

Master's Dissertation/ Trabajo Fin de Máster

DIDACTIC PROPOSAL

Story-telling and robotics in the foreign language classroom

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- **ABSTRACT**

The educational system needs to be in constant evolution in order to adapt itself to the needs of every moment. Because of this, schools need to look for new methodologies or new motivating resources for both students and teachers.

This didactic proposal addressed to the first level of primary education is based on the combination of storytelling and the use of an educational and programmable robot called “Bee-Bot” to improve the learning of Literacy in a bilingual environment under a CLIL approach.

- **KEY WORDS:** Story-telling, Robotics, CLIL (Content Language Integrated Learning), Bilingualism

- **RESUMEN**

El sistema educativo necesita estar en constante evolución para adaptarse a las necesidades de cada momento. Es por ello que los centros educativos necesitan incorporar metodologías más activas o recursos más motivadores tanto para el alumnado como para el profesorado.

Esta propuesta didáctica dirigida al 1ª de Educación Primaria se basa en la combinación de el cuentacuentos y el uso de un robot educativo llamado “BEE-BOT” para mejorar el aprendizaje del inglés como lengua extranjera en un entorno AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras)

- **PALABRAS CLAVE:** Cuentacuentos, Robótica, AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras), Bilingüismo.

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1) INTRODUCTION

Storytelling is widely known to intervene directly and positively in the learning of languages from an early age. Through this resource, children develop the 4th basic linguistic skills in an integrative and meaningful way.

On the other hand, the use of educative robots implies a series of benefits for young learners as they are actively involved in their own learning process. When used in learning contexts, they are known to enhance student's ability to solve problems through strategies focusing on logical and creative reasoning, analytical, and critical thinking.

The following project called "*Story-telling and robotics in the foreign language classroom*" is divided into 3 main sections; the justification of the subject matter, the didactic proposal and the conclusions and future work lines and it is framed within the master's thesis subject (TFM) of this Master's Degree in Bilingual Education and AICLE.

2) GENERAL OBJECTIVE

To present a didactic proposal under the CLIL criteria for year 1 based on the combination of both resources, storytelling and the use of a BEE-BOT

SPECIFIC OBJECTIVES:

- To develop students' communicative competence through the use of engaging educational devices.
- To learn about the contributions of robotics to learning and, in particular, to the development of the linguistic competence in the foreign language.
- To lay the groundwork to improve the School Language Project by including a transversal axis based on the use of robotics and storytelling in each level of primary education.

3) JUSTIFICATION OF THE SUBJECT MATTER

The initial idea of combining the positive aspects of storytelling and the intrinsic motivation that robotics generates in young learners arose while studying the subject “*Principles of Integrated Curriculum*”, a subject included in the course above mentioned.

At that time, I had the opportunity to see the weaknesses of the SLP (School Language Project) explained in full the first time it appeared in my school. I realized how essential the coordination is between all the professionals involved in the bilingual project and also, the need of a resource or a methodological approach that acts as a backbone to vertebrate the teaching and learning of languages.

In this sense, as a bilingual coordinator and teacher of Literacy, Arts and Science, I must admit the subjects in my school are still considered as separate pieces of a jigsaw puzzle with no or very little interrelation between them. Each individual continues building its own didactic programming without considering the contents, the objectives, the activities or the assessment of any other partner. My school is far from having the desired three level collaboration between teachers (Pavón 2014) recommended in CLIL bilingual programmes.

That is the reason why I thought it would be very convenient to include the use of an educative and programmable robot as a motivational and engaging resource for the learning of English as a foreign language. Robotics and storytelling then are intended to be the central node between the subjects taught through another foreign language on each level of primary education.

This proposal therefore tends to re-invent and/or update Story-telling to the needs of 21st century learners, irretrievably linked to the use of ICT's. For that to be the case, I will use the educational robot tool called “*Bee-bot*”.

A “Bee-Bot” is an educational robot designed to develop the elementary skills of programming, computational thinking, concentration, spatial location and strategy. It consists of a robot “bee” that must be programmed to perform certain movements on a grid. It has a simple and intuitive programming language through sequences of forward, backward, left, right, pause and ninety-degree curves. This robot offers the opportunity to reflect, to anticipate, to try

and to test, in essence, to learn through experimentation and self-discovery whether individually, in pairs or small groups.

According to Villa and Cardo (200,16-17) stimulating pupils' curiosity facilitates the learning of new contents. Besides, when students work in an active way and feel satisfied with what they are doing, the desire to discover is increased so they become the protagonists of their own learning process. Consequently, manipulation and experimentation used as a learning tool play an important role in children's learning.

It seems reasonable therefore to think that, potentially, the combination between storytelling and robotics should have a positive impact not only in the learning of English as a foreign language but also in the development of the basic competences and High Order Thinking Skills (Blooms, 1956).

3.1 LEGALLY

This project has been elaborated taking into account the 3 curricular levels ranging from the most general regulation, the Article 27 of our current Constitution, to the most concrete, with the Order that regulates the bilingual programme in the autonomous community of Aragon, the place where I am currently working.

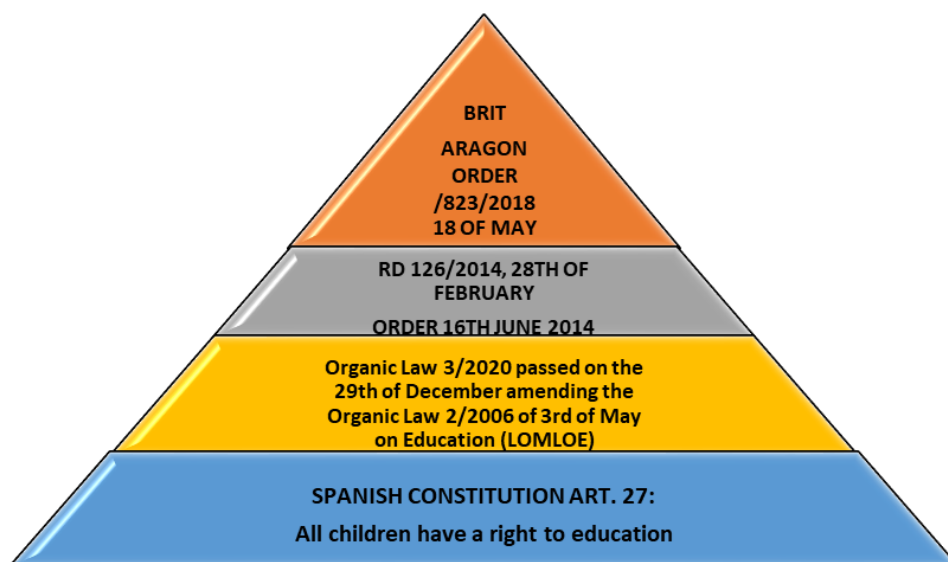


Figure 1: Levels of curriculum specification **Source:** My own elaboration.

As shown in the chart above, it has been taken into account the Organic Law 2/2020, passed on the 29th of December amending the Organic Law 2/2006 of the 3rd of May on Education (LOMLOE). The final objective of this law is to develop the communicative competence in young learners in a creative and meaningful way. This law also emphasises the importance of preparing pupils for the needs of everyday life, which includes the use of ICT's on a regular basis.

Then comes the RD126/2014, 28 February, which defines the general minimum contents for the whole Spanish educational system. In Aragon, these contents are specified in the Order of the 16th of June 2014 that establishes the need for the acquisition of at least one foreign language throughout the stage of primary education. This can be found in Article 7, Chapter II for Organization of the curriculum, to read as follows:

f) To acquire in at least one foreign language the basic communicative competence that will enable students to express and understand simple messages and to cope in everyday situations.

g) To develop basic mathematical competences and to be initiated in the resolution of problems that require the performance of elementary operations of calculation, geometric knowledge and estimation, as well as to be able to apply them into everyday life situations.

Finally, and due to the characteristics of the centre in which this didactic Proposal is addressed, the Order ECD/823/2018 of the 18th of May has been considered, commonly known as the "*BRIT-Aragon Bilingual Model*" where the development of the linguistic competence in foreign languages is defined. Among the most important aspects included in this Order, the importance of oral proficiency in the foreign language must be stressed.

To accomplish this, a specific methodological approach to favour the learning of foreign languages in a meaningful context has been proposed; the Content and Language Integrated Learning (CLIL). The references to this methodological approach can be found in Chapter II: Article 8 about Methodology and Evaluation:

a) The foreign language will be used as a means to learn subject content, therefore, students must acquire the language in order to understand and produce messages.

b) The Foreign Language Subjects selected by the centre to develop the Bilingual Itinerary will determine the type of structure, expressions and vocabulary that need to be learned, encouraging the development of communicative effectiveness in the face of grammatical and linguistic precision in general, with the foreign language subject being a tool to achieve this objective.

