 17/2008 – at least one hour and a half, distributed in non-less than two weekly sessions and included in the Language area: communication and representation –, in Orden 2126/2017, the number of sessions to teach in English is the following: at least 3 weekly sessions of 45 minutes for the first year of Infant Education, at least 4 weekly sessions of 45 minutes for the second year, and at least 5 weekly sessions of 45 minutes for the third year – the stage for which the didactic unit is designed –. Besides, it must be highlighted that according to Orden 1275/2014, teachers who teach in English must have the linguistic qualification designated: *Habilitación lingüística*, besides the specialisation of Infant Education.

Thus, this paper aims to contribute in a small way to solvent the previously mentioned necessity of improving English through bilingual programmes. Specifically, this work is focused on the 3rd year of the second cycle of Pre-Primary Education, a stage that does not have a long trajectory inside these programs.

2.2.2. Principles of CLIL

As mentioned previously, the Spanish-English bilingualism has been implemented in the last years, beginning in the year 2004 in 26 state school. Nevertheless, in the year 2018-2019, there were 379 primary schools, 166 state secondary schools and 218 state-funded primary schools in the Community of Madrid (Consejería de Educación e Investigación, 2018). It must be considered that this program had not been implemented in the second cycle of Pre-Primary Education until the year 2017-2018.

The term CLIL (Content and Language Integrated Language) was coined in 1994 and launched in 1996 by the European Platform for Dutch education and the University of Jyväskylä (Finland) (Marsh, 2012). One of the most oft-cited definitions of this term is that provided by Marsh et al. (2011): CLIL is a dual-focused education approach through which a second language is used for the learning and teaching of content and language, with the main purpose of fostering both content and language knowledge. CLIL thus has two aims: the subject-related and the language-focused.

Nevertheless, the fact that distinguishes it from other bilingual education approaches is its planned pedagogic integration of contextualized content, cognition, communication, and culture into teaching and learning practice. Those are the concepts that Coyle (2007) refers as the four C's framework: communication (language learning and use), content (subject matter), cognition (learning and thinking processes), and culture (intercultural understanding and global citizenship). This four C's framework bases on the belief that learning content is more than learning knowledge and skills because it implies learning and cognition, that is to say, cognitive reflection. This approach also considers the language as a resource for meaning rather than as a system of rules. This mainly focuses on the meaning of the content, which is being taught, while language learning is a by-product of this focus. There is a primacy of fluency over the accuracy, but also a focus on form is vital.

In terms of theories of learning, CLIL has its underpinnings on communal constructivism and cognitive theory, providing students meaningful learning opportunities through the building on their prior learnings, and resorting to their previous knowledge, attitudes, skills, interests, and experiences. This is what Mehisto, Marsh, & Frigols-Martín (2008) refer to as scaffolding.

The role of the teacher is also paid attention to here. The feature that characterises CLIL is that the classroom is not teacher-driven, but student-led, while the educator thus becomes a facilitator and guide of the teaching-learning process. In addition, they must be

able to provide opportunities which foster reflection by communicating about an issue (Marsh et al., 2011). Therefore, CLIL teachers must be committed, enthusiastic, long-term, stable, linguistically proficient, and innovative. Nevertheless, CLIL does not require teachers to have a native-like command of the language, unlike other dual-focused programs. Specifically, in the Community of Madrid, they must accredit a C1 level following the CEFR (Common European Framework of Reference).

In terms of methodology, this approach brings innovation into the classroom, by using modern pedagogical practices (Marsh et al., 2011). Here language is learned by a context where interaction is fundamental to learn by fostering group-work in contrast to individual-work. Task-based learning, collaborative work, and meaning- and form-focused processing are considered crucial in furthering this ground-breaking pedagogy. In addition, materials employed are also innovative, besides the fact that they are usually adapted to students. For instance, ICTs are considered important in a CLIL environment due to three main reasons. The first is the fact that as there were not many bilingual programs until recently, and consequently, there was a general absence of appropriate materials or textbooks that could be used in class, this being the driving force for many teachers to design their own materials. Thus, ICTs were essential in that sense, as teachers were able to design or share whatever was necessary punctually, without having to depend on textbooks or pre-established materials (Marsh, 2012). The second reason why using ICTs is considered beneficial is the possibility of being able to cater for diversity and special needs, as these materials provide a wide variety of activities with visuals, sound and video, with the possibility of adaptation and personalization. Finally, due to the situation that the COVID-19 has impacted on the world in 2020, a pandemic that has obliged everybody to stay at home without attending schools, it has made reflect on the importance that ICTs have for online teaching. Thus, for many reasons, ICTs must have prominence in our world, but especially in education.

After all, as this paper is focused on Pre-Primary Education, it is necessary to mention how is CLIL carried out at this stage. Following Coyle (2008), the CLIL model most used here is immersion, through which it is fostered the natural use of target language through ludic learning. Thus, the centre of attention is not in the language, but in what they are doing to develop the play. Language is thus a vehicle to learners to reach the play objectives, as well as assure a significative exposure to it.

2.2.3. Benefits of CLIL in Pre-Primary Education

Bilingualism has multiple benefits to humans in terms of several aspects. For instance, it develops cognitive functioning, by improving semantic and episodic memory, metalinguistic awareness and fosters the development of higher-order and problem-solving skills. It also has health benefits by compensating pathologies or diseases such as a delay of dementia (Mehisto & Marsh, 2011).

Focusing on the Pre-Primary stage, some benefits for these young students are highlighted. There are several theories and pieces of research addressing if learning a foreign language is better as the youngest as possible, and the answers vary plenty with each other, so the answer is not clear.

Studies in favour are the order of the day, among which theories based on the critical period hypothesis of Penfield (1953) and Penfield & Roberts (1959), who assess that in this stage the brain has more plasticity, which is lost gradually through the growth. In this line, it is more difficult to reach the same command of the language for a student who starts to learn a second language in the puberty than another who starts in the first years of life. There are also more recent neuroscientific investigations about the bilingual brain, which highlight the cognitive benefits of learning a language in early ages (Garcia-Sierra et al., 2016; Kuhl et al., 2016; Ramírez-Esparza et al., 2017).

However, there are also studies against early language learning, which confront the critical period hypothesis. They affirm older students learn quicker and the critical period hypothesis is not enough solid because it is necessary to evaluate a large number of variables (Singleton, 2005). In addition, adult students usually reach a native competence so the hypothesis mentioned is not validated (Nikolov & Djigunović, 2006). In a similar vein, in the research carried out by Muñoz (2006), they conclude that students between 8 and 11 years old reach a quicker learning process. Even though younger students learn slowly at a beginning and then they do it quicker, they do not reach the same level of competence as older learners.

Nevertheless, Read (2003) mentions that children in early age are in a crucial period in which they are experiencing a great development in a lot of different areas. Hence, this positively influences language learning. Furthermore, it also brings with its potential benefits to them as participants of the future society, such as democracy, tolerance, peace, and citizenship.

In accordance with all the characteristics of CLIL mentioned so far, it can be affirmed that this approach can follow the pedagogical learning fundamentals stated – meaningful, global

discovering, playing, and learning by doing, among others –. Consequently, it respects the process of young children’s development. In addition, this approach brings with it motivation to students, joy, simulation, relaxation, and intercultural education (Varela Méndez, 2003).

Moreover, De Andrés (2001) provides tips for teaching in English at this stage, concerning the organization of daily lessons. Those are: establishing a regular routine, planning warm-up activities, scheduling at least five short activities for each hour of class, demonstrating correct responses, speaking English clearly using simple words and short sentences, and using gestures and facial expressions.

All these strategies are applicable in the CLIL classroom by respecting their specific development. Besides, there are a large number of methodologies, along the same lines as the CLIL approach, that are in accordance with the children development such as Communicative Language Teaching, Task-Based Language Learning, Project-Based Learning, Synthetic Phonics, Total Physical Response, storytelling, etc. However, those in which this paper is focused on, are the latter two (Cortina-Pérez & Andúgar Soto, 2018).

Finally, even though there are theories in favour and against learning as younger as possible, the fact is that young children are experiencing a great development in a lot of different areas (Read, 2003), so teachers must stimulate this growth by selecting the most adequate methodologies for integrated and global learning. In this case, those methodologies that are beneficial for children of 3rd year of the second cycle of pre-primary education, who are between 5 and 6 years old, should be chosen.

2.3. Total Physical Response and storytelling

Once specific characteristics of young children’s development and after knowing which methodologies and guidelines are appropriate to use to teach in CLIL Pre-Primary class, this master’s dissertation is focused on benefits obtained from joining two tools or methods of learning: Total physical response and storytelling. As learning by doing is an ideal context which young children naturally learn, as well as storytelling promote the input of language learning in a motivating way (Read, 2003), they are a perfect mixture to carry them out in Pre-Primary class.

2.3.1. Total Physical Response

This method was created by James Asher in the 1960s with the aim of minimizing the anxiety which young students experienced when speaking English through play which implied psychomotor actions. Furthermore, it must be considered that children need to learn

and be exposed to a high quantity of input before starting to speak (Nunan, 2000) because, at this age, they understand more language than they are able to produce (Rivera & Clemente Remón, 2017; Cortina-Pérez & Andúgar Soto, 2018).

Additionally, Ma (2008), demonstrates that physical exercise improves levels of serotonin, dopamine, norepinephrine, and neurotransmitters. They are substances that regulate aggressivity and hyperactive behaviour, improve the level of attention and concentration, and decrease the level of distraction improving memory as well as the executive function. These aspects are supported also by other studies as Winter et al. (2007), Best (2010), and Carriedo (2014). Moreover, as Reilly & Ward (2018) assess, Total Physical Response is very useful to very young students because they learn through direct experience through the five senses and they do not understand abstract concepts yet. The younger the children are, the more important TPR is.

There are several didactic principles in the Total Physical response method provided by Tejada, Pérez-Cañado, & Luque (2005) and Pino Juste & Rodríguez (2006). First of all, the teacher must use short and basic instructions through imperative mood, dialogues and role-play. Thus, they have to get the students to mime or do what is introduced in class. In this way, the language taught is contextualized.

