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DO REAL BOOKS HELP THE LEARNING OF ENGLISH IN P4?

Talía Rodríguez Martínez

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Facultat d'Educació, Traducció i Ciències Humanes

Universitat de Vic

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Abstract

The purpose of this study is to answer the principal question, *Do Real Books help the learning of English in P4?*, and create a useful document to English teachers in Infant Education that are interested in working through stories. Previous to the development of the work, it has been necessary a research work and a theoretical documentation, performed using a literature review. This process has served to establish the basis of the study and to develop the subsequent didactic intervention.

This second part of the study, the didactic intervention, contains all the information about how it was planned, carried to term and evaluated. There are three different 'real books' used as a reference in which the reader can see how to choose the correct story, how to adapt the text to the children, the daily planning, and how to evaluate the activities.

Keywords

Stories, real books, English, Infant Education

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1. Problem statement

One of the most important challenges regarding the teaching of English in Early Years is how to help children to understand the language and how to prepare them for a future competence in it. In this line of discussion we find all sorts of resources but, in this study, I will focus on the Real Books, it means, stories that are read in America or the United Kingdom. This material, which is part of the Whole Language Approach, emphasizes on learning how to read by understanding what is being read, that is, we can only say that a child can read when he/she understands the meaning of the text. It means reading for meaning.

Considering the current situation I propose to find out if, indeed, the Real Books help the learning of English in Early Years, especially for children from four years.

2. Aims of the study

The main objectives that this study aims to solve are completely interrelated. It is important to know that possibly, as the study advances, we would have more aims to solve and we will must decide if we are going to solve them all, some of them, or just the initial. Now, the most important aims are:

- Discover how we can work the language starting from Real Books.
- Discover how to use their vocabulary and plot in Infant Education.
- Discover if there is a growing understanding of the English language using this material, how and why we can say it.

3. Methodology

In this section I will describe the paradigm to which the study belongs, the methodological guidance, the specific aspects and the instruments that are going to be used to carry this study.

3.1 Paradigm of research

The aim of this study is to analyze a social transformation, how working with English storybooks in the classroom affects to the children, and indentify which is the potential for change. The research also aims to analyze the situation and, obviously, the researcher will be a subject more, I will be present in the classroom and working with the Real Books always.

To carry out the research we start from the theory that exists on this subject; but, at the moment it is implemented in a classroom, theory and practice are not dissociable, it means that practice is theory in action. I am not going to observe how English teachers do their work at school and propose something in order to do it well; I am going to study how I can teach English through Real Books, proposing a lesson plan, and then evaluate if it helps or not the learning of English.

For all these reasons, and all that we will discover along the investigation, we can say that this study is part of the sociocritical paradigm.

3.2 Methodological guidance

In this study I am going to analyze how the use of Real Books helps, or not, the learning of English basing on what we can see, on the experience.

This study will be put into practice in a school of Barcelona, more exactly with children who are four years old. In this sense we can say that there is no randomness in the allocation of these individuals. Children who will be part of the study were part of the same group before; in this case the criterion is the year in which children are born and the school where they study.

I have chosen this school because it is where I will do my placement, so my stay there is real, I would have been there anyway. Therefore, the situation in which the research would be carried out is real.

What is intended with this study is to establish causality relationships between the independent variable (implementation of Real Books) and the dependent variable (if the level of understanding and verbalising have an increase or not).

3.3 Dimensions or specific aspects of the study

The specific aspects of this study are:

- Discover how we can work the language starting from Real Books.
- Analyze how we can use stories and their vocabulary to understand the plot of each one, and how we have to approach activities about the story and how they help the understanding of the story.
- Discover if we can say that this material helps the understanding of English in Infant Education.
- Observe and evaluate my intervention in order to consider it also as a teaching element.

3.4 Instruments

To explain the instruments that I will use for data collection I have organized according to the specific aspects I want to discuss in the study.

- To know if the stories and their vocabulary help to understand the plot of these, I will make some questions to the children about the story. Whenever I am in the classroom teaching with Real Books I will also write a diary where I am going to explain all that I have seen in the class.
- To know how to approach activities about the story I will also look to the diary, thereby I would improve my educational intervention. Of course I am going to take into account the theoretical frame work in which we can read lots of ideas on teaching with stories.
- To know how these activities help the understanding of the story and the language, I will do an interview to the English teacher of the school before and after my intervention. In this way I would know the opinion of someone that knows very well the children. If it is possible and children are able to do it, I would like also to check if they have learnt some vocabulary and if they remember stories 'plots.
- To know if there is a growing in the understanding of the English language with this material I will use the same interview above named. I will also look the diary.

3.5 Procedure

Here I am going to explain how I will analyze the information obtained. To start I will review information sources (books, magazines, storybooks...) to study and understand better the subject I want to study. Thereby I can develop a theoretical frame work. Once this part is done, I will have to design a school intervention considering what I have studied about the Real Books, taking into account the context of the school, their needs and those of the children.

As long as I involved in the classroom with my proposal, I will pick up data for the subsequent analysis. To analyze this information I will review the materials studied (daily and interviews). It will be necessary to check if the format allows organizing in different criteria the topics I want to focus in this study. Upon review, I will do a summary of the data and select the useful information.

From the data collection, the practical part and the theoretical framework I will draw the appropriate conclusions.

4. Theoretical framework

In the last 10 years the field of teaching foreign languages, especially English, has increased significantly, but by the moment is only just beginning to be researched. In fact, there are studies about how children learn a foreign language and how to do it. But, as I have said, in this study I want to know if 'Real Books' help the learning of English in P4. To do this we need a theoretical framework and to draw on work from beyond language classrooms.

First of all, I would like to explain the differences between teaching a foreign language to children, in contrast to teach adults or adolescents. As Lynne Cammeron (2012: 1) says "children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult".

We have to know that at pre-school, generally, children have a holistic approach to language, which means that they can understand meaningful messages but, of course, they cannot analyze language. Taking into account Piagetian stages of development, these children are in the *pre-operational stage* (from two to seven years of age), it means that "the child's thinking is largely reliant on perception but he or she gradually becomes more and more capable of logical thinking. On the whole this stage is characterized by egocentrism (a kind of self-centeredness) and a lack of logical thinking" (Pinter, 2006: 7).

4.1 Learning-centred perspective

In educational research we need to position ourselves in a learning perspective in order to create a theoretical framework that allows us to carry out the analysis and conclusions of the thesis. In this case, as Lynne Cameron (2012: 1) advised, we would use the *learning-centred perspective*, in which knowledge about children's learning is seen as a central. To teach effectively all have to be tuned to the learning needs of pupils, instead of being in teacher's plan or interest, or in teacher's planning. We can say that placing the child at the centre of our think and curriculum is best than placing the curriculum or the teacher's interest it is not enough. We have to take into account that we can risk losing sight of what it is we are trying to do in schools, and of the enormous potential that lies beyond the child.

4.2 Brief review of developmental psychology

To create a theoretical framework is necessary, at a minimum, a brief review of the two most important developmental psychologists; of course I am talking about Piaget and Vygotsky. In this section I will summarize their theories of development in relation to the language. Furthermore, one that we could not forget, I will also describe Bruner's theory, which gives much more importance to the language.

Child, an active learner – Piaget

Apart from the Piagetian stages of development, that are world known, this famous psychologist saw the children as a continually interacting with the world, solving problems that this world presents; it means that the child learns using the relationship between he/she and the environment, overcoat through taking action to solve problems. "The knowledge that results from such action is not imitated or in-born, but is *actively constructed* by the child. [...] In this way, *thought is seen as deriving from action* [...]" (Cameron, 2012: 2).

Margaret Donaldson and her colleagues, in some experiments, have shown that when teachers use adequate objects and language, very young children are capable to do lots of things that, according to Piaget, are too advanced for them. (Donaldson 1978)

Child, a social learner – Vygotsky

Vygotsky differs from Piaget's view in the importance he gives to social and language. The language is a new tool that allows the child communicating with these other people, it means that with the language children have new opportunities for do things, organize new information, and to use words and symbols. As we would know if we have been in a pre-school classroom, very young learners begin using single words that convey whole messages. For example, "when a child says *juice*, s/he may mean *I want more juice* or *my juice has split*" (Cameron, 2012: 5). Of course, we can forget the social context, obviously development and learning take place always in a social context, better or worse, but there is always someone. Those people have an important role, because adults help children to understand, bringing objects or toys, giving ideas, talking and with them, reading stories; it means that adults *mediate* the world for children, facilitating it for them. For this reason children can understand and do more thing that they can do alone. "Vygotsky suggested that intelligence was better measured by what a child can do with skilled help. Different children at the same point

in development will make different uses of the same help from an adult. [...] this is a more useful measure of intelligence or ability”.

For teaching foreign languages we can take into account one of Vygotsky's ideas: the zone of proximal development, it means that “the adult tries to mediate *what next it is the child can learn*; this has applications in both lesson planning and in how teachers talk to pupils minute by minute”. To summarize Vygotsky's theory, we can say that learning is always helped by the interaction with adults.

As we have seen, Piaget thinks that the child is an active learner in a world of objects that makes him learning, but he/she is alone. Instead of this, for Vygotsky the child is also an active learner in a world full of objects and people.

In relation to language

As we have done, first of all we are going to see the implications of Piagetian theory for language learning. Taking into account that the child is an active learner in a world full of objects, that constructs his/her own knowledge using these objects. Children are always searching intentions in what they see other people are doing, but for doing this they need to use their experience and knowledge. For this reason we can say that children are also active *sense-makers*. We can say that depending on the activities we plan for our pupils we are going, or not, to offer opportunities to them for learning the language.

In the other hand, as we have said, Vygotsky gives a lot of importance to language. Because of that he talks about the words. For children words have a lot of significance when they are learning a new language, they can recognize this unit of sense in their mother tongue, and so they will notice words in the new language. Of course, if we help children using images or objects to identify these words and learn them it will be better.

A more recent author I think will help us to understand how affects the language in child's development is Bruner. He has investigated how we use the language to explain the world for children and how we help them to solve problems (Bruner 1983, 1990). For taking into account child's needs and adjust our intervention as he/she became competent Wood (1998) suggests to scaffold children's learning. Teachers can help children to attend to what is relevant by suggesting, praising the significant, and providing focusing activities; to adopt useful strategies by encouraging rehearsal, and

being explicit about organization; and to remember the whole task and goals by reminding, modelling, and providing part-whole activities.

Bruner provide us with a useful idea for language teaching with his notions of *routines and formats*, which allow scaffolding to take place and combine security of the familiar and excitement because of the new.

Bruner's most useful example of a routine is of parents reading stories to their children from babyhood onwards. [...] with very young children, adults do most of the talking, describing the characters and objects in the pictures and involving the child with instructions, tag questions and talk about salient images [...] the child can be further involved by being asked to point to known pictures [...] as the child learns to talk, so the child's verbal involvement increases as she or he joins in naming pictures and events. Over any short period of time, the language used by the parent includes a lot of repetition, and uses finely tuned language that the child, helped by the pictures, can make sense of. The book-reading event is scaffolded by the adult to let the child participate at the level he or she is capable of. The repeated language allows the child to predict what is coming and thus to join it, verbally or non-verbally. (Cameron, 2012:7)

If you want a better understanding about *scaffolding*, Gibbons (2002) presents us an excellent source for integrate second or third language learners into mainstream classrooms. In this book is considered in detail and there are practical activities to our classrooms.

4.3 Comparing first and second language acquisition

Do these types of comparison is very important to understand what and how we have to do in our EFL (English as a Foreign Language) classes. Also we have to take into account that when we are teaching children they are, at the same time, learning their mother tongue. In Catalan children this is too complicated because they have to learn Catalan, Spanish and English at the same time.

First language acquisition (and, in our case, also the second language) is a long process that continues well beyond childhood. "Depending on the starting age, these two processes can be more or less closely intertwined. The younger the child is, the more similar the two processes will be, because very young children lack the ability to manipulate and think about language in a conscious way. This is especially true for children in immersion environments" (Annamaria Pinter, 2006: 7).

It is important to know the relation between first and second language acquisition, but Catalan children are going to learn English as a third language. This language can be taught from different views: as an international language, as a foreign language, or as a

third language. It means that depending on your view, you are going to teach English in a different way.

If it is possible, I would like to teach English as a third language because I want children to know that this language is not something apart from life.

