



Universidad
Zaragoza

Trabajo Fin de Grado

Storytelling and Multiple Intelligences:
Designing an innovative proposal for activities and
resources.

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2014/2015

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1. Abstract.

On the following pages you will find a dissertation which looks at the theory of Multiple Intelligences and its application to Storytelling. I have analysed the possibilities and advantages that the combination of the two techniques could bring into an English Foreign Language pre-primary classroom in order to promote the development of the Communicative Competence.

Moreover, I have created a proposal which comprises four lessons with different activities including new technologies to stretch, match and explore all the different intelligences.

Finally, I have designed a template to be used in each lesson in order to organize the activities, resources, time and arrangement, and to take into account the Multiple Intelligences developed in each task.

2. Introduction.

Every time we hear the words “Once upon a time...” we open a door into new worlds where anything that could be imagined is possible. Stories have a universal, standard appeal, not only in the mother tongue but also in foreign language learning because they can be followed by children even if they do not understand every word. At the same time, we can relate the stories to the pupils’ own lives and dreams. Stories are an ideal resource which provide motivation and they offer multiple possibilities for activities involving visual, tactile, and dramatic elements. Moreover, children enjoy the natural repetition of words and phrases.

Stories for our minds are as necessary as food for our bodies: we are constantly sharing stories by the television, the radio, the Internet, etc. They are particularly important for children: stories help them to understand their world and to share it with others.

Nevertheless, should we use stories in our classroom? Definitely, yes. Stories are motivating and, if we take them as a central part of the work in the foreign language classroom routine, they can offer an endless source of language experience for children.

Some of the most important reasons why stories should play a central role in teaching a foreign language to children are the following:

In order to motivate students, no matter their ages. Children will always be willing to listen to stories as they have a constant need for them. We all, as teachers, have experimented the change in children’s attitude when you start a lesson by telling

them a personal story or an invented one. There is very little need for more motivation activities.

Furthermore, children try to find meaning in stories, so they listen with a purpose. If they find it, they feel rewarded and they are motivated to try to improve their ability to understand even more. This is what happens to so many activities in foreign language learning.

Children become conscious of the sound of the foreign language through stories. They also introduce children to language grammar and sentence structures without the need to use them in formal contexts. When it is time to produce that language, it is not a big problem because those words are familiar to them. We can see an example of this with the use of simple past tense, a structure that children are able to manage because it was made familiar through stories.

Moreover, these experiences encourage children to speak and write as they want to share their opinions about the stories. In this way stories can be the point of departure of related activities. Most stories can develop the children's abilities of awareness, exploration, and communication, as well as other curriculum aspects such as mathematics, geography, history, science, cultural and social studies.

Children from very early ages are capable to listen to stories and respond to them through speaking, drama, music, and art. In this way, they develop their intelligences by sharing and collaborating with others. Story sharing builds up this essential sense of awareness of others, which leads to the main objective of learning a

language: to communicate with the people that surround us.

3. Purpose and objectives.

This proposal is aimed to analyse stories and their potential for English Foreign Language teaching in pre-primary education. I will focus this analysis on the concept of storybooks and differentiation. Nowadays, the reality we experiment in schools is not a homogeneous one. Classes often consist of very mixed levels, and even more in the English Foreign Language classroom where we can find levels ranging from beginner to bilingual. Therefore, we must develop some teaching skills to accomplish the needs of all students. In order to address this situation, Storytelling is an excellent resource because all children can understand the global meaning of a story with the help of different visual and audio support, and they are able to respond at their own linguistic level and pace.

As a future English Language teacher I am really interested in innovative techniques and their applications in the classroom. For me, investigating this kind of theories is a unique manner to become a better teacher.

Nevertheless, I do not want to stay in the surface of the Storytelling technique but to look at the ways in which it can promote learning through the Multiple Intelligence theory.

Finally, the last objective I intend to achieve with this proposal is to suggest applications of Storytelling for effective learning.

4. Theoretical Framework.

4.1 Multiple Intelligence Theory.

The first theory that influences this proposal is Howard Gardner's Multiple Intelligences theory, henceforth MI.

Every society features its ideal human being: that of the intelligent person. Gardner (1999) defined intelligence as a biopsychological potential to process information which can be activated in a cultural setting to solve problems or create products that are of value.

In his book *Frames of Mind* he proposed the existence of seven separate human intelligences:

1. Linguistic intelligence: which involves mastery of spoken and written language, the ability to use language to achieve different aims, and the capacity to learn foreign languages. Lawyers, writers, speakers, poets are an example of the people with high linguistic intelligence.
2. Logical-mathematical intelligence: which includes the ability to analyse problems logically, investigate issues scientifically, and carry out mathematical tasks. Mathematicians and scientists exploit logical-mathematical intelligence.
3. Musical intelligence: which entails skill in the performance, composition, and appreciation of musical patterns. Musicians, composers, and dancers master this kind of intelligence.
4. Bodily-kinesthetic intelligence: which demands the potential of using the body to solve problems or create products. Obviously, dancers, actors, and athletes

dominate bodily-kinesthetic intelligence. However, this form of intelligence is also important for craftspeople, surgeons, mechanics and many other technically oriented professionals.

5. Intrapersonal intelligence: which comprises the ability to understand oneself, to have an effective image of oneself (including desires, fears, and capacities) and to use such knowledge efficiently in one's own life.
6. Naturalist intelligence: which proves proficiency in the recognition and classification of the species of the environment; which recognises the existence of other neighbouring species; and which charts out the relations, formally or informally, among the several species. This intelligence includes biologist, veterinarians, and zoologists, among others.
7. Spatial intelligence: which contains the capacities to identify and control the patterns of wide space (by navigators and pilots) as well as the patterns of more narrowed areas (such as those for, surgeons, sculptors, chess players, graphic artists, or architects).
8. Interpersonal intelligence: which implies a person's ability to understand the intentions, feelings, and desires of others and, as a consequence, to work effectively with other people. Teachers, leaders, salespeople, and actors all need to manage interpersonal intelligence.

Moreover, there is myth when relating the theory to the world of education that states there is a single approved educational approach based on Multiple Intelligence theory. Gardner claims that MI theory is in not a didactic prescription. Teachers have the responsibility to determine whether and how MI theory should guide their practice.