3.2 THEORETICAL SUPPORT

This section aims to provide a theoretical frame in which this didactic proposal is founded. This project rests on the following aspects; the principles of CLIL, Storytelling and Robotics.

3.2.1 PRINCIPLES OF CLIL

The term CLIL was first coined by David Marsh, University of Jyväskylä, Finland (1994). According to Marsh, "*CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.*"

Even though this term has sometimes been compared to language immersion, there are substantial differences between this approach and language immersion (Lasagabaster & Sierra, 2010, quoted in Llinares, Morton & Wittaker, 2012). In CLIL programmes, the vehicular language used for teaching and learning is a foreign language which, unlike in immersion contexts, is not present in the local communities of the students. With regard to teachers, those who are involved in immersion contexts are often bilingual or native speakers, while those involved in CLIL programmes are not. Another difference is found in the use of materials, which are usually the same as those used by native speakers in immersion contexts but adapted in CLIL.

Even if there is not a unique way for implementing CLIL, there are some basic principles of this practice as outlined by Pérez Torres (2015, 129-144):

- The twofold objective of teaching and learning the content and language.
- The type of language used is determined by the subject being taught.
- Fluency is more important than linguistic and grammatical accuracy.
- The contents of the subject become the object of communication.

Following these principles, the activities proposed in each of the didactic units are thought to integrate both content with language learning and using. This is directly linked to the so-called “*Language Triptych*” by Coyle, Hood and Marsh in 2010, Cummins’ quadrants framework and the dichotomy BICS/CALP (Cummins 1979) which interrelates 3 different perspectives related to language learning:

The language **of** learning, needed by pupils to understand basic concepts and skills related to the subject, the language **for** learning, focused on the type of language needed to operate in a foreign language and finally, the language **through** learning, based on the principle that effective learning cannot take place without the active participation of language and thought.

As for Cummins ‘matrix to study the relationship between cognition and language, customized by Do Coyle in 1999 to be used in CLIL environments, the range of activities included in this project are made to bring students from Q1 quadrant to Q4.

STUDENT SUPPORT SCHEMA			
COGNITIVELY UNDEMANDING TASKS (BICS)			
Q1 - READING A MAP - ANSWERING QUESTIONS	A	C	Q3 GIVING AND RECEIVING ORAL DIRECTIONS/INSTRUCTIONS, ORAL PRESENTATIONS
Context embedded			Context reduced
Q2 - DEMONSTRATIONS - BASIC MATHS COMPUTATIONS	B	D	Q4 - MATHS CONCEPTS AND APPLICATIONS - PROBLEM SOLVING
COGNITIVELY DEMANDING TASKS (CALP)			

Figure 2. Source: My own elaboration based on Cummins ‘language distinction matrix.

Furthermore, it is paramount to mention that these activities have been also designed under the 4C's framework developed by professor Do Coyle in 2010.

- **Content** - Enabling progress in knowledge, skills and understanding of specific topics in the subject of English as a foreign language.
- **Communication** - Using the language to learn while learning to use the language itself.
- **Cognition** - Developing cognitive skills (abstract and concrete).
- **Culture** - Enabling exposure to varied perspectives that make students more aware of themselves.

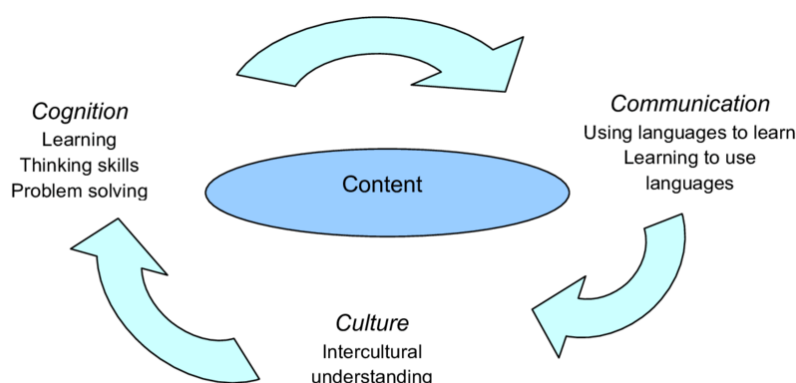


Figure 3: The 4 C's model (2010)

Source: https://www.researchgate.net/figure/Coyles-4Cs-model-Exposure-to-language-is-thought-to-be-essential-in-CLIL-as-it-is_fig2_322539710

This diagram shows that content is at the heart of what is taught. The content, under the parameters of CLIL methodology, varies according to the curricular areas that students are to be taught. Content, therefore, determines which cultural aspects, language and cognitive skills the teacher should teach.

In this vein, language acquisition experts, such as Krashen, Lightbown or Ellis, considered that learners should be exposed to what they called "*comprehensible input*", a term developed by Stephen Krashen in 1982, which refers to the language that is just above the learners' current level of proficiency.

"*Comprehensible input*" is therefore associated with the key construct presented by Lev Vygotsky in 1978 called the Zone of Proximal Development (ZPD) which refers to the gap between the subject's current psychic development and his or her potential development. The way to reduce this distance would be through scaffolding, one of the most well-known features in CLIL programmes.

Scaffolding theory was developed by David Wood and Jerome Bruner from Vygotsky's concept (ZPD). It consists of providing temporary support to the learner to make specific learning objectives more achievable. Bruner stated that scaffolding is about providing guidance and support to learners so that they can develop different skills, knowledge and attitudes.

Finally, but not less important, this didactic proposal also includes a broad range of activities aimed at fostering high order thinking skills (HOTS), according to Bloom's taxonomy (1956). In this sense, just the computational thinking used while programming the "Bee-Bot" encourages not only spatial orientation, laterality and/or problem solving, but also effective learning due to the affective engagement that students show with the use of this robotic device.

3.2.2 STORYTELLING

Children love stories. Whether classic or contemporary, stories produce an intrinsic sense of enjoyment and satisfaction in young learners (Abasi & Soor (2014). Storytelling not only encourages reading habits at an early age but it also facilitates the acquisition of new contents. In this sense, authors such as Jiménez Poloche (2016) or Kara & Eveyik-Aydın (2019) stated that storytelling is not a mere entertainment tool but rather a powerful resource for the learning of languages.

Listening to stories is therefore fundamental and it should be a mainstay of foreign language learning. Wright (1995) highlighted the following benefits of this resource:

- **Motivation.** When pupils realise they are able to understand what they are been told in the foreign language, motivation grows exponentially and it creates a cascade effect which increases their curiosity for the language and a desire to learn more.
- **Writing production.** Listening to stories motivates students to use short and repetitive structures. This makes them feel confident when producing their own texts as they have a clear model to reproduce.
- **Speaking Fluency.** Traditional folk tales often have repetitive structures, both grammatical and sonorous, which make students acquire sounds and patterns that they will use autonomously in another situation.

- **Knowledge.** The transmission of knowledge might be one of the greatest benefits for using storytelling. Stories help to integrate new vocabulary, concepts and grammatical patterns in a natural and meaningful way.

- **Integration of the curriculum.** Last but not least, the use of storytelling in the foreign language class allows teachers to integrate the content from other subjects. In bilingual programmes this integration usually occurs with Science, Music or Arts and crafts.

As shown, the benefits of including storytelling in the learning of languages is undeniable. However, to make the most of this resource it is paramount to follow certain steps.

- **Steps in Storytelling process**

The way storytelling is introduced in each of the lessons is of central importance to achieve the benefits previously mentioned. For this to happen, storytelling should be introduced following the principles of Krashen's Natural Approach theory which states that a language is "acquired" naturally and unconsciously through its use in meaningful contexts. Thus, children are not aware that they are "acquiring" a new language, they only realise they are communicating with it.

In 1983, This author proved that, before producing any type of oral and/or written text in the foreign language, learners must have had enough auditory and written contact with the language to be able to reproduce these linguistic patterns. The activities included in each didactic unit have been shaped on this basis. The following chart shows the sequencing of a storytelling session according to Llull and Fernández 2016 (82-83).

STORYTELLING SEQUENCING		
BEFORE	ACTIVATION ACTIVITIES	Aimed at introducing the topic, generating motivation and exploring previous knowledge about the topic
		Most of these activities tend to focus on the analysis of the illustrations appearing in the front cover, the title, the author, etc.
WHILE	DEVELOPMENT ACTIVITIES	Aimed at acquiring new contents in a meaningful way
		The activities proposed in this section revolve around the acquisition of new vocabulary and grammatical structures, text typologies, graphic organisers, problem-solving, writing reports, etc.
AFTER	REVISION ACTIVITIES	Aimed at encouraging students to remember what they have learnt
		The activities included at this stage are those that might have a possible application of the contents learnt in real life (metacognitive skills).

