



GRADO EN EDUCACIÓN PRIMARIA

UNIVERSIDAD DE VALLADOLID, FACULTAD DE EDUCACIÓN DE PALENCIA

Bilingual school Reading plan proposal

Propuesta de plan de lectura en un colegio bilingüe

TRABAJO DE FIN DE GRADO

EDUCACIÓN PRIMARIA, MENCIÓN LENGUA EXTRANJERA INGLÉS

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Palencia, 2021

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Resumen

A día de hoy, el bilingüismo está implantado con éxito en la gran mayoría de colegios de España. Partiendo de esto, es de vital importancia la presencia de la lectura en las aulas en ambas lenguas, ya sea en castellano como en inglés. El objetivo prioritario de este trabajo de fin de grado es despertar en los alumnos el interés y el gusto por la lectura, para llegar a conseguir lectores competentes.

Los hábitos de lectura son más fáciles de obtener si se empieza desde una edad temprana, y si nuestra intención es que los alumnos realicen esta lectura de forma voluntaria y autónoma, es necesaria la existencia de actividades en el aula que fomenten el gusto por la lectura.

He basado este trabajo final en mi experiencia vivida durante el Prácticum II y tomando como modelo el centro bilingüe en el cual realicé mis prácticas. He creado un plan de lectura para este colegio, que se ajusta a la nueva realidad bilingüe, donde se han tenido en cuenta todos los factores que intervienen en la educación de los más jóvenes, como son el colegio, la familia y su entorno.

En definitiva, a partir de esta propuesta de plan de lectura vamos a intentar convertir la lectura en una práctica que sirva como aprendizaje y como actividad lúdica, fomentando el placer por la lectura como actividad formativa.

Palabras clave: lectura, plan de lectura, competencia lectora, libros, ficción, no ficción, bilingüismo, hábito lector.

ABSTRACT

Nowadays, bilingualism has been implemented successfully in most Spanish schools. Parting from this, it is vital the presence of reading in the classrooms in both languages, whether in Spanish and English. The main objective of this final work is to awake students interests and pleasure of reading, to reach the objective of having competent readers.

Reading habits are easier to obtain at a young age, and if our intention is that students achieve the positive habit of reading in a voluntary and autonomous way, it is necessary the existence of activities in the classroom that encourage the pleasure of reading.

I based this final work in my experience of the Practicum II and taking as a model the bilingual school I did my internship at. I have developed a Reading Plan thought for this school, which will fit the new bilingual reality. I have taken under consideration all the factors concerned in youngsters education, such as the school, their own circle of relatives and their environment.

Ultimately, through this reading plan proposal we are going to try to change reading into a practice that is useful as learning and ludic activity, encouraging the pleasure of reading as a formative activity.

Key words: reading, reading plan, reading competence, books, fiction, non-fiction, bilingualism, reading habits.

1. Introduction

1.1 Personal experience

Books have always been an important part of my life, both in personal and school life. Since I was little, I shared with my mother the pleasure of reading and I was always with a book in my hands. I have always been keen on reading, my reading preferences have been changing, and I have read a lot of different books with different topics. Even now, reading is one of my favorite hobbies to do on my free time.

But one thing that shocked me a lot in all the stages of my life was the difference between me and my classmates on the opinion about books and reading in general. One of the things I loved the most, was hated and rejected by them. Some of them even considered reading was torture. At first, I did not understand why but while time passed by, I started seeing why.

I enjoyed reading because I was lucky to have someone of my close environment that liked reading as well, but not all the people were that lucky. Usually, school had reading as a mandatory activity, with compulsory books that did not match the tastes of the students. I noticed that school was the problem of students reading rejection.

1.2 Professional approach

Reading is essential in our society. It is the way thought to new knowledge, help us develop our oral and written expression and it is a source of entertainment. That is why it is important in schools to elaborate a reading plan for the primary stage. Usually, in schools, the priority is that the students learn how to read and write, but it has not been considered to train students to be readers. It is not only necessary to know how to read, but also it is necessary to reach a reflection about the text read. There should be a thought and a critical analysis, and over all of this, the main goal should be that pupils enjoy reading.

One reason to investigate and talk about reading is because it is very important in our lives. Through it, people can learn in an autonomous way during all their life. Reading allows people to move to places or contexts that were unknown before, makes creativity and imagination grow and let people have their own opinion about the world that surrounds them. If we motivate children to read, they will broaden their knowledge, and they will understand on their own the different concepts that appear in the books. It is key that they learn to read in a correct way, so that the reading comprehension is realized in a satisfactory way.

There are a lot of authors that consider that reading is necessary in the classrooms, and they talk about different. For example, Daniel Cassany (1994) affirmed that reading is a strong instrument for learning or Marchesi Ullastres (2005), who says that reading is one of the most complete formative and pleasant activities to which we can dedicate our time.

Another reason to investigate about reading is because it is a topic relatively forgotten in schools, and it would be good if we can show people the importance of reading in the school context. Children should create reading habits in order to learn and develop the enjoyment of reading.

One aspect to consider is the transversality of reading. It can speak about different topics from different perspectives. It is not only necessary to talk about reading in the subject of Spanish language and literature, but you can also read in sciences, mathematics and in all the different school subjects.

If all these aspects are taken into account, we can affirm that reading should be an activity that should be implemented in the classrooms for the correct development of the students to reach the different objectives not only of Spanish language and literature, but also for the rest of the subjects and for the own knowledge of every student.

2. Objectives

First, information about the diverse purposes of reading and the need to make a reading plan that is adapted to the objectives of a bilingual school will be given. The objectives will be the following ones.

2.1 General objectives

The main objective of this final work is:

- Design an innovative didactic project close to the interest and capacities of students of fourth year of primary school that encourages reading motivation and related to the subject of sciences, to the ancient civilization's unit.

2.2 Specific objectives

In this proposal, there are some objectives that are linked to the theoretical framework, related to the European Framework of Reference for Languages, where objectives connected to the importance reading and its purposes, and the need to have a reading plan that is adapted to the bilingual school's objectives can be found. Some of the main objectives are:

- Obtain linguistic knowledge
- Understand the bases of language acquisition in a cognitive, linguistic, and communicative way.
- Acknowledge the importance of reading for personal development.
- Recognize the importance of adapting a reading plan to the objectives of a bilingual school.

The attention is going to be focused on the reality of a school that I have chosen to develop this reading plan. Main objectives:

- Ease the connection between different areas through the interdisciplinary approach. Try to make the students see the possibility of working in a linked way between the subjects and reading.
- Promote social values and capacities like imagination, creativity and critical capacity through reading.
- Boost the reading comprehension capacity of the students. Without comprehension there is not reading. Students must understand what they are reading, so that they can work these texts from different points of views.

- Arouse the interest and pleasure of reading for the students and the importance of reading for their personal development.

3. Justification

The main purpose of this final work is to develop a reading plan for a Spanish bilingual school that works with English as the first foreign language.

Reading in the actual Law of Education

To start, a first analysis of the Law of Education that is being followed will be performed, that is the organic education law 2/2006, 3rd of May (nowadays there has been changes in this Education Law, but the bases are established by this one), and the attention will be focused on the curriculum of primary education, talking about reading in particular.

The relation between school and reading is not new. Learning to read and to write has always been one of the main objectives in school. It is true that in school, students have learned to write or to read, but the objective of creating readers or writers was difficult to reach. School makes students acquire the skill to read or write, but they find hard motivating pupils as much to develop a more in-depth interest. They just acquire the domain of the code of the written language.

