

# **THE USE OF STORYTELLING IN A CLIL LEARNING SITUATION**

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**MASTER'S DISSERTATION**

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## **ABSTRACT**

The pedagogical use of the storytelling has been widely analysed. After all, it is a part of our human nature. Nevertheless, will this strategy improve the acquisition of a second language in a CLIL context? The aim of this research is to verify the effectiveness of storytelling in a CLIL learning situation in pre-primary education. Therefore, a literacy review will be conducted in which what is storytelling, its components and the reasons for using it will be described, as well as its use in educational and CLIL context. After that, a didactical programme will be designed and proposed. Finally, the learning situation will be implemented and analysed to conclude the research.

## **KEY WORDS**

Storytelling, CLIL, pre-primary education, learning situation, tales.

## **ABSTRACT**

El uso pedagógico de la narración de historias ha sido ampliamente analizado. Después de todo, es parte de nuestra naturaleza humana. Sin embargo, ¿mejorará esta estrategia la adquisición de una segunda lengua en un contexto AICLE? El objetivo de esta investigación es verificar la efectividad de esta estrategia en una situación de aprendizaje AICLE en educación infantil. Por lo tanto, se realizará una revisión teórica en la que se describirá qué es la narración de historias, sus componentes y las razones para usarla, así como su uso en el contexto educativo y dentro del AICLE. Posteriormente, se diseñará y propondrá un programa didáctico. Finalmente, se implementará y analizará la situación de aprendizaje para concluir la investigación.

## **KEY WORDS**

Narración de cuentos, AICLE, educación infantil, situación de aprendizaje, cuentos.

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## INTRODUCTION

This Master's dissertation purpose is to verify the effectiveness of the use of storytelling as strategy in a CLIL learning situation. It will be contextualized in a classroom of the second cycle of pre-primary education, where the children are mixed in age and gender.

To achieve this goal, this paper will begin with a literacy review in which the concept of storytelling will be explored. Moreover, the basic components of a story and the reasons for using it will be described.

After that, the review will continue with analysis of the use of this resource in education through the years and its benefits. As well as a description of how this resource have been implemented to integrate all the components of the CLIL framework.

Consequently, a learning situation based on that information and on the Decree 183/2008, July 29th, which establishes the organization and curriculum of the 2nd cycle of Pre-Primary Education in the Autonomous Community of the Canary Islands (*BOC No. 163, August 14th*) will be proposed.

The didactical proposal will be contextualized and implemented in a kindergarten private school of Santa Cruz de Tenerife. The philosophy of the school goes in concordance with Waldorf pedagogy and accept the CLIL approach as a part of it. Therefore, the methodology of the learning situation will involve the principles of both strategies.

The topic of the learning situation will be the spring and its features. At the same time, it will involucrate the development of healthy and hygiene routines, likewise language and environmental awareness.

In addition, the results of the learning situation will be analysed to value the efficacy of storytelling as strategy of teaching a second language. Furthermore, the results of the analysis will be divided in concrete statements, regarding different parameters such as the understanding of the content selected, the interest of the children in the resource and the use of the vocabulary learned.

Finally, this paper will end with the conclusions of the research besides the pertinent references and appendices.

# LITERACY REVIEW

## STORYTELLING

Storytelling is considered a universal act that appears in all cultures, regardless of the society to which one belongs. It is a fundamental instrument used to transmit information from generation to generation, especially when there is no writing, and the orality is the only resource. Consequently, we can find narratives in all cultures without social, ethnic, gender, economic or language distinction since they appear in daily social interaction. (Satriani, 2019).

According to Logioio (2010), storytelling is “a part of our common humanity”, a way to express ourselves and let us know who we are. People could use a story to explain their feelings, give some advice, account an event or show how to act in a certain context. Furthermore, nowadays we can also find stories in formal contexts, such as school or university, or even within the world of entertainment, as in the case of cinema or literature. Thus, the possibilities of this tool are astonishing. (Abraham, Brenca & Guaita, 2009; Heilmann, Miller & Nockerts, 2010).

Therefore, since born children will have the opportunity to be in contact with the art of narrating or telling stories. As a result, they will be capable of integrating in a natural way the culture of their community as well as learn about other countries. At the same time, they will be using the language to build linguistic and social frameworks. (Abraham et al., 2009; Logioio, 2010).

However, it must be considered that narration constitutes a complex human function that it is not easy to acquire, since it is closely connected with mnemonic, linguistic, conceptual and relationships competences that are necessary for the correct development of this ability (Esposito, Iandolo & Venuti, 2013).

This occurs because to perform this linguistic task adequately, the narrator has not only to plan and produce a story, but also to transmit the idea without extralinguistic aids, knowing the topic to be addressed and appropriately using the vocabulary, grammar and syntax that will be in the final production. Simultaneously, the narrator must correctly sequence the events that are happening in the story, creating a coherent and

cohesive text. (Coloma, Maggiolo & Pávez, 2003; Abraham et al., 2009; Heilmann et al., 2010; Esposito et al., 2013).

In fact, the understanding and production of narrative discourse integrates all the dimensions of language, that is, phonology, morphosyntax, semantics and pragmatics. Moreover, it also integrates a great deal of the dimensions that are related with a proper communication such as fluency, maintaining the topic or sequential organization of events (Gortázar, 2002) .

In conclusion, the ability to tell a story involves coordinating a wide variety of structures of knowledge and language skills, which are crucial is to develop the communicative competence of a person. (Abraham et al. 2009).

### **THE COMPONENTS OF A STORY.**

The narrative refers to a genre of the speech focused on giving information or events organized temporarily. As mentioned before, these can be the recounting of personal experiences or the account of events, both real and fictitious. In general, it is composed of a series of statements that are related thematically and that have been issued with a specific intention. This set of sentences are characterized by their progressive complication and are usually oriented towards the resolution of a conflict or problem. (Gortázar, 2002; Coloma, Maggiolo & Pávez, 2008).

Studies examining the development of narrative have found that all stories have the same components. First, the story shows an initial episode, which usually includes a problem and the reaction to that problem. After that, there will be one or more attempts to solve the problem. Finally, the conclusion of the story and the resolution of the problem will appear. Thus, to tell a story the narrator needs to have knowledge of its content, progressively developing it around an event that breaks the everyday: the problem.

Nevertheless, it also needs narrative cohesion, that could be defined as a construct that measures the confluence of the different events in a story, which is related to their syntactic (microstructure) and semantic (macrostructure) interconnections around the central argument. (Heilmann et al., 2010; Esposito et al., 2013).

Taking this into account, a clear storyline will be necessary to allow the children to understand the story. Additionally, the language used to tell the story should be appropriate to the linguistic level of the audience. Other recommendations are giving the listener opportunities to participate, in order to keep their interest; and using natural repetitions during the story, due to the fact that it provides the chance to hear the linguistic input more times (Ioannou-Georgiou & Pavlou, 2011).