Figure 4. Source: My own elaboration based on the proposal given by LLull and Fernández 2016

3.2.3 EDUCATIVE ROBOTS (BEE-BOT)

- Historical evolution of pedagogical robotics:

The beginning of educational robots can be found in the 17th century when Jacques de Vaucanson, a French engineer, made mechanised life-size musicians for the pleasure of entertaining. In 1737, this automaton builder presented “*Le joueur the flute*” to the Royal Academy of Sciences in Paris, a shepherd who played the drum and flute and had a repertoire of twelve songs. Two years later, he created his most well-known automaton, “*Le canard digérateur*” (*The duck with digestive system*), a duck made of copper, which drinks, eats, quacks and splashes. This duck is nowadays considered the first robotic pet in history.



Figure 5: Le Canard digérateur

Source: <https://historizo.cafeduwweb.com/lire/11899-robot-18eme-siecle-canard-digerateur.html>

In 1967, Seymour Papert, a mathematician employed by the Artificial Intelligence Laboratory of the Massachusetts Institute of Technology, began to build the first electronic device capable of recognising a programming language. This was known as “Logo”. This powerful robot was considered the first didactic tool to help young learners develop logical-mathematical thinking.



Figure 6: Logo.

Source: <https://proyectoidis.org/seymour-papert/>

Two years later, in 1969, Tom Callahan, a member of Jean Piaget's team, completed the first robot to be introduced into the educational system, “*The Yellow Turtle*”. This robot was created following constructivist theories that pointed out that students’ access to knowledge through the exchange of experiences provided by the environment.

This device was considered the first robot focused on education in the strict sense of the word. According to the Dictionary of the Spanish Royal Academy, it was “*a programmable electronic machine or device, capable of manipulating objects and performing operations previously reserved only for people*” (RAE, 2009). “*The Yellow Turtle*” linked the mechanical and the electronic elements through a coding system that allowed the assignment of the tasks in an educational environment.



Figure 7: The yellow Turtle. First robot.

Source: <http://cyberneticzoo.com/cyberneticanimals/1969-the-logo-turtle-seymour-papert-marvin-minsky-et-al-american/>

Since the launch of this device, the pedagogical approach was not only focused in the construction and programming of the robot but also as a support for learning contents in the classroom (Moreno, et al., 2012). A resource that helped teachers not only to address curricular contents but also to foster problem-solving and other High Order Thinking Skills. This in turn, made students more receptive, active and the real protagonist of the overall learning process. (Pérez, 2006, p.4).

- Contributions of robotics to the teaching-learning process

Nowadays, thanks to the Internet, we can find an infinite number of resources that can be applied in the classroom, for example; “*Lego Mindstorms*” or “*Vex Robotics*”. But without a doubt, the most widely used educational robot for young learners due to its appearance and ease of handling is the “Bee-Bot”. According to authors such as Pierre Nonnon and Jean Pierre Theil (2007, p. 114), the use of robotic tools favours the teaching-learning process and facilitates the integration of contents. Pozo (2005) stated that using this resource during the first stages of compulsory education should be seen as something positive as it fosters digital, communicative and critical thinking skills among pupils.

Educational robots encourage students' imagination and creativity, which makes learning more meaningful and enjoyable. The manipulation of these devices help students to internalize knowledge in a more natural way. They are also excellent tools for students with learning difficulties as they feel more integrated within the group class. In this sense, a research carried out by engineers and experts at Vanderbilt University (United States) proved that students affected by autism spectrum disorder (ASD) improved their learning parameters when using these devices.

In the following graph the skills provided by educational robots in the learning environments are shown.

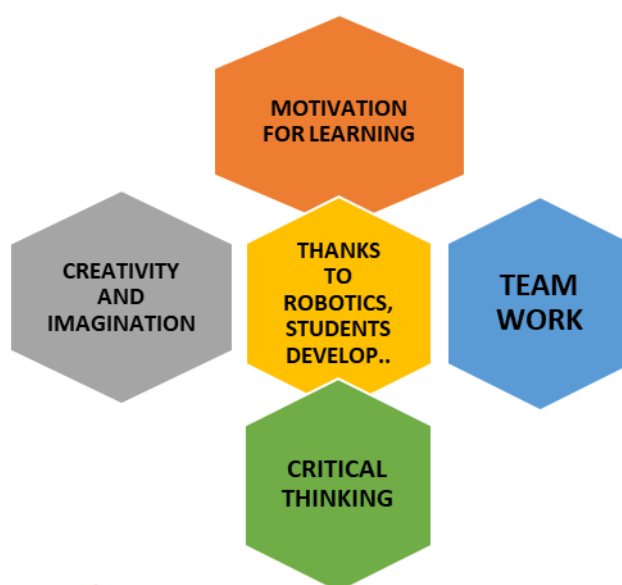


Figure 8: Skills provided by robotics to students.
Source: My own elaboration based on Moreno (2007)

- The “BEE-BOT”

As mentioned before, the most widely used educational robot in early years is the “Bee-Bot”. This yellow and black bee-shaped robot is easy to handle for young learners. Its main purpose is to make students learn how to programme different activities while learning curricular concepts in a motivational, playful and relaxed way, almost without being aware of it.



Figure 9: Bee-bot.

Source: <https://www.latiendadelafamilia.com/bee-bot-recargable-b1822/>

This yellow robot has a maximum of 40 instructions or commands, such as forward, backward, turn left and turn right, which can be programmed with the orange keys found on top of its surface. Once the sequence is programmed, the child only has to press “Go” to make the bee start walking. The robot emits a light followed by a sound to show the end of each command. This helps the child to follow the process and to evaluate each of the steps done by the bee.

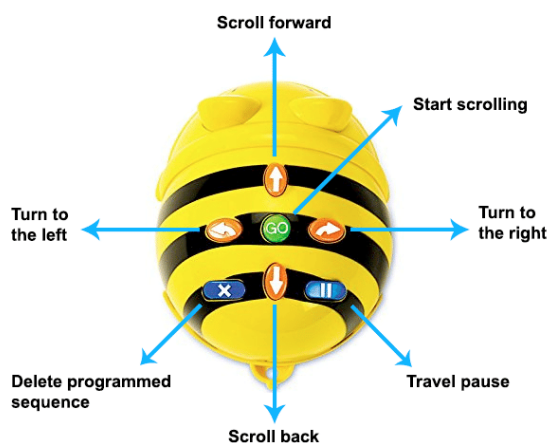


Figure 10: Bee-bot buttons. **Source:** https://www.researchgate.net/figure/Bee-BotR-Robot-description-of-buttons-and-their-functions-Source-Own-elaboration_fig5_340286025

4. DIDACTIC PROPOSAL

The following didactic Proposal is the result of a collaboration between content, foreign language and language assistant teachers. These professionals, under the supervision and guidance of the bilingual coordinator, conceptualised the tasks and activities, established the goals and assessment criteria and agreed on the roles and responsibilities of each of them. With regard to the last mentioned aspect, it is paramount to explain how and when these sessions are going to take place.

In this sense, the language teacher (Literacy) will be in charge of introducing each of the stories included in the units. He or she will work on the vocabulary, the grammatical aspects and the text typologies addressed to each of these stories.

Once the students are familiar with the story in terms of plot, characters, settings, etc. it will be time to put into practice this didactic Proposal with the participation of the Language Assistant teacher.

As mentioned in the introduction, both professionals will practice a parallel teaching in order to provide a more personalized attention to pupils and to enhance their possibilities for oral interaction and manipulation of the BEE-BOT. Henceforth, this didactic Proposal would act as a revision to what students have already seen in the subject of literacy with the language teacher.

4.1 CONTEXTUALIZATION

- Description of the educational centre.

This didactic proposal is designed to be developed in a bilingual school where students receive up to 4 subjects in English (Literacy, Natural and Social Science, Arts and Music). It is important to mention that the PEC (Proyecto Educativo de Centro) of the school is based on the principles and fundamentals of CLIL, previously mentioned.

One of these principles is the collaboration and coordination between Content, Language and Language Assistant teachers under the guidelines of the Bilingual Coordinator.

Therefore, this project is the result of a collaborative work between all these professionals in the selection of the objectives, the methodology, the activities, the evaluation as well as the Basic Interpersonal Communication Skills (BICS) and the Cognitive Academic Language Proficiency (CALP) to be worked in each unit (Cummins 2008).

