FACULTAD DE EDUCACIÓN DE PALENCIA

UNIVERSIDAD DE VALLADOLID

TEACHING ENGLISH AS A FOREIGN LANGUAGE THROUGH STORYTELLING IN THE INFANT EDUCATION CLASSROOM: A DIDACTIC PROPOSAL.

La enseñanza del inglés como lengua extranjera a través del *Storytelling* en el aula de Educación Infantil: una propuesta didáctica.

TRABAJO FIN DE GRADO

EN EDUCACIÓN INFANTIL.

MENCIÓN DE LENGUA EXTRANJERA INGLÉS.

AUTOR/A: Beatriz Hernández Franco.

TUTOR/A: Patricia San José Rico.

Palencia, Julio de 2022

UVa PA~LEN CIA

RESUMEN

Este trabajo de fin de grado se centra en la adquisición del inglés como lengua extranjera a través del desarrollo de una propuesta didáctica en el segundo ciclo de Educación Infantil. Durante la propuesta se muestran las posibilidades de trabajar de esta divertida forma para llegar a obtener nuevos conocimientos. Esta propuesta gira entorno al *Storytelling* como punto clave para el desarrollo de una segunda lengua, convirtiéndose así en la lengua vehicular del aprendizaje.

Tras una breve justificación e introducción en la que se detallarán los objetivos del presente trabajo, se ofrece una sección de marco teórico en la que podemos observar diferentes teorías que apoyan el *Storytelling* dentro del aula y algunas metodologías útiles para su aplicación. Seguidamente, se presenta una propuesta didáctica en la que se trabaja el tema de la diversidad de familias a través del *Storytelling*. Finalmente se expone una conclusión final del trabajo que refleja que a través del *Storytelling* el alumnado aprende diferentes valores y estrategias que les ayudan en su crecimiento personal.

Palabras clave:

Narración de cuentos, cuento, lectura, aprendizaje, adquisición del lenguaje, segunda lengua, Educación Infantil, inglés.

ABSTRACT

This Final Degree Project focuses on the acquisition of English as a foreign language through the development of a didactic proposal in the second cycle of Infant Education, through which the possibilities of working in this fun way to obtain new knowledge are shown. This proposal revolves around storytelling as a key point for the development of a second language, thus becoming the vehicular learning of the language.

After a brief justification and introduction in which the objectives of this work will be detailed, a theoretical framework section is offered where we can observe different theories that support Storytelling in the classroom and some useful methodologies for its application. Next, a didactic proposal is presented in which the topic of family diversity is worked through Storytelling. Finally, a conclusion of the work that exposes that through storytelling, children learn different values and strategies that helps them in their personal growth.

Key words:

Storytelling, story, reading, learning, language acquisition, second language, Infant Education, English.

INDEX

INTRODUCTION

"Storytelling has been called the oldest and the newest of the arts. Though its purpose and conditions change from century to century and from culture to culture, storytelling continues to fulfil the same basic social and individual needs." (Greene, 1996, p. 1)

Storytelling is a fundamental and essential strategy used for years. This is the perfect tool for students, because they can learn in a meaningful context, overcoming their limitations and fulfil an infinite number of educational needs. Storytelling has many advantages for the children. It develops their creativity; imagination; critical thinking and empathy, and conflict resolution skills, bringing them closer to certain scenarios and situations. It helps them to develop their personality and handle emotions and feelings. Furthermore, storytelling gives them the opportunity to know their own culture as well as new ones, learning to respect them.

This is the reason why this Final Degree Project presents a didactical proposal about storytelling in the third course of the second cycle of Infant Education. This is planned taking as a reference my internship school, but it has not been carried out due to the lack of time during the internship.

Therefore, this project aims to study and go deeper into storytelling with the idea of expanding knowledge about it and its capacity in educational contexts. In addition to exploring skills, strategies, techniques and authors related to storytelling to get the most out of it.

One of the objectives of the project is to encourage the personalization learning; each student has his or her own type of family, which is the main topic of the didactic proposal, thus making it easier to acquire knowledge, taking into accounttheprevious knowledge of the students.

OBJECTIVES

Throughout this Final Degree Project, the main objective is to demonstrate, through a didactic proposal, the importance of verbal and non-verbal language in the acquisition and the improvement of English as a Foreign Language through storytelling in the Infant Education classroom.

This Project is going to take into account some materials, resources, techniques and methodologies, such as *The family book*, that is the main book we are going to use during the didactical proposal, guiding the entire unit.

All of this acts as improvement agents to achieve the proposed learning in the most playful way possible.

Considering this, the specific objectives this Project is going to follow are the following ones:

- Taking into account the verbal and non-verbal language in the implementation of storytelling in the classroom.
- To go deeply into storytelling as a learning method and encourage the enjoyment and love for reading the English language.
- To design and plan an educative intervention in Infant Education in a school that is part of the British Program.
- To improve listening skills in the Infant Education students through English as a Foreign Language.
- To use body language and dramatization techniques as a communicative form and a motivating resource in the acquisition of EFL.
- To generate positive and enriching experiences and feelings through the English language, literature and culture.
- To use storytelling and literature as powerful weapons to transform society from early years.

JUSTIFICATION

The teaching of a second language is diverse, while some methodologies stand out for the innovation, others lag behind with outdated methodologies, where the teacher transmits the information and the students are the recipients of it without being involvedin their learning. That is the reason why it is so important to implement active methodologies, where the students can participate.

This Final Degree Project focuses on the interest of thestorytelling in the classroom and the relationship with the learning of English as a foreign language in the early years.

Storytellingis a resource that could be used in the teaching-learning process. This tool is focused on comprehension instead of an immediate production. On the one hand, it is created in a secure environment, in which the students cannot be forced, but they learn when they are ready. On the other hand, we cannot forget that children love books and stories. Therefore, by storytelling we can create a natural context where they learn in a fun way, and we encourage participation and creativity.

Storytelling is not just a way of telling stories to children; it is a much complex process and a way of interaction that can be used as an instrument to understand easy messages, and that facilitating the learning of reading and writing abilities on simple texts related with stories. This makes the perfect context for interacting and expressing it orally.

Moreover, This Final Degree Project is designed to be carried out in the early year's classrooms, for the learning of English as a foreign language with the support of non-verbal language that facilitates the students learning.

Because of the realization of this Final Degree Project, the following competences of the Degree in Early Childhood Education will be developed:

- To identify the objectives, curricular contents and evaluation criteria of the Early Childhood Education curriculum.

  In the development of the didactic proposal we can find general objectives and objectives for each lesson appropriate to the knowledge that the students are expected to obtain, as well as the evaluation criteria with which to evaluate them.

- To understand and know the fundamental pedagogical, sociological and psychological characteristics of pupils at different stages.

  For the development of the different contents, it is important to know the different characteristics of the students and to adapt the objectives.

- To apply, understand and be familiar with the main teaching-learning techniques, strategies and methodologies.

  This final degree project is being focused on the researching and the planning of a unit for Infant Education, in this case, related with storytelling.

- To convey ideas, problems, solutions and information to both specialist and non-specialist audiences.

  The proposal is designed in such a way that each section is explained so that everyone will be able to understand it and put it into practice if necessary.

- To understand the learning processes and the developments in the evolutionary psychology in the 0-6 years period, in the family, social and school context.

  This has been planned taking into account the context of the students in the development of the unit since the students' families are taken into account to contextualize their learning.

- To express with the verbal and non-verbal language the communication and be able to master techniques to encourage their development through interaction.

  The proposal achieves the control of verbal and non-verbal language.Inthis case, through storytelling we will need to improve both languages. Also, it is important for the development of this unit to have different strategies for students to approach the literacy text.

- To know how to meet the needs of the students and how to transmit security, calmness and affection.

  The whole proposal admits adaptations so that the students can develop the necessary knowledge.

- To promote the acquisition of habits based on freedom, curiosity, autonomy, experimentation, observation, imitation, acceptance of rules and symbolic play, as the main means of learning about social reality.

  The project has been based to make students aware of the number of different families that exist and to respect them. In addition, we are going to work in a personalized way so that the students can develop characteristics such as autonomy.

THEORICAL FRAMEWORK

Considering the definition of the National Storytelling Network in the USA (*What is storytelling?)*, storytelling is an interactive way of art that shows the use of words and actions to reveal elements and images of a story, and it engages the imagination of the listener.

According to Oliver Serrat (2008), Storytelling is the accuraterepresentation of thoughts, feelings, and personal experiences, as well as, life-lessons through tales or stories that can evoke powerful feelings and perceptions.

There are many types of storytelling; many of them have some of the following elements in common, according to *"What is storytelling?"* (National Storytelling Network, n. d.):

- It is interactive.
  Storytelling involves the interaction of one or more listeners and the teller. The responses of the listener have many of influence in the interaction. In fact, storytelling takes into account the interaction, cooperation and the coordination among the person who is reading and the audience.
  The nature of storytelling takes part of the immediacy and the impact of the story. This makes a connection between the speaker and the listeners that does not create an imaginary barrier among them. In this way, narration is distinguished from other forms of theatre.

- It uses words.
  Storytelling uses language, whether spoken or sign language. This gives us the possibility to distinguish it from mime or dance.

- It uses action, vocalization, gestures and physical movements.
  The non-verbal language used in storytelling makes a distinction between writing and text-based interactions; this gives a full meaning.

- It presents a story.

There are many ways to present stories, but storytelling takes into account interaction, the use of words, and the use of action, vocalization, gestures and physical movements. This gives the possibility to present different types of stories, such as the poem. These stories can be short or long, linear or cyclical, fiction or non-fiction; but a story is always told.

- It encourages the active imagination of the students.

When someone is listening to a story, they are imagining the situation, the characters, how the story continues, and creating alternative endings for the story. This makes the person develop his or her imagination and critical thinking finding reasons for the things that are happening in the story, looking for many solutions or alternatives, thinking about what they would do or giving the story different meanings, taking their environment into account.

Storytelling can be mixed with other art forms, such as drama, comedy, dance, and many other forms of expression, but the elements mentioned before make the storytelling stand out from a poem, theatre, recital or a simple reading. This makes the art of storytelling unique for the early childhood classes with many advantages for the students.

