FACULTAD DE EDUCACIÓN DE PALENCIA

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A storytelling proposal for Infant Education on distance learning.
Propuesta de storytelling para Educación Infantil en enseñanza online.

TRABAJO DE FIN DE GRADO
EN EDUCACIÓN INFANTIL
MENCIÓN LENGUA EXTRANJERA INGLÉS

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"If you want your children to be smart, tell them stories. If you want them to be brilliant tell them more stories".

-*Albert Einstein*

ABSTRACT

This Final Degree work aims to raise awareness of the importance of verbal and non-verbal communication in teaching through a second language, in this case English. Different ways of teaching the language have been researched as well as how they could work successfully. Storytelling, for example is one of the oldest, but one of the most effective ways of teaching children a new language.

Therefore, this proposal wants to prove the importance of storytelling as a learning method for new concepts, in this case, emotions, as they are very important in education. Due to the situation of pandemic, the proposal was adapted to be carried out on distant learning.

Key words: Non-verbal language, verbal language, communication, storytelling, English, kindergarten.

RESUMEN

Este trabajo de fin de carrera tiene como objetivo concienciar sobre la importancia de la comunicación verbal y no verbal en la enseñanza a través de un segundo idioma, en este caso el inglés. Se han investigado diferentes formas de enseñar el idioma y como podrían funcionar con éxito. La narración de cuentos, por ejemplo, es una de las formas más antiguas, pero una de las más efectivas de enseñar a los niños un nuevo idioma.

Por lo tanto, esta propuesta quiere demostrar la importancia de la narración de cuentos como método de aprendizaje de nuevos conceptos, en este caso, las emociones, ya que son muy importantes en la educación. Debido a la situación de pandemia, la propuesta ha sido adaptada para llevarlo a cabo de manera telemática.

Palabras clave: Lenguaje no verbal, lenguaje verbal, comunicación, cuentacuentos, inglés, educación infantil.

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JUSTIFICATION

Communication is very important in Education. It is one of the main elements in the development of the learning processes. It is very important that teachers know how to use their tools correctly, for which adequate training would be necessary, both on verbal and non-verbal language.

In Infant Education the use of non-verbal language is essential and enriches verbal language, it's used widely on the teacher's speech. At the same time, children's attention is drawn to non-verbal language rather than to verbal language, but this does not only apply to children. According to the psychologist Albert Mehrabian (quoted by Shablico, 2012): "People usually notice 55% of body language, 38% of tone of voice and only 7% of verbal language" (p102).

Nowadays due to our multicultural society communication failure may occur and these potential problems must be resolved resorting to non-verbal communication.

This work focuses on the importance of verbal and non-verbal communication in teaching through a foreign language in early years.

On the one hand, when it comes to teaching children through a new language, it is important to know how to use both dimensions correctly, so that children understand and learn from a natural approach. As for the non-verbal language it is important to be dynamic, since it is a common tool that is used in all the lessons. On the other hand verbal language has to be direct and concise, teachers must use easy instructions for children to learn and understand. All of this is established in the Decree 122/2007 of 27 December, where the official curriculum for the second cycle of Infant Education in Castilla and Leon is established.

Thanks to the knowledge acquired throughout the subjects of the degree and the practicum, have been a great help with this work. Through the linguistic competences, I have been able to develop a didactic proposal. Considering the situation we are in now, one of the competences that will be worked on in this work will be the ability to communicate over the internet for distance communication. The development of critical thinking is another of the competences that will be worked on, so that they will be able to critically analyse the decisions they make. Moreover, another competence that will be worked on in this work is going to be the adequate use of resources for the entertainment while reading.

OBJECTIVES

The objectives that will be developed thanks to this TFG are the following ones:

1. To reflect on the importance of communication in the learning process.

2. To analyze verbal and non-verbal communication and their respective elements.

3. To go deeply into storytelling as a learning method.

4. To improve the listening skills in students through the foreign language.

5. To develop a proposal in which storytelling is the main learning method.

THEORETICAL FOUNDATION AND BACKGROUND

Communication is a process and a basic need, for which we are prepared biologically. It is an act of human relationship in which two or more people Exchange a message through a language or form of expression. It could be defined as interactive and social.

Communication can also be defined as the "transmission of information, ideas, emotions, skills, etc., through symbols, words, images, figures, graphics, etc."(Blake,1975, p.3).

When we talk about communication, it is true that the dimension with more fame is the non-verbal communication, since it is the one we look more when we communicate with other people, but both dimensions cannot be isolated, since the communication is composed with both, the verbal and the non-verbal one.

DEFINITION OF VERBAL AND NON-VERBAL COMMUNICATION

In early childhood, language acquisition is a long and cognitively complicated process. As children learn to speak, they begin to understand that certain sounds mean certain things and that they can use these sounds to help others understand them.

Verbal communication, for example, is the use of words to share information with other people. It serves as a vehicle to express desires, ideas and concepts and is vital to the learning and teaching process. Therefore, it can include both oral and written communication. However, many people use the term to describe only oral communication. The verbal element of communication has to do with the words that are chosen, and how they are Heard and interpreted. Interpersonal communication and public speaking are the two basic types of verbal communication. While public speaking involves one or more people conveying a message to a group, interpersonal communication generally refers to a two-way exchange that involves both speaking and listening.

Cestero (2014) affirms:

> Human communication is complex process, which involves much more than just knowing and using a language system, because, in order to be able to produce effectively and appropriately,

we must be communicatively competent, which implies not only the use of given language, but also the possession and use of pragmatic, social, situational and geographical information and signs from non-verbal communication systems.(p.125).

