FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID

USING INTERACTIVE READING STRATEGIES.

SOME STEPS TO IMPROVE A CLIL SCHOOL READING PLAN

Uso de estrategias interactivas de lectura. Pasos para mejorar el plan de lectura en un centro CLIL.

TRABAJO FIN DE GRADO
MAESTRA EN EDUCACIÓN INFANTIL, MENCIÓN LENGUAS EXTRANJERAS: INGLÉS

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ABSTRACT

As an Early Years CLIL teacher one of the most important challenges becomes improving your students' reading strategies within a plurilingual perspective. Besides, if you want to link your Internship work to an Action Research, in a Bilingual school following an integrated curriculum (English-Spanish) commonly known as the British Council program, far beyond, if you also want to connect it to the School Reading Plan the challenge becomes huge. Therefore we restricted our research to the actions taken place in the classroom, deepening on the reading area with the aim of enlarging the reading plan in both languages. This program has been improvement with reading strategies to improve interactive reading strategies reading up to others, becoming aware of the importance of paralanguage. The final objectives of this research are that children will get to develop a meaningful reading and pleasure for reading.

KEY WORDS

Reading for pleasure, autonomy, development, basic competences, pluricultural awareness, learning mediators, reading area, Action research.

RESUMEN

Como maestra de infantil especialista en inglés, uno de los retos más importantes es la mejora de las estrategias de lectura de sus estudiantes dentro de una perspectiva plurilingüe. Dicho trabajo ha sido realizado durante el periodo de prácticas en un colegio bilingüe, que sigue los parámetros del Currículum Integrado Hispano-Británico-populamente conocido como programa British Council, y si además se conecta con el Plan de Lectura de la escuela el reto es aún más complicado. Por lo tanto hemos restringido la investigación a las acciones llevadas a cabo en el aula, profundizando en la zona de lectura con el objetivo de ampliar el plan de lectura en los dos idiomas. Este programa ha sido incrementado con estrategias interactivas de lectura para comunicarse con los demás, tomando consciencia de la importancia del paralenguaje. Los objetivos fundamentales de esta investigación consisten en que los niños consigan desarrollar una lectura significativa y un placer por la lectura.

PALABRAS CLAVE

Placer por la lectura, autonomía, desarrollo, competencias básicas, consciencia pluricultural, mediadores de aprendizaje, área de lectura, investigación acción.

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1. INTRODUCTION

This research addresses issues about a personal experience during one process of investigation in the reading area at Early Years. As the title itself says, this TFG respond to my interest of deepen and highlight the importance of learning a second language connected to the benefits gained out of reading in children.

The beginning of this TFG offers an introduction where the reasons why the issue of Literacy and the importance of the organization of the reading area are offered. Besides connecting both languages in the reading area would be the central issue in the design, as they highlight the importance of bilingualism linked to the benefits obtained in children's cognitive development. The second continues offering the teacher's targets and competences to be developed with the design and implementation of this investigation. Subsequently, I consider important justify it with theoretical bases to verify the different benefits that reading techniques used provide. To end up, I will carry out the part of the design in which I explain the practical process where I developed this research. This TFG will be completed with the conclusions obtained of the results of the implementation and develop my goals.

Once selected the type of investigation following Action Research, I developed a research where I planned different activities to be implemented, with the explanations required to be implemented as well as obtain the results aimed at. The process itself is part of the research, as the different steps followed where the writer, as a student teacher, went through offering and introducing the different kinds of activities. These activities were developed with 4-year-old pupils. Then I have grounded the experiences that were generated in the class and I reflected on them, which was very helpful to adjust the activities as well as correct the errors detected. In the design and implementation, various kinds of observation systems for the collection of data and their subsequent presentation in this report were used.

The most outstanding features from the research were the evidences of success in literacy development, the techniques tested to be useful in reading area in the class and the rewarding evidences of learning when children demonstrated to be:

- Autonomous readers.

- Could read aloud with a range of mediators.

The main aims to be achieved through the use of these techniques are:

- Reading for pleasure.

- Meaningful reading.

But Literacy achievement implies, in a bilingual school, the development of, in our case, reading and reading interaction skills. With this investigation I want to present a report about these achievements in a bilingual British-Spanish School. Due to my formation as CLIL teacher of Early Years I have to work in different kinds of contexts. For this reason it is important to know the framework where developed the bilingualism and the area of Literacy.

One of the most important areas to be developed as Early Years teacher is Literacy development. So, with this research we try to demonstrate how developing teaching strategies, in my case in the reading area, can also promote and facilitate learning in Infant Education in both languages. Besides with this investigation the context is analyzed and educational activities are properly planned. So, this research is focused on Literacy because according to Spanish/English Infants Integrated Curriculum:

> Literacy is much more than the teaching of the mechanics of reading and writing: literacy provides a greater chance of survival in the language and encourages self-esteem, self-identity and intellectual and emotional empathy. Literacy enables access to stories and other materials that shape and develop thinking and help children develop concepts. (p.40)[1]

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[1] Ministerio de Educación, Cultura y Deporte, Centro Nacional de Innovación e Investigación Educativa. (2012). Spanish/English Infants Integrated Curriculum. España: Secretaría General Técnica, Subdirección General de Documentación y Publicaciones.

Or in Richard Kern's words in his book *Literacy and language teaching*:

> Reading is a thinking process though which readers must relate the written symbols they perceive to their knowledge of language, of text, of content areas, and of the world, in order to bring meaning to a text. Reading therefore does more than establish links between words and referents; it requires prediction, inference, and synthesis of meaning. (Kern, 2000, p.28).[2]

Therefore, Literacy required developing a mental representation of thought. The focus on Literacy and reading area help children to be enthusiastic readers through the understanding and enjoyment of books. Being it one most essential focus in the present research.

Another important factor, which defines this research, is the concept of bilingualism, as an important feature that provides benefits to improve children cognitive intelligence. So, this document can be focused on the field of bilingualism but not just because it's a theme nowadays. There are more reason as for example as noted Arnott, S. R., & Pratt, J. (2002), and according to Godijns (1996), who consider that bilingualism leads to an optimal development of cognitive skills. This assertion can be very positive for children of Enfant Education, because in this way we help to children to think.

In addition authors such as Pinto (1993) and Tunmer and Myhill (1984) say in ***Bilingüismo y cognición: ¿cuándo iniciar el bilingüismo en el aula?***, the balanced level of language skills of the two languages has a positive and decisive effect on language awareness and cognition. And according to this scientific journal, in developing a balanced and complete bilingualism promotes linguistic awareness, the child transferred that skill to other areas of knowledge, metalinguistic ability can then benefit other school disciplines. Linguistic awareness also has beneficial effects on nonlinguistic school subjects, and other cognitive areas as information processing, problem solving, and analytical ability.

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[2] Kern, R. (2000). Literacy and language teaching. Oxford: Oxford University Press.

Once indicated the main grounds on which this research focuses, I will explain the professional objectives that are developed with this TFG.