In addition, teachers must consider that understanding precedes production, and psychomotor actions make it easier to understand the message, promote a safe and relaxed atmosphere, and reduce anxiety. The more relaxed the atmosphere is, the better for the learning conditions (Reilly & Ward, 2018). Besides, how to correct students is vital, as they must not show they have made a mistake, but modulating by repeating the right way (Varela Méndez, 2003).

According to Varela Méndez (2003), the steps of TPR are the following: The first step is to provide meaningful language input in a context and introduce it to the children with aid supports as visual or miming, so that they understand the meaning. The students perform the action as an answer to their teacher's command to show their understanding, but the latter do not ask children to speak as the ability to process the information they hear is higher than their ability to produce language. Nevertheless, if there is a student confident enough to speak, he or she can do it. Then, the teacher repeats the command, but this time quicker. After that, a volunteer performs the action and then, the teacher asks other children to perform it too. Next, the teacher introduces new orders once s/he is sure that the previous ones are understood, and even the order of the sentences can be changed. The teacher must motivate them by clapping

or appraising them when they perform orders well. Nevertheless, if they do not perform it correctly, the teacher should repeat the meaning of the sentence correctly instead of correcting it. At the end of the activity, the teacher makes students give orders to other children in order to consolidate the knowledge and make it more enjoyable. This explanation of the TPR sequence can be seen in more detail in **Appendix 1**.

Besides, this method respects the silent period which characterises this stage when learning a second language. For this reason, these very young students are learning in English in a relaxing context that helps them to feel self-confident (Varela Méndez, 2003).

In addition, Total Physical Response gathers diversity as Rivera & Clemente Remón (2017) address, that is, physical activity helps students who cannot concentrate for a long time, and need to change activities every five or ten minutes, including students with ADHD (Attention Deficit Hyperactivity Disorder).

All things considered; it also must be mentioned that TPR presents difficulty in dealing with the teaching of grammar because through this methodology the instructions given are basic so that students can perform and understand the meaning. However, it must not be a disadvantage in Pre-Primary Education but rather an advantage. Thus, the objective at this stage is not providing complex grammar but providing language inputs and stimuli that are contextualized and familiar to them. Therefore, it can boost motivation for learning rather than demotivation because of the impossibility of understanding complex structures (Cortina-Pérez & Andúgar Soto, 2018).

To sum up, as some of the features of young children are that they are physically very active and they learn by doing, TPR is a methodology that fits with their developmental characteristics. Besides, it is also applicable in the English classroom in order to teach the contents of different knowledge. Nevertheless, it can be also combined with more methodologies to design an exhaustive teaching planning.

2.3.2. Storytelling

Stories are advantageous tools for teaching a second language as they help to develop communicative competence, oral skills, and new vocabulary (Fleta, 2006). In this line, the main objective is not to understand the whole narrative discourse. However, the objective is learners to be exposed to language in a regular and significative frequency. In this way, they capture the general meaning of the stories at the time they contextualise vocabulary and expressions, firstly by repetitions, and then, producing them (Cortina-Pérez & Andúgar Soto, 2018).

The features of storytelling which children are attracted to are enjoyable characters, sound effects, vocabulary repetition, and to an interesting storyline. Another aspect which enchants them is the manner of telling the story. In addition, it should be noted that very young children do not get bored when hearing the same story repeatedly. On the contrary, they enjoy experiencing them once and again (Rodríguez-Suárez, 2003).

Ultimately, it is an enjoyable tool which fosters the development of creativity and imagination, helps to distinguish between reality and fantasy, includes the teaching of morality, develops narrative discourse, and fosters reading for pleasure (López-Téllez, 2003). Nevertheless, this approach is not only educational. This is a warm moment of connection between a child and an adult (Cortina-Pérez & Andúgar Soto, 2018).

There are several formats of stories, such as picture book (words and pictures tell the story), story box (the box is the stage and the characters interact in it), story apron (illustrated on an apron or blanket, and occasionally with puppets), story wall (illustrated on a complete wall, also occasionally with puppets), and story by using the *Kamishibai* technique (paper play), among others.

When it comes to telling the story, Cortina-Pérez & Andúgar Soto (2018) distinguish three different stages: preparation, narration, and post narration. Before telling the story, the teacher must prepare and practise it well, in order to organise what words are going to be highlighted or in which part he or she is going to take a pause. Once the story is well prepared, it is the turn of the narration. While telling the story, the teacher should capture children and also make them willing to participate actively. All this can be reached by modulating the voice, making strategic pauses, emphasizing some words, and interacting with them. Finally, in the post narration phase, the teacher tells the story again, being its goal checking comprehension as well as consolidating some linguistic structures.

Besides telling the story, multiple complementary activities can be carried out in order to take advantage of them. Those can integrate different resources such as songs, rhythms, or handicrafts. Following Cortina-Pérez & Andúgar Soto (2018), such activities can be classified into pre-reading, while reading and post-reading activities. Pre-reading activities allow preparing the student to the storytelling while raising interest and getting familiar with the vocabulary necessary to understand the story. The second kind of activities, while reading activities, try to capture students and not to lose the thread. Besides, here the general comprehension is checked. Finally, the post-reading activities are the most productive and

creative stage, where teachers give an interdisciplinary vision of the story, integrating resources such as drama, draw, handicrafts, movement play, among others.

In conclusion, tales are full of language structures and vocabulary in an enjoyable shape, besides integrating the content from different areas and transversal values. For this reason, these tales with fun characters and standing out stories are great instruments to use in the Pre-primary classroom to motivate and provide integrated teaching. Nevertheless, teaching which perfectly meets their interests and needs can emerge if this instrument is combined with the previously mentioned TPR method.

2.3.3. The Artigal Method

There is a method which is based on storytelling and Total Physical Response strategies, despite there is not much information about it. This is the Artigal method, created by Artigal (1990), who assessed the hypothesis of languages are not learned first and then are used, but languages are acquired while using them.

The main objective of this method is to very young students to develop oral skills in English, as well as listening and comprehension. In these sessions, the teacher does not tell the story, but the children become the protagonist of tales. In addition, the Artigal method makes them able to tell the stories to their families. In this way, the program does not finish when the class session finishes, but when they bring the storytelling at home and tell the story to their family. Following Artigal (1990), it is then when the language is learned because language is not learned when somebody explains it, but when it is used by learners.

Thus, this method is divided into two main stages. The first stage is when the teacher tells the story without any kind of extra aid, by modulating the voice, making repetitions, as well as he or she is representing physically the action which is being told. At the same time, the teacher encourages children to repeat the action, and when they feel prepared, they can repeat the sentence. Then, when the story is told repeatedly, aids like flashcards, songs, or pictures are introduced so that they can have tools to tell the story posteriorly to their family, friends, or other teachers. Here, when children are telling the story is when they are learning English (Artigal, 2005).

In addition, complementary activities can be carried out, as it has been explained in the section focused on storytelling. In this way, they can understand better the story, memorise words and expressions, and they will be able to represent the story by themselves. Through this method thus they can learn, not only vocabulary, grammar, and communicative skills, but also culture, morality, and content.

2.3.4. Total physical response and storytelling in Pre-Primary classroom

As it has been made patent, Total Physical response and storytelling strategies can be used in several different ways. Nevertheless, is the teacher who must know how to take advantage of them. As it was mentioned before, the teacher should know students in order to select the best methodology to teach in English (Schweisfurth, 2013). In this case, this paper is focused on the integration of the two latter resources, given that when mixing them learners may have multiple benefits.

On the one hand, it is found that in the Total Physical Response, physical activity improves the level of attention and concentration (Ma, 2008) in a relaxed and enjoyable context. At the same time, here teachers can expose children to a high quantity of input before starting to speak, something that respects the silent period and helps to make them feel self-confident (Nunan, 2000). Besides, that can be accompanied by the principle of learning by doing, which leads to students to become the main protagonist of their learning (Pino Juste & Rodríguez López, 2010).

On the other hand, storytelling is a practical tool through which imagination and motivation are thoroughly fostered. Besides, here they are exposed to a great quantity of vocabulary and expressions, as well as morality, culture, and content.

Thus, if those features are used in the Pre-Primary class, either separately or joined, it can be obtained a teaching method which gathers multiple benefits to very young students to learn in English following the four C's framework of Coyle (2007).

Therefore, in order to design the didactic proposal that is under scrutiny in the next section, the combination of Total Physical Response and storytelling, as well as this being inspired by the Artigal Method, which gathers most of the principles of these two methodologies.

3. DIDACTIC PROPOSAL

3.1. Contextualization

Before planning any process of teaching and learning, the socio-cultural context, the characteristics of the school, and the developmental characteristics of students should be considered.

Firstly, in terms of the socio-cultural characteristics of the education centre, where this didactic unit is designed for, is a private school situated in the northwest of the Community of Madrid. The school is situated in an area in which the main prototype of families are young partners with young children, with a high educational level and great purchasing power. This is a privileged area in terms of nature and social status, besides good transport links, and proximity to the capital. According to the characteristics of the centre and its context, most of the students come from the same town and surroundings.

In terms of the characteristics of the school, it is a private mixed and lay school which has the levels from the first cycle of Pre-Primary Education to Baccalaureate. Specifically, one group of students per year in Pre-Primary Education, and the rest of the levels has two groups of students per year. In addition, the school schedule starts at 9h. and ends at 17h.

Regarding the methodology, it bases on the principle of globalisation, significative learning, affectivity, individualisation and diversity, relation with families, and they work through didactic units combined with learning corners. In addition, at the same time as the mother tongue is in development, the teaching of the second language of English is taught in a different space, with another Pre-Primary teacher qualified in English teaching and who is in contact and constant group-work with the tutor. Thus, the unit in English is closely related to the mother-tongue unit. It must be highlighted that this school does not work with the CLIL approach. Nevertheless, it accomplishes a list of requisites that allow applying this method, specifically in Pre-Primary Education, such as the qualification of teachers (with the linguistic qualification or *Habilitación lingüística*), the academic load devoted to teaching in English (3 daily sessions), and the ICT resources. For this reason, the following didactic unit is a CLIL proposal to carry it out in 3rd year of the second cycle of Pre-Primary Education.

Concerning the group of students for whom this didactic unit is designed to, they are 19 students between 5 and 6 years old (7 boys and 12 girls) who belong to the 3rd year of the second cycle of Pre-Primary Education. They have similar developmental characteristics, something that allows for carrying out motivational activities for the whole group. Nevertheless, the teacher must adapt to the needs of each of them to develop their abilities. In

particular, it must be highlighted that there is a boy in the group who has selective mutism. He does not produce language in the classroom, but only at home with his family. For this reason, the teachers must adapt their teaching to this situation by being more patient when it comes to oral production activities without forcing him to speak.

