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TITLE:

SYLLABUS DESIGN BASED ON NARRATION FOR INFANT EDUCATION

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ABASTRACT

As year after year there has been an increase in the number of Bilingual Schools, the Council of Europe proposed the Common European Framework for languages in order to give some guidelines that English teachers have to respect. Furthermore, the Spanish Law of Education says that English language must be taught from Infant Education.

At the same time, if teachers want their students to develop as individuals in all their aspects, they should follow a Constructive approach. Moreover, learning a foreign language may cause stress and anxiety; in order to reduce those levels of stress as much as possible, teachers may follow a Natural approach which will imply teaching in a setting as close as possible to the one people learn their mother tongue.

According to this, storytelling is suggested as a good technique to teach English language. Thus, teachers have to think about three moments when designing the didactic units: pre-listening to the story, while-listening to it and after-listening to it.

To sum up, in this report there is an example of a proposal of a didactic unit based on narration; what a teacher should keep in mind when designing it and how that example was implemented in an Infant School with children from 3 to 5 years old.

KEY WORDS

- Key competences
- Narrative formats
- TPR
- Narration
- Storytelling

RESUMEN

Año tras año ha habido un aumento del número de colegios bilingües, el Consejo Europeo propuso el Marco Común Europeo de lenguas para dar unas guías que los profesores deben respetar. Además, la legislación española de educación dice que se debe enseñar inglés desde segundo ciclo de educación infantil.

Del mismo modo, si los profesores quieren que sus alumnos se desarrollen como individuos en todos sus aspectos, deben seguir un enfoque constructivista. Además, aprender un nuevo idioma puede causar estrés y ansiedad; para reducir esos niveles de estrés, los profesores pueden seguir un enfoque naturalista.

De acuerdo con esto, el cuentacuentos es una buena técnica para transmitir este enfoque naturalista. Para ello los profesores deben diseñar sus actividades pensando en tres momentos: antes, durante y después de la lectura.

Para terminar, hay una propuesta didáctica basada en un texto narrativo para niños de 3 a 5 años.

PALABRAS CLAVE

- Competencias básicas
- Formato narrativo
- TPR
- Narración
- Cuentacuentos

INTRODUCTION

Teaching English language is a challenge for teachers; but in this globalized world learning different languages is something necessary. And here the questions come: How should I teach English to my pupils? How should I design my lessons? What is the best way for them to learn?

There are lots of laws which teachers have to follow and which explain how they should plan their lessons according to different approaches and methodologies, mark the goals children have to get, etc. But finally, teachers are the ones in the classroom and they are the ones who have to design the lessons for their pupils and know how they can get all these aims easily.

Learning a foreign language the same way the native one learnt would be the best way to do it; moreover, it is not necessary to know grammar structures or a lot of vocabulary since the very beginning out of a certain context. Storytelling is a good way to teach English language in Infant Education as tales are present in children lives from very early. Children usually like tales in any language and this allows them learning at the same time that they have fun. Moreover, as Pérez (2009) says, teachers should use storytelling to connect with their pupils and learn from their behaviour, initiative and reaction which will help them to recycling their didactic[1].

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[1] Personal translation from: "… como profesores debemos usar el cuento para conectar con nuestros alumnos y aprender de sus comportamientos, iniciativas y reacciones que nos ayudarán a reciclar nuestra didáctica." (Pérez, 2009, p 12).

1. JUSTIFICATION

Bilingual schools are spreading; due to this fact, analysing deeply the best way to introduce and teach English language in Infant Education is a need teachers have.

There are lots of approaches and different methods dealing with this issue; but this **report is focused on how to teach English language through narration.**

This way, and as a future Infant English Teacher, the objectives[2] I should work on this research, according to *Guía del Trabajo de Fin de Grado* (Universidad de Valladolid) are:

- ✓ Analyse the context and plan adequately the education action.
- ✓ Act as mediator and implement the Living together program.
- ✓ Evaluate formatively students' knowledge.
- ✓ Elaborate curricular documents adapted to students' needs and features.
- ✓ Design, organize and evaluate disciplinary and interdisciplinary works in settings of diversity.
- ✓ Collaborate in the educative actions in the environment and with the families.
- ✓ Implement ICT's in your class.

Syllabus design based on narration seems to be an interesting way of teaching English language; thus, a didactic unit based on narration was designed, implemented and assessed keeping in mind these previous objectives.

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[2] Personal translation from:

- ✓ Analizar el contexto y planificar adecuadamente la acción educativa.
- ✓ Realizar una evaluación formativa de los aprendizajes.
- ✓ Elaborar documentos curriculares adaptados a las necesidades y características de los alumnos.
- ✓ Diseñar, organizar y evaluar trabajos disciplinares e interdisciplinares en contextos de diversidad.
- ✓ Colaborar con las acciones educativas que se presenten en el entorno y con las familias.
- ✓ Aplicar en el aula, de forma crítica, las tecnologías de la información y la comunicación.

1.1. COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

English language is spoken around the world, including the European Union, as reference language of communication. The Common European Framework for Languages was developed by the Council of Europe in order to standardize knowledge and assessment criteria all through Europe, presenting different levels of knowledge. As it has already being said before that has helped the increase of bilingual schools, created as a result of applying this framework for languages.

On the one hand, the Council of Europe proposes a plurilingual and intercultural education; they want people to speak more than one language. Moreover, learning a language goes further than this, it implies knowing the culture and costumes from the countries where it is spoken. Besides, the Common European Framework promotes a teaching-learning process in which the most important thing is students learn language in use; it means that students should be provided the correct strategies in order to learn to communicate in different languages and in different domains.

1.2. INFANT EDUCATION CURRICULUM

On the other hand, there is the Organic Law of Education in Spain. This law establishes the main objectives of Infant Education, and one of the most important is developing communicative skills in different languages and ways of expression. Apart from that, it establishes that children should learn through experiences, activities and games in a safety environment. Furthermore, the contents are organized in three areas: *Identity and personal autonomy*; *Physical and social knowledge of the environment* and *Language: communication and representation*.

Besides, the Education Regional Ministry of Castilla y León[3] establishes that English lessons must begin in the first course of second cycle of Infant Education and these lessons must last one hour per week. Moreover, culture and traditions from English spoken countries should be given importance too in all the areas.

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[3] *ORDEN EDU/721/2008, de 5 de mayo.*

DECRETO 122/2007, de 27 de diciembre.

Apart from all of that, there is a compulsory Reading Plan which all schools have to develop according to the specific laws in each Region. This Reading Plan should be focused on motivating the students to read since their very early ages and get them closer from different languages and cultures. In these first years of school, the narration of tales or reading aloud poems and rhymes could be the best way to introduce children to the world of reading books and using the school or municipal libraries. Besides, there are lots of activities which could be prepared for children to be interested on books and the school library like dramatizing some of the stories students have read or have been told.

1.3. KEY COMPETENCES

Despite of the fact that *KEY COMPETENCES*[4] are not regulated in the law for Infant Education in Spain, Miguel Delibes School from Burgos is working with them and it has integrated them in the curriculum for Infant Education[5]. Teachers should keep them in mind when designing their lessons as they are included in the three areas of knowledge[6]. First of all, and as the Council of Europe says, the world where we live is changing and developing every day, and it is important to provide our students with strategies to live in this globalized world and live a complete life in the three fields: personal, social and professional. Furthermore, key competences agree with the global approach teachers have to follow in Infant Education; so working with second cycle of Infant Education, even though it may be just as an English language teacher, teachers have to work according to this approach and make students develop as many competences as possible in each lesson.

Moreover, these competences are linked to *MULTIPLE INTELIGENCES*[7] from Gardner (1983). This way Gardner explains the intelligences as the capacity of solving problems

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[4] Key Competences: Personal autonomy competence; Linguistic competence; Mathematic competence; Social and citizen competence; Knowledge and interacting with the physic world; ICT competence; cultural and artistic competence; Learn to learn competence and Emotional competence.

[5] CEIP Miguel Delibes. *Competencias básicas en educación infantil.*

[6] 1. Knowledge of themselves and personal autonomy.

2. Knowledge of the environment.

3. Languages: communication and representation.

[7] Multiple intelligences from Gardner: music intelligence; Kinetic intelligence; logic-mathematical intelligence; linguistic intelligence; spatial intelligence; interpersonal intelligence; intrapersonal intelligence and natural intelligence.

or creating products which are appreciated at least by one cultural environment, allows the teacher to carry out an education centred on each child as an individual person and on each child personal capabilities.

Teaching a language does not only refer to the use of the linguistic intelligence and despite of the fact that a person should have a certain level of linguistic intelligence to be proficient in all skills of a language there are others that should be worked; "language is held to be integrated with music, bodily activity, interpersonal relationships, and so on" (Richards and Rodger, 2001, p.117). For instance, when we talk we use body-language, each language has a different pitch or if we dramatize a play we are using kinetics, music or spatial intelligences as well. According to Gardner (1993), everybody has the eight intelligences he proposed, but the combination of intelligences is different in each person; so working different competences and intelligences will make it easier for students to learn a foreign language. If teachers want to work this way they have to look for multisensory experiences and storytelling or other kind of narrative texts, like songs or rhymes that will allow them to do it through games, listening, singing, dramatizing...

2. METHODOLOGY

2.1. CONSTRUCTIVE APPROACH

Bruner's ideas (1966) follow a *CONSTRUCTIVE APPROACH* in which children development occurs because of their interaction among them with adults and peers, the language they use and the systematic organization of the concepts they have. So focusing our attention on language learning, Bruner says it is an internal process of the knowledge of the student in which the teacher should be an assistant who helps students to organize the information they receive from the environment as stimulus. Some of the characteristics of a constructive learning given by Guillén Díaz and Castro Prieto (1998) are taking into account students' needs as a group and as individual beings, contents linked with experiences which affect all the senses, spiral progression...