4.4 How do children learn a foreign language?

It is important to consider that when Catalan children start learning English they are not immersed in an English environment; it means that they are not learning the language for an objective (like make friends or fit into a new school and culture), they are learning it as a school subject in addition to other timetabled subjects. Consequently, they have limited opportunities to practice the language outside the classroom and the school, and they do not have immediate need or motivation to use and learn the new language. Instead of this, parents and teachers recognize the benefits of learning English because introducing children to a new language offers opportunities to widen their horizons and awaken their early enthusiasm about languages. (Pinter, 2006: 13)

As we have said, children constantly try to construct meaning, to make sense, find and construct meaning for what adults say and ask them to do. They can only do this in terms of their world knowledge, which is limited and partial. We also know that in the case of learning English as a foreign language, there is no immediate interest or motivation. For these reasons, learning a foreign language depends on child's experience. There are important links between what and how children are taught, and what they learn. Taking into account the ZDP (zone of proximal development), the most and richer the language experience that is provided for children, the more they are likely to learn. It means that if we want that children develop some language skills we have to make sure that they have experiences helping to construct those skills (Cameron 2012: 11-19).

4.5 Exposure to English

As we have said before, the most children hear and have more opportunities to interact in English, the most they learn. If it is possible we might bring children opportunities to be exposed to natural language and to interact with others. Also we have to take into account that we need a proficiency in English to provide the necessary exposure "to the language, and of their confidence in methodology to offer opportunities through appropriate tasks and activities for children to communicate with each other in a variety

of ways. Teachers' confidence and willingness to use the language naturally in the classroom is a key component of success" (Pinter, 2006: 38, 39). There is a load on the teacher in order to provide exposure to the language and opportunities for learning through classroom activities.

4.6 Learning through stories

As I have learnt in my English lessons: the more we listen a foreign language, the more able we are to talk and pronounce it correctly. Taking into account that we are with very young children, we are with children that are learning to listen. This is a very important process of learning and we need to know the possible difficulties of children to help them as much as possible, it means that we have to observe children while they are listening in order to discover their needs.

If we want children listening we need something that motivate them, this is the reason because I have chosen to centre this study in the use of stories, especially Real Books. Stories represent holistic approach to language teaching and learning; they help children's involvement with real uses of the foreign language, in this case real uses of English. Stories are also a useful source of imagination that children can enjoy, while they are learning the language; they offer a constant source of life and of language experience for children, they help in motivating and memorizing.

Andrew Wright (2012: 4 – 6) helps us to understand some of the most important reasons why stories should play a central role in teaching English as a foreign language. Children have a constant need for stories and they will love listen them, *stories motivate children*. Very young children want to *find meaning in stories*, so they listen with a purpose; If they find meaning they are rewarded through their ability to understand, and are motivated to try to improve their ability to understand even more. If children do not understand the meaning of the story, they will need to *search, predict and guess* it. Using this approach helps children to listen and become aware of the sound of the foreign language, and to introduce them to sentence constructions, taking into account that they don't need to use them productively.

The use of this approach also needs an effort from the foreign language teacher, who has to work from the story to make the content accessible to learners and to construct activities offering opportunities. Continuing with the learning-centred perspective, we need to plan our class work with clear goals.

In order to introduce the using of stories in the classroom we have to know how they help to the general development of children. I am also going to cite Andrew Wright (2012: 6, 144) to explain it.

Using stories help children developing awareness of the variety of way of being human, researching into the subject matter of the story, reflecting on the story and its meanings, predicting what might happens, listening particular details in the story, listen to get the general idea, guessing what is meant but not said, imagining how the characters might feel, imagining alternatives, empathizing and analysing, responding creatively through painting and drama, and communicating about the story.

4.7 Real books and how to choose them

In the 80s there was a Britain educational move to bring Real Books, which are written by "real" authors for parents to buy for children. These authors exploited the use of colours and pictures alongside simple story lines.

In order to choose the books or stories I would like to tell, it is necessary to say that I don't want to do it in a subjective way. Lynne Cameron (2012: 167-169) says that a good story book is one that listeners can enjoy. As we want to use Real Book and not *readers*, those that are have been created by Catalan or Spanish writers in order to help children learning structure phrases, they are so repetitive; we will need stories having characters and a plot that children would like. Teaching very young learners will need also to take into account the pictures of the storybook; the art work is as important as the text in telling the story. Children need to enter the imaginative world of the story, and it would happen with the pictures. However, a good story won't be automatically a good source for learning a language, and we have to remember that this is our aim.

In order to choose a storybook that would help us in teaching English we need to take into account that the story will engage the children and have to be adequate for them, it means that children have to be able to understand it enough to enjoy it (if not, we can adapt the vocabulary and structure). It should offers experience of language and values; it should also offers some topic contents in order to work and deepen. Stories are an important source of language and, taking into account the keywords and the language needed to understand it, may help teachers to focus the contents he/she is going to teach.

Using stories will provide teacher with tools in order to start a cross-curricular work, it means that we can talk about maths, science or other subjects basing in the story.

About how and what we need to consider for teaching English through stories and plan our sessions I am going to talk in the next point of the study. But, before this, I would like to propose a chart in order to verify if a storybook is or not adequate for learning a language. (See Figure 1)

IS THIS STORY ADEQUATE?	
STORY:	WEEK:
Will the content engage the learners? Why?	
Has the story a clear plot and pictures?	
Are the values and attitudes embodied in the story acceptable?	
How is the discourse organised? What is the balance of dialogue and narrative?	
Language...	...children have already met?
	...useful to learn from the story?
	...that may or may not be learnt?

Figure 1. *Is this story adequate?*

4.8 How to plan activities?

First of all I want to talk about when we have to tell the story. I think that maybe it is a good idea having a regular time for doing it. If we always use, more or less, the same time to tell stories it will help children to understand what is coming next and routines.

Before planning activities, we have to know all the possible contents that the book, which we have chosen taking into account what we have explained in the previous section. It is important to be aware that Real Books offer a lot of possibilities and contents that we can benefit.

Once we have selected the story we are going to tell, we should brainstorm possible subject areas, topics, and activities based on the story. We might try to find a variety of activity types, not only to represent different aspects of the topic, but to engage the variety of learning styles within the class. When we have thought the activities we are going to propose, we should list the language needed, which children might need to understand and which they will need to learn in order to carry out the activities. Finally, we can plan the lessons. (See Figure 2)

Apart from brainstorm activities I will recommend to answer some questions: What do the children need? What do they need before, while, and after telling the story? Each activity can offer different kinds of benefits, but we have to teach based in children's needs and abilities, not only my brainstorm or previously ideas.

It is also advantageous read the selected story many times, doing this we can help children to understand better the plot and appreciate more details. Referencing language tell more times can reinforce vocabulary and phrasal structure. Because of this, the activities we are going to do before the first telling are different from next.

In order to plan the activities, we need to know that there is the possibility of diving them in three groups: activities we are going to propose before telling the story, called pre-reading activities; activities we use during the story, called while-reading activities; and these activities that we propose after telling the story, called post-reading activities.

The use of activities before telling the story might help children paying attention and focusing in what they are doing or listening, arousing their predictive skills. These types of activities develop children's prediction and, as a consequence, they can understand the gist of the story when they hear it. We can also use pre-reading activities in order to pick out vocabulary important in the story we are going to tell them.

STORY:	WEEK:
TOPICS BRAINSTORM	
ACTIVITIES BRAINSTORM	
PRE-READING ACTIVITIES	
WHILE-READING ACTIVITIES	
POST-READING ACTIVITIES:	
OBSERVATIONS:	
Needs BEFORE telling the story:	
Needs WHILE telling the story:	
Needs AFTER telling the story:	

Figure 2. *Brainstorming chart.*

Using while-reading activities allows us to focus in different aims. We can just enjoy the story, I think that sometimes the best that children can do is simply sit and listen. While we are telling the story we can check if they understand or not. We can also help them

to predict what is coming next and help them to reflect, imagine, and create based on what they have just heard.

To finish the knowledge process about the story, I think, it is necessary to do some post-reading activities. We can use non-verbal activities, traditional exercises, like comprehension questions or retelling the story with children. These types of activities are thought to analyse and evaluate, this can help children to begin thinking analytically about the stories they hear and, of course, can help them to reflect, imagine, and create.

One of the most important benefits in teaching through stories is that they provide a base for cross-curricular studies. As Andrew Wright says, using stories to teach English in early years develop children's understanding of the world and explore it, and they also develop a rich experience for language learning.

5. Enforcement (Practical part)

In this part of the study I am going to describe carefully and justify the practical part, it means the intervention I have done in a school to discover if Real Books help the learning of English at the age of four years. First of all I am going to contextualize the school in which I have done the intervention, how do they teach English there, the group of children I have chosen, why I have use some storybooks and not others, I am going to attach my intervention planning, describe how it was the development, and finally the evaluation.

5.1 Contextualization

5.1.1 The school

The school I have chosen to develop this study is located in Barcelona, in Nou Barris' district. Magnolia Infant School is a subsidized Infant Education School; it means that there are children from 0 to 5 years old. They are associated to the UNESCO entity and collaborate with the Vicente Ferrer's Foundation.

There are few immigrant students in this school; therefore, the majority have Catalan and Castilian as a mother tongue, excepting some case.

The most important reason for choosing this school and no other is that they really give importance to the English teaching and, consequently, learning. So it is a good place to develop this study without too much restrictions, it means that I think that, with this interest, they are going to help in developing my intervention. As I am going to describe

in the next point, there are lots of things they are doing with English in Magnolia Infant School, so the reader may have into account that in this school children do not understand English as something apart of life completely. At school the main teaching language is Catalan, but they are committed to multilingual education and communication (Catalan, Castilian and English) from a very early age, helping children in learning and pronunciation of language.

5.1.2 English in Magnolia

In a general way, the chosen method, so that children feel comfortable with language, is *linguistic immersion*. It means that languages are introduced naturally through everyday situations, games, music, art, creativity and stories. English is present every day and in all classrooms.

I have described broadly how the language is dealt in Magnolia' School, let's see now how they do the linguistic immersion of English. As I said, English is present every day in the school and in all classrooms, since children have four months to when they are five years. When they are three or four (P3 and P4) they have four weekly English classes; and when they are five they have English class every day.

The key moments and the methodologies used to conduct the immersion are:

- **The playground:** three days a week the English teacher goes to the playground with children and proposes them different games, using always English as the language used. They sing and dramatize songs that children know; play games like "Simon says", for instance; they follow different kinds of orders like "run, stop, jump, hop, touch your nose..." as a game, etc. So, also in the playground they are used to hear English as a common language.
- **Inter-connecting learning:** this is the method used in the school, it means that all the contents (science, mathematics, English, first and second language, physical education, daily routines...) are interconnected. The English department is always trying to adapt the contents that are going to be taught in the English class to those that other teachers are going to teach. Doing this, appears the relation between all the contents taught in the school.
- **Bits:** this method created by Glenn Doman is also used in the ordinary classes, but I will emphasize their use in the English class. More or less, in every English class the teacher shows images and words interrelated. For instance, the Bits

can be related to those things we can see in the bathroom or the different parts of a house. This method helps children paying attention on what they are seeing, memorizing and learning new vocabulary, and identifying images and words.

- **Cross-language:** in Magnolia, English is used as a cross-language. It means that teachers talk always in English; if they encounter a student in the playground, in the street, or when they are not doing English class, she/he talks always in English. Sometimes, as I checked, is necessary to use Castilian or Catalan because we need that child understanding what we are saying, all the words. For example, if the teacher is in the playground and there is a dispute, maybe it is better to solve it using a language with which he/she understands all you are saying.
- **Indicators:** in the school everything has a sign next in which his name is written in English. In the dining room, in the bathroom, in the English class, and in the ordinary classes.
- **Extracurricular activities:** since children are two years old it is possible for them to do extracurricular English. So they can reinforce in these activities all they are learning in the school.
- **“Temps de familia”:** also as an extracurricular activity, there is this space in which families can learn and enjoy with children. Two times a year these activities are made in English. For example, they have done an activity in which some families came to school in order to learn those songs that children are used to sing; so they can sing at home with children. These activities are free for families; they only have to say if they are going to go or not because there isn't enough space.
- **“Sensacions”- Playgroup English:** “Sensacions” is, in some way, a school for families. In this proposal, that families have to pay, there are also some days that the language used is English, and it is called “Playgroup English”. It is intended for P0, P1 and P2's children.
- **Songs:** singing is a very common strategy used to teach English in Magnolia's school. Children know a lot of songs and related to a lot of things, which is fantastic because they learn a lot of vocabulary and sentence's structures.