2. OBJETIVES

An Early Years teacher needs to know and demonstrate a great variety of competences in her daily practice. In the beginning of this TFG we tried to show and relate all the competences acquired throughout its development, at the same time we link them to the regulations governing of the TFG. If we had to summarize in one essential competence the essence of this TFG, the leading targets of my research would be:

- Achieve and develop a meaningful reading and a pleasure of reading by connecting both languages in Early Years.

For this reason I am going to present the objectives that represent an essential step forward from an Early Year Teacher to a profile that includes being a CLIL teacher in an Early Year context. To develop these objectives different documents were use, the selection is formerly organized with a classification of general and specific objectives that have a relation with the Literacy area and with the aims connected to the competences a foreign language teacher should demonstrate:

2.1. GENERAL OBJECTIVES

Some of the most important objectives are clearly stated in "Ley Orgánica de Educación 2/2006, de 3 de mayo"[3], the ones that are linked to this research are the capacities a teacher should command:

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[3] Ley Orgánica de Educación 2/2006, de 3 de mayo.

- Proposing various forms of performance set the context in which the action is founded on knowledge and psychological characteristics, maturational processes and learning processes of the child.

- Introducing children to read and write skills, and discover the possibilities offered both as a source of pleasure, fantasy, communication and information.

- Encouraging a playful, friendly and welcoming atmosphere, which offers multiple communication and relationship situations so that students feel comfortable and motivated to learn in an atmosphere of affection and security.

- Selecting materials or resources that are introduced in the classroom.

- Demonstrating methodological approaches in the distribution and use of space, creating spaces where children can develop their learning process.

- Developing direct observation and recording of data are the most appropriate instruments for assessing students in this cycle.

2.2. SPECIFICS OBJECTIVES (LITERACY AREA)

Besides, the "Ley Orgánica de Educación 2/2006, de 3 de mayo" we can find the following ones focused on the area of Literacy.

Specific objects inside of Languages: Communication and Representation area:

- Promoting a meaningful and global learning to reach a satisfactory and proper acquisition.

- Planning activities that meet the interests of students and enable them to discover the functions of literacy as an information and communication, and as a source of pleasure.

- Offering all kinds of situations that bring together students with written texts.

- Stimulating interest in reading and put the child in contact with literacy and aesthetic forms of literature through storytelling and story reading by the adult, manipulating texts, poems, songs and fantastic stories.

- Emphasizing the importance of teaching a foreign language at these ages.

- Designing activities to develop children communication skills naturally and spontaneously, respecting their "silent period" as well as the different styles and rates of learning.

- Use of different supports for learning writing and reading meaningful comprehension.

Inside this part of specific objectives there are others important targets that have relation with the development of foreign language. These objectives we can see in the European CLIL Teacher´s Competences Grid and in Norwegian curriculum.

2.2.1. CLIL teacher´s competences grid

For a balanced bilingual education is necessary as a teacher to meet certain competencies. This competences match with the CLIL Teacher´s Competences Grid provided by the CLIL Research group founded by the Council of Europe. This grid presents teacher competences that can support the construction of rich CLIL learning environments.

According to this grid CLIL teachers should command these competences in the different areas:

Target language competences for teaching CLIL:

- Using Basic Interpersonal Communication Skills (BICS) (Cummins)
- Can communicate using contemporary social registers.
- Can adjust social and academic registers of communication according to the demands of a given context.

Using Cognitive Academic Language Proficiency (CALP) (Cummins)

- Can use appropriate subject-specific terminology and syntactic structures.
- Can conceptualize whilst using the target language.

Using the language of learning activities

- Can use the target language to: Explain, present information, give instructions, clarify and check understanding, check level of perception of difficulty.
- Can use the following forms of talk (Barnes, Mercer, et al.): exploratory, cumulative, dispositional, critical, meta and presentational.

2.2.2. Norwegian curriculum

In the other hand, as a CLIL teacher and according to Norwegian Ministry of Education and Research. (2006). Framework Plan for the Content and Tasks of Kindergartens[4], in the Communication, language and text the teachers must be able to:

- Create an environment that stimulates all children to use language well, and that encourages listening, conversation and play involving sounds, rhymes, rhythms and fantasies with the aid of language and song.

- Encourage children with bi- and multilingual backgrounds to use their languages, whilst helping them to gain experiences that build up their conceptual understanding and vocabulary in their mother tongue.

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[4] Norwegian Ministry of Education and Research. (2006). Framework Plan for the Content and Tasks of Kindergartens. Norway: Norwegian Government Administration Services.

- Create an environment in which children and adults every day experience excitement and joy through reading aloud, telling stories, singing and conversation, and being conscious of the ethical, aesthetic and cultural values that they are communicating.

3. JUSTIFICATION

3.1. QUALITATIVE RESEARCH

From the beginning of the research process we realized that it should have a qualitative character because as say G.R. Gómez and others in the book of *Metodología de la investigación cualitativa:*

> Estudia la realidad en su contexto natural, tal y como sucede, intentando sacar sentido de, o interpretar los fenómenos de acuerdo con los significados que tienen para las personas implicadas. 1996 (p. 32).[5]

In the other hand, Alison Mackey considers that the main characteristics of a qualitative research are:

• Naturalistic and controlled observation

• Subjective

• Discovery oriented

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[5] Gómez, G. R., Flores, J. G., & Jiménez, E. G. (1996). Metodología de la investigación cualitativa. Aljibe.

 Translation: We study reality in its natural context, as it happens, trying to make sense of, or interpret phenomena according to the meanings they have for the people involved. 1996. (p.32).

• Process oriented

• "Soft" data

• Ungeneralizable, single case studies

• Assuming a dynamic reality

• Close to the data

Among the different options to design a qualitative research the one we considered most suitable to our purposes is Action Research.

3.1.1. Action Research

We selected among the possible qualitative researches this method because it was born closely linked to teachers thinking development and the competences a reflective teacher should have:

> Al respecto, Zabala (2002) señala que el análisis de la práctica educativa debe realizarse a través de los acontecimientos que resultan de la interacción maestro–alumnos y alumnos–alumnos. Para ello es necesario considerar a la práctica educativa como una actividad dinámica, reflexiva, que debe incluir la intervención pedagógica ocurrida antes y después de los procesos interactivos en el aula. Esto significa que debe abarcar, tanto los procesos de planeación docente, como los de evaluación de los resultados, por ser parte inseparable de la actuación docente. (p. 34)[6]

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[6] García, B., Loredo, J., & Carranza, G. (2010). Analysis of the Teacher's Educational Practice: Didactic Thinking, Interaction and Reflection.

Translation: Zabala (2002), points out that the analysis of educational practice must be done through the events that result from the student-teacher and student-student interaction. This requires considering the educational practice as a dynamic activity, reflective, which must include the educational intervention occurred before and after the interactive processes in the classroom. This means that should cover both teacher planning processes, such as assessment results, being an inseparable part of teaching practices. (p.34)

3.2. THEORETICAL BASES

As I previously said the reading area and the learning of a foreign language are important because it helps children to develop different competences. But there are more reasons that ground this research as well as the type of approach selected.