LANGUAGE AIDS ACQUISITION THEORY (LAAS) by Bruner (1984) says babies learn to talk because of their interaction with adults. There are researches in which it is observed that learning a language without interaction or stimulus is practically impossible. This way, analysing this theory, Bruner says that mothers and adults in

general, act in an unconscious special way when they are in front of a baby for him/her to help them when learning to talk. The features of this kind of speech are as follows:

- *Eye contact*: adult and baby have eye contact from the first months of live and it means some kind of communication.
- *Body-language*: adult usually do gestures or movements to take or maintain the baby attention.
- *Turn takin*g: at this time of the development of the baby the adult says something and waits for the child to response and he/she will do it again; this response could be a smile or some kind of reaction.
- *Predictive strategies*: communicating includes this kind of strategies; little by little babies begin to understand that if they response to the adult who is talking to them he/she will repeat the action or words again.

This kind of unconscious and adapted way of communication with babies is called *caretaker speech* by Littlewood (1984). It has the following features: adults talk slowly and clearer than they usually do; they use tonal variation and exaggeration; sentences are shorter; it is grammatically correct; it has less compound sentences and less verbal tenses; vocabulary is limited; there are lots of repetitions and adults talk about the "here and now". Besides, Shatz and Gelman (1973) say that this kind of communication is evident since the child is four years old.

Even though *LAAS* theory is about language acquisition of babies, it could be adapted for second language acquisition at school. Teachers are looking for the best way for students to learn English language, and this is a natural one. It does not mean talking to students as if they are babies, but using *prosody* in the best way teachers can to facilitate the learning process of children. Prosody includes *body-language* and *paralanguage*; body-language encloses all the movements we do when we talk (emblems, illustrator, affect displayers, regulator, adaptors), and paralanguage (timbre of voice, resonance, volume, tempo, tone, intonation pitch, syllabic duration and rhythm). It is important to keep always in mind the prosody when we are in our classroom because, as Hervás (1998) says, human behaviour is a vehicle of information in the context where the

interaction takes place, the possibility of being in that context without communicating anything does not exist.[8]

If we talk about constructivism, it is also linked with *ZPD (Zone of Proximal Development*) Vygotsky's theory (1989). This theory as well as *LAAS* theory defends that children are able to achieve higher knowledge depending on how they are helped by adults and who they are surrounded by.

Coming back to Bruner's ideas, he maintains that there are three types of representation which are always given as a sequence: the first one is the *enactive*; which is based on movements; then the *iconic* is given through images; and finally, the *symbolic* one, which is given through words or other symbols. These kind of representations are introduced in the lessons through different *TPR* activities or games, song, stories, etc.

Otherwise, Bruner defends that there are two formats of interaction: *non-narrative* and *narrative*; interactions should always take place in contexts where children feel safe, and the game provides that safety and attractive setting children need. On the one hand the non-narrative formats are based on daily routines (hygiene, sleep or classroom routines). These routines are usually given as games with less severe rules for children than for adults and allow children to apply their knowledge about an activity. On the other hand, there is the narrative format which is introduced to children since they are born when the mother (or adult who take care of them) narrates what the baby is doing; then through telling them what they were doing in a picture (this is a pre-reading strategy teachers or adults can provide children), or telling tales. All these narrations help children to create in their mind a representation of their world; and the complexity of those narrations should be in accordance to the level of development of the students.

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[8] Personal translation from: "Todo comportamiento humano, (...), es siempre un vehículo informativo en el contexto de la interacción, no existe la posibilidad de permanecer en dicho contexto sin comunicar nada" (Hervás, 1998, p. 38).

2.2. NATURAL APPROACH AND TOTAL PHYSICAL RESPONSE (TPR)

NATURAL APPROACH was developed by Krashen and Terrel (1987); and if we analyse the hypothesis of this approach we can realize that some of them relate to Constructive approach.

First, the *input hypothesis* says that the input (i+1) pupils receive from the teacher should be always a bit more difficult than what they are able to understand perfectly (i). Anyway, students will be able to understand the input (i+1) due to the context and the non-verbal language teacher uses. It means that in order to select a narrative text, the teacher should keep in mind what the students already know so that he/she can choose one which has something new for students.

Secondly there is the *affective filter hypothesis* and its three main features are: lessons should be motivating so that pupils are more interested on learning a second language; children should be self-confident when beginning to talk; and the anxiety produced by talking in other language which is not your mother tongue should be reduced as much as possible.

In order to reduce that anxiety of speaking in a foreign language and make the lessons more interesting for our pupils, these hypotheses from Natural Approach are linked with *TPR method* and *emotional intelligence* so that children are able to learn English language easier.

TPR method developed by J. Asher (1977) says that the teacher should give to their students contextualized orders at the same time he/she does the gestures representing what is being said so that they are able to understand what the teacher is saying. Pupils can answer the teacher in the foreign language, in their native language or just only with gestures at the beginning; they do not need to talk in English till they are confident to do it. So, kinetic intelligence is worked as well; according to Gardner (1999), it is the capacity to use the body to express ideas and feelings and use the hands to transform

and produce things[9]. As examples of activities using kinetic intelligence there are miming games, acting out songs, dramatizing stories...

Meanwhile, emotional intelligence is also worked; Goleman (1999) defines it as the capacity of recognizing our feelings, other's feelings, auto motivating and dealing with the relationships we have with others and with our own.[10]. As it is said before, it is easier for children to learn a foreign language if they are motivated, and even though the teacher should look for attractive and interesting activities, pupils should be interested in learning too. Moreover, they have to be self-confident in order to begin to talk. Besides and related to begin talking, the teacher always respects the *silent period*; it is a period which can be observed in babies when beginning to talk. During the silent period students or babies are able to understand what people say to them, but they are not able to talk yet. As it is said, during this period students or babies can answer with gestures, sounds or in the mother tongue.

3. A RESOURCE FOR ENGLISH LANGUAGE LESSONS: STORYTELLING

3.1. WHY STORYTELLING?

Most schools have a Reading Program developed; and working storytelling in the English language lessons is a way to help to develop it at the same time children work literacy skill, and English culture in different countries, etc. And what is more important: they enjoy while learning. As the British-Spanish integrated curriculum (Agudo et al., 2004) explains, it is about *teaching in English*, not teaching English. Apart from that, most of the key competences are developed working narrative texts during the lessons as well. Moreover, according to Consejería de Educación de Castilla y León (2007), narration and storytelling by adults, manipulating text, poems, songs and

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[9] Personal translation from :"es la capacidad de usar todo el cuerpo para expresar ideas y sentimientos y la facilidad del uso de las propias manos para transformar y producir cosas"

[10] Personal translation from: "capacidad de reconocer nuestros propios sentimientos, los sentimientos de los demás, motivarnos y manejar adecuadamente las relaciones que sostenemos con los demás y con nosotros mismos" (Goleman, 1999, p. 430).

fantasy tales, benefit child's imagination promoting the interest of reading and this way children are in contact with the cultured language and different kinds of literature.[11]

Besides, some of its goals in the Language: communication and representation area are: understand basic descriptive and narrative texts in a foreign language; listen to and understand tales, poems, rhymes... for pleasure in their mother tongue and in the foreign language; autonomous selection of books in their mother tongue and in the foreign language; make draws of tales, stories or events in their lives; dramatization of tales, stories and narrations; and explaining and labelling images, pictures, pictograms and tales.

Then, there are the *benefits* it has in children's learning process. After analysing what different authors say (Pérez, 2009; Baldwin, 2003; Ferland, 2011; Gómez, 2009; Salaberri, 2001) here is a list with the most important benefits:

- Literacy skills[12] are developed. Listening and speaking skills are the ones specially worked in Infant Education; this way children improve their comprehension and their pronunciation as they listen to stories, and dramatize them after. But storytelling helps to begin to read as well in the way that books and letters can take children attention and if first they have enjoyed storytelling, it is possible that then they want to read in order to enjoy the stories themselves too.

- Grammar and vocabulary. Certain grammar structures and vocabulary are repeated along the story several times; it allows children to interiorise it easier little by little. Moreover, the vocabulary is usually given by semantic fields or phonemes, what facilitates the learning process as well.

- Stories are motivating. Children usually like adults, at home or at school, telling stories to them; so teaching English language through the use of stories is interesting and motivating for them. And as Pérez (2009) says, dynamic basis of tales allow the teacher to prepare lots of games. (...) Games are the instrument to

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[11] Personal translation from: "La narración y la lectura de cuentos por parte del adulto, la manipulación de textos, los poemas, canciones y relatos fantásticos, favorecen la libertad creadora, fomentan el interés por la lectura y ponen al niño en contacto con el lenguaje culto y las formas estéticas de la literatura" (Consejería de educación de Castilla y León, 2007, p. 14)

[12] According to Nunan, D. (1989) literacy skills are: listening comprehension; speaking (monologue and interaction); reading; writing.

develop moral aspects from tales carrying out this way significant learning, based on the constructivism promoted by current educative system[13].

- Stories help to develop senses. As it is said before, it develops hearing through listening to the teacher; but it also develops sight when looking at flashcards, pictures or images on the book. Furthermore, if children have the opportunity to manipulate the book it develops touch too and fine mobility.

- Interaction. Storytelling promotes the interaction between children and teachers when they ask about the story, but among peers as well due to they can answer questions too and they interact during the dramatization.

