



GRADO DE EDUCACIÓN PRIMARIA

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PRIMARIA**

**BILINGUAL RURAL SCHOOL READING
PLAN PROPOSAL**

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Dedicated to CEIP “Pablo Sáenz”.

ABSTRACT

One of the main objectives of bilingual schools is arouse interest in reading and develop competent readers both in Spanish and English language, since reading becomes an essential tool for learning, language acquisition and cultural transmission. The objective of this proposal is that students draw closer to reading in a voluntary and autonomous way, in order to achieve this objective it is essential to carry out activities to encourage reading and the love of it. This proposal has been elaborated on the basis of analysis and reflection on a particular rural school that develops a bilingual project. From the data obtained, I have developed a Reading Plan proposal for this school, in order to suit the new bilingual reality. The proposal has taken into account all the elements involved in children education: school, family and environment.

Key words: bilingualism, CLIL School, reading skill, Reading Plan, environment and family.

RESUMEN

Despertar el interés por la lectura y conseguir lectores competentes tanto en castellano como en inglés, es una de las finalidades principales de las escuelas bilingües, ya que la lectura se convierte en una herramienta esencial para el aprendizaje, la adquisición del lenguaje y la transmisión cultura. Con el presente proyecto se pretende que los alumnos se acerquen a la lectura de forma voluntaria y autónoma, para ello será imprescindible llevar a cabo actividades que fomenten la lectura y el gusto por la misma. Este trabajo parte del análisis y reflexión sobre una escuela rural concreta que desarrolla un proyecto bilingüe. A partir de los datos obtenidos se ha elaborado una propuesta de Plan de Lectura para este centro, con la finalidad de que se adapte a la nueva realidad bilingüe. Para ello se han tenido en cuenta todos los ámbitos que intervienen en la educación del niño: centro, familia y entorno.

Palabras clave: bilingüismo, escuela bilingüe, competencia lectora, Plan de Lectura , entono y familia.

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1. INTRODUCTION

Traditionally, reading has been the main way of access to knowledge and a prioritised working area in school. In today's society, reading also takes a new dimension because of the revolution produced by the information and communication technologies. In addition, the multilingual and multicultural nature of modern society multiplies reading possibilities and expands the picture of it. Therefore, it is one of the priority areas for action within the school and must permeate the work of the areas and the different initiatives of the school to ensure that students are able to read to learn and achieve academic success, to read for pleasure as a leisure and enjoyment activity, and to read to get their development in a society increasingly literate. School is up to guide the process of making the students proficient readers.

Thus, it seems clear that there is a common reality to all schools, the importance of developing literacy skills. However, each school develops its action in very different realities. In this work, given the need to narrow these multitudes of situations, I will focus on the promotion of reading in a very specific type of school, a rural school in a total bilingual immersion. The reason for this choice is because of my internship has been developed in this environment, and also to the fact that my training has been aimed at teaching in bilingual schools.

The bilingual nature of the school in which I will focus, seems to be one of the defining trends of primary education programs in recent decades. This trend, are based on a number of reasons beyond the social desirability of education in languages as an essential element for life and work in the global world. It is proved that bilingualism provides a number of benefits to educational and personal level, and socio-cultural benefits of great importance for children.

So this work includes proposals to promote in students the necessary skills for effective practice of reading from a bilingual perspective, bearing in mind that to achieve the greatest possible development of literacy skills, we must plan and implement a series of actions, related to the academic and personal level, in which the whole educational community participate and in which the center, families and the environment get involved in.

2. OBJECTIVES

On the one hand related to the theoretical framework, with which I want to provide clear enough information about the importance of the different purposes of reading and the need to adapt Reading Plan to the objectives of bilingual schools. The proposed objectives are:

- Analyze the importance of reading for personal development and social participation.
- Recognize reading as an essential tool in the transmission of knowledge, culture and acquisition of a new language.
- Pose the need to adapt Reading Plan to the objectives followed by a bilingual school.

On the other hand, and focusing now on the concrete reality I have chosen, this document includes proposals to promote in students the necessary skills for effective reading practice and operational standards for the center to carry out their daily activities in relation with the teaching-learning process of reading from a bilingual perspective. Also, I want to include a series of guidelines for actions oriented towards guiding and stimulating the work developed by different members of the educational context, students, teachers and families, in relation to their environment so that all work cohesively and contribute to the same objectives. These objectives are:

- Analyze the reading habits of pupils and their parents.
- Develop a proposal, taking into account all available means, to improve reading skills in this rural bilingual school.
- Generate a new dynamic, in promoting reading, adapted to the new situation of the center, where people from the center and the community are aware of and committed to the project.
- Promote the integration of reading in the teaching-learning process of the different areas of the curriculum.
- Promote a culture of collaboration between the school and its environment.
- Promote the use of the school library for the development of reading skills.
- Taking advantage of the environment to promote cultural exchange and the promotion of reading.

3. JUSTIFICATION

3.1. LINKING WORK WITH GOALS AND SKILLS OF MY DEGREE

First, the development of this Grade Final Work will contribute to achieve the goals that are reflected in the guidance¹ of Primary Education Degree. Of the thirteen objectives mentioned by this document I want to emphasize the following:

- Addressed effectively situations of language learning in multicultural and multilingual contexts. Encourage reading and critical analysis of texts of different scientific and cultural domains contained in the school curriculum.

Second, it is also important to reflect on the contribution to the improvement of basic skills are expected to be reached as a teacher. Here we must distinguish between general and specific skills. Focusing on general skills, the realization of this work allows us to check on our ability to deal with different aspects of the educational field. Besides it shows the acquisition of knowledge and the ability to apply it in a professional manner in order to contribute to the overall development of the targeted students. Furthermore, in the writing and presentation of this work is necessary another skill, being able to transmit information. In terms of specific skills, this work highlights the linguistic knowledge to write in English. On the other hand, the writing of this piece of work has also implied the planning and evaluation of a teaching-learning process, where are there reflected strategies and teaching resources to promote the acquisition of a new language.

To conclude, I believe that the development of this Final Grade Work is absolutely necessary to implement all knowledge, theoretical and practical, and skills acquired during the four-year career, since in this work it must be show I have all the skills to teach with true vocation.

3.2. POLICY FRAMEWORK FOR READING PROMOTION IN SCHOOL

The language learning within the European context is regulated by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment

¹ The objectives are set in Valladolid University Primary Education Degree guidance. <http://grado.uva.es/grado-en-educacion-primaria-palencia> (Consulted on 12th April, 2013)

(2011). This paper unifies the criteria for the learning and teaching of languages. But what role does it read? Reading key is set to the process, appearing on countless occasions, and usually associated with reading comprehension. Although, as acknowledged by the text, the reading is highly correlated with other skills such as oral and written expression and listening comprehension.

The Organic Law 2/2006, of 3rd May, of Education, is the first framework of reference in which reading appears as one of the pillars of quality education for all stages, not just Primary. Thus, we find reviews as:

- Public authorities will give priority attention to the promotion of reading (Preliminary Title, Chapter I, Article 2).
- "Develop the reading habit"² (Title I, Chapter II, Article 17), listed as one of the objectives Primary Education must pursue.
- To promote the habit of reading, a daily time will be dedicated to reading in the teaching of all subjects (Title I, Chapter II, Article 26).

Revising other laws, dealing with concretion regulations at the regional level, we see in Decree 40/2007, of 3rd May, which establishes the Curriculum of Primary Education in the Community of Castilla y León, that one of the initial paragraphs emphasizes "the importance of encouraging interest in reading." Consequently, "develop reading habits as a vital tool" (General Provisions, Article 4) is one of the skills that Primary students must achieve. From there, the word reading appears on numerous occasions and in relation to all curricular areas, although it is in *Lengua Castellana* area, with a block of content dedicated to read and write, where it appears with greater recurrence. What follows, are some of the most notable references that appear in this Decree (Decree 40/2007 annex):

- All teachers should take care, from all areas, of reading habit.
- Deserve special attention those values that encourage and promote the love for reading.
- The teaching of reading does not end in the first cycle of Primary Education, since it cannot be considered the initial acquisition of the code as a culmination.
- Use reading as a source of pleasure and information, considering it as a way of learning and personal enrichment.

² Quote translated by the author of this Final Grade Work.

At a regional level, the daily time of reading that sets LOE, it is reflected in EDU/1045/2007 ORDER of 12th June, whereby it is regulated the establishment and development of Primary Education in Castilla y León region (general provisions, Article 5):

- To promote the reading habit and love for reading, and the development of communicative competence, it will be dedicated a daily curriculum time for reading not less than thirty minutes in all courses. This reading time is preferably performed in the areas taught by the group tutor teacher.

In addition, in order to ensure a comprehensive and systematic treatment of the activities to promote reading and improve reading comprehension, it is developed EDU/152/2011 ORDER of 22th February. This regulates the development and implementing of reading promotion plans and reading comprehension development of educational institutions of Castilla y León region.

Moreover, the Administration, aware of the rise of new technologies, have included a banner on Junta of Castilla y León Education website that has many links so as to help to awaken the love for reading.

Although reading is great developed in all these documents, I would emphasize that a document relating reading and bilingual schools is sometimes lacking. Nowadays, all regulations with regard to bilingualism, only regulates the creation of CLIL schools supported by Castilla y León community public funds. These regulations do not attend to reading or other aspects of teaching-learning process. In this way school are free to develop their bilingual projects following their own criteria. However, as it was said before, all curriculum areas must develop and promote reading skills. Therefore, bilingualism must not be excluded from reading promotion. Although there are no guidance regulations about reading promotion in CLIL schools, they should make an effort to change their Reading Plans and adapt them to the new bilingual reality.

3.3. READING PROMOTION IN A RURAL BILINGUAL SCHOOL

In relation to the development of the Final Grade Work, I consider important the developed theme as well as the concrete reality in which it is going to be located. That is why, the choice of both aspects must be grounded and respond to a purpose.

As regards to the theme chosen, this topic attracted me because of its dual role, on the one hand reading and on the other hand bilingualism.

Some years ago bilingualism was an elitist concept, fortunately nowadays this has changed and the interest in the learning of languages is steadily increasing in recent years, becoming a necessary value for all citizens in our growing European space. More and more schools are opting for bilingual programs, following the general trend of the current educational landscape.

The diversity of languages and cultures is undoubtedly an interesting and enriching reality. Each language provides us a different way of seeing the world, so the knowledge of more than one language will enrich the view that children have about the world and will help to promote tolerance and understanding towards people of different linguistic and cultural backgrounds.

On the other hand, bilingualism, this is confirmed by the Max Planck Institute for Psycholinguistics³, favors that language skills experience a more agile and wider progress and improves understanding and using of nonverbal information.