However, through many hours of visiting MI classrooms he has found some possible risks we should avoid when applying the theory such as the following:

First of all, the labelling of children in terms of “their” intelligences. When these labels become references for teachers, they carry significant risk. Labelled people may be seen as capable of working or learning only in specific ways, a description that is almost never true. We, as teachers, should think that the years children will spend at school are maybe the only ones when they will be able to explore their capacities. For this reason, instead of guessing their intelligence on the first week of the year and working with the results for the rest of the course, we must stretch, match and explore all the different intelligences to make sure that children are provided with the best educational interventions for success. When we say that students should stretch their intelligences, we mean that they should work on those intelligences that are more complicated for them; when matching they are working on their favourite intelligences and when exploring they are investigating those that they never use.

Furthermore, trying to teach all concepts using all of the intelligences is a waste of energy and time. Most topics can be approached in varied ways, but applying a random approach to each topic is useless. Every time we design an activity implying MI we should bear in mind that doing random tasks related to an intelligence does not provide the improvement of it. For example, haphazard muscular movements have nothing to do with the development of the mind, or even the body.

Taking everything into account, we should regard the MI theory as a confirmation of three key propositions: we are not all the same; we do not all have the

same kinds of minds; and education works most effectively if these differences are used to its benefit rather than ignored.

One of the questions we all came across with the MI theory is: how can we measure the intelligences? It could be logical to think about an instrument like tests which could quantify them. However, how do we measure someone's understanding of himself, or of other people? What would be an appropriate measure of an individual's bodily-kinesthetic intelligence?

In collaboration with colleagues David Feldman, Mara Krechevsky, and others, in the mid-1980s Gardner hit on a different methodology to assess. Their approach was based on an important principle: rather than bringing the children to the assessment, they took the assessments to the children. For most of them, autonomous exploration in a classroom is enough to give a representation of their intelligences at a given moment in their lives. As their intelligences are likely to evolve, it is important to repeat this kind of observation through different moments during their education to obtain more accurate knowledge of them.

In order to use MI theory in schools there are a wide range of applications, from whole schools where all their teachers created a rich curriculum and changed the methodology of the entire school; to teachers that worked alone and adapted their standard curriculum so it could be presented through several intelligences.

In the hands of educators, MI theory has infinite applications. Nevertheless, we must be careful about the implementations we make in our classroom. Young children

crawling across the floor, with the legend “Bodily-kinesthetic Intelligence” is not correct. The idea we must not forget is that we use intelligence when we actively solve a problem or create a product valued in society.

4.2. Cooperative Learning for differentiation.

Another method I have taken into account when designing this proposal is Cooperative Learning. According to Krashen (1982), teachers must provide students with comprehensible input to facilitate language acquisition. When students work in cooperative groups they need to be understood so, the main strategy to do it is to adjust their productions and the input to make it comprehensible. In small groups, the speaker can easily adjust the speech in order to negotiate meaning with the listener, which is more difficult to do when speaking in larger groups. Moreover, input become comprehensible in cooperative groups because it is related to specific topics, behaviours or situations.

Even if language is comprehensible it will not encourage students to develop their skills if it is not in the Zone of Proximal Development. According to Vygotsky (1978) the ZPD is the difference between what a person is capable of doing without help and what he can do with other people’s support. Working in cooperative groups, input is focused on children’s ZPD, fostering the progression to the next stage of language development.

It could be not enough to provide students with comprehensible input among their zones of proximal development. It is also necessary that children receive that specific input repeatedly from a wide range of sources. Teachers can achieve this

purpose by the use of cooperative learning groups, since children discussing a topic will provide opportunities to listen to the same repeated input but in different ways.

It is also necessary to think about the output we want our students to produce. This output must be functional and communicative, characteristics that are perfectly fostered through Cooperative Learning. Students learn to speak by speaking. If we think of the number of interactions between teacher and students in a traditional classroom, it is limited. On the other hand, during a cooperative learning lesson, the opportunities for students to speak and interact between each other are endless. There are various cooperative structures like Inside/Outside Circle, to provide redundancy of output opportunities.

5. Methodology

5.1. English Foreign Language classroom considerations.

Learning a foreign language depends on the developmental stage of the student. It would be useless to ask someone to do an activity that requires control of musical abilities (for example, to write the lyrics of a song) if he or she has not developed those skills.

Young learners react to language depending on what they can do with it. They do not treat it as an intellectual game or abstract system.

Nevertheless, foreign language teachers have a great advantage when working with young children: they are great mimics, often unselfconscious and they are motivated to enjoy the activities prepared for them. These characteristics make it easier to provide a stimulating experience for the children through English language.

The English Foreign Language classroom activities should be achievable and simple enough for children to understand them but at the same time stimulating to feel satisfied with their work. It is also important to dedicate a large proportion of class time to oral activities while written ones should be used occasionally as it is possible that young learners may find it challenging to do written tasks in their mother tongue.

Children need to listen to language which is a little above their level. Teachers can make the meaning clear by using different strategies like pictures, mime and body language, and therefore, pupils will understand this input and increase their language abilities.

It is common that language learners understand more than they can produce. They also go through a “silent period” in which they listen to a language, internalize it, and create their own personal grammar. Later on they adjust and develop it as they are exposed to more language input.

One of the most common aspects teachers worry about when using Storytelling with their students is comprehension. How can I help pupils to understand a story? How do I know that all of my students understand? To make the most of a story’s potential and to increase the pupil’s pleasure and skill to follow the story we will need to support our pupils’ understanding in several ways. When it is necessary, we should modify the story to make it easier for pupils to understand. We could also provide visual support: drawing on the blackboard, cut-out figures, speech bubbles, masks, puppets, etc.

It is essential to identify the language focus and decide which language points pupils need to know in order to understand and which would be useful to produce output according to the story. Moreover, we should decide when we will read the story and how long we will spend on the story. Pupils also need time to understand the context and to be introduced to the main characters. They feel involved by linking their experiences with that in the story. Then, we can build up vocabulary and phrases.

Finally, to make sure that all the students will understand the story, we must decide how many follow-up activities we will do. These activities should provide opportunities for pupils to use language from the story in different ways.

In order to prepare a Storytelling unit, we should take into account some considerations to make an effective use of it. We, as teachers, must be prepared by familiarizing ourselves with the book and the illustrations. It is important to know the content and the meaning of any new words, as well as how to pronounce them, the sentence stress, intonation patterns and rhythm. To make the story more personal, we can decide where to pause in it to invite our pupils to join in by questions and some patterns chorus repetitions. Moreover, we cannot forget about the illustrations' power and the strong effect they make on pupils. That is why it is essential to talk about them and make children pay attention to them.