EARLY CHILDHOOD EDUCATION AND STORYTELLING

Stories can be the perfect form to introduce the foreign language in the early childhood classroom, and as it is mentioned before, storytelling is a versatile and powerful tool with many advantages. There are many reasons and strong points, guided by what Ellis & Brewster (2014) establish for the use of storytelling with the students, such as:

- Stories are motivating and enjoyable. This makes students have positive attitudes to the learning of a foreign language. Also, they develop imagination,

giving the children the opportunity to be involved in the story identifying the characters and interpreting the illustrations and the narrative. Imagination helps them to develop their creativity.

- Storytelling is a shared social experience, where the students have emotional responses to different feelings, but not all of them are pleasant. This helps the children build their confidence and emotional development.
It also gives the students the opportunity to be conscious of different cultures and environments, showing them people, perspectives and routines far away from their reality.

- Children love to listen to the same story again and again. This can help them in the acquisition of the foreign language. Also, some stories have the same structure in all the pages, containing a natural repetition that makes students keep some structures and key vocabulary, and to remember many details. Moreover, storytelling allows the teacher to introduce new topics, sentence structures and vocabulary by exposing the students to varied language in familiar contexts, and at the same time the listeners become aware of rhythm, pronunciation and intonation.

- Stories give the students the opportunity to learn the meaning of different words through prediction, guessing and hypothesis. In general, they can develop concentration and listening skills through their prior knowledge and the visual and audio clues.

- The teacher can use an acquisition-based methodology, providing the students with an optimal input about the language they are expected to produce. Stories provide opportunities to make a continuation for the language they are learning with a main topic with which different contents can be worked to achieve some objectives for the early childhood education.

- Learning English through stories can help the students to improve Englishas a foreign language and their basic functions, structures, and language skills.

HOW TO SELECT THE CORRECT BOOK?

In order to provide an analysis of the book parts, Ellis & Brewster (2014) establish some premises to follow, such as:

- Level.

  This is a linguistic criteria. It makes reference to the vocabulary structures and functions.

  It is important to check the level of the story to adapt it to the level of the students and to make this neither too easy nor too difficult. Moreover, make sure the vocabulary gives meaningful examples to provide the input.

  The book chosen is *The family book* that has an easy level so it is not necessary to adapt it for the students for whom the design of the proposal is intended.

- Literacy devices.

  This is a linguistic and psychological criteria. It makes reference to the repetitions of the book, the rhythm, the rhymes, and the predictability.

  It refers to the content of the story and how this can help the students in the acquisition of new knowledge, as well as their pronunciation, understanding and memorisation.

  The text of the book follows a structure that is the same for most of the book, which increases the rhythm and musicality when reading it.

- Subject matter.

  This is a linguistic and psychological criteria. It makes reference to the relevant and interesting values of the stories we choose.

  It refers to the entertainment of the stories to take into account if the students are interested in the book and if they are engaged with the story.

  The main value that the chosen book conveys is the knowledge of different types of families.

- Layout.

  This is a psychological and cultural criteria. It makes reference to the use of illustrations and about them, if they are interesting, if they are related to the text

helping to follow the thread of the story and even expand the meaning, the colours they use, the size they have, and if they help us to know and identify the characters of the story.

It refers to the synchronization of the illustrations with the text and the children´s understanding of them.

In *The family book*, the illustrations accompany the text giving it sense that can lead to reflection since the illustrations are non-fiction.

- Educational potential.

  This is a psychological, cognitive, and cultural criteria. It makes reference to the cross-curricular subjects, the capacity of learning to learn, the learning intelligences.

  All the books have to be enabling to the learning development of the students, this helps them into the progress of the acquisition of their strategies.

  The educational potential of the story chosen is high since it works on a cross-curricular topic with which we are working is respect for others.

- Motivation.

  This is a psychological, cognitive, and cultural criteria. It makes reference to the use of positive attitudes to make learning satisfying.

  This characteristic it is employed for the development of the imagination of the students through motivation.

  Motivation plays an important role in the proposal, and it is to be encouraged by working from an environment that the students know, such as their own families.

- Values.

  This is a cognitive, social, and cultural criteria. It makes reference to the emotional development of the students.

  This characteristic is very important because this can make the students aware of the values and make them able to make questions about them.

  The main value that is worked in the book and in the proposal is respect for others, but also other values such as empathy.

- Global issues.

    This is a cognitive, social, and cultural criteria. It makes reference to the multicultural education and diversity or intercultural awareness.

    The story can give the students other points of view referring to human rights, safety and health, which makes them, be aware of these topics.

    The family book can be used to work with the topic of human rights, such as the right to have a family.

- Language.

    This is a cultural criteria. It makes reference to the variety of the language depending on the culture.

    The story we choose should give information about life, but avoiding difficult cultural references, such as traditions that student did not know about other countries.

    There are no difficult cultural references in the chosen book for students and therefore no adaptations are required.

In relation with the choice of a story in early childhood years, both book size and font have to be big enough. We need a big book to be seen from the assembly and a big font size when the students try to read it. The cover of the book should be attractive to catch the student's attention from the first look. The pages of the book must be easy for children to handle and durable.

Moreover, it is important to take into account the level and age of the children, the language used in the book, the gender perspective, the multicultural aspects and the illustrations, so that it is easy to read and students can understand the meaning of what the book conveys.

All of these criteria should be considered by the students with the book most suitable to them. When the story has been selected, there are other aspects to take into account when carrying out storytelling, such as the main topic with which you want to work. Also, communication in the early childhood years, as well as the verbal and non-verbal language through this process is an important part of it while telling the story, so

not only the criteria mentioned above must be taken into account when choosing the story, but also the way the story is told.

COMMUNICATION IN THE EARLY CHILDHOOD YEARS.

As Freire said, (quoted by Raya, 2002, p. 4):

> Education is communicating; it is dialogue, in so far as it is not the transfer of knowledge, but a meeting of interlocutory subjects, who seek the meaning. 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.

The capacity of communication, as Aguirre & Beiras (1976) said, is innate in human beings. When we are born there is a neuropsychological maturation in which the children try to communicate through reflexes that first of all are conscious, but then little by little they are produced consciously.

Therefore, in the process of telling a story the verbal and non-verbal communication are very important to reach the students in the deepest way, because this makes them be interested in the story. Also, the process of expressing ideas or thoughts through words is verbal communication; this can be written or oral. In the case of storytelling, the communication is going to be focused on verbal language. In addition, the process in which the information is being transmitted by signs, clues or gestures is the non-verbal communication. All of these processes must be taken into account when practicing storytelling in the classroom, as this makes the difference between telling a story and storytelling.

In early childhood years, verbal communication should be concise and simple with easy words for the children to comprehend; this requires the teachers to add non-verbal language communication to give assistance to the verbal discourse. This makes non-verbal language essential during these years.

According to Miranda (2004), students are particular transmitters who communicate in different circumstances and are embedded in their beliefs and attitudes. This is the reason to take into account their concrete experiences and specific knowledge of the world, the ones that their situation and ages authorize them. The child is able to establish only some relationships with his/her environment because of his/her limited experience due to his/her age.

Verbal language is the main way we have to transmit ideas, feelings and signals to other people. It becomes more and more important while we are growing. We depend on it and when it has problems in some situation it presents a disadvantage.

Verbal language is not the main way of communicating for children, but itisbecoming increasingly importantas they getolder.Therefore, they need to develop their verbal language. Non-verbal language is the main way to communicate when children are young. When they start to talk, it is not the first time they communicate with others. The moment you begin to communicate verbally, you will combine both dimensions.

During the first years of early childhood, students have not fully developed the capacity to communicate through verbal language. Therefore, this is the main reason why teachers should explain activities, tasks or topics with simple, short and concise phrases, so that children can understand them. Moreover, another way for early childhood learners to understand is through repetition, which helps them to understand what they need to do.

Also, a study by Kellogg and Lawson (1993) found that 82% of the teacher communication is through non-verbal language during the early childhood years. This is not the only reference; Bancroft (1997) suggested that most of the population is ruled by non-verbal behaviour. This results in teachers having to continually readjust classroom communication to ensure that students understand what is being said.

According to Miranda (2004), communication in the classroom is not based just on verbal language. Teachers are always using non-verbal language resources that go with the verbal language. Some of them are facial expressions, gestures, looks, hand signals, postures or body movements. These emissions are a series of expressive features, also called suprasegmental and paralinguistic traits.

Verbal communication involves language, key words and grammar. These aspects make it possible to adapt the story so that it can be understood by different audiences.

Non-verbal communication involves the following elements:

- Kinesics.

  This element makes reference to the information we send unconsciously through body posture or gestures that can indicate the information about the state of mind or feelings to the audience. When identifying non-verbal language, we can look at the emblems, illustrators, affect displays, regulators, adaptators, and the posture.

- Proxemics.

  This element refers to the physical distance between the teller of the story and the students that are listening to it. This feature is influenced by the culture.

- Paralanguage.

  This element makes reference to the speech sounds that are not part of words; but this can change the meaning of something. Some of the elements of the speech sound are silence, segregates, and qualifiers (volume, pace, intonation, pitch, and quality of the voice).

- Haptics.

  This element makes reference to everything that touch conveys in communication. This feature is influenced by the culture.

Non-verbal language can enrich the story by giving it more meaning, and verbal language must take into account the level and age of the students. Also, both of them are essential in storytelling.

Working with verbal and non-verbal language as a tool in the communication of English as a Foreign Language in the classroom is essential. Most of the students in the early childhood years are not able to write or read in their native language.Thismakes the teaching of English different, because they have to be in continuous contact with communication.

When the teacher is teaching English as a foreign language using verbal communication, actions and words have to be repeated many times to make sure the students have understood them. The combination of verbal and non-verbal language is what helps the students.

Communication is one of the elements present in all the strategies and the different ways of teaching that teachers have. Both languages, verbal and non-verbal are the axis of the learning process.

Storytellingis important in the learning process and is very helpful for the students, because through stories they can more easily retain the information than the other forms of learning in which they have no interest.