It is true that nowadays, actual legislation is trying to give new nuances to give to reading in school. There is an intention to progress to create competent and advanced readers. In the BOE (2014) the following extract can be found:

El área de Lengua Castellana y Literatura en la Educación Primaria tiene como finalidad el desarrollo de las destrezas básicas en el uso de la lengua: escuchar, hablar, leer y escribir, de forma integrada. La adquisición de estas destrezas comunicativas solo puede conseguirse a través de la lectura de distintas clases de textos, de su comprensión y de la reflexión sobre ellos, teniendo presente que esta no debe organizarse en torno a saberes disciplinares estancos y descontextualizados que prolongan la separación entre la reflexión lingüística y el uso de la lengua, o entre la reflexión literaria y el placer de leer, sino que deben ajustarse a la realidad cambiante de un individuo que vive inmerso en una sociedad digital y que es capaz de buscar información de manera inmediata a través de las Tecnologías de la Información y la Comunicación.

La lectura y la escritura son los instrumentos a través de los cuales se ponen en marcha los procesos cognitivos que elaboran el conocimiento del mundo, de los demás y de uno mismo y,

por tanto, desempeñan un papel fundamental como herramientas de adquisición de nuevos aprendizajes a lo largo de la vida.

The BOE presents Reading as a main instrument that should be used and structures the subject of Spanish language and literature in five content blocks. Two of these blocks are destined to written communication: reading and reading education (blocks two and five) and reading comprehension takes an important part, because it is primordial awakening the interest for the reading practices on the pupils.

The attention will be focused on the last block that is about reading education, that talks about the general objectives that students should archive. Some of the objectives are:

- *Recognize and values the fundamental characteristics of narrative, poetic, and dramatic texts.*
- *Make guide readings of oral tradition narrative texts, infant literature, classics adaptations and nowadays literature.*
- *Create literature texts from a pattern given using lexical, syntactic, phonic, and rhythmic resources in these reproductions.*
- *Memorizes and reproduces shorth, easy oral texts, tales, poems, songs, riddles, or tongue twisters.*

There are also some specific objectives of year four in the Castilla y León community that are focused on literature education, some of these specific objectives that can be found in the BOCYL are:

- *Recognize in the book some of its parts: cover, back cover, illustrations, and some textual markers that apport characteristics to the book.*
- *Listen with attention and recognize different kinds of texts.*
- *Recognize resources of the literary language.*
- *Differentiate the main formal conventions of the genres.*

As it is a bilingual school, the area of the first foreign language, English, should be taken into account because it takes an important part in the project proposal.

Some contents that are common in all the blocks in the BOCYL are greetings and farewell, courtesy rules, habits, life conditions, values, beliefs and attitudes, non-verbal language and understanding of the value of the English language as a communicative instrument. The blocks of the English language are the following:

- Block 1: Comprehension of oral text.
- Block 2: Production of oral texts: expression and interaction.
- Block 3: Understanding written texts.
- Block 4: Production of written texts: expression and interaction.

The main interest points for this proposal are collected in the third and fourth block, because they are both related to reading. The attention will be focused on the understanding and production of written texts.

In the third block, the objectives to be highlighted will be:

- Understand essential information and locate specific information.
- Value the foreign language and respect people who speaks it.
- Start using a bilingual dictionary and the ICTs.
- Recognize basic punctuation marks and common symbols.

As for the fourth block the following objectives will be pointed out:

- Know and apply basic strategies to produce very short, simple written texts.
- Write simple narrative texts using previously worked structures and a model.
- Get the main communicative function of written texts (for example, an exchange of information).
- Control basic syntactic structures

It is also relevant to talk about the second block, written communication: reading. It deals with the importance of contact between books and students. The kind of text the students should be in contact with should be diverse and students should be able to interpret them in a correct way. They should be able to read out loud different kinds of texts with the correct intonation and with fluency. They should also be able to do silence reading of texts, progressing in the speed and comprehension. They should use reading as a way to expand their vocabulary and to correct their orthography.

It is important that pupils acknowledge the main information while reading text from both the school and social context, such as letters, informative texts, news, or web pages. It is also key that students work with schemes to put the information in order, and they mark the use of the ICTs at school.

With all this information it is confirmed that the educative sector has considered reading and writing as a key tool to help students to be critic and cultivated people. Strengthen a reading

habit and reaching a correct reading are a fundamental factor in the academic context. Pupils will find harder to reach the objectives in the scholar ambit if they do not acquire a satisfactory reading habit during school years. It is true that the law confirms the importance of reading, but the reality is usually different in schools.

Schools usually find difficult to implement reading, writing or oral communication in the classrooms because of different factors, such as time or support, and they prefer to focus their attention on the different contents of the subjects. The change is a slow process, but little by little, hints of good educative practices in relation to reading are shown. There is still a lot of things to do and getting better should be one of the main objectives to reach an excellent reading formation. And it is not only important about Spanish language and literature, but we also should implement reading in the rest of the subjects. This reading plan will be related with the sciences subject, but we can also work the rest of the subjects in an interdisciplinary way.

4. Theoretical foundations

4.1 Definition of Reading

The Royal Academy of the Spanish Language defines reading as the act of reading, the interpretation of the meaning of a text or to go through a text understanding the meaning of the characters used. If the understanding of reading is only based on this definition, the acquisition of the reading skills would end with the learning of our language code, and a reading plan would not be necessary. But this word has a deeper meaning because the reading training is a lifelong process.

There is not univocality when it comes about the definition of reading. Most of the definitions of reading from different authors are similar to the one from the Royal Academy of the Spanish Language, but it has been modified through the years, depending on the social, economic, cultural and epistemological changes. But there are also some interesting definitions that may adjust better to reality of what reading really is. Some of these definitions are:

- **Daniel Cassany (1994):** Reading is a strong instrument for learning; by reading books, newspapers or texts we can learn every discipline of human knowledge. Furthermore, it implies the development of the superior cognitive capacities. The one who learn to read efficiently and constantly, develop their own thought.
- **PISA Project (2006):** they define it as the comprehension, the use and the reflection draw from written texts with the main objective of reaching our own goals, develop the knowledge and personal potential and participate in society.
- **Marchesi Ullastres (2005):** reading is one of the most complete formative and pleasant activities to which we can dedicate our time. Reading can expand our knowledge, transport us to other worlds, help us to know the others and ourselves and make us live exciting adventures in different situations. The main objective of reading is not only that students understand the meaning of a written text. The reading education must go further and make all students enjoy stories, narrations, and tales.
- **Ariel Gutiérrez and Roberto Montes de Oca (2004):** Reading is an interactive process of communication in which a relation between text and reader is established. When the reader processes it as language and interiorizes it, they build their own knowledge. Reading is a constructive process when we recognize the meaning, not as a text property, but as the reader build it through a process of flexible transaction in which while they are reading, they give a particular meaning to the text parting from their knowledge and experiences.

- **Margaret Meek (1982):** reading is a whole task learning, right from the start. Reading may seem the same for everyone, but it clearly is not. Learning to read in the early stages is an approximation of adult behavior with a genuine meaningful function.

There is one competence linked to books, that is the reading competence; we acknowledge this competence as “the individual capacity to understand, use, and analyze written texts with the aim of reaching personal objectives, develop their knowledge and possibilities and take part of society” (OCDE, 2009). This definition talks about the set of skills and knowledge that should be launched to achieve the main goal. One way to see if children have acquired the reading competence if they are able to identify the main idea and the secondary ideas, and general and specific facts about the text. If they can analyze the approach of the author about the topic, the characters, or the events. Also, identifying the explicit and the implicit events that appear in the text.