In this development of bilingualism in schools, reading becomes one of the basic tools in acquiring a new language. Reading is a vehicle for learning, development of intelligence and the acquisition of culture. Besides, reading contributes at the same time to the assimilation of other skills: listening and understanding, writing and speaking.

My training in the last two years of career has been aimed at bilingual schools teaching, so I think that it was essential that my work was focus on an analysis that can make me grow and learn even more in that direction. I also consider important to delve into issues related to bilingualism and explore ways that can help to establish bilingualism programs successfully in schools.

In this way, the choice of the theme is justified, but it lack justifying why I decided to focus it on a proposal to promote reading in a specific rural bilingual school. The study

³ Through this web page <http://www.mpi.nl> completed information can be read. (Consulted on 20th April, 2013)

is focused on Pablo Saenz, Frómista School; its choice is mainly due to the fact that it is the school where I developed my training period for three months, so that it became a close and familiar real context to work with. I consider essential to start from a reality known to me, in order to achieve the goals that I set. With this school in my mind I can get deeper into the chosen theme and carry out a specific analysis on which base my proposals.

Moreover, the type of school in which I have carried out the practices, rural school, has a large presence in the province of Palencia. A significant percentage of the students are enrolled in Palencia rural school. Besides, it is a school that, like many others, have recently initiated the bilingual program and therefore is in the process of adapting the school to this new teaching model. However, the consolidation of these programs beyond the classroom during these early years is poor and not so frequent. For example, reading plans remain virtually unchanged. There are many changes to be considered and there is little information about it. So I found it interesting to go in depth on the promotion of reading in bilingual rural school, so that changes in reading plans go beyond including a few English books in the libraries of the centers. To do so and achieve my objectives, I consider essential to involve the whole school community and cultural organizations of the environment to promote the development of bilingual programs.

4. THEORETICAL FOUNDATIONS

4.1. WHAT DO WE MEAN BY READING?

The Royal Academy of the Spanish Language defines the word read as “To go through something written or printed, understanding the significance of the characters used”⁴. On the basis of this definition the acquisition of reading skills would culminate and be satisfied with learning our language code in the early school years. But nothing is further from reality, readers formation is a process that develops throughout life.

Although the first conceptions of what reading meant were quite similar to what Royal Academy says in its definition, the concept, as it was set at Reading in Pisa Report 2009 developed by Institute of Evaluation⁵ (2010), has been modified and enhanced in accordance with the social, economic, cultural and epistemological changes. Here there are some definitions given by different authors about reading:

- The Organization for Economic Cooperation and Development (2006) defines it as the ability to understand, use and reflect of texts in order to achieve personal goals, develop knowledge and interact in society.
- Gutiérrez and Montes de Oca (2004) define reading as an active and constructive relationship between the reader and the text in which the interpretation depends on knowledge of the reader.
- Serrano, Peña, Aguirre and Figueroa (2002) understand reading as the presence of an active reader who interacts with the text to reconstruct their sense, bringing their prior knowledge and language skills into play, and guided by the purposes that orient him/her on reading task.

Therefore, reading is no longer understood as understanding a written code, but is understood as a social practice that requires the reader to put into play complex cognitive skills and activates knowledge of the world and their language skills to interact with the text. Due to this new dimension acquired by reading, is fundamental from school teaching reading from a more social and critical point of view.

Today we can say that learning to read does not start with learning to decode, but much earlier. It begins with the first contact the children have with the written language, when

⁴ <http://www.rae.es> (Consulted on 3rd May, 2013) Quote translated by the author of this Final Grade Work.

⁵ Through this web page <http://www.mecd.gob.es/dctm/evaluacion/internacional/lectura-en-pisa.pdf?documentId=0901e72b8072f8d9> completed information can be read. (Consulted on 3rd of May, 2013)

they watch adults reading or when adults read stories to children. Also, this does not end with the appropriation of the written code, since reading ability will be developed without limit as the child faces different types of text and various meaningful communicative situations.

Closely linked to reading term, and following with contributions made by Institute of Evaluation, we find the term reading competence. The report adds the commitment towards reading as an essential part of reading competence. In this report we find the following definition "Reading competence is understood, use, reflect and engage with written texts to achieve personal goals, to develop knowledge and personal potential and to participate in society" (Institute of Evaluation, 2010).

As we can see, this definition refers to a set of skills, knowledge, attitudes and strategies that are launched in the different texts and situations to achieve a particular goal.

I like to dwell on this mentioned diversity of texts and the importance of choosing suitable texts. We live in a complex and constantly changing world. Students, in this complex reality, will find different text types. Reading in Pisa Report 2009 sets two criteria to text classification. One of these criterions sees to text format, from which we can differentiate between continuous texts (sentences arranged in paragraphs which in turn, are divided into chapters, sections, etc.), discontinuous (charts, maps, diagrams) and mixed. Another criterion to classify the texts takes care of text type, it means that responds to the relationship established between the content, form and purpose. Thus we have descriptive text, narrative text, expository text, argumentative texts and instructional texts. Likewise, the multicultural and multilingual society in which our students live is another factor that increases the textual diversity.

Finally, it is essential to mention electronic texts increasingly used by children. The required skills for electronic reading are similar to the ones needed for printed reading, but with some variations as the amount of available information requires greater selection and critical spirit.

Given this diversity, the school does not stick to one or two types of texts, but should promote strategies that help them deal with the different types of text they will find. Of course it is necessary among this textual variety, to carry out a good selection taking into account the age, ability, interests, timing and other aspects of the reader.

4.2. THE IMPORTANCE OF READING

Font Monereo (quoted in Solé, 2002), Doctor in Psychology at Autonomous University of Barcelona, mentions that reading is one of the most frequent, necessary and present activities, both in reference to school life and in reference to the active participation in our community. We can see how Monereo emphasizes the social aspect of reading. It is a form of communication and transmission of culture and values that represent a particular society. Thus, reading competence offers individuals the opportunity to become an active part of society and be able to address their needs.

On the other hand, the Ministry of Public Education⁶ (2009) refers to several reasons about the importance of reading. It enhances the ability of observation, attention, and concentration, support the development and improvement of language and, at the same time, promotes its fluency, increases vocabulary and improves spelling. It also helps to express feelings and thoughts and allows stimulating curiosity about the scientific and intellectual field increasing judgment and analytical ability and critical spirit, making the child reader soon to ask about the reasons of things. Bearing in mind that reading is also a hobby that allows them to cultivate leisure time. Also, it is essential the value that reading has to develop the ability to recognize and express their own feelings, so it helps the students' emotional education. Finally, it refers to the importance of reading for the formation of a critical spirit in the education of students. At present, due to the multitude of information that people receive through different means, it is necessary to enable students to select, interpret and evaluate this information.

Meanwhile, Cullinan (2006) stresses the importance of language that children hear and read, because this shapes the language used in their speaking and writing and, most importantly, language shapes thought in the same way thought shapes language. He adds that language learnt by children is not only the core of their future possibilities of speaking, but also it is the source from which flows their comprehension and expression ability. I would also emphasize the reference that Cullinan makes to comprehension skill. It is essential to ensure that children understand what they read and use this information to solve problems in their daily lives, among other reasons because reading comprehension is a basic intellectual ability for learning.

⁶ Through this web page http://www.leer.sep.gob.mx/pdf/manual_fomento.pdf completed information can be read. (Consulted on 15th May, 2013)

Both, Ministry of Education and Cullinan, highlight the importance of reading as a major learning tool, which is a key activity in education. Its domain opens the door to new knowledge, allowing ensuring comprehensive training that will contribute to the full development of students. Obviously, reading will be one of the main means of learning a new language.

Beyond these definitions, Reading Pisa Report 2009 gives us the main key to the importance of reading, making clear that today, the goal of education is not only the compendium and memorization of information, but also this knowledge makes up a significant learning, so that it can be used in different situations of everyday life. Therefore, the ability to access, understand and reflect on any type of information is essential for individuals to participate fully in our society.

Finally it also highlights the value of reading as a source of pleasure and enjoyment, as is set by the Ministry of Education. School should encourage the use of reading as a mean of enjoyment in leisure time. In many cases it is so close, in the school environment, to obligation and learning that children do not discover the possibilities that it offers for use it as entertainment in their spare time. Moreover, the television that offers them passive distraction without having to make a personal effort, and video games that provided them whit very dynamic and exciting images, does not stimulate the creation of reading habit.

The importance of reading and its work by the school cannot be only restricted to Literacy area because as Lemke (1997) said, to talk about science is necessary to know both its concepts and theories and the structures through which scientific ideas are expressed. It means, the objective is not only that children acquire knowledge but also they know how to express it properly, highlighting in this way the need to train our students on strategies to address the different types of texts.

Therefore, the importance of developing reading competence is richly justified adequately develop reading skills, since not achieving an adequate level of the same limits both personal and professional development and social participation.

4.3. NEED TO TRAIN BILINGUAL READERS AND ADAPT READING PLAN TO A NEW BILINGUAL REALITY

Taking into account the information presented in the previous section, it is clear that it is important to form competent readers from school. But, why is it important to train bilingual readers? The answer is obvious when we are in schools that have opted for the introduction of bilingualism: the development of reading skill in both languages must be one of the key objectives pursued by the center. Only then the student can get the development of the skills, attitudes and strategies that are linked to reading competence in both languages, and knowledge and assimilation of different realities than their own one. Communicative approach, one of the main theories on bilingualism, is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication their natural strategies for language acquisition will be used, and this will allow them to learn and to use the language. Therefore, we have to provide our students communicative situations, such as reading stories, which allows them to develop their language skills in real contexts.

However, the challenge of forming competent readers in both languages, it is not always easy. This is the case of rural schools become recently bilingual through CLIL Program. When this process begins, school centers reflect in their Didactic Program (PGA) its objectives in relation to the new situation and the need to dive in bilingualism. However, it is very common in the early years that this immersion remains fundamentally linked to classroom lessons through the establishment of giving some areas in English.

What about Reading Plan? Are these new situation reflected in them? Are their objectives and actions adapted to this new bilingual reality? The answer is that in many cases it does not happen. The lack of information about it and the need to address many other changes means that sometimes the reflection of bilingualism in this area is reduced to the inclusion of some English books in the library and the performance of each teacher in the classroom. It is important that the objectives related to the promotion of reading from a bilingual perspective were shared by all teachers of the center and take common criteria in the way they are going to get them. Clearly, if this does not happen we will be encouraging reading only in their mother tongue, so that we will

form competent readers only on it. Thus, bilingualism and its consolidation may be incomplete if the new reality in which the school is plunging is not taken into account for the modification of Reading Plan. In order to do so, it will be necessary to consider and inform different members of the educational community, and use all the resources that the environment can provide us with.