Storytelling can be used in all the areas of the curriculum and through storytelling students can learn English as a foreign language.

METHODOLOGIES RELATED TO STORYTELLING

Task-based Method

The main methodology used in the proposal is the task-based learning (TBL) which focuses on the use of English as a foreign language, through which students are expected to produce meaningful language.

Since the task is the main point of task-based learning, it is essential to describe what is considered a task. According to Willis (1996), a task is described as a goal-oriented activity in which learners use language to achieve an end product that can be assessed and evaluated by others.

A task has six main characteristics, according to Ellis (2003):
- The task is a workplan consisting of educational materials.
- The taskaims to get students to produce language, in this case focusing on English as a foreign language.
- The taskimplies processes of language use that take place in real life.
- All four language skills can be involved in a task.
- The task involves cognitive processes, such as selecting, classifying, sorting, ordering, reasoning, and evaluation information in order to accomplish the task.

– The communicative outcome has been established prior to performing the task.

Willis´ (1996) task framework proposal is intended to produce in the classroom the necessary conditions for language learning. The framework is divided into three phases:

– Pre-task: the topic and the task are introduced. In the case of the didactical proposal, we introduce the topics with the flashcards and then we continue with the introduction of the tasks.

– The task cycle: performing the task. In this case the task is performed; the teacher observes and tries to get the students to produce the language we are working with.

– Focus on form: clarifying concepts and better understanding. During the proposal, reviews of the previous sessions are carried out to check the knowledge obtained.

Content and Language Integrated Learning (CLIL)

The Content and Language Integrated Learning (CLIL) of Marsh & Marsh (2012) involves teaching both foreign language and subject content in an integrated way. In this case English as a foreign language is used as a vehicular language.

The methodology is based on three basic principles:

– The language, in this case English, is used for learning, but also understanding and communicating among the students.

– The contents determine the type of language we need in each situation, in the case of the proposal is a story that determines it.

– Interaction is given more importance than grammatical accuracy.

The methodology follows as a guiding principle the 4 Cs of Coyle (2005) that are the following ones:

• The content is the centre of the learning process, creating their knowledge, skills and understanding; during the proposal it is intended that the students acquire knowledge about the different types of families.

- The cognition aims to develop the student ways of thinking; through the proposal it is intended that the student will become aware of the types of families.
- The culture teaching tolerance and knowledge of foreign languages, in this case English.
- The communication, during the proposal, between the teacher and the students. There are three different languages to identify:
  - Language of learning, with the specific keywords to learn on the topic.
  - Language for learning, specific structures to learn about the topic.
  - Language through learning, all the structures and words we use to make ourselves understood.

The CLIL methodology has beenclosely associated with the storytelling during early years. Foreign languages are not worked directly, but storytelling is used as a tool to work on different topics. The communication aspect mentioned above is one of the key points in storytelling, trying the students to understand and interact the full meaning from the story.

Total Physical Response (TPR) and Teaching Proficiency Through Reading and Stories.

The Total Physical Response is a method of language teaching. As Asher (1977), the creator, said this methodology consists of teaching language through the use of physical activity. The first period of our life we do not produce language, but we understand instructions and orders given, this method tries to follow the same pattern as with the mother tongue.

This methodology is part of the classroom routines, in which the students are involved. Following the TPR activities is easy for the children because they only have to execute the order given by the teacher. In addition, in this methodology, the learning comes through their eyes; ears or hands that make students develop their language understanding which makes them feel more comfortable with the foreign language.

The TPR methodology is strongly linked with storytelling, Blaine Ray (1998) has developed another methodology from it called Teaching Proficiency through

Reading and Stories (TPRS) linking both terms. TPRS changes the imperative form of the TPFR by making the narration of storytelling in the third person.The part of the movement that we can have as a reference of the TPR; in the TPRS are smaller since it is focused on reading.

According to Kariuki& Bush (2008), this is a physical and emotional methodology that tries to acquire new language going deeper in the understanding of a story. Another aspect is the interaction between the teacher and the students to provide opportunities for learning and in the process develop oral productions.

DIDACTIC PROPOSAL

The main objective of this final degree project is to develop a proposal to guarantee the learning of English as a foreign language through storytelling. For this we will work in the third year of the second cycle of Infant Education with *The family book*, a book written by Todd Parr to work on the cross-curricular theme of the different families.

CONTEXT

The school

In order to plan the lessons of the proposal, I have taken into account the students of my last internship (Practicum II). The school is a public school located in Palencia that has during this school year, because of the COVID situation, 9 Infant Education classes and 15 Primary Education classes.

Due to the characteristics of the students, this proposal fits perfectly with the group. This is because they have a high level of English because they are in a school with a British Program.

The classroom

My proposal is planned for the classroom of the third year of the second cycle of Infant Education, with 5 and 6 years old students. In the classroom there are 14 students, 7 girls and 7 boys. They usually work in 3 different big spaces of the classroom: the mat, the tables and the assembly. So this proposal is planned to be in most of them. The assembly space gives us the opportunity to work with the whole class or many types of groups.The tables give us the opportunity to work individually; and the assembly gives us the opportunity to use the digital board.

OBJECTIVES

The main objective of this project is to improve the English skills of the students through a proposal guided by Storytelling. It also is about facilitating their learning of a foreign language, in this case English, as it has been mentioned in the theoretical framework. To achieve this objective, we will try to make their own book of their families and tell their classmates about it.

Therefore, the following general objectives are sought with this proposal:

- To develop love and interest for stories and literature in the students.
- To develop reading strategies: prediction, guessing, hypothesis and message coding.
- To demonstrate cooperative and helpful attitudes during the lessons.
- To encourage doing oral participations in the foreign language, in this case English, connected with the unit context.
- To recognise the main contents related to the unit.

In addition to the general objectives, specific objectives have also been developed:

- To show an interest in listening to stories.
- To understand the key features of the structure of story books: front and back cover, title, author and illustration.
- To read decodable texts with increasing confidence.
- To show comprehension of simple sentences.
- To read simple sentences with taught words.
- To create sentences for their books.
- To begin to use simple forms of punctuation: capital letters and full stops.
- To try to write some words related to the unit contents.
- To say and write the characteristics of their families.

METHODOLOGY

The topic I will work on in my proposal will be the different types of families. In this way, taking as reference the Common European Framework of Languages, and the Curriculum of Infant Education of Castilla y León, the teaching-learning process is based on two axes: the production and understanding of oral and written texts. In this proposal, the final task is to make each storytelling with their family books created by themselves.

Regarding the methodological guidelines, the students are going to be the protagonists of their learning and the teacher will be the guide of the knowledge. Furthermore, the teacher will use English as a vehicular language to carry out routines, games, songs and the main story on the unit.

THE BOOK

The selected book is *The family book* written and illustrated by Todd Parr (**Annex I**).

This book gives a broad definition of family; it does not define family in a certain way. This book is focused on the diversity of families mentioning families with two moms or two dads in the same vein as all the other similarities and differences like the place to live or the size of the family. All these characteristics demonstrate that students can see that families are not all like their own.

In order to provide a complete analysis of the chosen book and its parts, the premises of Ellis & Brewster (2014) will be followed:

- The level of the book is easy to understand but gives the students the possibility to read it, because it is not a very long book with short sentences.
- This book contains different literacy devices; we can see that all the sentences start with the same form "some families". This gives the book a rhythm while we are reading it.
- The values conveyed by this book are the knowledge and acceptance of the different types of families that we will see as we read it.

- This book has non-fiction colourful illustrations that give sense to the written text. In general, the layout of the book is very attractive, which encourages motivation in the students.

- The book has also a strong educational potential because working with the different types of families that is a part of the cross-curricular subject of diversity.

LESSONS

In this part I am going to take into account the theories and the methodologies explained before. The main guideline of this unit is Storytelling, and through this we are going to learn about the family members and some of their specific characteristics.Thiswill be a personalized learning because we are going to learn about our own family first, and then we will know the families of our classmates.

The lessons of this proposal will be done through 2 weeks, and there are 5 classes during the week, of 45 minutes each class.

This unit is planned to end in the family day, the 15th of May. Taking this into account, we will start on Thursday 4th of May, and the foreign language sessions will take place in 8 sessions, but 7 different lessons. At the end of this unit, in the family day, the students are going to have created their own family book, and they can take it home.

The tables *A* to *N* are the presentation of the sequence of the different lessons that will be followed during this unit and the assessment to develop English as a foreign language.

Materials and resources

The materials and resources that will be used along the lessons of this proposal will be the following ones:

- *The family book*by Todd Parr (**AnnexI**)
- Family flashcards (**Annex II**)
- Face characteristics flashcards (**Annex III**)

- "My family" drawing (**Annex IV**)
- "In my house we are" drawing (**Annex V**)
- "This is one of my family members" drawing (**Annex VI**)
- Digital board.
- Classroom material such as: paper, pencil, crayons, markers, wool, and finger painting.
- Photos of the families.
- Psychomotricity classroom.
- Our own book creations.

Proposal development

All the lessons are going to start with some routines.We have forty-five minutes in each lesson, and the first ten minutes are for performing the routines. In most lessons the last five minutes are also for collecting materials and saying goodbye.

One of the daily routines we are going to follow during the classes is the helper. Each day one of the students is the person who has the role to do the routines and he/she is in charge of helping in different situations that arise during the lessons.

The routines we are going to follow during this unit are the following:
- Hello song and greet my classmates (2 minutes)

  We will listen to the hello song while we sing and dance it. Then the helper will continue greeting the classmates.
- Who is at school today? And how are you? (4 minutes)

  The helper will read each name of the classmates and check if this person is at home or in the school. After that the helper will ask how this person is doing and wait for the answer.
- Day of the week (2 minutes)

  The helper will say what day it is today and if it is necessary their classmates can help him/her.
- Weather (2 minutes)

  Using the digital board, the helper will say what the weather is like today and if it is necessary their classmates can help him/her.
- Tidying up and goodbye song (5 minutes)

  We collect all the material used to leave the class clean and we say goodbye.