## **REASONS FOR USING STORIES**

The use of storytelling and the narrative skills have been widely studied in recent years, being the interest of many researchers and professionals from different fields such as linguistics, psychology, education, pedagogy and speech therapy. (Wright, 2003; Contreras & Ruiz, 2005; Heilmann et al., 2010; Acosta, Axpe & Moreno, 2013; García-Esteban, 2015; Satriani, 2019)

This is because these narrative skills are a good predictor of how the child's communicative and linguistic development will be, as well as their performance in the school environment. At the same time, the storytelling is a strategy that allows the development of these skills in a natural way. (Wright, 2003; Contreras & Ruiz, 2005; Heilmann et al., 2010; Acosta, Axpe & Moreno, 2014; Camargo, Duque, López & Ovalle, 2014; García-Esteban, 2015; Satriani, 2019).

According to Wright (2003), stories “offer a major and constant source of language experience for children. Stories are motivating, rich in language experience (...)”.

Apart from above-mentioned, different researchers defended the multiple benefits of storytelling. One of the most distinguished is motivation. It is common knowledge that stories attract everybody's attention, especially children's attention. Consequently, it could be used as an effective tool to teach. (Wright, 2003; Ioannou-Georgiou & Pavlou, 2011; Mart, 2012; Satriani, 2019).

Furthermore, stories help us to give a context to the language, relating the discourse with a meaning. Therefore, storytelling will be an instrument to remember words, vocabulary and language structures easily. Simultaneously, it will improve the listening and writing

skills of the audience, affecting the language proficiency of the listener. (Ioannou-Georgiou & Pavlou, 2011; Mart, 2012; Satriani, 2019)

Other authors also mentioned aspects such as stories help to stimulate the interest and awareness of the learners in the foreign language and its culture. Storytelling provides the opportunity to feel and enjoy the language at the same time, without the pressure that is related with another specific tasks of the learning process. (Wright, 2003; Ioannou-Georgiou & Pavlou, 2011; Mart, 2012).

Finally, stories are useful to introduce contents of the curriculum, integrating it with the language while a specific subject literacy is developed. Thus, storytelling is used as a strategy to facilitate the acquisition of specific contents easily and joyfully in all the areas of education. (Wright, 2003; Ioannou-Georgiou & Pavlou, 2011; Mart, 2012; García-Esteban, 2015; Satriani, 2019).

## **STORYTELLING IN EDUCATION**

The use of storytelling in education is not a recent concept. There are many examples that allows us to figure out how useful this resource have been for many years. Yang (2011) presented some of them that are commonly known by everyone such as the stories in the Bible or the Aesop's Fables. In the end, storytelling seems to be something inherent in our human's being.

Therefore, the format that is used during the telling of a story will be more familiar to children, regardless of their culture or origin, than the one used in formal and academic texts. (Heilmann et al., 2010). That is just one of the reasons why teachers and educators have widely used this tool in their lessons. In fact, stories are used as a model of instruction not only in pre-school, but also in learners of different levels and fields such as medicine, law, business schools or military (Andrews, Hull & DeMeester, 2010; Yang, 2011).

Consequently, storytelling and narrative discourse can serve as the basis for creating natural communication in a learning situation. They are effective in modelling, expanding, or reinforcing the child's language, among others benefits. Above all that happens because children do not feel discouraged with this kind of task. As mentioned



before, in contrast to more formal assignments, storytelling is a part of human's nature since ancient times. (Contreras & Ruiz, 2005; Yang, 2011).

In fact, working with narrative texts or stories promotes, among other aspects, an approach to the written code, a greater lexical richness, a progressive increase in more complex morphosyntactic structures and a global linguistic and cognitive enrichment. What is more, it helps to understand a situation, giving the listener the opportunity to develop critical thinking abilities (Coloma et al., 2003; Contreras and Ruiz, 2005; Abraham et al., 2009; Andrews et al., 2010; Yang, 2011; Mart, 2012).

Apart from these characteristics above mentioned, storytelling may influence in the learning of literacy, which would affect the child's school performance. It also allows the teacher to explain and integrate multiples concepts from the curriculum easily, namely cultural and environmental awareness, mathematics, ICT abilities, language and communication skills, values and moral principles, etc. (Wright, 2003; Andrews et al., 2010; Logioio, 2010; Ioannou-Georgiou & Pavlou, 2011; Yang, 2011; Mart, 2012; García-Esteban, 2015; Satriani, 2019).

Taking all mentioned above into consideration, as Wright (2003) claimed "stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language".

## **STORYTELLING IN CLIL**

Content and Language Integrated Learning (CLIL) is an approach used in the European Union to teach languages. Following this methodology, teachers should integrate communication, content, cognition and culture to have a successful learning experience, which nowadays is based on the 4C framework of Coyle. (Ioannou-Georgiou & Pavlou, 2011; Gabillon, 2020; Mancebo-Pérez, 2020).

A tool that researchers found effective to implement these principles as a whole is storytelling. Stories offer a great variety of opportunities to contextualize the content, aware the cultural perspective and develop or work with cognition while the language is used, making all the components comprehensible and accessible for the children. Thus, stories frequently facilitate the process of learning a language. (Wright, 2003; Logioio,

2010; Ioannou-Georgiou & Pavlou, 2011; Yang, 2011; Mart, 2012; García-Esteban, 2015; Mancebo-Pérez, 2020).

In fact, tales or stories has been a well-known vehicle for teaching any area, but especially used to teach English as foreign language. It could vary from traditional tales, fables, myths, legends or stories with different approach and values. However, the aim of this activity is to transmit valuable information to the audience while they are entertained. (Wright, 2003; Andrews et al., 2010; Logioio, 2010; Yang, 2011; Satriani, 2019; Mancebo-Pérez, 2020).

To sum up, the benefits of storytelling in education and specifically in CLIL have been proven for many researchers. That is the reason why multiples programmes with different aims have been conducted for teachers all around the world. For instance, stories are used to enhance the digital literacy, the integration of curricular content with the language, the awareness of intercultural values or the development of psychomotricity, among others. (Iglesia, 2008; Logioio, 2010; Gregori-Signes, 2014; García-Esteban, 2015; Maureen, Van der Meij, & de Jong, 2018; Mancebo-Pérez, 2020).

## **LEARNING SITUATION PROPOSAL**

### **JUSTIFICATION**

After the literacy review, the benefits of the storytelling have been showed. Nevertheless, I would like to implement this tool in a real situation to verify its effectiveness. That is the reason why I have designed a specific learning situation to observe what happens when the focus of the teaching and learning process is storytelling.