3.2. Justification

As it has been highlighted, the importance of using methodologies and tools adapted to our students' development is crucial. Thus, in Pre-Primary classroom, the Total Physical Response method, as well as storytelling allow the teacher the opportunity to bring students an education which respects global learning and second language learning acquisition. Therefore, learning by doing, playing, and experimenting are the main ways young children can learn through these tools.

As it is addressed in Real Decreto 1630/2006, the curriculum is oriented towards a comprehensive and harmonious development in learners in different areas. Thus, here an integrative didactic unit with a methodology that fosters the development of the three areas of expertise is introduced.

In order to carry it out, it has been chosen a topic related to the routine of clothing. It is a daily topic which surrounds them and thus, it is familiar to them. In addition, this topic is easy to be conducted by the methodology of Total Physical Response because it is a non-abstract topic and easy to interpret through actions. Consequently, it is predictable to understand in the second language. Therefore, this versatile topic allows linking it with other contents areas of expertise which are going to be addressed in a globalized and interdisciplinary way (Torres, 2006).

Thus, this topic comprehends the three areas of the Pre-Primary Education curriculum following the Real Decreto 1630/2006.

Area 1. Personal autonomy and self-knowledge.

Area 2. Knowledge of the environment.

Area 3. Languages: Communication and representation.

3.3. Objectives

The learning objectives are selected following the Real Decreto 1630/2006. They are classified into the three areas of the curriculum. Besides, as it is a CLIL unit, they gather the framework of four C's of Coyle (2007): content, cognition, culture and communication.

3.3.1. Personal autonomy and self-knowledge

- To achieve autonomy while dressing up
- To use proper cloth for each season

3.3.2. Knowledge of the environment

- To identify the winter landscape and its elements: *snow, snowman, mountains, and tree.*
- To identify winter clothing: *shirt, coat, sweater, boots, socks, hat, pants, mittens, underwear, scarf.*
- To compare and measure elements by using an intermediary object.

3.3.3. Languages: Communication and representation

- To recognise structures related to morning routines in English: *wake up, go to sleep, get out of bed, go out, and go back.*
- To recognise commands related to clothing in English: *get dressed, put on, take off, tie on, tie off, bottom-up, and unbutton.*
- To produce simple winter clothing vocabulary in English: *shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf.*
- To produce winter vocabulary in English: *winter, snow, melt, snowman, and mountains.*
- To recognize measure vocabulary in English: *big, small, and medium-sized.*
- To represent simple stories through body expression.
- To use the English language to tell a familiar story.

3.4. Contents

These are related to the previously mentioned learning objectives following Real Decreto 1630/2006. Besides, they gather the framework of four C's of Coyle (2007).

3.4.1. Personal autonomy and self-knowledge

- Autonomy while dressing up
- Using proper cloth for each season

3.4.2. Knowledge of the environment

- The winter landscape and its elements: *snow, snowman, mountains, and tree.*
- Winter clothing: *shirt, coat, boot, socks, hat, pants, mittens, underwear, scarf*

- Comparison and measurement of elements by using an intermediary object.

3.4.3. Languages: Communication and representation

- Structures related to morning routines in English: *wake up, go to sleep, get out of bed, go out, and go back.*
- Commands related to clothing in English: *get dressed, put on, take off, tie on, tie off, bottom-up, and unbutton.*
- Vocabulary of winter clothing in English: *shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf.*
- Vocabulary of winter in English: *winter, snow, melt, snowman, and mountains.*
- Vocabulary of measure in English: *big, small, and medium-sized.*
- Listening and representation of songs related to routines.
- Body expression.
- Use of English language to tell a familiar story.

3.5. Methodology

This teaching proposal consists of a CLIL interdisciplinary didactic unit in which language and content are integrated, in which English is the vehicular language. Despite the fact that English is the language used for classroom communication, Spanish will be used in special cases, such as difficult situations or doubts. The topic of this didactic unit is closely related to the one addressed in their mother tongue. Thus, the collaboration between the tutor and the English teacher is crucial to reach the objectives. The methodological principles followed are explained in the following lines.

As this is a CLIL unit, there are some principles which are followed. Firstly, the framework of the four C's of Coyle (2007): content, cognition, culture and communication. In addition, the teaching is student-centred and their previous knowledge is kept in mind to adapt the teaching and obtain a constructive process of teaching and learning (Schweisfurth, 2013) by developing their personal autonomy, encouraging motivation, and producing good quality learning outcomes. Besides, the group work is fostered by the methodology of learning corners, where students learn collaborating with other peers to reach the objective at the same time as they are playing. Here the role of the teachers is the most time as a guide, giving the learners time and space to complete the activities by themselves (Laguía & Vidal, 2001).

The corners of the classroom are fixed during the whole year, nevertheless, in each unit, the topic and materials change according to the content focus of attention, in this case,

the topic is based on dressing up and clothing. In order to do the activities through learning corners, each student has an identification card which must be stuck on the panel of the desired corner. Each one has a limit of 4 students, so if the activity they prefer is not available, a different one must be chosen. Even though the teacher acts as a guide, s/he must check that every student has participated in every corner at the end of the week, noting it down in a checklist.

The lesson planning of each day is full of variety so that they do not feel bored and learn in a motivating way, but always following the same routine so that they feel self-confident knowing what comes next (Papalia & Martorell, 2017). At all times, being flexible must be taken into account, adapting times and teacher guidance.

Finally, storytelling and TPR are the main methodologies in which this unit is based. The former is used in different ways, firstly through a book, showing images and repeating sounds, insisting on key vocabulary and expressions enjoyably. Then, this story is told by the method of TPR through the same story, which is adapted, so that they can perform the story while they are listening to it. Here they learn by doing. In addition, apart from the story performance, TPR takes place while performing songs and games, something which also implies action.

3.6. Timing

This didactic unit is designed to carry it out along the first 3 weeks of the second term, being this time the most appropriate regarding the topic, which is based on winter. Besides, the unit follows the structure of introduction, development, and final performance.

- **Introduction:** In this block contents are introduced, and the interests and previous knowledge of students are evaluated, so that contents can be adapted if necessary. In addition, pre-storytelling activities are developed.
- **Development:** It is the block is devoted to interiorizing new concepts and language about the topic. The story is told in different ways each day, and the learning corners are developed in order to complement the contents addressed in the tale. The storytelling progress throughout this sequence:
 - Firstly, the tale is told by the book, encouraging lightly to participate saying the words and then, saying tricks by changing the words.
 - Along the second week, the tale is told without the book, only through TPR, encouraging students to participate gradually and simplifying

grammar structures so that they can repeat basic phrases of the tale if they feel self-confident.

○ Along the last week, the tale is told through TPR but with the aid of materials created by them.

➤ **Final performance:** the last day of the unit the tale is told by students to their peers of 2nd year. Besides, the outcomes are assessed through a self-assessment activity.

Regarding Orden 2126/2017, the number of sessions to teach in English in the third year of the second cycle of Pre-Primary education is at least 5 weekly sessions of 45 minutes. Specifically, each one is divided into different sections, following the same routine every day: warmer time, circle time, story time, learning corners/activities, TPR games and songs and wrap up. With the purpose of clarifying this information, the timing is schematized below:

Weeks	Blocks	Sessions	Warmer time (5 min)	Circle time (20 min)	Storytime (15 min)	Learning corners/ activities (60 min)	TPR games and songs (15 min)	Wrap up time (5 min)
1 st Week	Introduction	Session 1	Warmer routine	Circle routines	Introduction of the tale	Pre-storytelling activities	TPR games and songs	Wrap up routine
		Session 2						
Session 3	Storytelling TPR without any aid							
Session 4		Learning corners						
Session 5	Storytelling TPR with aid materials							
Session 6		Self-assessment activity						
Session 7	Final TPR performance							
Session 8		Final TPR performance						
Session 9	Final TPR performance							
Session 10		Final TPR performance						
Session 11	Final TPR performance							
Session 12		Final TPR performance						
Session 13	Final TPR performance							
Session 14		Final TPR performance						
Session 15	Final TPR performance							
3 rd week		Final performance	Session 15	Final TPR performance	Self-assessment activity			

Table 1. Timing of sessions.

3.7. Materials and resources

3.7.1. Spatial resources

- The English classroom, which is a space specifically designed to carry out the English sessions.

3.7.2. Human resources

- The teacher who carries out the unit by coordinating with the tutor. S/he is a Pre-Primary teacher with the linguistic qualification (*Habilitación lingüística*). In addition, the language assistant can also participate occasionally.

3.7.3. Material resources

- Interactive whiteboard.
- Book of *Froggie gets dressed* (London, 1994) in the original version and TPR adapted version (**Appendix 2**).
- Story box filled up with the following objects: book, Froggie toy, snow, clothing (*underwear, socks, boots, pant, shirt, coat, hat, scarf, and mittens*).
- Worksheets (**Appendix 2**).
 - Make a puzzle worksheet.
 - Colouring items of clothing worksheet.
- Mathematics corner: Laundry time:
 - Carboard box: a washing machine
 - Felt figures of clothing of different sizes and colours: small red hat, medium-sized light blue hat, big light-green hat, small pink shirt, medium-sized yellow shirt, big purple shirt, small orange mitten, medium-sized black mitten, big grey mitten, small brown pants, medium-sized dark-green pants, big dark-blue pants.
 - Roll paper.
 - Pencils of the same colours as clothing: red, light blue, light green, pink, yellow, purple, orange, black, grey, brown, dark-green, dark blue.
 - A small clothesline and clothes pegs.
- Smartboard corner:
 - Smart whiteboard with link to the Genially panel (**Appendix 2**).
- The vocabulary corner: bingo:
 - Bingo cards and roulette (**Appendix 2**).