But there have been many scientists who offered their theories about Literacy development from early years, some of them thought for monolingual settings, but all of them important to understand the process of language and literacy acquisition. The following part will deal with the theoretical foundations on which we base the techniques applied to the research.

3.2.1. Piaget, cognitive development

Piaget (1936) was the first psychologist to make a systematic study of cognitive development. His contributions include a theory of cognitive child development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities.

Before Piaget's work, the common assumption in psychology was that children are merely less competent thinkers than adults. Piaget showed that young children think in strikingly different ways compared to adults.

According to Piaget, children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge is based.

Piaget categorizes four developmental stages, but the most important one for this work, therefore we would centre this work on, is the preoperational period that starts around two would finish when children are about six.

According to Arrollo. Mª.V. in the article of ***Etapas y momentos más significativos en el desarrollo del niño según Piaget y Freud*** this period is characterized by the ability of representation and verbal intelligence.

The characteristics of the thought of this age can be summarized as:

- Concrete Thought: You can mentally represent objects and actions.

- Syncretic thinking: Perform general perceptions and then focus on what matters.

- Egocentric thinking: They can not be in the view of others. All reality is reduced to self.

- Transductive or preconceptual thought: It comes from the particular to the particular, is unable to generalize.

- Irreversible thinking: No se puede volver al origen, porque no tienen la conservación en su pensamiento.

- Magical Thinking: Conceived the world animated by supernatural forces.

- Phenomenal thought: It stays in the surface, in the phenomenal.

- Role playing games: Replaces objects so interests him.

- Period intuitive and mental organization of representations obtained: It is so named because the child claims without evidence and is not able to give demonstrations or proof of their beliefs. And has difficulty to consider several aspects of the situation, fixing his attention on one aspect of the object, omitting others.

Other features that characterize the preoperational thought are:

- Egocentrism: Tendency to take one's own point of view as the only, discarding the others.

- Irreversibility: The child is unable to return to the initial premise. There is no "Conservation in thought."

- Artificialism: Things are seen as a product of manufacturing and human will.

- Animism: Tendency to perceive things as alive and conscious and inert phenomena.

- Concentration: Tendency for the child to look at some aspects of the action, discarding others.

From all these features I highlight the "Magical Thinking" and the "Animism" because this feature conceives world animated by supernatural forces, provides of life and power animals and inanimate objects (Animism), endows intentionality to objects (Intentionalism).

With these ideas in mind it had been designed the central learning mediator used in the research: "Suli", the horse puppet. Children provided life to this mediator and children read with him and developed a meaningful reading. This is possible because preoperational period where children have this cognitive developed.

Thus there are theories that recognize stages or periods that indicated determinants such us: biological, environmental, qualitatively and quantitatively; which cause changes in the physical growth, psycho-motor maturation, perceptual, language, cognitive and psychosocial.

Attempts to confirm Robbie Case, (1978) in the *Intellectual development from birth to adulthood: A neo-Piagetian interpretation. Children's thinking: What develops*:

> During each of the major stages of intellectual development, there is a succession of substages. (p. 49)[7]

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[7] Robbie Case, (1978) in the "Intellectual development from birth to adulthood: A neo-Piagetian interpretation. Children's thinking: What develops".

The first postulate of his theory is that this succession of substages stems from a succession of qualitatively distinct control structures or executive strategies. The second postulate is that there are two of factors explain the succession of strategies within any stage. The first is the child´s responsiveness to the strategy-related experiences he encounters. In order of increasing power, one would expect practice, practice with feedback, cue highlighting, and modeling to affect the rate at which a child progresses through a given strategy sequence. The second factor is a gradual increase within each stage in the size of the child´s working memory.

3.2.2.   Daniel Goleman, Emotional Intelligence

Ever since the publication of Daniel Goleman´s first book on the emotional intelligence 1995, emotional intelligence has become one of the issues more important in the educational world.

There is an important connection between the emotional intelligence and the education area, and as confirm John D. Mayer, Casey D. Cobb, in the book of ***Educational Policy on Emotional Intelligence: Does It Make Sense?***:

- Nowadays, there are public acceptance about the concept of emotional intelligence because it was required to learn and to behave well.

- Also some experts support the idea about that the emotional intelligence help to predict success.

- The emotional intelligence is observable and assessable in pupils.

The emotional intelligence can be interesting in the education area because keeping that in mind may help educators better grasp the whole learner. In this way, how teacher, we can to help better the pupils in the learning process.

With my personal experience in the class I could to verify the importance of considering the premises of developing Emotional Intelligence when planning classroom activities.

These ideas helped me to design the learning mediator: "horse puppet" called "Suli", because it´s a learning mediator that encouraged the awareness of using emotional intelligence in children through the interaction with this mediator. When pupils told some tale to Suli they had to read aloud for him to enjoy the story. This aim increased their awareness of the features associated to a good reading aloud: produce a meaningful reading, showing Suli the pictures, using paralanguage, which made them build an idea of the targets to be achieved, at the same time they tried to created a good interaction which children improvement and developed their emotional intelligence because they encouraged the empathy, emotion recognition, decision making, and focusing on positive values.

Promoting these competences from Early Years is important because the relationship between people, the life in society, as well as essential to develop Basic Competences so important in our Official Curriculum.

3.2.3. Corners Methodology

In the current legislation, both national and regional, as the set of curriculum objectives, competencies, content, teaching methods and evaluation criteria are defined. The introduction of basic competencies in non-university education have generated the inclusion of different teaching methods in Infant Education, one of them is project work, where the organization of the space in different areas is essential to apply this methodology.

Working with workshop areas is a kind of methodology that contributes to promote children´s autonomy. With this methodology children have the possibility to develop their autonomous skills.

This type of organization in workshops has a relation with Montessori´s methodology. This conception is important because, when the new techniques of reading area in the class were introduced, I had to reorganize the usage of spaces. According to Montessori´s methodology it´s important to have a good organization with the space, and the most important the different material within the area, if you want to make the most of the workshops. A workshop is an organization of specific educational

activities. The main principle that this technique develops is the activity principle, which concurs with the above theories: learning is built through the experience. In the design of this research I selected the reading workshop, because it allowed me to introduce new techniques and learning reading mediator which might facilitate the achievement of the expectations.

This kind of methodology is interesting to develop an investigation because workshops help us to observe children better, while they read, play, or work. As workshops provide autonomy to pupils, while they interact within the workshops and with the different mediators, we can observe de results and their learning process. With this, we can confirm the suitability and effectiveness of the techniques and learning mediators being used.

3.2.4.   Howard Gardner, Multiple Intelligences

The theory of multiple intelligence of Gardner has contributed to change the point of view about the concept of intelligence. Attempts to confirm Sánchez, L. P., & Llera, J. B. (2006), Gardner sees intelligence as something that changes and develops according to the experiences that the individual can have in your life.

Of course this new concept has caused an important impact in the educational area. Gardner argues that the basis of intelligence is a double, first is biological and in the other hand it´s cultural. This assertion has an important part inside of the educational area and inside of the society.