There are also some Storytelling techniques that could help us when using this resource. To be sure that every student can listen to the story and see the pictures of it, it is a good idea to have children sat on the floor around us. The reading should be slow and clear. Children need time to look at the illustrations, to think, ask questions, and make comments. If we give pupils opportunities to repeat key vocabulary and phrases they will be encouraged to take part in the Storytelling. Moreover, it is essential the use of gestures, mime and facial expressions to understand the meaning of feelings and actions. We can also achieve that goal varying the tone, pace, and volume of our voices to signal that something is going to happen.

5.2. Personal proposal for using Storytelling in the classroom.

Having established the theoretical framework and the methodology, I would like to present my personal proposal for using Storytelling in the classroom. I have followed the principles that current Aragonese Curriculum states, designing a context in order to address different kinds of educational needs. Moreover, I have created lessons with varied activities and tasks to be developed in a CRA (Rural Assembled School). I have decided to use a rural context for this proposal due to its wealth of diversity.

This innovative proposal has been designed for a common state school, located in a village, not too far from a big city. In general, the socioeconomic level of the families is middle class.

In this centre there are 75 children; 16 in Infant Education and 59 in Primary Education. There are 4 classrooms: one for infants, one for the first cycle of primary, one for the second grade of primary and one for the third cycle of primary.

This proposal is intended for the infant class with 16 children. There are 9 girls and 7 boys. The three levels of Infant Education are mixed in the classroom: there are 4 children of three years old, 6 children of four years old and 6 children of five years old.

The following is a drawing of the arrangement of the classroom.

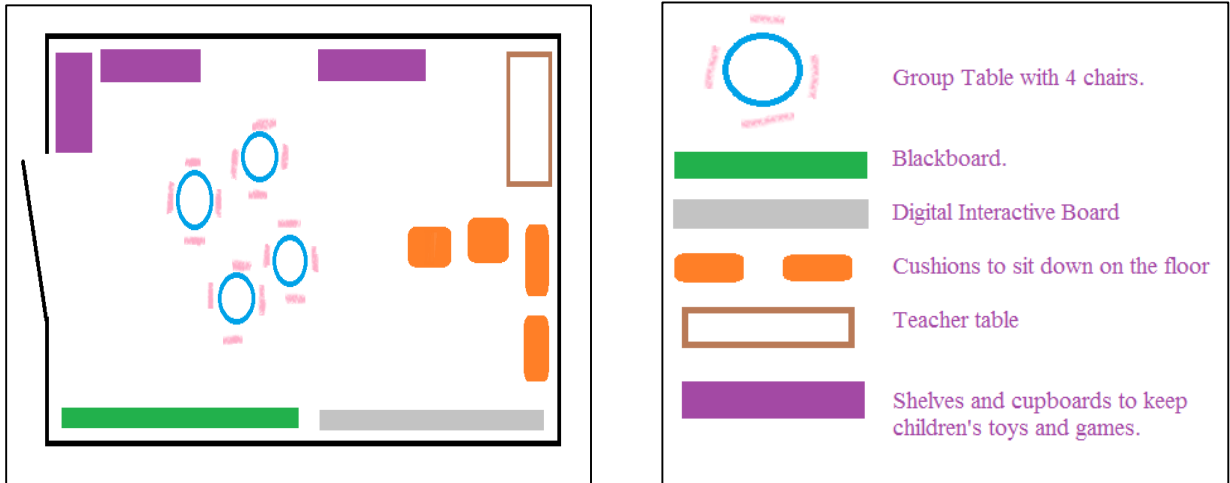


Figure 1. Classroom layout.

As you can see in the picture, the teacher's table is put against the wall. This is because, as I consider that the role of the teacher must be the one of a guide and a learner that is constantly interacting with children, there is no reason to put the teacher's table in the middle of the classroom, as it is going to be used only to keep objects.

It is important to say that the aim of this curricular area is not to teach language, but to teach how to communicate through the use of the same. This requires an approach based upon communication and aimed to acquire communicative competence.

In the Pre-Primary stage of Education, English is not a subject but it is included within the curricular area of Languages: communication and representation. There are general objectives that guide the work during this period. Even though all of them are to be worked, the most closely related to the field of Foreign Language is: *"To initiate the*

oral use of a foreign language in order to communicate in the classroom activities, showing interest and enjoyment when participating in these communicative exchanges.”

The Objectives of this proposal are mainly based on the acquisition of *communicative competence* through the use of Storytelling and the Multiple Intelligences principles.

The Communicative Competence is going to be developed basically in its oral form, as it is considered that children of these ages should receive oral input as much as possible.

Of the four skills, the oral ones, listening and speaking had traditionally been given less importance in teaching. As Structuralism and Audio-Lingualism gained importance so did the oral skills. With the communicative approach speaking and listening became essential skills. Current legislation states that they are of prime importance in Infant Education.

Both oral skills are generally acquired before the written skills and the curriculum points out that oral skills should be the base upon which to gradually build written skills as occurs in the acquisition of the mother tongue.

At the end of these Storytelling activities students will be able:

- To interact with their classmates and the teacher in routines, daily situations and activities which include contents seen in class, getting global and specific information and producing a comprehensible message.
- To use non-verbal resources and extralinguistic strategies (i.e. gesture, facial expressions, sounds, etc.) to understand and be understood.

- To establish meaningful relations between the meaning of sounds and simple sentences and their pronunciation and graphic representations
- To show a respectful attitude towards other students' performances, the English language, their speakers and their culture.
- To listen and enjoy Storytelling.
- To stretch, match and explore the different Multiple Intelligences and use them to understand the input and also to produce output.

The story which will be used for this proposal is An Vrombaut's book entitled "*Smile, crocodile, smile*". I have attached the story as Appendix.

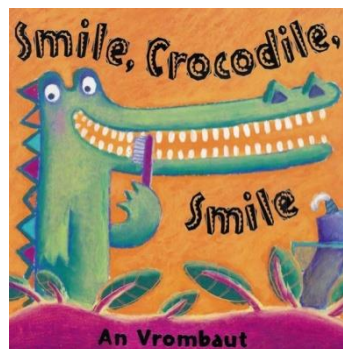


Figure 2. Book cover.

This book tells the story of Clarabella, a crocodile who lives in a Mango Tree House with her friends: a monkey, a zebra, a leopard and a rabbit. During the story we can see the animals doing different activities depending on the time of the day: they build a sandcastle at playtime; they lick a mango lolly at lunchtime; and they bounce up and down at tumble time. Meanwhile, poor Clarabella has not been able to do all those activities with her friends as she has been all day long brushing her crocodile teeth.