The school is located in a rural area and it receives pupils from other nearby localities. It has two tracks at each level in both infant and primary stages. The average number of pupils per class is 18, which enables the teacher to follow a more manipulative and practical teaching method. Pupils come from a medium socio-cultural environment where most of their families work in the service sector. The school has a teaching staff of 32 teachers, half of whom are foreign language specialists.

Finally, it is worth mentioning the school has chosen the promotion of ICT's in all subjects and the inclusion of much more student-centred methodologies for the enrichment of the student's learning process. In this context, the inclusion of the *"Interactive Notebooks"* and the *"Flipped classroom"* in Science are just some examples.

- Target group of the project

This didactic proposal is addressed to a group of students from year 1 of primary education, basically because they have been using the "Bee Bot" during Infants education so they are able to go a step further in the use of this educational robot.

The activities are designed for the subject of Literacy even though some contents are covered in the subjects of Natural Science and Arts and Crafts.

In terms of classroom management, the sessions provided are going to be managed by both, the Language and the Language Assistant teacher. Both professionals are fully coordinated so they can put into practice one of the most common ways of Co-Teaching techniques, *"Parallel Teaching"*, in which the class is divided into two groups with each teacher instructing one of them. This approach is mainly selected to expand the possibilities of interaction between the students and the Bee-Bot and to cater for diversity in the class.

4.2 DIDACTIC OBJECTIVES

- To review the main elements in a story (Setting, Characters, Plot, Conflict, Resolution, etc.
- To put into practice the vocabulary, grammatical pattern appearing in the stories
- To review the content already studied in other subjects (Science and Arts and Crafts)
- To practice basic skills of programming, computational thinking, spatial location and strategy.
- To foster motivation and creativity through the use of educational electronic devices

4.3 CONTENTS

This didactic Proposal is focused on the following contents, classified in terms of linguistic and content skills:

- Linguistic skills
 - Revision of the vocabulary and grammatical structures appearing in each of the stories
 - Instructions and commands
 - Oral expression and interaction
- Content skills
 - The main elements in a story (The characters, The setting, The plot, The conflict, and the resolution)
 - Science contents (Healthy and Unhealthy habits, Butterfly Cycle, Marine ecosystems, etc)
 - Arts and Crafts and Technology (How to make a house, a scarf, etc)

4.4 MATERIALS AND RESOURCES

The materials proposed in this didactic proposal are:

OVERHEAD PROJECTOR	WHITEBOARD	COMPUTER
BEE-BOT. MAT AND COMPLEMENTS	FLASHCARDS AND WORKSHEETS	FUNGIBLE MATERIALS (PENCILS, SHEET OF PAPER, CRAYONS, ETC)

4.5 TIME AND SPACE ORGANIZATION

As for time and space organization, classes will be taught preferably in the gym or even in the schoolyard as pupils need to extend their mats and use their bee-bots freely.

This project is intended to last the whole academic year (September – June) There have been foreseen a minimum of two sessions per didactic Unit except for the last two, which includes 4 sessions of 1 hour each. The following chart shows the temporalization of these units.

YEAR	MONTH		WEEKS	TOTAL SESSIONS	
1 ST	STARTING	ENDING	32 WEEKS	18 SESSIONS 60'	
	SEPTEMBER	JUNE			
TERM	MONTH		STORYTELLING	NUMBER	ACTIVITIES
1 st	SEPTEMBER		"Our Friend the Bee-bot"	2	
	OCTOBER		"The Very Hungry Caterpillar"	2	
	NOVEMBER		"Goldilocks and the 3 bears"	2	
2 ND	JANUARY		"The three little pigs"	2	
	FEBRUARY		"The smartest giant in town"	2	
3 RD	MARS - APRIL		"The snail and the whale"	4	
	MAY – JUNE		"Once upon a time"	4	

Source: My own elaboration

4.6 ATTENTION TO DIVERSITY

In the drafting and elaboration of this didactic proposal, certain measures to serve the needs of diversity have been included. This refers to general and specific actions carried out by the teaching staff to meet the needs of the students. (Groupings, Cooperative techniques, materials, etc.) These general and specific actions have been extracted from the Royal Decree 188/2017, November the 28th, which regulates the inclusive educational response and coexistence in the Autonomous Community of Aragon. Some of these measures are:

- The creation of heterogeneous groups among the students.
- The use of manipulative and varied materials to draw the attention of the students.
- The inclusion of an active methodology to foster creativity and motivation.
- The inclusion of individualized, continuous, global and integrative assessment.
- The inclusion of challenging activities to encourage the participation among pupils.
- The creation of individualized support plans.

Besides, the type of Co-Teaching Model used in these sessions in which the class is divided into two groups with one teacher instructing each of them also helps the attention to diversity as each professional has less pupils to guide and monitor.

4.7 DIDACTIC UNITS

TITLE: “OUR FRIEND THE BEE BOT”					
INTRODUCTION: This Didactic Unit is designed to refresh the use of the Bee-Bot.					
SUBJECTS: LITERACY		YEAR: 1 ^o		TIMING/NUMBER OF SESSIONS: 2	
TOPIC/S: General English		RESOURCES AND MATERIALS: BEE-BOT, MATS, FLASHCARDS, DIGITAL BOARD.			
CONTENT					
LEARNING OBJECTIVES To review basic vocabulary and learn techniques to learn how to spell them.		CONTENT OBJECTIVES: Students will be able to use the Bee-Bot and its commands.			
		LANGUAGE OBJECTIVES: - Review basic vocabulary related to numbers, colours, etc. - To review preposition of place to give and receive direction - To practice imperatives to give and receive directions.			
COMMUNICATION					
BASIC LINGUISTIC SKILLS		READING	LISTENING	WRITING	SPEAKING INTERACTING
GRAMMAR & SYNTATIC STRUCTURES - Present simple and Imperatives VOCABULARY - Colours, Numbers, Parts of the body PRONUNTIATION, INTONATION AND FLUENCY - Asking and answering questions. - Giving directions.		LANGUAGE OF LEARNING	Nouns: Numbers from 1-20, Parts of the body (Head, face, hair, eyes, mouth, nose, ears, arms, torso, legs, hand, finger, foot) Adjectives: Black, white, red, green, yellow, blue, pink, grey, brown, orange and purple Prepositions of place: Up, down, left, right, on. Verbs: Go, stop, turn, straight.		
		LANGUAGE FOR LEARNING	- Sequencing and programme the bee-bot - Anticipation to what is going to happen in terms of movements		
		LANGUAGE THROUGH LEARNING	- Asking and receiving directions - Explaining how to get to a specific place on the mat.		
COGNITION					
LOTS	REMEMBERING	Which button is for?			
	UNDERSTANDING	Can you explain what the bee is doing?			
	APPLYING	How would you programme the bee-bot to go to...?			
HOTS	ANALYSING	What do you think...?			
	EVALUATING	Would it be better if?			
	CREATING	Can you think of an alternative way to get ...?			

CULTURE	
- Be aware of the multiple uses of technology in education - Robots in real life https://www.youtube.com/watch?v=8wHJLMnikU	
METHODOLOGY	
1. ENABLING ACTIVITIES	Activity 1 Warm up revision vocabulary “ACTIVATION OF PREVIOUS KNOWLEDGE” - Using the flashcards, both teachers (Language and Language Assistant) will review the vocabulary related to the story to each group of students. Students will have to retell the story with the help of the cards given by the teacher. - After that, the teacher will show some cards with the word of the vocabulary written on them to practice reading comprehension - Finally, the teacher will ask the LOTS and HOTS questions. Activity 2 Building the carpet and reviewing Bee-Bot Commands - Each group will help the teacher to put the cards related to the vocabulary into the plastic Bee-Bot Mat. - The teacher will show the main commands of the electronic device - Time for practice Activity 3 How would you get to.... - Students will have to listen the command given by the teacher to get to one specific place of the mat - After that, the teacher will show some cards with the word of the vocabulary to practice reading comprehension and the spelling
2. DEVELOPMENT AND FINAL PRODUCTS	Activity 4 Student bee-bot One student will be wearing a bee headband and will have to act as a bee-bot and follow the directions from one partner. Activity 5 Free Game To play in pairs trying to get to some point of the mat with the supervision of the teacher
3. FINAL OR FOLLOW-UP ACTIVITIES	Activity 5 VIDEO: Robots in real life. Visualization of the video accompanied by a commentary from the teacher.
4. ASSESSMENT	Direct observation