As for non-verbal communication, it is a communication through expression or body language devoid of words, it is formed by gestures, sounds, movements and other paralinguistic elements, that is, they usually accompany the use of verbal language to qualify and channel it. So much so that it is possible to convey non-verbally a message contrary to what is expressed through words. When we talk about non-verbal communication we mean all those forms of communication that do not use language as a vehicle and system to express themselves. We should not confuse non-verbal communication with non-oral communication which means communication that does not involve the spoken voice. One may write on paper or use sing language (such as the language of the deaf people) and be using language but through different media or systems of representation. It consists of a multitude of symbols involving different parts of our body and even elements foreign to our own body. Depending on their communicative intention they can be divided into:

Paralanguage: Paralanguage is set of non-verbal elements of the voice, the vocal component of a speech or message… This vocal component refers to issues such as the intensity or volume of the voice, the speed with which it is spoken and the rhythm, intonation…

Specific non-verbal communication signs, such as tone, pitch, quantity and intensity, are the main elements of the paralinguistic system. In the paralinguistic system there are almost unconscious physiological or emotional reactions, such as laughter, crying sobbing, sighing, screaming, coughing, throat clearing or yawning, but it is possible to use them, whether or not combined with other paralinguistic, kinesic or verbal signs, to communicate or regulate the interaction (Poyatos, 1994).

The paralinguistic system includes qualities and phonic modifiers, the sound indicators of physiological or emotional reactions, the quasi-lexical elements and the pauses and silences that from their meaning communicate or qualify the sense of the verbal statement Cestero, (1999).

Kinesis: When we speak of kinesis, we are referring to the ability to effect communication through gestures or other body movements; including facial expression, eye movement and posture among others.

According to Poyatos (2003), we can perceive these movements visually (e.g., a posture), audibly (e.g., a snap of the fingers) and kinaesthetically (e.g., a hug). They can be divided into several points/categories.

- Gestures: A gesture is a corporal manifestation of a state of mood, of an attitude, of an emphasis on an idea, etc. These gestures can be made with different parts of the body; the mouth, the hands, the eyebrows among others. Gestures made by people are usually involuntary movements they make when communicating with others. There are different types of gestures, among others; emblems, illustrators and regulators.

  The emblems are used using hand movements normally intentionally. It represents a word or a set of words. Illustrators are those who accompany the speech, are part of it and enrich it. While regulating gestures are those we use to facilitate the flow of communication and to interact with others.

- Ways: They are learned socially according to each situational context. Poyatos (2003), adds that the ways we perform with our body are influenced by the culture, the sex, the social-educational level up to the emotional state we are in.

- Postures: Postures can be static, have a conscious or unconscious factor and can be ritualized, as well as the ways.

  According to Aguirre and Beiras (1976), the postural is a clear index of the attitude of the emitter as one of the clearest responses to the stimulus received, so it is clear that it has been the object of an attempt to control it from the point of view of the rules of relationship that determine correct and incorrect postures.

- Movements: Two aspects can be considered, the kinesic and the proxemic. As for the kinesic aspect, the partial or total displacements of the body in space are studied, without taking into account the changes of place that correspond to the study of the proxemic.

  As for the body movements, the type of displacement is considered, and in it the characteristics of frequency, rhythm and fluidity, and the projection of this displacement in space, in which the amplitude and orientation with respect to the other should be considered (Aguirre and Beiras, 1976).

Proxemic: The term proxemic refers to the habits or beliefs of a community in relation to conception, use, distribution of space and interactive distances (Cestero, 1999).

This is a relationship between cultural customs and traditions and territoriality, as it influences communicative behaviour.

Social protocols are different in each culture and in each country, and if two cultures with different social protocols come together, it could affect them widely, as there are societies in which the social rules and established behaviours are more or less strict and vary greatly.

One could say that it is a discipline, which studies the proximity and distance between different interlocutors during a conversation, their postures, gestures and the presence or absence of physical contact. At the same time, it aims to study the meaning of different behaviours and to analyze the influence of spatial organization on communicative behaviour in different cultural areas.

Chronemic: It is the conception, structuring and use of time, especially during a communicative interaction in different cultures. Early and late concepts vary depending on the social habits of each country. In each of these countries or cultures they have a social time that dictates the length of a visit to a friend or family member, the times of meals, the most appropriate times to call a person…

In general, there are three types of categories: conceptual time, social time and interactive time (Cestero, 2016).

- Conceptual time: These are the habits of behaviours and beliefs related to the concept of time in different cultures. In conceptual time, attention is paid to the cultural value of different concepts such as punctuality and tardiness

- Social time: It is constituted by the cultural signs that show the management of time in social relations. Within it, the duration of certain social meetings such as job interviews, daily activities such as breakfast, lunch, dinner, etc. are studied.

- Interactive time: It is related to the duration of signs from other communication systems that have informative value, either because it reinforces the meaning of the elements or because it specifies or qualities their meaning.

VERBAL AND NON-VERBAL COMMUNICATION IN EDUCATION

According to Freire, (quoted by Raya 2002):

> Education is communication, it is dialogue, insofar as it is not the transfer of knowledge, but a meeting of interlocutory subjects, who seek the meaning of meanings. According to him, communication is not the transfer or transmission of knowledge from one subject to another, but rather their co-participation in the act of understanding the significance of meanings. It is a communication that is done critically. (p.4)

Verbal communication should be simple and concise actions for students to understand and follow, and this requires teachers to use non-verbal communication to support verbal discourse. This is why non-verbal communication is essential in Education.

COMMUNICATION IN THE INFANT CLASSROOM

The ability to communicate is innate in human beings, when we are born there is a neurophysiological maturation in which first the child tries to communicate through reflexes that at first are conscious but little by little are controlled (Aguirre and Beiras, 1976).