- **Participation:** as an extra resource, English teachers go to ordinary classes and participate on what children are doing using English language. So children are working, for example, about how to make a sum and the teacher talks in English in order to reinforce the vocabulary and their knowledge process.
- **Daily routines and habits:** teachers in Magnolia work hardly in habits and, also, in daily routines; so in the English class these two things have also an importance. There are songs (“Hello, hello...”, “Good bye”, “Hello children”, “What’s the weather?”, etc) and habits to reinforce the vocabulary, like looking to the calendar and say what day is today or look through the window to see the weather.
- **Stories – Artigal:** also as an extra resource there is Artigal material, used by the English teacher of second cycle. This material is based on some different short stories and activities related. Children, at the end, are able to tell the story and they know it perfectly because they have done lot of activities related and they have heard the story, more or less, every day.

We can see that English in Magnolia is not the forgotten subject; it has a great importance for teachers and also for children. The most important thing, to conclude, is that children hear English as a normal language, instead of something detached from reality.

5.1.3 The class-group

I have chosen to develop this study with children that are, more or less, four years old. In Catalonia, normally, the teaching of English starts when they are three or four years old so I wanted to be sure this study can be useful for the most people as possible. There are lots of English teachers in Infant Education that do not know this kind of sources and materials, so I hope this study can help them or give new ideas for education. Using the middle course as a reference can exemplify more. Once the reader has seen it can adapt the activities for younger or older children, it depends on his/her needs.

The class-group in which children are four years old is characterized, among the teaching staff, as a lively and noisy one. There are, more or less, ten children that love talking and, sometimes, shouting; and there are also children that usually do not say

anything. They are so intelligent and brilliant as students but, sometimes, they need to be helped in calm down and do the things more slowly.

5.2 Intervention

In this section I am going to justify and explain why, what, how, and when I have done my intervention in Magnolia Infant School.

5.2.1 Before planning

As we have seen in the Theoretical framework (page 14-16) we have to choose the storybooks carefully. We have to be sure that the books are adequate for those children we have in the class and for the topic we want to work with them. It means that before planning it is a good idea to fill the tables I proposed in the previous pages.

In order to know what storybooks I could propose to the children I have filled those tables. I think it helps me to be sure that I am presenting something clear and useful to them, that I am not choosing the stories with subjective criteria.

As reader can see in the following pages I have chosen three books to develop my intervention: Little Red Riding Hood, The Rainbow Fish, and Three Billy-Goats. First I had to see if they were appropriate or not for the children, and then brainstorm in order to programming the intervention.

IS THIS STORY ADEQUATE?	
STORY: Little Red Riding Hood	WEEK: 28 th January – 8 th February
Will the content engage the learners? Why?	Probably children have heard this story more than once throughout their lives. It is a funny story, with action, mystery, fantasy and a happy end. It will be a good idea starting with a story they already know to help them understanding the way we are going to work together.
Has the story a clear plot and pictures?	Plot: the plot is very simple and, as children know it, it will be easy for them to understand the different parts. Pictures: I am going to use finger puppets so it will help also to clarify their ideas and imagine the story.

Are the values and attitudes embodied in the story acceptable?		The values we can work using this story: when mummy or daddy say something to us it is because they love us and they want the best for us, so we have to obey them.
How is the discourse organised? What is the balance of dialogue and narrative?		In the storybook there is more narrative discourse, but when I am going to tell the story I will use more dialogue because of the finger puppets.
Language...	...children have already met?	House, granny, wolf, red, food, eat, mummy, woodman, bed, eyes, ears, mouth, teeth...
	...useful to learn from the story?	Basket, cheese, milk, butter, fruit, wolf, forest, knock at the door, sick, closet, ears, hear, eyes, see, teeth, eat, woodman, head, tummy, lunch.
	...that may or may not be learnt?	Cloak, knock at the door, closet.

Figure 3. *Is Little Red Riding Hood an adequate story?*

IS THIS STORY ADEQUATE?	
STORY: The Rainbow Fish	WEEK: 11 th – 28 th February
Will the content engage the learners? Why?	This is a story children do not know, so they maybe the attention they pay is higher. The characters of the story are different and they should enjoy it. The situation described is a common one in schools (especially in the playground) so maybe they identify with it.
Has the story a clear plot and pictures?	The plot of this story is clear when you finish telling it to the children; in the end they can understand better all the things you have said. The pictures of the book are wonderful and children can see with any problem the differences between the different characters.
Are the values and attitudes embodied in the	Yes. With this story children can learn that it is a good idea sharing with your friends, and also ask someone

story acceptable?		what to do when you really don't know it.
How is the discourse organised? What is the balance of dialogue and narrative?		In the book there is more narrative but, as I am going to tell the story and not ready it, I am going to use more dialogue.
Language...	...children have already met?	Fish, octopus, starfish, friends, play, happy, sad, think...
	...useful to learn from the story?	Shiny, scales and share
	...that may or may not be learnt?	

Figure 4. *Is The Rainbow Fish an adequate story?*

IS THIS STORY ADEQUATE?	
STORY: Three Billy-Goats	WEEK: 1 st – 15 th March
Will the content engage the learners? Why?	This story has a simple structure but at the same time a funny plot, so children can understand with any problem and enjoy it.
Has the story a clear plot and pictures?	Yes, the pictures of the book are very clear, also the sentences structure I am going to use.
Are the values and attitudes embodied in the story acceptable?	With this story children can understand that sometimes is better to use our intelligence for solving problems.
How is the discourse organised? What is the balance of dialogue and narrative?	There is, more or less, the same quantity of dialogue and narrative.
Langu age...	...children have already met? River, black, white, red, big, small, run.

	...useful to learn from the story?	Goats, grass, bridge, troll, hit.
	...that may or may not be learnt?	

Figure 5. *Is Three Billy-Goats an adequate story?*

STORY: Little Red Riding Hood	WEEK: 28 th January – 8 th February
TOPICS BRAINSTORM	
Family, forest, food and parts of the face/body.	
ACTIVITIES BRAINSTORM	
PRE-READING ACTIVITIES	<ul style="list-style-type: none"> - Flashcards to introduce vocabulary. - Presentation of the characters. - Ask to the children what they know about the story.
WHILE-READING ACTIVITIES	<ul style="list-style-type: none"> - Use of finger puppets. - Use of a real basket and playing food.
POST-READING ACTIVITIES:	<ul style="list-style-type: none"> - Activities about what is in the basket. - Retelling the story. - Acting the story using finger puppets.
OBSERVATIONS:	
If children want to do something different or change the way of doing (and it seems more interesting) I am going to change it.	
Needs BEFORE telling the story:	Before telling the story I need children understanding some vocabulary.

Needs WHILE telling the story:	While telling the story children may understand the plot and repeating some key words and sentences.
Needs AFTER telling the story:	Having understood, they can represent, act and do some activities.

Figure 6. *Little Red Riding Hood's* brainstorming.

STORY: The Rainbow Fish	WEEK: 11 th – 28 th February
TOPICS BRAINSTORM	
What does it mean sharing? Sea animals, craft about the story, use finger puppets, acting...	
ACTIVITIES BRAINSTORM	
PRE-READING ACTIVITIES	New vocabulary: share. Introduction of the characters.
WHILE-READING ACTIVITIES	Telling the story using the storybook. Using the internet. Using finger puppets.
POST-READING ACTIVITIES:	Do a craft about the story. Act the story with puppets and without them.
OBSERVATIONS: If children want to do something different or change the way of doing (and it seems more interesting) I am going to change it.	
Needs BEFORE telling the story:	Before telling the story I need children understanding the new vocabulary.

Needs WHILE telling the story:	I will need to ask to the children if they understand or not in order to continue.
Needs AFTER telling the story:	I will need also to ask them in order to know if they have understood the plot.

Figure 7. *The Rainbow Fish' brainstorming.*

STORY: Three Billy-Goats	WEEK: 1 st – 15 th March
TOPICS BRAINSTORM	
Goats, colours, sizes, introduction of vocabulary, do some crafts, acting...	
ACTIVITIES BRAINSTORM	
PRE-READING ACTIVITIES	Flashcards to introduce vocabulary. Writing words in the blackboard.
WHILE-READING ACTIVITIES	Repeating words and sentences. Asking them if they understand.
POST-READING ACTIVITIES:	Craft (theatre). Acting.
OBSERVATIONS: If children want to do something different or change the way of doing (and it seems more interesting) I am going to change it.	
Needs BEFORE telling the story:	Before telling the story I need children understanding the new vocabulary and the differences between: big, small, very big.
Needs WHILE telling the story:	I need children having an active participation in order to repeat and tell the

	story with me, so I have to motivate them.
Needs AFTER telling the story:	I will need enough time to do the craft and act the story.

Figure 8. *Three Billy-Goats' brainstorming.*

Filling these tables we can see that the stories I have chosen are adequate and there are lots of topics we can develop by using them. Once this is known, is easier to plan activities and think about how to introduce the story to the children.

5.2.2 Planning

In this part of the study I am going to attach the program I have followed while doing the intervention in the school. Even if we are working with stories and young children is very important to follow a program, taking into account that if there is something new or some proposes or questions from our pupils we can change our planning. Sometimes children are able to see those things we cannot, of course we have to benefit from these little things.

5.2.2.1 Little Red Riding Hood

Tuesday 29th January

Title of the activity	Story telling
Topic	Little Red Riding Hood' Story
Age group	P4
Aims	<ul style="list-style-type: none"> -To understand the argument of the story. -To notice the different intonation or pitch of the voice. -To recognize the characters. -To pay attention.
Main vocabulary	<p>Some adjectives and nouns related with the topic, some verbs or some English structures:</p> <ul style="list-style-type: none"> - Typical beginning of a tale: Once upon a time...

	<ul style="list-style-type: none"> - Members of the family: Mother, Granny... - General vocabulary: cloak, basket, cheese, milk, butter, fruit, wolf, forest, knock at the door, sick, closet, ears, hear, eyes, see, teeth, eat, woodsman, head, tummy, lunch
Timing	10 minutes approximately
Material/Resources	In order to tell the story I am going to use Finger Puppets
Grouping	The whole group
Description of the activity	<p>In order to help children understand, apart from using finger puppets, I will reproduce actions and change my voice depending on the character. If they do not understand some word I will repeat it or explain it with more adequate words.</p> <p>If children are receptive I will ask them to repeat the dialogues.</p>
Evaluation	<p>The assessment will be take into account as follows:</p> <ul style="list-style-type: none"> - The teacher will consider whether the student has achieved the objectives. -The evaluation will be carried out by the direct observation of each pupil in class.

Title of the activity	What is in the basket?
Topic	Food
Age group	P4
Aims	<ul style="list-style-type: none"> - Discover what had Little Red Riding Hood in the basket. - To learn some vocabulary about food: milk, butter, bananas, apple, cheese, honey, cherries, and pear. - To have a good pronunciation and understand the vocabulary.
Main vocabulary	<ul style="list-style-type: none"> - What do you think Little Red Riding Hood had in the basket? - Food vocabulary: milk, butter, bananas, apple, cheese, honey, cherries, and pear. - Come on, repeat with me.

	<ul style="list-style-type: none"> - Very good! Well done! - It is a ...? - Yes, Little Red Riding Hood had milk, butter, etc.... in the basket!
Timing	10 minutes approximately.
Material/Resources	Flashcards with food pictures and, if it is possible play foods.
Grouping	The whole group
Description of the activity	<p>After telling the story we are going to deepen into what had Little Red Riding Hood in the basket. To do this I will ask children what do they think about it and, then, I will show them some pictures about what is inside the basket.</p> <p>Using flashcards or playing objects I will show them the food she had in the basket and we will repeat the words.</p> <p>If it is possible we can play disordering the flashcards and trying to say the correct word.</p>
Evaluation	This activity will be evaluated if children have understood what the little girl had in the basket and what these words mean.

Friday 1st February

Title of the activity	Re-telling the story
Topic	Little Red Riding Hood
Age group	P4
Aims	<ul style="list-style-type: none"> -To notice the different intonation or pitch of the voice. -To recognize the characters. -To pay attention. -To familiarize with the story. -To repeat dialogues and interact with the story
Main vocabulary	<p>Some adjectives and nouns related with the topic, some verbs or some English structures:</p> <ul style="list-style-type: none"> - Typical beginning of a tale: Once upon a time... - Members of the family: Mother, Granny...