Lesson 1: The family

Timing	Grouping	Activity	Resources
10´	All the group	Routines	
8´	Individually	Discover family members with the flashcards	Family flashcards
5´	All the group	What is the book about?	Front cover of the family book
6´	Individually	Read *The family book*	*The family book*
6´	All the group	What is the book about?	
5´	Individually	Family song	Digital board
5´	All the group	Tidy up/goodbye song	

Table A. Sequence of lesson 1.

Description

During this lesson we will follow the *Table A. Sequence of lesson 1*. This lesson will start with the routines explained before, where the helper will be the main person leading the routines. Then we will start with the family flashcards (**Annex II**) with which we will introduce the family topic, talk about the different members of the family remembering how to say the name and learning others.

Then, to begin with the book, we are going to observe the front cover trying to guess what the book is about. After this, we are going to read the book and talk about it by asking the students some questions, such as the following ones:

- Is there more than one type of family?
- What type of family do you remember?
- Is there a family like yours?

We will finish this lesson with a song about the families, tidying up the class, and the goodbye song.

Timing

45 minutes, in which 15 of them are intended to the routines at the beginning and at the end of the lesson.

Grouping

The grouping during this lesson is going to be individually to answer the questions by their own and the entire group, in order to help each other.

Objectives

- To learn the names of the family members.
- To see similarities and differences between the different families.
- To link the types of families with the real life.

Materials

In this lesson, the materials we are going to work with are: family flashcards (**Annex II**), *The family book*and the digital board.

Assessment

To assess this lesson we will follow *Table B. Assessment of lesson 1.* The assessment of this lesson is going to be guided through observation, taking into account the participation of the students during the hour. The language production will also be assessed.

Objectives	Levels	Students
To learn the names of the family members.	Accomplished	
	In process	
	Not achieved	
To see similarities and differences between the different families.	Accomplished	
	In process	
	Not achieved	
To link the types of families with the real life.	Accomplished	
	In process	
	Not achieved	

Table B. Assessment of lesson 1.

Lesson 2: New families

Timing	Grouping	Activity	Resources
10´	All the group	Routines	
3´	All the group	Make questions about the previous unit	
5´	Individually	Read *The family book* to remember it	*The family book*
5´	Individually	Remember the family members with the flashcards	Family flashcards
10´	Small groups	Create new families	Family flashcards Paper Pen
7´	Small groups	Tell the classmates their creations	
1´	All the group	Tidy up/goodbye song	

Table C. Sequence of lesson 2.

Description

During this lesson we will follow *Table C. Sequence of lesson 2*. This lesson will start with the routines explained before, where the helper will be the main person who will lead the routines. Then, in order to remember the previous lesson, we will ask the students some questions and we will read the book again. Continuing with the time of remembrance, we will talk about the family flashcards we saw the day before and as we are talking about the families that appear in the book and our families, we are going to try to create new types of families with the family flashcards (**Annex II**). To create these new families, we are going to have the flashcards as an example. In small groups we have to decide on different types of families and draw them to tell the rest of the classmates about them.

We will finish this lesson by tidying up the class, and with the goodbye song.

At the end of this lesson, we will ask the students and the parents to bring basic information and photos about their families to work in a personalized way.

Timing

45 minutes, in which 15 of them are intended to the routines at the beginning and at the end of the lesson.

Grouping

The grouping during this lesson is going to be individually to answer the questions by their own and the entire group, in order to help each other. Furthermore, during this lesson we will work in small groups to create new types of families.

Objectives

- To answer questions about the previous lesson.
- To be able to create new family structures.
- To tell the classmatestheirbooks creations about their families.

Materials

In this lesson, the materials we are going to work with are: *The family book*(**AnnexI**), family flashcards (**Annex II**), and classroom materials such as papers and pencils.

Evaluation

To assess this lesson we will follow *Table D. Assessment of lesson 2*.The assessment of this lesson is going to be guided through observation, taking into account the participation of the students during the hour. The language production will also be assessed.

Objectives	Levels	Students
To answer questions about the previous lesson.	Accomplished	
	In process	
	Not achieved	
To be able to create new family structures.	Accomplished	
	In process	

	Not achieved	
To tell the classmates theirbooks creations about their families	Accomplished	
	In process	
	Not achieved	

Table D. Assessment of lesson 2.

Lesson 3: What is my family like?

Timing	Grouping	Activity	Resources
10´	All the group	Routines	
15´	All the group	Talk about the photos of their families	Photos of their families
10´	Individually	Make the drawing and write the name of the family members	"My family" drawing Family flashcards Crayons Markers Pencil
5´	Individually	Make the drawing of the family we live with	"In my house we are" drawing Family flashcards Crayons Markers Pencil
5´	All the group	Tidy up/goodbye song	

Table E. Sequence of lesson 3.

Description

During this lesson we will follow *Table E. Sequence of lesson 3.* This lesson will start with the routines explained before, where the helper will be the main person who will lead the routines. Then we are going to talk about of our familypictures we brought to class and before this we will start creating our family book with a front cover

drawing of our family, taking the family photo as a reference. In this drawing we will have to write what family member we are drawing.

We will finish this lesson by tidying up the class, and with the goodbye song.

Timing

45 minutes, in which 15 of them are intended to the routines at the beginning and at the end of the lesson.

Grouping

The grouping during this lesson is going to be individually to work on their own and the entire group, in order to help each other.

Objectives

- To be able to draw their family guided by a photo.
- To match their own family with the family members previously worked with.
- To write the family members correctly.

Materials

In this lesson, the materials we are going to work with are: photos of their families, family flashcards (**Annex II**), "My family" drawing (**Annex IV**), "In my house we are drawing (**Annex V**), and classroom materials such as crayons, markers and pencils.

Evaluation

To assess this lesson we will follow *Table F. Assessment of lesson 3*. The assessment of this lesson is going to be guided through observation, taking into account the participation of the students during the hour. The language production will also be assessed.

Objectives	Levels	Students
To be able to draw their family guided by a photo.	Accomplished	
	In process	
	Not achieved	
To match their own family with the family members previously worked with.	Accomplished	
	In process	
	Not achieved	
To write the family members correctly.	Accomplished	
	In process	
	Not achieved	

Table F. Assessment of lesson 3.

Lesson 4: What am I like?

Timing	Grouping	Activity	Resources
10´	All the group	Routines	
12´	Individually	Discover face characteristics with the flashcards	Face characteristics flashcards
5´	All the group	Go to the psychomotricity class	
14´	All the group	Game with the face characteristics	
4´	All the group	Come back from the psychomotricity class	

Table G. Sequence of lesson 4.

Description

During this lesson we will follow *Table G. Sequence of lesson 4.* This lesson will start with the routines explained before, where the helper will be the main person leading the routines.After this we will learn about face characteristics (**Annex III**). We will show the students other flashcards with face characteristics. To continue working

with this we will go to the psychomotricity classroom to play a game. This game consists of asking different questions related with facial characteristics, such as:

- Who has green eyes?
- Who has curly hair?

Depending on the answer, the students have to be placed in one place of the classroom or another.

We will finish this lesson coming back to our classroom.

Timing

45 minutes, in which 15 of them are intended to the routines at the beginning and at the end of the lesson.

Grouping

The grouping during this lesson is going to be individually to work on their own and the entire group, in order to help each other.

Objectives

- To learn face characteristics.
- To be able to recognize their own facial characteristics.
- To differentiate the facial features of their classmates.

Materials

In this lesson, the materials we are going to work with are the face characteristics flashcards (**Annex III**).

Evaluation

To assess this lesson we will follow *Table H. Assessment of lesson 4.* The assessment of this lesson is going to be guided through observation, taking into account the participation of the students during the hour. The language production will also be assessed.

Objectives	Levels	Students
To learn face characteristics.	Accomplished	
	In process	
	Not achieved	
To be able to recognize their own facial characteristics.	Accomplished	
	In process	
	Not achieved	
To differentiate the facial features of their classmates.	Accomplished	
	In process	
	Not achieved	

Table H. Assessment of lesson 4.

Lesson 5: What is this person like?

Timing	Grouping	Activity	Resources
10´	All the group	Routines	
5´	All the group	Remember face characteristics with the flashcards	Face characteristics flashcards
12´	All the group	Explain what to do and choose two people to make our book	
18´	Individually	Draw the family members chosen and write their characteristics	"This is one of my family members" drawing Face characteristics flashcards Pencil Crayons Markers Wool Finger painting

| 5´ | All the group | Tidy up/goodbye song | |

Table I. Sequence of lesson 5.

Description

During this lesson we will follow *Table I. Sequence of lesson 5.* This lesson will start with the routines explained before; where the helper will be the main person leading the routines. After this we are going to remember the face characteristics with the face characteristics flashcards (**Annex III**). Then we are going to choose two of the students' family members and we will have to draw them taking into account their characteristics. To complete the drawing, we will write the characteristics having the flashcards as a reference.

We will finish this lesson by tidying up the class, and with the goodbye song.

Timing

45 minutes, in which 15 of them are intended to the routines at the beginning and at the end of the lesson.

Grouping

The grouping during this lesson is going to be individually to work on their own and the entire group, in order to help each other.

Objectives

- To remember the face characteristics.
- To be able to draw different characteristics on a face.
- To use different materials to make the characteristics.

Materials

In this lesson, the materials we are going to work with are: the face characteristics flashcards (**Annex III**), "This is one of my family members" drawing (**AnnexVI**), and classroom materials such as crayons, markers, pencils, wool, and finger painting.

Evaluation

To assess this lesson we will follow *Table J. Assessment of lesson 5*. The assessment of this lesson is going to be guided through observation, taking into account the participation of the students during the hour. The language production will also be assessed.

Objectives	Levels	Students
To remember the face characteristics	Accomplished	
	In process	
	Not achieved	
To be able to draw different characteristics on a face	Accomplished	
	In process	
	Not achieved	
To use different materials to make the characteristics.	Accomplished	
	In process	
	Not achieved	

Table J. Assessment of lesson 5.

Lesson 6: I share my book

Timing	Grouping	Activity	Resources
10´	All the group	Routines	
5´	Individually	Go to the assembly	
25´	All the group	Share our books and listen to the family book of our family	Our family books
5´	All the group	Tidy up/goodbye song	

Table K. Sequence of lesson6.