This modification is essential because as it has been highlighted in the previous section, reading helps language acquisition and therefore becomes an indispensable tool through which students can come closer and learn this new language in a natural and meaningful way.

It is worth stressing that the Common European Framework of Reference for Languages (2011) defines language user as a social and individual agent. Knowing the importance of reading as a tool for personal development and participation in social life, modify and improve Reading Plan becomes something necessary and essential.

5. METHODOLOGY

In the development of my Final Grade Work I have followed a process aimed at achieving the necessary information to prepare a proposal for promoting reading in a specific bilingual rural school. The process followed has been:

- Selection of the work subject based on my university training and motivations.
- Collection and review of information, about the importance of reading and the promotion of it, from various sources (books, magazines and websites) and authors.
- Direct observation of a specific reality and collecting qualitative and quantitative data about it.
- Gathering of information through surveys and interviews on environment, family and reading habits, in order to get specific and relevant information for the development of the project.
- Analysis and interpretation of all information obtained.
- Design a proposal for reading promoting in "Pablo Saenz" School, based on the information gathered.

As can be seen, throughout the whole process I have not used a single methodology, but a combination of several in order to obtain as accurate and complete data and information as possible. The used methodologies have been:

- Survey methodology: Following Gil Escudero and Martínez Arias (2001), this methodology can be defined as a set of processes for collecting information from a group of subjects on aspects that are difficult to observe directly by the researcher. The information is collected using a limited set of questions that try to cover the information needed by the researcher. Surveys are very suitable, in this case, because they allow the analysis of reality without intervening in it a priori.
- Observational Methodology: As for the previous methodology was necessary for hardly observable data, for example family reading habits, there has been a lot of other information that I have observed directly during my training period. In this case, I applied the observational method. According to Sarria Sánchez and Brioso Díez (2001) it is characterized by the non-intervention of the researcher

in the study phenomenon and no restriction of the responses of the subjects, since the objective is to study spontaneously generated behavior. In my case, the observation has been made by a natural member of the group observed. I would add that has been a naturalistic observation since it has been carried out in the environment and normal context of them. Finally, the data analysis has had an exploratory nature because I have not started from an initial hypothesis.

- **Qualitative Methodology:** Following the words of Gabriel Esteban (2001), I would highlight that the complementary use of different methodologies allows us to approximate the ideal of complete knowledge. That is why to get closer to that ideal, I have drawn upon to one of the qualitative methodology tools: in-depth interview. These interviews, and following Concepcion Gabriel Esteban contributions, are a situation of interaction between the interviewer and interviewee. Its features make it a good practice to reach a level of detailed information on specific objects. The position, to carry out these in-depth interviews, was dynamic in order to interviewee organized the information around a thematic script previously established. This script was not a set of closed questions but a set of issues for which the interviewee had to go through for meet the research objectives.

Therefore, different methods have been adapted to the needs of each moment, knowing that observational methodology in this case was not enough, being many parameters outside of my field of view.

6. PROJECT DESIGN: PROPOSAL FOR ADAPTATION OF READING PLAN TO NEW BILINGUAL REALITY

6.1. INTRODUCTION

This action proposal has been created with the objective of responding an underlying need in rural schools that have recently embarked on the introduction of bilingual sections: the need to adapt Reading Plans to this new reality.

The development of this project has been motivated and based on the reality observed during my training period at CP Pablo Sáenz and post-research works. During my time there I could see the effort that the adaptation of the school to their new bilingual reality required, and the big effort made by teachers to make this possible. However, problems such as the increasing of teachers teaching load and management teams, with the consequent lack of time, and the absence of guidance documents in this field, made the consolidation of bilingualism not possible in all its extension. One element that was not yet adapted to the new situation was the Reading Plan, which did not even mention the new situation and did not reflect action in this regard.

On the other hand, the observation of the great difference among children with good reading competence and those with a lower level of it, made me think about the need and importance of developing competent readers in both languages. Good readers were better at oral and written expression; they had more security and self esteem and more ability in interpreting reality and solving problems.

Note that a fairly high percentage of children, were still associating reading to something obligatory and boring, a situation that was further accentuated if it was English reading.

These facts, together with the great possibilities that both, the school and the environment could contribute to the promotion of bilingual reading, inspired the development of my action proposal.

Thus, with the development of this proposal I want to analyze the reading habits of students and their families, as well as some factors that can influence it. On the other

hand, I would study the resources that both the school and the environment offer and that are susceptible to being used for the promotion of bilingual reading. All these with the purpose of drawing up a list of actions, at different levels, aimed at improving reading competence and promoting it from a bilingual perspective.

Finally, add that all indications reflected in the proposal are aimed at Primary Education, although many of them would fit into Early Years Education. However, I do not want to cover a field in which I have not enough knowledge.

6.2. PROJECT CONTEXT: CEIP "PABLO SÁENZ"

With regard to the design of the proposal, I have analyzed the context of the different members and elements that will influence or be protagonists of this proposal. It is essential to know reading habits and other data of the context that will influence on these habits, in order to design a project as tight and effective as possible. So I have analyzed this through direct observation, interviews and surveys, all this aimed to have as much information as possible. Context analysis was performed at three levels:

- Environment
- Families
- School

Environment

The scenario provides Frómista at cultural level was one of the reasons that made me realize the need, now more than ever, to open the school to its environment and take advantage of the opportunities it offers for the followed purpose: to promote the development of bilingual readers. In this way I have been able to obtain the following information in relation to different elements that can be used for the project.

Library

Municipal library is opened from Monday to Saturday and has materials for all ages. It has a total of 8669 copies, including books and brochures, 445 audiovisual, and magazines. It is included within ASINET program. Books and other materials are not selected by the person in charge of the library. Instead of that is the library coordinator center of Palencia who chooses the resources considered necessary, twice a year. The person in charge of the library is also social educator and municipal technical.

The library is divided into different areas through separation shelves:

- Computer area. There are ten computers with internet connection.
- Press area. Here we find the daily newspapers, local newspapers and magazines (Computer, Muy interesante, Labores, Mujer, Clara, Semanal, Peregrines, etc.). It should be noted that there are no magazines for children.
- Book area. It is divided into sections (biographies, novels, history, archeology, etc.) sorted alphabetically with its corresponding signature. In this area there are also two tables, one for adults and one for children and youth, which displays the news that the library receives. We can also find a space for children's literature. Here books are sorted by school cycles, and within each cycle sorted by a CDU code. Talking about English books there are few copies, only 15, which are loaned regularly. Regarding the loan of books, novel is the most requested, however the infant loan is very low because children tend to use more the school library.
- Study and group work area. It can be used by any library user. It is a space with circular tables for group work fundamentally. The most frequent users are young people attending secondary school.
- Audiovisual area. In this section there are videos and some Dvd This area requires a renewal of materials because the video format is not frequently used nowadays. Besides, there is a lack of audio books for children, both Spanish and English language.
- Pilgrim information area. It has a shelf with brochures about The Camino de Santiago. Also in charge of the library is responsible for addressing any concerns and needs.

Activities to promote reading undertaken by the Municipal library:

- Creative experiences. In summer school, where whole region children between 4 and 12 years can sign up in the, workshops to promote and encourage reading are carried out. These workshops are held during the months of July and August, four days a week. In these, children make crafts, for example bookmarks, perform their own stories with puppets, prepare slides to represent stories ... These workshops are well received by children and usually go about 25 children.
- Book Day (23th of April). On occasion of this date, Camino de Santiago Association donated some books about The Camino de Santiago to the

Municipal library. However, this year, the library has not organized any activities aimed at children. Other years open days were organized for school children in order they knew the workings of the library.

- Storytelling, children's theater, puppetry ... performed by external specialists provided by the council. This year some of the activities have been performed in English.
- During the summer period, and in view of the decline that the children use of the library suffered, the council decided to install a summer library in the pool to make reading books more accessible and attractive. Besides lending books, they carry out workshops for children from 4 to 12 years.

It should be noticed that council perform many other activities to promote reading like exhibitions, video forum ... These activities will not be reflected in the proposal because they are not aimed to children. Though it is of course important to mention it, since once children end the school period they still have many possibilities about reading.

These activities and others are known by Frómista inhabitants and other region inhabitants thanks to its monthly publication in Frómista website and through newsletters that are distributed in bars, shops, restaurants...

Finally add that this year Municipal library has not coordinated with the school and it would like to start doing it.

EVS (European Voluntary Service)

These European young, between 18 and 30 years, carry out an unpaid and nonprofit activity for the benefit of their host community. In Frómista volunteers collaborate with the nursery, the home for the elderly, the library and the tourist office. The stay usually lasts between 6 and 8 months. During the same, they are given accommodation, food, pocket money and Spanish lessons. Most of these volunteers are of English or French speakers.

Camino de Santiago friends association⁷.

Their goal is to work for the conservation, protection and revitalization of Camino de Santiago through, the development of studies and research to promote cultural activities and the development of information and support projects for travelers and pilgrims. This

⁷ Through this web page <http://www.caminosantiago.es/content/asociación-de-amigos-del-camino-de-santiago-de-palencia> completed information can be read. (Consulted on 14th May, 2013)

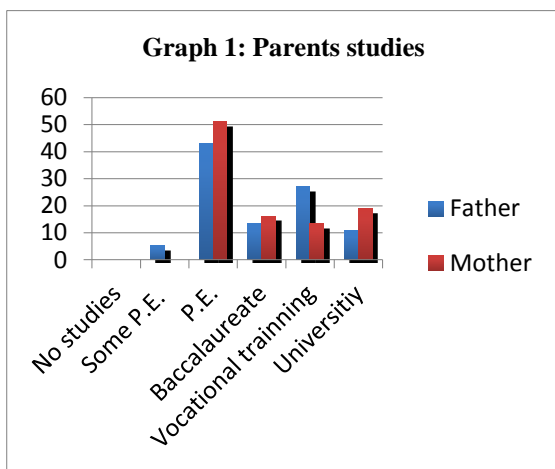
association has sometimes organized school activities to inform children about The Camino de Santiago.

Mobile library

Go round region village every 15 days. Mobile library limits its services to borrowing books, among which there is a very poor presence of English literature books for children. The most frequent users are women. Children do not often use it because they use Frómista school library. There is no coordination between mobile library, Municipal library and school library.

Families

Due to the project will have specific actions aimed to include the family in promoting their children's reading, it was necessary to know some of its features. Know family environment is essential in order to design concrete actions to improve their participation in the promotion of reading, as well as discover the resources that families can provide to the proposal.