Finally, the animals have an idea to help their friend: they create a huge toothbrush for Clarabella to brush her teeth and go playing with them.

First of all, I decided to use this book due to the story it includes. I am in favour of the pleasure of reading just for fun, without a moral hidden purpose, but I also believe that children need models of appropriate behaviour and values, and examples to see how to deal with a problem. Through this type of stories, children can become personally involved and link the fantasy with the child's real world.

In this case, the story deals with the situation of a group of friends where one of them is not happy because she is different: she has got more teeth than the rest of the animals which stop her from doing the same things as her friends. The animals realise that the problem is not her friend's differences but the way to deal with them. Thereby, instead of trying to change her, they create an instrument which will make her life easier and happier. They are able to solve a problem and help another person. This story fosters cooperation and it encourages children to see differences between people as something that cannot be put before friendship.

Moreover, the book format is attractive and interesting. It has lots of bright colours, and the characters are animals, which enhance motivation in pupils. It has a medium size so teachers can easily handle it and, if you only look at the illustrations without reading the story it is perfectly comprehensible due to its synchronization with the text to help clarify and support meaning.

One of the aspects that attracted me to choose this story is the vocabulary it uses. Nouns and verbs are related with the illustrations and most of the verbs are actions so children can dramatize them. Furthermore, during the telling there is a structure that is repeated. It says: “and Clarabella? She brushes and brushes her crocodile teeth.” This phrase can be used to make students participate and interact. Teacher can ask the question and wait for children to answer, or they can all together repeat the whole phrase doing chorus repetition. Besides, each time that the phrase is said, it doubles the verb, so, by the end of the story we would say: “and Clarabella? She brushes and brushes and brushes and brushes her crocodile teeth.” When we use books that have repetition patterns shy children feel safe to repeat with their classmates and those patterns stick in their minds. Thus, it allows for predictions and confirmations.

Another good point of this book is that by the middle of the story there is a perfect moment to stop and make children exercise the imagination. When the animals realize Clarabella is not happy, one of them had an idea. What would be that idea? What would you do to help Clarabella? This element of suspense provides opportunities for extension work.

I strongly believe that every concept and activity presented in a classroom should be meaningful and of interest to the pupils. For that reason, every story to be told should also respect that conception. In the case of “*Smile, crocodile, smile*” there is no doubt about how we can relate it to our students’ daily routines. One possibility, as they are in the age when their milk teeth are falling out and they are very interest in them, is to relate it with that situation. They are listening to their parents repeating the sentence

“brush your teeth” almost everyday. So, once students ask the question “Why do the teeth fall off?” we can introduce the importance of brushing them and tell this story. Even though they do not present an interest in teeth, we can relate the story to the healthy routine everybody should follow to not be ill.

5.3. Lessons’ routine.

Each lesson of my proposal will follow a structure: first of all, at the beginning of the lesson, we will sing a “Good Morning” song. There are so many that we will be changing it. Some of them are the following:

- *Good Morning, Mr. Rooster*, from Super Simple Songs.
- *Good Morning song*, from Circle Time Song for Children.
- *Good Morning Song for children*, from Dream English Kids.

Then, we will use the digital interactive board to introduce and review every day concepts such as which day is today, who is at home, what’s the weather like today, etc.; with a Power Point presentation.

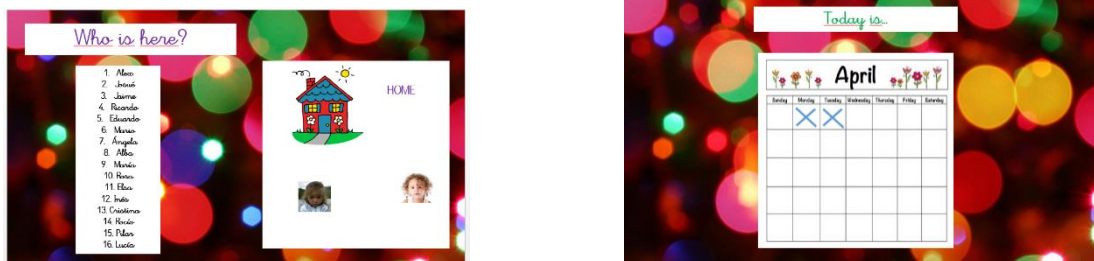


Figure 3. Examples of the routine Power Point presentation.

Next, we will review the concepts covered in the previous lesson. If it is a new topic, this would be the moment to carry out an initial assessment in order to know the students' previous knowledge. The results of this evaluation would help me to modify the unit plan however it is needed, not only with reinforcement activities but also with extension ones.

Afterwards, pupils will be informed of the lesson aims. By telling them the overall aim and how they are going to work, we help students organize their ideas. This will help to develop the learning to learn competence.

Following with the lesson, we come to the central part of it where we would do two or three activities, depending on their length.

In order to end the lesson we can summarize it following some Cooperative Learning structure like Round Robin; and a fun routine activity to finish like a farewell song or something more related to the activities done before. Some songs we could use to say goodbye are the following:

- *Good Bye song*, from ELF Kids Videos
- *The Goodbye song for Children*, from Dream English Kids
- *See you later Alligator*, from Music Therapy Tunes

Another important point to bear in mind when planning and designing this proposal involves the resources. I have classified them taking into account the theory of the Multiple Intelligences following this legend:

L = Linguistic intelligence.

L-M = Logical-mathematical intelligence.

N = Naturalist intelligence.

S = Spatial intelligence.

INTRA = Intrapersonal Intelligence.

INTER = Interpersonal Intelligence.

M = Musical Intelligence.

B-K = Bodily-Kinesthetic Intelligence.

RESOURCES	INTELLIGENCES							
	L	L-M	N	S	INTRA	INTER	M	B-K
Flashcards and posters	X	X	X	X	X	X	X	X
Interactive Whiteboard	X	X	X	X	X	X	X	X
Bee-Bot	X	X	X	X	X	X	X	X
Audio records	X	X	X		X	X	X	X
QR codes	X	X	X	X	X	X	X	X
Small Whiteboard	X	X		X	X	X		
Story book	X		X	X	X	X		
Animals masks			X		X	X		X
Realia		X	X	X	X	X		X
Pictograms	X	X	X	X	X	X		

Figure 4. Resources table related to Multiple Intelligences

In order to introduce the world of technology into the classroom, I will use an innovative resource. It is called Bee-Bot.