The child in Infant Education is a peculiar emitter, who is capable of establishing with his or her environment only some relationships because his or her experience is very scarce due to his or her age, determining it, for example, that he or she is incapable of referring in his or her emissions to past time, to the future or to beings or objects that are not present (Miranda, 2004).

As we grow up, verbal communication becomes more and more important in our daily lives. It is the main way we communicate with other people. We depend on it so much that when it is disturbed by some situation, it represents a disadvantage.

Verbal communication is not the main way of communication for young children. But as they get older they realize how important it is for the people around them and so they develop a need to communicate verbally. In their early years verbal communication is not developed, so non-verbal language is the first form of communication they have. When children start talking, it is not something new they are learning now, as it is not the first time they have communicated. When they begin to communicate verbally, they combine both dimensions.

If we focus on Infant Education, some children have not fully develop the ability to communicate verbally, so children's communication should not be too complicated, since understanding and communicative expression are not yet fully developed. For that reason, the teacher should explain the task or activities with short, simple and concise words or phrases, so that the students can understand. Another way to reach children's understanding is through repetition, repeating things several times help children understand what needs to be done.

The majority of the communication that is used in the infant classroom is nonverbal, but strong verbal communication is significant as well. Kellogg and Lawason (1993) affirm that the majority of the communication used in kindergarten is non-verbal saying that 82% of all teachers' communication is non-verbal.

As for the kindergarten teachers, they have to take into account the capacities of each one of the children to create their own language; he/she must know the value and the importance of imitation, of the models that we propose and of the negative and positive reinforcement, all this is what the children are going to need to guide and to reinforce in the process where it will lead them to the communicative competition (Miranda, 2004).

Teachers continually uses non-linguistic resources, while accompanying his or her verbal emissions with facial, gestures, looks, body movements, hand signals or postures, imprinting his or her messages with a whole series of expressive features the so-called suprasegmental and paralinguistic traits (Miranda, 2004).

Nonverbal communication is the most used in the infant classroom and here are some of them:

- Body language: Is the use of physical behaviour, expressions, and mannerisms to communicate nonverbally, often done instinctively rather than consciously. For students, the body language is a natural, unconscious language that broadcasts your true feelings and intentions, they will likely choose the nonverbal message.
- Eye contact: This one is perhaps the most powerful way we communicate. A single fleeting look from across the classroom can speak volumes.
  Longer eye contact is associated with trust, good feelings, and rapport-all of which are important leveraging qualities. Be aware, however, that too much eye contact can be intimidating, especially for shy students. So, although we want to utilize the power of eye contact and should use it often, we shouldn't over do it.

- Facial expressions: A smile makes communication easier, less awkward, and more persuasive. It's a mood-changer and will evoke warm and happy feelings in both the giver and the receiver, in this case it's going to be the teacher and the student.

TEACHING THROUGH ENGLISH

When using English as a tool of communication, it is fundamental to work with both dimensions, verbal and non-verbal language, in an equal way, since each language has its own gestures, it's proxemic and chronemic style, all of this must be gradually mastered.

Among children in kindergarten, most of them are not able to read or write in their own tongue, so when teaching a new language, has to be in continuous contact with the language.

As regards of non-verbal communication, Cestero (2000) adds that in order to achieve correct learning of the foreign language, the steps to be taken are as follows:

- Presentation, explicit or implicit, of non-verbal signs. The teacher has to show in a clear way the non-verbal elements he or she would like to work with, paying attention to their production and communication.
- After presenting the non-verbal signs, some teacher-led activities are to be carried out, in which the use of the signs in question is exercised individually or in small groups.
  The activities that are essential in teaching and learning are interpretation, conversation and non-verbal speeches.
- Carrying out reinforcement activities about the signs learned before. These activities are directed by the teacher and are intended to exercise the use of the signs we are dealing with in dyadic or small group interaction.
- The teacher will finally semi-direct some activities to get the students to use the learned signs in interactions in a natural and spontaneous way.

It is true that non-verbal communication and verbal communication should be used equally, but it is certain that non-verbal communication is the most widely used.

As for verbal communication, teachers must know well the actions they want to use in class in order to produce and/or communicate them correctly to students.

Usually, while using verbal communication when teaching a foreign language, the actions must be repeated several times so that they can be understood. What helps in students' understanding is to combine both dimensions when saying the different actions to be followed.

Depending on the learning process that the children have, the strategies and the way of teaching will be different, but communication will still be part of the learning of the new foreign language. In the learning process non-verbal language and verbal language are the axis, because through dancing, singing and dramatization is how children start understanding the new language and develop body expression.

STORYTELLING IN EDUCATION

Storytelling is really important for the learning process of the students and it is really helpful for them, because through stories the information stayed much better than learning without any interest. Psychologist Peg Neuhauser affirms (1993), that learning from a well-told story is remembered more accurately and for much longer, than learning derived from facts and figures.

Storytelling is the oldest form of teaching, and for this reason is a common way of teaching that everyone went through. From our childhood through our lives we learn from stories about different topics but we also learn how to tell the different stories, that is why it is said that we all are storytellers.

If we focus on Education, teachers are storytellers for their students. Storytelling can be used in all the different areas of the curriculum. Thanks to storytelling children learn a language in social contexts by interacting with their peers or teachers.

Storytelling has a lot of benefits in students, for example:

- Inspires purposeful talking, and not just about the story.
- Improves listening skills.
- Gives a motivating reason for English-language learners to speak and write in English.
- Enhances the communication in the classroom.

- Raises the interest for reading stories in students.
- Improves concentration.