- The story tales' corner:
 - Tales which have been accumulated along the year
 - Tale: Froggie gets dressed (London, 1994)
- Symbolic play corner:
 - Real clothing from winter and autumn seasons
 - Boxes
- Songs (**Appendix 2**):
 - *Hello* song
 - *Weather* song
 - *Circe time* song
 - *Bye, bye*
 - *Wake up!* song
 - *Walking, walking* song
 - *This is the way we get dressed* song
 - *Put on your shoes* song
 - *Let's get dressed* song
 - *Winter mittens* song
 - *I'm a little snowman* song
 - *Winter hokey pokey* song

3.8. Interdisciplinarity

Following Torres (2006), interdisciplinarity is the interrelation between different fields of expertise without being affected by the structures of each area. Besides, the globalized and interdisciplinary curriculum is an umbrella able to gather a huge variety of educative practices. In addition, interdisciplinary teaching favours organization because the methodological structures, concepts and procedures are organized around global units which share different disciplines. Consequently, it is useful for the students to apply the knowledge learned to other areas so that they can be able to face problems related to other disciplines. Thus, motivation in interdisciplinary teaching increases because any problem which interests students can be studied (Torres, 2006).

In the case of the curriculum of Pre-primary education (Real Decreto 1630/2006), the three areas of knowledge are contemplated to be addressed through globalized activities which have significance and interest for children, especially to be applied to their daily life. In

addition, in the same normative, the teaching of the second language is specifically mentioned to be addressed through the contents of these areas of expertise.

This goes in the same line as the global principle of learning and development of young learners (Rodrigo, 2014), where the interdisciplinary didactic unit is especially effective at this stage. Thus, in the interdisciplinary unit shown in this paper, these concepts have been taken into account, as well as learning objectives from the three areas of expertise.

3.9. Transversality

Following the dictionary of Cambridge, transversal means a line that crosses two other lines. Regarding education, transversal issues are those which are addressed crosswise in all areas of knowledge. In the LOE 2/2006 which is updated by the actual educational normative LOMCE 8/2013, is contemplated carrying out transversal education in values in every scholar activities. They are moral, peace, equality, environmental, civilized healthy, sexual, consumer and road-safety education.

Specifically, in Pre-Primary Education, all areas of expertise, as well as values, are addressed globally, so that interdisciplinarity as well as transversally are included in the curriculum of this stage. Thus, in this didactic unit as well as it occurs with the principle of interdisciplinarity, the inclusion of transversal values as well as learning objectives from the three areas of expertise are included. Concretely, the values which are addressed in the unit are:

- Moral and peace education is transmitted by the teacher while intervening into conflicts occurred both in the playground or in the classroom.
- Education for equality is addressed when it comes to adding the sex of the characters in equal parts.
- Environmental education is also mentioned while talking about the winter landscape which has to be cared and respected by not throwing rubbish outside, and also when utilizing recyclable elements to make materials.
- Civilized education is also addressed by the teacher when establishing rules as waiting for the turn, knocking the door, saying “*good morning*”, etc.
- Healthy education is addressed when they come back from the playground and they have to wash their hands after beginning the session.

3.10.Evaluation

Evaluation is an essential step in the teaching and language process. It is a reflexive work useful to check if learning objectives are achieved, as well as the teacher can test that the work is being done well. Different issues can be evaluated, such as the learner, the teacher and the process of teaching and learning (García Ramos, 2012). They are explained in the following lines.

3.10.1. Student assessment

Student assessment is carried out to check their process of learning. They can be classified into initial, formative, and summative.

3.10.1.1. Initial assessment for students

In the first block of the unit (Introduction), an initial assessment will be done in order to know the previous knowledge of learners so that teaching can be adapted to them if it is necessary. After the book and objects which are going to be addressed in the unit are shown, a series of questions are asked: *¿What happens? ¿Who is he? ¿What is it? ¿What do you see?* The teacher will take note of the words or ideas students produce.

3.10.1.2. Formative assessment for students

Formative assessments are ongoing assessments, summaries, observations, and reviews which inform the teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007, in Dodge, 2009). Thus, in every moment, the teacher will use the tool of systematic observation, and notes are written down along the way. In addition, the activities from learning corners are auto correctable so that they provide feedback automatically.

3.10.1.3. Summative assessment for students

Summative assessment is a process of a formal assessment carried out at the end of the unit in order to measure the learning of the students. It is related to the curriculum outcomes of each area (Real Decreto 1630/2006) and is useful to measure the level of achievement of them (Regier, 2012). In this unit, there are two tools of summative assessments. They can be found in **Appendix 3**.

➤ *Checklist rating*

The checklist rating is a table which is useful after the teacher does a systematic evaluation throughout the unit. The table includes the evaluation standards related to the learning objectives proposed at the beginning of the unit, as well as are included the three areas of knowledge of the Pre-Primary curriculum. Then, the teacher will rank each evaluation standard on a scale of 3, within the options to choose are “not achieved”, “in process” and “achieved”. In addition, a section of comments is included if it is necessary to note down a relevant aspect.

➤ *Target self-assessment for students*

In groups of four people, students will self-assess through a target diagram to obtain a visual approach to their achievements. It will be asked to them to place a sticker in each segment according to their rating of that illustrated outcome.

3.10.2. Procedure and teaching assessment

The teacher can also test if his or her teaching and the procedure is carried out properly.

▪ *Procedure and teaching checklist*

At the end of the unit, the teacher will complete the checklist given in **Appendix 3**. He or she will mark from 1 to 5 (1 means “not reached” and 5 “reached”) with an “X” the items considered to be reached.

▪ *Students assessment*

In this case, at the end of each session, it will be given to students the chance to assess the teacher through colour stickers: red if they did not like it, yellow if they liked it lightly, and finally green if they did like a lot the activity. They will stick the stickers in cardboard on the wall (**Appendix 3**)

3.11. Step-by-step planning

The didactic unit is designed to be carried out in the blocks as it has been mentioned previously: Introduction, development, and final performance. In each session, the structure to follow is always the same (warmer time, circle time, story time, learning corners/activity, TPR songs and games time, and wrap up), but the procedure of storytelling and the activity/learning corners time vary depending on the day. For this reason, the planning of the sessions is explained in tables in which repetitive sessions are grouped (those are grey coloured and only explained once).

3.11.1. Introduction

This part takes along two days and its main aim is motivating children with the topic and introduce it. Besides, previous knowledge concerning the topic is assessed in order to adapt the teaching to them. This is explained in more detail in the evaluation section. The introduction block includes session 1 and 2.

Activity	Session 1	Session 2
Warmer time (5 min)	The hello routine begins singing in a circle the songs <i>Make a circle</i> , and <i>Hello, how are you?</i>	
Circle time (20 minutes)	<p>The helper of the day¹ will do the following tasks:</p> <ul style="list-style-type: none"> ➤ To revise who is missing saying “<i>Is... here?</i>” and counting how many children are into the class. ➤ To do the calendar and weather routine. <p>Then, the teacher will ask for the children’s feelings, their weekend, and their experience in the playground. After that, the teacher will review the vocabulary learned the previous day.</p>	
Storytime (15 min)	<p><i>Introducing the tale I.</i></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To motivate children to the unit. ➤ To assess their previous knowledge. <p>As they are still sat in the circle after the warming up and circle time, suddenly, someone mysterious knocks on the door, and when the teacher opens it, the story box² appears behind the door. It is carried to the circle and the teacher takes some objects from the box: the character of the tale Froggie, snow, and different kinds of clothes (shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf).</p> <p>S/he will ask the children what they think is going to happen in the story, and brainstorming will be carried out. The teacher will ask some questions such as: <i>What happens in the story? Who is he? What is it? What do you see?</i></p>	<p><i>Introducing the tale II.</i></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To introduce the vocabulary and grammar structures that are going to delve into in the next sessions. <p>As they are still sat in the circle, the helper of the day will pick up the tale from the story box. The teacher will show the cover and will review the vocabulary introduced the day before. Then, the story will be told with proper intonation and emphasizing the keywords and structures: get dressed, put on, take off, tie on, tie off, bottom-up, unbutton, shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. In addition, the following winter clothes will be highlighted: winter, cold, snow, melt,</p>

¹ The helper of the day changes each day by following a determined order. S/he is in charge of doing different jobs such as those related to circle routines and bringing class materials to the rest of the class. It gives them the opportunity to have some special job duties in the classroom, building confidence and social skills.

² This is a box that is presented before introducing each tale. The content of the box changes with each story and topic.

Activity	Session 1	Session 2
	<p>In addition, the teacher will ask what they can do with these objects, and the teacher insists on pronouncing the grammar structures: get dressed, put on, take off, tie on, tie off, bottom-up, and unbutton.</p>	<p>snowman, and mountains.</p>
<p>Learning corners / Activities (60 min)</p>	<p>Activity 1. Meeting Froggie and his clothes.</p> <p>After introducing the book, the teacher will explain the following activity. Then, students will sit on their conventional chairs in groups and will do the activities explained in the following lines.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To identify winter clothing: shirt, coat, sweater, boots, socks, hat, pants, mittens, underwear, scarf. ➤ To recognize measure vocabulary in English: big, small, and medium-sized. <p>Part 1: Make a puzzle!</p> <p>The teacher will give a different kit of puzzles for each group. The puzzles will have the topic of the characters of the tale: two puzzles will be about Froggie and the other two about his mother. Then, they will stick that with a glue stick to a cardboard and after that, they will show their puzzle to the rest of the class.</p> <p>Part 2: Who is big?</p> <p>In this activity, the teacher will ask the children “¿Who is big?” And “¿Who is small?” by referring to Froggie and his mother.</p> <p>Then, the teacher will spread the flashcards of frogs around the floor with three sizes clearly differentiated: Big, small, and medium-sized.</p> <p>Then, the teacher will give the command: “<i>Touch the big frog, touch the small frog</i>”. Children have the option of touching various flashcards, but they should touch the correct size, and the teacher will check if they are doing it correctly.</p> <p>Then, after repeating the same process, the teacher will introduce the word medium-sized, and the children will know it following the logic. It will be</p>	<p>Activity 2. Dress Froggie in winter.</p> <p>After the storytelling, in the circle, the teacher will explain the activity which is going to be developed. Then, students will sit on their conventional chairs in groups and will do the activities explained in the following lines.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To produce winter vocabulary in English: winter, snow, melt, snowman, and mountains. ➤ To recognise commands related to clothing in English: get dressed, put on, take off, tie on, tie off, bottom-up, and unbutton. ➤ To produce simple winter clothing vocabulary in English: shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. <p>Part 1: It is winter!</p> <p>The teacher will provide each student with a white cardboard on which they must draw and colour a winter landscape with the typical items of winter they like, such as snow, melt, snowman, and mountains.</p> <p>Finally, the teacher will give them a draw of Froggie, which they must cut and stick on the winter landscape.</p> <p>Part 2: Froggie, put on your...</p> <p>With the worksheet in front of them, and the clothes they coloured and cut the previous day, the teacher will give them a series of indications, and children must do the action s/he is telling with the materials</p>