- Storytelling works social, cultural and literary aspects as well as emotions and feelings. Learning a language implies more than knowing grammar and vocabulary, languages have an implicit culture too and it can be worked through tales; it benefits the tolerance to other cultures too. Moreover, children may feel something similar to the character in the tale, this situation can help them to break with their fears or realize that someone else feel like them and make them feel confident with the teacher to tell them what happen or describe how they feel.

- Cognitive development. Apart from all explained before according to Bruner (1984), narrative texts help children to create in their mind the representation of the world and develop sequenced scripts.

3.2. WHAT KIND OF BOOKS?

3.2.1. Criteria to choose books

What kind of books should teachers bring to their classrooms? Of course it depends on what they want their pupils to learn; but there are some general criteria they should

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[13] Personal translation from: "La base dinámica del cuento nos permite realizar múltiples juegos. (…) Los juegos son el instrumento para desarrollar los aspectos morales de los cuentos formando así parte del aprendizaje significativo y constructivo promulgado por los sistemas educativos actuales." (Pérez, 2009, p.33)

follow when choosing books. According to Salaberri (2001) there are three main criteria:

- Inclusion of stories that learners know from their L1[14].
- Stories where the content is easily predictable, including representation of language rhyme and rhythm.
- Quality of illustrations.

Working tales that pupils already know from their mother tongue can help teachers to transmit values which both cultures have; moreover, children are more likely not to have prejudices about other cultures. Besides, "the use of stories in Spanish as well as in English because of the evidence available that L1 facilitates L2[15] development" (Salaberri, 2001, p. 42). Other authors like Gómez (2009) and Pérez (2009) agree with her idea about choosing books with high *cultural* contents.

Furthermore, Pérez (2009) suggests two more criteria apart from the cultural one; they are *linguistic* and *psychological* criteria. On the one hand, analysing deeper the linguistic criteria teachers have to look for stories which provide onomatopoeias, rhythm or intonation in order for children to improve their pronunciation; themes should be interesting, relevant, funny and memorable for pupils; visual elements should be attractive, colourful and the size should be suitable so that all children in the classroom are able to see it easily; as Salaberri (2001) and Pérez (2009) suggest as well, another important point to keep in mind when choosing a story is if it allows children's interaction, if it has repetitive structures, if the text is predictable for children, if it accumulates vocabulary in order to work memory skills, etc., to sum up, if children will feel secure with it to interact. On the other hand we have the psychological criteria; it involves the motivation a story is able to create in children in order for them to want to learn; other aspect related to psychological criteria teacher should keep in mind is how to increase children curiosity in order for them to want to learn more about the culture of countries where this language is spoken; teachers should choose books which create in children positive attitudes about English language and culture.

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[14] L1 means mother tongue.

[15] L2 is English in this case.

Meanwhile, Ferland (2011) and Pérez (2009) consider that stories provide a great opportunity to work emotions and fears in class at these ages as well.

But undoubtedly, teachers should keep in mind the English language level of their pupils so that they can choose motivating stories for children and stories that allow them always to learn a bit more.

3.2.2. Reading corner

According to Rueda (2005) the reading corner is a calm space, pleasant to work or read at without being annoyed by classmates[16]. Moreover, it should provide to children enough variety of books and other resources like newspapers or magazines so that they find it interesting and motivating. Those resources in the reading corner do not have to be written in Spanish language, it is interesting for them having English books as well; among them the ones that have been already worked with during the lessons and different ones too.

Those books chosen for the reading corner must have the features given in the previous section; apart from that they should be attractive for children. Those books which are more striking for children have some features: illustrations should be colourful and eye-catching at the same time that they represent in a correct way what the story tells; children usually like lift the flap books, those in which they have to do puzzles or pop-up books.

This way pupils are able to get closer to the language as well as to the English culture as they are able to take books, read and play with them autonomously out from the English lessons.

If there is an ICT corner in the classroom it would be interesting for children to create an on-line library **(Appendix 1)** and use it autonomously as well. There are lots of web pages on the net; an option is creating a folder with children favourite books so that they can listen to them again and again; another option is showing them how to use those different web pages so that they can choose whatever book they want. "Watching videos

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[16] Personal translation from: "un espacio (...) ante todo tranquilo, agradable para trabajar o leer en él sin que molesten demasiado los compañeros o las actividades que se realicen (…) en el resto de la clase." (Rueda, 2005, p. 7).

in English is often a very good activity for encouraging children to listen to English."
(Baldwin, 2003, p. 98)

3.3. HOW TO APPLY STORYTELLING IN ENGLISH LANGUAGE LESSONS

After having explained some general guidelines about how to teach English language, here the attention is focused on how to organize a lesson keeping in mind those premises and using storytelling **(Appendix 2)**.

Some authors like Pérez (2009) and Salaberri (2001) defend that didactic units based on narration should have three parts: before listening to the story, while listening to it, and after listening to it. But this kind of division needs to be organized in some way; to do it teachers will use *Task-based method*[17].

"The TBL framework was designed to help create optimum conditions for natural language learning" (Willis, 1998, p.4). First of all, teacher and pupils should negotiate the topic: what the unit is about; and after that, both together have to plan the final task which children will be able to achieve at the end of the unit; after that the teacher has to plan the sub-tasks. These sub-tasks are the steps children have to follow in order to get the aims of the final task. In fact, the type of text we will use is related to the final task, so we have to keep in mind the age of our pupils and the term of the year to apply an appropriate text to cover children needs. "TBL rests on the premise that learners learn though direct experience of language in use (exposure) and through using language for themselves (use)" (Willis, 1998, p. 6).

3.3.1. Pre-listening

In this stage teachers have to contextualize the topic as well as introduce the characters in the story and prepare some motivating activities to take children attention. Furthermore, known vocabulary in the unit should be revised as well. It means providing children with the suitable vocabulary so that they are able to understand the story. Besides, we can remember some stories already worked which are similar.

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[17] Task Based Method was developed by Jane Willis.

At this time teachers can include some art & crafts activities; for instance, ask children to draw the characters and other simple elements in the story. Pupils will develop mobility skills apart from learning English.

Other kind of activities children usually like and enjoy are TPR games, these games consist first on showing children the orders we can give them linked with a gesture or a sound, and then give these orders to them. When children have acquired some orders they can individually take the teacher's role and give the order to their classmates.

Meanwhile, they usually like memory games in which they have to say the name of the card they turn up as well as lotto games in which they have to recognize the word or picture and mark it if they have it on their card. Besides, children enjoy with *Hot or cold?* or *What's missing?* games too.

Another idea given by Salaberri (2001) is making vocabulary maps; although children probably have not learnt to read yet, they can associate images (flashcards brought by the teacher or those which children do in class) so that they get closer to words and make them being interested on reading.

So here children work more than just literacy skills.

3.3.2. While listening

If teacher is going to tell the story with the original book, first of all he /she has to read the title and the author as well as comment something about the images in order for children to talk spontaneously about this image and predict what will happen in the tale. Teacher can show some more pages of the book and ask what they think will happen in the story.

If the teachers use flashcards, finger puppets or similar, they should begin showing the characters, organizing them to tell the story and making some questions about what they think will happen.

Shortly thereafter, teachers will begin to tell the story; it is the moment to catch children attention through flashcards, images on the book, gestures, and different voices; but, above all teachers have to make children interact as much as possible. How will teachers do that? Introducing comments and questions, analysing characters in the story, encouraging children to participate saying some rhymes or repetitive sentences in the

story, asking about what have been read, clarifying doubts and being receptive to children comments in order to answer them and talk spontaneously. Another important thing to keep children attention is maintaining eye-contact with them and storytelling allows doing it better than reading a book; so teacher has to value it at the time to choose how to tell the story. Other thing to keep in mind when telling a story is asking Yes-No questions, Or questions (Ex. Is it blue or red? Is it a cow or a chicken?), or Wh questions; of course all those questions should be adapted to pupils level.

Next times teachers tell the story they can say something wrong to create interaction situations, to involve children in the story giving some of them a character to help the teacher tell the story, present the images sequenced so that the children can retell it themselves, etc.

3.3.3. Post-listening

After listening to the story the teacher has to prepare some activities/games to consolidate new vocabulary and grammar structures. To get this aim the teacher will prepare some activities for children to sequence the story individually or in groups, prepare some acting out/role play games, make some puppets, flashcards or masks to dramatize the story later, ask questions about the story worked in this unit, dramatize the story and record it in order for the children to see themselves or just dramatize it. TPR games may be played at this stage too in order to reinforce vocabulary and grammar structures. "Play provides a marvellous opportunity for children to practise the language they are learning" (Baldwin, 2003, p.96).

3.3.4. How to tell a story

And now, should teachers read the story or tell it?. "Some teacher are excellent storytellers and if you are able to tell the story rather than read it you will be able to keep better eye contact with your children, use funny voices and hold their interest more" (Baldwin, 2003, p. 94).

So, how teachers should tell a story? As it was explained at the previous point, before telling the story teachers have to motivate children showing some images, flashcards or puppets which provoke interaction. Apart from that, teachers should keep in mind their body-language as well as prosody.

Furthermore, Salaberri (2001) suggests to make a story map with the main characters and facts in the story, above all if you are a beginner storyteller; this way you will be able to tell the story as you want, with your own words, but not losing the storyline.

Likewise, Alario (2009) explains that it is positive to begin storytelling always with the same routine so that children understand what is going on (it may be a chant referred to storytelling or just begin to tell the story with *Once upon a time...* or a similar sentence).