According to Vigotsky the conceptualization of learning in social situations is reflected on his well-known concept of zone of proximal development. There are three features about this zone:

✓ A difficulty level is established.

✓ Support on the implementation the child is offered.

✓ The execution is evaluated independently.

Gardner' theory has not been based on intuition to determine some intelligences but he has rather proposed a set of criteria to determinate a type of intelligence, as we can see in *Dos décadas de «Inteligencias Múltiples»: Implicaciones para la psicología de la educación. Papeles del psicólogo.* (2006), (p.153)[8]

Gardner created this theory though a biographical study with eminent individuals. For Gardner there are eight kinds of intelligences, how we can see in the book of José I. Navarro Guzmán and Carlos Martín Bravo called *Psicología de la Educación para Docentes*:

- ➢ Linguistics
- ➢ Mathematical Logic
- ➢ Spatial
- ➢ Kinesics
- ➢ Musical
- ➢ Interpersonal
- ➢ Intrapersonal
- ➢ Naturalistic

We will center on the Musical and Kinesics intelligences because they are the ones that suit best to the aims of the present research. When children used the "Magic Wand" and they read the posters aloud they encouraged:

- ➢ Musical Intelligence: Because they work with the rhythm, the music and ear. The music and rhythms help us to understand and assimilate concepts. . In this case the Musical intelligence helps children to find the pleasure of reading we are looking for, as well as enhance meaning when reading.

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[8] Sánchez, L. P., & Llera, J. B. (2006). Dos décadas de «Inteligencias Múltiples»: Implicaciones para la psicología de la educación. Papeles del psicólogo, 27(3), 147-164.

➢ Kinesics Intelligence: This kind of intelligence is associated to action and movement, which is one of the essential learning techniques being used at these stages. Associating Kinesic and Musical Intelligences to reading can work in coordination while they mark with the "Magic Wand" the words in the posters, this would help them to build meaning at the same time they become aware of others.

3.2.5.   Learn to learning competence

With this research I encourage the competence of learn to learning though the learning of mediator "Record books". This learning mediator has an assessment function, where children become aware of their learning process.

Attempt to confirm our Spanish curriculum*, Ley Orgánica de Educación 2/2006, de 3 de mayo* the basics competences have some purposes:

- Integrate different learning, both formal, incorporated into different areas or subjects, and informal.
- Allow students to integrate their learning, to relate them to different types of content and to use them effectively when they are necessary in different situations and contexts.
- Allow them to identify the content and evaluation criteria that are essential character and inspire the individual decisions on the process of teaching and learning.

Learning to learn competence according to *Ley Orgánica de Educación 2/2006, de 3 de mayo* means having the ability to start learning and be able to continue learning more and more efficiently and autonomously according to self goals and needs.

With this competence it´s important that children become aware of their learning process and their challenges achieved. To achieve this aim, children have to develop different strategies, on their own, or in group with the help of others. With this competence pupils become aware of what they know and what is necessary to learn, so the Book of Records would help children to develop their learning to learn competence.

In this way, we generated the developed of many other skills necessary to achieve children consciousness, therefore it will help the to be better persons

These theories are related in a direct way with the techniques selected as well as the learning mediators used in the classroom. But below I will include other important theories that support the narrative premises, worked in the classroom through new those techniques implemented.

3.2.6.   Jerome Bruner, the narrative construction

According to Jerome Bruner's Narrative Construction theory, narration does not only relay on the construction of a text. It also operates as an instrument of mind in the construction of reality.

With this investigation we had a great deal of goals linked to children awareness, but the most important one is the usage of narrative as vicar experiences or as a way to offer him/her the possibility to understand the world around and life. In this way we supported on this theory, children know the world around them, when they are able to tell or their life and experiences are being narrated.

For this author there are ten features of narrative:

- Narrative diachronicity: A narrative is a series of events that occur in a particular time and place.
- Particularity: Narrative take as their ostensive reference particular happenings.
- Intention state entailment: Narrative are about people acting in a setting, and the happenings that befall them must be relevant to their intentional states while so engaged.
- Hermeneutic composability: Is important to extract the meaning of the texts of what they want to say and not stay in the superficial.
- Canonicity and Breach.
- Referentiality: The acceptability of a narrative obviously cannot depend on it is correctly referring to reality, else there would be no fiction.

- Genericness: We can speak of genre both as a property of a text and as a way of comprehending narrative.
- Normativeness: Narrative is necessarily normative.
- Context sensitivity and negotiability.
- Narrative accrual.[9]

People develop different skills and knowledge that are, at the same time, supported and organized by cultural tool kits. For these reason this theory support the assertion which children and people know the world though the narrative.

We can apply this point of view to our work in class so we can help pupils to develop their skills.

We will also focus our efforts on providing children with the possibilities to tell the story of their life through narrative. In this way children are the main element of the narrative because they have to reflect and transmit moments and facts. When pupils transmit something about their experiences or a vicarious one they are developing narrative skills. Thereby the new techniques of reading introduced in the class with this research, and the rest of the work on literacy in the class helped to develop a new way of class narrative construction.

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[9] Bruner. J.(1991). Critical Inquiry. The University of Chicago Press. Vol.18, pp.1-21.

Narrative Accrual is not foundational in the scientist´s sense. Yet Narrative do accrue, and, as anthropologists insist, the accruals eventually create something variously called "culture" or a "history" or more loosely a "tradition".(p.18)

4. CONTEXTUALIZATION

We must carry out an analysis of the context where it will develop a research and understand the factors that will help to develop this research.

4.1. FACTORS OF LITERACY THAT INFLUENCE CHILDREN'S LEARNING

There are certain competences in the Spanish-British Integrated Curriculum which might be used as guidelines for early childhood education, but in our case we have focused our objectives on the ones which foster basic Literacy skills acquisition. Some of the premises that match with the development of Literacy Skills in the Infant Education are:

- Literacy is much more than the teaching of the mechanics of reading and writing.
- Literacy provides a greater chance of survival in the language and encourages self-esteem, self-identity and intellectual and emotional empathy.
- Literacy enables access to stories and other materials that shape and develop thinking and help children develop concepts.
- Bi-literacy gives access to different and varied social and cultural worlds. In addition, as children become confident readers their knowledge of and control over the language becomes increasingly more individual and personalized.

Along the three years of Infant Education the focus on reading and writing will always be on helping children to become enthusiastic readers and writers through the understanding and enjoyment of "real" books. At the same time, children will be introduced from the start to a range of pre-reading and early reading strategies, including the systematic teaching of phonics, to help them make sense of what they read so that they will gradually be able to read with fluency, accuracy, and understanding, but above all with pleasure.

Being able to read and write with fluency and enjoyment in English is one of the aims which need to be developed through Infant, Primary and Secondary stages. The strategies for success must therefore be established as part of the curriculum from an early stage. The teaching of Literacy skills requires the natural integration of listening, speaking, reading and writing skills. Right from the early years placing emphasis on acquiring oral skills provides a strong basis for reading and writing development.