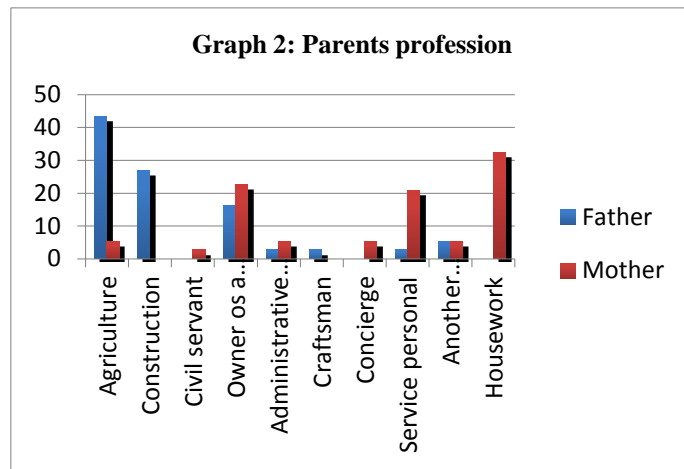


In the graph 1 we observe comparatively, studies carried out by parents. On a positive note, 0% of people have no studies. Obviously, parents are not very old and belong to a period when schooling was compulsory. From the chart we see immediately that the most frequent, in both mothers and fathers, are Primary studies. In Frómista there was no high

school so when children ended school most of them started working in the field or in housework. Although it is not common, and most of families attaches great importance to the education of their children, in some cases this past pattern keeps repeating. There are some children who do not want to study and are clear that they want to work in family business or agriculture. Finally add that, as usual, the percentage of men who have completed vocational training is higher than that women ones. On the contrary the graph shows that percentage of university degrees is higher in women, although this percentage barely reaches 20%. As we can see, in general, cultural level is medium-low.

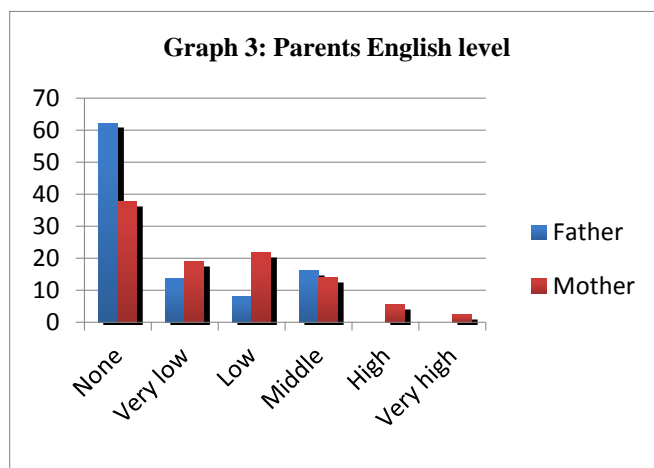
So parent schools and other training activities that school could provide to families will be of great interest.

The graph 2 shows comparatively the job of parents. We clearly see that predominant profession among men is farming or livestock, with almost 45%. Construction follows with more than 25%, this has suffered a sharp decline because of the crisis so there are

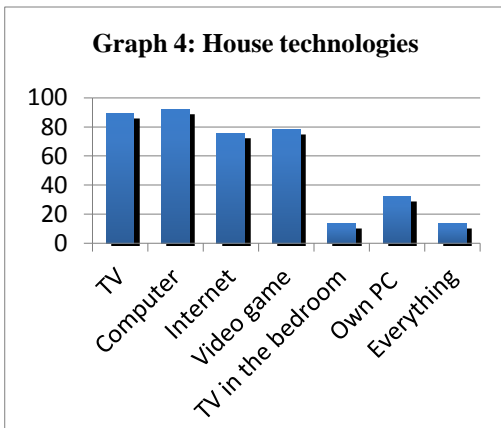


families in which the father is currently unemployed. The percentage of both mothers and fathers, who have or run a small or medium business, is around 20%. It is a village that receives a large tourist among during the whole year, so many families live of it (shops, restaurants, bars). It is important to consider this fact when organizing activities, as it is very likely that if such activities are set by the council on weekends we have a high percentage of parents who cannot go. Regarding to mother profession, we could highlight the high percentage of them who are dedicated to housework, almost 35%, followed closely by service personnel, which in most cases means caring for the elderly or cleaning services in institutions or people's business. Professions as administrative, staff, civil servant... have little or no presence in Frómista families. As we can see the economic level is medium or even low, being the father unemployed and the mother dedicated to housework.

Considering parent studies, it is clear that English knowledge will be low. As we see 60% of fathers have no knowledge and over 10% had a very low level. So, only 30% have low or medium level. Among mothers, level is higher being less than 40% the percentage of mothers who have no English knowledge. Although, this

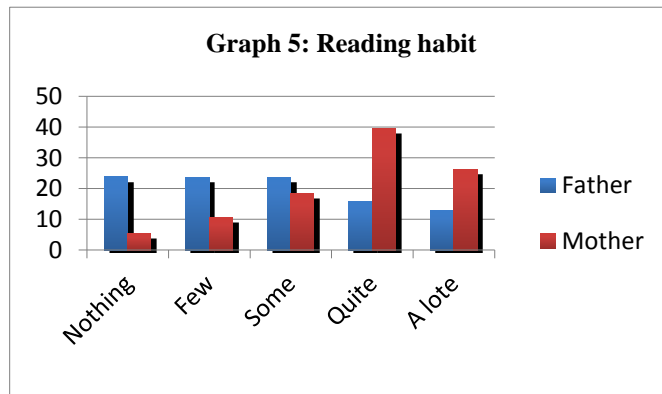


percentage is followed closely by a 20% of very low level. There is also, regarding to mothers, a small percentage, less than 10%, who have a very high English knowledge. As we see in general the level of English is very low, so that in many cases parents are confused about their children bilingual education and even more promoting reading in English.



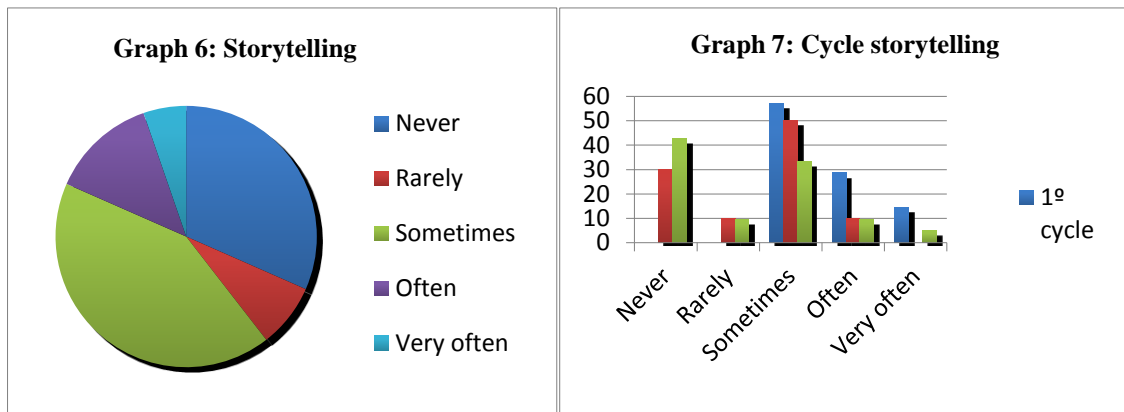
Looking now at the graph 4 is evident that a high percentage of families have both TV and computer and Internet access. It is not often children have TV in their room or their own computer, although this percentage increases with last cycle students. It is important the high percentage of families who have Internet access, as this mean that the center's website and blog for each classroom will be an excellent communication means with families.

The phrase 'If you read, they read', slogan of a campaign by the Ministry of Education to encourage the habit of reading in families, exposes clearly and simply the importance for the development of children reading habits that their parents read too Children are like sponges and absorb and copy everything adults do, especially if are their parents. Graph 5 shows that fathers do not have a good reading habit, more than 40% read little or nothing. But mothers are a good model for children as more than 60% read quite or a lot.

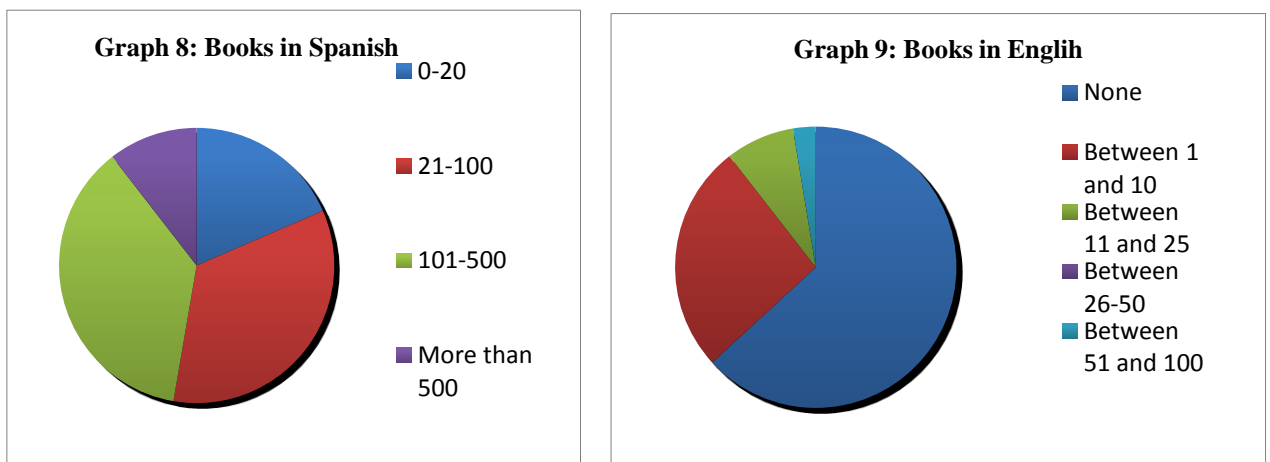


In addition to the importance for children to see their parents reading, it is also very important when developing love for reading, storytelling by parents to their children. Graph 6 shows how this activity, despite its importance, has a poor presence in families. The 40% of parents rarely or never read them stories. There is another 40% of families in which reading stories to children is something sporadic. Only about 20% of the cases developed storytelling frequent or very frequent. With regard to this situation, it would

be interesting distinguish results in cycles (graph 7). We clearly see that storytelling by parents is highest in the first cycle and decreases until the third cycle, where nearly 50% do not read book to their children and in another 30% of cases is a sporadic activity. Parents clearly still have the false belief that storytelling is only aimed to very little children.



Finally, regarding the family environment should be noted the big difference between books in Spanish (graph 8) and English (graph 9). It is clear that the school has only two years with the bilingualism program, so it is quite normal that the difference is so big. However, school must encourage the acquisition of copies and advice use it as a present in especial days as children's birthday or Three Wise Men Day.