TITLE: “THE VERY HUNGRY CATERPILLAR”						
INTRODUCTION: This Didactic Unit deals with content from a non-linguistic subject (Natural Science). Pupils will revise the life cycle of a butterfly and eating healthy habits.						
SUBJECTS: LITERACY, SCIENCE		YEAR: 1º	TIMING/NUMBER OF SESSIONS: 2			
TOPIC/S: FOOD, HEALTHY HABITS		RESOURCES AND MATERIALS: BEE-BOT, MATS, FLASHCARDS, DIGITAL BOARD.				
CONTENT						
LEARNING OBJECTIVES - Students will be able to recognise the life cycle of a butterfly. - Differentiate healthy and unhealthy food.		CONTENT OBJECTIVES: To know the process from the cocoon to butterfly and to foster healthy eating habits.				
		LANGUAGE OBJECTIVES: - To learn vocabulary related to food, parts of the butterfly, days of the week, etc. - To use verbs to express likes and dislikes - To use connectors to sequence the phases of a cycle				
COMMUNICATION						
BASIC LINGUISTIC SKILLS		READING	LISTENING	WRITING	SPEAKING	INTERACTING
GRAMMAR & SYNTATIC STRUCTURES - Present simple VOCABULARY - Fruit, Parts of a butterfly, Days of the week, numbers 1-10 PRONUNTIATION, INTONATION AND FLUENCY - Produce words properly		LANGUAGE OF LEARNING	Nouns: cocoon, butterfly, egg, caterpillar, apple, pears, plums, strawberries, oranges, days of the week, numbers, chocolate cake, ice cream cone, pickle, Swiss cheese, slice of salami, lollipop, cherry pie, sausage, cupcake, watermelon, stomach ache, leaf ... Adjectives: Tiny, big, fat, beautiful, sad, ugly, good, bad, healthy, unhealthy Verbs: I like, I don´t like, I hate, I love			
		LANGUAGE FOR LEARNING	- To express opinions (likes and dislikes) - To sequence the steps in a life cycle of a butterfly (first, second, third, finally) - To describe a butterfly (it´s green, big, ...)			
		LANGUAGE THROUGH LEARNING	- To be able to express preferences about food. - To differentiate healthy and unhealthy options			
COGNITION						
LOTS	REMEMBERING	What did the caterpillar eat on Monday? When did the caterpillar eat the pickle?				
	UNDERSTANDING	Why had the caterpillar stomach-ache?				

	APPLYING	What do you think about eating too much?
HOTS	ANALYSING	What are the effects of eating healthy/unhealthy habits?
	EVALUATING	What are the pros and cons of being a butterfly?
	CREATING	Can you think of an alternative way to finish the story ...?
CULTURE		
- To develop attitudes of respect towards nature - To learn about healthy habits around the world https://www.youtube.com/watch?v=-NdUO-e6mG4		
METHODOLOGY		
1. ENABLING ACTIVITIES	Activity 1 Warm up revision vocabulary “ACTIVATION OF PREVIOUS KNOWLEDGE” - Using the flashcards, both teachers (Language and Language Assistant) will review the vocabulary related to the story to each group of students. Students will have to retell the story with the help of the cards given by the teacher. - After that, the teacher will show some cards with the word of the vocabulary written on them to practice reading comprehension - Finally, the teacher will ask the LOTS and HOTS questions. Activity 2 Healthy or Unhealthy - Pupils have to differentiate whether the food displayed in the mat are healthy or unhealthy option. Activity 3 Life Cycle of a butterfly - Students will have to find the steps in the life cycle of a butterfly	
2. DEVELOPMENT AND FINAL PRODUCTS	Activity 4 Create your own butterfly Students will have to colour a butterfly. Then the teacher will put all the drawings on the mat. Student A will have to describe the butterfly previously created and student b will have to guess it using the bee-bot	
3. FINAL OR FOLLOW-UP ACTIVITIES	Activity 5 VIDEO: Healthy eating habits around the world. Visualization of the video accompanied by a commentary from the teacher.	
4. ASSESSMENT	Direct observation, checking list	

TITLE: “GOLDILOCKS AND THE THREE BEARS”						
INTRODUCTION: This Didactic Unit deals with content from a non-linguistic subject (Arts and craft) as students made a simple booklet including the main elements of a story (Beginning, middle and ending and also concepts such as the plot, setting, and characters)						
SUBJECTS: LITERACY, CIVIC		YEAR: 1º	TIMING/NUMBER OF SESSIONS: 2			
TOPIC/S: FAMILY, SAFETY		RESOURCES AND MATERIALS: BEE-BOT, MATS, FLASHCARDS, DIGITAL BOARD.				
CONTENT						
LEARNING OBJECTIVES • To revise concepts plot, setting, and character • To distinguish cause from effect • To sequence a story		CONTENT OBJECTIVES: To revise how to structure a story				
		LANGUAGE OBJECTIVES: • Review basic vocabulary related to the story. • To use cause and effect connectors. • To use structures (too/just right + adjectives) • To sequence a story using adverbs of sequence				
COMMUNICATION						
BASIC LINGUISTIC SKILLS		READING	LISTENING	WRITING	SPEAKING	INTERACTING
GRAMMAR & SYNTATIC STRUCTURES - Present Perfect continuous VOCABULARY - Family members, Furniture, emotions PRONUNTIATION, INTONATION AND FLUENCY - Long and short vowels		LANGUAGE OF LEARNING	- Nouns: Mama Bear, Papa Bear, Baby Bear, Chair, Bed, Bowl, Porridge etc - Adjectives: hot, cold, hard, soft, small, big, sad, hungry, angry, etc - Verbs: is been eating/sitting/sleeping			
		LANGUAGE FOR LEARNING	- Sequence events (First, Second, Finally) - Cause and Effect (Because, As a result of, Therefore)			
		LANGUAGE THROUGH LEARNING	- To debate about causes and consequences. - Create hypotheses about how it happens if....			
COGNITION						
	REMEMBERING	What is the name of the traditional breakfast appearing in the story....? Can you find an example of				

LOTS		too hot meal?
	UNDERSTANDING	Why didn't Goldilocks eat Papa Bear's porridge?
	APPLYING	How would you use the chair ?
HOTS	ANALYSING	What do you think the baby bear felt when ...?
	EVALUATING	What are the pros and cons of?
	CREATING	Can you think of an alternative way to finish the story ...?
CULTURE		
- Be aware of the importance to respect someone's private life and recognize intrusive strangers. - Good and manners around the world https://www.youtube.com/watch?v=5ZSb52DrvMc		
METHODOLOGY		
1. ENABLING ACTIVITIES	Activity 1 Warm up revision vocabulary "ACTIVATION OF PREVIOUS KNOWLEDGE" - Using the flashcards, both teachers (Language and Language Assistant) will review the vocabulary related to the story to each group of students. Students will have to retell the story with the help of the cards given by the teacher. - After that, the teacher will show some cards with the word of the vocabulary written on them to practice reading comprehension - Finally, the teacher will ask the LOTS and HOTS questions. Activity 2 Recognizing parts of a story and main elements - Students will have to find what are the beginning, middle and ending of the story and also the plot, the setting, and the characters). Students will programme the Bee-bot to find the right picture. Activity 3 Cause and Effect - Students will have to distinguish whether the statement given by the teacher is a cause or and effect. They have to find the solution in the mat with the pictures provided.	
2. DEVELOPMENT AND FINAL PRODUCTS	Activity 4 recognising the main parts of a story and the elements. Students will have to select the main parts of the story by selecting the right card with the bee-bot.	
3. FINAL OR FOLLOW-UP ACTIVITIES	Activity 5 VIDEO: Good and bad manners around the world. Visualization of the video accompanied by a commentary from the teacher.	
4. ASSESSMENT	Direct observation, checking list	