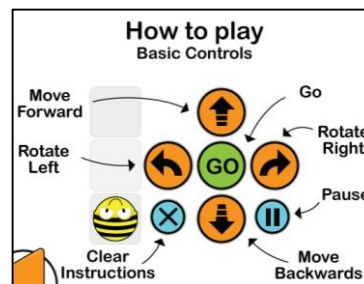


Figure 5. Bee Bot picture and commands.

Bee-Bot is a small robot designed for the use of young children. It can move forward, backwards and turn left and right by pressing its buttons. It is able to memorise 40 movement commands so it encourages and motivates pupils. It can be used just for fun to see how it moves, but the magic starts when it is combined with the curriculum concepts and with other technological resources.

The idea is to create different types of mats in which Bee-Bot will move. For example, if we want to teach the basic shapes, we could design a mat like this one and then play and use different activities to develop the concepts.

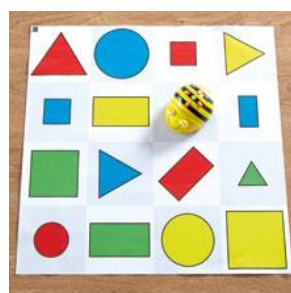


Figure 6. Bee Bot's shapes mat.

The advantages this resource provides are numerous: it allows us to get to the curriculum concepts with a completely different methodology. It initiates children into programming languages in a very simple and fun way. Moreover, it develops learning by inquiry and it makes children curious about robotics.

Furthermore, it can be used to develop all the Multiple Intelligences through different activities. Some examples are the following:

1. Linguistic intelligence: we can review the project vocabulary, identify letter sound with words that start with it, and create new words.
2. Logical-mathematical intelligence: we can learn concepts like big-small and near-far, create sequences and initiate young children in additions and subtractions.
3. Musical intelligence: pupils could identify instruments by using QR codes with short melodies, listen to nature sounds and guess the seasons.
4. Bodily-kinesthetic intelligence: children can move Bee-Bot through a mat with different yoga positions and mimic them.
5. Intrapersonal/Interpersonal intelligence: we can use this material to develop both intelligences by creating a mat with the title: How do I feel today? Pupils will have to relate emotions and facial expressions.
6. Naturalist intelligence: we can create a project about recycling and move Bee-Bot to get garbage and throw it to the proper bin.
7. Spatial intelligence: children can learn what happen when we mix two colours, we can create a maze and get Bee-Bot to the exit.

This resource helps to promote differentiation in the class as it does not have a unique way to be used. For example, in my proposal context there are three developmental levels (three, four and five years old). Children can start using only the commands to move the robot forward and backwards. Then, the next step would be to add the turns and make movements in two phases. Finally, for advanced students, they can make movements which imply turns by programming the robot with the whole sequence. It is important that children have a gradual approach to this material with short activities and then, little by little, start using it more frequently. I have decided that this is not going to be the first time that children of this proposal will work with a Bee-Bot so there is no need to introduce it. Nevertheless, I will explain its operation as many times as they need it.

As I have mentioned before, there are three different learning levels in this classroom so, the methodology to be used to arrange it is Cooperative Learning. There will be 4 teams with 4 pupils on each one. To create these teams, the teacher must pay attention to their pupils' skills, learning styles and multiple intelligences. As one of the aims of this proposal is to explore, match and stretch the students' intelligences, we will try not to form homogenous work teams.

X Boy X Girl	3 YEARS	4 YEARS	5 YEARS
Team 1	X	XX	X
Team 2	X	XX	X
Team 3	X	X	XX
Team 4	X	X	XX

Figure 7. Cooperative Learning teams.

6. Results and discussion.

In this part, I will introduce my personal proposal with the activities that I have designed to be developed for the specific context I have decided but, in addition, I have designed a structure with tasks that can be used by any teacher with any topic to be developed.

I have created a template for teachers to gather up all the activities and to make it easier when developing the lessons. It includes a section to include some organizational considerations such as the date, the main objective, the place where it would be developed, the resources, the group, and the number of students. Besides, there is another section where teachers will find a table divided in three (beginning, main part and end) to be filled in with the kind of activity, explanation, time needed, resources and classroom arrangement.

I will enclose the blank template as an appendix of this proposal.

Lesson 1.

		Date: -/-/2015	Unit: X	Lesson Number: 1			
Main Objective: Build up new vocabulary of the story.							
Place: Infant classroom.			Resources: Small whiteboard, Interactive Whiteboard, Box with a toothbrush inside, flashcards, computer, Bee-Bot, vocabulary mat.				
Group: Infants N° students: 16							
		Kind of Activity	Explanation	Time	Resources	Classroom Arrangement	M.I
Beginning	1	Warm up.	Good Morning song. IWB routine.	5'	IWB, computer	Assembly on the floor.	All
	2	Previous knowledge.	Receive a box for Bee-Bot. Guess what is inside the box.	5'	Box with a toothbrush	Assembly on the floor.	L, L-M, N, Intra.
	3	Aims of the lesson.	Explain what we are going to do.	5'	Whiteboard Flashcards	Assembly on the floor.	L, S, L-M, Intra, Inter.
Central Part	4	Building up vocabulary	Guess what you hear. Teacher plays sounds and students guess what it is.	10'	Computer, Power Point.	Group tables.	All
	5	Building-up vocabulary	Let's teach Bee-Bot. They have to reach the words in the mat by giving instructions orally.	10'	Bee-Bot, vocabulary mat.	On the floor. By pairs.	L, L-M, S, Intra, Inter
	6	Revising	Game: "There is a box" using animals and colours.	10'	Chairs.	Big circle.	L, B-K, S, L-M
End	7	To sum up.	Remove the flashcards of the board and check.	5'	Whiteboard Flashcards	Assembly on the floor.	L, L-M, S, Intra, Inter
	8	Farewell.	"Good Bye" song Check the material.	5'	-	-	L, M

This lesson is aimed to introduce the story and characters. Pupils will build up new vocabulary through different activities and games.

We should develop pre-telling activities to prepare our learners for linguistic, cultural or conceptual difficulties by activating background knowledge. It also motivates pupils. It is useful to present context, key words and structures.

First of all, when entering the classroom, we will sing the “Good Morning” song while the children sit down in the assembly corner. As every lesson in Infant Education, we will start it by having a small talk where we will revise some concepts in English with a Power Point presentation.

As this is the first lesson of the proposal, this would be the moment when we have to hook children on the topic and provide them with the motivation to participate in the lesson. It is important for children to know not only the objective of the lesson but also the reason why we are going to do it because, if they feel that there is a purpose for doing it, the learning will be meaningful. The success of the proposal will highly depend on how we display this important moment of the lesson.