The school

Pablo Saenz is a state school, dependent Junta of Castilla y León, which educates students from Infant Education and Primary Education. It was opened in 1970 with a

total of 480 students from 11 different locations. At present the school has 57 students and only one line. Besides, several courses are grouped by cycles. Nowadays teacher staff consists of 13 teachers.

One of its main characteristics is that it is a recently CLIL school. It is in full linguistic immersion because only two years ago that this project was set. Therefore bilingualism only affects first cycle. However, the actions taken to promote reading is not going to be limit to this cycle but the entire P:E as every pupils are studying English language and this will improve their skills in this language.

So one of its main objectives as CLIL school is to enhance the knowledge of the culture and use of the English language from an early age, thus facilitating the process of acquiring a second language without affecting the acquisition of basic primary education content in our language.

The immersion of school in the CLIL program, following the provisions of the ORDER that regulates the creation of bilingual programs in schools supported by public funds of the Community of Castile and León, required:

- Adapt classroom syllabus design and other documents to the bilingual project. At this point must be highlight that classroom syllabus design was clearly adapted to this new reality. The PGA also referred in its objectives to the new situation:
 - "Adapt first cycle to Bilingual program: Adaptation of documents and classroom syllabus design to the bilingual programs"

However, Reading Plan does not include indications or specific actions for the promotion of reading from a bilingual perspective.

- Teach in English a minimum of two non-language subjects and a maximum of three. In this case the school chose Arts and crafts and Science.
- Name a specialist teacher as coordinator of the bilingual program. In addition the center has two English specialist teachers.

Regarding the promotion of reading, the school PGA establishes two central objectives:

- "Promote the use of space and materials of the school: Strengthen the use of the library and school canteen for other activities."
- "Continue operation of the Reading: Set up, review and evaluation of the Reading Plan."

Relevant material resources

- The school library: Located on the second floor of the school, making it very accessible to Primary Education children, but not for Early Years ones. The classroom library is not large, has the same size as any other classroom so creating different spaces is not possible. On the walls we can find shelves full of books organized in cycles. Large tables and chairs occupy the remaining space. The library has whiteboard but it is not interactive. The fundamental use of the library is to borrow books and carry out some activities in special days in order to promote reading. ABIES program is used to book borrow using, a software application that allows automation of the library. It is an intuitive, easy to operate and designed to be used both by teachers and by students, to facilitate the loan of books and finding materials. The library only has books, both in English and Spanish. However there are no audiovisual materials.
- Computer room: They have ten computers with Internet connection. However these Computers have no headphones. It would be interesting in order to use this classroom, not having computers in the library, as a place where children can enjoy audio books and other interactive activities related to the promotion of reading.
- Classrooms: All classrooms, except the second cycle one, have interactive whiteboard. In addition, all third cycle students have a mini notebook. Finally the classrooms are spacious enough to be able to create a classroom library.
- Common areas: Both the first and the second floor have two big halls that, due to the small number of students, become the ideal place to carry out some school events when there is no enough space to perform center level activities such as storytelling, exhibitions.

Specific actions carried out

- Workshops: School has a workshop to promote reading but Spanish reading. Among the workshops offered by school we can also find a workshop “Projects” to promote English language but it is aimed to oral skills not to written skills.
- Acquisition of material, mainly books, in English: Although the school library already had English literature books, with the implementation of CLIL program,

the school aimed to improve both the quality and the number of books in English. This year both the coordinator of the bilingual section as the specialist teacher attend the Tello Téllez book fair in order to do so.

- Inauguration of the library English area: During this course it was created and decorated within the library an area dedicated to English language. After its creation, and taking advantage of Book Day, this new area was inaugurated with an English storyteller and an English play performed by third cycle students and based on Robin Hood novel.

Teaching staff

The main problem with teaching staff is that five of them are shared with other school, so they only come some days. It generates difficulties to get coordinated

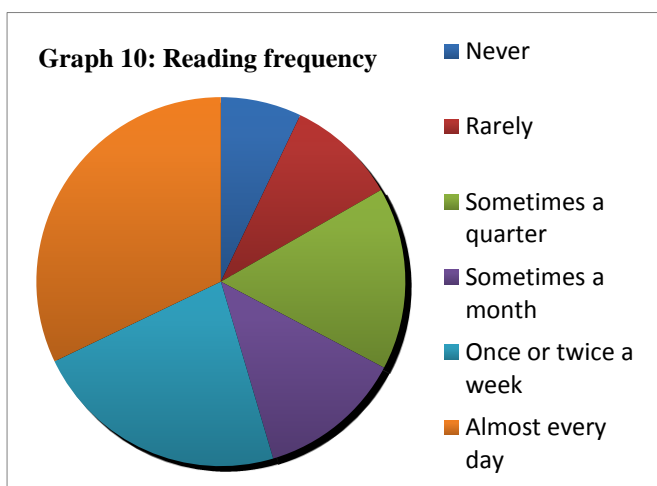
Besides, the continuous teaching staff variations that each years occur, makes essential that Reading Plan was designed establishing clear lines of action and concrete steps that, despite variations in teachers, ensure its implementation.

Fortunately, the school has a stable management team work so their functions will be essential in order to this project was carried out through the years.

Students

Regarding students analysis I will focus my attention in those aspect that are directly or indirectly related to the promotion of reading, so it can help me understand the situation to design according to it. Most of the data that I will discuss can be concluded thanks to analysis survey and directly observation.

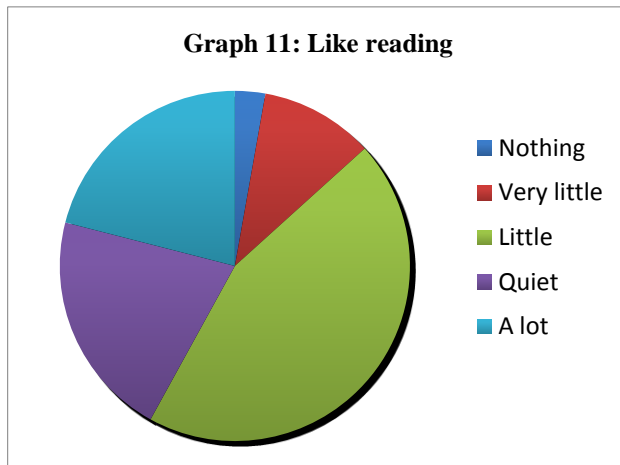
One of the variables analyzed about student reading habit has been the frequency with



which they read (graph 10). This is a very significant fact when knowing if they have acquired reading habit. As we can see from the chart, the most common is that children read almost every day followed by one or two times a week. This is a very positive data

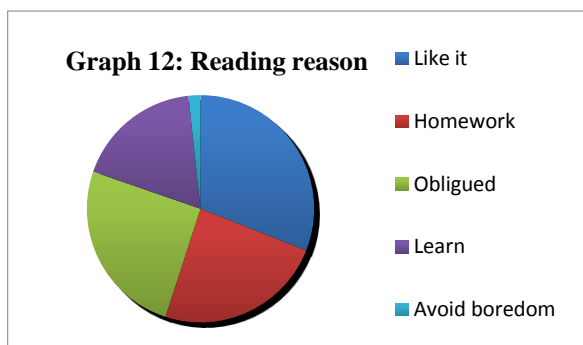
that can make us think children have acquired the reading habit. However there is a high percentage that read once a month or less. This reading frequency is too low to acquire the desired reading skills. This data is more worrying when this frequency appears in the first cycle in which they are consolidating text decoding and where bilingual plan is implemented, having to become proficient readers in both languages.

Even so, we could say that it is a positive data since more than half of children read more frequently than one or two times per week. However, it is important wonder ourselves if this data is produced because of children love for reading, or on the contrary because of an external imposition. In order to clarify this



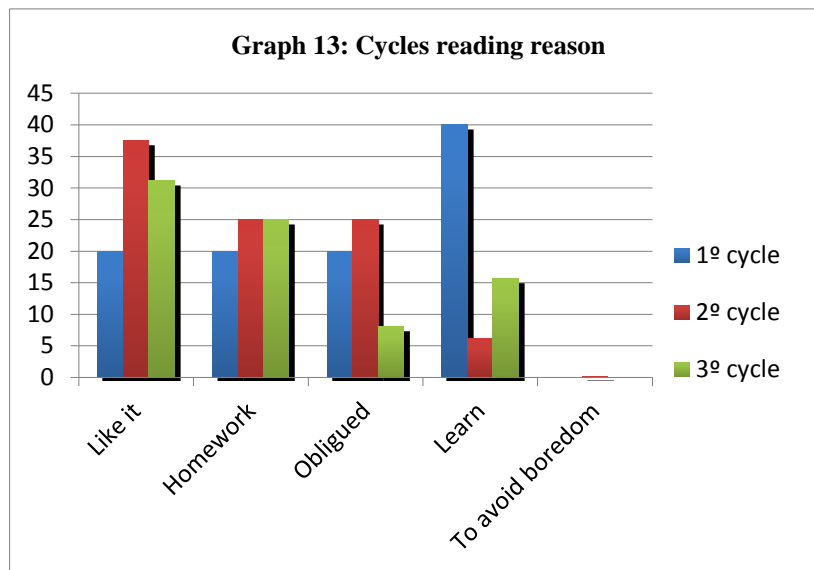
question, we are observing graph 11. In this graph we can see that more than half of the students like reading little or very little and only 21% are very fond of reading. In the light of these results we can assume that, even though most of them frequently read, there will be a high percentage of children that read as an obligation and not as a form of entertainment and enjoyment.

The graph 12 shows the main reason why children read. As we can see, though there is a 31% of children that read because they like it, there is a 25.3% of children that read because is something compulsory or in order to do homework or some works. Thus, we can conclude

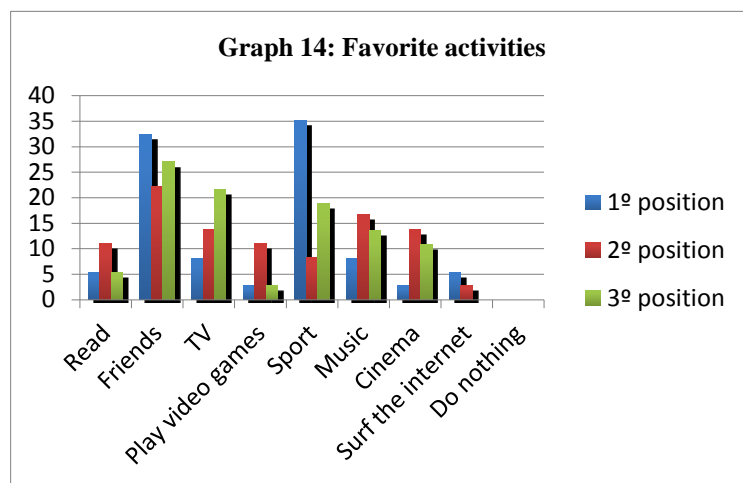


that the love for reading is not common. This supposes a problem when forming independent readers. Independent readers do not need be pressured to read, but they do it for interest and love for reading. Observing cycle comparative (graph 13) is interesting to realize that the main reasons why first cycle children read, as they are consolidating reading and writing, is to learn. In the other cycles any special reason

highlights, although I would mark as a positive data that in the third cycle less than 10% choose the obligation as a main reason.