Following those premises, developing reading and writing skills at early stages is requires the application of a decisive factor: choosing books to be suggested to our children. Among the factors we might use to choose the most suitable ones for every age, we have selected the following aspects:

- Rhythm and rhyme to facilitate participation.
- Illustrations that support the text to assist comprehension.
- Repetitive language throughout the story to help participation and confident use of familiar language structures in telling and retelling the story.
- Natural forms of language with a range of tenses.
- Eye catching books with special features, i.e. pop up, lift the flap or unexpected endings.

Besides reading and using fiction and non-fiction texts with the whole class and small groups of children, or allowing children to access books on their own is important for reading and writing development. For this reason the pupils in my class where I implemented my design during my Internship period, have their book corner and mark their challenges in the Books of Records.

All the previous reason support the interests of the present research in a bilingual setting. Being Bilingual Education quite a broad topic, we decided to focus this research on the promotion of a meaningful learning reading area, both for mother tongue as well as to promote reading skills in their second language. It will be important for this research to introduce same elements that allowed us to follow a parallel reading structure in both languages. These elements will be learning mediators that will help

children to learn reading. In my research I wanted to find these connection and facilitate pupils the development of literacy in both languages.

4.2. PLURILINGUAL FACTOR

In this way how CLIL teacher I have to develop various skills and competences that you can find in the different curricula such as Norwegian, Scottish or the Spanish/British integrate curriculum. All these curricula are related with the Common European Framework of Reference for Languages, and as noted Little D. in *The Modern Language Journal*:

> The Common European Framework of Reference for Languages is intended to provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. (p.647)[10]

The Common European Framework of Reference for Languages comprises a descriptive scheme for analyzing what is involved in language use and language learning and a definition of communicative proficiency at six levels arranged in three bands—A1 and A2 (Basic User), B1 and B2 (Independent User), C1 and C2 (Proficient User). The CEFR is not language-specific. It is common to all Europe as it seeks to exist a plurilingualism that generates an intercultural.

According to Elena Landone, the plurilingual and pluricultural approach is one of the most important centers of the frame, where it is emphasized that:

> Conforme se expande la experiencia lingüística de un individuo en los entornos culturales de una lengua, desde el lenguaje familiar hasta el de la sociedad en general, y después hasta las lenguas de otros pueblos […], el individuo no guarda estas lenguas y culturas en compartimentos mentales estrictamente separados, sino que se desarrolla una competencia comunicativa a la que

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[10] Little, D. (2007). The Common European Framework of Reference for Languages: Perspectives on the making of supranational language education policy. The Modern Language Journal, 91(4), 645-655

contribuyen todos los conocimientos y las experiencias lingüísticas y en la que las lenguas se relacionan entre sí e interactúan. (Marco, Cap. 1.3,p. 16)[11]

In this way, the plurilingualism is developed in a context of multiculturalism being the language an important aspect of a culture as well as one of their means of access. Like the languages of different cultures not coexist separately, it´s just that converge into an integrated pluricultural competence.

Whereby, as a CLIL teacher we have to transmit the importance of the plurilingualism and pluriculturalism. Thanks to this intercultural vision, the communicative competence helps to develop other skills.

Thus, we cannot forget the intercultural competences, which we have to develop in our class to enrich children and our society. According to Isabel María Gómez Barreto, Antonio Medina Revilla and Pedro Gil Madrona the term of intercultural competences mean:

> Conjunto de habilidades, conocimientos y actitudes que de forma orquestada conllevan a desarrollar interacciones culturales efectivas, asegurando el reconocimiento y respeto por las diferencias y semejanzas, la capacidad empática y la capacidad para la resolución de problemas ante los posibles conflictos que surjan entre las partes, y con igual capacidad ante la mediación en las interacciones culturales de otras personas. (p. 40).[12]

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[11]Landone, E. (2004). Plurilingüismo y pluriculturalismo en el Portfolio Europeo de las Lenguas. Mots Palabras Words, 5, 35-55.

 Translation: As the linguistic experience of an individual in the cultural environment of a language expands, from the language familiar to the society in general, and then to the languages of other peoples [...], the individual does not keep these languages and cultures strictly separated mental compartments, but a communicative competence to which all contribute linguistic knowledge and experiences and in which languages interrelate and interact develops. (p. 16).

[12] Gómez, I.M., Medina, A. y Gil, P.: "La competencia intercultural en el plan de estudios de Graduado en Maestro de Educación Infantil en la Universidad de Castilla La Mancha". En Ensayos, Revista de la Facultad de Educación de Albacete, Nº 26, 2011.

Translation: Intercultural competence refers to the set of skills, knowledge and attitudes that lead to develop effective cultural interactions, ensuring the recognition and respect for differences and similarities, empathic ability and the ability to solve problems, and with equal capacity to mediation in cultural interactions of others. (p.40).

4.3. METHODOLOGY DEVELOPMENT IN CLASS

The school where I developed this research follows the British Council program. According to this policy, teachers works with a combination of British and Spanish curriculum that sets a different way of working in the subjects, and even in the time organization of the center.

This research focuses on literacy I centered my work on the development of Literacy Skills in the Early Years following the Spanish-British Integrated Curriculum guidelines for early childhood education, because that is how it works in these centers.

When planning literacy contents following these guidelines, teachers must follow a pattern of content divided according to three different levels: Text level, sentence level and word level.

Every level has its targets, with a differentiated 3-levels of expectation as well as clear outcomes :

Literacy: Reading and Writing Targets

Working with texts
Pupils demonstrate that they can:

- ✓ Text Level

• Show an interest in listening to stories
• Join in with reading and retelling of simple stories
• Show an interest in books and reading
• Attempt to "read" text in the classroom context, using phonological knowledge and skills and contextual cues, e.g. story books, song displayed on wall, story sequence cards, date and weather chart and topic related displays

✓ Sentence Level

• Read short captions made up of decodable words and high frequency words that have been taught

• Use developing skills and knowledge in phonics to participate in shared writing to create simple captions and labels for the classroom, e.g. sit on the mat.

• Show comprehension of a simple sentence made up of decodable words and familiar high frequency words, e.g. by drawing an illustration, creating a play dough model or selecting the corresponding picture.

✓ Word Level

• Recognise own name and many of their classmates

• Write own name accurately

• Recognise and read high frequency words both in and out of context:

   • a an at in is it on can dad mum big

   • the to I go no

   • he she we me be was my you they her all are

• Write high frequency words:

   • a an at in is it on can dad mum big

   • no go the I to

I could observe in the practical classes how they worked these levels in both languages, mother and foreign language, which fit the curriculum. Both the English teacher and the tutor of the class work in a coordinated way, adapting the foreign language levels to well known texts.

In the Text Level worked:

- ✓ Reading mechanics
- ✓ Create prediction
- ✓ Involve children in the story, though interaction
- ✓ Sequence structure
- ✓ Create illustration beginning with a tale
- ✓ Story telling tough different formats
- ✓ Be aware of the characters and events
- ✓ Library visits, get involved in a library share

In the Sentences Level worked:
- ✓ Tipography attractive
- ✓ Reading book individual, working with sounds
- ✓ Work with poems

In the Word Level worked:

- ✓ Analytical work with sounds
- ✓ Jolly Phonics method

I learned this way of work and the different techniques and given this thought I identified a possible support for the reading program to improve it to include some aspects for to get the principal aims of this investigation such us reading pleasure and a meaningful reading.