It could be done in very different ways, as I have mentioned before in the section 4 Methodology, when talking about the story of Clarabella. For this proposal, I have decided to relate the topic of the story with the pet of the classroom: the Bee-Bot. I will comment that, that morning, I have received a box for him. I will bring a box to the

classroom and play to guess what is inside. Pupils will pass it around, move it, hear the sounds it makes if we move it, and make predictions of what is inside. Then, we will open it to discover that there is a toothbrush. We will have a small chat about what it is, how it works, who has one, the importance of using it, etc. This is the moment when I will explain that I know a story about an animal which has some problems with its teeth, and make the magic question: Do you want to hear it?

But, before listening to a story, what do we need to know? This activity consists in a simple explanation of the aim of the lesson. It will help students to structure the lesson, to make predictions about what is going to happen and it will give them a positive reinforcement to feel secure.

We will go on sitting on the floor in an assembly position. I will write in a small whiteboard the question: What's up today? Then, we will have a small talk to explain what we are going to do and we will put some flashcards with sticky tape on the board.

In this lesson the board will look like this: Today we are going to guess and learn new words about animals because we will listen to a story about them. The board will stay like this the whole lesson for children to go back and see again what they are doing.

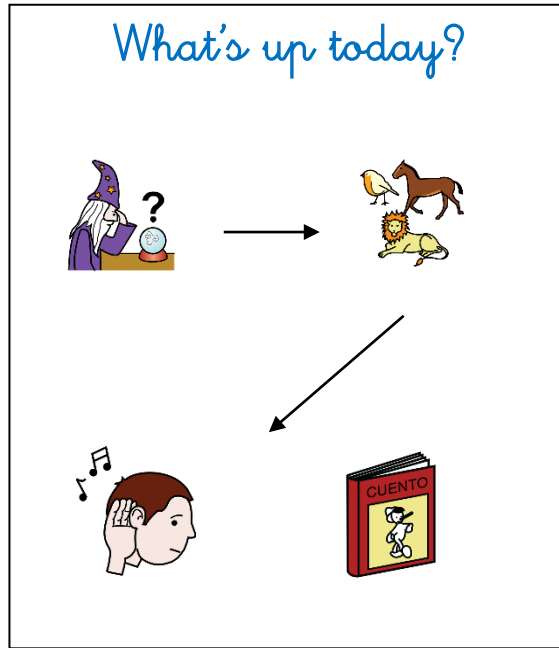


Figure 8. Picture of the aims of the lesson.

In the central part of the lesson, the first activity is called “*Guess what you hear*”. In this activity students will sit down on their group table. I will play on the computer some records with sounds that correspond to the new vocabulary. Pupils will first listen to one and, in groups, they will decide what it is. We will remind them of some gambits to communicate in the groups like: “*I think it is a...*”

Once they have decided in the group what is that sound, we will share it. The structure to follow in this activity is the following: first, listen to one sound, guess it on the groups, share it, write on the digital board the picture and the word that correspond to the sound and finally we all will mimic it.

SOUND	PICTURE	WORD	MIMIC
		<p>Brush your teeth</p>	
		<p>Crocodile</p>	
		<p>Zebra</p>	
		<p>Rabbit</p>	
		<p>Monkey</p>	
		<p>Leopard</p>	

Figure 9. Activity diagram.

Multiple Intelligences to be developed: Linguistic because pupils will communicate orally, Musical as we will relate sounds to its meanings, Bodily-Kinesthetic since children will mimic the concepts, Natural because the sounds are related to animals and to routine sounds (brushing teeth), Logical-Mathematical as they have to join sounds with pictures, words and mimics, Spatial because they will be working with pictures, and Interpersonal and Intrapersonal because they will work in groups but also they will perform by themselves.

Now that we know some vocabulary needed to understand the story we will teach it to Bee-Bot by using a mat specifically designed for this task.

This activity will be developed on the floor and pupils will be organised in pairs. Each pair will drive the Bee-Bot in turns. They will decide which word they want to teach to the robot and go for it. In this moment, we will use the cooperative learning structure of Rally Coach because one of the children will give the instructions orally while the other will programme the robot to get to their target word. They need to count the squares and say: *“Go straight X squares” “Turn right/left” “We did it!”* When they reach the word everybody will repeat it and celebrate it by clapping, shouting “Yeaha”, waving their arms, etc. Then, it is the turn of another couple.

Multiple Intelligence to be developed during this activity are: logical-mathematical because children have to think about the proper way to get to their aim; linguistic as they give and receive the instructions orally; interpersonal since they are in pairs and they need to make themselves understood by the other; intrapersonal because

each one is responsible for one part of the activity; and spatial as they need to take into account the space on the mat to make Bee-Bot move on it.

If we, as teachers, see that they are doing it faster than we thought and we consider that there would be enough time to complete the rest of the tasks, we could do another round where children could exchange their roles. If not, we would do more activities in other lessons to make everybody talk and listen.



Figure 10. Bee Bot mat.

In order to reinforce the vocabulary on this lesson, we will play a game called: “There is a box of.....” Children will be in a circle in the middle of the classroom. It is a good idea to make the circle using chairs if children are too excited and they are not able to maintain the shape. In this game everybody will be on the circle except one child who has to be in the middle. That child has to use the gambit: “*There is a box of X wearing X*” adding an animal and a colour, for example, “*There is a box of crocodiles wearing blue*”. Then, every child who is wearing something blue has to change places with another one but moving like the animal said, in this case, a crocodile. When they are moving, the child who was in the middle has to go to take a chair so another child will be in the middle and go on with the game.

Multiple Intelligences to be developed during this activity are: linguistic, because pupils use oral language to communicate; bodily-kinesthetic, as they have to pretend to be the chosen animal; spatial, because they have to control the space to move to another place, logical-mathematical: because a good strategy would be to think where it would be easier to go, or whom to exchange seats with. There are two options of this game. Everybody plays and goes in the middle to say the sentence, or, you take out chairs and children are eliminated.

In order to finish this lesson, we will go again to the small whiteboard where, at the beginning of the lesson, we wrote what we were going to do. One child will go to the board and, having a conversation between everybody, he or she will remove the flashcards while we comment what we have done during the lesson.

We will sing a “Good Bye” song while checking that the material and the furniture are in their correct places.