Ferland (2011) suggests three features for a good storyteller: intonation, rhythm and mime. Intonation is an important feature as, joined to mime, it helps children to recognise emotions and feelings. Moreover, giving to each character a different tone of voice and a gesture will help children to differentiate them. The rhythm of the story has to be appropriate to children English language level in order for them to understand it and not to lose the interest about the story. She highlights interaction while storytelling as well; it will help children to understand the storyline, so teachers have to encourage children to talk in English in each opportunity given during the lessons.

4. EXPERIENCE: MAESTROS REBOLLAR AND RODRÍGUEZ INFANT SCHOOL

4.1. SETTING

The setting where I was able to implement my unit to verify my research was "*E.E.I. Maestros Rebollar y Rodríguez*"; this school is placed in San Cebrián de Campos, a little village 24 kilometres away from Palencia. The school is placed where the old school was and it was built in 1930. In that time, infant students were in the other side of the building, but nowadays they are where primary students were before.

The building has two classrooms, a small hall and two toilettes (one for teachers and the other one for children) in the same floor; moreover there is a playground outside surrounding the building. One of the classrooms is used in the Spanish lessons and the other one is used in the English lessons among other subjects. The last classroom has on its walls the displays which have been already worked in the English language lessons before.

The school has an Infant Teacher who is always there and acts as Head Teacher too, an itinerant Religion Teacher as well as the English Teacher; this last one goes to school twice a week.

The timetable of the school is from 9:30h to 14.30h, being flexible the entrance time; so in spite of the fact that the English lessons should begin at 9:30 and last 45 minutes they usually last a little less than this. Moreover there is early comers' service; those children who use it go to the kindergarten and one of the caretakers from there take them to school at 9:30 or so. During the afternoon children have some extra activities which are not compulsory.

One of the main goals of the school is that students have to learn to communicate not only in their mother tongue but also in other languages. In order to get this aim, apart from the English language lessons, children usually do their dramatization in the summer festival in English or a mixture between English and Spanish.

4.2.   GROUP

In this school there is one unitary class in which there are six children who are between 3 and 6 years old. One of them belongs to first year (one girl), two of them to second year (two boys) and three of them (three girls) to the third year of the second cycle of Infant Education.

One of the girls from the last course is Moroccan and although she is integrated now in the class and the relationship with her classmates is good nowadays, there were some problems when she arrived to the school.

The relationship between children and the Infant Teacher as well as with the English Teacher is really good; and it is also good between the teachers, who always talked about the development of the children, their problems, the lessons, etc.

They are an active group and love learning through playing games. Children participate a lot in the lessons showing interest and trying always to speak in English; they were very receptive during the English lessons.

4.3. CLASSROOM

The classroom we use for English language lessons is not their main class, but it is not either a specific class for English language. In this class children work psychomotor skill or use it with other specialist teachers.

The class has a lot of space for children to move. Looking from the door on the right side there are two windows which illuminate the room, the ICT corner (there are an ICT board in the other classroom which we can use too) and the symbolic play area. On the wall in front of the door we can see a board (place where we usually work during English lessons), a bench and a variety of displays (among them we can find out the display of the date or the weather roulette). On the left side there are selves with a lot of material for the teacher. And on the door wall we can see all the English displays worked in class before (life cycle of a frog, Easter, days of the week...), there is a mat, a washbasin and next to the wall there are two tables for children to work.

The place of working is usually next to the board, where we have the display which we are working, with six chairs placed in front of the board or sometimes we sit on the floor. If children have to move to other place, to computer corner for instance, to keep the classroom management "Walking through the jungle" song is used.

4.4. TEXT BOOKS AND EXTRA MATERIAL

The teacher does not use textbooks, so she chooses the themes according to children interests and combine them better with what they are learning in the Spanish lessons as she works in coordination with the Infant Teacher.

In this way the teacher uses materials both created by her, download from internet, taken from magazines or other resources. Teacher usually uses the computer to watch a video or listen to a song related to the unit theme.

The main materials of the lessons were a big piece of paper on the board which was used to contextualized the topic of the unit, it may have a picture or not, and flashcards were stuck on it when they were not used.

The teacher uses TBL so children do different sub-task along the lessons in order to get a final task; she bases her lessons on *TPR* too respecting always the silent period; so most of the activities in class imply movements. According to that the classes will have games, handicrafts, role plays, storytelling, theatre, songs, chants, rhymes, projects or

puppets; but the most important thing is that children are motivated to learn. In Infant Education activities motivation activities are essential; so, including games or actions, using puppets... which imply the contact and communication in the foreign language but without asking for it to be produced immediately. The texts are always oral (songs, storytelling...), and should be given always contextualized and related to children interests. Moreover they should always be combined with gestures or visual material which helps children to understand what they are listening to.

4.5. ANALYSIS OF THE IMPLEMENTED UNIT

The unit *Little, little Mouse* was planned for six lessons and works the animals through a story. It was designed following *TBM*, so the first thing teacher thought about was de final task, and from there the teacher prepared different subtasks which helped our students to get this final task.

- *Lesson 1*: this day there were five children in class. First of all, teacher did the routines as always. Altogether we sang the "hello" song; everybody was participating singing and acting out the song. Then it was the feelings routine; teacher looked at the mural to see who the leader was that day and ask him to do this routine. After that it was the weather routine time; teacher began looking through the window and said wrong weather conditions so we say the rhyme "Touch the table, clap, touch your shoulders, hop, (sunny, sunny) go away, (sunny, sunny), stop!". When teacher says "stop" children have to stop moving as if they were statues and after counting to three they have to sit down in their places again. It was a sunny day and teacher put emphasis in bad weather and soon children told me laughing "*Que está sunny!!*".

  After that the teacher introduced the display; altogether described the display reviewing colours among other concepts; then the teacher took the magic bag, which took children attention, and showed them the flashcards one by one in the order they appear in the tale, saying the name of the animal a few times and describing each one with more detail and sticking them on the display. It may would have been better having one animal less due to they were a bit tired at the end of the activity and it was not necessary for the dramatization at the end of the unit. Then we played "*What's missing*" to review the names of the animals; children were able to identify the animal when the teacher said the names in

English, but it was difficult for them to say them in English so they answered in Spanish this day.

Everybody said good bye and the class was over.

- *Lesson 2*: teacher began with the routines and children were participative as always.

  In this lesson children review the animals giving some specific features of them and playing to point to the animal which the teacher said; then students took the role of teacher one by one, they were able to say at least some of the animals in English.

  After that they played a mimic/sound game. Children have to guess the animal because of the gesture or the sound of the animals and they have to say the names of the animals in English. And at the end of the lesson we played *"Hot or cold?"*

- *Lesson 3*: first of all teacher did the routines as always. Then children remembered the characters of the circus playing "How does the (animal) make?" and after that the teacher told the story adapted from the original tale. During the storytelling students were receptive and participative and they answered in English when it was necessary.

  To finish the lesson the teacher put the flashcards around the class and a child had to point to or to go running to the flashcard the teacher said. And after saying good bye the lesson is over.

- *Lesson 4*: the routines of the beginning of the lesson were good, children were participative as usual.

  After the routines children remembered the characters of the story through a game using gestures and sounds of animals showing the flashcards in the same order that in the story and then children, one by one, had to point to the flashcard the teacher said. The girls who are 5 did not have problems to recognize all the animals, the boys who are 4 had some doubts with one or two animals and the girl who is 3 had some doubts with some animals, but those one she knew were clear.

Then teacher took the cards to play a memory, it has the same animals from the story, but the images are real animals. First, children counted and described the cards and we put them on the floor; then teacher explained the game, they quickly got it. Children had to say the name of the animal they turned up and sometimes they say it in Spanish. It was a game they really liked.

Afterwards children stood up and went walking like lions to the other classroom to take the glue and come back to our classroom, they sat down at their work tables; there, the teacher handed out the scenes of the story and a piece of paper for each child. Then she explained they have to order the scenes and glue them on the paper and they began to work. This activity was a bit confusing for some of them even though they have on the display the animals in the correct order they appeared in the tale.

- *Lesson 5*: routines were the first of all as every day. That day was Training Teacher's birthday, so after the routines we sang her "Happy birthday" and we gave her a crown.

  Children reviewed the animals through gestures and sounds with the flashcards and after that they played memory again. Then the teacher handed out the flashcards to give a character to each child, as there were more animals than children the horse was eliminated; and telling the tale they dramatize the characters twice. It was quite good; they participated and spoke in English.

- *Lesson 6*: the lesson, as always, began with the routines in which children were participative. After that the teacher handed out the puppets, she made sounds and gestures and children had to say the name of the animal; children had the same character than the day before. The teacher explained what they were going to do and they sat down on the floor in front of the theatre; children were spectators and actors during the representation. They dramatize the story twice; it was really good even though sometimes they answer in Spanish.

At the end of the unit, the teacher filled an evaluation sheet **(Appendix 3)**. It is useful for the teacher to know how the students improve.

4.6. CHANGES FROM THE ORIGINAL PROPOSAL: *LITTLE, LITTLE MOUSE*

In spite of the fact that *Little, little Mouse* was designed following the steps explained in what has been previously explained and thinking about that group of children, at the end it was not completely implemented as it was designed. First of all, keeping in mind that there are six children, horse is not in the lessons any more. Then, in the first lesson, time and sub-tasks were planned in a good way and times were respect, so I changed nothing as well as in the second and third lessons. In the fourth lesson there were some timing problems, so it was to be changed in the new proposal; there were a memory game which disappeared from that lesson so that children have more time to order the sequence of the tale so that children need more time to do it. As the memory game was taken off from the fourth lesson, it was included in the fifth lessons as main sub-task. Children would be able to see pictures of real animals and describe them at the same time they work memory skills and enjoy while learning. The last lesson has a little change before dramatization; it was planned for the lesson before introducing puppets to the children. Finally it was not done because it was interesting work with the memory game. So now, there is a quick introduction to them before the dramatization.