The title of this situation is “Welcome Spring!”, because is framed in the context that the children will be working with in the school. Therefore, the topic was specially selected to link the learning of the foreign language with the currently curriculum.

The aim is to give the pupils an approach of what elements are typical in the spring, while they will have the opportunity to develop thoughts of respect for animals and plants. Simultaneously, they will acquire responsibilities and knowledge about how to take care of the environment. The complete design of the situation will be available in appendix 1.

## **CONTEXTUALIZATION**

The performance of this learning situation happened in a private kindergarten school for children from one to six years old, which is located in Santa Cruz de Tenerife.

The school counts with three different units: a group formed by children from one to three years old and two groups formed by children from three to six years old. All the groups are mixed in age and gender.

They attend a maximum of 15 pupils per group, although this number is not currently reached in any classroom. There are two teachers per classroom, one of them is the principal, who is responsible for the group; the other one works as assistant. Furthermore, they count also with an English teacher, but only for the groups of the second cycle of pre-school.

The educational methodology of the school is based on Waldorf Pedagogy, an alternative style that was designed in Germany by Rudolf Steiner where learning is based on age-appropriate development, respecting the educational needs and the individual learning rhythm of each child (Moreno, 2010).

Regarding CLIL approach, the program is not implemented officially in the school. However, the administration provides the chance to develop this approach during the journey of the English teacher. She usually supports the foreign language by spending time in the different groups, talking with the scholars in English and organizing activities to promote the linguistic input and output.

For instance, English songs are used to guide the rhythm of the class. They indicate if there is a change in the activity, if it should start or end, or even what should be done by the pupils at a precise moment. This helps with the organization of the classroom but also to develop attitudes such as waiting or active listening. What is more, as the teacher is giving a context, the children could associate the vocabulary used with the activity that is being carried out.

The English didactic programme is only for the second cycle of pre-school and focuses on developing communication skills in English as a second language during the daily activities.

These activities designed are the following ones:

- *Tooth brushing.* After having a healthy snack, the pupils usually go to the bathroom with the teacher to brush their teeth. Then, the teacher guides the activity with a specific song created for that moment.
- *Hair brushing.* It is a part of a routine that the scholars follow to learn how to calm down and how to take care of themselves. The teacher will use different songs and fingerplays to accompany this routine.
- *Hands washing.* There are several times in which the children must wash their hands. For instance, at their arriving to the school, before and after the breakfast or snack time and after coming from their spare time in the garden. The teacher will show to the pupils how to do it properly through a song with gestures.
- *Circle time.* This activity is focused in working a specific content of the curriculum joyfully. For that reason, the teacher will make a circle with the pupils, playing a game with them full of songs, movements and gestures that help to acquire the content.
- *Fingerplays.* They are little and quickly games in which the teacher will use the finger to explain something. Every learning situation will have different fingerplays associated. Hence, these games will be linked with the content. They are useful for spare time and transitions between different activities.
- *Storytelling.* This activity will be the core of the learning situation. The topic selected for each story will be related with the curriculum that the children are working with in Spanish. Therefore, the activity will always be contextualized in a theme that the pupils have already known. The story will be repeated at least three times and a maximum of four times. It will not have any changes during this period.

However, during those activities, teachers can only use specific resources made by wood, fabric, wool, yarn or felt, due to the school pedagogy philosophy. They could also use some objects related with the activity such as, the toothbrush, the hairbrush or the soap. The use of pictures, flashcards or ICT that could accompany the task will be not allowed.

Considering all the aspect above-mentioned and the pedagogical approach of the school, the classroom that was selected to accomplish the implementation of the learning situation was a group of the second cycle of pre-primary education.

In this specific classroom pupils from three to six years old are mixed in age, gender and level of English. Nevertheless, they belong to the same educational cycle. Therefore, the didactic proposal, objectives, contents and evaluation criteria are based on Decree 183/2008, July 29th, which establishes the organization and curriculum of the 2nd cycle of Pre-Primary Education in the Autonomous Community of the Canary Islands (*BOC No. 163, August 14th*).

## **OBJECTIVES**

The objectives of this didactic proposal are related with the three areas of knowledge of the curriculum for the second cycle of pre-primary education:

- Language, communication and representation.
  - To relate the significance of the vocabulary in the foreign language with a real object.
  - To understand the global meaning of simple oral messages in a foreign language.
  
- Personal autonomy and self-awareness.
  - To demonstrate autonomy in their personal care and hygiene at school.
  - Experimentation of different body's postures and movements.
  
- Environmental awareness.
  - To show care and respect for animals and plants, assuming tasks and responsibilities.

The objectives showed are the basis for the evaluation criteria and will define the contents. Moreover, the aim of this programme is to develop the following key competences:

- Competence in Linguistic Communication.
- Learning to Learn.
- Social and Civic Competences.
- Cultural Awareness and Expression.
- Mathematical, Science and Technology Competence.

## CONTENTS

The contents of this learning situation will be divided into the new content and the revision of what the children have already worked with. Moreover, it will be a specific content for the English language and content that is more related with the CLIL subject per se. All these specifications are in table 1.

Table 1. *Contents of the learning situation*

NEW UNIT CONTENT	REVISION – CONTENT
<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>▪ <i>Functions:</i> <ul style="list-style-type: none"> <li>- Where is?</li> <li>- Can you? / Yes, I can / No, I can't.</li> </ul> </li> <li>▪ <i>Vocabulary:</i> <ul style="list-style-type: none"> <li>- Actions: to clap, fly, jump and climb.</li> <li>- Animals: butterfly and caterpillar.</li> <li>- Size: big and small.</li> <li>- Numbers from 6 to 10.</li> <li>- Verb: to hide.</li> </ul> </li> </ul> <p><b>CLIL SUBJECT</b></p> <ul style="list-style-type: none"> <li>▪ <i>Content:</i> <ul style="list-style-type: none"> <li>- Identification of natural elements related to the spring.</li> <li>- Curiosity and interest to take care of the natural environments.</li> </ul> </li> </ul>	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>▪ <i>Functions:</i> <ul style="list-style-type: none"> <li>- Yes/No.</li> <li>- It is.</li> </ul> </li> <li>▪ <i>Vocabulary:</i> <ul style="list-style-type: none"> <li>- Natural elements: tree, flowers, seed, water.</li> <li>- Animals: rabbit, bird, fish.</li> <li>- Parts of the body: teeth, hands, hair, face, arms, legs.</li> <li>- Movements, such as walking, running, jumping and swimming.</li> <li>- Numbers from 1 to 5.</li> <li>- Elements of the classroom: table, window, chair.</li> </ul> </li> </ul> <p><b>CLIL SUBJECT</b></p> <ul style="list-style-type: none"> <li>▪ <i>Content:</i> <ul style="list-style-type: none"> <li>- Identification and implementation of their self-care routines.</li> <li>- Experimentation of different body's postures and movements.</li> </ul> </li> </ul>

## METHODOLOGY

The methodology used by the teacher tries to integrate and relate the learning of all the educational areas, based on contextualized games, activities, songs, fingerplays and

storytelling. Thus, it will be framed into the CLIL approach, in which the 4Cs of Coyle will be implemented. (Ioannou-Georgiou & Pavlou, 2011).