Reading is a complex process, it is not only understanding of a written code, but a source of communication, transmission, discussion, and entertainment. Reading offers a lot of advantages such as intern enrichment, understanding of other realities , better communicative capacity, better analysis capacity or problem resolution. And one important thing, reading is suitable for every age range, gender, or social condition.

4.2 The importance of reading

Reading is one of the keystones for knowledge acquisition and one of the better skills that can be acquired. This tool will accompany us during our life, and it will allow us to understand the world around us. Reading opened the doors of knowledge and it give wings to our inspiration and imagination. Reading will mark and have an influence in our way of being. All that surrounds us are texts, like a book, a recipe, a note, an advertisement or even the text that you are reading now. Reading is essential. Reading is one of the most frequent activity. It is necessary both in school life and as members of our society.

It is key that we see the social aspect of reading. It is a way of communication and transmission of culture and values of a society. The reading competence allows us to feel as active members of our society. In the same place as it could be a public library of a city, you can find kids, youngers, and adults; men and women; people that know a lot, and people that do not know anything; habitual readers, people who do not read, and first readers; students and workers and a lot more. All this people have read at least one time in their lives, and they have become the person they are now because of text that surrounded them. All of them have experience communication with others, and one of the factors that allowed this was reading.

Reading increases the ability of attention and observation. It helps people to concentrate on things and helps developing the language, improving the fluency, vocabulary, or spelling. It trains our brain, making us remember, know, and learn. Reading helps us to release our emotions and express them. Through the emotions we can get to know ourselves better, knowing what we like and what we do not, and how our body represents our emotions in different situations. I bet all readers have shed a tear with a book, have become angry, have felt good for someone or have wanted to help a character. All these emotions are reflected in every individual personality, and each of us has a different way to represent these emotions.

Reading makes us grow as humans.

4.3 Motivate and encourage reading

Motivation is the result of the provisions that arouse the reader. It is giving cause and effect to carry out the act of reading. Motivation is what makes reading an especial and attractive activity. It is very important to make a good selection of books, and we have to find what books are they interested in.

I think that most of us have the personal experience of having high expectations about a book or a text, being motivated and interested and our expectations quickly disappeared when we started to read it when we realized that the text was not what we were expecting. Our motivation disappeared because our interest and expectations were frustrated. Some of the reasons could be that we were expecting something that never happened or the differences between our expectations and the text.

It is unthinkable that all the text always answered to readers' expectations because each of us have different expectations and tastes. There are books that I have no interest on, but this same book may give satisfaction to other reader.

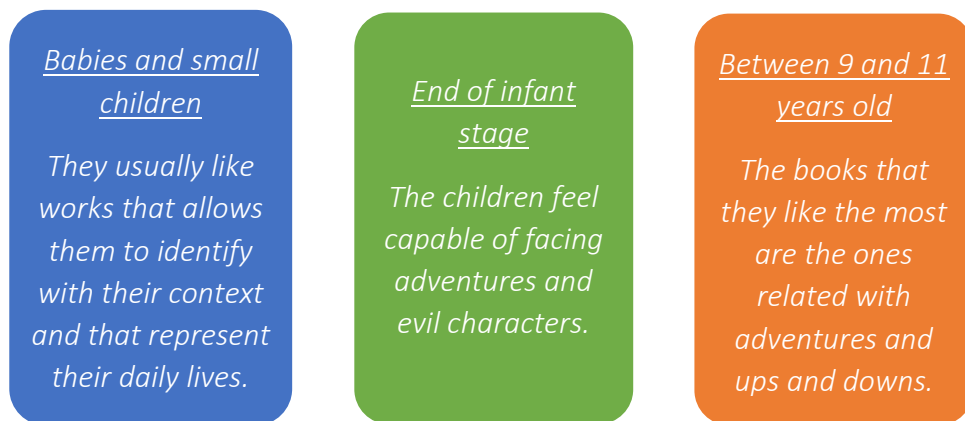
Who or what are the responsible of the effectivity or the nullity of motivation?

1. The reader:
 - The one that is motivated, attracted or interested about the text.
 - The one that feels cheated and unmotivated.
 - The one that feels motivation growing or decreasing when reading.
2. The work:
 - Gives the reader what it was expected.
 - Does not give what it was expected.
 - The work gives a different interest that the reader was expecting.

3. The mediator:

- The one that offered or suggested the text with some facts about the book that could interest the reader.
- The one that offered or suggested the text with some facts that were not interesting for the reader
- The compatibility or incompatibility between text and reader

The moments in our students' lives are key to understand the students interests and motivation for reading. This may sound evident, but the age range of the readers has a lot of influence on their preferences and main interests, and we should always take it into account. In the following scheme, Colomer (2018) shows us in a general way the main differences that we can establish between readers:



Following this idea, as time passes by, children move away from fiction books where the main character always wins, and they do not have the necessity of experimenting that all the problems will always have the best solution. At a certain age, kids would prefer more realistic stories. They look for adventures in which they can easily be identified with the main character.

Margaret Meek (1982) has a similar conception of the reading stages. She divides the stages in beginning early, before five; the new partnership, five plus; seven is important and round eleven.

In the beginning early, before five, she mentions that we should not force the reading activity in children, and that we should make them see that read is an activity at the same level as play or all the rest of activities that a child usually like. Children should have their own books among their possessions and toys. She affirms that reading is like a ritual. When you are reading and a child shows interest, you should make sure that the kid enjoys the experience. The children should help you pass the pages, look at the images, make comments about the book, and when they had had enough, let them go.

For children of this age, it is important to include in these books people associated with them. "The writing becomes familiar as the young readers discover that what they hear and see is made up of the words they know, especially as they recognize the names."

About new partnership, five plus, it is the stage where they start their primary education and it is when children learn significant lessons all day long, for instance new rules of behavior, such as how to ask for things. The children's actions and sayings have now a different value, and all of it have a new learning pattern. And soon, the reading learning starts. It is an advantage if a child is previously familiar with books. Children who have some idea about what is reading will take books confidently, will look at the pages correctly, from left to right, can tell themselves a story from the pictures, recognize words and remember the sequence events.

Children who make a confident start in reading usually fall in three groups: those who link pictures to transform them into a story; those who are familiar books, that they have read many times; and those who tackle the words they do not know.

In seven is important, Margaret Meek affirms that by the age of seven, every student has learned some formal school behavior. The books in the classroom are suddenly full of information rather than stories, and work and play are more clearly distinguish. "To structure a child's reading development it is necessary to discover what children can do, to encourage them with well-chosen material and sufficient relevant help for their sticking points. They will go ahead for reasons that seem good to them."

At these ages, children need to have a wide range of books, stories and pictures, and there are three ways of coming to books. The first one is when they know which books have already enjoyed. Sometimes they return for them searching for comfort. The second way is with schoolbooks that engage them at work. And last, there is the challenging reading, that is the next stage of independence.

And finally, we are going to talk about round about eleven. At this age, most children can read, they do not usually read out loud as they did, but they are fluent and can understand difficult words by the context.

They already know the books they like. A book is a whole world for the reader, and a great book for this age range is a good story, well made, in which the elements of story and telling are fused. That is when the children get into the story. They imagine the place, the characters, the things that the characters eat, their behavior, their thoughts, and more things that a children can link with their real life. They recognize the world of the story as the same as the one outside. And as

society changes, so do the plots and settings of these stories. Language, clothes and social habits change fast, and books should adapt to these changes in order to attract readers.