In Education storytelling can be told both in a traditional way and in a digital way. Nowadays digital narration is more and more used in kids. Digital storytelling is also called as the practice of combining personal narrative with multimedia (images, audio and text). No longer limited to pencil, paper, brush and canvas, digital storytelling "remediates" the ancient practice of storytelling (Bolter and Grusin 1999).

THE IMPORTANCE OF STORYTELLING TO IMPROVE COMMUNCIATION

Storytelling is an art form which seems to be in the midst of an extraordinary renaissance that it is affecting many areas of our daily life, from education to business and health to social services. It is oral literature which provides a purpose to students learning to speak clearly and expressively and to interpret and evaluate various kind of communication that accompany speaking. Storytelling it is also define as a combination of events in words, images and sounds often by improvisation or embellishment

Educators have been saying that the arts can help students in academic success and emotional well being. It is also said that storytelling is a great opportunity for student exploration. It is accessible to students of all ages and abilities and there is no need of special equipment beyond the imagination, the listening and speaking.

Storytelling is part of communication, both verbal and non-verbal. They are both needed to work together in order to have an effective communication. Moreover, storytelling is grounded in orality, which is the meaning of spoken language which is provided by contexts that may not be linguistic (tone of voice, gestures, etc).

Storytelling has two strategies which are verbal and non-verbal strategies:

- Verbal strategies are the ones to provide clear cues that avoid moments of questioning.
- Non-verbal strategies are the ones to help the students understand where the storyteller's language and attention are directed and whether it is necessary to respond or not.

STORYTELLING THROUGH EMOTIONS

Learning about how to identify the children's emotions and feelings as well as how to process them, can help children experience a positive change in their behaviour at school as well as at their home. Recognising how they feel and what is causing that emotion or feeling, can help them manage difficult situations. Researchers have found that emotionally capable children perform better in school, have better relationship with their peers and teachers and they involve themselves less often in unhealthy behaviour. Stories not only help them success at school, they also help them transmit values, beliefs, attitudes and social norms which, in turn, shape children's perception of reality. At the same time, stories can show them far-flung places, extraordinary people and eye-opening situations to expand and enrich their world and their perception of it.

Teaching emotions and feelings in the school can be a really important and difficult task to teach, but is essential for them to achieve a full development. Grewal and Salowey (2005) affirms that teaching emotions and feelings has become an essential task in the education area and most parents and teachers consider essential and a priority in the socioemotional and personal development of their children and students.

Emotions are a very difficult task to teach children and adults as well, because most of the times we don't know how we feel neither how to handle that feeling, but through stories it's much easier to explain the different emotions that we can feel throughout our daily life and how we can handle them in each situation. When children read stories that contain feelings, can help them realize and understand how they feel and accept them. It helps them understand that they are not the only ones who are feeling that way, and this makes them realize that they are not alone. The key is that stories, any type of story are an educational tool for children.

In kindergarten for example, the benefits and possibilities are multiply. Books are an essential part of preparing for transition to literature and school success, whether they read by themselves or by an adult. It has been found that also for low motivated children with weak academic skills has help them improve their listening, reading and writing skills and help them work harder in the context of storytelling.

In Education, there are many methods to teach, but few of these methods integrate verbal and non-verbal language in an equal way. One of these methods is called Total Physical Response.

STORYTELLING IN INFANT EDUCATION

Storytelling is an educational tool which is necessary in kindergarten, to encourage and introduce children to literature. Thanks to stories, we let children enter the world of creativity and imagination and help them develop new capacities such as, linguistic, cognitive and affective. The story in general is the integral and global development for children.

Narration is what helps stimulate the development of different skills. In order to get a satisfactory storytelling for teachers as well as students, some guidelines must be followed.

1.-First of all, a story has to be chosen, which is visually and narratively interesting and attractive for the children to pay attention. There are some criteria to be followed to select the correct book to read to children, such as:

- **Level**: It has to be checked if the level is suitable for students, if it provides an appropriate level of challenge and if the story contains examples of meaningful vocabulary to provide comprehensible input.
- **Literacy devices:** We must take a look what type of literacy device does the story contains and how it is going to help children in their understanding, pronunciation and memorisation.
- **Content/subject matter:** We must pay attention to see if the students will be engaged in the story, if it is relevant to their interest and if it is amusing to hear.
- **Illustration:** The illustrations should be synchronised with the text and this way support children's understanding. We must see if they are appropriate to the student's age and big enough to see.
- **Educational potential:** The story should enable the students to develop their learning strategies. The story should link with other subjects across the curriculum.
- **Motivation:** The story should motivate students and develop student's imagination.
- **Values:** The story should help students become aware of important values, offer opportunities for children to work together and help explore and share emotions.

- **Global issues:** The story should give a broader view of the world and an awareness of human rights, health and safety.
- **Language/content:** The story should provide information about life but avoid difficult cultural references.

2.-The teacher is an important figure in this narration, so the change of voice and intonation are the key to achieve good results.

3.-At the same time, teachers can have a prop as a support to help him/her when telling the story, this support can be a puppet, marionette, a pointer and so on.

4.-The staging is also a big part of the storytelling, the children should sit near the narrator and he or she should speak naturally, gesturing but without dramatizing it too much.

5.-The way the children are seated also helps on the children's understanding, the best way to gather the children around the teacher is in a semicircle; this arrangement also makes it easier for them to hear the teacher while she is telling the story and to see any visuals the teacher wish to use.

6.-The first thing that the narrator should do before starting the story is telling the title, the author and the illustrator.

While telling the story the teacher should ask questions to engage children even more. These questions should be like:

- Who
- What
- When
- Where
- How
- Why
- Can you see_____?
- What colour is_____?
- Is it _____ or _____?