Nonetheless, it will be also involved into the Waldorf education philosophy of the school, with the aim of respecting their pedagogical style and routines. For that reason, the schedule and the activities designed will be integrated in the usual structure of the classroom, in concordance with their principles.

The focus of this approach is to improve the communication skills in the foreign language while the pupils acquired healthy routines and abilities for their own development, as well as cultural and environmental awareness. Therefore, the use of Spanish, the mother tongue of the pupils, will be reserved just for specific cases of difficulty.

## **SCHEDULE**

The extension of this learning situation proposal is four weeks. There will be one session of 80 minutes each week and it will be framed in the beginning of the spring, from 12<sup>th</sup> to 26<sup>th</sup> of April. Furthermore, in Waldorf education it is necessary to follow a specific structure for the schedule of the day. That is the reason why all the sessions performed have the same programme, except for the lesson 4. Given that, I will describe in table 2 how I organized the lessons, repeating some routines and activities. Nevertheless, an extended version could be found in [appendix 1](#).

Table 2. *Schedule of the activities, lesson from 1 to 3.*

<b>LESSONS FROM 1 TO 3</b>		
<b>ACTIVITY</b>	<b>DESCRIPTION</b>	<b>TIMING</b>
HAND WASHING.	After coming from the garden, the pupils should be clean before entering to the classroom. Therefore, they wash their hands and even their faces.	15'
TIME TO RELAX!	As the children should be overexcited when they return from the bathroom, the teacher will show them how to calm down.	25'

CIRCLE TIME.	All the pupils will make a circle with the teacher. Then, they will play a game, singing a song and gesticulating according to a specific content.	15'
STORYTELLING	The children will be seated in the banks around the corner of the stories. Then, the teacher will start to tell them a story, using her body language and singing songs as resources.	20'
HOW DO YOU FEEL?	At the end of the day, before going home, the pupils will use a rubric with stamps to express their opinion about the activities realized. The rubric will be in <u>appendix 1</u> .	5'

Following the principles of the school, the teacher should tell the same story for three weeks. However, in this specific situation the story will slightly change every week. The variations could be found in appendix 1, where the learning situation is described. Nevertheless, the topic of the story will be always the spring and its features such as animals and flowers.

During the lesson 4, I substitute the “storytelling” activity for another one called “Grow your garden”, to give the pupils the opportunity of developing a social task. The rest of the activities will be the same as the other lessons (1 to 3). The new activity is described in table 3 and the result of it is in appendix 3.

Table 3. *Schedule of the activities, lesson 4.*

LESSON 4		
ACTIVITY	DESCRIPTION	TIMING
HAND WASHING.	After coming from the garden, the pupils should be clean before entering to the classroom. Therefore, they wash their hands and even their faces.	15'
TIME TO RELAX!	As the children should be overexcited when they return from the bathroom, the teacher will show them how to calm down.	25'
CIRCLE TIME.	All the pupils will make a circle with the teacher. Then, they will play a game, singing a song and gesticulating according to a specific content.	15'
GROW YOUR GARDEN	The children will plant some seeds and acquired the responsibility of taking care of them. This is going to be their social task.	20'



HOW DO YOU FEEL?	At the end of the day, before going home, the pupils will use a rubric with stamps to express their opinion about the activities realized. The rubric will be in <u>appendix 1</u> .	5'
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**MATERIAL AND RESOURCES**

The complete list of material and resources for each activity is described in the learning situation in appendix 1. The story and the songs used with its lyrics are in appendix 2. However, in table 4 there is an overview of what is necessary to implement the didactical proposal.

Table 4. *Material and resources.*

ACTIVITY	RESOURCES
HAND WASHING	<ul style="list-style-type: none"> <li>▪ Soap</li> <li>▪ Paper towel</li> <li>▪ The bathroom.</li> <li>▪ Song.</li> </ul>
TIME TO RELAX!	<ul style="list-style-type: none"> <li>▪ Personal hairbrush</li> <li>▪ Body or hand cream</li> <li>▪ Songs.</li> </ul>
CIRCLE SONG	<ul style="list-style-type: none"> <li>▪ Song</li> </ul>
STORYTELLING	<ul style="list-style-type: none"> <li>▪ The story (it will be in appendix 2).</li> <li>▪ A Box</li> <li>▪ Some red and green filter.</li> <li>▪ Two different handmade caterpillars of different sizes (big and small).</li> <li>▪ A handmade butterfly.</li> <li>▪ 14 handmade caterpillars, one for each pupil.</li> </ul>
GROWING YOUR GARDEN	<ul style="list-style-type: none"> <li>▪ Seeds</li> <li>▪ Ground</li> <li>▪ Water</li> <li>▪ Watering can.</li> </ul>

**EVALUATION**

The evaluation of the efficacy of the learning situation is a complex process. Thus, four instruments will be designed, with the aim of having a wider perspective:

- *A rubric for children self-assessment.* The opinion of the pupils about the activities is a valuable information. Therefore, they will have a rubric to stamp a face in concordance with their feelings about the activity. This rubric is the same of the activity “How do you feel?”. It will be in appendix 1.
- A rubric with the assessment of the teacher. The teacher will confirm if the children achieve the objectives of this didactical proposal. For that reason, she will have a rubric where aspect regarding the vocabulary, understanding of the content, attention and concentration, interest and pupils’ self-assessment are evaluated. It will be in appendix 1.

## RESULTS

The demonstration of autonomy in their personal care and hygiene at school is the main goal achieved. All the pupils despite their age completed the tasks related with these criteria successfully. What is more, they comprehended the oral instructions given during the activities, relating the vocabulary used with objects and actions.

Regarding the storytelling, they participate actively during the three sessions, showing their interest towards the activity. They were involved in the whole process, even when their understanding of the plot was superficial. In fact, that was the only aspect to improve.

Nonetheless, the children were so impressed with the story, the caterpillar, and the mysterious box that I use for the storytelling that they kept talking about it for two weeks, including to their parents and other teachers. They even asked me in Spanish where the caterpillar was hidden and wanted to find it by themselves.

Moreover, the children recognized the vocabulary used as well as learned some new words such as caterpillar, butterfly, the numbers from six to ten and the actions jump, climb, hide, clap and fly. However, a vast majority did not recognize the different sizes and neither the language functions described in the contents.