	- General vocabulary: cloak, basket, cheese, milk, butter, fruit, wolf, forest, knock at the door, sick, closet, ears, hear, eyes, see, teeth, eat, woodsman, head, tummy, lunch...
Timing	10 minutes approximately
Material/Resources	Finger Puppets.
Grouping	Half group
Description of the activity	In order to help children familiarize and understand the vocabulary, apart from using finger puppets, I will reproduce actions and change my voice depending on the character. If they do not understand some word I will repeat it or explain it with more adequate words. After telling the story I will show them the flashcards about what is in Little Red Riding Hood's basket.
Evaluation	The assessment will be take into account as follows: - The teacher will consider whether the student has achieved the objectives. -If children are able to reproduce the dialogues. -The evaluation will be carried out by the direct observation of each pupil in class.

Tuesday 5th February

Title of the activity	What is in the basket?
Topic	Food
Age group	P4
Aims	-To identify food that Little Red Riding Hood has in the basket. To pronounce the words correctly. -To choose the correct pictures.
Main vocabulary	-Food vocabulary: milk, butter, bananas, apple, cheese, honey, cherries, and pear. -Children, you have to mark with a circle (or circle) the correct pictures. Those things that Little Red Riding Hood had in the basket. -Very good! Well done! Good job! -Is this in the basket?

	-I think that... -Are you ready?
Timing	20 minutes approximately
Material/Resources	Attached photocopies, pencils or markers and colors.
Grouping	Whole group
Description of the activity	After telling the story and show the flashcards, we are going to do an activity in order to help children identify what had Little Red Riding Hood in the basket. For doing it we will need an example, that I can make, and continued support from the teacher and me. Children will have to circle those things that are in the basket and paint them. If we have enough time, we can copy the words from the blackboard.
Evaluation	The assessment will be take into account as follows: -Children are able to circle the correct pictures. -Children understand how they have to do the activity.

Friday 8th February

Title of the activity	Last story telling
Topic	Little Red Riding Hood
Age group	P4
Aims	-To reproduce dialogues. -To recognize the characters. -To correct if the teachers change something in the story.
Main vocabulary	-Typical beginning of a tale: are you ready for a story? Once upon a time... -Members of the family: mummy, granny. -General vocabulary: basket, house, forest, knock at the door, ears, hear, eyes, see, teeth, eat, woodman, head, tummy... -Food vocabulary: cheese, milk, butter, fruit, bananas, apples, honey, cherries, and pears.
Timing	5 minutes approximately
Material/Resources	Finger puppets, a basket and play foods.
Grouping	Whole group

Description of the activity	I will tell the story in order to see if they are able to reproduce the dialogues and what is in the basket. For doing this I will simplify the story, this will help children focusing in doing these things. If they don't reproduce the dialogues I will help them saying them and ask to repeat.
Evaluation	In this activity I am going to evaluate: -If children reproduce the dialogues or if they repeat them. -If children remember what is in the basket and are able to say it without help.

Title of the activity	Act!
Topic	Little Red Riding Hood
Age group	P4
Aims	This activity aims to help children having a perfect idea of the story and being able to reproduce and act it.
Main vocabulary	Are you ready for a story? I need volunteers for acting the story. Once upon a time... -Members of the family: mummy, granny. -General vocabulary: basket, house, forest, knock at the door, ears, hear, eyes, see, teeth, eat, woodman, head, tummy... -Food vocabulary: cheese, milk, butter, fruit, bananas, apples, honey, cherries, and pears.
Timing	Approximately 15 minutes.
Material/Resources	Finger puppets.
Grouping	The whole group.
Description of the activity	Children are going to represent the story using the finger puppets. I will narrate the story and help them with the dialogues. If it is possible I want some groups of children doing this along the class.
Evaluation	I will evaluate if children have understood the story and if they are able to reproduce it using finger puppets.

5.2.2.2 The Rainbow Fish**Friday 15th February**

Title of the activity	What does it mean "share"?
Topic	The Rainbow Fish
Age group	P4
Aims	This activity aims to introduce a key word of the story: "to share".
Main vocabulary	-If I have something I can share it with you... -Imagine that you have a lot of balls at home; you can share with your classmates. -Look, Claudia has a pencil. Claudia, can you give me your pencil? Thank you? We are sharing the pencil. Do you understand? -How do we say "share" in Catalan? Do you know?
Timing	5 minutes
Material/Resources	Some objects (colours, a pencil, balls...).
Grouping	The whole group
Description of the activity	In order to help children understand what does it mean "share" I will exemplify with the teacher. Doing some theatre we can show to the children what does it mean because it is important for them to understand this word.
Evaluation	In this activity I will evaluate if children understand the meaning of the word or if they translate the word.

Title of the activity	Story telling
Topic	The Rainbow Fish
Age group	P4
Aims	-To understand the plot of the story. -To pay attention.
Main vocabulary	Are you ready for a story? Once upon a time... Fish, shiny, scales, octopus, starfish, friends, play, share, happy, sad, think...
Timing	Approximately 15 minutes

Material/Resources	Storybook
Grouping	The whole group
Description of the activity	In order to help children understand I will use the storybook, reproducing actions and emotions with gestures. If children are receptive I will ask them to repeat some dialogues and phrases.
Evaluation	As children do not know this story in Catalan or Spanish, it will be difficult for them to understand. For this reason, I will evaluate if they understand the plot of the story using questions. To make sure they have understood, I can ask them if someone can tell the story in Catalan or Spanish.

Title of the activity	Using the Internet!
Topic	The Rainbow Fish
Age group	P4
Aims	This activity aims to reinforce the first telling.
Main vocabulary	Fish, shiny, scales, octopus, starfish, friends, play, share, happy, sad, think...
Timing	4 minutes approximately
Material/Resources	http://www.youtube.com/watch?v=h6S4IPMs5ZY
Grouping	The whole group
Description of the activity	Children are going to listen the story and see the images from this video. It will help them familiarize with the story and reinforce what they have listened.
Evaluation	In this case it is not possible to evaluate children. We can only evaluate if they pay attention to the digital material.

Tuesday 19th February

Title of the activity	Retelling the story
Topic	The Rainbow Fish
Age group	P4
Aims	This activity aims to make sure children have understood the

	story and help them doing activities about it.
Main vocabulary	Are you ready for a story? Once upon a time... Fish, shiny, scales, octopus, starfish, friends, play, share, happy, sad, think... Can you repeat please? Very good! Well done!
Timing	Approximately 10 minutes
Material/Resources	Storybook
Grouping	The whole group
Description of the activity	As they know the story we are going to tell it another time to make sure they have understood. To do this, I will ask them to help me telling the story. If they are not able to do it, they can help me repeating some phrases and dialogues.
Evaluation	-Children are able to remember the plot of the story asking them before the retelling. -Children are able to repeat some phrases and dialogues. -Children are able to answer questions about the plot of the story.

Title of the activity	Who want to tell the story?
Topic	The Rainbow Fish
Age group	P4
Aims	With this activity we could see if have understood the story. Also it helps children to talk and express themselves in English.
Main vocabulary	Are you ready for a story? Once upon a time... Fish, shiny, scales, octopus, starfish, friends, play, share, happy, sad, think... Can you repeat please? Very good! Well done!
Timing	Approximately 10 minutes.
Material/Resources	Storybook
Grouping	The whole group.
Description of the activity	In order to know if children have understood the story, I am going to ask them if someone can tell the story in Catalan or Spanish. If it is possible, I will ask them to do it in English; if not, I will traduce every sentence.

Evaluation	I will evaluate if they have understood the story and if they are able to tell it to their classmates; also if they use story's vocabulary.
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Friday 22nd February

Title of the activity	Scales!
Topic	The Rainbow Fish
Age group	P4
Aims	This activity aims to reinforce the vocabulary used in the storytelling, to develop children's creativity, and to help them visualizing how Rainbow Fish is.
Main vocabulary	Do you remember...? First of all remember that you have to write your name. You are going to stick first this kind of scales. Are you going to use always the same colour? Perfect! Then I will give you the shiny scale and you can stick it! When you have finished, you can colour these parts. Do it the best you can. Do you have glue? Do you need something? Have you finished? Very good! Well done!
Timing	Approximately 30 minutes.
Material/Resources	Photocopies, crayons, glue, scales, pencils.
Grouping	The whole group
Description of the activity	Children are going to do a craft about The Rainbow Fish. It will help them reinforcing vocabulary, developing their creativity and visualizing how Rainbow Fish is.
Evaluation	I will evaluate if they understand the instructions and if they do what I am asking. Also if they use or not the vocabulary needed and used in the storytelling.

Tuesday 26th February

Title of the activity	Now you tell the story!
Topic	The Rainbow Fish
Age group	P4
Aims	This activity aims children acting and telling the story using finger puppets. Doing this we can help them understanding the story and make sure they have understood the plot and

	they are able to tell the story.
Main vocabulary	Today you are going to tell the story, I need five volunteers. You will be the octopus/starfish/Rainbow Fish/bluefish... Come on repeat! Very good! Well done! Are you ready for a story? Once upon a time... Fish, shiny, scales, octopus, starfish, friends, play, share, happy, sad, think...
Timing	Approximately 15 minutes.
Material/Resources	Finger puppets (The Rainbow Fish, octopus, starfish, bluefish, other fishes).
Grouping	The whole group.
Description of the activity	First of all I am going to explain them that today they will tell the story using finger puppets. I will ask for volunteers and give to each one a puppet. Then, we can start telling the story together. If they need my help I can say what they have to say and how to pronounce it.
Evaluation	I will evaluate if children that are telling the story are able or not to do it and if other children are paying attention. I will also evaluate if they enjoy the activity and if it helps them.

5.2.2.3 Three Billy-Goats

Friday 1st March

Title of the activity	Storytelling
Topic	Three Billy-Goats
Age group	P4
Aims	This activity aims to: - Introduce children in the story. - Help them learning new vocabulary. - Understand the plot of the story.
Main vocabulary	Are you ready for a story? Once upon a time... Goats, grass, river, bridge, black, white, red, big, small, troll, hit, run...
Timing	10 minutes approximately.

Material/Resources	Storybook.
Grouping	The whole group.
Description of the activity	In order to help children understand I will use the storybook, reproducing actions and emotions with gestures. If children are receptive I will ask them to repeat some dialogues and phrases.
Evaluation	As children do not know this story in Catalan or Spanish, it will be difficult for them to understand. For this reason, I will evaluate if they understand the plot of the story using questions. To make sure they have understood, I can ask them if someone can tell the story in Catalan or Spanish.

Title of the activity	Flashcards
Topic	Three Billy-Goats
Age group	P4
Aims	This activity aims to reinforce the vocabulary needed to understand the story.
Main vocabulary	What is this? Can you repeat? Very good! Goat, bridge, river, grass.
Timing	5 minutes approximately.
Material/Resources	Flashcards.
Grouping	The whole group.
Description of the activity	I am going to show different flashcards in order to learn vocabulary needed to understand the story. I will show the flashcard and say the word, and then children have to repeat it.
Evaluation	With this activity I will evaluate if children understand the keywords of the story and if they are able to repeat them.

Title of the activity	Can you read it?
Topic	Three Billy-Goats
Age group	P4
Aims	This activity aims to reinforce student's ability in reading English.
Main vocabulary	What does it mean? What is this? Can you read it? Very good! Well done! What a surprise, you are reading in English!
Timing	5 minutes approximately.
Material/Resources	Blackboard.
Grouping	The whole group.
Description of the activity	I am going to write different words in the blackboard for children trying to read them. They have done it before, so they can guess what is written.
Evaluation	In this activity I am going to evaluate if children relate the words to the story and if they are able to read them from the blackboard.