But one important thing about readers of this age is that they can separate reality and fiction. They are interested in fantasy books, that came from the tales that they have read before.

4.4 Strategies for reading motivation or strategies for reading demotivation

There are a lot of strategies to motivate children to read and they can be done through collective activities, presenting the book and its reading as an attractive and funny way. With these strategies you can feed the imagination, awake the curiosity and interests, or recreate new situations. But there is a step that is not automatic between the collective activity and the individual reading.

When you want to create a reading habit, you have to take into account that it is not an automatic habit. It is necessary to practice and to have the desire and attitude to read. Time also is a principal factor that we have to count on.

Some strategies that can be followed to motivate the students to read are the following:

- Make an approach for the students to reading through lectures they can understand. "Understanding has to do with the typographic references like the text structure, word meaning, semantic context... but also the way you read it" (Mata, 2008:130). This group of elements determine if a text can be understood or not. If only one of them is difficult to acknowledge, the text will be not understood easily. The book should not be an insuperable challenge.
- Try to make students enjoy reading. "the word pleasure is linked to reading" (Mata, 2008:37) the main goal to achieve is that students discover the individual pleasure of reading. Sometimes we need a bridge that joins the pleasure and reading. And that is where the game and fun reside. Games are a connection with good feelings, and with good strategies, you can link these emotions with reading. But we must be careful with games because they can end up in agitation and the process of reading will end.
- Encourage the reflection process of students. We should try to make students make a critical reading, where they can extract details and information, but also "complementary reflections that are not essential for the construction of textual meaning, but inevitably, they have an influence on it" (Cassany, 2017:119) it is vital to educate students, because "they develop the capacity of understanding and controlling the direction they want to take in life" (Serrano y Madrid, 2007:61)

There are also some strategies that do not motivate students to read, on the contrary, they discourage them. One of them is confront television and books, because it looks like that reading is an obligation and television a pleasure. There is enough time for both activities. If children are motivated, they will be able to plan and organize their time in order to have time to do all the things they have planned.

Another strategy that is not useful is making kids believe that they read to learn. Obviously, by the process of reading you learn. But linking it to exercises related with the language field makes us see reading pretty much as an obligation. This strategy is linked with the one that considers the book as something serious, because students stop considering reading as a funny activity. Sometimes when parents want to punish their kids, they use reading as punishment.

It is important that children dedicate time to read, but the best way to do it is making of it an appealing and exciting activity. But they need help to discover it.

4.5 Bilingualism in education

This educative reality is something that has arrived to stay. Bilingualism came from English-speaking as a solution for the impact of the globalization. These resources are made for students to help them to live in a world that is obviously bilingual. A lot of schools in Spain are starting to implement a bilingual educative project.

There is a lot of controversy because of that. There are people that considers that bilingualism is important for students to help them to acquire the knowledge of the English language almost as their mother tongue. However, there are others who are against bilingualism because they consider that for the teaching of lessons in English language, you have to lower the level, and it almost stays as in the end you have the sciences classes as if they were English classes. Apart from this, even if we are up or against, it is becoming a reality, and nowadays teachers have to adapt to the new requirements of the schools.

There is a conceived idea that children acquire better the language than adults, because they are in their critic period of learning. With only the subject of English, with only two or three hour per week, there is not enough time to reach the objectives for learning the English language. But with the implementation of bilingual programs, there is more English teaching time, because there are subjects that are completely in English, so there is more time to establish the bases of this language and children can obtain knowledge easily and continue growing as English-speaking people.

David Crystal (2007) talks about the ties between the language and the age. He affirms that there is a lot of diversity of the topic of language. The chapters of his book treat information about the parts of the mouth and the relations with the sound, how children learn to speak, that is an interesting topic for the development of this final work, how we write or the relations of the brain and the language.

From a linguistic point of view, we can affirm that acquiring a second language since the beginning of the childhood will provide children an ideal base to learn a language and encourage reading and comprehension in that foreign language. We can see this not only with English bilingualism, but it also happens the same with Galician, Basque or Catalan.

As bilingualism enters school, it is also important to create a reading plan that is adapted to this reality, including foreign language readings in the reading plan. In the English subject texts could be found to introduce topics, grammar, or vocabulary, but there is not pleasure reading in English. Basically, all the reading that students do in class is introducing and acquiring linguistic elements. It is helpful to learn a new language, but reading for pleasure in English should be also introduced.

There are many benefits of reading in the mother tongue, and these benefits could be applied to the English language too. Reading for pleasure in a foreign language is a support and a way to settle the knowledge. If you read, you increase your knowledge, and it helps you continue with your cognitive development.

Children should have the opportunity of reading interesting texts that can be followed with dynamic activities that ensure the highest attention of the students. We can select books that we think interesting, but the process of selection should be very cautious, considering all the factors that could intervene (such as the level of the students, know if the vocabulary and grammar is appropriate, valuing the level of difficulty and more things) or we can let children choose books for themselves. Colomer (2018) talks about book selection criteria depending on the age and development of the students.

If the idea is to develop an adequate reading plan proposal that is adjusted to the new social and scholar reality, bilingualism should be taken into account. It will bring to our classrooms many benefits and will transform the education to get better learnings.

5. Design of the project

5.1 Introduction

As it was introduced before, this final work will be developed in the fourth year of Primary education, focusing on a bilingual school from the city of Palencia. This grade and this school were chosen because it is where I did my internship. This is an advantage because I had the opportunity to do research inside the school, looking at the books the students read, looking at their class library and asking some questions to the students and the teachers. There is also the advantage of having a real group of students as a reference. The bases of this project are going to be linked with the unit of ancient civilizations that was explained in class.

After recollecting all the information, the elaboration of this project started, and it is going to be developed in the following pages. Here, the marked objectives that are intended to be reached, the methodology that it is going to be followed, the sequence of activities, the resources, and the evaluation can be found.

5.2 Project context

This project established its bases on a bilingual school located in the center of the city of Palencia, where the school context is formed on its majority of high/medium class families. It is a catholic bilingual institution which has an educational offering for students from ages 3 to 18.

The school has a library, but due to the COVID-19 situation it is closed, and students do not have access to it. They also have a class library, and they can get any book they like that is available. I noticed that there are some books that are in English language, but children do not usually choose them.

Now, the attention will be focused on the class of fourth year, from 9 to 10 years. It is a difficult stage for them, because it is an age range that is between the childhood and the teen years. There are some students that are starting to be more mature while some of their classmates are still childish. Their preferences, interests, and social relationship changes.

All the children in the classroom have the habit to read, because there is a time every day after the break when they read for 15 minutes. It may not be a lot of time, but a reading habit, even if it is for a short period of time, is useful for children to start developing a better reading habit. Not every school has a reading time.

5.3 Objectives

The objectives promote reading in both English and Spanish language. the main objective of this project is to grow student's interest of reading in a foreign language, in this case in English. The objectives that are going to be followed with the development of this project in a school are the following:

OBJECTIVES	ASSESSMENT CRITERIA
Awake and increase the interest of the students for reading both in Spanish and in English.	There is a time and space with activities dedicated to the promotion of reading. Reading is worked with a different perspective, linked to their interest and passions. Having a reading thread for the proposal.
Encourage in students the pleasure and interest in reading.	The use of reading as a source of reference, learning and personal development. The students use reading as a source of pleasure and entertainment. The efforts for reading have a real reward and reading have a sense and utility that they can see and experiment.
Acknowledge the importance of reading as a formative activity.	There is coordinated work between teachers to reach the objectives. Having in mind the benefits of social, evolutive and cognitive character of reading.
Comprehension of texts	Having the capacity of summarize and know the most important parts of a texts. The ability of reading texts with new and different contents.
Provide functional and contextual reading.	They can create different kinds of texts to manipulate information in both languages.