Once the story is finished, it is time for activities and a process of discussion and debate about what has happened in the story, by doing this their critical thinking, analysis and

reflection will start developing. The activities that are developed after the story should be related to it and they also should be dynamic, this way their interest in learning will still be on.

TOTAL PHYSICAL RESPONSE

This is a method to teach language or vocabulary concepts to children by using corporal movement to react to verbal input. The process impersonates the way that infants learn a new language, and it reduces student inhibitions and lowers stress.

This method was created by American psychologist Dr. James Asher and is based on the experience of how humans learn a second language. One important condition for a better learning and understanding of the language is that it has to be on the absence of stress.

This method is really good for children to feel more comfortable with the new language, for that reason storytelling develops fluency with accuracy. Learners acquire language in an amusing way, which enables them to speak it. This makes the learners laugh and promotes better long-term memory and a positive attitude towards the new language.

This method has a lot of benefits on children starting a new language, for example:

- The pairing of movement with language is innately associated with effective learning.
- It uses equally both sides of their brains.
- It helps on their listening skills.

Asher adds that the process of learning a second language should be as naturalistic as learning the first language. For this reason, there are three processes to be followed:

- Children first develop their listening before their speaking ability.
- Children's ability in listening is needed because they respond physically to spoken language in the form of parental commands.
- Once they accomplish the listening skills, speech develops naturalistically out of it.

The general objective of this method is to teach oral proficiency since the beginning.

There are two roles in this method: learners and teachers role;

- Learners role

  Learner's role in TPR is to listen and perform what the teacher says; they listen and respond with corporal movements. They are both allowed to respond individually or collectively. They monitor and evaluate their own progress. They are encouraged to speak when they feel ready to do it.

- Teachers role

  They have an active and direct role in this method. It is the teacher who decides what to teach. His or her role is to command the students through various imperative commands. The teachers can use storytelling to make students interest during studying in the class.

DESIGN OF THE PROPOSAL

CONTEXT

The proposal is aimed for pupils of second year of the second cycle of Infant Education for a state school. This group has 19 students between the ages of four and five years old, in which there are 10 girls, 5 of them from ethnic groups and there are 9 boys, 4 of them are from ethnic groups.

The school is an ordinary so they have one hour per week of English. The school itself is very multicultural, you can find children from different parts of the world, the benefit of it, is that enriches children lives by getting to know the different countries.

Because of the situation of pandemic, the proposal is adapted to be carried out on distance learning. Thanks to the experience of the internship, it was found out that the students needed collaboration from both dimensions, with non-verbal language being very clear and verbal language being simple and concise. It is true, however, that most children understood non-verbal messages and actions better than verbal ones.

OBJECTIVES

According to Decree 122/2007 of 27 December, where the official curriculum for the second cycle of Infant Education in Castilla and Leon is established, this proposal fulfils the following objectives:

- To recognize feelings, emotions, needs and be able to express them through the story of the colour monster.

- To know and represent our body, discovering the possibilities of expression and coordinating and controlling gestures and movements through the story of "The colour monster".

- To express feelings, emotions and desires through oral language in another language, choosing the one that fits the integration and the situation.

- To understand and respond, verbally and non-verbally, to oral productions in a foreign language through the story of "The colour monster".

- To adopt a positive attitude towards language, both motherly and foreign.

- To identify gestures with the right emotions.

- To know the names of different emotions and emotions in the foreign language.

- To improve listening skills.

- To associate the facial expressions with the right emotions.

CONTENTS

Emotions and colours are the contents that are going to be learned in this proposal, through the storytelling is going to be easier for children to understand the different contents. These contents that are going to be worked on in this proposal are part of self-knowledge and personal autonomy area and from the area of languages: communication and representation.

The emotions that we will be working on will be, happy, sad, angry, scared, calm and in love and the colour that we will work on will be red, blue, green, yellow, black and pink. These contents will be reviewed in each lesson.

Some other contents that we will work on are non-verbal elements. Those which will be used are; kinesic elements such as, facial gestures, body postures that reflect moods, hand movements and paralinguistic elements such as intonation, voice, silences among others.

METHODOLOGY

The purpose of Early Childhood Education is to support the physical, intellectual, emotional, social and moral development of children. The methodological principles that guide teaching practices at these ages take into account the characteristics of each of the children, and bring to this stage an entity of their own that differs in several aspects from other educational sections.

As for the intervention, it will be adapted to the developmental level and learning pace of the child. It is essential to give time to processes of individual maturation, with no desire to accelerate the normal course of development and learning.

Multiple relationships between concepts must be encouraged so that the child actively builds and expands knowledge by making connections between what he or she already knows and the new things he or she must learn, and by giving meaning to these relationships. In this individual construction of knowledge, language, representation, regulation and social mediation, will be decisive for the internalisation of content.

As for storytelling, English language teachers are now more familiar with acquisition-based methodology, which recognise the value of storytelling to create an acquisition-rich environment and ideal learning conditions. Stories are a means of developing children's potential as autonomous learners. As a result, this design proposal will be based on this approach.

TIMING

The unit will be focused on the story "The Colour Monster" for four weeks. There will be four lessons, one each week and they will last between 10 to 20 minutes depending of the lesson:

LESSON 1

In the first lesson the teacher will approach and tell **the story** "The Colour Monster", which will last 10 minutes.

LESSON 2

In the second lesson the teacher will **review the story** "The Colour Monster", then she will do an **activity about colours** and to finish **an online worksheet**, this will last 20 minutes more or less.

LESSON 3

In the third lesson the teacher will start **reviewing the story "The Colour Monster"**, then she will do an **activity about feelings** and to finish **an online worksheet**, this will last 20 minutes more or less.