Finally, a sizeable portion of the pupils was interested in the self-assessment process, showing their preferences toward the activities. Moreover, they were also engaged in the process of caring about the seeds that they planted, likewise assuming the responsibility

of playing with the handmade caterpillar without damaging it. Actually, some of the caterpillars became a part of the regular toys of the children at their homes.

## **CONCLUSIONS**

The main purpose of this Master's dissertation was to verify the effectiveness of the use of the storytelling in a specific CLIL learning situation. During the literacy review, the multiples application of stories in different context have been demonstrated. Most of the research that have been consulted have had successful results. However, I wanted to design a didactic proposal to test it by myself.

As can be noticed in the results of the learning situation proposal, most of the objectives of the didactic programme have been accomplished. The stories are a motivating resource that keep the interest of the pupils. Therefore, the children learn while they enjoy their time at the classroom. With this activity, the content and the language are linked together, while the teacher could also relate it with the cognition and the culture, as it is established in the 4C's framework of Coyle (Iaonnou-Georgiou & Pavlou, 2011).

In fact, sometimes the children do not even realize that they are working and learning while they get engaged in the story. Teachers should take advantage of this characteristic to improve the learning of the pupils.

Nonetheless, during this process of investigation and after analysing all the information, I discovered that the stories should be accompanied with other factors to function positively in every context, but especially in a CLIL situation. For instance, the teacher needs a good level of the foreign language. Moreover, the previous knowledge of the story and the topic is fundamental. Other aspects that could affect the learning results are how many opportunities give the teacher to the pupils to participate in the story, how comprehensible is the content and how the teacher accompany the story, among others.

Regarding above-mentioned, one limitation that I found during the implementation of this programme was the impossibility of using resources such as flashcards, pictures, ICT or the book per se. An improvement proposal could be to adapt this learning situation to others material that could promote more the understanding of the children.

In addition, some other activities related with the content could be created. From my point of view, the more chances that the pupils have to be in contact with the foreign language the more they will learn. Nevertheless, the approach must be contextualized to result useful for the children.

The design of a learning situation is a conscious and careful process. Teachers must consider the context of the pupils, the spaces that they will require and the resources that they will have available. Despite that, there are others variable aspect that influences the situation and teachers should take it into account. Namely, the rhythm of the voice, the structure of the discourse, the methods to keep the attention and interest of the children, the appropriate use of the linguistic level, etc.

To sum up, this Master's degree has been a great opportunity of enrichment. It offers a great variety of resources, strategies and literacy about CLIL to become a better teacher, but not only a teacher of this approach in English. As far as I am concerned, the knowledge acquired during this training is a progress in my daily labour. Thus, I feel grateful with the result obtained.

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## APPENDIX 1. CLIL LEARNING SITUATION PLAN

CLIL LEARNING SITUATION PLAN		PRE-SCHOOL
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**Trainees:** Isabel María Rodríguez Ruiz

**Academic year:** 2020/2021

**Education School:** CPEI Finca El Moral.

<b>Level:</b> Second cycle of pre-school education / 3-5 years old.	<b>Title:</b> “Welcome Spring!”.
<p><b>Area:</b></p> <ul style="list-style-type: none"> <li>- Language, communication and representation.</li> <li>- Personal autonomy and self-awareness.</li> <li>- Environmental awareness.</li> </ul>	<p><b>Timetable:</b></p> <p>The learning situation is framed in the context of the welcome to a new season, based on Waldorf pedagogical theory. It has been planned by the teacher for the annual programming of the school. It will be implemented for four weeks and it will be composed of four sessions. The timing of all the sessions will be 80 minutes each.</p>

<b>CLIL SOCIAL TASK</b>	<b>EVALUATION CRITERIA</b>
<p>To give the pupils an approach of what elements are typical in the spring. At the same time, they will develop thoughts of respect for animals and plants, acquiring responsibilities and knowledge about how to take care of the environment.</p>	<p><b>ENGLISH CRITERIA:</b></p> <ul style="list-style-type: none"> <li>▪ ILNO05 06. To relate the significance of the vocabulary in the foreign language with a picture or real objects.</li> <li>▪ ILNO05 07. To understand the global meaning of simple oral messages in a foreign language.</li> </ul>



<p>Taking this into account and based, at the end of the learning situation, they will have the opportunity to discover and understand the process or growing a garden.</p>	<p><b>CLIL SUBJECT CRITERION:</b></p> <ul style="list-style-type: none"> <li>▪ ICCY06 7. To demonstrate autonomy in their personal care and hygiene, at school and in their family environment.</li> <li>▪ ICEO06 7. To show care and respect for animals and plants, assuming tasks and responsibilities.</li> </ul> <p><b>EVALUATION LEARNING STANDARDS</b></p> <ul style="list-style-type: none"> <li>▪ <b>English:</b> <ol style="list-style-type: none"> <li>1. To relate and use the vocabulary by associating it with real objects.</li> <li>2. To comprehend simple oral messages and instructions.</li> </ol> </li> <li>▪ <b>CLIL Subject:</b> <ol style="list-style-type: none"> <li>1. To demonstrate autonomy in their personal care and hygiene.</li> <li>2. To show care and respect for animals and plants.</li> </ol> </li> </ul>
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NEW UNIT CONTENT	REVISION – CONTENT
<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>▪ <b>Functions:</b> <ul style="list-style-type: none"> <li>- Where is?</li> <li>- Can you? / Yes, I can / No, I can't.</li> </ul> </li> </ul>	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>▪ <b>Functions:</b> <ul style="list-style-type: none"> <li>- Yes/No.</li> <li>- It is.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>▪ <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>- Actions: to clap, fly, jump and climb.</li> <li>- Animals: butterfly and caterpillar.</li> <li>- Size: big and small.</li> <li>- Numbers from 6 to 10.</li> <li>- Verb: to hide.</li> </ul> </li> </ul> <p><b>CLIL SUBJECT</b></p> <ul style="list-style-type: none"> <li>▪ <b>Content:</b> <ul style="list-style-type: none"> <li>- Identification of natural elements related to the spring.</li> <li>- Curiosity and interest to take care of the natural environments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>- Natural elements: tree, flowers, seed, water.</li> <li>- Animals: rabbit, bird, fish.</li> <li>- Parts of the body: teeth, hands, hair, face, arms, legs.</li> <li>- Movements, such as walking, running, jumping and swimming.</li> <li>- Numbers from 1 to 5.</li> <li>- Elements of the classroom: table, window, chair.</li> </ul> </li> </ul> <p><b>CLIL SUBJECT</b></p> <ul style="list-style-type: none"> <li>▪ <b>Content:</b> <ul style="list-style-type: none"> <li>- Identification and implementation of their self-care routines.</li> <li>- Experimentation of different body's postures and movements.</li> </ul> </li> </ul>
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<b>KEY COMPETENCES</b> <b>(Related to the evaluation criteria)</b>
<ul style="list-style-type: none"> <li>● Competence in Linguistic Communication.</li> <li>● Learning to Learn.</li> <li>● Social and Civic Competences.</li> <li>● Cultural Awareness and Expression.</li> <li>● Mathematical, Science and Technology Competence.</li> </ul>

## **COGNITION**

Throughout this proposal it will be offered a wide variety of activities that move through the six levels of the Bloom's Taxonomy, offering the pupils from less to more cognitively demanding tasks. Moving in the lower's steps of this pyramid, the learners will have to repeat the vocabulary used, to understand simple oral messages and instructions and to remember the information given during the different lessons. Furthermore, they will have to identify, recognise and use different objects and elements to accomplish their hygiene and self-care routines. In addition, they will apply the vocabulary and the information given in real contexts.