TITLE: “THE THREE LITTLE PIGS”						
INTRODUCTION: This Didactic Unit deals with content from a non-linguistic subject (ARTS AND CRAFTS AND DESIGN TECHONOLGY). Pupils will revise the steps to be followed in the elaboration of a house.						
SUBJECTS: LITERACY, ARTS, DESING		YEAR: 1º	TIMING/NUMBER OF SESSIONS: 2			
TOPIC/S: HOUSES		RESOURCES AND MATERIALS: BEE-BOT, MATS, FLASHCARDS, DIGITAL BOARD.				
CONTENT						
LEARNING OBJECTIVES - To revise instructional texts - To describe characters and settings using key details.		CONTENT OBJECTIVES: Students will be able to sequence the steps in the construction of a house				
		LANGUAGE OBJECTIVES: - To learn vocabulary related to houses and materials - To use imperatives to retell the instructions - To describe characters and settings				
COMMUNICATION						
BASIC LINGUISTIC SKILLS		READING	LISTENING	WRITING	SPEAKING	INTERACTING
GRAMMAR & SYNTATIC STRUCTURES - Past simple and future - Imperatives VOCABULARY - Houses and materials PRONUNCIATION, INTONATION AND FLUENCY - To read with the right intonation.		LANGUAGE OF LEARNING	Nouns: Piglets, straw, wood, bricks, wolf, roof, chimney, fireplace, bucket Adjectives: youngest, easiest, fastest, eldest, steady, safe Verbs: I'll huff and puff, knocked, Don't say I didn't warn you. Imperatives.			
		LANGUAGE FOR LEARNING	- To use imperatives to explain the instructions to build a house - To use descriptive adjective to talk about characters and settings			
		LANGUAGE THROUGH LEARNING	- To be able to talk about the main traits of materials - To hold a debate on which construction is stronger			
COGNITION						
LOTS	REMEMBERING	What material did the youngest piglet use for the construction of his house? And the second?...				
	UNDERSTANDING	Why the eldest piglet warned the other two ?				
	APPLYING	What materials would you use instead of bricks or rocks to build your house?				
HOTS	ANALYSING	Do you think it is possible to destroy a house just by the wind?				
	EVALUATING	Who is the most cautious of the three piglets?				
	CREATING	Can you think of an alternative way to finish the story ...?				

CULTURE	
Houses around the world: https://www.youtube.com/watch?v=4yRye0g2OHA	
METHODOLOGY	
1. ENABLING ACTIVITIES	Activity 1 Warm up revision vocabulary “ACTIVATION OF PREVIOUS KNOWLEDGE” - Using the flashcards, both teachers (Language and Language Assistant) will review the vocabulary related to the story to each group of students. Students will have to retell the story with the help of the cards given by the teacher. - After that, the teacher will show some cards with the word of the vocabulary written on them to practice reading comprehension - Finally, the teacher will ask the LOTS and HOTS questions. Activity 2 Instructions to build a house - Students will have to select the written instruction (Imperatives) for the construction of a house. Activity 3 Disguise the bee-bot - Students will have to dress the bee-bot with the templates provided (three little pigs and the wolf) and then retell the story using the pictures.
2. DEVELOPMENT AND FINAL PRODUCTS	Activity 4 Create your perfect house Students will have to draw a house on a piece of paper. Then the teacher will put all the drawings on the mat. Student A will have to describe the house previously created and student b will have to guess it using the bee-bot
3. FINAL OR FOLLOW-UP ACTIVITIES	Activity 5 VIDEO: Houses around the world Visualization of the video accompanied from a commentary by the teacher.
4. ASSESSMENT	Direct observation, checking list

TITLE: “THE SMARTEST GIANT IN TOWN”						
INTRODUCTION: This Didactic Unit deals with content from a non-linguistic subject (ARTS AND CRAFTS AND DESIGN TECHONOLGY). Pupils revise the materials used in the elaboration of a new scarf for the giraffe and the outfit they designed or the giant to wear on different occasions.						
SUBJECTS: LITERACY, ARTS		YEAR: 1º	TIMING/NUMBER OF SESSIONS: 2			
TOPIC/S: CLOTHING, ANIMALS		RESOURCES AND MATERIALS: BEE-BOT, MATS, FLASHCARDS, DIGITAL BOARD.				
CONTENT						
LEARNING OBJECTIVES - To use imaginative descriptions - To find the rhyming words		CONTENT OBJECTIVES: Students will be able to describe a character and a setting and detect a rhyme scheme				
		LANGUAGE OBJECTIVES: - To learn vocabulary related to clothing - To use superlatives to describe characters both physically and emotionally - To recognize rhyming patterns in a poem				
COMMUNICATION						
BASIC LINGUISTIC SKILLS		READING	LISTENING	WRITING	SPEAKING	INTERACTING
GRAMMAR & SYNTATIC STRUCTURES - Past simple VOCABULARY - Clothing and animals PRONUNCIATION, INTONATION AND FLUENCY - To decode the pronunciation of words by the application of phonic knowledge		LANGUAGE OF LEARNING	Nouns: sandals, gown, trousers, belt, tie, socks, shoes, giraffe, goat, dog, fox Adjectives: smartest, scruffiest, shirt, patched, stripy, shiny Verbs: I wish I had			
		LANGUAGE FOR LEARNING	- To describe a character using adjectives and superlatives - To express desires (I wish I had) - To find rhyming words			
		LANGUAGE THROUGH LEARNING	- To be able to express preferences in clothing - To hold a debate about what are the smartest and the scruffiest clothes			
COGNITION						
LOTS	REMEMBERING	What did the giant buy in the shop?				
	UNDERSTANDING	Why was the giraffe sad? And the goat? And the dog?				
	APPLYING	How would you use the scarf, the socks, the trousers...?				
	ANALYSING	Why do you think the giant was offering all his clothes?				

HOTS	EVALUATING	Which is the smartest and the scruffiest clothes you have?
	CREATING	Can you think of an alternative way to finish the story ...?
CULTURE		
- To build empathy for others - Learn about traditional clothes around the world https://www.youtube.com/watch?v=dFDz_GZUeP4		
METHODOLOGY		
1. ENABLING ACTIVITIES	Activity 1 Warm up revision vocabulary “ACTIVATION OF PREVIOUS KNOWLEDGE” - Using the flashcards, both teachers (Language and Language Assistant) will review the vocabulary related to the story to each group of students. Students will have to retell the story with the help of the cards given by the teacher. - After that, the teacher will show some cards with the word of the vocabulary written on them to practice reading comprehension - Finally, the teacher will ask the LOTS and HOTS questions. Activity 2 Find the right piece of cloth - Teachers will read a description of a piece of cloth and pupils have to find it with the bee-bot. Activity 3 Let´s Rhyme - Teacher will ask students to find the word that rhymes better.	
2. DEVELOPMENT AND FINAL PRODUCTS	Activity 4 Create your perfect outfit Students will have to draw an outfit on a piece of paper. Then the teacher will put all the drawings on the mat. Student A will have to describe the outfit previously created and student b will have to guess it using the bee-bot	
3. FINAL OR FOLLOW-UP ACTIVITIES	Activity 5 VIDEO: Children´s Clothes around the world Visualization of the video accompanied by a commentary from the teacher.	
4. ASSESSMENT	Direct observation, checking list	

TITLE: “THE SNAIL AND THE WHALE”						
INTRODUCTION: This Didactic Unit deals with content from a non-linguistic subject (SCIENCE). Pupils studied marine and terrestrial ecosystem and, in this unit, pupils will revise the rhetorical style of comparing and contrasting.						
SUBJECTS: LITERACY, SCIENCE		YEAR: 1º	TIMING/NUMBER OF SESSIONS: 4			
TOPIC/S: ANIMALS		RESOURCES AND MATERIALS: BEE-BOT, MATS, FLASHCARDS, DIGITAL BOARD.				
CONTENT						
LEARNING OBJECTIVES - To compare and contrast - To recognize phonic patterns		CONTENT OBJECTIVES: Students will be able to compare and contrast both animals (snail and a whale)				
		LANGUAGE OBJECTIVES: - To learn vocabulary related to marine animals - To work on phonics ai/ay/a_e - To find regular past simple verbs - To recognize rhyming patterns in the text				
COMMUNICATION						
BASIC LINGUISTIC SKILLS		READING	LISTENING	WRITING	SPEAKING	INTERACTING
GRAMMAR & SYNTATIC STRUCTURES - Past simple VOCABULARY - Marine animals PRONUNCIATION, INTONATION AND FLUENCY - To decode the pronunciation of words by the application of phonic knowledge ai/ay/a_e		LANGUAGE OF LEARNING	- Nouns: Tale, tail, snail, humpback whale, foot, ship, dock, flock, trail, tide, icebergs, sands, caves, thunderstorm, speedboats, shore, bay, bell, chalk, pool, firemen, - Adjectives: Tiny, great, itchy, deep, wide, high, bright, long, enormous, wild, free, pale - Verbs: slithered, gazed, sniffed, sighed, sail, cried, carried, foamed, crashed, splashed, amazed, beached, moaned,			
		LANGUAGE FOR LEARNING	- To describe actions in the past using regular verbs. - To use comparative structure as....as - To learn descriptive adjectives			
		LANGUAGE THROUGH LEARNING	- To be able to describe settings - To express opinions about the most beautiful places in the world.			
COGNITION						
LOTS	REMEMBERING	What was the first destination of the main characters?				
	UNDERSTANDING	Why was the whale sad when it was beached in the bay?				
	APPLYING	Which is your favourite place?				