We might think that this lack of love for reading occurs mainly because of other elements, such as TV and video games that offer fun and dynamic images where they receive many stimuli and in which they do not need to imagine

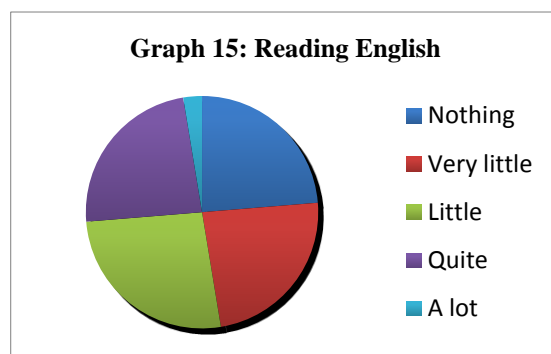


anything, because everything comes given. But the fact is that in rural reality television video games and computers do not have so much weight as in cities. Children spend less time in front of screens, and the most attractive for them is to spend hours playing outside with friends. Besides, the sense of security in little villages makes many families do not put so strict schedule as in cities. So if we have a look at graph 14 we could see that going out with friends and practice any sports are one of the activities that children like the most. Obviously sedentary lifestyle is not a problem here. However, reading position it is something worrying, as it only appears a 5% of the times in the first place

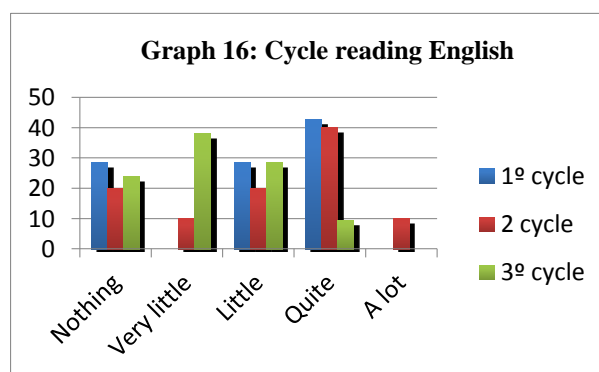
and a 10% in second place. The need to make reading more attractive to students is clear.

Regarding children preference for one or the other activities, in relation to age, I could observe that first and second cycle surf the Internet has no success, however it is very successful in third cycle in which pupils prefers surf the Internet than watch television. Going out with friends is a constant as well as going to the cinema. The great increase of taste for music in third cycle is one of the biggest Playing sports becomes especially important in the second cycle.

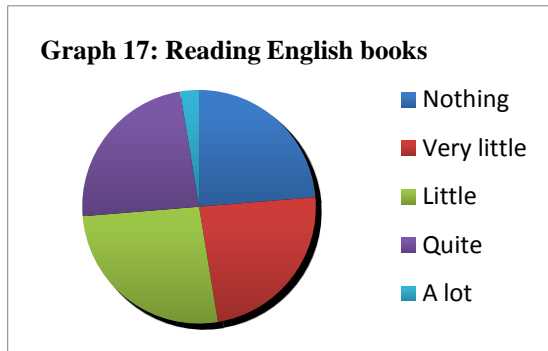
Finally, we will analyze the frequency with which children read in English and if this is an activity that they like or not, keeping in mind that bilingualism has only been established two years ago. Graph 15 shows the taste of children toward reading in English, as we can see the percentage of children who enjoy little or nothing it is almost half of them, and only 2.6% are very fond of it. Clearly, it is necessary to intervene in this aspect because if we want to form bilingual students, developing bilingual readers will be essential. However, it could be thought that these data are not very objective considering that bilingualism only covers the first cycle. In order to make it clear we will observe graph 16. We can see that the percentage of first cycle students who do not like or like little to read remains high, almost 60%. Nevertheless, in first cycle there is a 40% of pupils who like reading, a good data if we compare it to 23% we obtained in the general graph.



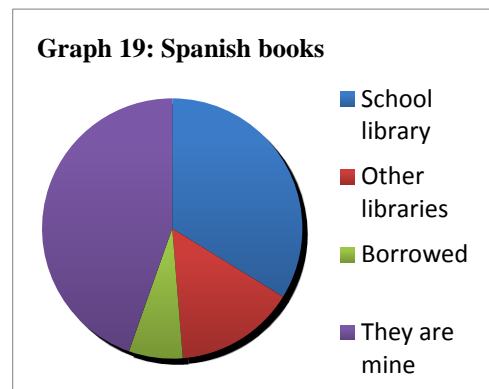
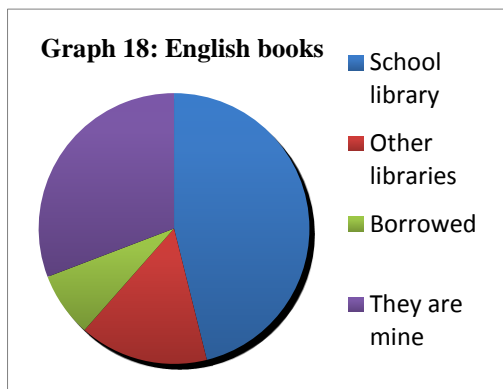
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Talking about the number of English books children read, having in mind the previous graph and that English reading is not compulsory (there is not a minimum of books children must read), this will be very low. So we can see in graph 17 more than 60% of students do not read any books in English.



Regarding to the origin of the books children, we could underline as positive data the great use made of school library by children. When we talk about Spanish books, the percentages of “are mine” greatly increases, something I see as something normal considering the number of copies in Spanish and English that are in their houses.



6.3. OBJECTIVES

The following table lists the objectives followed by this proposal and assessment criteria to assess the achievement of the same.

OBJECTIVES	ASSESSMENT CRITERIA
Awake and increase student interest in reading both in Spanish and English.	<p>Space and time dedicated to the development of activities for the promotion of reading.</p> <p>The student enjoys storytelling made by adults or other classmates.</p>

	Children show interest in reading and the book care.
Enhance reading comprehension from all curriculum areas.	<p>There is coordinated and shared work by all teachers to develop reading skills.</p> <p>Teachers program and introduce reading activities and projects in all areas.</p> <p>The student progresses in the development of strategies for understanding texts written in both languages.</p> <p>The student uses different types of texts to obtain, interpret, organize and use information in both languages.</p>
Encourage the development of competent readers who are able to function successfully in schools in both languages Spanish and English.	<p>They use reading as a source of reference, learning and personal and language enrichment.</p> <p>They are able to create different text relating to various intentions (inform, describe, express, explain a real or imaginary fact, express feelings, etc.).</p>
Ensure that the majority of students discover reading in the two languages, as an element of personal enjoyment.	<p>Specific period of time are reserved for students to approach books on a voluntary and pleasurable way.</p> <p>There are areas, for personal reading, decorated and prepared attractively.</p> <p>The student uses reading as a source of pleasure and entertainment.</p> <p>They go regularly to the library on a voluntary way and borrow books both in Spanish and English.</p>
Know school library: its functioning and resources.	<p>There is a range of varied and interesting books for students in both languages.</p> <p>The student respects library rules and values library resources as a common</p>

	<p>good.</p> <p>They know and use the codes set in the classification of books.</p> <p>They show enjoyment and motivation in activities development related to the revitalization of the library.</p>
<p>Make families aware about the importance that reading has on the development of children.</p>	<p>School guides families in acquiring age and interests appropriate books for children.</p> <p>Families are involved in providing stories and reading materials to the classroom.</p> <p>Parents share with their children reading moments.</p>
<p>Make families take part in some reading promotion activities.</p>	<p>Families have been properly informed and trained.</p> <p>Families participate in proposed activities: storytelling, Book Day...</p>
<p>Establish collaboration channels between the school library and the town.</p>	<p>The school proposes activities in order to children know and use the local library</p> <p>Joint or complementary activities between the two libraries (school and Municipal) are developed.</p> <p>Students go to Municipal library independently.</p>
<p>Use environment potential as a resource for contact with other cultures: Camino de Santiago.</p>	<p>There are activities for students to make contact with “Camino de Santiago” as way of cultural influences.</p> <p>Students are motivated toward the knowledge of other cultures.</p> <p>They participate actively in activities involving cultural experiences exchange.</p>

6.4. INTERVENTION PROPOSAL

The action proposal is based on the importance of knowing and integrating each element of school reality, establishing links between them. In this way the values, learning, etc. that through this project we want to transmit, will be truly significant and driven by the whole educational community and the environment in which this develops its action. Thus, we will achieve not only to educate bilingual readers but also to contribute to the acquisition of a series of values that enable them to interact with their environment as true democratic citizens.

So, this proposal will set three different levels of actions:

- Environment
- Families
- School

Environment

The students' environment is configured as the perfect framework in order to all learning makes sense. The school must prepare students for life, and therefore must open its doors to the community. This fact will load learning with significance, promoting transfer of learning, and not only that, it is also a strong motivational tool for students. Thus, the potential of the environment must be taken into account in this proposal.

Camino de Santiago

First, we must consider the place where Frómista is. Thanks to San Martín church, this village becomes an obligatory stop in pilgrim's way. The Camino de Santiago has always been considered as a mean of cultural exchange and we want the school to participate of this, enriching students with everything the pilgrims could offer them. This way, as collected various statistics⁸, is visited each year by about 2000.000 people. They all go through Frómista, although their stay is usually not more than a few hours. Based on this fact, is essential design an activity that does not demand much time to pilgrims, and also set this activity in a place that we are sure they are going to visit: San Martín church.

⁸ Through this web page <http://www.jacobeo.net/index.php?modulo=34&pad=70> completed information can be read. (Consulted 25th of May, 2013)

Activity description

At the entrance of the church, with the consent of the pastor, there would be placed a poster asking pilgrims for their cooperation in this activity. We also place there some pens and papers and a box. The activity would be that pilgrims will write in English the title and the beginning of one of their favourite childhood tale. They also should write their names and where they are from. Once everything was written in the paper, they put it into the box. Then, every Monday, third cycle children picked up the box tale. In the school, and with the help of new technologies, third cycle children would be responsible for completing these unfinished stories in order to make a storytelling session for other schoolmates, every Friday. These stories, after being read, would be illustrated by students from other cycles and would become part of the school library.