5.4 Development of the proposal

Inside a reading plan, there are many elements that should work together in order to be successful. They should be thought previously and executed carefully to have the best results.

Two aspects must be taken into account that are involved in student's daily life, the family and the school.

The family is important because parents should encourage their children to read, and they should do it too. Parents are the example to follow, and it is very important that parents share reading with their children. Pupils do not only learn in class, but they are also learning outside school, so the reading atmosphere at home should be ideal for reading. Students should have at home a relaxed atmosphere where they can stay peacefully reading.

If we want to develop a reading plan, parents should be aware of the project and take part of it. there should be a cooperative work between school and families for the development of the project. There can be a parent's meeting to inform parents and to ask for their cooperation. In this assembly we can also ask about reading habits that the students and the families could have.

This information can also be gathered directly asking the children about their reading habits, to know in the basis we are starting. These children are between 9 and 10 years old, they should already have the routine of reading, because it is important to start reading from a young age.

Parents can also do some things that would encourage reading habits in their children such as:

- Read with their children or talk about books they like
- Recommend the children books they could like that are appropriate
- Encourage them to read in English
- Show interest when their children are telling them something about their books
- Taking the kids to bookstores or libraries, or even bookfairs
- Giving them books in their birthday or Christmas as a present
- Get them to read at least half an hour before going to sleep

The school is the other important factor, because is the place where the students spend a lot of time, and they use this time to learn and to build themselves as the person they are going to become in the future. School education is a great part of the life of all of us. School help children acquire the knowledge and the concepts that are needed to live the everyday life . If there is at school a project that encourages reading, it will become part of the student's life.

If the goal is that students acquire reading habits, the most important thing, apart from the school library, is that there should be a library in the class. These books should correspond to their age range and their interests. Students can borrow any book they like and read it. There could be reading times for example after the break, or after they finish an exam or a task.

It is also important that the children can bring the books home, because if they are interested but they only have a short period of time in class, it could be exasperating for them to read a long book. That is why there could be some data registration on a paper to know who has the book at that moment and when is he or she going to return it. With this paper data we also work with responsibility of caring about materials that we do not own and about being careful with the return dates of an object. One of the main interests of the school should be to make reading a valuable discipline and give it the importance it deserves in youngers education.

This proposal is an interdisciplinary reading plan. This proposal is going to offer to students 6 books, two each trimester, that guaranteed the knowledge acquired in other subjects. These books can be substituted if the students want to, but the new books they choose should be similar and the teacher should supervise the book before letting the student select it. The books are selected in a way they are linked to at least two subjects, to make the reading experience a functional, global, and contextual learning. The objective of this proposal is to erase the walls between the subjects and reading. It is a coordinated work between the different disciplines to complement and reinforce concepts and contents of the different subjects. Apart from the six lectures, others will be proposed to students as alternatives.

Cooperation between different elements and personalities of the school and outside the school are key to the correct development of the proposal. Some dynamics would involve families and professionals.

There will be a connecting thread between the reading plan, giving it sense and a purpose, and establishing a motivating challenge for the students. The cohesion element is the following:

Suddenly, we discover an ancient scroll in the playground of our school, and it asks for help. The scroll says that all the books from the past have disappeared, and we have to time travel to the beginning of the ancient civilizations to find them. They tell us that each civilization has a book with a clue of where the books could be hidden, and that we have to read them in order to find the clues. For example, in Egypt the clue could be in a pyramid or in Greece inside a pantheon. To time travel, we have a reading card that we have to fill with our personal details. (The reading card can be found in annex 1)

At the end of the course, each reading card should have six drawings on the back, that represent the places where the books could be after reading them.

The books that will be proposed are:

- *The journey through time, pyramid puzzle* – Geronimo stilton (Egypt) fiction

- *The golden bull* – Marjorie Cowley (Mesopotamia) fiction
- *The legend of the Chinese garden* – Tea Stilton (China) fiction
- *Weird but true* – Sarah Wassner (Greece) fiction
- *Astérix and Obélix, Astérix the Gaul* – René Goscinny (Rome) fiction
- *Everything You Need to Ace World History in One Big Fat Notebook* non-fiction (just the chapters about Mesopotamia, ancient civilizations and the golden age of China)

Temporalization of books:

<p>1st term (14th September to 31st October)</p> 	<p>1st term (1 November to 10th January)</p> 	<p>2nd term (11th January to 14th February)</p> 
<p>2nd term (15th February to 5th April)</p> 	<p>3rd term (6th April to 30th April)</p> 	<p>3rd term (1st may to 23rd June)</p> 

Other books that could fit in the thematic of the reading plan that we want to propose are the following:

- *Geronimo Stilton the curse of the cheese pyramid*
- *The crazy hacks and the challenge of the minotaur*
- *22 mysteries of history*
- *Time outsiders, the adventures of the Balbuena family in the ancient Olympics*
- *Percy Jackson and the lightning thief*
- *The adventures of the Balbuena family in the great pyramid*

The children could choose between these alternatives and if they propose a book that fits in the proposal, we can include it.

5.5 Methodology

Inside this proposal different methodologies are going to be used with the aim of doing a diverse, deep, and well-structured work. Some of the methodologies to work with are the following:

- Active learning: all the learnings of the student must be active. Students should be the main protagonist in this learning, taking part and experimenting with reading. All the objectives and activities are going to be based on this main objective. Students will be the ones that work on the materials, do research about concepts and work reading in a practice and useful way.
- Cooperative work: it is important that students work together as a team. It involves benefits such as problem resolution, listening to the others, developing empathy, or reaching the goals with the work of every individual. We have also to count on families, other teachers or even other schools that could help our students to reach their objectives.
- Gamification: it is becoming one important resource inside the classrooms. It can be helpful to reach the objectives for this reading plan, to switch behaviours in the classroom and to help students to get better. We can include ludic, active activities that include all the students, counting on their tastes and preferences.

The project is going to be linked to their preferences, tastes, and levels, because it is a good way to start motivating students. One thing to do before making the reading plan is ask them about their preferences in books. We can also ask their previous teachers to know the contents of other years and the reading habits of the children.

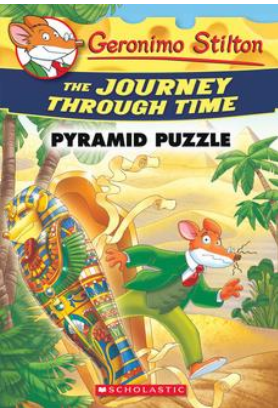
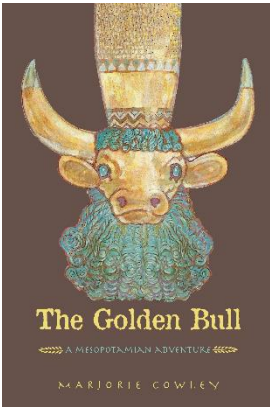
- PBL: we will include dynamics in class that will encourage the students to develop in different areas. There will be activities of investigation on internet, essays, and their own literary productions.

5.6 Book selection criteria

We talked about choosing ourselves the books for the children or letting children choose the books, because all of them know better their tastes. But it is true that the book selection is an important process, and they cannot choose the first book they have at home. It is important to follow some steps to select the best and more useful books, to achieve the most benefits.