LESSON 4

In the forth lesson the teacher will **review of the story " The Colour Monster"** and to finish we will do **a craft**, this will last 20 minutes more or less.

LESSONS

Each lesson with the instructions to follow will be sent every Monday to the parents e-mails accounts which the Castilla y León board has provided. The teacher will create, a group and the worksheets will be send to this group all at once, instead of sending to each family. The lessons will start with a review of the previous lesson to help the students focus and support on their learning. These lessons will be based on the book *"The Colour Monster"*, so the feelings and colours will be worked on in a fun and dynamic way.

LESSON 1

In the first lesson the story of *"The Colour Monster"* is introduced. In this lesson the story is told in a simple way and with the support of non-verbal language, so that the students can understand without any problems and start to familiarize themselves with names of emotions and colours in English.

THE COLOUR MONSTER

This story written by Anna Llenas tells the story of a little monster who has woken up a bit strange, he does not know very well what is wrong with him. His emotions are all together and in such a mess, that they don't work.

It is a simple but effective book, which is ideal to bring children closer to six basic emotions, which are, happy, sad, calm, scared, angry and in love. It is also told in the present tense, which makes it closer to the reader.

The book has been selected because it is a good level of English for them and the vocabulary used is meaningful. The content in the story is really interesting for children; this way helps children pay attention while the teacher is telling the story. The illustrations in this story are really simple and minimalistic, so it is easy for children to understand. Moreover, this story's contents links with some subjects and contents across the curriculum, for example the colours and feelings.

RESOURCES:

For the first lesson, we won't need any type of materials, because in this lesson they are going to watch and listen to the storytelling. The only thing that they will need are:

- Story " The Colour Monster" (Appendix 1)
- Internet connection
- Computer or other electronic device
- The video book: https://youtu.be/m3MKAsNq9OQ

DEVELOPMENT:

First, the teacher will ask questions which the answer will be "no" and the answer of the last question will be "yes" taking into account the front cover.

- Is this a dog? - No
- Is this a boy? - No
- Is this a girl? - No
- Is this a monster? – Yes

The teacher will read the title, the author and the adaptation to the original. Later on, the teacher will describe the illustrations from the front cover. After this, the teacher will start reading the story using meaningful non-verbal language.

Each page of the story contains very easy text for the students to understand:

"The monster is happy"

"The monster is yellow"

After reading the text and resorting to non-verbal language to help understanding, the teacher will ask them to show their monster face and then the teacher will show them again her monster face.

While the story is being told, the teacher will ask questions to the children, allowing them time to respond as if it were a face-to-face storytelling, so they have time at home to answer or act out what the teacher asks them. Once the story is over, they will be asked a question to reflect on what they have seen, this question could be:

- What is your favourite emotion?

With this question we will quickly go over the story and they will have to think about which one they like best, so that we sequence the story and reinforce their critical thinking.

Figure 1: Adapted book cover

LESSON 2

In this second lesson there will be a review of the previous lesson, so we will start with the story and then we will focus on the colours. We will classify different objects by colours and finally the teacher will send them a link to do a worksheet.

RESOURCES:

- The story "The Colour Monster"
- Internet connection
- Computer or other electronic device
- Glasses
- Cards or sheets of paper
- Objects of different colours
- Monster template
- The review video: https://youtu.be/wRcgqDREaW8
- The worksheet link:
  https://es.liveworksheets.com/c?a=s&t=0v7s0iryao&m=n&e=n&l=dz&i=nzdutd&r=vn (Appendix 2)

DEVELOPMENT

We will start the lesson by going over the story, reviewing the emotions and the different colours. After reviewing the story, we will focus on the colours, for this the teacher will use some monsters templates of different colours to learn them. The teacher will said one by one the different colour for the students to start familiarizing with them and she will ask the children to say them to, so she will give them some time to say the different colours. Then, we will make a classification with the different colour, for this purpose the teacher will put on the table different objects of different colours, and we will classify them in different glasses. While the classification is being done, the teacher will ask them questions, as in the previous lesson, the teacher will ask them first questions which the answer is "no" and to finish up the teacher will ask them a question which the answer is "yes". The questions that the teacher will ask them are the follow ones:

- Is this blue? - No
- Is this yellow? - No
- Is it red? - Yes

These questions will be asked until all the objects are classified. After all the colours have been sorted, the teacher will sequence again all the colour as a review. Then, the teacher will send a worksheet of the lesson to the parents emails, for them to do it. In this worksheet, they

will have to listen to an audio which tells the colour and they will have to match it with the correct monster. This is the link of the worksheet, they will do: https://es.liveworksheets.com/c?a=s&t=0v7s0iryao&m=n&e=n&l=dz&i=nzdutd&r=vn

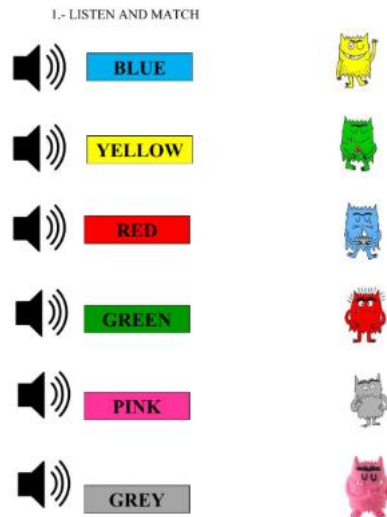Once the students click "finish", the results will arrive to the teacher's email.

Figure 2: Colours online worksheet

LESSON 3

In this lesson the teacher will first recall what we learned in the previous lessons. Then, we will focus on emotions. We will use the monsters from the second lesson, but this time will use them to review emotions. To end the lesson, the teacher will send them a worksheet.