Lesson 2

Date: -/-/2015	Unit: X	Lesson Number: 2
Main Objective: Listen to and enjoy the story		
Place: Infant classroom.	Resources: Small whiteboard, Interactive Whiteboard, flashcards, computer, two benches, 8 cushions, story time posters, “ <i>Smile, crocodile, smile</i> ” book.	
Group: Infants N° students: 16		

		Kind of Activity	Explanation	Time	Resources	Classroom Arrangement	M.I
Beginning	1	Warm up.	Good Morning song. IDB routine	5’	IWB, computer.	Assembly on the floor.	All
	2	Previous knowledge.	Remember the vocabulary.	5’	IWB, computer	Assembly on the floor.	L, S, Intra, Inter
	3	Aims of the lesson.	Explain what we are going to do. Arrange the classroom.	5’	Whiteboard. Flashcards, benches, cushions, story time poster.	Assembly	L, S, L-M, Intra, Inter.
Central Part	4	Storytelling	Read the first part of the book.	15’	“ <i>Smile, crocodile, smile</i> ” book.	Assembly	All
	5	While reading activity	Think/create a solution for Clarabella.	15’	Any kind of resource	Free arrangement.	All
End	6	To sum up.	Remove the flashcards of the board and check.	5’	Whiteboard Flashcards	Assembly on the floor	L, S, L-M, Intra, Inter.
	7	Farewell.	“Good Bye” song Check the material.	5’	-	-	L, M

In this lesson, pupils will listen to the story. It is important to do some while-telling activities in order to focus attention and guide understanding. When using this kind of tasks, children can confirm their expectations and predict the next part of the text from various clues.

According to the Storytelling techniques, I will create the appropriate atmosphere to listen to a story. First of all, it is crucial to arrange the classroom to be sure that everyone can see me and the illustrations in the story. Through some years of practice, I have realised that one of the problems when holding meetings on the floor is that depending on their height, they are not able to see the teacher or the pictures. For this reason, I have decided to use two benches where 8 pupils will be sat down and 8 cushions on the floor for the rest.

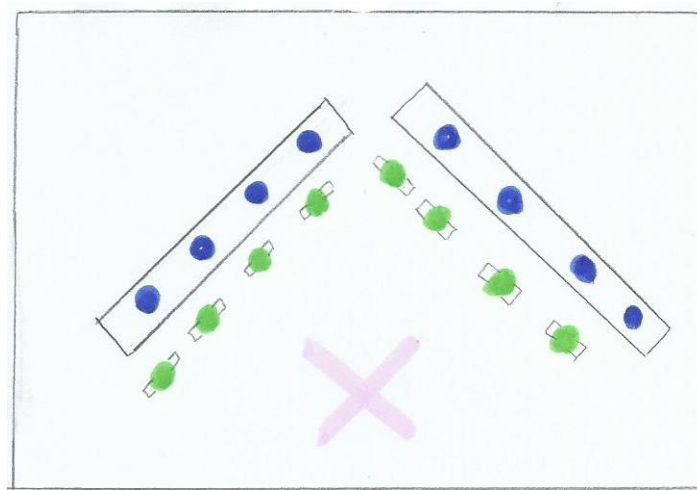


Figure 11. Classroom arrangement.

Another good idea for larger classes is to use the digital board to project the story and be sure everyone can see it. Nowadays, there are lots of books that have been

turned into video on YouTube, and if you cannot find the one you want to use, you can create your own presentation using programs like Power Point or Windows Movie Maker.

As this lesson is not going to be full of activities, I will focus my explanation on how I will deal with the story telling.

As in the previous lesson, we will start it singing the “Good Morning” song and then, we will do an activity to revise their previous knowledge. It is going to be a game with the IWB.

Then, on the whiteboard, we will put the flashcard of “Storytelling time” because that is what we will be doing throughout the lesson. Moreover, we will hang a poster in our classroom door to warn people who want to enter that we are very quiet and focused on the story.



Figure 12. Storytelling posters.

Then, it would be the moment to arrange the benches and the cushions to listen to the story. I will have brought the benches from the playground with the help of the third grade students and, at the end of the lesson, they will come back to take them again.

Once everybody is in their place, we will start relax routine: everybody has to deeply inhale air through the nose, and smoothly exhale the air through the mouth. We will do this 5 times.

Then, I will place myself in front of the students, with the book "*Smile, crocodile, smile*" and start reading. Some important points that I will bear in mind while reading the story are the following: I must read slowly and clearly, using gestures, sounds and facial expressions to help students to understand the story. For example, when it says: "*It's time to wake up*" I will stretch myself, or when it's lunchtime, I will make sounds with my mouth to express the meaning of nibble, lick, sip and munch and ask children to imitate me.

I like pupils to actively participate in all the classroom activities so I will encourage them to think, comment and make questions about the story. For example, each time that the story asks: "And Clarabella?" I will give them the opportunity to express what they think she is doing.

Moreover, a story is a perfect resource to practice vocabulary so I will ask them to repeat key vocabulary items and phrases, like the “*she brushes and brushes her crocodile teeth*” one.

I will change my voice volume, pace and intonation depending on the moment of the story to make children aware that something is going to happen. For example, each time that it says “*she brushes her crocodile teeth*” I will do it faster, or, when it says: “*she sighs a LONG crocodile sigh...*” I will slowly read it. These dramatic effects make children easily assimilate details of the story.

The first time I read this book I realised that it can be perfectly divided into two parts. There is a moment when the animals see their friend’s problem and the book says: “*Then Ruby has an idea.*” That will be the moment where I will stop the reading and ask children: what do you think is Ruby’s idea? What would you do to help Clarabella?

Then, I will provide them with 15 minutes to find an idea to help Clarabella. They can use all the material in the classroom and work in groups or by themselves. They can draw a picture with the solution, create an invention for Clarabella with the building blocks, dramatize their solutions in teams, etc. Once they have finished they will present their ideas to the rest of their classmates.

We will complete a table with their names and ideas to check it later on.

NAME	IDEA
Julia and Carla	Animals do not brush their teeth anymore – Drawing
Marcos	Create a shower for Clarabella teeth – building blocks
...	...
...	...
...	...

Figure 13. Activity's table.

The story will not be finished in that lesson to make children feel curious and expectant for the next English language lesson.

In order to end, we will remove the Story time flashcard from the whiteboard and the classroom door, and sing the “Good Bye” song.