Tuesday 5th March

Title of the activity	Second storytelling
Topic	Three Billy-Goats
Age group	P4
Aims	This activity aims to reinforce the first storytelling and make sure children have understood the plot of the story.
Main vocabulary	Are you ready for a story? Once upon a time... Goats, grass, river, bridge, black, white, red, big, small, troll, hit, run... Can you repeat please? Well done! Very good!
Timing	10 minutes approximately.
Material/Resources	Storybook.
Grouping	The whole group.
Description of the activity	As they know the story we are going to tell it another time to make sure they have understood. To do this, I will ask them to help me telling the story. If they are not able to do it, they can help me repeating some phrases and dialogues.
Evaluation	In this activity I will evaluate if:

	<p>-Children are able to remember the plot of the story asking them before the retelling.</p> <p>-Children are able to repeat some phrases and dialogues.</p> <p>-Children are able to answer questions about the plot of the story.</p>
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Friday 8th March

Title of the activity	Colouring our stage!
Topic	Three Billy-Goats
Age group	P4
Aims	This activity aims to create a stage for a little theatre about the story.
Main vocabulary	Here we have the river, the grass... So we have to colour it! Next week we will colour the characters and we will be able to represent the story. Which colour we are going to use for...? Green, blue, yellow, flowers, troll, goat... To do the bridge we will stick these coloured ice cream sticks.
Timing	20-25 minutes approximately.
Material/Resources	Photocopies, crayons, coloured ice cream sticks, glue, and pencils.
Grouping	The whole group.
Description of the activity	First of all I am going to explain what we are going to do. We are going to colour the scene with crayons and then we will stick the ice cream sticks in order to simulate the bridge.
Evaluation	In this activity I am going to evaluate if children understand the instructions, what they have to do.

Monday 11th March

Title of the activity	Colouring the characters!
Topic	Three Billy-Goats
Age group	P4
Aims	This activity aims to colour the characters of the story with the same colours of the book in order to familiarize with the vocabulary used and the characters.
Main vocabulary	As we have said we are going to colour the characters of the

	story. What colour we need to...? Big goat, very big goat, little goat, red, black, white, troll, green, orange, skin, crayons, pencil. Write your name. When you finish colouring come here and give it to me. Very good! Well done!
Timing	Approximately 15-20 minutes.
Material/Resources	Photocopies, crayons, pencils.
Grouping	The whole group.
Description of the activity	I am going to explain that today we will colour the characters of the story. As always, I will do an example in order to help them knowing how to do it. First of all they have to write their names, and then they can start. I will pay attention on the colours they are using to make sure they use those I have said. If we have enough time we are going to cut the characters.
Evaluation	I will evaluate if children are able to: -Identify the different characters of the story and name them. -Follow the instructions about how to colour the characters. -Understand the aim of the activity.

Tuesday 12th March

Title of the activity	Our theatre!
Topic	Three Billy-Goats
Age group	P4
Aims	This activity aims to help children reproducing the story using the theatre they have created. It will help them understanding the plot of the story and using the vocabulary with fluency.
Main vocabulary	Are you ready for a story? Once upon a time... Goats, grass, river, bridge, black, white, red, big, small, troll, hit, run... Can you repeat please? Well done! Very good! You have to move the characters as I do.
Timing	20 minutes approximately.
Material/Resources	Blue tack, clipped characters, scenery.
Grouping	The whole group.

Description of the activity	We are going to tell the story using our little theatre. I will narrate and they can help me with dialogues. Children have to pay attention in order to follow the story and move the characters depending on the moment. Every child will has its own theatre to represent the story, so they can follow it perfectly.
Evaluation	With this activity I will evaluate if children are able to: -Follow the story and move the characters in the correct order. -Pay attention to possible narrator's errors. -Tell the story or repeat the dialogues.

The reader can see the different materials and activities related (the examples and some that children have done in this sessions) in the Annex 1. I facilitate this material in order to provide to the readers some examples and material, to have a reference.

5.3 Evaluation

First of answering the principal question and objective of this study (*Do Real Books help the learn of English in P4?*) is necessary also to evaluate how the intervention has gone, a planning or program carried out in a classroom needs always to be evaluated in order to know what has been good, what has not, what we can improve or to point some important things. For this reason I am going to evaluate, first of all, the project; then I need to see if my intervention, it means my way of doing classes and how I decided to do the activities, followed by the children's evaluation, so the reader can see how children answer by working through storybooks.

5.3.1 Project's evaluation

In order to evaluate the project carried out in the classroom I have used a checklist facilitated by Andrew Wright (2012: 28):

Question	Yes	No
1 Were the children engaged?	<input type="checkbox"/>	<input type="checkbox"/>
2 Did they all hear me?	<input type="checkbox"/>	<input type="checkbox"/>
3 Did they understand enough to enjoy it?	<input type="checkbox"/>	<input type="checkbox"/>
4 Did I forget any key bits?	<input type="checkbox"/>	<input type="checkbox"/>
5 Did I put all my energy into it?	<input type="checkbox"/>	<input type="checkbox"/>
6 Did I use enough variety of voice?	<input type="checkbox"/>	<input type="checkbox"/>
7 Did I use my body enough?	<input type="checkbox"/>	<input type="checkbox"/>
8 Did I look up and involve them enough?	<input type="checkbox"/>	<input type="checkbox"/>

Figure 9. *Evaluation checklist.*

After telling a story, also if it was the second or third time I did it, I answered these questions in order to have a registration about what I thought about the session. As the reader can see in the Annex 2, where there are the photocopies of these checklists answered, more or less the evaluation has been always correct. It means that in the sessions we have done about Real Books children were engaged, they listened to me and understood a big part of the story. In case they did not understand they always asked me to explain it or they asked other children to translate. So they were really interested in understand the plot of the stories.

This checklist is one of the materials used to evaluate the project in the classroom; I also have used a 'personal journal' in which I have done an everyday description (Annex 3). With this diary and the details it has we can corroborate that, with some exceptions, this project has been a total exit.

As an evaluation, and to conclude this point, I have to say that we have to take into account that working through Real Books interests children. They need listening stories

and they will always be willing to if the right moment and story is chosen. It means that first, and I think this is important, we have to know who we have in front, knowing their English level, their interests, ideas and difficulties; only doing this a project like this can be useful. We have to take care of this point and also detect if we, as teachers, are also interested in knowing more about the story we have chosen and in learning with the children.

It is important to know the children we are going to teach in order to adapt the way we tell the story and the activities we propose, all these things have to be adapted to their age and to their context to be effective.

One of the things that can be improved is the time we use for each story; in this case I have used, more or less, two weeks for each story. Obviously young children need more time to learn a story, memorize the dialogues and act it perfectly. So the perfect period of time to work through a story is one month, if it is possible; with more time they can enjoy more what they are doing and it allows us to more developing of contents.

5.3.2 Self-evaluation

Using the evaluation checklist (see Figure 9) and having a look to my diary, I have also seen my intervention as a storyteller in the different sessions. These two materials, even if the teacher is not doing any study, help us to a good self-evaluation.

Each person has a different way of telling stories; we can call it a 'natural style' for telling stories. There is no correct natural style for tell a story, each one has advantages and disadvantages, and we have to see how we do it in order to know what we want to change or improve.

Taking this into account I have seen that, doing this intervention, it is important for me to use the most I can my body expression and to use correctly the materials I need. For example, if I am using puppets or finger puppets I have to pay attention on looking to them when 'they' tell the story; if we want the children looking to the puppets (that are telling the story) we also have to pay attention to them.

If we want children creating some materials or doing some crafts, we have to do it with the idea that they can tell the story alone with it. For example, facilitating and helping them to create a little theatre or scene of the story, so they can tell it at home to their parents and friends. We can use it, of course, in the classroom.

Like children we need time to learn, and we also need time to being good storytellers. This is not a problem, but it is a challenge.

5.3.3 Children's evaluation

To finalize the evaluation of the intervention is necessary to talk about the principal subject of this study, the children. Sometimes we lose too much time focusing on the time we have to dedicate to each activity or if it is better to use finger puppets instead of normal puppets; the most important thing in education is the children. For this reason I would like to explain in this point how the children of Magnolia respond to this intervention based on Real Books. I think this point is the most important of the study because it gives to the reader a little idea about how children learn working through stories.

First of all I have to say that in Magnolia school, as I have said in the Contextualization (p. 16), children have high level of English. It means that maybe for these children is easier understand stories in this language, and repeat words and sentences in English. This is for the Linguistic Immersion of the school, which is not normal in a Catalan 'school.

As I have said before I have chosen to do my intervention with children that are four years old, so I am going to describe how this group of children responded working through stories. When I asked them to repeat words or phrases they did it without shy or problem, they pay attention when you are talking to them, if not you can start singing a song they know and they quickly follow you so that you have their attention another time without shouting or something similar (usual in other schools). It is important to say that they always want to know more, it means that they ask and want to work on these things they like or interest them.

This situation is not normal. I mean that, normally, children do not have a high level of English with four years old. In Catalonia or in Spain we are not going to see as a common schools where English is an important thing; so we have to take into account that as English teachers we are going to be with children that have not listened this language too much. We are going to be also with boys and girls that are not used to repeat words and phrases in English, they may be shy, and maybe they cannot understand what we are saying. So, having this in mind, we have to create strategies to help them paying attention. Apart from knowing our students, we can create structures

to help us and children in classroom. For example, if we want children knowing when we are going to tell a story, we can start always saying: "Are you ready for a story?". Teach them what they have to answer and, then, we can do a gesture (like rising up our hands), one that helps to the children to understand they have to listen. And then we can start always with the same sentence "Once upon a time..." These are things that can help children understanding that there will be a time of storytelling and they have to pay attention.

Working through stories in Magnolia and with these children I have seen that is important to ask them the most we can, because maybe we think that a part of a story is easy and they do not understand. Sometimes we think that a word is difficult for them to understand but is not like this and, meanwhile, they have problems with another one we think it is easier. We cannot think as a child because we are not, so we have to ask them.

In order to tell a story, children thanks a lot if the storyteller does the most gestures he/she can, if he/she acts and represent the story, if the storyteller changes his/her voice for each character, and all those things I have mentioned along the study. It is important also to simplify the stories adapting them to the children we have in the class; for this reason we have to know them before.

To finalize I want to add that, if there is the possibility, we can help children doing some crafts. Apart from developing their creativity and hand-motor, it can help them remember the story and tell it when time goes by. Drawing and colouring a part of the story, creating a little theatre, do some activity related to a topic of the story, etc. can reinforce those things in which we are working and promote a bigger memorizing of the story.

6. Do Real Books help the learning of English in P4? -

Conclusion

As the reader has seen, with this study we can have an idea about how to develop an intervention based on Real Books, and why it is a useful tool to teach English to young children. Using stories to help children learning English, guarantees the learning of this language and exit the idea that it is something out of life.

With Real Books the learning is more real and deepened, more nearby, more adapted to children and their interests and motivations. Also we have to take into account that this material provides an impressive quantity of vocabulary, sentence structures and verb tenses. We cannot take for granted all this, especially considering that in the meantime children enjoy their learning.

It is true that Real Books help the learning of English but, as all the methods used to learn a language that is not the learner's mother tongue, needs always to be joined to a real linguistic immersion. I mean that, if we want to work through Real Books, we need an English teacher coherent to his/her work; so that the person responsible of this work talks always in the language he or she is teaching. To have a good learning of a language children need to clarify that it is useful for them, and when they are in school they should need it for something (for example, to talk to the English teacher). No matter if they are doing another subject or activity not related to that language, they should need English for something, for understanding the teacher and talk with he/she. This is the reason whereby a real linguistic immersion is necessary if we really want children learning English. The idea is to learn the language by understanding, not by translation.

With very young learners we need also songs and dynamic games to learn English (in the playground or in the psychomotor class), also we need to relate it with different subjects like mathematics or knowledge of the environment – so that children can see that learning a language is interesting.

Is becoming increasingly clear that Real Books works accompanied by other methodologies that approximate the child to the language, its culture and traditions, methods that help the learning of English as something close to the child's life; so that may arise an interest.

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Treball de Final de Grau de Mestre en Educació Infantil
Menció en Llengua Anglesa

DO REAL BOOKS HELP THE LEARNING OF ENGLISH IN P4?