The ones that I considered, pointed by Colomer (1999), are the following:

- Reader adequation and interests: all the books are adequate to the age and level of development of the students. Gonzalez (2007) talks about the importance of value positively all books that have a dose of freshness and originality, that invite the reader to take part in other's life, allowing him to empathize with the characters and their feelings and emotions. Colomer (1999, p. 182-192) says that is more relevant to abord the adequation to the readers' competence, because it is important when you have to make a classification of an infant book, because it is a reference of the evolution of the general interests of childhood and teenage years.
- Literary quality and appeal to readers: it is a criterion advocated by Colomer (1999) for alerting about books that the only thing they do is fill the infant time with texts that does not give anything useful. The quality of the books should have been look at carefully previously. And all the selected books should be useful to complement the knowledge of the year they are referred to.
- Variety in topics, works and readers: González (2007) highlights as a key criterion taking into consideration the topic of the selected books. Selection criteria should part from the necessities of the public we refer to. A "good book" should have a literacy quality in its first pages that are like a hook, that is able to attach and enthusiasm readers and at the same time maintain the reader alert as well as an end that offers solutions.
- Incorporations of literature classics: we could also add books written in verse, informative texts, and literary adaptations and works of authors such as Roald dhal or Conan Doyle.
- Related with the subjects of school: interdisciplinary reading plan is proposed and the chosen books should be useful to work from different perspectives and subjects, not only in English class. The following chart shows some examples about how to link some subjects to a book.

book	sciences	Natural sciences	Literacy
	It is a book that works the Ancient Egypt culture and traditions, like how the Pyramids were built or the life of the Pharaoh.	It shows the Geography of Egypt like the main cities and the most important river of Egypt, the Nile.	Geronimo Stilton is a writer, and in the books, there is always a letter, a note, calligrams or any kind of message.
book	sciences	Natural sciences	Music
	It is a book that talks about the Mesopotamian Era, their culture, and their customs.	As you read, they mention the ubication of the Mesopotamian Civilization and the rivers and the relief that was near	In this book there are some aspects related to music, and it can be useful to talk about them in music class.

5.7 Temporalization of activities

Activities	Book	Term	Sessions	Work	Length
How does your story end?	The journey through time, pyramid puzzle	1 st term	Two sessions	individual	45 minutes
				individual	45 minutes

Snakes and ladders reading comprehension (annex 3)	The golden bull	1 st term	One session	cooperative	60 minutes
Pre-reading activity	The legend of the Chinese garden	2 nd term	One session	individual	45 minutes
Cultural visit	The legend of the Chinese garden	2 nd term	Five sessions	Whole group	All morning
Booktubers	Weird but true	2 nd term	two sessions	cooperative	45 minutes
				cooperative	60 minutes
Comic creation	Astérix and Obélix, Astérix the Gaul	3 rd term	Two sessions	Small groups	45 minutes
				Small groups	45 minutes
Create your own travel guide	Everything You Need to Ace World History in One Big Fat	3 rd term	Three sessions	cooperative	60 minutes
				Cooperative	45 minutes
				cooperative	45 minutes
Debate	Everything You Need to Ace	3 rd term	One session	Small groups	60 minutes

	World History in One Big Fat				
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5.8 Activities

In this reading plan proposal, six activities are going to be developed, and they are related to the thematic of the six books that they are going to read. These books were chosen because they are linked to the units of ancient civilizations. The topics will be worked with are the Mesopotamian, Egyptian, Chinese, Greek and roman cones.

The activities are made to assure the comprehension of the books and to link their previous knowledge of the topic with their new knowledge. In each one, there will be a final task where they will show if they have reached the objectives.

The activities are the following:

How does your story end?	
Group	individual
Specific objectives	<ul style="list-style-type: none"> - Use the imagination - Develop reading and writing skills
Materials and resources	<p>Paper</p> <p>pen</p>
Development of the activity	After finishing the book, they have to create a different ending. It will help students to develop their creativity and imagination
<p>As we said before this activity is for year four, that is to say, students that are between 9 and 10 years old. This are the ages where they start to develop their tastes and preferences and it is very important to see what do the students think about the books. One important part of a book is the ending. People usually have different opinions about the ending of a book or a film, and this opinion sometimes completely changes our point of view of the film or book. There</p>	

may be a book you liked a lot, but you were expecting another ending and you ended up not liking the book, just for the ending, and vice versa, there may be a book you did not like a lot, but the ending was good an unexpected, and you liked that.

It is important for us to know what kind of ending our students like, because parting from that, we can guess what kind of books they like. This activity is interesting if we want to know that. There will be a lot of different answers because each of them will have a different opinion and a different point of view.

After writing the ending, they will read it out loud and they will have to say why they choose that ending for the book.

With this activity all the linguistic competences, reading, writing, speaking, and listening are going to be worked.

Evaluation	In this first activity the creativity and imagination of students at the time of recreating the end of the story will be valued. It is going to be evaluated if they express themselves correctly, if they follow the thread of the story and if they show interest, attention and participation in this activity.
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Snakes and ladders reading comprehension

Group	Small groups
Specific objectives	<ul style="list-style-type: none"> - Show their reading comprehension - Work in groups - Acquire problem resolution
Materials and resources	<p>Interactive whiteboard with the game board</p> <p>Papers with questions</p> <p>pens</p>
Development of the activity	After reading the book, students are going to play a game called snakes and ladders (showed in annex 3). The game consists of throwing a die, moving on the game board trough the boxes and answering the questions when it is necessary. The answers are going to be say out loud. The winner is the group that gets most answers right.

This activity is about reading comprehension, and in my opinion is an activity that is going to motivate our students a lot. The linguistic skill that will be worked with is reading and speaking, because first they have to read the book and then they are going to answer questions about the book, but before answering they have to agree on the answer with their teammates.

<p>While they play, we can easily see if the things they have read are understood.</p> <p>The questions could be about the characters, the situation the problems and their solutions and a lot of more things.</p> <p>It is a cooperative activity; they are going to be divided in groups of four or five each. I think that this kind of activities are very helpful for children because there are some situations of the books that some could understood in one way and other student could understand it differently. They should talk and then get into an agreement and say the final answer.</p>	
Evaluation	<p>In this second activity it will be evaluated the reading comprehension of children. It is important to see if the answers are coherent and are correct, if they have a clear order of the events in the book, if they express themselves clearly, if they respect the speaking time, if they respect their teammates and respect their ideas and opinions...</p> <p>The active participation of children will be taken into account.</p>
Pre-reading activity	
Group	individual
Specific objectives	<ul style="list-style-type: none"> - Work in cooperative - Make supposition based on proofs related to the topic
Materials and resources	<p>Notebook</p> <p>pen</p>
Development of the activity	<p>Before reading the book, students would have to guess what is going to be the book about. They have to look at the cover and the back part. They cannot read the summary.</p> <p>Then we present them some sentences, and they have to decide if the sentences could belong on the book or not.</p>
<p>The thing the students are going to focus their attention on is the title of the books, the colors that the cover has, the images the book has. They have to think and imagine what is the book going to be about, they have to guess what is going to happen and problems that may occur in the story and the way they are going to be resolved.</p> <p>They have to give reasons why they think the book is going to be like that and compare and contrast with their classmates' opinions.</p>	

For this, there is a technique that is going to be used, called 1-2-4. First, they are going to work individually, then in pairs, comparing both opinions and finally they are going to work in groups of four.

After this exercise, some sentences that appear in the book and some sentences that does not appear in the book will be shown. They should choose the ones they think that appears there.