Activity	Session 1	Session 2
	<p>repeated several times.</p> <p>Part 3: Colouring items of clothing.</p> <p>Then, the teacher will give a worksheet with different clothes to each student. The teacher will explain that they must colour them and then, cut them with scissors. While s/he is explaining it, the word of each clothing will be highlighted.</p>	<p>(The worksheet of Froggie in the winter landscape and the clothing prepared the previous day). For example, if the teacher says: “<i>Put on the hat</i>”, they must take the hat and stick it on Froggie’s head. As this is an initial activity, and the concepts are still being acquired, s/he will guide them if students have doubts.</p>
<p>TPR games and songs time (15 min)</p>	<p>After finishing the activities in which students were sat in their chairs, they will get up by singing the <i>Wake-up!</i> song. Then, several songs related to the topic will be projected on the interactive whiteboard and will be performed by imitating the teacher movements. The songs will vary depending on the demand for children. In addition, songs from other topics can be played in order to review content and vocabulary. Then, the teacher will lead the following activities. They will be introduced gradually and accumulatively.</p> <p>TPR game: <i>I am big, I am small</i></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To recognize measurement vocabulary in English: big, small, and medium-sized. <p>The teacher will pronounce the sentence: “<i>I am big</i>” (doing a gesture as if s/he were big). Then, the teacher will pronounce “<i>I am small</i>” (doing a gesture as if s/he were small). S/he will repeat them several times, and even the teacher can check if they have learned it by changing words (always by making the correct word clear).</p> <p>TPR game: <i>Touch the...</i></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To produce simple winter clothing vocabulary in English: shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. ➤ To produce winter vocabulary in English: winter, snow, melt, snowman, and mountains. ➤ To recognize measurement vocabulary in English: big, small, and medium-sized. ➤ To represent simple stories and actions through body expression. <p>The teacher will pronounce the sentence “<i>Touch the...</i>”, followed by a clothing that children are wearing. Then, they must touch with a finger to a friend that is wearing that clothing. In addition, flashcards about the winter landscape will be included.</p> <p>TPR game: <i>Simon says...</i></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To recognise commands related to clothing in English: get dressed, put on, take off, tie on, tie off, bottom-up, and unbutton. ➤ To produce simple Winter clothing vocabulary in English: shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. 	

Activity	Session 1	Session 2
	<p>➤ To represent simple stories and actions through body expression.</p> <p>The class will be organized into two groups and they will stand at the back of the classroom, near the wall, with the eyes fixed on the teacher. S/he will say several commands and actions with which children have to perform, for instance: “<i>Simon says put on your hat</i>”. Then, the student who gives the correct response will take a step forward towards the “finish line”. That who reaches the finish line first wins 1 point for the team. Finally, the team that gets 5 points first wins the game.</p> <p><i>The Amazing Race</i></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To recognise structures related to morning routines in English: wake up, go to sleep, get out of bed, go out, and go back. ➤ To recognise commands related to clothing in English: get dressed, put on, take off, tie on, tie off, bottom-up, and unbutton. ➤ To produce simple winter clothing vocabulary in English: shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. ➤ To represent simple stories and actions through body expression. <p>The class will be organized into four teams, each one composed of 4 students. In addition, flashcards and real clothes from the symbolic play corner must be spread through the classroom (or even the playground). Then, the teacher will assign them a task in oral form. For instance, the teacher will tell all the teams “<i>Put on your favourite clothing</i>”, “<i>Take off your clothing</i>”, “<i>Bring me something big</i>”, “<i>Bring me something small</i>”, “<i>Touch the snowman</i>” (the flashcard), “<i>Go to sleep</i>”, “<i>Wake up</i>”. When they perform the command, the teams must come back to the “starting point”, and the first one that does it will win 1 point.</p>	
Wrap up (5 min)	The session will finish with the evaluation of the session and then the “Goodbye” chant will be sung.	

Table 2. Sessions 1 and 2.

3.11.2. Development

In this part, which is the longest one, the tale is told in three different ways. Firstly, with the book; then, through TPR only; and, finally, through TPR aided by materials. In addition, the content and language of the unit are deeply learned through the learning corner’s activities. The sessions which are developed in this block are from 3 to 14.

Activity	Sessions 3 to 5	Sessions 6 to 10	Sessions 11 to 14
Warmer time (5 min)			
Circle time (20 minutes)			
Storytime (15 min)	<u>Learning objectives:</u> <ul style="list-style-type: none"> ➤ To recognise structures related to morning routines in English: wake up, go to sleep, get out of bed, go out, and go back. ➤ To recognise commands related to clothing in English: get dressed, put on, take off, tie on, tie off, bottom-up, and unbutton. <p>It is time to tell the story with the book by encouraging them to participate by saying the clothing words, but without insisting on it if they do not feel self-confident.</p> <p>Gradually, as days go by, the teacher will encourage them more to use the names of the clothes as well as basic grammar structures such as <i>put on, tie on....</i></p> <p>In addition, as days go by, the teacher will tell the story enjoyably changing words. Thus, the teacher can check if children are paying attention to the story and if they are understanding the concepts and vocabulary focus of attention.</p>	<u>Learning objectives:</u> <ul style="list-style-type: none"> ➤ To produce simple winter clothing vocabulary in English: shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. ➤ To produce winter vocabulary in English: winter, snow, melt, snowman, and mountains. ➤ To represent simple stories and actions through body expression. ➤ To use the English language to tell a familiar story. <p>Throughout this week, the story is going to be told without the book, only with the voice and physical movements. Thus, the tale is going to be told through TPR, with an adapted version that is included in Appendix 2.</p> <p>In the first sessions, the language employed is simple, with basic expressions and the keywords related to clothing and dressing up, which will be highlighted. As days go by, more complex structures will be added. In addition, the teacher will pronounce some trap words, enjoyably changing vocabulary. In this way, the teacher can check if children are paying attention to the story and if they are understanding the concepts and vocabulary under scrutiny.</p>	<u>Learning objectives:</u> <ul style="list-style-type: none"> ➤ To produce simple winter clothing vocabulary in English: shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. ➤ To produce winter vocabulary in English: winter, snow, melt, snowman, and mountains. ➤ To represent simple stories and actions through body expression. ➤ To use the English language to tell a familiar story. <p>From this session on, the story is told through TPR but aided with the material that learners have done: the clothing that they drew in the first session.</p> <p>This week the teacher will encourage children to tell the story without forcing them.</p>

Activity	Sessions 3 to 5	Sessions 6 to 10	Sessions 11 to 14
Learning corners / Activities <i>(60 min)</i>	<p>Learning corners: Then, children will work in groups of 3 or 4 choosing a corner. At the end of the week, they must have been in every corner. The learning corners are the following:</p> <p>Learning corner 1: Maths corner: Laundry time!</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To compare and measure elements by using an intermediary object. ➤ To identify winter clothing: shirt, coat, sweater, boots, socks, hat, pants, mittens, underwear, and scarf. ➤ To recognize measurement vocabulary in English: big, small, and medium-sized. <p>This corner has the aim of developing logical-mathematics skills while students learn English vocabulary. In this case, the skill to focus on is the measurement of length by comparing items through an intermediary object.</p> <p>In a washing machine made of a cardboard box, they will have at their disposal several figures of clothing of different sizes (each size with a different colour) made of felt. Separately, they will find a table with a big paper stuck on the surface, and pencils of the same colours as the cloths.</p> <p>They must hang up the clothes on the clothesline ordered by size, but for doing it, there are several rules: the clothing can only be transported to the paper one by one. Then, after overlapping the clothing on the paper, they should mark the place where it ends with the corresponding colour. When they know the order of sizes, they can hang out the clothes on the clothesline. In this way, they will use the cardboard to measure indirectly.</p> <p>It must be highlighted that in order to avoid difficulties and doubts, the clothing must have the same length from both perspectives: length and width.</p> <p>Learning corner 2: The vocabulary corner: Bingo routines</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To identify the winter landscape and its elements: snow, snowman, mountains, and tree. ➤ To identify the winter clothing: shirt, coat, sweater, boots, socks, hat, pants, mittens, underwear, and scarf. ➤ To produce winter clothing vocabulary in English: shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. <p>In this corner, they have at their disposal a set of bingo based on the story tale of the unit. There is a student who makes work the spinner and who will say out loud the word of the image pointed. Then, the other children with one bingo card each one will stick stickers on the word said. The teacher will supervise this activity until they play by themselves.</p> <p>Learning corner 3: The story tales' corner:</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To represent simple stories through body expression. ➤ To use the English language to tell a familiar story. <p>This corner is destined for encouraging literacy and promoting communication. In terms of language, the focus in Pre-Primary Education must be on communication, but the love of reading</p>		

Activity	Sessions 3 to 5	Sessions 6 to 10	Sessions 11 to 14
	<p>must be fostered even if they only take a look at books.</p> <p>This corner is a relaxing and comfortable space full of cushions and with a little library full of books in English which have been told throughout the year. In addition, they can find their materials created in previous units for telling stories through TPR (handmade flashcards). They can do the following activities here:</p> <ul style="list-style-type: none"> ➤ They can take the books, take a look at them, and even find words that are familiar to them. ➤ They can represent, through TPR, the tales they learned before, aided or not with the materials previously created by them. <p><i>Learning corner 4: Symbolic play corner</i></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To identify winter clothing: shirt, coat, sweater, boots, socks, hat, pants, mittens, underwear, and scarf. ➤ To produce winter clothing vocabulary in English: shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. <p>This corner is for children to play through symbolic play, but especially for dressing themselves. They have at their disposal several clothes from different seasons classified in boxes (this corner was also available in autumn, so the clothing used then is accumulated). In this space, they can dress themselves with winter or autumn clothing. This space has a mirror where they can see reflected and observe themselves.</p> <p>The teacher can intervene by asking questions such as: “<i>What are you wearing?</i>” in order to review the clothes vocabulary.</p> <p><i>Learning corner 5: Smartboard corner</i></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> ➤ To use proper cloth for each season. ➤ To identify the winter landscape and its elements: snow, snowman, mountains, and tree. ➤ To produce winter clothing vocabulary in English: shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf. ➤ To recognise structures related to morning routines in English: wake up, go to sleep, get out of bed, go out, and go back. ➤ To recognise commands related to clothing in English: get dressed, put on, take off, tie on, tie off, bottom-up, and unbutton. <p>It is a panel originally designed based on the topic of the unit. It will be projected on the tactile smartboard so that they can play the activities freely in the order they want. They have at their disposal 9 games each of which 5 have been originally designed, and the other 4 have been collected from different resources. In addition, through the panel, they can have access to the storytelling of the topic as well as the 6 songs related to it, which can be represented through TPR. The teacher will act as a guide and will be at their disposal if necessary. The panel can be appreciated in detail in Appendix 2.</p>		

Activity	Sessions 3 to 5	Sessions 6 to 10	Sessions 11 to 14
TPR games and songs time (15 min)			
Wrap up (5 min)			

Table 3. Sessions 2 to 14.