Some new tales and stories were introduced in class to improve this reading plan. These tales are based on little abstract ideas about the development of different activities previously worked in class with children. In conclusion, these tales are based on the narrative of the children´s life. In this way pupils work the narrative but with a self-perspective that awakens an interest in them. This way of working the narrative, correspond with the theory of Bruner: Narrative of life.

In this way, according to the Scottish curriculum in the Communication, Language and Literacy there are some targets that support the principal aims of this research:

- ✓ Interact with others.

- ✓ Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.

- ✓ Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.

- ✓ Extend their vocabulary, exploring the meanings and sounds of new words.

- ✓ Know that print carries meaning and, in English, is read from left to right and top to bottom.

- ✓ Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.

On the other hand we can find another target in the Norwegian curriculum that support the principal aims of this research too:

Through work on communications, language and texts, kindergartens shall help to ensure that children:

- • Develop a positive relationship with texts and pictures as sources of aesthetic pleasure, knowledge and conversations, and as inspiration for fantasies and creativity.

5. DESIGN AND INTERVENTION

This research started during my Internship, in the last year of my career. And it started from my interest and curiosity of learning in the area of literacy, both mother tongue and foreign language. To develop this research in the class I had to demonstrate some competences and skills, and I have to develop a plan of intervention.

5.1. METHODOLOGY FOLLOWING WITH THIS RESEARCH

With this design pupils worked helping each other through a guided teaching, which has the aim of discovery learning. The most important aim focuses on demonstrating that children are main character in their own learning - process. With this design pupils are expected to become aware of their progress at the same time they become conscious of the steps followed in their learning process.

In this way children used the different learning mediator autonomously, and they learned to read freely. Once they became aware of their progress with the book of records their autonomy became obvious develop.

This kind of methodology is clearly associated to the constructivist vision, and according to (Coll, 1990) how figure in the book of *Estrategias docentes para un aprendizaje significativo: una interpretación constructivista*, the design constructivist is organized around three basic ideas:

- ➢ Pupils are responsible for their own process of learning: The pupils construct their knowledge and they work as an active subject.
- ➢ The constructive mental activity of the pupils applies to content which children have.
- ➢ The teacher should guide and direct the processes construction of the student with the collective wisdom culturally originated." (pp. 441-442).

According to this vision this research had maintained this methodology where teacher guide the activities but children work autonomously.

Besides, it is important to mention the work basics competences, which are essential for the integral development of the children. According to *Ley Orgánica de Educación 2/2006, de 3 Mayo* the basic competences are abilities the child put into practice, in different contexts and situations, where theoretical knowledge, practical skills or knowledge, and attitudes are involved.
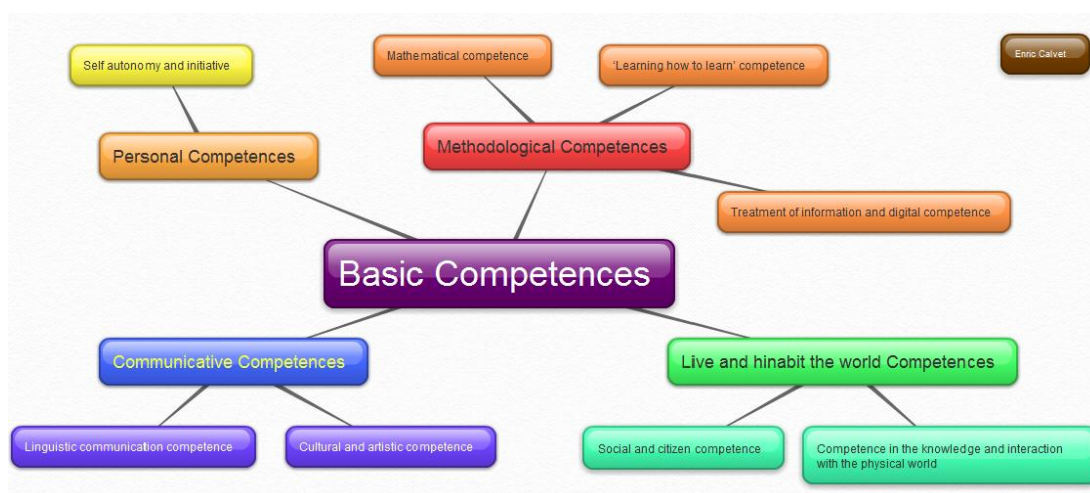
Picture 1.According to Spanish curriculum, and Enric Calvet.

In short, with basic competences children have to develop their capacities and they demonstrate a good disposition for learning. These competences are development along the child's life. Education based on competences provide children with the possibilities to develop themselves as individuals through practice. With this process pupils are aware of their own learning tools, which can increase children autonomy, in such a way that they can recognize and assume new challenges.

5.2. DESIGN

According to the regulation on the development and evaluation of "TFG", the work plan is established with a process followed for the study, analysis and development of the state of the chosen topic.

Once provided , the plan was carried out, a plan that matched with the reading area, but firstly we started with a process of observation in the practical classes, in Tello Téllez school. The center is a public school located in the north of Palencia. Currently the building is adapted to accommodate students with special educational needs, preferably students with motoric problems, and distinctive program of this center is the Bilingual Program Curriculum built Hispano-British in collaboration with the British Council, which is the only center with these characteristics the capital. The plan of this research was designed previously and it was put into practice with a group of 25 children of Enfant Education, in concrete of 4 years old. This plan was put into practice in the school Tello Téllez as I previously mentioned. The main target in this research is to achieve and promote reading for pleasure as well as meaningful reading.

✓ Classroom characteristics

The classroom where I developed my classroom practice is a medium size room. The walls of the classroom are not decorated but have shown learning mediators and useful for personal and cognitive development of students learning. There are different learning facilitators which help us to work different competences:

- o Competence in communication
- o Mathematical competence
- o Competence in knowledge and interaction with the physical world
- o Competition in the information processing and digital competence social and civic competence
- o Cultural and artistic competence

- o Competence of learning to learn
- o Competence in autonomy and personal initiative of mine

One of the most essential competences for a teacher is his or her ability to make a good use of space, to organize areas as well as displays mediators on the walls. Therefore our first step would not be complete without naming and describing the different areas in the classroom:

- o Individual working area: To start I would say that the classroom has five rectangular tables. In these desks the students work of 5 on 5 on individually way and group-work.
  With this plan in this area children read the books and tales in an individual way and collective way.

- o Meeting Area: This area has a carpet and a bench with drawers. On the walls near this area, students have their calendar where they register daily the weather, the day, month, year and the season. Everything is very well organized and in a very visual way. During the assembly period I presented the news techniques of reading area associated to the research, because in the assembly period we can work with all pupils together at the same time.
  In this area we read tales all together, and pupils read with the horse puppet (The learning mediator). They read aloud to the puppet individually or in a collective way.