Apart from those changes in the planning, there is something else. Even though the text was adapted for that group when the didactic unit was designed; now it is being readapted again as the sentences were difficult for children to memorize and tell them.

Likewise, games are not change as children were really motivated and participative during the lessons, showing always interest on learning English.

5. CONCLUSIONS

As it is said before, the world is developing really fast nowadays and one of its main features is globalization. People need to communicate, but there are different languages which are spoken in different countries; so people need a language in common to have a successful communication. That is why people need to learn to speak in different languages; in order to get this aim, the curriculum of Infant Education includes in its Language: communication and representation area some objectives related to know a foreign language. Due to this fact, each year there are more bilingual schools

everywhere; these schools include more English lessons and/or some subjects in English language in their timetables. But learning a language goes further, it is not just grammar and vocabulary, you need to know culture and costumes of people speaking this language. Most of the key competences are worked and involved when learning a language.

Teaching English is not an easy task, so teachers have to keep in mind lots of aspects when designing, implementing and evaluating.

Despite of the fact that there are several approaches referred to English teaching, constructivism helps children to work autonomously and learn to learn; in conclusion, to be people who get on in different aspects of their lives. Likewise, following some hypothesis from the Natural approach helps to eliminate the fear and stress caused because of talking in other language which is not your mother tongue. Moreover, TPR is a method which helps children to understand everything through gestures and body-language.

Anyway, teachers should not forget that we are talking about teaching English in Early Years. Children, even though they are naturally curious, need something which motivates them to learn. Several researches show that storytelling is a good way to teach/learn English language; Castilla y León law says that tales provide children a better language as well as different authors (Pérez, 2009; Baldwin, 2003; Salaberri, 2001 or Gómez, 2009 among others) explain that storytling develop literacy skills; grammar structures and vocabulary, are motivating for children, develop different senses, make children interact with adult or peers and allow working a huge variety of themes, from science to emotion and feelings or different cultures. In this way of teaching, sub-tasks are divided in three groups: pre-listening, while-listening and post-listening. Those sub-tasks have to allow children to interact if teachers want students to learn; children always have to be an active part in their learning process.

After my experience designing, implementing and assessing a unit based on narration for Infant Education I can say it is a motivating way to teach English language. But it is important to keep in mind how the group is and what their interests are; no child must be left without participating, if not motivated, the teacher must look for some game which could motivate him/her. And as assessing is a continuous process we should not

forget that assessing begins when we are designing a unit and it does not end till the lessons have been assessed in order to improve for next time.

To sum up, these sentences from Pérez (2009) explain a good reason to teach through tales in Infant Education or whatever the age of the students are:

> A tale is a fountain of information and spontaneous and natural way of communication. The weird thing would be not to use is, even though, sometimes, the rhythm of our lives do not allow us to read as much as we should. Children need tales. It is a physiological and psychological need. Tales make up for and help to create intellectuals of those small persons which are developing capacities and values[18].

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[18] Personal translation from: Un cuento es una de las fuentes de información y formas de comunicación más espontáneas y naturales, Lo extraño sería no usarlo como tal, aunque, a veces, el ritmo de vida que llevamos impone que esta práctica deje de serlo y se convierta en una rareza. Los críos necesitan los cuentos. Es tanto una necesidad fisiológica como psicológica. El cuento suple y ayuda crear la intelectualidad del pequeño ser humana que se está formando en capacidades y valores. (Pérez, 2009, p. 31).

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APPENDIX

Appendix 1- On-line tales

- The Starfall: http://www.starfall.com/

  In this webpage there are games and tales to learn to read through phonics.

- Speakaboos: http://www.speakaboos.com/

  Here there are lots of tales divided by themes: scary stories; sport stories; food stories; sing along songs; fairy tales; things that go; animal stories; ABC's and 123's; adventurous stories or nursery rhymes among others. This page may be useful for children who are beginning to read due to words in the tale are highlighted when the storyteller say them; but they could be listened by children who do not know to read, images are good and the storyteller too. Moreover, there are also tales in Spanish language.

- Mighty book: http://www.mightybook.com/

  In the front page you can see different thing in the webpage: reading teacher; animated storybooks; animated story songs; words & letters; short classic songs; games giggles and gags; old favourites; Beatriz Potter; art and music; parents & teachers.

- The reading tub: http://thereadingtub.com/

  Here there is a whole list of books with summary and some information about them.

- Reading programs: http://www.readingprograms.info/

  You have to register yourself in that page so that you have access to same tales to begin reading based on phonics.

- Reading rockets: http://www.readingrockets.org/resourceinfo/booksresources/
  Here is a list of recommended books.

- Usborne children's books: http://www.usborne.com/catalogue/early-years.aspx?css=1&cat=1&area=EY

  In this webpage there are books you can buy divided by themes.

- Story place: http://www.storyplace.org/storyplace.asp

  Here you can watch and listen to stories on line; they are divided in levels and themes.

- Children's library: http://en.childrenslibrary.org/

In this page there are books you can read divided by ages and some feature of the book (as images, characters, etc.**).**

- Story on-line: http://www.storylineonline.net/

Here we can listen to stories told by professional storytellers. Besides, there are some activities related to the stories as well.

Appendix 2 – Didactic unit: *Little, little Mouse*

About the unit/ Where this unit fits		
Linking to the unit studied in the Spanish lessons, children will work the animals in English too; in this case through a story of some animals who live in a circus with a clown. The tasks will have always the animals as the main character of them.		

Prior Learning	Language used in the unit	Important Resources
Emotions: happy, sad, angry Weather: sunny, windy, cloudy, rainy, snowy Colours	Animals related to circus. Weather Emotions Colours Numbers Present and past tenses	Display **(Appendix 2.1)** Flashcards: clown, tiger, elephant, snake, monkey, lion and mouse **(Appendix 2.1)** Magic bag Tale: *"Little, little mouse"* **(Appendix 2.2)** Puppets **(Appendix 2.3)** Theatre **(Appendix 2.4)** Memory Sequence of images Paper Images of the story Scissors Glue Flashcards: happy, sad and angry Weather roulette. Rhyme: "Rainy, rainy go away"

Expectations	
At the end of this unit all the children must be able to...	- Follow the sequence of the lessons (routines, task and subtask). - Identify some of the animals. - Associate each animal to a gesture or a sound. - Act out a character. - Say some features of the animals.
At the end of this unit most of the children should be able to...	- Follow the story when the teacher tells it. - Dramatize the story.

At the end of this unit some of the children could be able to...	- Sequence the story. - Describe the flashcards of the animals deeply.

Lessons Overview

Lesson	Learning goals	Learning outcomes	*Main activity*	Assessment criteria
1	Recognizing animals associated to different settings.	Children will be able to identify the animals and describe some of their features.	*The circus is here!*	Name the animals presented in the circus.
2	Participating in games. Associating gestures and sounds to animals. Moving with control and coordination.	Children will be able to make the sound or gesture of the animals.	*How does the (clown, tiger...) make?*	Act out the character in the circus or saying the name of the animal which the teacher is acting out.
3	Developing literacy skill.	Children will be able to follow the sequence of the story.	*Storytelling: "Little, little mouse"*	Answer the questions about the story.
4	Sequencing stories. Paying attention to	Children will be able to sequence the story.	*Sequence the story*	Sequence the images of the story.
5	Identifying animals represented in different ways.	Children will be able to name the animals.	*Memory*	List the name of the animals on the flashcards.
6	Moving in a delimited space. Acting out a role.	Children will be able to dramatize a given role in the story	*Dramatize: "Little, little Mouse"*	Act out a character.

Lesson 1

Timing	Grouping	Pupils	Teacher	Resources
		WARM UP		
2'	Big group	Some children will repeat some gestures and others maybe some words.	*Good morning children! Let´s start our class.* *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up) Very good! Let´s do it again! *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up)	
3'	Big group	Machinist pupils asks to everybody but one by one (teachers included): *Happy, sad or angry?* The student or teacher answer one of the options and the machinist asks: *Why?* Who is being asked, answers.	Teacher gives the emotion flashcards to the machinist child. When the machinist pupil has asked to everyone the teacher asks: *Are you happy, sad or angry?* And when he or she has answered asks: *Why?*	Flashcards: happy, sad and angry.
5'	Big group	Children answer: *Nooooo!*	Teacher looks the window and then to the roulette and says: *Oh! Today is*	Weather roulette. Rhyme: "Rainy, rainy go away".

		After that children sing at the same time than the teacher following the gestures *"Rainy, rainy go away"*. When she says *"stop"* children can't move till she says *"One, two, three"*.	*(rainy/snowy/cloudy/sunny/windy)!* (The last one will be the right one this day). So the teacher sings: *Touch the table* (tap our legs) *Clap* (clap) *Touch your shoulders* (touch your shoulders) *Hop* (hands up) *Rainy, rainy go away* (make circles with the point finger) *Rainy, rainy stop!* Then she says: *One, two, three! Okey.*	
THE CIRCUS IS HERE!			

THE CIRCUS IS HERE!