3.11.3. Final performance

This last block aims to finish the unit in a motivated and significant way. The main objective of the unit was the students to tell the story, so they will perform it to their school peers of 2nd year. The session carried out here is the last one, that is, session 15.

Activity	Session 3 to 5	Session 6 to 10	Session 11 to 14
Warmer time (5 min)			
Circle time (20 minutes)			
Storytime (15 min)	This final session is focused on showing how the students are able to tell a story to their peers of 2nd year. In addition, if possible, parents will be invited to the performance.		
Learning corners / Activities (60 min)	<p>Self-assessment activity</p> <p>After performing the tale, all students will come back to the classroom and will sit in the circle. Then, the teacher will explain the next self-assessment activity.</p> <p>In groups of four people, students will self-assess through a target diagram to obtain a visual approach to their achievements. The teacher will tell them to place a sticker in each segment according to their rating of that outcome illustrated with images (Appendix 3).</p> <p>After that, they will draw freely and individually in a DIN A4 cardboard the experience they lived throughout the unit. Then, all the materials created throughout the unit will be gathered with the drawing (which will be the cover) and the photos taken by the teacher. All that together will form a book. Finally, if there is still time left, they will play through learning corners.</p>		
TPR games and songs time (15 min)			
Wrap up (5 min)			

Table 4. Session 15.

4. CONCLUSIONS

To sum up this master's dissertation, here I show a personal reflection about the whole process that it carries with it. Firstly, I will start with the degree of achievement of the objectives that were proposed at the beginning of the paper. Secondly, I will continue with the limitations encountered throughout the development of the paper, providing an improvement proposal. Thirdly, I will continue with the conclusions and reflections about the topic chosen and finally, I will end with lines of research that can spring from this work.

4.1. Degree of achievement of the objectives

The main purpose of this TFM was to analyse the benefits of Total Physical Response through storytelling in Pre-Primary Education. Thus, I consider it has been accomplished while contextualizing the stage of Infant Education, that is, from 3 to 6 years, as well as the educative situation in our country, that is, the Community the Madrid. I believe the significance of these two methodologies in this specific stage along with CLIL methodology has been made patent.

As can be noticed throughout the dissertation, in order to achieve this principal goal, it was necessary to follow the specific objectives initially stated. To do that, the documentation phase concerning the development and learning principles of young children, the current educational normative, the CLIL approach, and methodologies of TPR and storytelling has been carried out.

After gathering and reviewing the information from the theoretical framework, it was possible to evince through a didactic proposal the chance of combining TPR with storytelling, as well as the fact that they are beneficial and adapted to the developmental process of children at the age of 5.

This proposal is originally, although it has not been possible to put it into practice due to the pandemic which has obliged to close educative centres among some others. Nevertheless, the reasons why this proposal is successful in Pre-Primary classroom are analysed.

4.2. Limitations and improvement proposal

Regarding limitations, from my point of view, the first one I confront is that this master' degree, as well as the world of bilingualism generally, neglects the Pre-Primary education stage. Even though there is a subject focused on Infant Education, I consider the rest of them does not pay enough attention to this stage, in which the three areas of expertise

are worked in a global way, unlike the upper levels. Nevertheless, all this did not discourage me to choose this topic for the final dissertation, on the contrary, it gave me the strength to give the best of me to contribute useful information to this young children's world. Each student deserves to be treated regarding their specific mature and learning development. Thus, these young children must not be forgotten nor be taught in the same way than older students. However, despite my motivation to choose the context of Infant Education, it has brought limitations and difficulties for me to develop the dissertation.

Secondly, another limitation while developing the didactic proposal has been that the initial idea of visiting the centre in which this proposal is contextualised has not been possible for the reasons above mentioned. Nevertheless, as I mentioned before, due to the pandemic situation which has forced to close innumerable centres including schools, it has not been possible to carry the practice out. However, the benefits of Total Physical Response through storytelling in Pre-Primary Education has been accomplished through the theoretical review along with the unit which is adapted to the characteristic of these young students.

Thirdly, another limitation that I have found is that the school where this proposal is based on works through didactic units. I find it a slight issue because, from my point of view, methodologies like Project-Based Learning or Task-based learning are more proper to globalize and integrate all areas naturally. Nevertheless, although it was not possible to develop any methodology of those because it would require huge modifications for the organization of the centre, I consider the interdisciplinary didactic unit focus of attention has been designed integrating the three areas of the curriculum successfully. Indeed, I consider CLIL can be adapted to any context.

4.3. Personal conclusions and reflections

In the following lines, several personal conclusions and reflections about this dissertation are introduced.

Firstly, I consider this dissertation has been fruitful and constructive to the world of CLIL in Infant Education. The combination of TPR and storytelling is a fantastic resource to apply in the bilingual Pre-Primary classroom. At this stage, children are in a period in which they are very active, learn through actions, experimenting, discovering and through stories with engaging characters. It goes without saying that all this learning integrates content and language (L1 and L2) in a global context, just like they are learning and understanding the world. In addition, the combination of these methodologies contemplates the four C's of Coyle (2007) - content, cognition, communication, and culture -, in order to provide children

with a successful education through CLIL. Thus, besides analysing the benefits of these methods, a didactic proposal has been proposed as a sample to apply in the classroom.

Secondly, research concerning the world of CLIL in Infant Education is not entirely spread, as can be seen, for instance through the fact that educational institutions are including bilingual programs in this stage for the past few years. Thus, it is still a topic which must be delved into.

Thirdly, having a competent level of the target language is indispensable for teaching in bilingual programs. Nevertheless, I consider methodological knowledge of how to teach in a bilingual context must be equally valued. In this way, having a good command in the language is useless if the teacher does not know how to teach.

To sum up, this TFM as the final step to conclude the master's degree has been enriching for my training as a future bilingual education teacher. I was careful while integrating all the knowledge learned throughout the year, and I believe in the future I will be able to use the knowledge acquired. Additionally, I look forward to continuing this line of research in the future to delve into CLIL in Infant Education regarding TPR and storytelling or even other methodologies. Finally, all this has the main goal of paying attention to our students who deserve an optimum learning process.

5. APPENDICES

5.1. Appendix 1: Sequence of TPR

1°	The teacher gives a command in English. Students listen to her/him, trying to understand.
2°	Students perform an action, as an answer to their teacher's command.
3°	Students are silent.
4°	The teacher gives the command again, but this time more quickly.
5°	A volunteer performs the action.
6°	The teacher asks other children to perform this action too.
7°	The teacher presents new orders once s/he is sure that the first ones are understood.
8°	The teacher changes the order of the sentences.
9°	If a child makes a mistake, the teacher does not correct him/her but repeats the sense of the sentence or word in the correct way.
10°	Teachers clap their hands or say a sentence of appraisal when students perform the orders well.
11°	The teacher makes students give orders to other children.

Table 5. The sequence of TPR following Varela Méndez (2003).

5.2. Appendix 2: materials

5.2.1. Make a puzzle worksheet

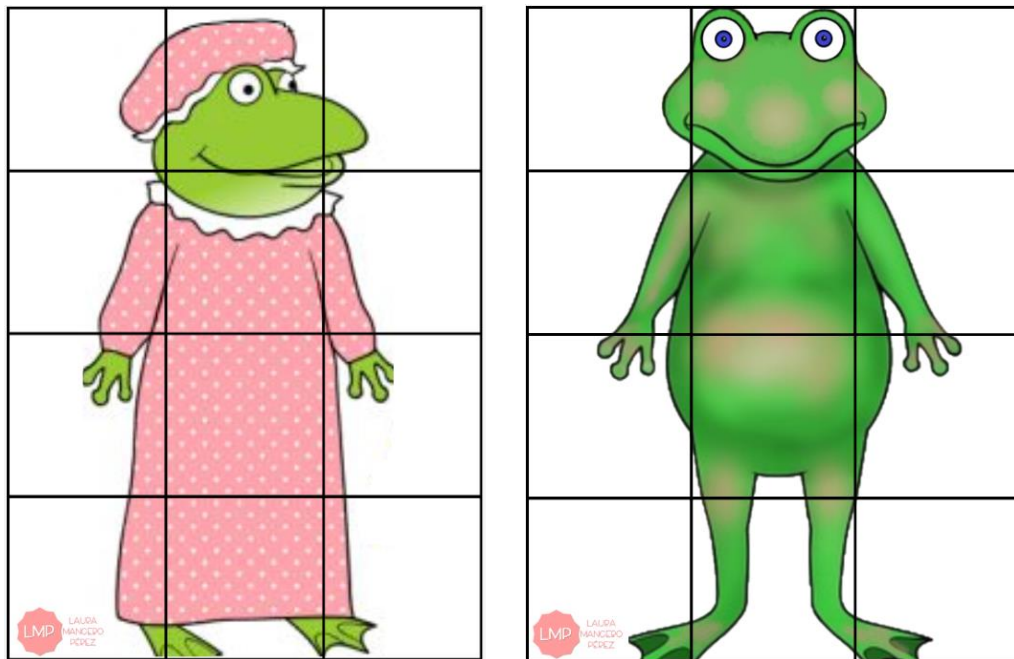


Illustration 1. Make a puzzle worksheet. Originally designed activity.