ANNEXES

Talía Rodríguez Martínez

Course: Fourth year

Study: Grau en Mestres d'Educació Infantil

Facultat d'Educació, Traducció i Ciències Humanes

Universitat de Vic

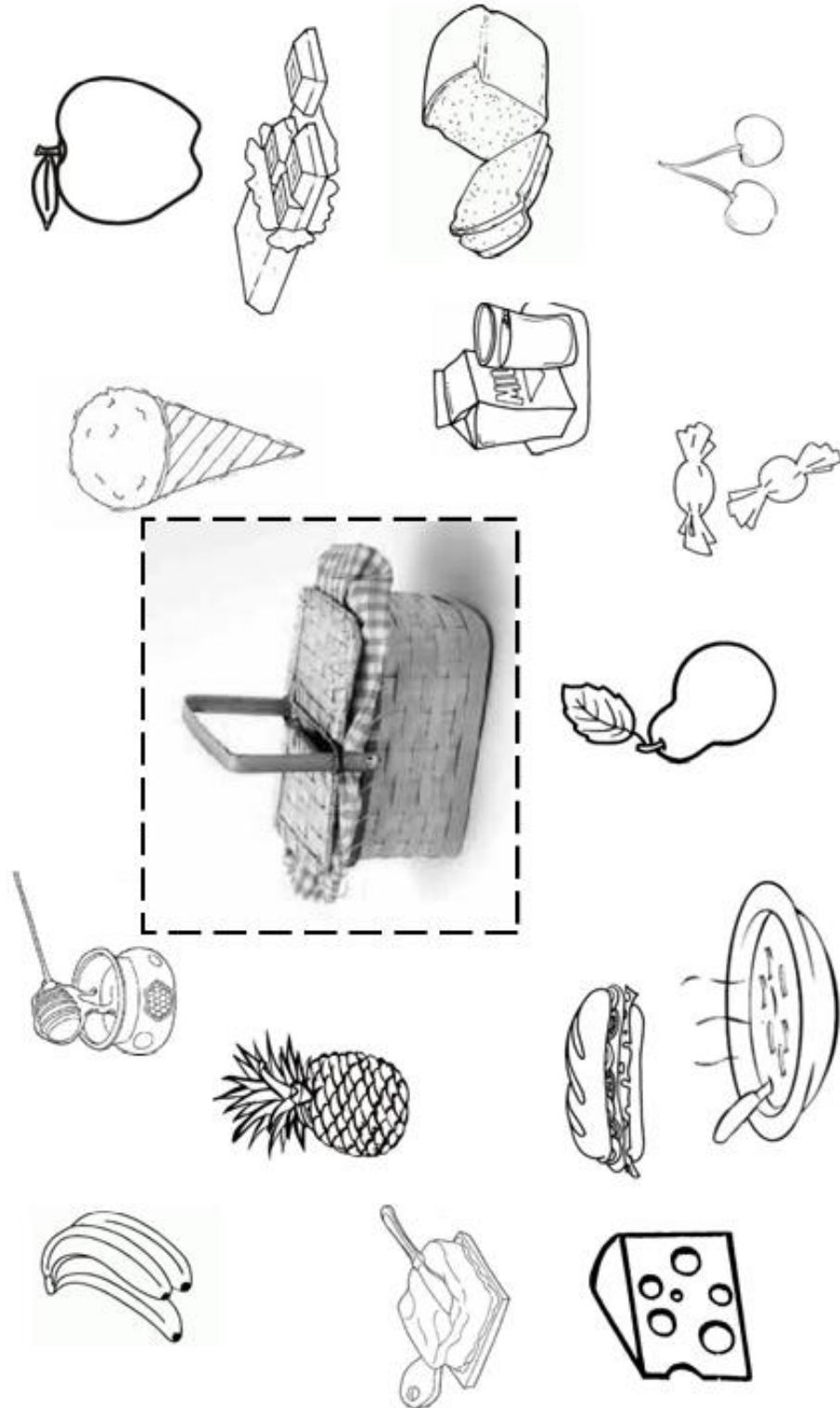
May 2013

List of annexes

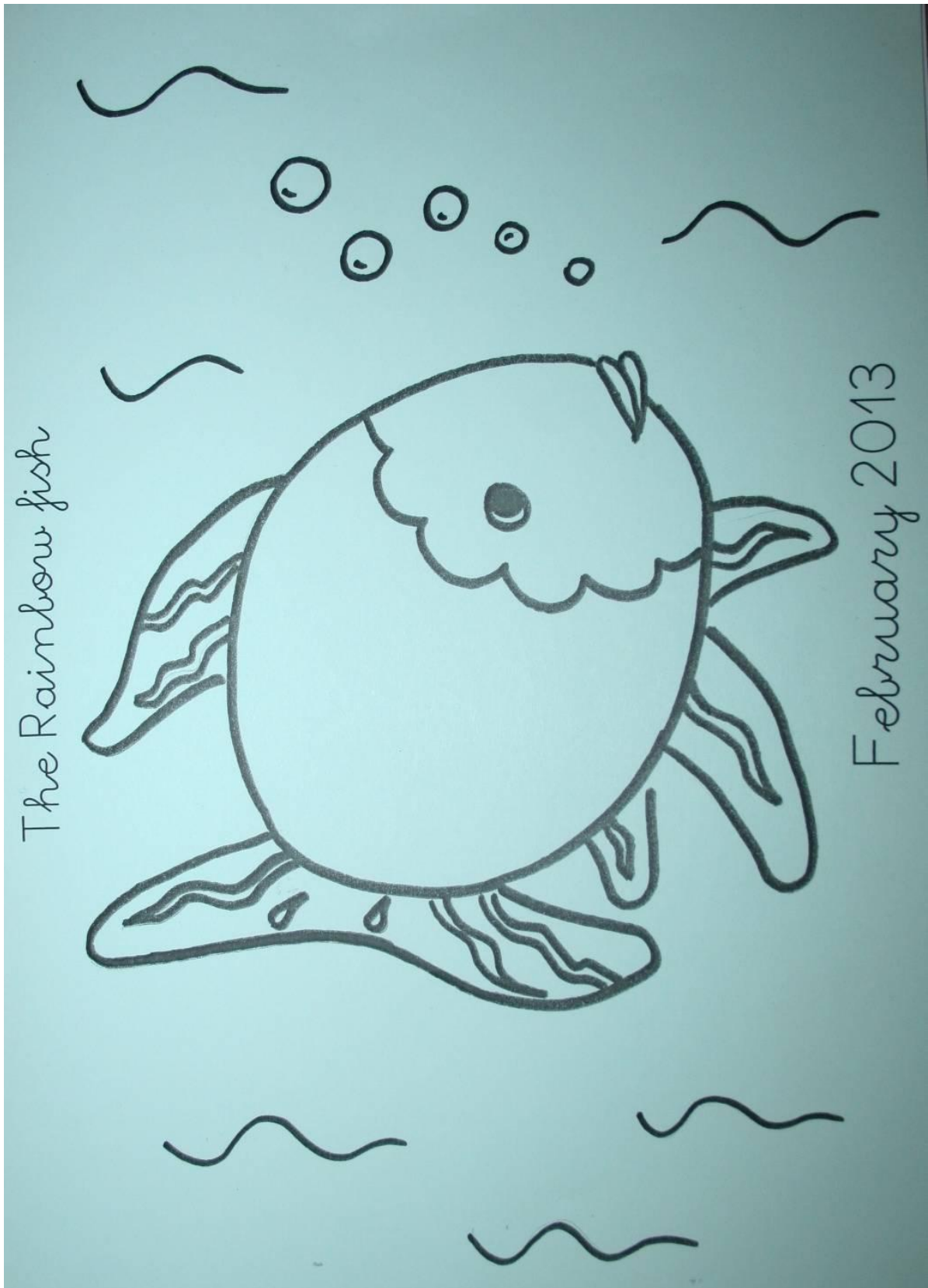
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Annex 1: Activities related to the stories

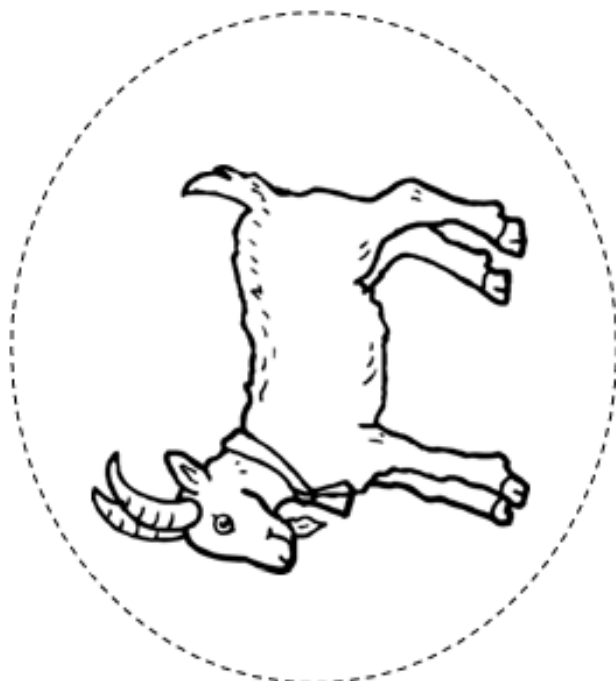
What does Little Red Riding Hood have in the basket?



Activity related to Little Red Riding Hood



Activity related to the Rainbow Fish



Activity related to Three Billy-Goats – The characters of our little theatre



Activity related to Three Billy-Goats – The scene of our little theatre

Annex 2: Pictures

Material used to tell the story "Little Red Riding Hood":



Finger puppets

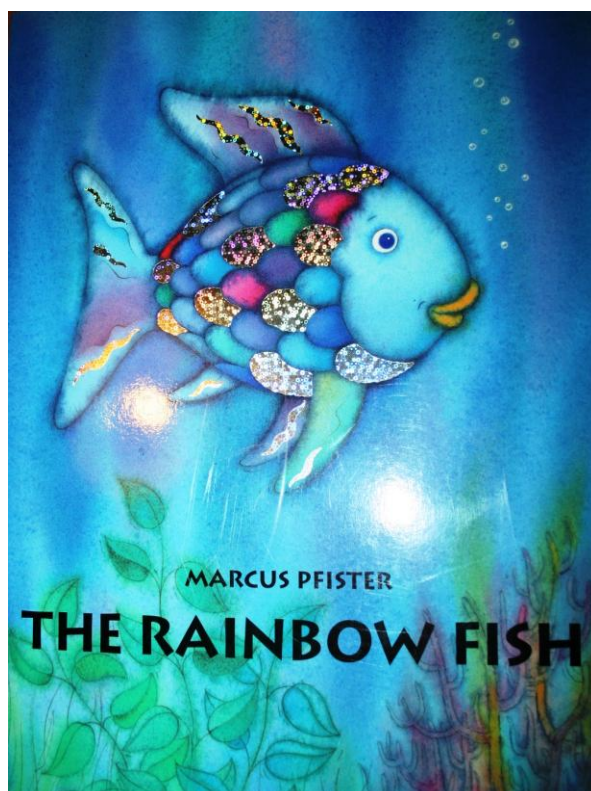


Flashcards

Material used to tell the story “Rainbow Fish”:



Finger puppet



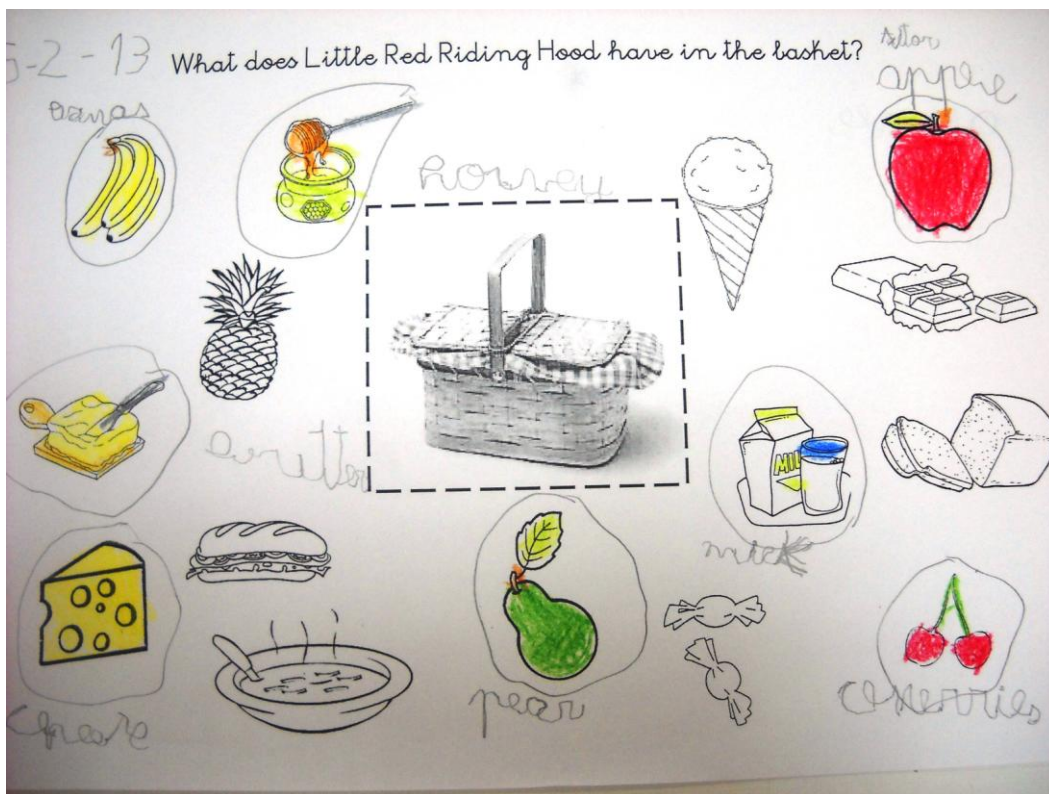
Storybook

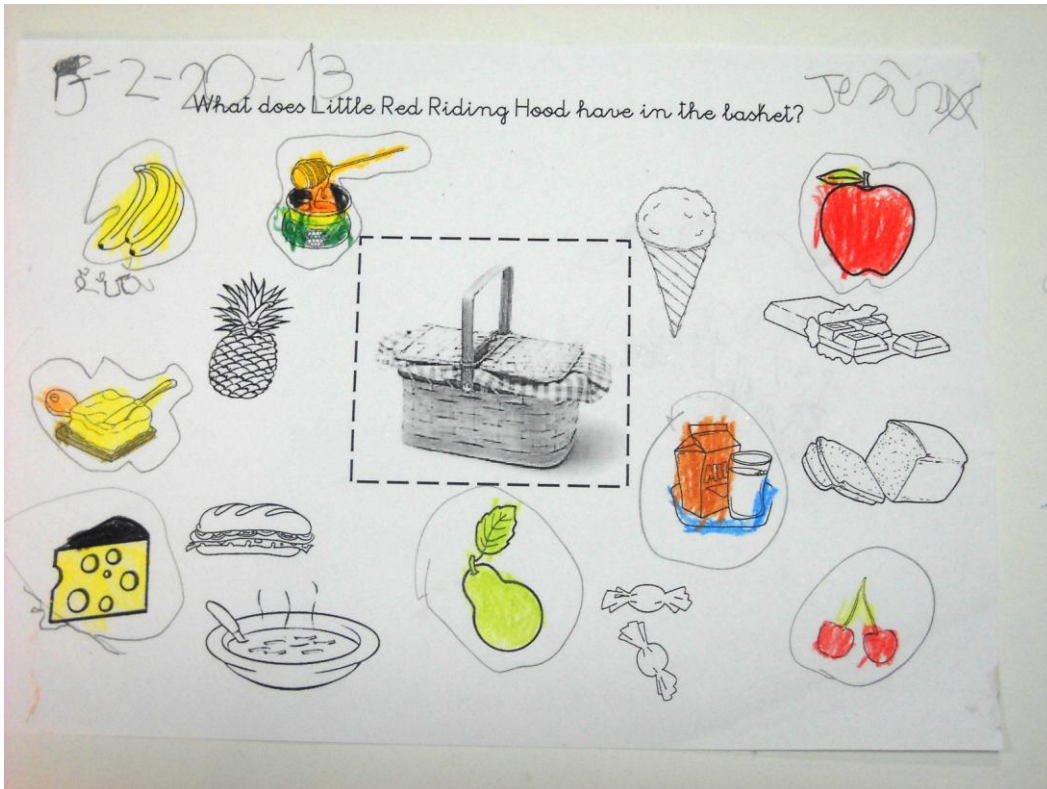
Material used to tell the story "Three Billy-Goats":



Flashcards

Activities done by children:

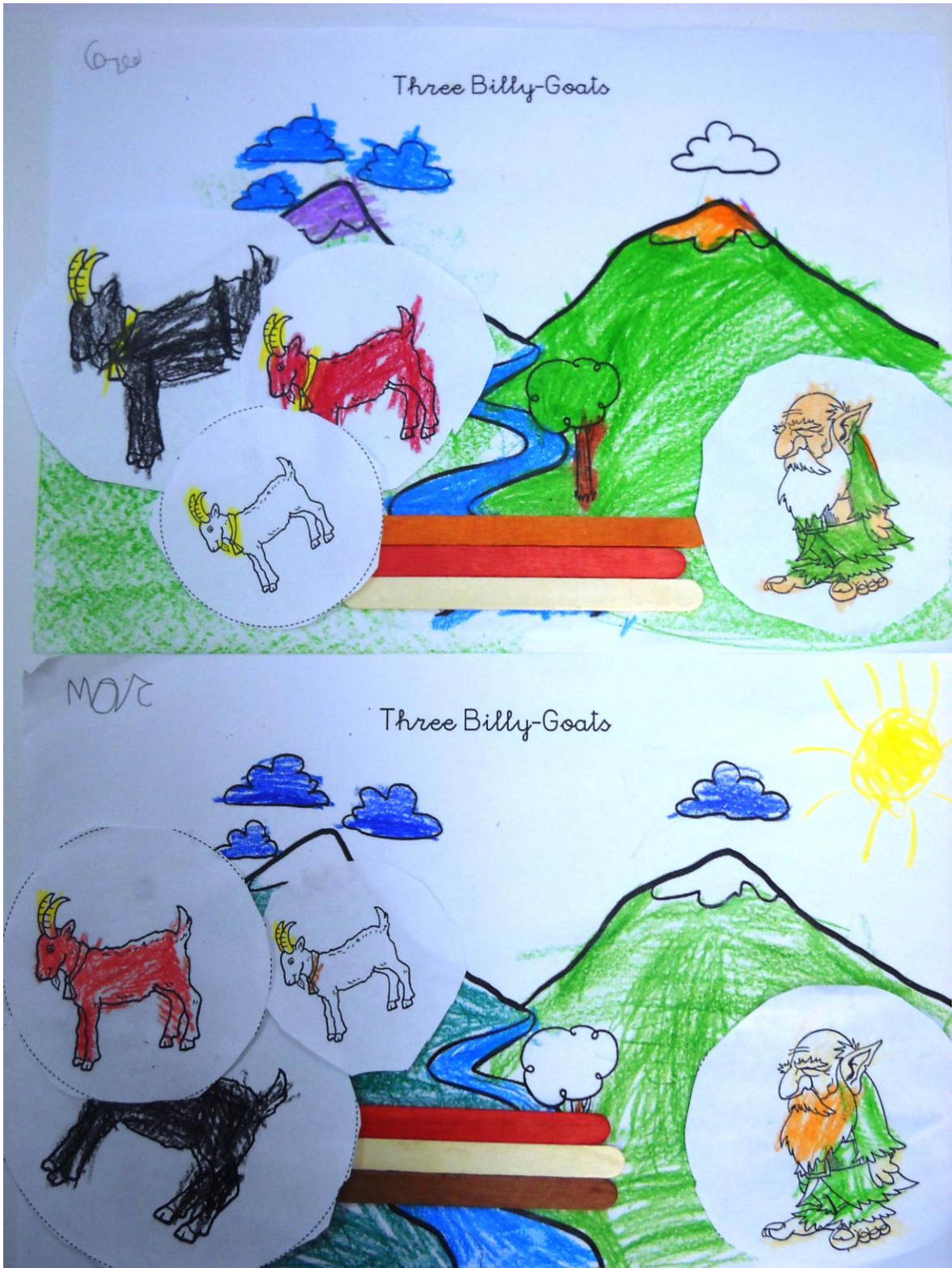












Me telling the story “Little Red Riding Hood”:



Annex 3: Diary

TUESDAY 29th JANUARY

Today I was starting my intervention about Real Books with the P4's class in Magnolia School.

I decided to start this project with a story children know in order to facilitate their understanding and being able to follow the patterns I am going to use in the next weeks. I started without flashcards because they know the story.

Using finger puppets I told the story to the children in 15 minutes approximately. They were excited because they were doing something different today, because of this they did not understand some words or parts of the story, but they enjoyed a lot. It is incredible now, knowing the story, children enjoyed!

I was also excited so I think I did not do it the best I can. For example, instead of looking to the finger puppets (they were telling the story, not me) I was looking to the children as a storyteller.

After telling the story I showed some flashcards about what is in the basket in order to learn vocabulary with children.

FRIDAY 1ST FEBRUARY

This is the second session about Little Red Riding Hood, so I have decided to tell the story another time. I think that the most children, the most they familiarize with the words and sentence structures used. It will reinforce children's knowledge. I also used finger puppets. This time I paid more attention on changing my voice with the different characters; also in doing gestures to help children's understanding.

In the re-telling of the story children enjoyed a lot, they were trying to repeat and follow the dialogues.

*The teacher needed more time to work on other things, so today my intervention has gone like this.

TUESDAY 5TH FEBRUARY

Taking into account that in the last session I have told the story as a second time, today I decided to show the flashcards about "what is in the basket" to reinforce the vocabulary and children being able to do the next activity.

The next activity was about identify and circle those things that are in the basket and colour them. As we had enough time, some students have written/copy the words from the blackboard.

Doing this activity with the whole group was a little bit difficult, there were a lot of children and it was impossible help them in an individual way.

FRIDAY 8th FEBRUARY

Today it was the last session about Little Red Riding Hood, so I decided to do the last storytelling but in a different way. Children had to help me saying the dialogues and moving the finger puppets.

It was wonderful see that they were able to "act" the story using finger puppets and repeat the dialogues. All of them wanted to go to the front of the class and tell the story.

FRIDAY 15th FEBRUARY

Today I started with a new story: The Rainbow Fish. It is a story I like a lot because everyone (children and adults) can identify themselves with the characters.

First of all I introduced a new word ("share"), children did not know it so I thought it was a good idea to explain them what does it mean. To do this I showed them some examples with objects they know. At the beginning they did not understand anything but, finally, one boy said: "Vol dir compartir!". So all the children in the classroom understood the meaning of this word.

Once children have understood this I started with the storytelling. This time I did not use any material apart from the storybook. While I was telling the story I showed them the pictures, so they could identify the characters and follow the plot of the story.

The children did not understand the story, only two boys. I decided to ask them ~~the~~ telling the story in Catalan to the rest of the class. ~~is~~ ~~is~~ I think it has been a good idea because it helped other children to understand.

After doing this we saw a video in which there are images and someone telling the story another time.

I have to say that while these two boys were telling the story in Catalan I was telling it in English at the same time.

TUESDAY 19th FEBRUARY

Today it was the second session about Rainbow Fish, so I have decided to tell the story another time. It was easy because children like it very much and they were very happy to listen it! They have been repeating dialogues and doing gestures.

After this I decided to ask them to tell the story with me as characters, it means that each boy or girl was representing a character of the story.

It was very funny!

FRIDAY 22nd FEBRUARY

Today I proposed to the children to do a craft about Rainbow Fish. They had to stick some coloured scales and one shiny scale in a photocopied fish, and decorate the other parts of the fish.

This is an activity that will help them to remember the story at home; and, when they remember it, maybe they are able to tell the story to their parents and friends.

TUESDAY 26th FEBRUARY

As today it was the last session about Rainbow Fish I decided to bring some finger puppets and ask to the children to act and represent the story with them. They all wanted to do it and we have been more than 30 minutes acting and enjoying. I did the narrator and they were doing the dialogues while acting. It was exciting to see that the majority knows the story perfectly and that they have learnt lots of things, also that they enjoyed telling stories to their classmates.

FRIDAY 1ST MARCH

Today it was the first session of the third story we are going to work on: Three Billy-Goats.

I started telling the story to the children using the storybook as a reference, I did it also with lots of gestures and changing voices.

It is a very repetitive story so I thought that maybe it is a good idea do these things.

From the beginning children were very receptive and they repeated the dialogues and gestures.

After telling the story I showed them some flashcards in order to identify the name of the objects. Of course these objects have appeared before in the story. So the aim of this activity is reinforce the vocabulary children have listened.

To do something a little bit difficult I have written the name of these objects in the blackboard in order to ask them to read that words. I was very surprised because they tried and, sometimes, they guessed it!

TUESDAY 5th MARCH

Today I decided to tell the story another time to reinforce the first storytelling and make sure children have understood the plot of the story.

As the first time they listened the story they started repeating dialogues and gestures, this time has been easier for them to do the same.

FRIDAY 8th MARCH

In order to do a theatre in which children can represent the story, we are going to do a craft with this aim. For this reason today I gave a photocopy to the children, there was like a stage where they are going to stick the characters.

They coloured the stage with crayons according to the story, and then they stuck some ice cream sticks to simulate the bridge of the story.