HOTS	ANALYSING	Why did the snail go to a school to ask for help?
	EVALUATING	What is the most important part in the story?
	CREATING	Can you think of an alternative way to finish the story ...?
CULTURE		
- To transmit the importance of protecting animals and their ecosystems. - How to take care of the environment: https://www.youtube.com/watch?v=X2YgM1Zw4_E		
METHODOLOGY		
1. ENABLING ACTIVITIES	Activity 1 Warm up revision vocabulary “ACTIVATION OF PREVIOUS KNOWLEDGE” - Using the flashcards, both teachers (Language and Language Assistant) will review the vocabulary related to the story to each group of students. Students will have to retell the story with the help of the cards given by the teacher. - After that, the teacher will show some cards with the word of the vocabulary written on them to practice reading comprehension - Finally, the teacher will ask the LOTS and HOTS questions. Activity 2 Compare and Contrast - Teacher will read a statement and the student will have to select if there is a comparison or a difference using the bee-bot. Activity 3 Find words that sound like ai/ay/a_e - Students will have to select the words with this phonic pattern.	
2. DEVELOPMENT AND FINAL PRODUCTS	Activity 4 Create your perfect outfit Students will have to draw a place in the world. Then the teacher will put all the drawings on the mat. Student A will have to describe the place previously created and student B will have to guess it using the bee-bot	
3. FINAL OR FOLLOW-UP ACTIVITIES	Activity 5 VIDEO: How to take care of the environment Visualization of the video accompanied by a commentary from the teacher.	
4. ASSESSMENT	Direct observation, checking list	

TITLE: “ONCE UPON A TIME”					
INTRODUCTION: This didactic deals with the elaboration of a final task in which students have to create a fairy tale using a mix of traditional tales.					
SUBJECTS: LITERACY, ARTS		YEAR: 1º	TIMING/NUMBER OF SESSIONS: 4		
TOPIC/S: TRADITIONAL TALES		RESOURCES AND MATERIALS: BEE-BOT, MATS, FLASHCARDS, DIGITAL BOARD.			
CONTENT					
LEARNING OBJECTIVES To create a fairy tale including all the aspects learnt in previous sessions in 6 steps		CONTENT OBJECTIVES: Students will be able to create a fairy tale story in small groups.			
		LANGUAGE OBJECTIVES: - To use present simple - To include descriptive adjectives - To use connectors to sequence the story			
COMMUNICATION					
BASIC LINGUISTIC SKILLS		READING	LISTENING	WRITING	SPEAKING INTERACTING
GRAMMAR & SYNTATIC STRUCTURES - Present VOCABULARY - Fairy Tale PRONUNCIATION, INTONATION AND FLUENCY - To read aloud the story using the connectors		LANGUAGE OF LEARNING	<u>Nouns</u>: Goblin, queen, king, princess, prince, monster, beanstalk, tower, dragon, forest, horse, axe, weapon, arrow, dwarf, kiss, wedding, etc. <u>Adjectives</u>: Enchanting, magical, special, surprising, spectacular, extraordinary, old, courageous, brave, kind, evil, wicked, scary, etc <u>Connectors</u>: First, then, after that, finally		
		LANGUAGE FOR LEARNING	- To describe characters and settings in present simple. - To use grammatical structures inherent in fairy tale (Opening and closing sentences) - To use connectors to sequence the story		
		LANGUAGE THROUGH LEARNING	To express opinions about other stories.		
COGNITION					
LOTS	REMEMBERING	What is the first sentence in a fairy tale?			
	UNDERSTANDING	Who is the most important character in a fairy tale?			
	APPLYING	How would you solve a big problem in a fairy tale?			
HOTS	ANALYSING	How can you compare the hero to the villain?			
	EVALUATING	What is the most important part in a fairy tale?			
	CREATING	What is your favourite part in the story?			
CULTURE					
9 Most breath-taking Fairy Tale Places in the world: https://www.youtube.com/watch?v=qMW9g-rcmyA					

METHODOLOGY							
5. ENABLING ACTIVITIES	Activity 1 Warm up revision vocabulary “ACTIVATION OF PREVIOUS KNOWLEDGE” - Using the flashcards, both teachers (Language and Language Assistant) will review the vocabulary related to the fairy tale to each group of students. - After that, the teacher will show some cards with the word of the vocabulary written on them to practice reading comprehension - Finally, the teacher will ask the LOTS and HOTS questions. Activity 2 Fairy tale in 6 steps - Teacher will show the cards with the most important steps to be followed in the elaboration of a traditional fairy tale and will put them randomly on the mat. After that the teacher will say a description related to each of these items and the students have to program the bee-bot to find the right step. <table border="1"> <tr> <td>1) Decide the moral</td><td>4) Include a magical element</td></tr> <tr> <td>2) Create your hero/heroine</td><td>5) Describe the setting</td></tr> <tr> <td>3) Create your villain</td><td>6) Write a happy ending</td></tr> </table> Activity 3 Classify the words - Students will have to select using the robot whether the word shown by the teacher refers to a person, a place or a thing.	1) Decide the moral	4) Include a magical element	2) Create your hero/heroine	5) Describe the setting	3) Create your villain	6) Write a happy ending
1) Decide the moral	4) Include a magical element						
2) Create your hero/heroine	5) Describe the setting						
3) Create your villain	6) Write a happy ending						
6. DEVELOPMENT AND FINAL PRODUCTS	Activity 4 Create your own story With the help of a template and the teacher, students will have to create their own fairy tale again (They have done something similar in Literacy). In groups of 4, they will have to think of the main characters, the setting, the problem and the happy ending. Then each member will be in charge of writing some sentences for each part. The teacher will be helping them by reminding the importance of using connectors, adjectives, etc. Activity 5 Draw your story and complete the mat. Students will be given a piece of paper to draw as many sequences as they want to complete the story. Then they will have to tell the story to the rest of the class using the bee-bot.						
7. FINAL OR FOLLOW-UP ACTIVITIES	Activity 5 VIDEO: How to take care of the environment Visualization of the video accompanied from a commentary by the teacher.						
8. ASSESSMENT	Direct observation, checking list						

4.8 ASSESSMENT

The following section aims to show how the language ability have been assessed but prior to this, it should be stressed I have taken into consideration the Order 15th December 2015 which indicates the importance of applying a continuous evaluation that considers the students 'progress, not only in the contents but also in the key competences.

In this vein and considering that content is the priority in a CLIL context, this didactic proposal is thought to assess language not only in its linguistic dimension but mainly as a communicative act. This is why both professionals, the language teacher and the Language assistant, are working together to widen avenues of oral participation among the students.

As for the type of assessment, it would be rather formative or "*assessment for learning*" as it takes place throughout the whole academic year (Llul et al. 2016:84).

This formative assessment will be conducted through the following tools; achievement records made by both teachers (Language and Assistant), a checking list, a rubric to measure pupils' oral performance and a learning journal carried out by each student in the subject of literacy.

All this information will be added to the summative assessment or assessment *FOR learning* registered by the language teacher at the end of each term.

The scoring percentages to get the final mark will be obtained as follows:

It is important to keep in mind this final mark is going to complement the ones obtained in the subject of literacy.

DIRECT OBSERVATION	-Checking list	60%
ANALYSIS OF THE PRODUCTIONS	- Rubric	35%
SELF-ASSESSMENT	- Learning journal	5%

Source: My own elaboration

As for the teaching assessment, a simple rubric list has also been designed to analyse the possible changes or aspects to improve.

TEACHING PRACTICE CHECKING LIST	1	2	3	4
Motivation and engagement shown by pupils				
Distribution of time				
Objectives and Content appropriateness				
Adequacy of resources used				
Group work management and interaction				
Verbal and non-verbal strategies to deliver the content.				
OVERALL MARK				

Source: My own elaboration

STUDENT'S ASSESSMENT TOOLS: CHECKING LIST AND RUBRIC

NAME: _____	YES	NO	SOMETIMES
USE OF BEE-BOT			
Does the student make a proper use of the Bee-Bot and the rest of materials?			
Does the student know basic concepts related to laterality or directions (Move forward, backward, left, right, etc)			
Does the student move the Bee-Bot in any direction when asked?			
Does the student programme a sequence of instructions in the BEE-BOT to get to the right square of the mat when asked?			
Does the student demonstrate the ability to think critically when using the device?			
INTERACTION AND PARTICIPATION			
Does the student pay attention during the explanation of the activities?			
Does the student work well with other children?			
Does the student attempt to do his/her work thoroughly instead of just trying to get by?			
Does the student participate actively in discussions related to the activities?			
Does the student ask questions to get more information?			
Does the student use the vocabulary and grammatical sentences included in the units?			