5.2.2. Colouring clothing worksheet:



Illustration 2. Colouring items worksheets. Originally designed activity.

5.2.3. Adapted storytelling for TPR

Legend

- Black: Narrator's script
- Green: Froggie's script
- Pink: mummy's script
- Cursive: performance

Note: sometimes the teacher narrates at the same time as is performing the action as if s/he were the character.

Script

Are you ready for a story?

Once upon a time....

There was a little frog called Froggie (*pointing at the right chair*)

Hello Froggie!! (*Greeting with the hand*)

And there was a mummy frog (*pointing at the left chair*)

Hello mummy Frog! (*Greeting with the hand*)

It was cold.... (*shivering because of cold*)

And Froggie woke up (*stretching out the arms*)

And looked out the window (*looking out the classroom window*)

Snow, snow, I can see snow! I want to play in the snow!

Go back to sleep Froggie! *(doing the gesture of sleeping)*

No.... I want to play in the snow!

So... Froggie put on his socks ZOOP! *(do what it is said sat on the right chair)*

Put on his boots ZUP! *(do what it is said)*

Put on his hat ZAT! *(do what it is said)*

Tie on his scarf ZWIT! *(do what it is said)*

Put on his mittens ZUM! *(do what it is said)*

And went outside to play with the snow! JUMP! JUMP! JUMP! *(moving by jumping)*

Froggie!!! *(sat on the mum's chair)*

What??? *(placed where Froggie was playing)*

Did you forget to put something on? *(sat on the mum's chair)*

Oops! *(Look at their body and surprise)*

I forgot to put on my pants! *(point at the legs)*

So Froggie come back home JUMP! JUMP! JUMP! *(move by jumping)*

He took off his mittens *(do what it is said sat on the right chair)*

Untied his scarf *(do what it is said)*

Took off his hat *(do what it is said)*

Took off his boots *(do what it is said)*

And he put on his pants ZIP! *(do what it is said)*

Then, he put on his boots *(do what it is said)*

Put on his hat ZAT! *(do what it is said)*

Tied on his scarf ZWIT! *(do what it is said)*

Put on his mittens ZUM! *(do what it is said)*

And went outside to play with the snow! JUMP! JUMP! JUMP! *(moving by jumping)*

First times the story can end here

Froggie!!! *(sat on the mum's chair)*

What??? *(placed where Froggie was playing)*

Did you forget to put something on? *(sat on the mum's chair)*

Oops! *(Look at their body and surprise)*

I forgot to put on my shirt! *(point at the legs)*

So Froggie come back home JUMP! JUMP! JUMP! *(move by jumping)*

He took off his mittens *(do what it is said sat on the right chair)*

Untied his scarf *(do what it is said)*

Took off his hat *(do what it is said)*

And he bottomed up shirt ZUT! ZUT! ZUT! *(do what it is said)*

And he put on his coat ZNAP! *(do what it is said)*

Put on his hat ZAT! (*do what it is said*)
 Tied on his scarf ZWIT! (*do what it is said*)
 Put on his mittens ZUM! (*do what it is said*)
 And went outside to play with the snow! JUMP! JUMP! JUMP! (*moving by jumping*)
 Froggie!!! (*sat on the mum's chair*)
 What???) (*placed where Froggie was playing*)
 Did you forget to put something on? (*sat on the mum's chair*)
 Hmm...! (*Look at their body thoughtful*)
 He had on his mittens (*look and touch the mittens*)
 He had on his scar (*look and touch the scarf*)
 He had on his coat (*look and touch the coat*)
 He had on his shirt (*look and touch the shirt*)
 He had on his pants (*look and touch the pants*)
 He had on his boots (*look and touch the boots*)
 He had on his socks (*look and touch the socks*)
 He had on his hat (*look and touch the hat*)
 What did I forget? Hmm... (*thoughtful*)
 Ops! My underwear!
 So Froggie come back home JUMP! JUMP! JUMP! (*moving by jumping*)
 He took off his mittens (*do what it is said sat on the right chair*)
 Untied his scarf (*do what it is said*)
 Took off his coat (*do what it is said*)
 Unbuttoned his shirt (*do what it is said*)
 Took off his pants (*do what it is said*)
 Took off his boots (*do what it is said*)
 Took off his socks (*do what it is said*)
 And put on his underwear (*do what it is said*)
 Then, he put on his socks (*do what it is said*)
 Put on his boots (*do what it is said*)
 Put on his mittens (*do what it is said*)
 And he said... I'm too tired (*yawn*)
 And went back to sleep (*snoring*)
 Shh.... Good night Froggie
 And that's all!

The end

Table 6. TPR performance script. (London, 1994).

5.2.4. TPR songs

Hello song: <https://youtu.be/tVlcKp3bWH8>

Weather song: <https://youtu.be/KUSbazn3STo>

Circle time song: <https://youtu.be/ALcL3MuU4xQ>

Bye, bye: <https://youtu.be/PraN5ZoSjiY>

Wake up! song: <https://youtu.be/1gUbdNbu6ak>

Walking, walking song: <https://youtu.be/fPMjnlTEZwU>

This is the way we get dressed song: <https://youtu.be/1GDFa-nEzlg>

Put on your shoes song: https://youtu.be/-jBfb33_KHU

Let's get dressed song: <https://youtu.be/OAVh6StYLq8>

Winter mittens song: https://youtu.be/2Gz9YsL_qJk

I'm a little snowman song: <https://youtu.be/FczqntFwb6k>

Winter hokey pokey song: https://youtu.be/uBYNtMyN_6E

5.2.5. Learning corner 2: The vocabulary corner: Bingo routines



Illustration 5. Bingo spinner and cards. Originally designed activity.

5.2.6. Learning corner 5: Smartboard corner

The panel of this learning corner can be accessed through the link provided, and the activities included there are explained in detail in the following lines.

<https://view.genial.ly/5ee73c3558db040dadae0bbf/presentation-froggie-gets-dressed>



Illustration 6. Genially panel. Originally designed activity.

➤ Game A: Drag and dress up Froggie:

In this game, they will drag the clothes and put them on the Froggie character. They will do it in turns.



Illustration 7. Genially game A. Drag and dress up Froggie. Originally designed activity.

➤ *Game B: Spinner Dresser*

Again, in turns, they will click on the play button and the spinner will work. They will watch randomly different clothes and will listen to its corresponding phrase “*Froggie, put on your...*”. In the end, Froggie will be completely dressed up.

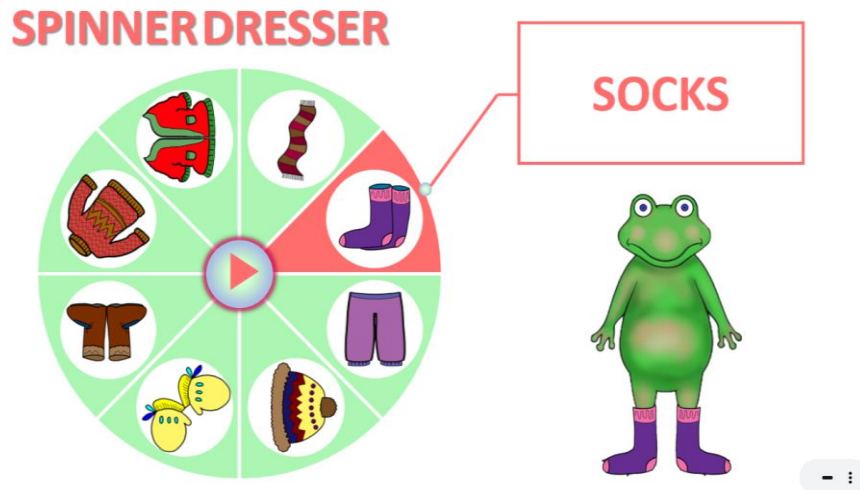


Illustration 8. Genially game B. Spinner dresser. Originally designed activity.

➤ *Game C: Listen and click: I'm cold... dress me up!*

In this game, they will listen to a phrase relating to clothing “put on your...”, then, in turns, they will select the correct clothes. When they select the correct option, the game will begin again, and another phrase will sound.



Illustration 9. Genially game C. Listen and click: I'm cold... Dress me up. Originally designed activity

➤ *Game D: Listen and click: Winter landscape*

This is another listening game. Here they will listen to a phrase or word concerning the winter landscape, then, in turns, they will select the correct object. When they select the correct option, the game will begin again, and another phrase or word will sound.



Illustration 10. Genially game D. Listen and click: Winter landscape. Originally designed activity

➤ *Game E: listen and repeat*

This is also a listening game, but in this case, mixed with TPR methodology. They will hear different phrases and they will have to repeat the action by mimicking, for example: tie off your scarf.

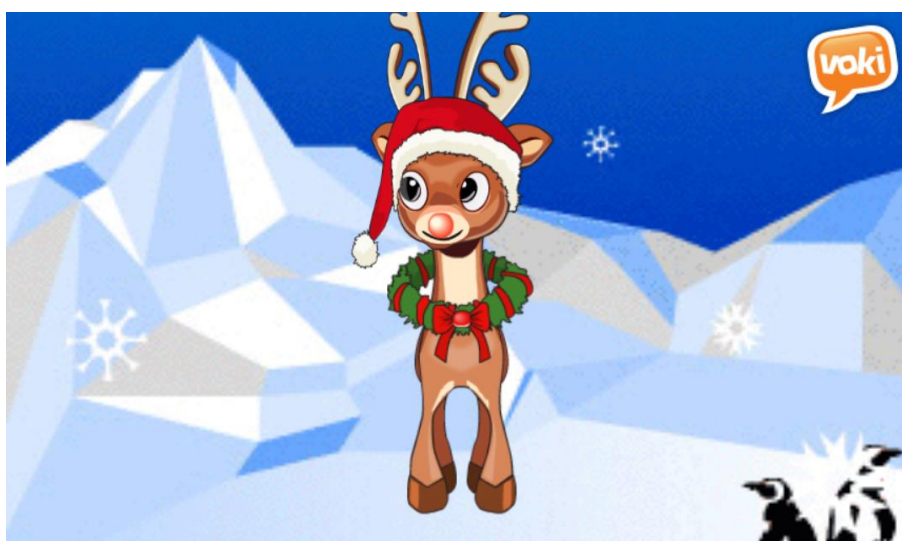


Illustration 11. Genially game E. Listen and repeat. Originally designed activity.