Evaluation	I consider that this activity is not convenient to evaluate it, because each student is free to interpret the cover, the images, and the colors as they consider. It is true that their imagination and their creativity, will be valued but the activity by itself is for introducing the book and focus their attention on the things they usually do not pay attention.
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Cultural visit

Group	Whole group
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Specific objectives	<ul style="list-style-type: none"> - Understand better the Chinese culture and traditions - Respect rules outside school
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Materials and resources	<p style="text-align: center;">Notebook pen</p>
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Development of the activity	<p>The first part is a visit to the oriental museum of Valladolid, the Chinese exposition. After the visit, they should link the things they have seen in the museum with the things they have studied in the unit, and also finding similarities with the book they have read.</p> <p>To compare this, they should do a table where we can see the similarities between the three things.</p>
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This activity is divided in two. The first part is about a visit to the museum of Valladolid. We are going to Valladolid by bus and then we are going to the museum. The visit lasts two hours with a little recess in the middle for children to eat. The next activity will take part in Campo Grande park, where they are going to do the second activity. In the museum there is three different expositions, but the attention will be focused on the China one. The children have read the book related to China culture, the way they lived and their traditions. They also have studied in sciences about the ancient civilization of China. After reading and studying about it, they go to a

museum that shows the objects and traditions they have read about, and it is a way for children to link all things and acquire significant learning at the same time they develop readings skills. After the visit, they should do a table where they show the relation between the book, the things they studied in class and the visit of the museum.

Booktubers

Group	Small groups
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Specific objectives	<ul style="list-style-type: none"> - Work in groups as a team - Work with ICTs - Film a video
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Materials and resources	<p>Video camera</p> <p>Book</p> <p>Any material required for doing the video</p>
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Development of the activity	<p>They are going to film a video simulating being youtubers and they have to do a review about the video, making a little summary, giving their opinion and talking about the book in general</p>
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With this activity, the class will be organized in groups, and they are going to do a review about the book or books they have read. This is a very motivative activity because nowadays the “youtubers” are very famous among students of thins ages. It is important that we know the preferences of our students because they play an important part of their lives. Imitating their idols and doing something similar to them while they do class activities is very useful to help them to pay attention and to strive more in the task.

They are going to record themselves doing this review. They will have a guide to know the steps they have to follow, and they should develop the script they are going to follow in the video.

Then they are going to a room to record themselves and to make the final product.

Evaluation	<p>This evaluation is going to be a peer assessment. The students will have a rubric that they are going to follow to evaluate their classmates. The rubric will be numbered from one to five, being five the highest score.</p> <p>They are going to evaluate the voice tone, the position and gestures of the body, the explanation about the book and the review, the way thy shift to speak...</p>
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Comic creation

Group	Small groups
Specific objectives	<ul style="list-style-type: none"> - Recognize the basic elements of a comic - Create at least three panels - Create an original comic strip
Materials and resources	<ul style="list-style-type: none"> - Pens - Pencils - Markers - Papers
Development of the activity	This activity is about the creation of a comic. The book this activity is linked with is a comic, so they have been reading the parts of a comic, what elements do a comic have, how is the text written...
<p>In this activity they are going to work in small groups, and the lesson is divided in two sessions. In the first one, a photocopy of a page of the book they have read will be given to each of them, in this case, it could be the one about Asterix. First, they will have some time to write and differentiate the elements of a comic in the photocopy, for example the caption, the speech bubble, the panels... Then, some questions about the different elements of the comic will be asked, and they are going to answer and correct in the photocopy the elements that they wrote before. After this activity they are going to create a storyboard in small groups about the comic they are going to develop in the following lesson. The topic should be related to the ancient civilization of the romans, that is the topic they have read about. They should design the characters, make a dialogue between the characters, think about the background, think about how many panels they want their comic to be...</p> <p>In the following lesson they are going to develop all the things they thought about in the previous lesson and they have to create a comic, with at least three panels.</p>	
Evaluation	The final result of each comic, the participation of each pupil inside the groups, the cooperation and coordination between individuals of the groups and between the groups, because they can help each other will be evaluated. It is also going to be evaluated if each comic has at least five different comic elements and the originality of the comic.
Create your own travel guide	

Group	Small groups
Specific objectives	<ul style="list-style-type: none"> - Create a complete travel guide - Work with ICTs
Materials and resources	smartboard
Development of the activity	They are going to act as travel guides giving information about the different characteristics of the ancient civilizations that they have studied and read about, linking the content in the books with the one in the unit.
<p>They are going to read up on how to be a travel guide looking on the internet. They should look for useful information. Then they should write a script to follow but is important that in the exposition that they are going to do finally, they left behind the paper and are able to speak without it, but they can follow a scheme if they want. They can also use a PowerPoint to support their ideas, and to add useful information such as images and facts.</p> <p>They are going to develop a scheme in order to clear their ideas, to order the steps they are going to follow in the exposition and to help themselves to feel more confident when they have to speak in public.</p>	
Evaluation	The main elements that are going to be evaluated in this activity is the creativity, the verbal and not verbal language, the cohesion and coherence of the presentation and the cooperation of each member of the groups in the creation of the presentation.
Debate	
Group	3 small groups
Specific objectives	<ul style="list-style-type: none"> - Active participation in the debate - Clear ideas and giving arguments that make sense
Materials and resources	paper

Development of the activity	They are going to debate about which of the ancient civilizations they would like to live in and why. They have to give arguments, and, in the end, it could be interesting if they get to an agreement in which they like the most.
<p>For this final activity, a debate is going to be developed in class. This is an easy way to evaluate because while they give arguments, we can see the knowledge they have acquired.</p> <p>For developing the activity, they are going to write the civilization they like the most and why they have chosen it. Then they are going to get in three groups, and they have to choose in 10 minutes one civilization. After doing this, the debate will start by asking each of them which one is the one they like the most. Then the teacher starts being an observant and let the children do the debate between them. The teacher only participates if it is necessary. The pupils have to give arguments on why they like that civilization the most. They have to try to convince their classmates. At the end, it will be asked if the groups if they agree between them or if they have not changed their mind.</p>	
Evaluation	It will be evaluated if the students have an active participation in the debate, giving reasons why and using information they have learned reading the books and in the class of sciences.

5.9 Evaluation

it is important to remark that all activities will have weight on the students' grades. This reading plan will be present all the scholar year. It is recommended to elaborate a rubric where we can see the improvements of each student during the year. Some of the techniques that are going to be used to evaluate the pupils are the following:

- **Direct observation:** it will be one of the main resources to evaluate the students. There will be a valuation of the activities where we can see the mistakes and the hits easily.
- **Teacher's diary:** this will be useful to take note about the things they observe and things that should be taken into account in the developing of the activities. It is important to have a register of every student and their improvements, as well as the competences and abilities that each of them is getting.
- **Self-assessment rubrics and peer assessment rubrics:** there will be activities where students should evaluate their individual work and their group work, and there will be also activities where the students should evaluate other groups, their work, their coordination capacity, and their final result.

Through the use of these techniques, we can easily observe if the objectives proposed had been reached. They should be reached to a greater or lesser extent.

6. Conclusions

After developing the proposal of this bilingual reading plan, an analysis will be done. The topic about reading encouraging is a very broad issue, and there is a lot of information about it. That is why you have to make a good selection of information.

Reading should be presented as something enjoyable and not boring and linking it to school activities and making it a way of entertainment can be successful. Reading opens a new world where you let your imagination fly, you met new and different people, and you visit places that you do not have the opportunity to visit. Students should be educated not only to be readers, as sign decoders, but as readers who enjoy and love stories and tales.