Description

These lessons will last two sessions of one hour and a half divided into two equal parts in which the outline of the lesson is the same. During these lessons we will follow *Table K. Sequence of lesson 6*. The lessons will start with the routines explained

before, where the helper will be the main person who will lead the routines. Then we will go to the assembly to take turns telling our classmates about the family book that we have created.

We will finish this lesson by tidying up the class, and with the goodbye song.

Timing

1 hour and 30 minutes divided in two lessons of 45 minutes each one. In both of the lessons, 15 minutes are intended to the routines at the beginning and at the end of the lesson.

Grouping

The grouping during this lesson is going to be individually to work by their own and the entire group, in order to help each other.

Objectives

– To be able to share their creations with their classmates.
– To listen to their classmates when they are talking.

Materials

In this lesson, the materials we are going to work with are the family books we have created.

Evaluation

To assess this lesson we will follow *Table L. Assessment of lesson 6.* The assessment of this lesson is going to be guided through observation, taking into account the participation of the students during the hour. The language production will also be assessed.

Objectives	Levels	Students
To be able to share their creations with their classmates.	Accomplished	
	In process	
	Not achieved	
To listen to their classmates when they are talking.	Accomplished	

	In process	
	Not achieved	

Table L. Assessment of lesson 6.

Lesson 7: Family day

Timing	Grouping	Activity	Resources
10´	All the group	Routines	
5´	All the group	Talk about the family day	
10´	All the group	Remember what we have learned	
8´	All the group	What is missing to be a book?	*The family book* Our family book
7´	Individually	Add our name on the front cover, and the number of the pages	Pencils Markers
5´	All the group	Tidy up/goodbye song	

Table M. Sequence of the lesson 7.

Description

During this lesson we will follow *Table O. Sequence of lesson 8.* This lesson will start with the routines explained before, where the helper will be the main person who will lead the routines. Then we will talk about the family day, which is may 15th, and remember what we have learned before. After that we will compare the book we have been reading, *The family book*, and the book we have created. We will add the name in the front cover and the number of the pages.

We will finish this lesson by tidying up the class, and with the goodbye song.

Timing

45 minutes, in which 15 of them are intended to the routines at the beginning and at the end of the lesson.

Grouping

The grouping during this lesson is going to be individually to work on their own and the entire group, in order to help each other.

Objectives

- To participate in the review of the unit.
- To know the important parts of a book (front cover, name of the author, number of pages, back cover).
- To be able to finish their productions with a book format (name on the front cover and number of pages).

Materials

In this lesson, the materials we are going to work with are the family books we have created, and classroom materials such as pencils and markers.

Evaluation

To assess this lesson we will follow *Table P. Assessment of lesson 8.*The assessment of this lesson is going to be guided through observation, taking into account the participation of the students during the hour. The language production will also be assessed.

Objectives	Levels	Students
To participate in the review of the unit.	Accomplished	
	In process	
	Not achieved	
To know the important parts of a book (front cover, name of the author, number of pages, back cover.)	Accomplished	
	In process	
	Not achieved	

To be able to finish their productions with a book format (name on the front cover and number of pages.)	Accomplished	
	In process	
	Not achieved	

Table N. Assessment of the lesson 7.

UNIT ASSESSMENT

Following the assessment rubric (**Annex VII**) it is easy to assess the students through the objectives of theobservation. There is a rubric to assess the unit (**Annex VIII**).Thisis useful to appreciate the mistakes made in the design and planning of the proposal. In this case, the unit has not been put into practice, but in the case in which it was, the rubric is also useful to check the implementation of it.

CONCLUSION

Storytelling has been around for many years and as Greene (1996) said, it is the oldest and the newest art form. As we have seen during this final degree project, there are many premises that differentiate storytelling from telling a story. Among them we have talked about the importance of both verbal and non-verbal languagesignificant to reach the students in the deepest way, because this makes them be interested in the story.

The existence of storytelling gives great importance to stories, through which we can motivate students when acquiring new objectives. But not only that storytelling also allows also the students to develop imagination, contextualize the knowledge they are learning, could help children to identify feelings and emotions.

I would like to emphasize the importance of the teacher when putting this proposal into practice, as he or she has to be aware of the verbal and non-verbal communication and ask questions to check if the students have the necessary knowledge and skills to follow the storytelling, and if not, to continue adapting the story.

This projectcan also be extended by talking about storytelling in Primary Education.It could be related with cooperative working and different books adapted to the students abilities, to work on different contents and to achieve the learning of new knowledge.

Some the group chosen as an example for the possible development of the unit.Since it can be seen, it is a group of the oldest course of Infant Education, but it has a great foundationof English as a foreign language. Therefore, to use the proposal in another group with a different foundation in this language must be adapted. In addition, the school is part of the British program, so it has many more hours of English than any other public school that is not within this program, which helps students with language acquisition.

BIBLIOGRAPHY

Aguirre, G. & Beiras, T. (1976). *Datos para una investigación sobre comunicación no verbal.* Anuario de psicología/The UB Journal of psychology, 15, 37-60.

Asher, J. (1977) *Learning Another Language Through Actions: The Complete Teacher's Guidebook.* California: Sky Oaks Productions.

Bancroft, W. J. (1997*). Non verbal communication: How important is it for the language teacher? Mosaic,* 4(1), 3-12.

Coyle, D. (2005). *CLIL Planning Tools for Teachers 4Cs Curriculum Guidance 3As Lesson Planning Tool Matrix Audit Tool for Tasks &Materials. Retrieved August*, 1–17.

Ellis, G., & Brewster, J. (2014). *Tell it again! The storytelling handbook for primary English language teachers.* British Council.

Greene, E. (1996). *Storytelling: Art and Technique, Third Edition – Ellin Greene.* Libraries Unlimited.

Kariuki, P. N. K., & Bush, E. D. (2008). *Running head: EFFECTIVENESS OF TPR STORYTELLING*. In Annual Conference of the Mid. South Educational Research Association.

Kellogg, P. & Lawson (1993). *Envoy: Your personal guide to classroom management.* Battle Ground: Michael Grinder.

Marsh, D., & Marsh, A. D. (2012). *Content and Language Integrated Learning (CLIL) A Development Trajectory.*

Miranda, J. V. (2004). *La comunicación en la escuela infantil: algunas consideraciones teóricas de utilidad para maestros en ciernes.Didáctica (lengua y literatura),* 16, 207-233.

Ray, B., & Seely, C. (1998). *Fluency through TPR storytelling: Achieving real language acquisition in school*. Command Performance Language Institute.

Raya, D. A. A. (2002). *Psicología de la comunicación en el aula. Revista Habanera de Ciencias Médicas.*

Serrat, O. (2017). *Storytelling. Knowledge Solutions.* Asian Development Bank. Springer Singapore.

What is storytelling? / National Storytelling Network. Retrieved April 10, 2022, from https://storynet.org/what-is-storytelling/

Willis, J. (1996). *A flexible framework for task-based learning. An overview of a taskbased framework for language teaching.* Oxford, (Prabhu 1987).

ANNEXES

ANNEX I.

The family book.
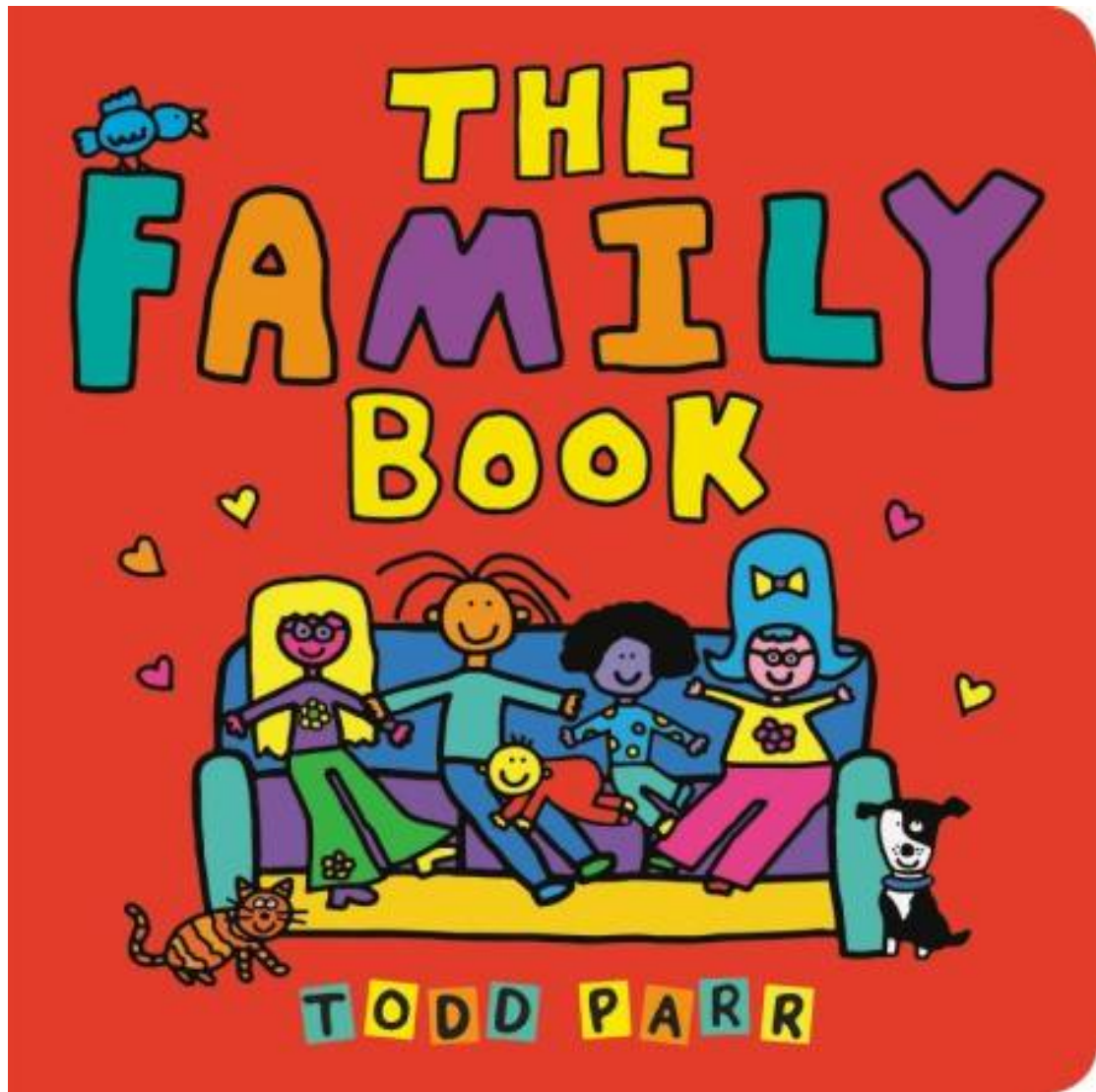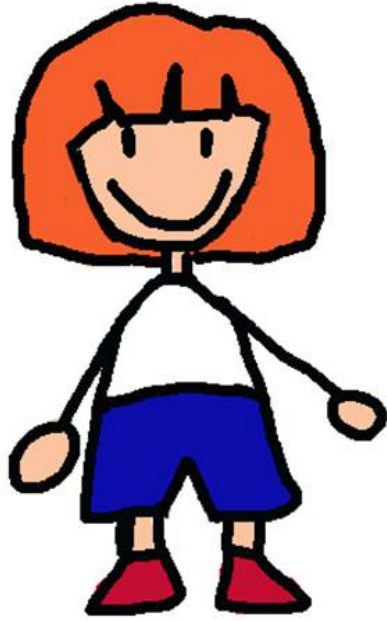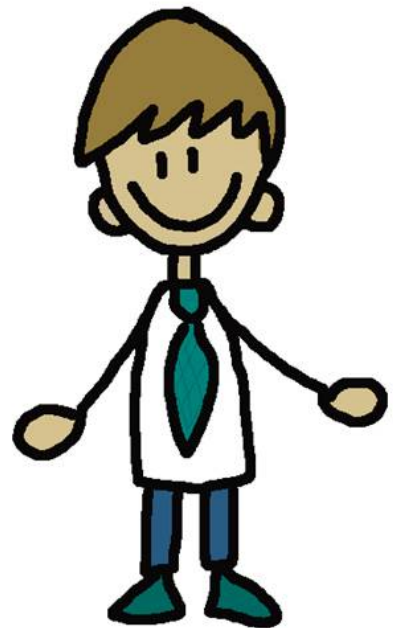
ANNEX II.