➤ *Game F: Paint and make: dress for winter*

In this game, they will dress and colour freely several characters who are situated in a winter landscape.



Illustration 12. Genially game F. Paint and make: dress for winter. (Sheppard Software, 2020b)

➤ *Game G: Paint and make: winter landscape*

In this game, they will make a and colour a winter landscape.

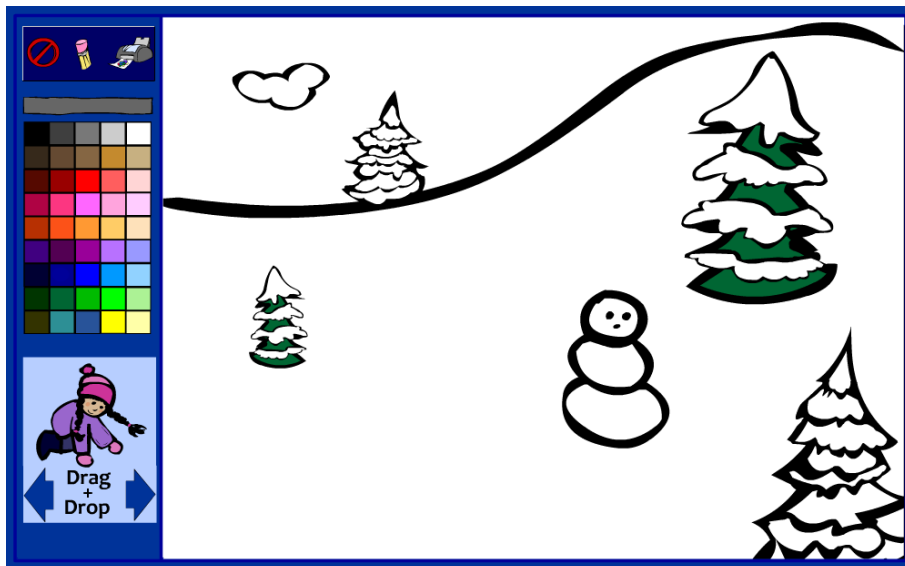


Illustration 13. Genially game G. Paint and make: winter landscape. (Sheppard Software, 2020c)

➤ *Game H: Paint and make snowmen*

In this game, they can create and colour snowmen with their clothing and its winter landscape.

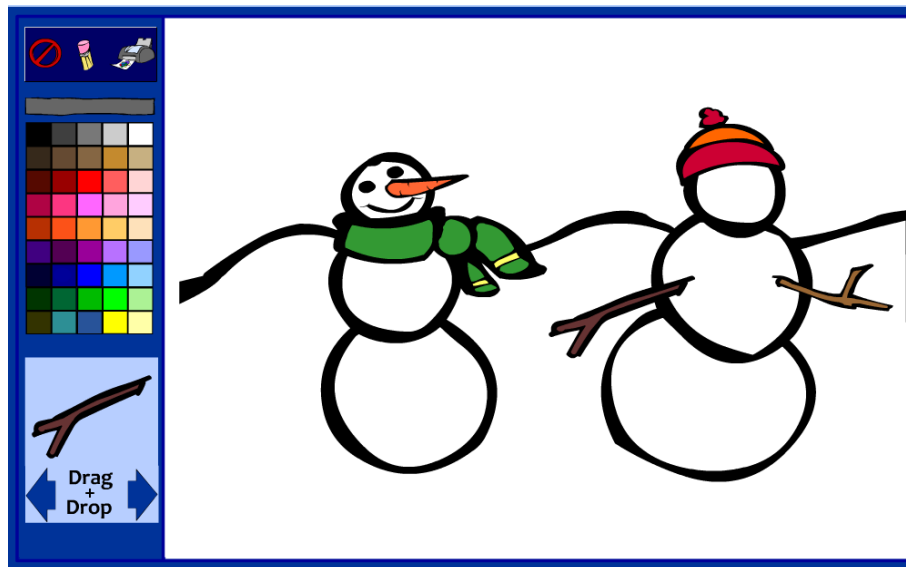


Illustration 14. Genially game H. Paint and make snowmen. (Sheppard Software, 2020a)

➤ *Game I: memory weather & clothes*

This is a memory game in which in turns, they will touch and see different clothes at the same time as they listen to them.

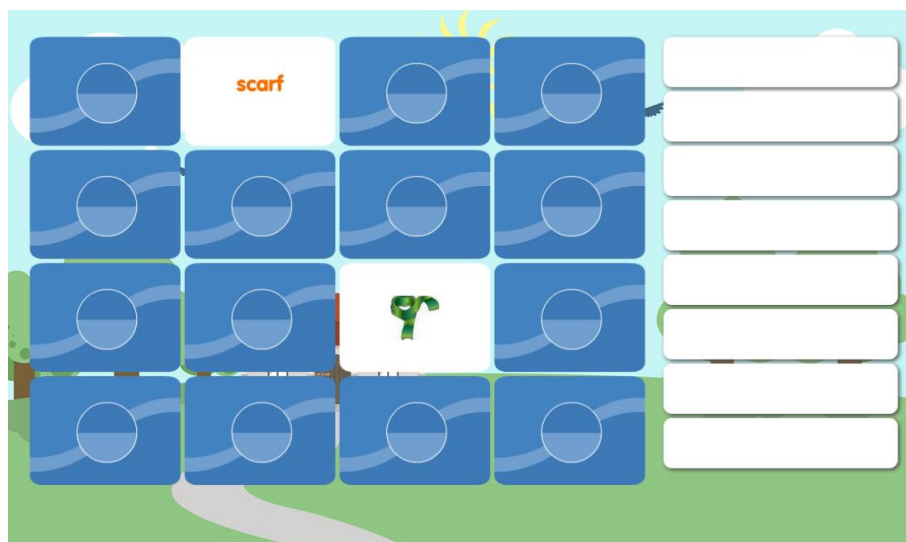


Illustration 15. Genially game I. memory weather & clothes.(ESLGamesPlus, 2020)

5.3. Appendix 3: Assessment

5.3.1. Checklist rating of SA assessment

Items	Not achieved	In progress	Achieved	Comments
S/he shows autonomy while dressing up.				
S/he chooses proper cloth for each season.				
S/he identifies the winter landscape and its elements: <i>snow, snowman, mountains, and tree.</i>				
S/he identifies the winter clothing: <i>shirt, coat, sweater, boots, socks, hat, pants, mittens, underwear, and scarf.</i>				
S/he compares and measures elements by using an intermediary object.				
S/he recognises structures related to morning routines in English: <i>wake up, go to sleep, get out of bed, go out, and go back.</i>				
S/he recognises commands related to clothing in English: <i>get dressed, put on, take off, tie on, tie off, bottom-up, and unbutton.</i>				
S/he produces simple vocabulary of winter clothing in English: <i>shirt, coat, boot, socks, hat, pants, mittens, underwear, and scarf.</i>				
S/he produces the winter vocabulary in English: <i>winter, snow, melt, snowman, and mountains.</i>				
S/he recognizes the vocabulary of measure in English: <i>big, small, and medium-sized.</i>				
S/he represents simple stories through body expression.				
S/he uses the English language to tell a familiar story.				

Table 7. Checklist rating.

On a scale of 1 to 3 – where 1 is “I know perfectly” and 3 is “I am not sure” – please rate the following assessment criteria of our unit “Let’s get dressed”

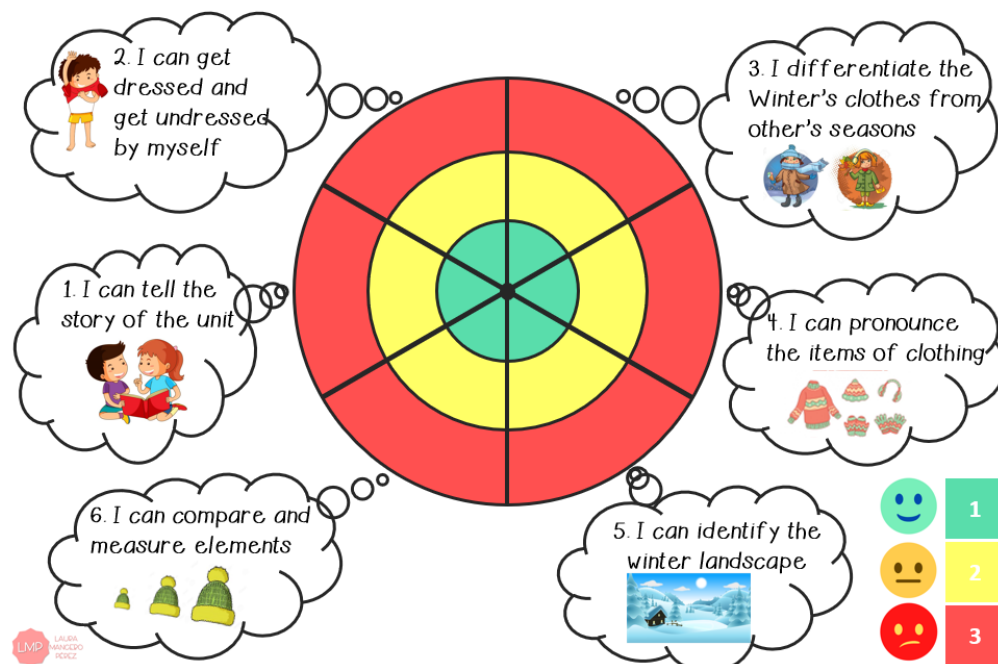


Illustration 3. Target evaluation (self-evaluation). Originally designed.

5.3.2. Procedure and teaching checklist

Items	1	2	3	4	5	Comments
The explanations have been clear.						
The group has been controlled.						
The teacher’s interventions and actions have been appropriate: reinforces, adaptations, corrections, etc.						
The attitude has been appropriate.						
There has been coordination with teachers.						
The materials have been employed correctly.						
The sessions and activities have been adjusted to schedule and space estimated.						
The activities are adjusted to the content addressed.						
The activities are age-appropriate.						
The activities are adjusted to their level of English.						

Table 8. Procedure and teaching checklist.

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