- o Storage areas: There are four areas in the classroom with small closets and shelves.

- o Library area: There is an exhibitor where there are different tales. This area had to be modify with the introduction of the learning mediator designed for this research. We have added more techniques associated to the reading corner such as "Suli" the horse puppet, a reading poster, a magic wand and a Book of Records. In this way, the learning mediators improved this corner.

- Free Play Area: In this corner there are different toys, and children play freely with autonomy while they relate with others.

  At different times children went to read the posters with the magic wand although they were in the free play area.

- Computer Zone: At this area, children usually work logical-mathematical competence and literacy.

- Exhibition Area full of sets and posters: the Teacher usually hangs some of the children's works. It's very visual and it helps children to create a group identity and the feeling of belonging to their own classroom.

✓ Study and context

The first moment of the research focuses on the process of observation to see how students worked in the reading area, and which was the reading techniques they were familiar with. As I formerly described we worked following the headlines proposed in CEIP Tello Téllez, according to the Integrated Spanish-British Curriculum guidelines for early childhood education in the area of literacy. So, I going to explain how these premises were met in the classroom in both languages, mother tongue and foreign language:

Children had a reading corner where there were some books and tales. All the books in the area were originally Spanish books, there were not English books in these corner. We could neither find any other English reading resources, except when the English teacher taught her lessons and provided the necessary material every day.

Children also read when they were free. Sometimes, the teacher worked following the method Jolly Phonics and different other similar reading techniques. In other activities children dramatized the stories with the teacher. And the teachers developed prediction in the pupils through literacy, mainly in the reading area. Besides the techniques mentioned above, the teacher brought students to the library to have some kind of contact with the books in a free way.

So in general, those are the main lines of the Reading Plan in this school following Spanish-British Integrated Curriculum guidelines for early childhood education.

Referring to the attitude of children in connection with the reading area, I could observe that there were some pupils without emphasis on meaningful reading. Some pupils borrowed books and tales and they just pretended to read by turning pages, but they did not focus on meaningful reading. Nevertheless there were other children who could get meaning out of books, but some of them were not aware of meaning in books.

Children picked up the books when they finished their individually works or when they went to the reading corner. They usually read the books or tales in their chairs. With this research aimed at achieving that all pupils would get involved in the reading area rising pleasure for reading. I could perceive a need to include new techniques to introduce emotional intelligence at the same time reading new routines.

✓ How optimize the method with the research

To improve this method of reading and achieve the aims previously mentioned I designed some resources. Those resources are though as real reading/ learning mediator. Specifically I introduced in the class four learning mediator to develop this TFG:

➢ Magic Wand: One of those learning mediators was a scoreboard with a magic wand, it offers children the opportunity to point at the words in a poster at the same time they pronounce the words increasing reading oral skills. With this resource it is claimed to encourage interest and enjoyment of reading. This magic wand was made with laminate materials and a red stick. This scoreboard has a good size and it is striking for children.

Picture2. Learning resource.

With this mediator we would work sentence and word levels, because children worked out the reading framework.

After that I want to add that this resource has a theoretical foundation because with this resource children develop the Kinesic and Musical Intelligence as it has been previously explained in the section on theoretical bases.

➢ Posters: I introduced two posters in the class, one poster contained a Spanish poem of spring, and the other poster contained a little part of an English tale titled "Enormous Turnip". These posters were important to show the words in clear and simple way. For this reason I added pictures to the posters in order to facilitate reading meaningfully, above all with the English poster.

These posters would read with the magic wand mentioned above.

Picture 3. Learning resource.

With this learning of mediator we would work at sentence level too, because children work the framework of reading and also they work techniques such as reading aloud for improve literacy, but they are always within a clear text.

Horse Puppet: This learning mediator helps to children to develop a meaningful learning in the reading area. The aim of this resource is to create a good reading climate in the classroom. Suli, the horse puppet was made with colors gum, which was modeling to reach his final form. This is an important resource because children have to read the tales to horse puppet. And in this way children

had to assume the perspective of the other as they told the story of horse puppet, with this technique they got used to meaningful reading.

Also, according to Page, R., & Thomas, B.:

> Puppets are multisensory vehicles for storytelling […] They create a language and experience that children understand. (p. 42).[13]

Picture 4. Learning resource.

With this learning mediator pupils work at text level because they read tales and work with the framework of this stories.

After that I want to add that this resource has a theoretical foundation because with this resource children develop their emotional intelligence. We can also support the usage of this mediator through Piaget's theory.

➢ Book of Records and stamps: With this resource the students became aware of their achievements. The technique consists of a book where children stamped a face on their book of records indicating whether they develop meaningful reading. In this part there is an intervention in which is carried out to questions students with clear goals to lead the reading we wanted. In this way we guide

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[13] Page, R., & Thomas, B. (Eds.). (2011). New Narratives: stories and storytelling in the digital age. U of Nebraska Press.

children towards meaningful reading. There are two stamps, one of the stamps has a happy face and it is the green color, it meant they had succeeded, the other stamp has a sad face and it is the red color, with the meaning of "did not like or could not produce interactive reading successfully. This resource helped children to be aware about their challenges. The stamp would be mark in the book of records. The book of records have different boxes with the pictures of different tales and with a picture of the magic wand.

Children will have put the stamp in the corresponding box depending on the book they had read.

Picture 5. Learning resource.

With this learning mediator children worked written skills at the same time, because they had to record their learning process. The used stamp with a sad o happy face but in this way they had to record their work.

Finally I want to add that this learning mediator provides the bases to develop "learn to learning competence".

I have created these resources based on the British Curriculum premises (Irish, Canadian and USA). During the last year I have opened my mind about Infant Education and the different methodologies being used, and this one was chosen trying to introduce our work on foreign languages. Thanks to this, we have studied how people work in others countries where the education is successfully. With this I mean that the

interest of my research comes from this new interest on finding the connection between languages and cultures.

✓ Implementation

I implemented a part of my research with the resources previously mentioned, it required the usage of checking the usage of mediators as well as verifying the suitability of the methodology with children.

Thanks to the process, I developed my investigation in a school with a program of British Council I could worked better because is a good bilingual school, and my research is about the links between the mother tongue and the foreign language.

In my Internship I worked with 25 4-year-old children. But the introduction of the resources were previous, as I mentioned.

We have a great opportunity because the classroom tutor gave us all the opportunities to develop and introduce new classroom routines needed to carry out the research. As it has been formerly mentioned, it was also important the specific features of the school being a bilingual school (British School) as pupils were very familiar with the foreign language, in this case with English language.

I could use many resources because I received support from my university tutor too. And in the other hand I could design new specific resources to develop the research.