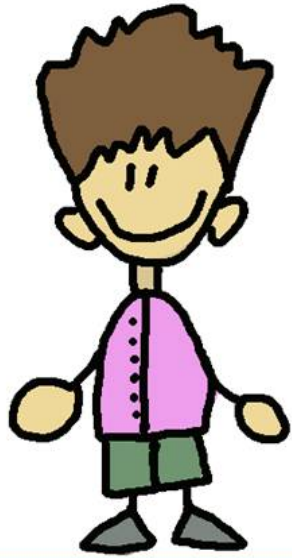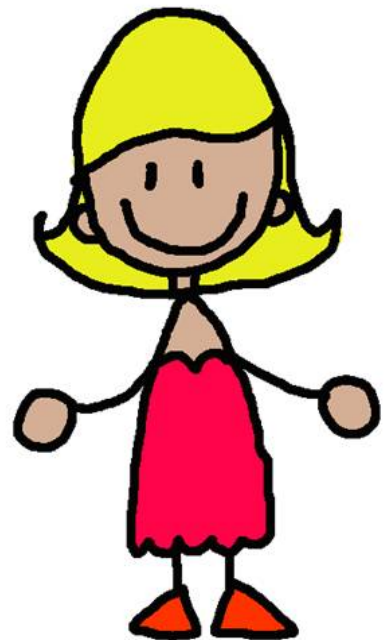The family flashcards.

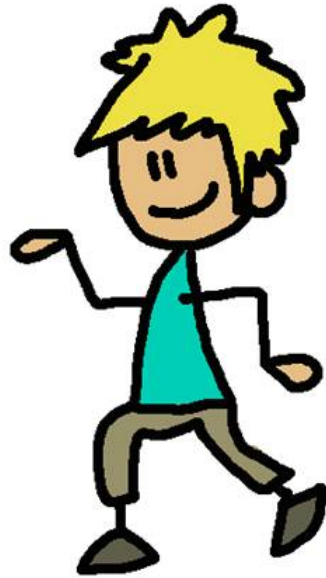

Grandfather

Grandmother
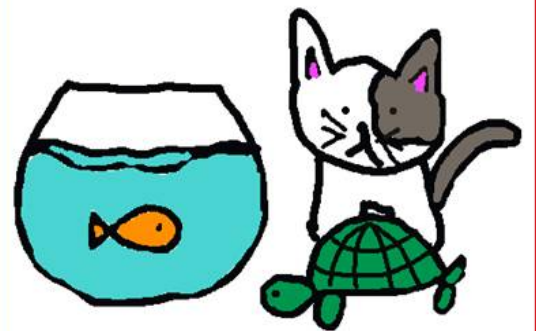
Mother

Mommy

Stepmom

Father

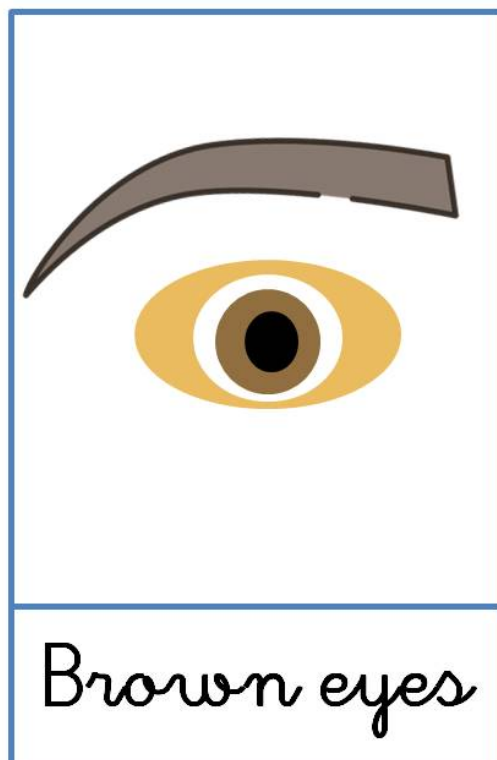Daddy

Stepdad

Brother

Sister

Uncle

Auntie
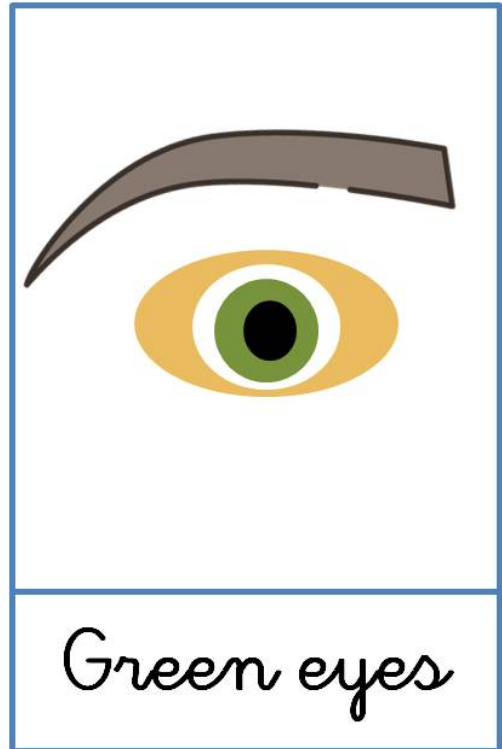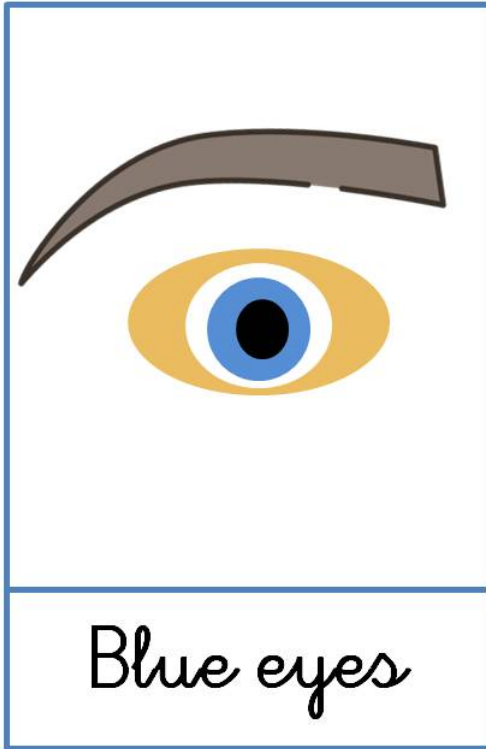
Cousin
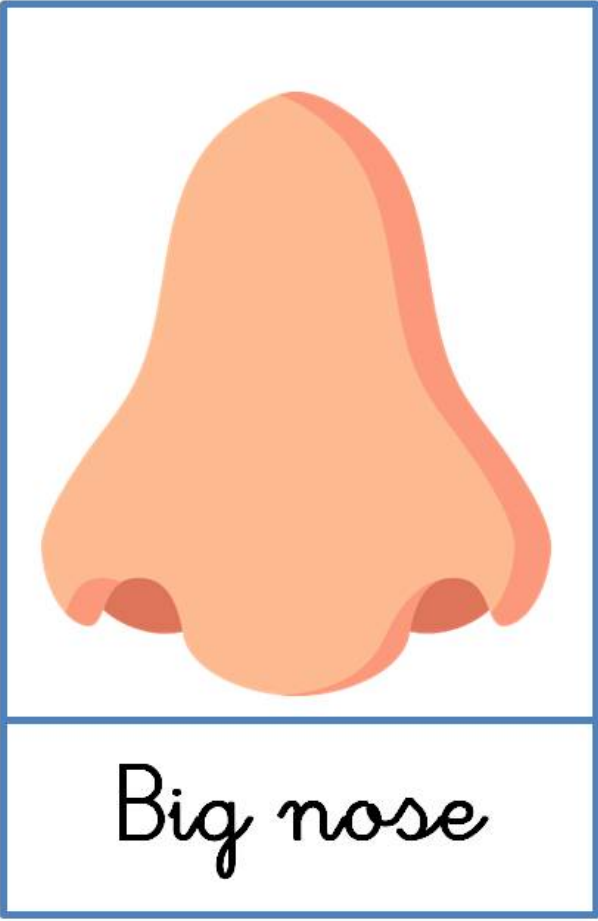
Pet