On the other hand, European voluntaries would be asked to cooperate, with the aim that one Friday a month, they made a storytelling about traditional tales of their countries.

But what will we give back to pilgrims? In order to thank pilgrims collaboration, students will create a small guidebook distributed in interest points of the village so that the pilgrims know a little better its history and little charming places that are not listed in the usual guidebooks, but children know very well. In addition, this guidebook will devote a space to inform pilgrims about the opportunity to participate with the school and how they can do it (storytelling, describe for children the place they live, etc.).

The travelling book

When we talk about cultural exchange, we should not focus only in an international context. The creation of a travelling book in English can help us meet those around us.

Activity description

At the beginning of course the school will write, among all students, the first pages of the book. It should reflect the history of the village and the school. The pages must be written in English and illustrated. Then the book will be travelling with the Mobile library from school to school. The objective is that each school adds more pages. In May the travelling book, through the Mobile library will return to the starting point. Our school will verify that other schools have participated and will organize a day together. That day, Amigos del Camino de Santiago association will make us and invited schools a tour around the village for all to know it. Then, a European voluntary will read the

travelling book, to finish with a gymkhana with small tests that will require communicative exchange in English.

*Geocaching*⁹

Geocaching is a free real-world outdoor treasure hunt. Players try to locate hidden containers, called geocaches, using a Smartphone or GPS and can then share their experiences online. In our case, participation will be restricted to hide treasures that other players can find; it means children will hide some treasures in order other geocaching players could find it, but not school children. Although for many people it could be an unknown activity, it already has more than five million users.

Activity description

The school will be register in Geocaching and each cycle will hide a different treasure. These treasures will have sticker made by the students and a pen and notebook. When people found one of these treasures must do the following they want to take one of these stickers:

- Treasure hidden by first cycle: the person who wants to take a sticker should contribute to the treasure with a riddle.
- Treasure hidden by second cycle: the person who wants to take a sticker should contribute to the treasure with a twister.
- Treasure hidden by third cycle: the person who wants to take a sticker should contribute to the treasure with a saying

The texts will be valid in both English and Spanish language.

The chests will be reviewed fortnightly and all the treasures leaved by geocacher players (riddles, twisters and sayings) will be collected and stacked into a large mural at the entrance of the school.

⁹ Through this web page <http://www.geocaching.com> completed information can be read. (Consulted 26th of May, 2013)

The naughty goblin

The students regularly use school library, however, Municipal library is not frequently used by children. Having in mind that children have a greater leisure time during school holidays, which means that the school is closed, it is important to establish mechanisms to promote the use of this municipal space.

Activity description

This encouraging reading game needs the involvement of the town Council, since the activity, which will start at school, will be further developed in the Municipal library.

This activity will be carried out in the following way. The students will borrow a book from the school library, as is being done usually, and within its pages they will find a note. "Someone has told me that the naughty goblin has hidden some gold coins between the books of the Municipal library. If you get some of those coins you can exchange them for unforgettable experiences. "When they went to Municipal library the person in charge of it will tell them that in each book there is a coin which they will be able to throw into the piggy bank placed at the library entry, once they had read the book. The objective is to spark the curiosity of the children in order that they visit Municipal library more frequently. When, among all children, they get a certain number of coins, number established by the town Council, they will be able to change these coins for an encourage reading activity by. Next to the piggy bank will be a paper where children could know the encourage reading activities there are and the number of coins they need to enjoy them.

Families

The Organic Law of Education in its general provisions sets that "Families have to work closely and be committed to the daily work of their children and teaching centers live." It is essential collaboration between families and schools for kids drawing a common line of action that gives them security, helps them progress in their learning and enables them to appreciate the activities that are proposed by school. Therefore, the school has to involve families for them to participate in the development of Reading Plan.

First, we will have to inform them about the objectives that the school pursues in order to educate bilingual readers, making them engage actively of the importance of their

cooperation to form competent readers in both languages. Their contributions are essential to understand the difficulties they perceive. Through the undertaken survey is seen that most families have little or no knowledge of English so they can see complicated collaborate in the learning process of their children. Therefore, the center has to carry out the activities listed below, so that parents feel an active part in developing the plan.

- Promote the participation of families requesting their collaboration in a clear way for specific activities. In special dates as Book Day, or when some activities were organized to promote reading (storytelling, cultural visits,) the school looks for the best way to include families actively.
- Offer the following guidelines in tutor meetings on how to promote reading habit in order to form bilingual readers, stressing the importance of following them when children read books in both languages:
 - Provide children with a relaxed atmosphere that stimulates reading.
 - Read with them or ask children to read them or comment on the book they are reading.
 - Know their tastes and propose them age-appropriate readings.
 - Provide them reading lists, based on different levels and learning, in both languages. Emphasis will be placed on reading in English because, as the survey shows, it is not so frequent they buy English literature books. In many cases this is due to not knowing which books are appropriate for their children.
 - Show interest in what their children do sharing knowledge, books, online searches...
 - Take them to bookstores, libraries, book fairs ... discussing with them the books they see, encouraging them also to the acquisition of English books.
 - Highlight the importance of telling stories to their children regardless of age, taste by listening has no age, besides it arouses interest in reading.
 - Emphasize the importance of giving them books on special occasions for the same acquire a positive and special connotation.
 - Stress the importance of reading together as a moment of enjoyment between parents and children. In this way reading will be related to the

feeling of sharing and enjoy with their parents while helping them acquire reading skills, rather than associate it with a time of stress or boredom.

- Develop training activities aimed at parents such us:
 - Parents School. Request the assistance of Parents' Association and the council to create a Parents School in which, among other themes, it will be addressed strategies and resources to promote their children's reading skills in both languages.
 - English workshops at various levels to learn or improve English language, taking the opportunity offered by the European Volunteer Program. As I mentioned in context section, volunteers are frequently Anglophones and their mission is to help the community that hosts them. An interesting way to do so, would be to organize these workshop that not only would increase English level, but also would be a enriching cultural exchange very motivating towards bilingualism.
 - Parent Storytelling Workshop: This workshop will aim to educate parents on the narration of English stories. The particularity of this workshop is that, although there will be a specialist teacher in charge of the same, last cycle children will be responsible for tutoring parents in reading stories. We start from the idea that children at this age, through different activities at different levels, will be small experts dramatizing stories. Therefore it interesting to become them involved in the education of parents.
- Use new technologies as a mean to transmit and share information. Through the school website, school will inform families of the different activities, workshops ...made at school level. Regarding the classroom each course will have its own blog in which each tutor will be responsible for providing resources to families to promote reading as online book websites, useful information, etc.
- Inform on proposals developed in the community or region to participate in them (book fairs, children plays in Spanish or English ...)

School

In order to achieve the development of reading competence in students, it is essential that teaching staff shares the same goals and works in a coordinated way from all areas. So as to achieve these goals activities at classroom and library level are going to be proposed, depending on whether they are aimed for a single group or several groups, but considering that many of the activities designed at the classroom level can be made at the library.

Classroom

The school should aim to ensure that all students reach reading competence and have the opportunity to access reading regardless of family and personal background. The school should act as a compensation tool for family and social inequalities and enable all students to develop reading habit, as well as form proficient readers in both languages.

Reading activities should be contextualized and take into account all the goals to be attained by reading: reading to learn, reading to learn to learn and reading for pleasure. We must have in mind this last reading goal, because in many cases reading is only linked to academics through the control of the number of books they have to read if they want to pass the subject.

It is essential that we have a variety of texts in both languages to work with students. It would be interesting to build up an age-appropriate text bank where we can find:

- Continuous texts (description, narration, exposition, argumentation) and discontinuous (ads, graphics, charts, tables, maps, diagrams, etc...).
- Texts that use different interconnected codes: verbal, iconic, talking, multimedia, etc.
- Literary, technical, advertising, texts.
- Texts for different purposes: for personal use (letters, notes, invitations) public use (announcements, programs, forms), learning-oriented (instructions, manuals, maps, charts, graphs) or aimed to entertainment reading (stories, comics, poems, drama).

In order to become the classroom a space where reading was encouraged we must take into account the distribution of the same to suit the purposes that we follow. We must

create a classroom library area that allows students to approach reading voluntarily at certain times of day. The number of students per classroom, being in a rural school, is small so there is no problem to create a space dedicated to it. The books and the material that will form our library must be classify and arranged in an attractive way, considering that there must be a Spanish section and an English section. It is important involve children in selecting material, setting rules and responsible for this space and decorating it. We want children to use voluntary this area, so that they will be allowed to free contact with books, leaf through them, look at the pictures, not finish a book if they do not like it, share it... With the same objective, will be essential to create a carpet area where children can enjoy reading in a more relaxed and informal context.

The following proposed activities are to perform in the classroom; however they can be also carried out at the library or in the computer room, according to the criteria that different groups have set about the use of these spaces.

Work strategies related to the three moments of reading

In order to achieve a good reading comprehension is necessary that all areas work systematically those moments. These strategies are essential to help contextualize the reading activities, especially when performed in foreign language.

Before reading

- Set the aim of reading.
- Work initial expectations about the meaning of the text.
- Activate prior knowledge.
- Establish predictions and hypotheses.

During the reading

- Formulate and test hypotheses continuously.
- Ask questions about what they read.
- Clarify doubts about the text.
- Recapitulate on the content of what is being read.

After reading

- Reorganize the reading through outlines, summaries, concept maps...
- Reuse what they read building new knowledge.

At first activities aimed to work these three reading moments, will be much guided but gradually we move towards independent reading. We should take into account that the questions and activities in English may not be as open as in children mother tongue. So we will provide them learning mediators needed, we will use body language, we will support written text with images and everything they need in order to get the meaning of the text.

Perform working projects, individual or group, from all areas

To involve students in the elaboration of these projects, we will start from concerns and interests expressed by students in relation to the different areas, trying to have an interdisciplinary approach. We will involve students in searching information, reading texts and the selection, interpretation and reworking of information to reach a final product. Then we will ask them to expose the project to their classmates.

Guide them in the use of different sources of information

To do so we will have in the classroom diverse material as books on various topics, classroom computer to search for information, magazines, brochures, guides, etc.

Use digital texts

They are more and more present in school and in society so we must prepare students for their proper use. Digital texts are generally hypertext that continuously link to other texts and open up new possibilities. To avoid they feel lose in these among of information, we must help them fix an itinerary in reading depending on the purpose they follow and have clear criteria when evaluating, selecting and organizing relevant information.