On the other hand, if we concentrate on the upper level of the pyramid cognition, this learning situation proposes more cognitively demanding activities in which pupils will have to compare opposites elements, to formulate and share ideas, premises and suppositions and to relate the content given in the different activities. Least but not less, pupils will have to apply their knowledge to create a garden and take care of it properly.

## **CULTURE**

The main aim of this learning situation concentrates on discovering the typical elements that our society relate with the spring, whereas the children learn how to grow up a garden. They will understand the process of farming and its difficulties, while an eco-friendly and respectful attitude with animals and plant will be promoted.

<b>EVALUATION CRITERIA - CONTENT UNITS</b>	
<b>ENGLISH</b>	<b>CLIL SUBJECT</b>
<ul style="list-style-type: none"> <li>● <b>CRITERION:</b> ILNO05 06. To relate the significance of the vocabulary in the foreign language with a real object. <ul style="list-style-type: none"> <li>○ <u>Dimension of the pupil:</u> Language, communication and representation.</li> <li>○ <u>Specific content chosen:</u> Identification of natural elements related to the spring.</li> <li>○ <u>Evaluation standards related:</u> To relate and use the vocabulary by associating it with real objects.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>CRITERION:</b> ICCY06 7. To demonstrate autonomy in their personal care and hygiene, at school and in their family environment. <ul style="list-style-type: none"> <li>○ <u>Dimension of the pupil:</u> Personal autonomy and self-awareness.</li> <li>○ <u>Specific content chosen:</u> Identification and implementation of their self-care routines.</li> <li>○ <u>Evaluation standards related:</u> To demonstrate autonomy in their personal care and hygiene.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>CRITERION:</b> ILNO05 07. To understand the global meaning of simple oral messages in a foreign language. <ul style="list-style-type: none"> <li>○ <u>Dimension of the pupil:</u> Language, communication and representation.</li> <li>○ <u>Specific content chosen:</u> Experimentation of different body's postures and movements.</li> <li>○ <u>Evaluation standards related:</u> To comprehend simple oral messages and instructions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>CRITERION:</b> ICEO06 7. To show care and respect for animals and plants, assuming tasks and responsibilities. <ul style="list-style-type: none"> <li>○ <u>Dimension of the pupil:</u> Environmental awareness.</li> <li>○ <u>Specific content chosen:</u> Curiosity and interest to take care of the natural environments.</li> <li>○ <u>Evaluation standards related:</u> To show care and respect for animals and plants.</li> </ul> </li> </ul>

LESSON: 1

DATE: 12th April

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS	LEARNING EVALUATION STANDARDS	
				ENGLISH	CLIL SUBJECT
20'	<p><b>Storytelling.</b></p> <p>In Waldorf approach, the story usually will be repeated for four weeks. However, in this case the teacher will modify the story every week to allow the children to discover how the nature changes.</p> <p>The story time will start with a mysterious box. The teacher will ask to the pupils what is inside the box, giving them the opportunity to guess.</p> <p>After some time, she will open the box and show a small caterpillar to the children. She will explain a story in which the caterpillar loves to play and hide.</p> <p>The children will have the opportunity to touch the caterpillar by themselves in turns, playing with it for ten seconds. The time will be counted aloud by all the class.</p> <p>When the game is finished, the caterpillar is going to be exhausted, so it will come back to the box. There, it will have some lettuce and tomato made by felt to eat before it goes to sleep.</p>	<p>I want children to be able to find the answer by themselves. I want them to think, wonder and make assumptions. As a teacher, I will help them, guiding the conversation with questions and possibilities, but I am not going to give them the answer. The purpose of the activity is to promote the abilities of reasoning and finding the differences by themselves.</p>	<ul style="list-style-type: none"> <li>▪ A box</li> <li>▪ Some red and green felt.</li> <li>▪ A handmade caterpillar.</li> </ul>	2	2

	<p>In that moment, all the pupils will close their eyes to simulate that they are sleeping too.</p> <p>Finally, the children will open the eyes to find an empty box. Therefore, they will have to wondering what happened with the caterpillar. Perhaps it could be hidden or maybe it changes into a butterfly.</p>				
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TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS	LEARNING EVALUATION STANDARDS	
				ENGLISH	CLIL SUBJECT
20'	<p><b>Storytelling.</b></p> <p>In this lesson, the caterpillar will be hidden behind the pot of a flower. It will be placed next to the place where the class is going to reunited for the story. The teacher will give instructions to the pupils to look around them. If they do not find the caterpillar, she will point out the place for them. After that, she will open the 'empty' box to discover a new and bigger caterpillar. Then, the story where the caterpillar love to play and hide will be repeated, giving to the children the chance to play with both animals. Once again, they will have to count until 10 to respect the turn. Finally, the caterpillars will come back to the box and the magic trick will be performed while the children have their eyes closed. As soon as they open their eyes, they will discover that the box is empty one more time. In this case, they could look around and try to find it. The teacher will guide them, mentioning different parts of their bodies or elements of the classroom.</p>	<p>The purpose of the activity is to promote the abilities of reasoning, investigate and finding the differences by themselves. I want children to be able to think, wonder and make assumptions. As a teacher, I will help them, guiding the conversation with questions and possibilities, but I am not going to give them the answer.</p>	<ul style="list-style-type: none"> <li>▪ A box</li> <li>▪ Some red and green felt.</li> <li>▪ Two handmade caterpillars of different sizes (small and big).</li> </ul>	2	2