ANNEX III.
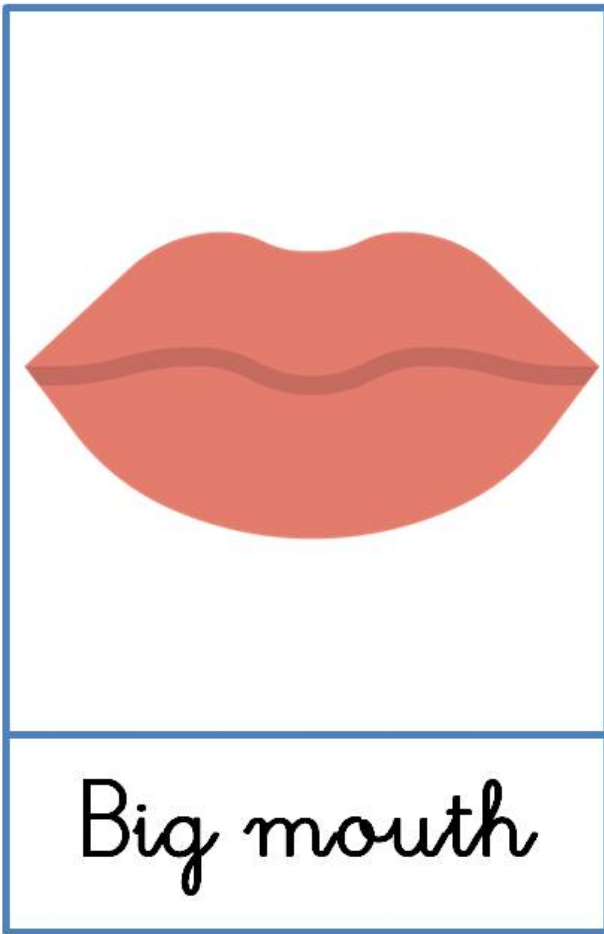
Face characteristics flashcards.
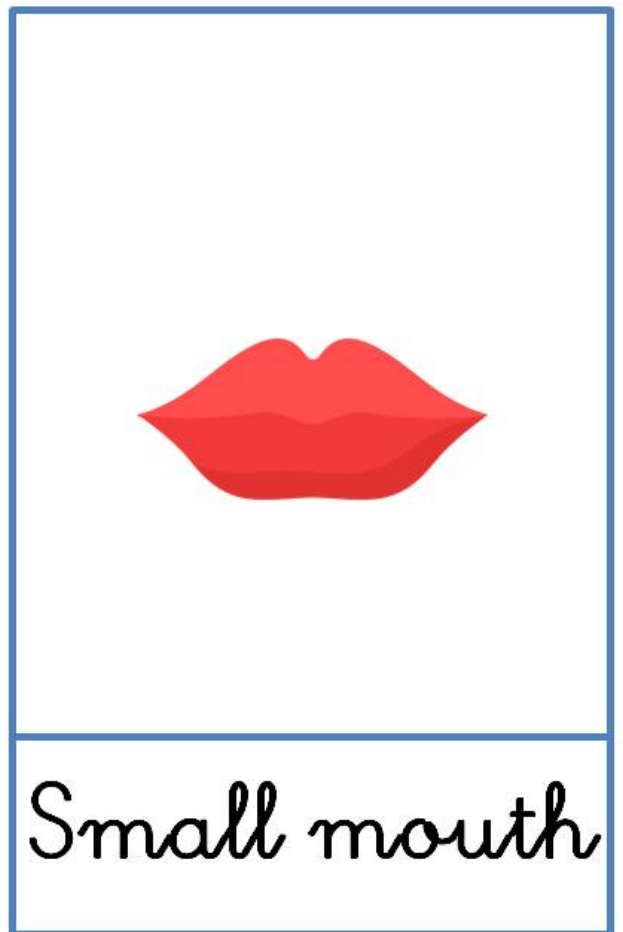
Blue eyes

Green eyes

Brown eyes

Big nose
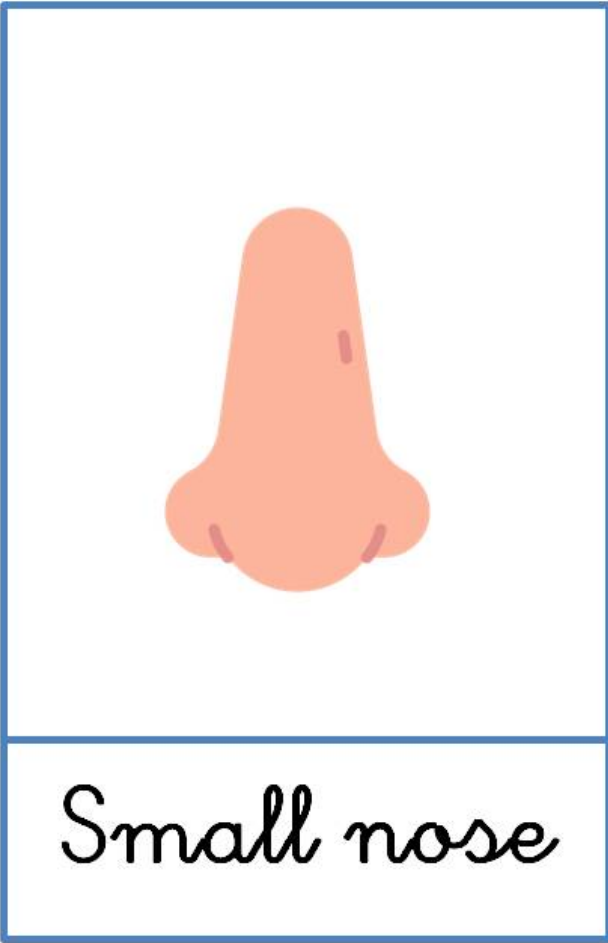
Small nose

Big mouth

Small mouth

Big ear

Small ear
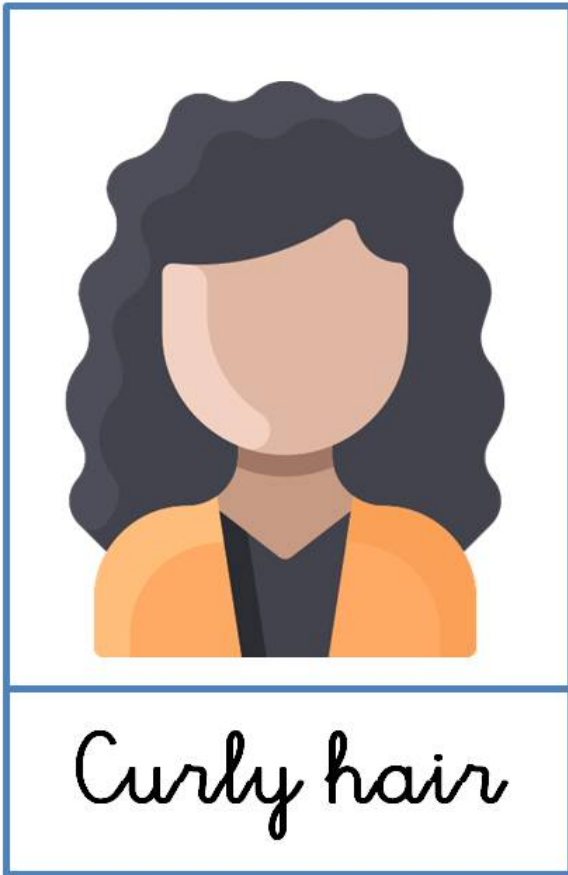
Curly hair
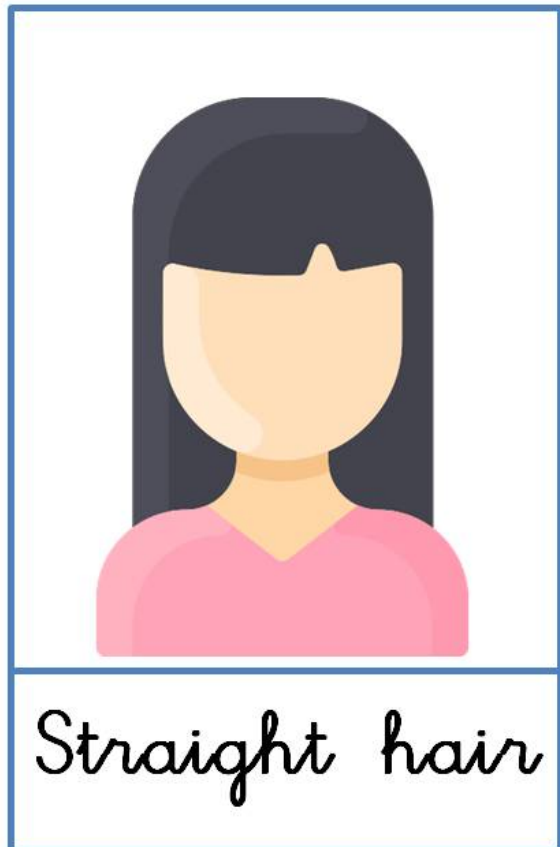
Straight hair

ANNEX IV.