✓ Process of introducing the resources

At the time of introducing resources, I began with Suli, the horse puppet, because it created a good classroom climate. The aim of this mediator was creating an emotional link with children, as they assume Suli as one real character, they would read him stories and tales aloud. At first, all children together decided the horse's name: they decided that it would be "Suli". Children started placing Suli in the middle of a group, them they sat down on the carpet and they read to the horse. As its acceptance was amazingly quick, children easily agreed on a schedule to tell "Suli" the story

alternatively. While one child told a story, the rest of the class paid attention and respect to the others, therefore in this way we encouraged the social competence too. Them, children were comfortable and started reading Suli on their own. In this way the pupils started to have a meaningful reading because they learned to read the picture of the tales too.

Subsequently I entered into the classroom a reading poster in Spanish with a poem about spring, and the "Magic wand" to point at the words being read as a mediator. This poster had words and pictures which facilitated meaningful reading. Some days later, I told them, tale of "Enormous Turnip", a English tale. Them, I added this resource to the classroom area, in this way both posters had their place in the classroom: a reading poster in English "The Enormous Turnip" and a Poem in Spanish. This poster was created carefully because it was developed in the foreign language. For this reason I used words and pictures. It was exciting how children read the posters in their free times. They started with the Spanish poster, but them they read the English poster too. They helped each other, and the magic wand was a motivational element.

Finally I introduced the book of records. I made them noticeable the book of records in the assembly period with all children together. I was surprised because pupils were very honest with their own developments. This was a motivational resource too, because children wanted to read more books to add stamps in their Book of Records, and also mark their challenges. I could to see that they wanted to improve their learning process.

It is important to be careful when introducing new routines in a classroom, for this reason I introduce the learning mediators carefully. When I introduce these resources in the classroom I had to emphasize and said to children that these resources were in class and could be used. But that is part of the introduction of new routines because the pupils do not know the process.

As it was previously explained, the resources have been introduced with care. At the same time I asked students to suggest what could be their chances. This is very important for children to get them reading meaningfully at the same time they start reading for pleasure. The routines and the learning mediators also adjusted the premises followed in the Spanish/English Infants Integrated Curriculum.

6. CONCLUSIONS OF PLAN

This research has been important to my learning process as CLIL teacher of Early Years because I could to go deep on issue interesting for any student teacher. I started the investigation within my Internship on the Tello Téllez school. These context provided me facilities to develop my plan. On the other hand I have to mention my class tutor, because she helped me so much along the developed of my research. I could design some learning mediators and I noticed in the class their function.

When I introduced these resources the observation process started; later all the work, behavior and reactions of every child were recorded. I used a small notebook where I noted down the data. As there were so many aspects to be included I selected, what I considered could be the most important criteria:

- ➢ Moment of the day where children read.

- ➢ Where children sitting to read?

- ➢ Read in group or independently.

- ➢ Read a book or poster.

- ➢ Use the learning mediator of horse puppet.

- ➢ Demonstrated pleasure for reading while read a book?

- ➢ Show that they develop a meaningful reading?

- ➢ Show interesting for mark their challenges in their record books?

Along my Internship period I followed different moments of children's observation in relation to the reading area. Them, I realized a final conclusion analyzing all dates

collected in my notebook. Finally I made a balance of the most essential results which could be considered quite positive.

Firstly children started to read with the horse puppet in big group on the carpet. But them, children read to him in small group, and finally one of one. With this mediator pupils had shown their emotional intelligence as well as their reading abilities of meaningful reading aloud.

Secondly pupils started to read the reading posters. First with the Spanish poster, in this way children learnt the function of this mediator. Them, I presented the English poster. Children Started to read the posters in their free times, but I would want to say that firstly it was the girls who read the posters, and them girls help to boys to read the posters with the "Magic wand". In the end a lot of pupils read with the "Magic wand" the posters, and I could see that they showed pleasure of reading, and they learned to control the reading techniques.

Finally pupils registered their process of learning through the book of records with the stamps. Children had to register their readings and they register how they read the books. In this way they used the stamps, with a happy face and with a sad face. I was surprised because they showed a big level of responsible when they register their learning process. And they, in general, showed a big interesting to record their achievements.

To make more noticeable the new learning mediators I studied the class organization , so I choose the best place to locate the resources. In this way I provided children with the best places for the better development of the plan.

In conclusion I obtained a good results because this new reading techniques have become new reading routines. Children achieved a great deal of security when developing these routines in the classroom. And the most important they showed an interest for these routines as well as for the new reading mediators.

In addition with this plan we have transferred the narrative to the complete school day. Because we used books in both languages to introduce new topics, develop different explanations, or propose new projects, at the same time children participated in the activities demonstrating a great deal of interest.

7. CONCLUSIONS ABOUT COMPETENCES DEVELOPMENT

Once seen the conclusions on the plan developed in the classroom, the focus will change into the student teacher. I was aware of my needs as well as all the improvements and development of my own professional competences. I think that first of all it´s important to show interest and desire to learn, in this way you can be more motivated to improve your skills and your learning process. The other important factor is the climate where you can develop your research. In my personal experience I would want to say that I had a good climate where I could develop my investigation. I received help from the staff in the training centre: Tello Téllez, and I could work in a good climate.

In the other hand I would like to say that I designed a plan with new readings techniques and new learning mediators, to work in both languages, which I introduced in the class. With the design of this plan I had to demonstrate my evolution with regards to the different competences.

To begin as it appears on the objectives set out in the introduction part, I justified the importance of learning a second language with the recognition of the theoretical bases. I have also relied to produce my methodological proposals on curricula from other countries to develop and design the different reading plan and techniques which were introduced in the classroom to the development this research.

On the other hand I have experienced an evolution in the area of class organization. In this case I have evolution because I had to organize the spaces to introduce the resources and new techniques in the reading area. To organize the space we have taken into account some criteria that helped us to organize the space with a clear line. In this way we changed the space following clear targets.

Besides, I have take into account the interest of children when designing the different activities. This is an important factor because we had to motivate our pupils for them to improve their own learning process.

As regards to the reading area, I have learned with this research how a teacher can work in both languages in the reading area, and children have shown me that everything can flow naturally. In this way I could see the benefits of learning a foreign language, and I could justify this benefits with theoretical foundations.

Moreover, concerning my professional targets in literacy area I would want to say that I offered different mediators for literacy learning, introducing new techniques. In this case I used different resources such as: posters, tales, big books, or puppets. With the use of these techniques I could see children's interest and they participated actively.

Furthermore, throught the technique associated to the horse puppet I have stimulated the interest for the reading because children read to the puppet showing a meaningful reading and a pleasure for reading. In conclusion, this learning mediator has demonstrated to be successful.

Throughout the development of the research I have experienced an evolution about my communication skills in a foreign language. This research helped me to know more about this issue, but also the investigation helped me to develop a class and feel safer with Early Years children.

Another important factor that I discovered throughout the investigation is that a teacher of Early Years has to enjoy with his or her work and with his pupils, because in this way children will obtain this positive and attractive climate where they have to develop their competences.

Finally I want to say that, although it has been a complicated job, I have worked hard, it has also been very motivating and rewarding for me, because I believe that it will be very useful in my future as a teacher. I also hope that the designed mediators would become a valid and helpful resources to increase reading skills with other children and other teachers.

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