12'	Big group	The students listen to the teacher and look the magic bag in order to guess what we can find in the circus.	The teacher holds the magic bag and takes out the flashcards one by one giving some clues or showing just a part of the flashcard (clown, tiger, elephant, horse, snake, monkey, lion and mouse) to the students but not saying what it is directly, this way they can guess it. *He likes playing with balls (clown)* *It makes like this: Ggrrrrrrrrr (tiger)* *It is a big, big, biiiiig grey animal (elephant)* *It makes like this: ssssssss (Snake)* *It loves eating bananas (monkey)* *It is a dangerous animal (lion)* *Some people is afraid of him (mouse)* These are some of the clues the teacher can give.	Display Magic bag Flashcards: clown, tiger, elephant, snake, monkey, lion and mouse.

		WHAT'S MISSING?		
5'	Big group	Children close their eyes when the teacher says to do it and then they open it. When they open their eyes they say: *Clown/tiger/elephant/snake/monkey/lion/mouse.* If the teacher says so, one of the students can stands up and takes one of the flashcards so that his classmates can able to guess which one is missing.	The teacher says: *Close your eyes everybody!!* and take off one of the flashcards from the display and then says: *Ok, open your eyes and hands up who knows what's missing!* The teacher could say to one of the students to take the teacher role hiding the flashcards on the display.	Display Flashcards: clown, tiger, elephant, snake, monkey, lion and mouse.
		HOW DOES THE (FLASHCARD) MAKE?		
2'	Big group	The students answer: Clown: moving their hands like playing with balls and singing *titi tiriri titti.* Tiger: saying *ggrrrrr* and moving the arm like giving a bump. Elephant: making the elephant sound and moving the arms like they where the trunk of the elephant Snake: waving the hand like they where a snake and saying Monkey: moving the arms like a monkey and saying *i i i i.* Lion: saying *ggrrrrr* and moving the arm like giving a bump. Mouse: move the hands like they were the ears of the mouse and making its sound.	The teacher asks*:* *How does the clown/tiger/elephant/snake/monkey/lion/mouse make?*	Flashcards: clown, tiger, elephant, snake, monkey, lion and mouse.
		BYE-BYE		
1'	Big group	Children say *"Bye-bye"* to the teacher	Teacher says *"Good-bye"* waving her hand	

		waving his hand.	and looking to each child.	

Lesson 2

Timing	Grouping	Pupils	Teacher	Resources
			WARM UP	
2'	Big group	Some children will repeat some gestures and others maybe some words.	*Good morning children! Let´s start our class.* *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up) Very good! Let´s do it again! *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up)	
3'	Big group	Machinist pupils asks to everybody but one by one (teachers included): *Happy, sad or angry?* The student or teacher answer one of the options and the machinist asks: *Why?* Who is being asked, answers.	Teacher gives the emotion flashcards to the machinist child. When the machinist pupil has asked to everyone the teacher asks: *Are you happy, sad or angry?* And when he or she has answered asks: *Why?*	Flashcards: happy, sad and angry.
5'	Big group	Children answer:	Teacher looks the window and then to the	Weather roulette.

		Nooooo! After that children sing at the same time than the teacher following the gestures *"Rainy, rainy go away"*. When she says *"stop"* children can't move till she says *"One, two, three"*.	roulette and says: *Oh! Today is (rainy/snowy/cloudy/sunny/windy)!* (The last one will be the right one this day). So the teacher sings: *Touch the table* (tap our legs) *Clap* (clap) *Touch your shoulders* (touch your shoulders) *Hop* (hands up) *Rainy, rainy go away* (make circles with the point finger) *Rainy, rainy stop!* Then she says: *One, two, three! Okey.*	Rhyme: "Rainy, rainy go away".
		***REMEMBERING THE CHARACTERS***		
4'	Big group	Students say different things, among them our flashcards. Students say the name of the flashcards At the end of the activity children will be able to answer the name of the flashcard the teacher is asking for.	The flashcard on the display will be covered by a cloth, so the teacher begins asking: *Do you remember what can we find in our circus?* Then the teacher will uncover the flashcards one by one and little by little so the students can guess At the end the teacher asks: *Where is the (flashcard)?*	Display Cloth Flashcards: clown, tiger, elephant, snake, monkey, lion and mouse.

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HOW DOES THE (FLASHCARD) MAKE?				
12'	Big group	The students answer: Clown: moving their hands like playing with balls and singing *titi tiririri titti.* Tiger: saying *ggrrrrrr* and moving the arm like giving a bump. Elephant: making the elephant sound and moving the arms like they where the trunk of the elephant Snake: waving the hand like they where a snake and saying Monkey: moving the arms like a monkey and saying *i i i i.* Lion: saying *ggrrrrrr* and moving the arm like giving a bump. Mouse: move the hands like they were the ears of the mouse and making its sound. In the second way to play students have to say the name of the animal which the teacher is playing. When the teacher asks a student to be the teacher, the student has to act out the animal or asks how it makes to their classmates.	The teacher asks*: How does the clown/tiger/elephant/snake/monkey/lion/mous e make?* Other way to play this game could be that the teacher makes the sound and gestures and the students have to say the name of the animal. The teacher can ask a student to take the teacher role.	Display Flashcards: clown, tiger, elephant, snake, monkey, lion and mouse.
HOT OR COLD?				
3'	Big group	One of the students has to close his eyes and other one has to hide a flashcard. This one who closed his eyes has to look for the hidden flashcard around the classroom. The	The teacher asks one the students to hide one of the flashcards and before that asks to another student to close his eyes.	Flashcards: clown, tiger, elephant, snake, monkey, lion and mouse.

Timing	Grouping	Pupils	Teacher	Resources
		rest of students will say: *hot* when the student is near the flashcard or *cold* when the student is far from the flashcard.		

		BYE-BYE		
1'	Big group	Children say *"Bye-bye"* to the teacher waving his hand.	Teacher says *"Good-bye"* waving her hand and looking to each child.	

Lesson 3

Timing	Grouping	Pupils	Teacher	Resources
			WARM UP	
2'	Big group	Most of the children will repeat some gestures and some of them will repeat some words.	*Good morning children! Let´s start our class.* *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up) Very good! Let´s do it again! *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up)	
3'	Big group	Machinist pupils asks to everybody but one by one (teachers included): *Happy, sad or angry?* The student or teacher answer one of the	Teacher gives the emotion flashcards to the machinist child. When the machinist pupil has asked to everyone the teacher asks: *Are you happy, sad or angry?*	Flashcards: happy, sad and angry.

		options and the machinist asks: *Why?* Who is being asked, answers.	And when he or she has answered asks: *Why?*	
5'	Big group	Children answer: *Nooooo!* After that children sing at the same time than the teacher following the gestures *"Rainy, rainy go away"*. When she says *"stop"* children can't move till she says *"One, two, three"*.	Teacher looks the window and then to the roulette and says: *Oh! Today is (rainy/snowy/cloudy/sunny/windy)!* (The last one will be the right one this day). So the teacher sings: *Touch the table* (tap our legs) *Clap* (clap) *Touch your shoulders* (touch your shoulders) *Hop* (hands up) *Rainy, rainy go away* (make circles with the point finger) *Rainy, rainy stop!* Then she says: *One, two, three! Okey.*	Weather roulette. Rhyme: "Rainy, rainy go away".

REMEMERING THE CHARACTERS

| 2' | Big group | In the first case children have to say the name of the flashcard and in the second one they have to imitate the character the teacher say. | Teacher can asks: *How does the (flashcard) make?* Or she can make the sound and gestures of the animal in order for the children to say the name of the animal. | Display Flashcards: clown, tiger, elephant, snake, monkey, lion and mouse. |

STORYTELLING: "LITTLE, LITTLE MOUSE"

| 12' | Big group | Children listen to the story paying attention with enjoyment. | Teacher tells *"Little, little Mouse"* story using the flashcards. | Tale: *"Little, little Mouse"*. |

					Flashcards.
			They say the name of the animal after the teacher's gestures.

They say sad or happy, when teacher expresses sadness or happiness. | *Hi children! I'm Little Mouse. I live in the circus. I have a lot of friends. Now we are going to know all of them.*

Little Mouse, began to walk, and walk...Everybody walks! And then he saw a... (make a tiger gesture).
Little Mouse: Hello, Tiger.
Everybody says hello Tiger.
Little Mouse: Tiger, Tiger! Do you like living here in the circus?
Tiger: Of course I like it!
Little Mouse: Bye, bye Tiger.

Little Mouse, began to run. Everybody runs! And then he saw a... (make a elephant gesture).
Little Mouse: Hello Elephant.
Everybody says hello Elephant.
Little Mouse: Elephant, Elephant! Do you like living here in the circus?
Elephant: Of course I like it!
Little Mouse: Bye, bye, Elephant.

Little Mouse, began to fly. Everybody flies! And then he saw a... (make a snake gesture).
Little Mouse: Hello Snake.
Everybody says hello Snake.
Little Mouse: Snake, Snake! Do you like | |

living here in the circus?
Snake: Of course I like it!
Little Mouse: Bye, bye, Snake.

Little Mouse, began to jump. Everybody jumps! And then he saw a... (make a monkey gesture).
Little Mouse: Hello Monkey.
Everybody says hello Monkey.
Little Mouse: Monkey, Monkey! Do you like living here in the circus?
Monkey: Of course I like it!
Little Mouse: Bye, bye, Monkey.