"My family" drawing.
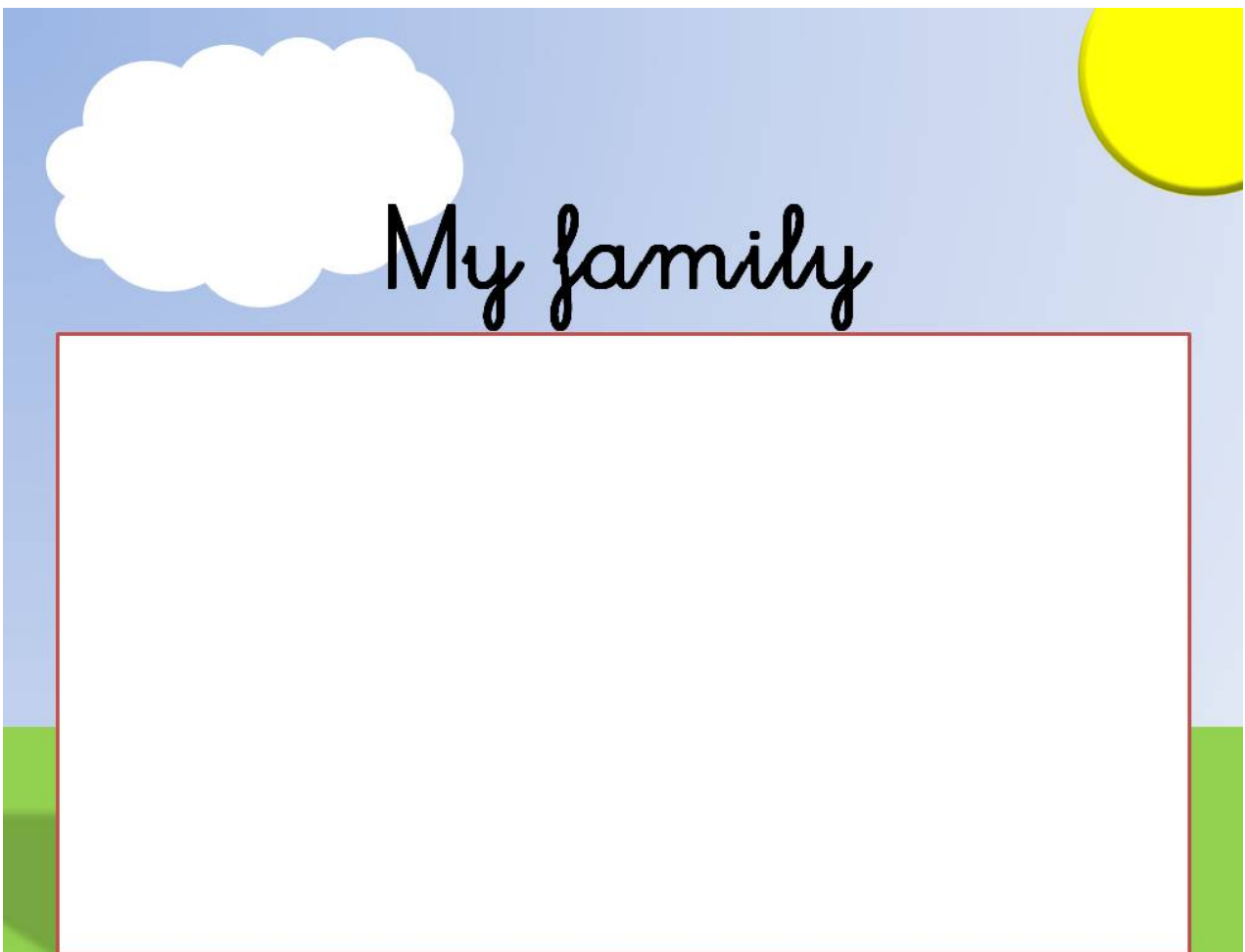
ANNEX V.

"In my house we are..." drawing.

In my house we are:

ANNEX VI.

"This is one of my family members" drawing.

This is my _____, she/he has:
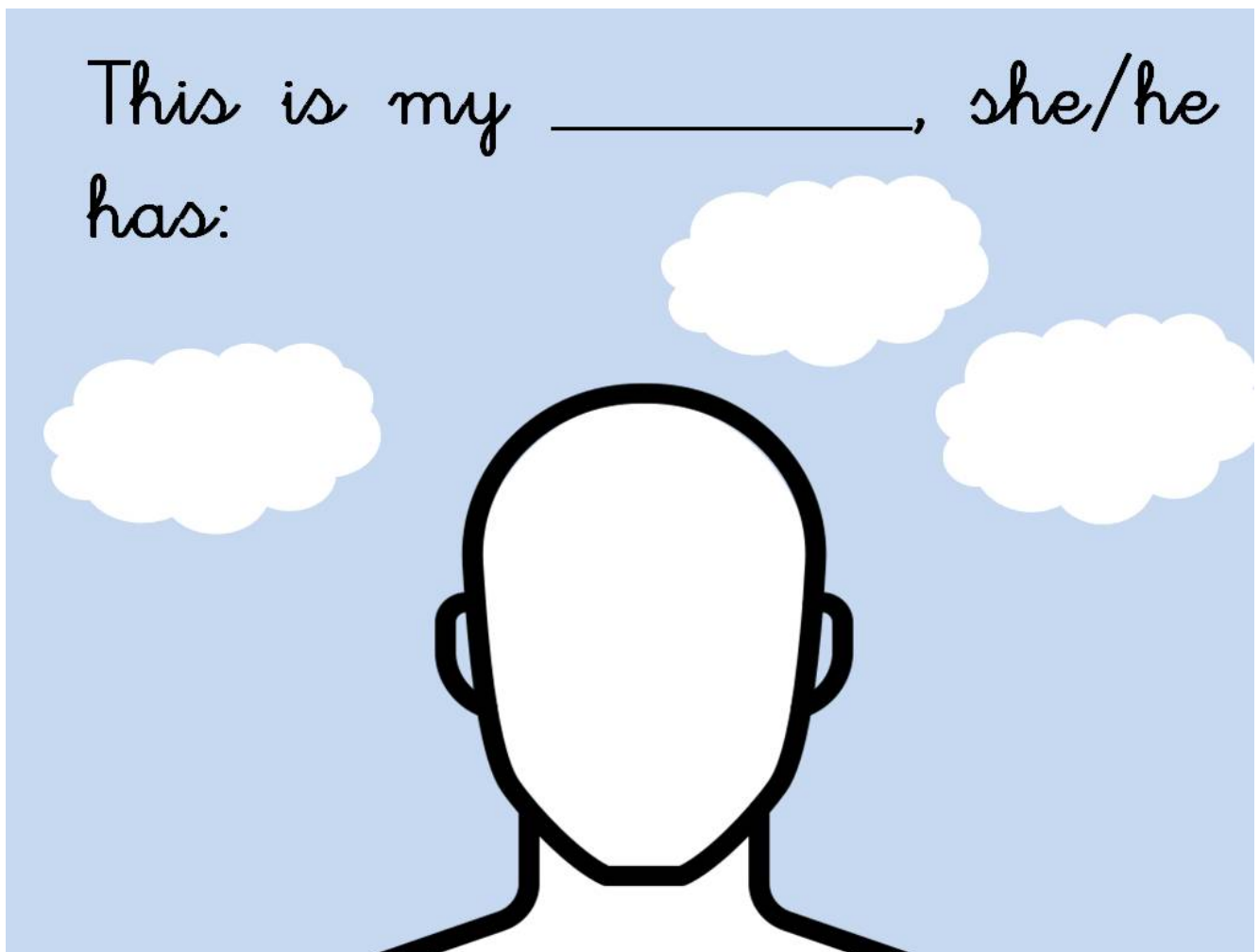
Rubric assessment.

Lesson 1: The family	OBJECTIVES	LEVELS	STUDENTS														OBSERVATIONS
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	To learn the names of the family members.	Accomplished															
		In process															
		Not achieved															
	To see similarities and differences between the different families.	Accomplished															
		In process															
		Not achieved															
	To link the types of families with real life.	Accomplished															
		In process															
		Not achieved															
Lesson 2: New families	To answer questions about the previous lesson.	Accomplished															
		In process															
		Not achieved															
	To be able to	Accomplished															

	create new family structures.	In process																
		Not achieved																
	To tell the classmates about their families creations.	Accomplished																
		In process																
		Not achieved																
Lesson 3: How is my family?	To be able to draw their family guided by a photo.	Accomplished																
		In process																
		Not achieved																
	To match their own family with the family members previously worked.	Accomplished																
		In process																
		Not achieved																
	To write the family members correctly.	Accomplished																
		In process																
		Not achieved																
Lesson 4: How I am?	To learn face characteristics.	Accomplished																
		In process																
		Not achieved																
	To be able to recognize their	Accomplished																
		In process																

	own facial characteristics.	Not achieved															
	To differentiate the facial features of their classmates.	Accomplished															
		In process															
		Not achieved															
Lesson 5: How is this person?	Remember the face characteristics.	Accomplished															
		In process															
		Not achieved															
	To be able to draw different characteristics on a face.	Accomplished															
		In process															
		Not achieved															
	To use different materials to make the characteristics.	Accomplished															
		In process															
		Not achieved															
Lesson 6: I share my book	To be able to share their creations with their classmates.	Accomplished															
		In process															
		Not achieved															
	To listen to their classmates when they are talking.	Accomplished															
		In process															
		Not achieved															

Lesson 7: Family day	To participate in the review of the unit.	Accomplished																
		In process																
		Not achieved																
	To know the important parts of a book (front cover, name of the author, number of pages, back cover.)	Accomplished																
		In process																
		Not achieved																
	To be able to finish their productions with a book format (name on the front cover and number of pages.)	Accomplished																
		In process																
		Not achieved																

ANNEX VIII.

Unit assessment.

ITEM	CRITERIA	ASSESSMENT CRITERIA				OBSERVATIONS
		1	2	3	4	
Aim selection	Contents were adapted to the students' level.					
	Objectives established at the beginning of the proposal have been achieved.					
	Explanations were of good quality and were easily understood by students.					
	Students showed progress along the unit.					
Skill balance	Teacher showed subject knowledge.					
	Teacher supports the intervention of students.					
	Students understood how to improve.					
Adequacy	Teaching styles chosen were appropriate.					
	Resources were effective.					
	The teacher made a proper use of time.					
	The pace of the lessons was suitable.					
	The feedback given to the students was appropriate.					
Design	The lesson was structured and					

	well planned.					
	The lesson has clear objectives.					
	A variety of techniques and activities were used.					
FINAL ASSESSMENT					