Reading aloud

When teacher reads aloud, it helps students discover the pleasure of reading and the possibilities it offers as a resource for leisure time. We have to make a good selection of texts for them to be attractive and respond children interests; it is also important prepare the reading before. When teacher reads, children can be included trough question, actions that represent what happen in the story, etc. Those stories that children like the most can be read more than one time. As Cullinam (2006) says, “the child who hears the voice of the reader keeps it inside her/himself, to finally, use it to make her/his own voice sound. By reading aloud to children, teacher provides rich and expressive

voice that can be heard in their minds and helps them to develop their own voice". In this way, when pupils start to feel confident about reading some heard stories they could be the ones who read to their partner.

*Six readers looking for a text*¹⁰

It is a reading activity in groups of six in which each student takes a different role in order to develop different skills (summary, prediction). Teacher will set different roles that will be:

- Readers. Their task will be to read the text aloud. Each student will have a copy of the text.
- Detectives. Their task will be interrupted every time they heard words they do not understand.
- Inquisitives. They will ask about the missing data or the information needed to understand the text.
- Journalists. Summarizes the different parts of the text and acts as memory of the group.
- Wises. They relate what it is being read with other information that they consider relevant or interesting. For example with something they have learned in that unit.
- Soothsayer. In certain moment the reader will stop reading and wise must predict how could follow the text.

Storytelling

Carried out by one person (teacher, family, external specialist...) who dramatizes age appropriate stories.

Literary criticism display

We can place a display in the classroom library area where students value the books they read. This display will be of increasing difficulty. It aim is develop, from the early years, the ability to express their personal opinion and also critical thought and been a reference when they choose one book.

¹⁰ Aula de Innovación Educativa, n° 39.

Free expression area

In the classroom library we are going to dedicate a space to free expression in order to children could bring, and keep there, those texts they find interesting to share with their classmates. It can be any kind of text (books, brochures of the places they went on holidays...). Teacher will encourage the use of this space by participating actively in the routine of bringing texts of the interests of children and encourage children to bring their own. Whenever a child include something in this space teacher will dedicate some minutes in order that child could tell what kind of text is, what is about and why he/she likes or think is interesting to share with their classmates.

To encourage reading in English, a good way is to bring news or articles about their favorite singers, athletes, film characters, etc. due to most of them are Anglophone.

Reading tree

Reading motivation can also be carried out through a display shared by the whole school: the reading tree. Each classroom will have a different fruit tree display. At the beginning of the course the tree won't have any leaf or fruit, only bare branches. We are going to say to our students that the tree will grow as we read books. When pupils read a Spanish book they will write the title on a leaf and then they will stick it on the tree display. Each time they read an English book they write the title on a fruit. This tree will be stick at the second floor hall. The reason to place it there it is because is a place children cross everyday and also there school celebration or festivals are done. So in this way everybody can see all the trees and share their achievements with the rest of the school.

Activities from familiar stories

The classic stories that are known by all students give us the possibility of introducing multiple variants that involve the active participation of children: change the ending of the story, change the character of the characters or introducing characters of one story in a different one. From these variations they can create their own stories and, once it was review, write and illustrate it to elaborate the "Traveler book " which they will take to their houses in order to share it with their families.

It must be taken into account, about all these proposals set before, that most of them required oral productions too. This is something really good because at the same time they will develop oral skills. However we must have in mind that when oral productions must be done in English, it becomes more difficult for children. In order to help them we have to follow some basic rules:

- At first and lower levels questions cannot be open but yes/no question.
- We can force children to produce oral production. We must respect silence period and give them the opportunity to show they understand or to express themselves by physical response.
- Provide them learning mediators needed and simple structures in order they can express what they need to express (if they like or not a book, why something is interesting).

Finally, it would highlight the importance of body language, paralanguage and the support of images in order children can enjoy reading and get the meaning of the text easier.

Library

The role of school libraries in developing reading is established in the Organic Law 2/2006, of 3rd May, of Education (Article 113) which states that "school libraries contribute to promote reading and provide students not only access to information and other resources for learning of subject and areas, but also the opportunity to be trained in the critical use of the same".

The school library plays a key role in developing the reading habit, since it allows students being in contacts with a lot of materials that they can explore, choose, read ... In a bilingual school we must be careful in order to design activities to promote reading skills in both languages.

For proper organization and use of school library we must take into account various elements.

Space and materials

It has to be an attractive and friendly atmosphere, in which students can enjoy reading in all its forms. It is necessary, therefore, that different spaces for different uses were clearly differentiated:

- Person in charge area: located in a strategic point to visualize the entire space, which will have a desk and the necessary elements for computerized loan books.
- Reading area. Located next to the bookshelves. This space should invite students to read, be comfortable and cosy, in order to do so we will place coloured foam sheets and cushions. In addition, there will be some table and chairs for activities that require it, but not too much because this area must be readily convertible to carry out activities to encourage reading.
- Work area. Two round tables surrounded by chairs, this space is aimed to the exchange of ideas and developing group projects.
- Audiovisual area. Being a small room, we use to this propose the computer room. This space will be provided of headphones in order to use this space to hear tails on-line and to develop other activities on Internet relating with reading skills.
- Shelving. Placed around the perimeter of the library, it will differentiate those that are for loan and those are just for reference. Resources on it should be varied both in form and content. The presence of Spanish and English texts have to be secured and be one of the criteria in the selection and acquisition of new materials, in particular should be encouraged English language material to compensate its small presence in the children environment.
- Exhibitor. A desk where new acquisitions are show, so that students can control the news.
- Suggestions mailbox: Designed to know the needs and preferences of the educational community. It is essential in the selection of new resources take into account the demands and interests expressed by teachers, students and parents

Organisational aspects

The purpose of this project is for students to become real readers, and that means not only to produce school readers, but readers who can operate at ease in life. Thus, in school it should begin the development of autonomy in cultural spaces. To achieve this we must take very seriously signposting of the library. Through them we will favour the use of the library; we will provide access to its resources and would allow the independent use of it. But, what should we keep in mind?

- Regulations. On the one hand, regarding lending and schedules rules. On the other hand, behavioural rules that will be placed at the entrance of the library and will make reference to the silence and the care of books.
- Location. Signs with the different space names will be placed; they will be always accompanied by small activities illustrations of that space.
- Content. Facilitate the search. The signage here include:
 - Sections: Loan and reference material.
 - Colours: All text will be marked with a coloured sticker that will indicate recommended reading age.
- Decoration. It is another fundamental aspect because it can help to create a warm environment that cheers students to visit the library. Regarding to decoration, it has to be taken into account the coordinated arrangement of the different elements and colour. We must be very careful in order not be very excessive with decoration. We will look for a simple style, which may be periodically modified, making children participate in this activity. We should not placed thing in a sober or straight way, creating compositions that connect with students at sensory and emotional level.

Person in charge of the library

The teacher in charge of the library, according to the other teachers, should plan their use. This will ensure that teachers and students can use it as a teaching resource more.

Teacher in charge of library will be responsible of:

- Organize activities in order that students know the space and its organization, know what types of documents contain and learn how to access to resources for use them in a progressively autonomous way.
- Assist in the creation and updating of classroom libraries by selecting the right material for the purposes of teaching-learning process.
- Inform to teachers and students about new library acquisitions using different strategies:
- Present new material through oral presentations both in Spanish and English language.
- Establish a permanent place in the library to show new acquisitions.

- Create a quarterly newsletter for families and teachers and send it or load it on the centre's website.
- Plan outdoor events related to reading: book fairs, plays, and excursion to Villa Book in Urueña.
- Establish relationships with the local library for joint and complementary activities.

Revitalization of school library

The library must not only be conceived as a place to storage books in order to loan them. It is essential to transform the library into a dynamic and open space in which varied, attractive and contextualized activities were carried out to motivate students. The proposed activities can be performed both in English and Spanish, although it would be desirable to promote activities in English to create an immersion language context in the school.

The activities that we develop in this space are:

- Expressive and dramatized reading workshops about some selected works or literary fragments that can be represented.
- Meetings with authors or illustrators of books read by students. It is important to give significance to the meeting and prepare it according to the age of students. Depending on the age we will make drawings, share the opinion of the book, what they feel about the book, prepare an interview, etc.
- Promote activities for students to recommend books to each other, since they share similar interests and hobbies and it can motivate their schoolmates to reading.
- Prepare literary gatherings in the library to enjoy literature, developing understanding, reflection and dialogue, and positive work values. It would be interesting the participation of parents working together with students.
- Organize the activity of "Reading patrons", which involved pairs formed by upper level students with younger children. The aim is dedicated some periods of time to share reading
- Development of interdisciplinary project work (individual or group) for students to develop the necessary strategies to achieve reading competence in both

languages. It is essential that there was coordination between the teachers involved in the development work to guide students.

- Request the cooperation of families and region people to make children know traditions, stories, popular poems, etc. that give to students different views.
- Organize storytelling; collaborating with families, local people or specialists who dramatize age appropriate stories.

7. CONCLUSIONS

The development of this Final Grade Work has allowed me to analyse and increase my knowledge about promoting reading in a bilingual context from different perspectives. In this way, I have implemented different working methods (surveys, direct observation and interviews) in order to get essential information and use this to design a real proposal. In this design I also have to use all the knowledge acquired along my university period, it means put into practice theoretical knowledge.

Moreover, thanks to the search and investigation about reading, I have realised about the great importance of it in the teaching-learning process, especially in bilingual schools, since it is an essential tool to acquire knowledge, language and culture. This proposal also allows me to reflect on some elements, as the school library, I have not thought before. In this way, I have experienced personal and professional enrichment.

The analysis of the school state, recently dipped in a bilingualism program, has shown me that becoming a bilingual school is not easy. It supposes many organizational changes as well as the review and modification of many school documents. This, despite the efforts made by teachers, is going to take time. To facilitate the transition and the better and faster adaptation to the new bilingual reality, it would be interesting that schools will be able to count on more studies and regulations that give them clear directions and a specific proposal.

On the other hand, I have been able to experiment how hard it is to get environment information and look for the best way to involve it on daily school activity. However, when you find the way to do so, you have the feeling that knowledge starts to have real meaning. We want to prepare children for life so, even though sometimes it is difficult to involve the environment, it is absolutely necessary.

I would add that, despite the efforts for encouraging reading made by teachers surveys reveal that there is a fairly high student percentage who do not like reading. So, sometimes developing actions do not always achieve the designed objectives. In this regard, the evaluation of the results will be essential in order to assess the attainment of the objectives and effectiveness of the actions taken, so as to adapt the educational practice.

It is important to take into account that all activities proposed could be worth for reading promotion in both languages. However we must always keep in mind that the techniques and teaching mediators to develop these activities must be adapted to the language used.

Finally, I would like to recognize that the development of this proposal would not have been possible without the help and support offered by the teachers of Pablo Sáenz School.

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