Little Mouse, began to walk slowly. Everybody walks slowly! And then he saw a... (make a lion gesture).
Hello Lion. Everybody says hello Lion.
Little Mouse: Lion, Lion! Do you like living here in the circus?
Lion: Of course I like it!
But Little mouse was very (sad affect display..) very sad.
Lion says, *But...why are you so sad?*
Little Mouse was sad because everyone runs away cries when they saw him. It's a lion, I don't like it! It's a mouse!.
Lion says*: I have a great idea! You can act with me. You can jump in my mouth and then you can jump from teeth to teeth.*

Timing	Grouping	Pupils	Teacher	Resources
			Little Mouse: But it's dangerous. *Lion:* Don't worry I'm your friend. It was the festival in the circus. Lion opened his mouth and then Little Mouse jumped in his mouth Everybody says: Very good! Great! Finally little mouse was very happy.	
5'	Big group	Children answer these questions: *In the circus.* *Sad.* *Lion.* *Happy.* *Elephant, tiger, lion and mouse.*	After telling the tale the teacher ask some questions: *Where does the Little Mouse live, in the jungle or in the circus?* *At the first of the story, Little Mouse was angry or sad? Why?* *Who help Little Mouse to be happy?* *At the end of the story, Little Mouse was angry or happy?* *There were a lot of animals like snake, monkey...*	
			BYE-BYE	
1'	Big group	Children say *"Bye-bye"* to the teacher waving his hand.	Teacher says *"Good-bye"* waving her hand and looking to each child.	

Lesson 4

Timing	Grouping	Pupils	Teacher	Resources
			WARM UP	
2'	Big group	Most of the children will repeat some gestures and some of them will repeat some words.	*Good morning children! Let's start our class.* *Hello* (waving arms saying hello) *How are* (hugging yourself)	

			you? (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up) Very good! Let´s do it again! *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up)	
3'	Big group	Machinist pupils asks to everybody but one by one (teachers included): *Happy, sad or angry?* The student or teacher answer one of the options and the machinist asks: *Why?* Who is being asked, answers.	Teacher gives the emotion flashcards to the machinist child. When the machinist pupil has asked to everyone the teacher asks: *Are you happy, sad or angry?* And when he or she has answered asks: *Why?*	Flashcards: happy, sad and angry.
5'	Big group	Children answer: *Nooooo!* After that children sing at the same time than the teacher following the gestures *"Rainy, rainy go away"*. When she says *"stop"* children can't move till she says *"One, two, three"*.	Teacher looks the window and then to the roulette and says: *Oh! Today is (rainy/snowy/cloudy/sunny/windy)!* (The last one will be the right one this day). So the teacher sings: *Touch the table* (tap our legs) *Clap* (clap) *Touch your shoulders* (touch your shoulders)	Weather roulette. Rhyme: "Rainy, rainy go away".

			Hop (hands up) *Rainy, rainy go away* (make circles with the point finger) *Rainy, rainy stop!* Then she says: *One, two, three! Okey.*	

ANIMALS

2'	Big group	Children will say the names of the animal in English. In case they say the names of the animals in Spanish, the teacher will encourage them to say it in English.	The teacher presents quickly the animals through their sound, gesture or showing them to the pupils so they guess it. The teacher will stick the flashcards in the display so that the students are able to see them in the next activities.	Display Flashcards: clown, tiger, elephant, snake, monkey, lion and mouse.

SEQUENCE THE STORY

1'	Big group	Children go behind her following the rhythm she marks going to the tables.	Teacher stands up and says: *Come on; let's go to take scissor and glue and sit down on your chairs! All in a line! And now... walk, walk, walk, walk!*	
18'	Individually	Students take the material and do this activity.	The teacher hand out to each child the images of the story and a big piece of paper. Then she explains: *You have to glue in order the images of the tale ok? I'll help you if you need it ok?*	Paper Images of the story Scissors Glue.

BYE-BYE

1'	Big group	Children say *"Bye-bye"* to the teacher waving his hand.	Teacher says *"Good-bye"* waving her hand and looking to each child.	

Lesson 5

Timing	Grouping	Pupils	Teacher	Resources
			WARM UP	
2'	Big group	Some children will begin to sing the song while others will make gestures or repeat some words.	*Good morning children! Let´s start our class.* *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up) Very good! Let´s do it again! *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up)	
3'	Big group	Machinist pupils asks to everybody but one by one (teachers included): *Happy, sad or angry?* The student or teacher answer one of the options and the machinist asks: *Why?* Who is being asked, answers.	Teacher gives the emotion flashcards to the machinist child. When the machinist pupil has asked to everyone the teacher asks: *Are you happy, sad or angry?* And when he or she has answered asks: *Why?*	Flashcards: happy, sad and angry.
5'	Big group	Children answer: *Nooooo!*	Teacher looks the window and then to the roulette and says: *Oh! Today is*	Weather roulette. Rhyme: "Rainy, rainy go away".

		After that children sing at the same time than the teacher following the gestures *"Rainy, rainy go away"*. When she says *"stop"* children can't move till she says *"One, two, three"*.	*(rainy/snowy/cloudy/sunny/windy)!* (The last one will be the right one this day). So the teacher sings: *Touch the table* (tap our legs) *Clap* (clap) *Touch your shoulders* (touch your shoulders) *Hop* (hands up) *Rainy, rainy go away* (make circles with the point finger) *Rainy, rainy stop!* Then she says: *One, two, three! Okey.*	
DESCRIBING MEMORY FLASHCARDS				
4'	Big group	Students try to guess which flashcard the teacher wants to show them and say what they think it is.	Teacher begins to give clues just showing a part of a flashcard or making a gesture or a sound.	Flashcards
MEMORY				
10'	Big group	Children listen to the teacher and then they play.	*Do you know to play memory game?* *You have to turn up the flashcards in couples.* *If they are equal, you have one point! If they are not, you have to turn them down again, ok?*	Memory

		DRAMATIZE		
5'	Big group	*Little Mouse: Are you happy?* *Tiger: Yes.* *Little Mouse: Are you happy?* *Elephant: Yes.* *Little Mouse: Are you happy?* *Snake: Yes.* *Little Mouse: Are you happy?* *Monkey: Yes.* *Little Mouse: Are you happy?* *Lion: Yes. Are you happy Little mouse?* *Little Mouse: No*	Teacher hands out the flashcards and begin to tell the story. Teacher looks at the children who have to talk in that moment.	Flashcards
		BYE-BYE		
1'	Big group	Children say *"Bye-bye"* to the teacher waving his hand.	Teacher says *"Good-bye"* waving her hand and looking to each child.	

Lesson 6

Timing	Grouping	Pupils	Teacher	Resources
		WARM UP		
2'	Big group	Probably most of the children will begin to sing the song and some of them will repeat some gestures and say some words,	*Good morning children! Let´s start our class.* *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up) Very good! Let´s do it again!	

			Hello (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up)	
3'	Big group	Machinist pupils asks to everybody but one by one (teachers included): *Happy, sad or angry?* The student or teacher answer one of the options and the machinist asks: *Why?* Who is being asked, answers.	Teacher gives the emotion flashcards to the machinist child. When the machinist pupil has asked to everyone the teacher asks: *Are you happy, sad or angry?* And when he or she has answered asks: *Why?*	Flashcards: happy, sad and angry.
5'	Big group	Children answer: *Nooooo!* After that children sing at the same time than the teacher following the gestures *"Rainy, rainy go away"*. When she says *"stop"* children can't move till she says *"One, two, three"*.	Teacher looks the window and then to the roulette and says: *Oh! Today is (rainy/snowy/cloudy/sunny/windy)!* (The last one will be the right one this day). So the teacher sings: *Touch the table* (tap our legs) *Clap* (clap) *Touch your shoulders* (touch your shoulders) *Hop* (hands up) *Rainy, rainy go away* (make circles with the point finger) *Rainy, rainy stop!* Then she says:	Weather roulette. Rhyme: "Rainy, rainy go away".

				One, two, three! Okey.	
**DRAMATIZE THE STORY**					
1'	Big group	Children help the teacher to move the tables.	*Come on! Let's move the tables to have some space! Today, we are going to dramatize "Little, little Mouse"!*	
3'30''	Big group	Students already know the story so they say that it is ok and take the puppet.	The teacher hand out the puppets to each child when they guess through a gesture or sound which animal the teacher is acting out and explain that they have to say their sentence when it is their turn.	Puppets
30''	Big group	Students are in their places.	*Everyone in your place!! Ok? One, two, three... start!!*	
14'	Big group	*Teacher:* Little Mouse lived in the circus and he had a lot of friends. One day, Little Mouse began to... walk! Everybody walks! And he went to meet Tiger! *Little Mouse*: Hello Tiger! *Tiger*: Hello Little Mouse! *Little Mouse*: Are you happy? *Tiger*: Yes, I am. *Little Mouse*: Ok, bye-bye *Tiger*: Bye-bye *Teacher:* Then, Little Mouse began to... run! *Little Mouse*: Hello Elephant! *Elephant*: Hello Little Mouse! *Little Mouse*: Are you happy? *Elephant*: Yes, I am. *Little Mouse*: Ok, bye-bye *Elephant*: Bye-bye	Puppets and theatre

Teacher: After that, Little Mouse began to... jump!

Little Mouse: Hello Snake!
Snake: Hello Little Mouse!
Little Mouse: Are you happy?
Snake: Yes, I am!
Little Mouse: Ok, bye-bye
Snake: Bye-bye

Teacher: Then Little Mouse began to... fly!

Little Mouse: Hello Monkey!
Monkey: Hello Little Mouse!
Little Mouse: Are you happy?
Monkey: Yes, I am.
Little Mouse: Ok, bye-bye.
Monkey: Bye-bye.

Teacher: And finally, Little Mouse walk very quickly!!

Little Mouse: Hello Lion!
Lion: Hello Little Mouse!
Little Mouse: Are you happy?
Lion: Yes, I am! Are you happy Little Mouse?