RESOURCES:

- The story " The Colour Monster"
- Internet connection
- Computer or other electronic device
- Colour monsters
- The video explanation: https://youtu.be/JfJ7EG4sId4
- Link worksheet:
  https://es.liveworksheets.com/c?a=s&t=0v7s0iryao&m=n&e=n&l=gi&i=nzdzod&r=r k (Appendix 3)

DEVELOPMENT:

In this lesson we will begin by reviewing the story and what we have learned in previous lessons. After having reviewed, we will focus on the feelings, the teacher will use the monsters used in the previous lesson. In this lesson the teacher will focus on reviewing the emotions, for this reason the teacher will ask them questions, the answer of the first ones will be "no", however, the last one will be "yes". The questions will be the following ones:

- Is the monster happy? – No
- Is the monster sad? – No
- Is the monster angry? – Yes

As said before when the teacher asks the questions, she will use facial expression so that they can understand it more quickly, after the question, the teacher will ask the students to show her their monster faces with the different emotions. Then, the teacher will do a sequence of all the emotions as a review. After reviewing the emotions, the teacher will send them a worksheet in which they will have to match the monster with the correct emotion, in this case the emotion will be written, and thanks to that the children will start becoming familiar with the letters. This is the link of the worksheet they will do, https://es.liveworksheets.com/c?a=s&t=0v7s0iryao&m=n&e=n&l=gi&i=nzdzod&r=rk

Figure 3: Emotions online worksheet

Once the students click "finish" and the results will be sent to the teachers email.

LESSON 4

It will consist of doing a dice of emotions, but before starting with it, we will review what we have learned in the last three lessons.

RESOURCES:

- The story " The Colour Monster"
- Internet connection
- Computer or other electronic device
- Colour monsters
- The video explanation: https://youtu.be/L-QkiSWcjCg
- Craft template: (Appendix 4)
- Scissors
- Glue

DEVELOPMENT:

We will start by reviewing as the other lessons with the story, the teacher will go page by page revising each emotion. After reviewing the different contents we will move on to the dice of emotions. For the dice as the teacher does in the other lessons, she is going to make an explanation video about how we are going to make the dice. First the teacher will show the final result, and then she will ask them a question.

- Do you want to make one?

Then, the teacher will show them the materials that they will need to do it, after that, the teacher will show the different steps they should follow.

- First: cut, cut, cut, the paper, follow the lines.
- Second: fold, fold, fold here
- Third: glue, glue, glue the flaps.

These instructions will be followed by non-verbal language in this case it will be hand movements. After teaching the steps, it will be their time to do it.
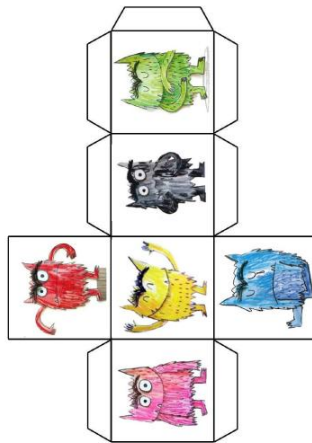
Figure 4: The craft template

Figure 5: The craft

CONCLUSIONS

Thanks to the completion of this work has made this teacher understand more what is really called communication. Communication is not just speech, there are many more ways we can communicate with each other, it also has a lot of different elements that are part of both dimensions, some of them were unknown at first.

Throughout the work different elements of communication have been considered and put into practice, for example, paralanguage, kinesics, proxemics and chronics, they have been the axis of this work, since when teaching a language to non-native children, it is difficult for them to understand the speech, so these elements have been a great support for their learning.

As for the verbal communication used in this proposal, it has been simple and concise so that children can learn and understand it without any problems.

Paralanguage has been the most used among the others, for example, it has been used while reading and representing the story, since the teacher had to change a lot her emblems, facial expressions, tone, pitch as it makes it easier for children to understand. All these elements are very important now more than ever, since doing the lessons on distance learning, the intonation, and illustrators have to be done correctly. If it is done in a wrong way and the children at home do not understand it, there is no second chance to redo so, it is necessary to practice and rehearse so that everything goes as expected. It requires more work from the teacher as she has to record the session as accurate as possible.

This work has been complicated and the teacher had to work harder than she thought, but it's been very rewarding. This final work has been another step in her training as a future teacher, since thanks to the teacher has increased and reinforced her knowledge of verbal and non-verbal language. The most complicated part of this assignment has been the proposal.

It has been complex to carry out activities that allow them to communicate in foreign language taking into account that the classes were online.

This proposal has been developed correctly, for example, the book that has been chosen for this proposal has been appropriate, because it has taken into account the simple and necessary vocabulary that children need at this educational stage. The illustrations are also simple, so they help students understand the text more easily.

The activities that have been carried out taking into account the story have been the right ones. The contents used in these activities, in this case, colours and emotions are essential in the educational area. As the activities are online, the teacher made them easy with lots of colours to be attractive to eyes of the children and dynamic to be more fun for the students to do them. It is true that doing everything online has been a challenge to the students but also to the teachers, for this reason there have been some advantages and disadvantages with this proposal.

Some of the advantages that we can point out are that students can watch the videos made by the teacher when they want, when they have time and they can watch them as many times as they want. As for the disadvantages, the students need Internet connection as well as a tablet, computer or an electronic device to do the different activities. Also, the feedback will be

limited because the lessons will be done on distance learning, so it is more difficult to have a feedback.