They enjoyed a lot choosing the colours and, while colouring, telling the story.

MONDAY 11th MARCH

To finish our little theatre I asked to the children to colour the characters (of a photocopy I gave to them) with the same colours that appear in the story. Doing this we have reinforced vocabulary and character's description.

As we had enough time, children have cut the characters, so when they tell the story with this theatre they can move the characters.

TUESDAY 12th MARCH

Today it was the last session about Three Billy-Goats, as we have finished our little theatre I decided that we had to tell the story all together. So each boy and girl was sitting on the floor with his/her theatre and characters.

All together we told the story and moved the characters at the same time. In some moments I decided to be quiet and listened to them... for me it has been a surprise saw and listened

Annex 4: Evaluation charts

Story: LITTLE RED RIDING HOOD

Date: 29-04-2013

Question	Yes	No
1 Were the children engaged?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Did they all hear me?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Did they understand enough to enjoy it?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Did I forget any key bits?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Did I put all my energy into it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Did I use enough variety of voice?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7 Did I use my body enough?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 Did I look up and involve them enough?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Observations:

Today children were excited to do something different and, for this reason, they were also excited. They didn't understand some words used to tell the story, but they enjoyed. I also was excited, for this reason I did not put all my energy into telling the story. Also for this I forgot to use different voices while using the finger puppets. As I was using puppets to tell the story I did not need to use my body.

Story: LITTLE RED RIDING HOODDate: 1-02-2013

Question	Yes	No
1 Were the children engaged?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Did they all hear me?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Did they understand enough to enjoy it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Did I forget any key bits?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Did I put all my energy into it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Did I use enough variety of voice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 Did I use my body enough?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 Did I look up and involve them enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Observations:

Today I have used enough variety of voice to tell the story, and it helped to the children understanding more so they have been able to enjoy it.

Body expression not necessary because of the finger puppets.

Story: THE RAINBOW FISHDate: 15-02-2013

Question	Yes	No
1 Were the children engaged?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Did they all hear me?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Did they understand enough to enjoy it?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Did I forget any key bits?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Did I put all my energy into it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Did I use enough variety of voice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 Did I use my body enough?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 Did I look up and involve them enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Observations:

- Children didn't understand because it was the first time they listened this story. In the end I had to ask to two children (they have understood) to tell the story to their classmates.
- I didn't use my body enough because I was showing the storybook while telling the story.

Story: THE RAINBOW FISHDate: 19-02-2013

Question	Yes	No
1 Were the children engaged?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Did they all hear me?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Did they understand enough to enjoy it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Did I forget any key bits?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Did I put all my energy into it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Did I use enough variety of voice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 Did I use my body enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8 Did I look up and involve them enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Observations:

Today children started repeating some words and sentences, imitating some gestures and following the story perfectly.

Story: THREE BILLY-GOATSDate: 1-03-2013

Question	Yes	No
1 Were the children engaged?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Did they all hear me?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Did they understand enough to enjoy it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Did I forget any key bits?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Did I put all my energy into it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Did I use enough variety of voice?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7 Did I use my body enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8 Did I look up and involve them enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Observations:

- I think I can use more variety of voice.
 Today the only different voice was the troll's one.

Story: THREE BILLY-GOATSDate: 5-03-2013

Question	Yes	No
1 Were the children engaged?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Did they all hear me?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Did they understand enough to enjoy it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Did I forget any key bits?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Did I put all my energy into it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 Did I use enough variety of voice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 Did I use my body enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8 Did I look up and involve them enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Observations:

- It is a very simple story so children understood it very quickly and enjoyed it.
- Today I have changed some voices and I am sure it is better than yesterday.

Annex 5: Written stories

LITTLE RED RIDING HOOD

Once upon a time, there was a little girl and she always wears a red riding cloak, so everyone in the village called her Little Red Riding Hood.

One morning, Little Red Riding Hood asked her mother "Mummy, can I visit granny?"

"That's a good idea," her mother said. So they prepared a nice basket with: cheese, milk, butter and some fruit. When the basket was ready, the little girl put on her red cloak and kissed her mother goodbye.

"Remember, go straight to Grandma's house," her mother cautioned. "Please don't talk to strangers! The woods are dangerous."

"Don't worry, mommy," said Little Red Riding Hood, "I'll be careful."

But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother. Little Red Riding Hood was enjoying the warm summer and suddenly, the wolf appeared beside her.

"What are you doing, little girl?" the wolf asked.

"I'm on my way to see my Grandma who lives through the forest," then she realized how late she was says "It's too late, it's too late! I have to go!" The wolf, in the meantime, took a shortcut...

The wolf arrived at Grandma's and knocked at the door.

"Oh thank Little Red Riding Hood! Come in, come in! I am sick and I need food," said Grandma thinking that the knock was the little girl.

The wolf let himself in. Poor Granny did not have time to say another word, before the wolf eats her up! The wolf was at Granny's closet to find some clothes and dressing.

A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over his nose. "Who is it?" he called. "It's me, Little Red Riding Hood." "Oh how lovely! Come in, my dear," croaked the wolf.

"Granny! Your voice sounds so odd. What happens?" she asked.

"Oh, I just have touch of a cold," answered the wolf adding a cough at the end to prove the point.

"But Granny! What big ears you have," said Little Red Riding Hood as she edged closer to the bed. "The better to hear you with, my dear," replied the wolf.

"But Granny! What big eyes you have," said Little Red Riding Hood. "The better to see you with, my dear," replied the wolf.

"But Granny! What big teeth you have," said Little Red Riding Hood. "The better to eat you with, my dear," roared the wolf and he leapt out of the bed and began to eat the little girl.

A woodsman who was chopping logs nearby heard the little girl shouting and ran towards the house as fast as he could. He gave a blow to the head of the wolf and opened his tummy; there were Granny and the little girl.

"Oh Granny, I was so scared!" Said Little Red Riding Hood, "I'll never speak to strangers or dawdle in the forest again."

"There, there, child. You've learned an important lesson. Thank goodness you shouted loud enough for this kind woodsman to hear you!"

The woodsman knocked out the wolf and carried him deep into the forest where he wouldn't bother people any longer.

Little Red Riding Hood and her Grandmother had a nice lunch and a long chat.

THE RAINBOW FISH

Once upon a time in the deep blue sea there lived a fish, the most beautiful in the entire ocean. He has shiny scales. The other fish were amazed at his beauty. They called him Rainbow Fish. "Come on, Rainbow fish, come and play with us!" they said. But the Rainbow fish says "No, no, no!".

One day, a little blue fish followed after him. "Rainbow Fish, wait for me! Please give one of your shiny scales". "You want me to give you one of my special scales? Who do you think you are?" cried the Rainbow Fish. "Get away from me!". So the blue fish goes away... he was upset, he says all his friends what had happened. From then on, no one would have anything to do with the Rainbow Fish. They turned away when he swam by.

What good were the shiny scales with no one to admire them? Now he was the loneliest fish in the entire ocean.

One day he poured out his troubles to the starfish. "Starsifh, I am sad. What can I do?" "I can't answer you, you have to talk with the octopus".

The Rainbow Fish found the cave. It was very dark inside and he couldn't see anything. Then suddenly he saw the octopus there. "I have been waiting for you" said the octopus. "I am sad, what can I do?" said the Rainbow Fish. "You have to share your shiny scales with other fish" answer the octopus. "Mmmm...I don't know" thinks the Rainbow Fish going back home.

Suddenly the little blue fish comes and says "Rainbow Fish, please, don't be angry! I only want one of your shiny scales!", the Rainbow Fish wavered. Only one very very small shiny scale, he thought. Well, maybe I wouldn't miss just one. Carefully the Rainbow Fish pulled out the smallest scale and gave it to the little fish. "Thank you, thank you!"

A rather peculiar feeling came over the Rainbow Fish. When the other fish arrived he began to share his scales left and right. And the more he gave away, the more delighted he became.

Finally the Rainbow Fish had only one shiny scale left. "Come on Rainbow Fish, come and play with us!" said the other fish. "Here I come" said the Rainbow Fish and, happy as a splash, he swam off to join his friends.

THREE BILLY-GOATS

Once upon a time there are three goats. There's a little goat, a big goat and a very big goat. The three goats like grass. "I'm hungry!" says the very big black goat. "I'm very hungry!" says the big red goat. The three goats see a river. They see green, green grass. "Look!" says the little goat. "Look at the grass!" The three goats see a bridge. But there's a troll under the bridge. He's a bad troll.

"This is my bridge!" says the troll. The three goats see the troll. "Look!" says the big red goat. "There's a troll!" The three goats are very hungry. They want the grass. They want the green, green grass. The little goat goes on to the bridge. "Tip! Tap!" go his feet.

The troll hears the little goat. "Who's on my bridge?" He says. "It's me," says the little goat. "I want to eat the grass." The troll is hungry. "Come here!" he says. "I want to eat you."

"Please don't eat me!" says the little goat. "I'm little. Wait for the next goat. He's big."

The troll listens. The troll thinks. "Ok," says the troll. And the little goat goes over the bridge. The big goat goes on to the bridge. "Tip! Tap!" go his feet. The troll hears the big goat. "Who's on my bridge?" he says. "It's me," says the big goat. "I want to eat the grass."

The troll is hungry. "Come here!" he says. "I want to eat you." "Please don't eat me!" says the big goat. "Wait for the next goat. He's very big." The troll listens. The troll thinks. "O.K.," says the troll. And the big goat goes over the bridge.

The very big goat goes on to the bridge. "Tip! Tap!" go his feet. The troll hears the very big goat. "Who's on my bridge?" he says. "It's me," says the very big goat. "I'm hungry," says the very big goat. "I want to eat the grass." But the troll's hungry. "Come here!" he says. "I want to eat YOU!" "O.K. Here I come!" says the very big goat.

He runs at the troll. "Tip! Tap! Tip! Tap!" go his feet. The very big goat runs at the troll. He hits him... Up goes the troll. Up goes the bad troll. Up, up, up. "Help!" he says. Down comes the troll. Down comes the bad troll. Down, down, down. "Help!" he says. And the very big goat goes over the bridge. The bad troll goes away. He doesn't come back. "Goodbye, troll!" The goat says. The three goats eat the grass. They eat the green, green grass. They were happy.

Annex 6: Questioners

Questioner before the intervention

How long are you teaching English in Infant Education?

I've been working as an English teacher for 20 years or so.

With which materials or methodologies?

Many different ones.

Did you change your way of doing in these years?

Sure, always! As I see it, each person, each Teacher has his/her own style but... it's fine to learn and change through the years.

Do you think there are some methodologies better than others?

Absolutely. There's a whole world around methodologies. It's important to pay attention, to be critical, to have an open mind and be receptive to different methodologies but never take anything for granted.

Do you know something about the Whole Language Approach (Real Books)?

I think that the same theory has adopted different names and shapes...

Did you use Real Books to teach English?

Sometimes

Do you think this methodology have more advantages than disadvantages?

Why? Which ones?

It's very difficult to answer that question in brief, superficially...

Millions of advantages, some disadvantages as children misunderstanding words and not learning how to pronounce new words.

Do you think this methodology can be adequate to the children in this school?

Why?

Absolutely. Language in context, communication, etc are our basic goals.

How do you think this methodology can be better used?

Do Real Books help the learning of English in P4?

Talía Rodríguez Martínez

Grau en Mestre d'Educació Infantil. Menció en Llengua Anglesa

17th May 2013

Studying, being aware of processes and results, exchanging ideas with other teachers, comparing, analyzing...

Questioner after the intervention

Do you have a different opinion about Real Books after my intervention using this material? Why or why not?

Not really. I'm used to that type of work

Are you agree in how I develop the storytelling sessions and the activities related to them? Why or why not?

Yes, I do. We have been working together on it.

Imagine you are going to teach using the stories I have chosen, which things you would change to do it?

Do you think that children have learnt with this methodology? Why?

Yes I do. They know the stories.

Do you think that children have enjoyed with this methodology?

Absolutely!

Do you think this methodology have more advantages than disadvantages? Why? Which ones?

It's very difficult to answer that question in brief, superficially...

Millions of advantages, some disadvantages as children misunderstanding words and not learning how to pronounce new words.

Do you think this methodology can be adequate to the children in this school? Why?

Absolutely. Language in context, communication, etc are our basic goals.

How do you think this methodology can be better used?

Studying, being aware of processes and results, exchanging ideas with other teachers, comparing, analyzing...