Teacher Little Mouse was sad because everyone run away crying when they saw him. But... do you know what happened? Lion had a great idea! So he thought that if Little Mouse performed with him, people would love Little Mouse.
It was a risk, but they were best friends. Lion wasn't going to eat Little Mouse. So Little

		Mouse began to perform with Lion. Lion had to open his mouth as much as he could and Little Mouse had to jump from teeth to teeth inside his mouth! It was fantastic! People loved them and clapped! From that day on Little Mouse was the happiest animal in the circus! *Teacher: Great kids!!*	
		BYE-BYE	
1'	Big group	Children say *"Bye-bye"* to the teacher waving his hand.	Teacher says *"Good-bye"* waving her hand and looking to each child.	

Appendix 2.1 – Display and flashcards

Appendix 2.2 – Tale *Little, little Mouse*
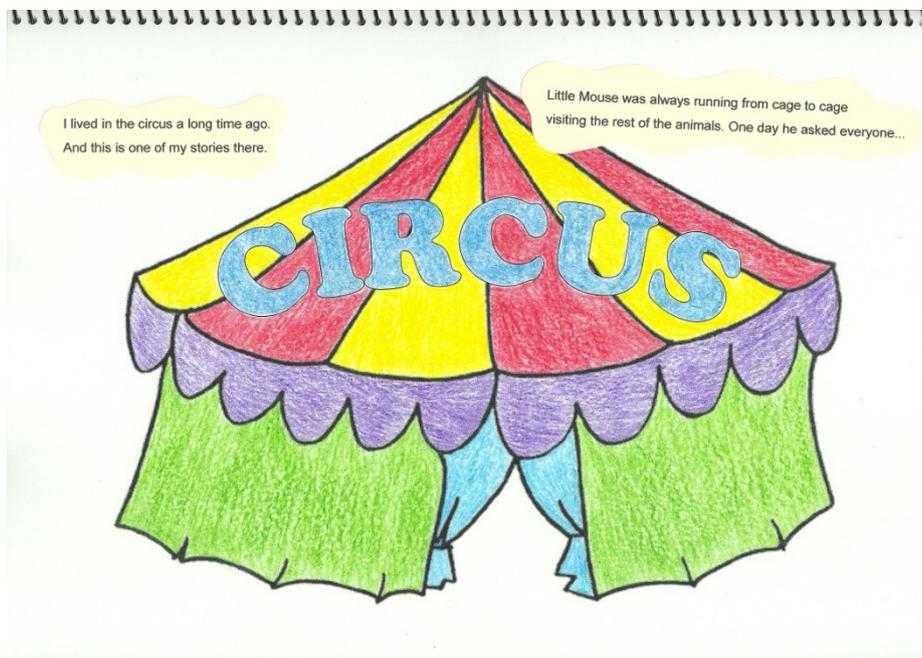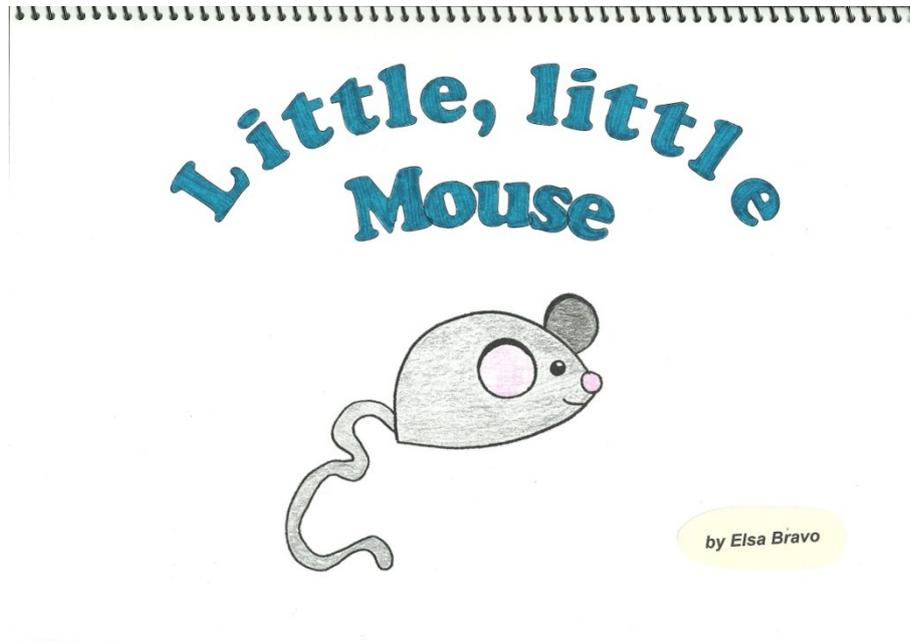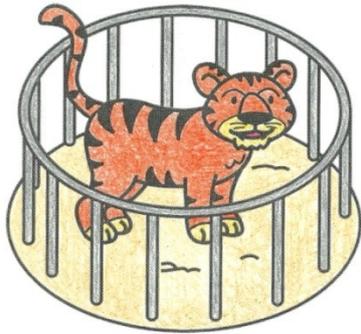
Little Mouse: Tiger, Tiger! Do you like living here?
Tiger: Of course I like it! A lot of children come here to see me.
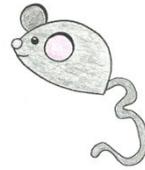
Little Mouse: Horse, Horse! Do you like living here?
Horse: Of course I like it! Everybody claps to me when I perform.
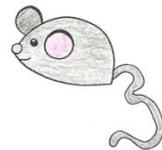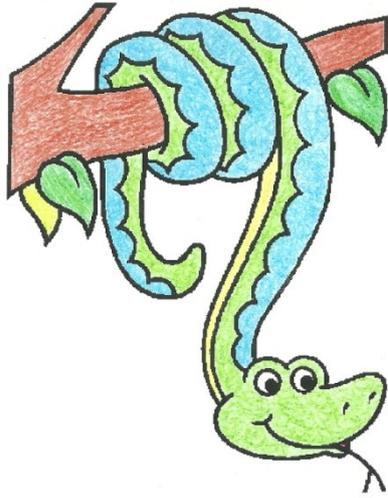
Little Mouse: Snake, Snake! Do you like living here?
*Snake*: Of course I like it! Everyone loves touching me.
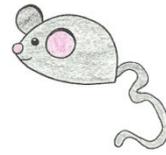
Little Mouse: Monkey, Monkey! Do you like living here?
*Monkey*: Of course I like it! Everybody loves when I walk on the string.
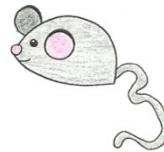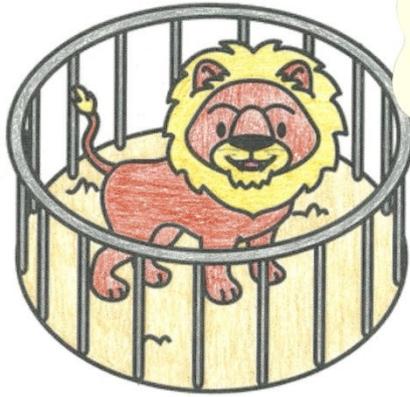
And finally, he went to Lion's cage and asked him very sad...

Little Mouse: Lion, Lion! Do you like living here?

And Lion answered Little Mouse very worried...

Lion: Of course I like it! Everyone claps when I jump through the fire ring. But... why are you so sad?
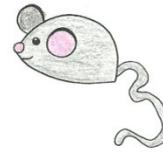
The truth is that... Little Mouse was sad because everyone run away crying when they saw him. But... do you know what happened?

It was a risk, but they were best friends. Lion wasn't going to eat Little Mouse. So Little Mouse began to perform with Lion. Lion had to open his mouth as much as he could and Little Mouse had to jump from teeth to teeth inside his mouth! It was fantastic!

Lion had a great idea! Little Mouse was his friend and he didn't like seeing him sad. So he thought that if Little Mouse performed with him, people would love Little Mouse.

People loved them and clapped!

From that day on Little Mouse was the happiest animal in the circus!
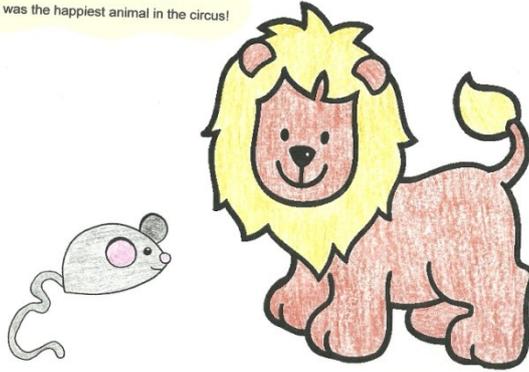
Appendix 2.3 – Puppets

Appendix 2.4 – Theatre

Appendix 3 – Evaluation sheet

	Follow the sequence of the lessons (routines, task and subtask).	Identify some of the animals (3 at least).	Associate each animal to a gesture or a sound.	Act out a character.	Say some features of the animals.	Follow the story when the teacher tells it.	Dramatize the story.	Sequence the story.	Describe the flashcards of the animals deeply.	Show interest during the lessons.
S1 (3)	G	G	P	G	P	G	G	P	N	G
S2 (4)	G	G	G	G	G	G	G	P	P	P
S3 (4)	G	G	G	G	G	G	G	G	P	G
S4 (5)	G	G	G	G	G	G	G	G	G	G
S5 (5)	G	G	G	G	G	G	G	P	G	G
S6 (5)	G	G	G	G	G	G	G	G	G	G

G – Got; P – In process; N – Not acquired.