Taking into account these inconveniences when it comes to obtaining results, it has been complicated and different from the usual way. In this proposal, the teacher can achieve results through the activities carried out by the students on distance learning. At the end, they have to click on the "finish" button, so that the results are sent directly to the teacher's mail and she can assess the students' progress. It is strange to do it this way, but it seems that it may be this way in the future if the pandemic returns, so it would be very useful and necessary that teachers are trained on distance learning and how to carry out classes for children in Infant Education.

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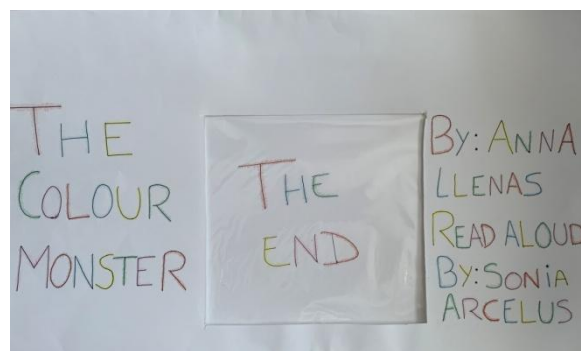
RESOURCES:

- https://youtu.be/m3MKAsNq9OQ
- https://youtu.be/wRcgqDREaW8

- https://es.liveworksheets.com/c?a=s&t=0v7s0iryao&m=n&e=n&l=dz&i=nzdutd&r=vn
- https://youtu.be/JfJ7EG4sId4
- https://es.liveworksheets.com/c?a=s&t=0v7s0iryao&m=n&e=n&l=gi&i=nzdzod&r=rk
- https://youtu.be/L-QkiSWcjCg

APPENDIX

Appendix 1: The story of "The Colour Monster"

Appendix 2: Worksheet about colours

1.- LISTEN AND MATCH

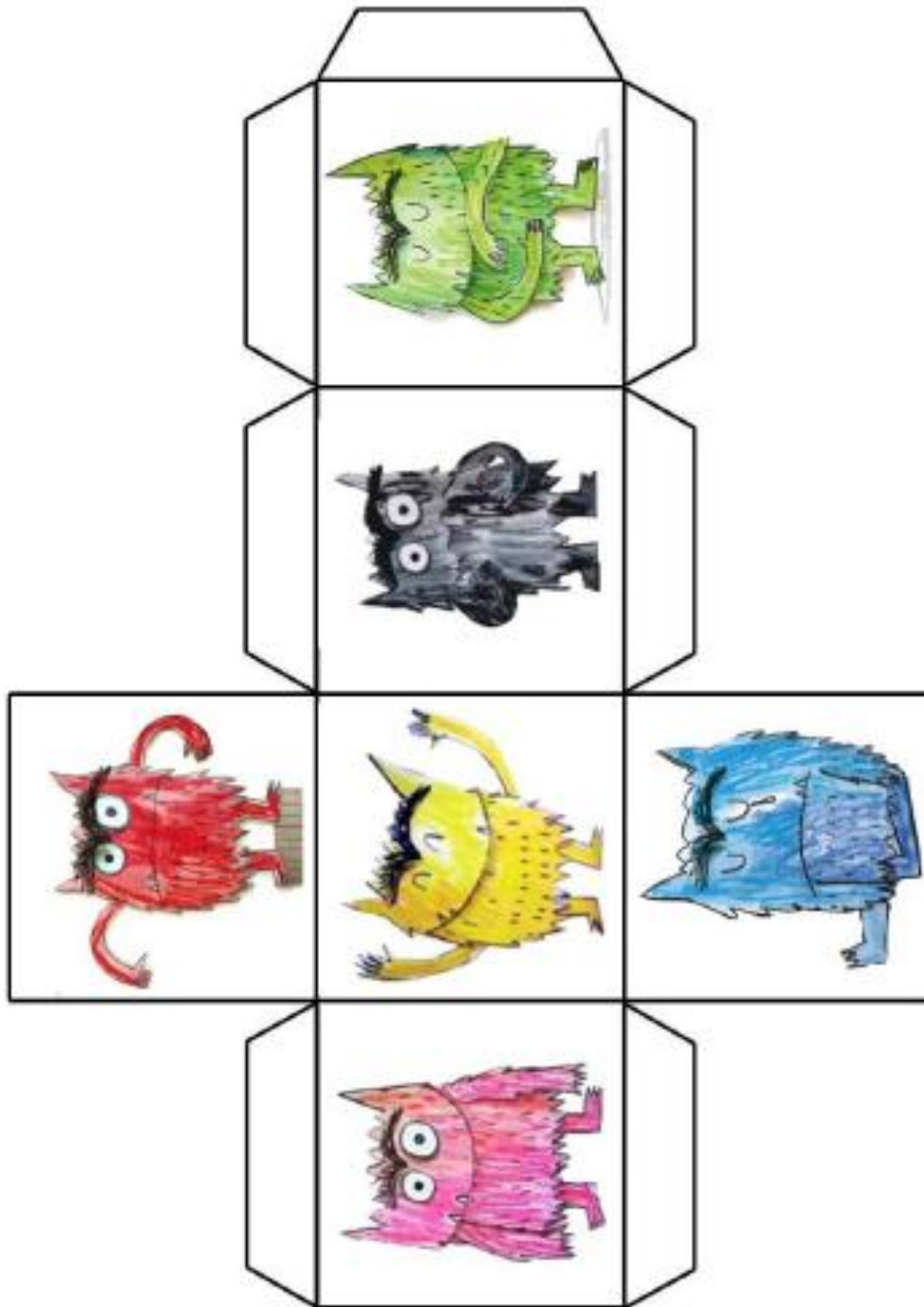**Appendix 3: Worksheet about emotions**

1.- MATCH THE MONSTER WITH THE CORRECT EMOTION

Appendix 4: Dice template

Appendix 5: Finished dice