Source: My own elaboration

ITEM	4	3	2	1
NON VERBAL SKILLS				
EYE CONTACT	Holds the attention of the entire audience.	Consistent use of direct eye contact	Displayed minimal eye contact with audience	No eye contact with audience
BODY LANGUAGE	Movements seem fluid and help the audience to understand.	Makes movements or gestures that enhances articulation	Very little movement or descriptive gestures.	No movement or descriptive gestures
VERBAL SKILLS				
ELOCUTION	Uses a clear voice and correct pronunciation of terms related to the contents studied.	Student's voice is clear and pronounces correctly the vast majority of the terms related to the contents studied.	Student's voice is low and pronounces incorrectly most of the terms related to the contents studied.	Student mumbles and pronounces incorrectly the vast majority of the terms related to the contents studied.
CONTENT				
CONTENT	Student shows full understanding of the topic	Student shows a good understanding of the topic	Student shows a good understanding of parts of the topic	Student does not seem to understand the topic
VOCABULARY AND USE OF LANGUAGE	Student uses appropriate vocabulary and grammatical patterns related to the story.	Student uses vocabulary and grammatical patterns related to the story which are quite appropriate.	Student uses vocabulary and grammatical patterns related to the story which are not very appropriate.	Student does not use vocabulary and grammatical patterns related to the story.

Source: My own elaboration

5. CONCLUSIONS

As stated in the introduction, this project was born under the need to re-formulate the School Language Project of the school where I am currently working. This vital document aimed to vertebrate the learning of languages was far from following the principles of CLIL. The lack of a real coordination between the professionals involved in the bilingual programme was a constant struggle to face, and the need to include a motivating and engaging resource to foster the communicative competence in each level of primary education was more than evident. These two important issues have been the protagonists of this project.

After providing a theoretical foundation on both robotics and storytelling, this work offers a didactic proposal under the criteria that characterises a CLIL approach. Throughout this research, therefore, we have seen first the potential benefits of including storytelling and educative robots to language learning and, in particular, to the development of oral skills and we lay the groundwork to create in a near future a transversal axis in our SLP based on these two resources.

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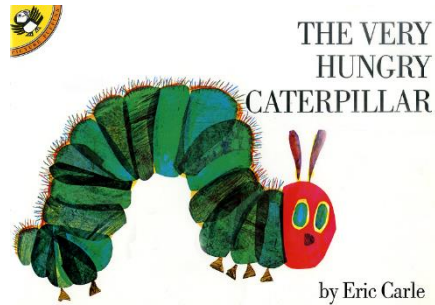
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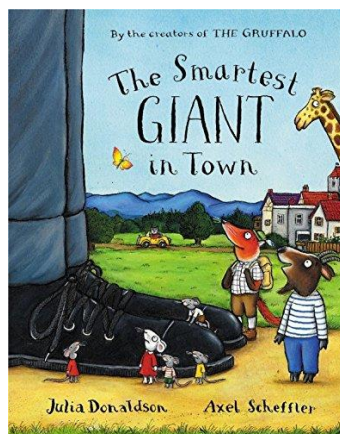
7. ANNEXES

Anex nº 1: Stories



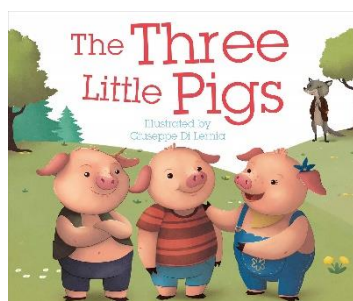
The very hungry caterpillar

Source: [amazon.es](https://www.amazon.es)



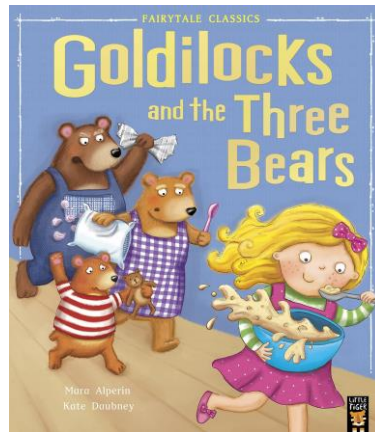
The smartest giant in town

Source: [amazon.es](https://www.amazon.es)

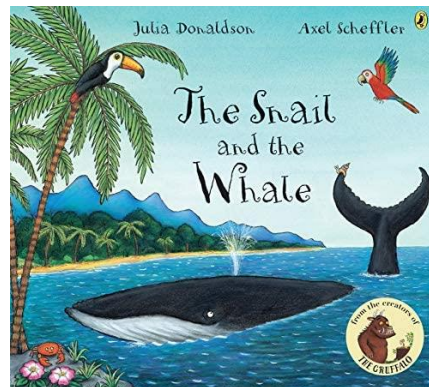


The three little pigs

Source: [amazon.es](https://www.amazon.es)

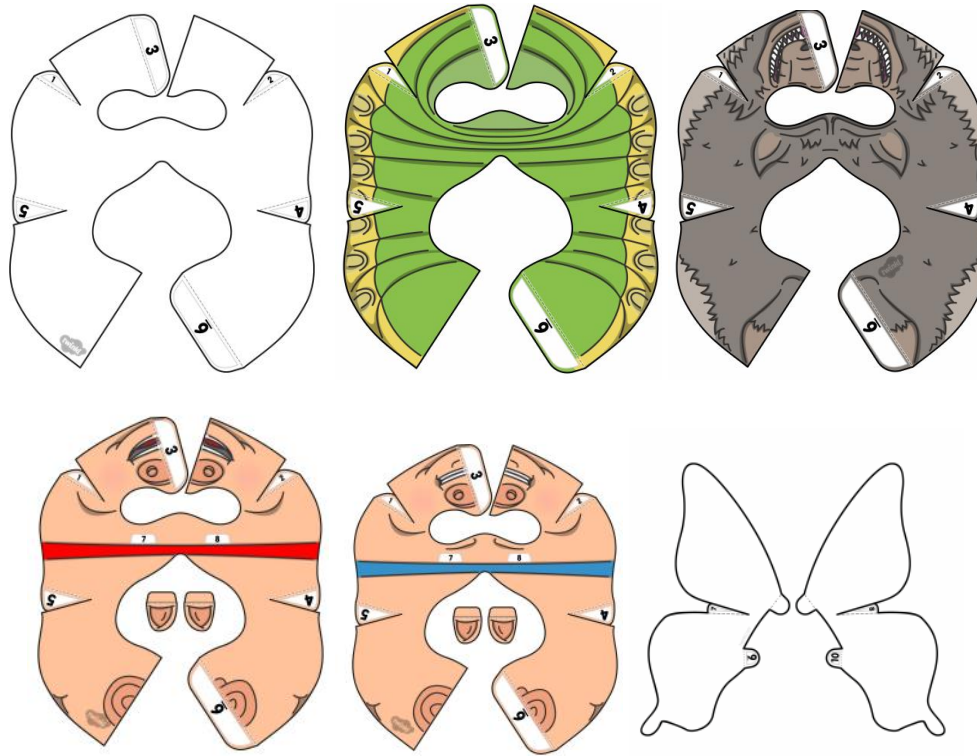


Goldilocks and the three bears
Source: [amazon.es](https://www.amazon.es)



The snail and the whale
Source: [amazon.es](https://www.amazon.es)

Annex 2: Activities



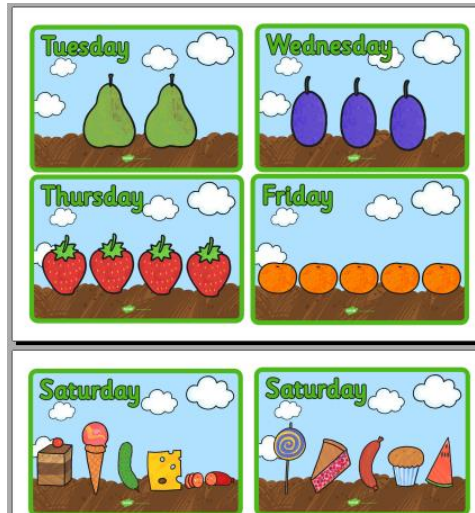
Bee-Bot Costumes. From left to right, Blank Template, Caterpillar, Wolf, pigs and butterfly.

Fuente: [twinkl.es](https://www.twinkl.es)



Bee-Bot boards to pratice storytelling.

Fuente: [twinkl.es](https://www.twinkl.es)



Flashcards

Fuente: [twinkl.es](https://www.twinkl.es)