With the research that I have done for doing this final work, I realized the importance of reading in the teaching process, it is essential to acquire knowledge, language, and culture. In the process of investigation, I also found that motivation is a key tool to reach that objective of children enjoying reading, and we should start motivating from an early age. This takes a lot of time and effort, but it brings a lot of benefits to them.

There are some things that I had already studied at university about these things, but it is true that there are some elements I had not thought about before. But because of the research I made a reflection about all the information I have read, and that helped me a lot when I had to develop my final work.

The elaboration of this proposal has been difficult, but it was a topic I found interesting because, as I said before, since I was a child, I was keen on reading, and having the opportunity of developing a reading proposal plan was something that attracted my attention. It is a pity that I could not develop this proposal in a school ,because I did not have a lot of time. It would have been interesting to see the results of the development of this proposal.

I have worked linking the subjects of Literature and Sciences, but if we want, we can link this proposal with more subjects easily. The concept of interdisciplinarity is something we have talked about during our degree a lot of times. It is a useful resource that has a great value. I think that working with interdisciplinarity is something that we have achieved with this proposal, because even if we have focused our attention on sciences, there are also hints of other subjects.

We have tried to boost the reading comprehension capacity in students, because it is a key point when we want to design a reading plan. That is related to what we talked about in the development of this document, that is the objective of raising the students' interests for reading and make them reflect about the importance of reading in their personal development.

In this proposal we have include activities that work with different methodologies, but the one that we work with the most is the cooperative work. I consider that cooperative work is a key methodology that should be implemented and worked with in the classroom. It is useful for acquiring knowledge, to correct mistakes and learning to work with other people. This groups in all the cases should be mixed and heterogeneous to reach the objectives. It is important because the students are the main protagonists of their learning process. Students take more responsibility and teacher are only conductors. The main strategies should be funny, ludic, attractive and cooperative ones, which is the way we archive success.

One important thing is that this proposal is been made for a bilingual school, so all the books we have chosen, and the activities should be in English. We are in year four, and as I could see in my internship they already can understand easily texts and they are able to communicate in English. There are children that are more advanced and children that may need help, that is why they are going to work in cooperative, they can help each other and erase the differences between them.

We also have to take into account that we should not wait for immediate results, we need continuity, and we should be very careful with the step between the passive lecture and the active lecture. If the strategies are not well developed, it may have the opposite effect we are looking for, that is if the students get away from the habit of reading.

In my opinion, this proposal has some good points, such as its flexibility. Children have different books to choose and read. Even though there are only six lectures, there are more alternative books that can be read instead of the ones I put in the proposal and the activities could be adapted to the different books without any problem. And this flexibility is also applied to the teachers. I mean, it is not a proposal that can only be developed in certain school, by a certain teacher. With some adaptations it could be developed in any school by any teacher.

It is true that it is a challenging project, because it takes a lot of time, but the benefits that could be achieved with the development of the proposal can be highly satisfactory.

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8. Annex

Annex 1

Reading card

<p>Student's photo</p>	<p>Name:</p>
	<p>Nickname:</p>
	<p>Year:</p>
	<p>Favourite book:</p>



Different models to
choose by the students

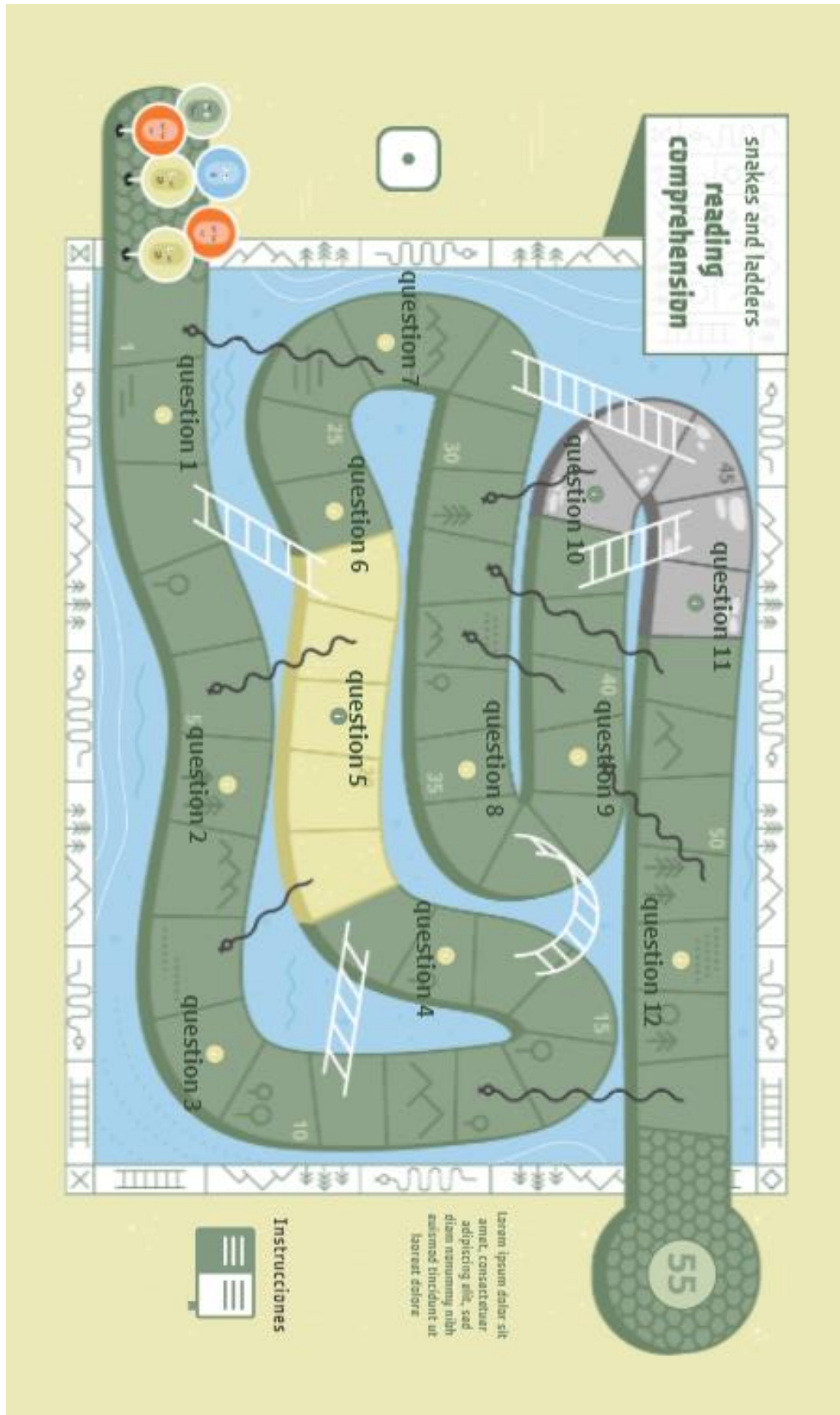
Annex 2

Paper registration of books

Student	Book title	Date borrowed	Date of return
Sergio	Astérix the Gaul	17/May	10/June
Lucía	The crazy hacks and the challenge of the minotaur	25/March	2/April
...
...

Annex 3


Model of the game snakes and ladders



Annex 4

Example of an outline that children can follow for the activity of booktubers

NAME: _____
DATE: _____



Idea 1
Idea 2
Idea 3

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

Idea 1
Idea 2
Idea 3

CONCLUSION

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