LESSON: 3

DATE: 26th April

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS	LEARNING EVALUATION STANDARDS	
				ENGLISH	CLIL SUBJECT
20'	<p><b>Storytelling.</b></p> <p>This time, it will be inside the box the two caterpillars and a butterfly that comes to play with them. The teacher will explain the process of metamorphosis. Then, the story will start again, but with the three animals this time. All the children will have the chance to play with the caterpillars and the butterfly, whereas the teacher will remember some actions verbs such as to jump, climb and fly. Of course, the pupils will have to respect the turns one more time. Therefore, they will have to count until ten while the teacher just makes the gestures with her fingers. At the end of the story, each child will select a handmade caterpillar. As the caterpillars are delicate, they will have to take care of it until the end of the day.</p>	<p>The purpose of the activity is to promote the competence of reasoning and finding similarities between the different animals showed. Moreover, I want to give some responsibilities to my pupils in order to train the abilities of respecting and taking care of the natural environment.</p>	<ul style="list-style-type: none"> <li>▪ A box.</li> <li>▪ Some red and green felt.</li> <li>▪ Two handmade caterpillars of different sizes (small and big).</li> <li>▪ A handmade butterfly.</li> <li>▪ A handmade caterpillar for each pupil (In total 14).</li> </ul>	2	2



LESSON: 4

DATE: 3rd May

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS	LEARNING EVALUATION STANDARDS	
				ENGLISH	CLIL SUBJECT
20'	<p><b>Grow your garden.</b></p> <p>The teacher will explain that in spring the flowers bloom. However, they need cares to grow up properly. Given that, we are going to grow a garden in the classroom. To understand the process, every pupil will have a plate with ground and a few seeds. The teacher will show them how to plant and then the children will do it by themselves. After that, they will have to water the result and wait for it to grow. Learners should discover that is not easy to raise a tree. It is a long process that needs care. Consequently, this activity will be related to the next learning situation, which is about plants and healthy habits.</p>	<p>I want to explain the process of agriculture and its difficulties. At the same time, I want to give responsibilities to the pupils and promote an attitude of caring about the environment.</p>	<ul style="list-style-type: none"> <li>▪ Seeds.</li> <li>▪ Ground.</li> <li>▪ Plate.</li> <li>▪ Water.</li> <li>▪ Watering can.</li> </ul>	2	2

**LESSON: All the lessons**

**DATE: From 12th April to 26th April**




TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS	LEARNING EVALUATION STANDARDS	
				ENGLISH	CLIL SUBJECT
15'	<p><b>Hands washing</b></p> <p>After coming from the garden, the pupils must wash their hands before entering to the classroom. The teacher will sing a song to accompany and guide the moment. She will also gesture what the children should do in each step. When the pupils finish the task, they will form a train in the door of the bathroom. Then, the teacher will count them, touching their heads if they are not quick enough to avoid her hand.</p>	<p>I want the pupils to develop hygiene and self-care routines. Furthermore, the activity promotes the use of the numbers.</p>	<ul style="list-style-type: none"> <li>▪ Soap.</li> <li>▪ Paper towel.</li> <li>▪ Bathroom.</li> <li>▪ Adapted version of the following song <a href="https://www.youtube.com/watch?v=kmNHn3uj_pA">https://www.youtube.com/watch?v=kmNHn3uj_pA</a></li> </ul>	1, 2	1
25'	<p><b>Time to relax!</b></p> <p>The children will sit down in the banks around the season's table after they left the bathroom. One of the pupils, that will be selected by the teacher, will be in charge of distributing the hairbrush to its owner. Then, the teacher will start to sing</p>	<p>The children need to know strategies to calm themselves down after a spare time. Moreover, this activity focus on acquiring self-autonomy for daily routines. Additionally, it is a chance to</p>	<ul style="list-style-type: none"> <li>▪ Personal hairbrush (one for each child).</li> <li>▪ Body or hand cream.</li> <li>▪ 'Twinkle, twinkle little star' song <a href="https://www.youtube.com/watch?v=kmNHn3uj_pA">https://www.youtube.com/watch?v=kmNHn3uj_pA</a></li> </ul>	1, 2	1

	<p>‘Twinkle, twinkle little star’. When the distribution has finished, a new song will be singed by the teacher for this specific moment. At the end of this first task, each pupil will save his or her own hairbrush in a basket. Lastly, the teacher will give a small quantity of cream to each child, showing them how to do a massage with the help of another song created by herself.</p>	<p>give responsibilities to the children.</p>	<p><a href="https://www.youtube.com/watch?v=yCjYjiqpAuU&amp;t=67s">e.com/watch?v=yCjYjiqpAuU&amp;t=67s</a></p> <ul style="list-style-type: none"> <li>▪ A song for hair brushing with this rhythm</li> </ul> <p><a href="https://www.youtube.com/watch?v=1GDfa-nEzlg">https://www.youtub e.com/watch?v=1GDfa-nEzlg</a></p> <ul style="list-style-type: none"> <li>▪ A song for the massage.</li> </ul>		
15’	<p><b>Circle time</b> The children will make a circle in a space without obstacles. Then, the teacher will introduce a song, making gestures that reflect what she is saying. The pupils will follow the teacher, making the same gestures than her and trying to sing with her.</p>	<p>I want to review the vocabulary of the animals. At the same time, the children will relate the animals with some actions. Moreover, I want to introduce the grammar structure “Can you? / Yes, I can / No, I can’t”.</p>	<ul style="list-style-type: none"> <li>▪ A space without obstacles.</li> <li>▪ Adapted version of this song</li> </ul> <p><a href="https://www.youtube.com/watch?v=Ir0Mc6Qilo">https://www.youtub e.com/watch?v= Ir0Mc6Qilo</a></p>	2	
5’	<p><b>How do you feel?</b> At the end of each lesson, pupils will stamp a sticker to indicate their opinion about the activity and how they felt.</p>	<p>I want the pupils to assess themself and express their feelings and emotions towards the activities proposed.</p>	<ul style="list-style-type: none"> <li>▪ Stamps or stickers with faces.</li> <li>▪ Rubric</li> </ul>	2	

**Assessment: Teacher's Rubric**

	<b>UNINITIATED</b>	<b>IN PROCESS</b>	<b>ADEQUATE</b>	<b>VERY ADEQUATE</b>
<b>Vocabulary</b>	The pupil establishes connections between the words and real objects with some difficulties.	The pupil establishes connections between the words and real objects without too many difficulties.	The pupil usually establishes connections between the words and real objects without difficulties.	The pupil easily establishes connections between the words and real objects.
<b>Understanding</b>	The pupil interprets simple oral messages and instructions given in the foreign language without important doubts.	The pupil usually interprets simple oral messages and instructions given in the foreign language with clarity.	The pupil interprets simple oral messages and instructions given in the foreign language with sufficient clarity.	The pupil usually interprets simple oral messages and instructions given in the foreign language with much clarity.
<b>Attention and concentration</b>	The pupil does not pay attention to the activity and disturb others.	The pupil does not pay enough attention to the activity but he or she tries it without disturbing others.	The pupil pays attention to the activity but gets distracted sometime.	The pupil is involved in the activity the whole time
<b>Interest</b>	The pupil does not show interest in the activities	The pupil is slightly interested in the activities	The pupil is very interested the activities	The pupil is highly interested in the activities
<b>Self-assessment</b>	The pupil is not able to complete the rubrics.	The pupil tries to complete the rubric, but he or she needs help.	The pupil tries to complete the rubric without needing help, but just a few times.	The pupil completes the rubric by him or herself.

Assessment: Pupil's Rubric

STORYTELLING	GARDEN	CIRCLE TIME
		



## APPENDIX 2. LYRICS OF THE SONGS AND STORYTELLING

### HAND WASHING

- **Song to accompany the moment of washing the hands.**

*'Bubble, bubble, soap bubble.  
Put the soap on your hands.  
Wash it, wash it, all around.  
Wash it, wash it, everywhere.'*

### TIME TO RELAX

- **Song to distribute the hairbrushes.**

*'Twinkle, twinkle, little star.  
How I wonder what you are.  
Up above the world so high.  
Like a diamond in the sky.  
Twinkle, twinkle, little star.  
How I wonder what you are.'*

- **Song to accompany the moment of brushing the hair.**

*'This is the way I brush my hair.  
Brush my hair.  
Brush my hair.  
This is the way I brush my hair.  
Everyday.'*

- **Song to keep the hairbrush inside the basket.**

*'Clean up, clean up.  
Everybody let's clean up.  
Put your thing away.'*

- **Song to guide the massage.**

*'Finger by finger.'*

*Finger by finger.  
Finger by finger.  
Finger by finger.  
Finger by finger.  
And on the palm.  
Making circles.  
Round and round.'*

## **CIRCLE TIME**

- **Song to indicate the beginning of the circle time.**

*'Make a circle.  
Make a circle.  
Big and round.  
Big and round.  
Everybody holds hands.  
Everybody holds hands.  
Hold your hands.  
Hold your hands.'*

- **Song to initiate the circle time.**

*'Walking, walking.  
Walking, walking.  
Hop, hop, hop.  
Hop, hop, hop.  
Running, running, running.  
Running, running, running  
Now we stop.  
Now we stop.'*

- **Circle time song for the spring**

*'Little bird, little bird, can you clap?  
No, I can't. No, I can't. I can't clap.  
Little bird, little bird, can you fly?  
Yes, I can. Yes, I can. I can fly.  
Little rabbit, little rabbit, can you fly?  
No, I can't. No, I can't. I can't fly.  
Little rabbit, little rabbit, can you jump?  
Yes, I can. Yes, I can. I can jump.'*

*Caterpillar, caterpillar, can you jump?  
No, I can't. No, I can't. I can't jump.  
Caterpillar, caterpillar, can you climb?  
Yes, I can. Yes, I can. I can climb.  
Little fish, little fish, can you climb?  
No, I can't. No, I can't. I can't climb.  
Little fish, little fish, can you swim?  
Yes, I can. Yes, I can. I can swim.'*

## STORYTELLING

- **Song to indicate the beginning of the storytelling.**

*'I wiggle my fingers.  
I wiggle my toes.  
I wiggle my arms.  
I'm ready now.  
Please listen carefully.  
Here goes the story.  
This is for you.  
Let's start now.'*

- **Storytelling – Where is the caterpillar?**

*Springtime is here again. Last day I found a caterpillar climbing my hand.  
I take it home and put it in a safe box with lettuce to eat.  
But... Where is caterpillar hiding today?  
Is it inside the box? Let's see all together.  
Yes, the caterpillar is here!  
The caterpillar loves to play all day.  
It loves to jump.  
It loves to climb.  
Do you want to play with the caterpillar?  
Ok! You will have your turn. Let's count with me.  
One, two, three, four, five, six, seven, eight, nine and ten.  
Perfect! The next one, let's go!  
One, two, three, four, five, six, seven, eight, nine and ten.  
Ok! Your turn finished. Come on, the next one!  
One, two, three, four, five, six, seven, eight, nine and ten.  
Ok! Let's go!  
(Repeat for each pupil)  
Good! You are the final one. Can you give me the caterpillar?*



Thank you!  
 Oh, oh... The caterpillar is very tired.  
 It needs to sleep.  
 I'm going to put it here inside the box with some tomato and lettuce.  
 The caterpillar needs some food.  
 Now, let's say goodbye to the caterpillar.  
 Bye, bye! It's time to sleep.  
 Ok, everyone, close your eyes.  
 'Kikiriki'  
 It's the morning again.  
 I'm going to open the box and...  
 Oh, oh.  
 Where is the caterpillar?  
 Caterpillar, where are you?  
 Are you under the table?  
 No, no.  
 Are you on the chair?  
 No, no.  
 Are you hidden behind a flower?  
 No, no.  
 Are you in the arm of (name of a child)?  
 No, no.  
 What about the head? Are you there?  
 No, no.  
 Are you in the leg of (name of a child)?  
 No, no.  
 Maybe on the tummy of (name of a child)?  
 No, no.  
 Caterpillar, where are you?  
 Where is the caterpillar? It disappeared!  
 Could it be a butterfly now? What happened?  
 We don't know.  
 Let's wait until the next week to discover what happened here.

- **Song to indicate the end of the storytelling.**

'This story has ended.  
 I hope you enjoyed it.  
 Next time we will hear.  
 The same or other.  
 What is going to be?  
 Wait and see.  
 And now everybody makes a bowl.'

## LINKS OF THE SONGS:

- **Wash your hands.**  
Retrieved from: [https://www.youtube.com/watch?v=kmNHn3uj\\_pA](https://www.youtube.com/watch?v=kmNHn3uj_pA)
  
- **Yes, I Can!**  
Retrieved from: <https://www.youtube.com/watch?v= Ir0Mc6Qilo>
  
- **Twinkle Twinkle Little Star.**  
Retrieved from: <https://www.youtube.com/watch?v=yCjJyiqpAuU&t=67s>
  
- **Clean up Song.**  
Retrieved from: <https://www.youtube.com/watch?v=SFE0mMWbA-Y>
  
- **This is the way we get dressed.**  
Retrieved from: <https://www.youtube.com/watch?v=1GDFa-nEzlg>
  
- **Make a circle song for kids.**  
Retrieved from: <https://www.youtube.com/watch?v=FpluR7PgRQ0>
  
- **Walking Walking Hop Hop Hop Song.**  
Retrieved from: <https://www.youtube.com/watch?v=r6cJB7k6eEk>

## APPENDIX 3. PICTURES OF THE ACTIVITIES

### STORYTELLING



### GROW YOUR GARDEN