Lesson 3

Date: -/-/2015	Unit: X	Lesson Number: 3
Main Objective: Listen to and enjoy the story		
Place: Infant classroom.	Resources: Small whiteboard, Interactive Digital Board, computer, 2 benches, 8 cushions, “ <i>Smile, crocodile, smile</i> ” book, story time posters, QR codes, pictograms	
Group: Infants N° students: 16		

		Kind of Activity	Explanation	Time	Resources	Classroom Arrangement	M.I
Beginning	1	Warm up.	Good Morning song. IDB routine	5’	IWB, computer.	Assembly on the floor.	All
	2	Previous knowledge.	Remember the story.	5’	IWB, computer	Assembly on the floor.	L, L-M
	3	Aims of the lesson.	Explain what we are going to do. Arrange the classroom to finish reading the story.	5’	Whiteboard. Flashcards, benches, cushions, story time poster.	Assembly	L, S, L-M, Intra, Inter.
Central Part	4	Storytelling	Read the last part of the book.	15’	“ <i>Smile, crocodile, smile</i> ” book.	Assembly	All
	5	Post reading activity	Fill in the table about the story actions and animals.	15’	QR codes boards, IWB, computer, pictograms, adhesive tape.	Cooperative teams.	L, L-M, S, Intra, Inter, M
End	6	To sum up.	Remove the flashcards of the board and check.	5’	Whiteboard Flashcards	Assembly on the floor	L, S, L-M, Intra, Inter.
	7	Farewell.	“Good Bye” song Check the material.	5’	-	-	L, M

In this lesson we will finish telling the story. Following the lessons' structure, at the beginning of the lesson we will do a warm up activity, revise the previous knowledge with a game and know the lesson aim.

Then, we will display the benches and cushions as in the previous lesson to listen to the end of the story. We will remember what happened at the Mango Tree House using the book as a visual resource and asking questions.

Once pupils discover what the animals' surprise for Clarabella was, we can check if they were right with the predictions of the previous lesson.

Next we will do a post-reading activity for which we will need the Digital Board, a smartphone, some QR codes boards and some pictograms about the story. The aim is to complete this table about what the animals were doing at each time.

I will project it on the digital board but with the tactile command disconnected. Each cooperative team will receive a box with five QR codes boards and five pictograms corresponding to each animal except Clarabella because, as she only brushes her teeth during the story, we will do her line all together at the beginning of the activity to set an example and make sure that everybody has understood it. They will come to the digital board and, using my smartphone, they will read the codes with the application "*Lector QR*". Each QR code is an oral phrase about what the animals were































doing and children will listen to them, identify the action, take the related pictogram and place it on the table at its right position.

When children decode the QR codes, they will listen to phrases like: “*Bounces up and down*”, “*makes a mess*”, or “*munches a mango sandwich*”.

With this activity they will be developing their linguistic intelligence because, as they are working in teams, they need to communicate between each other to decide where to place the pictograms. Moreover, their intra and interpersonal intelligences will be developed as cooperative learning makes them think individually and then share their thoughts with their teams. Spatial and logical-mathematical intelligences will be also developed since they will be working with pictures and tables and they have to think about where to place them.

We will finish the lesson as the previous ones, following the structure I have explained before.

Here there is the table with the correct QR codes, and below there are the action pictograms.

ANIMAL	WHAT WAS _____ DOING AT...?				
	TIME TO WAKE UP	PLAYTIME	LUNCHTIME	TUMBLE TIME	BEDTIME
RUBY 					
LIAM 					
MAX 					
ZOË 					
CLARABELLA 					

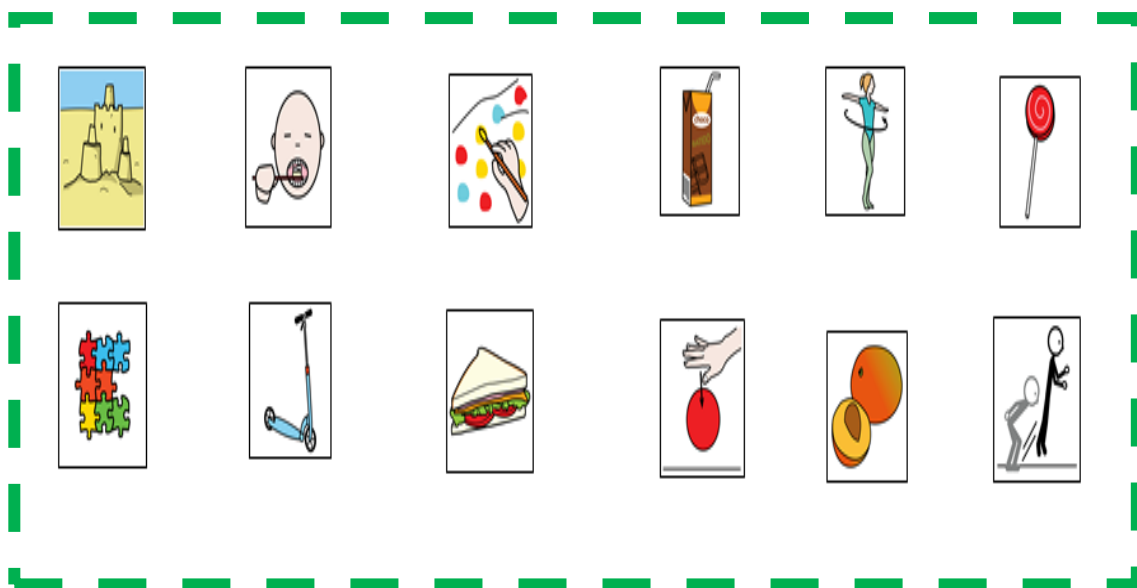


Figure 14. Activity resources

Lesson 4

Date: -/-/2015	Unit: X	Lesson Number: 4
Main Objective: Develop intelligences through activities related to the story.		
Place: Infant classroom.	Resources: Small whiteboard, Interactive Whiteboard, computer, “ <i>Smile, crocodile, smile</i> ” book, flashcards, animals masks, realia, video camera.	
Group: Infants		
N° students: 16		

		Kind of Activity	Explanation	Time	Resources	Classroom Arrangement	M.I
Beginning	1	Warm up.	Good Morning song. IWB routine.	5’	IWB, computer	Assembly on the floor.	All
	3	Aims of the lesson.	Explain what we are going to do.	5’	Whiteboard Flashcards	Assembly on the floor.	L, S, L-M, Intra, Inter.
Central Part	4	Organization	Distribute roles. Colour the animals’ masks. Gather realia to perform the story.	10’	Animals masks and realia	Group teams and whole class.	All
	5	Rehearsal	Time to rehearse, first by groups, then the whole class.	15’	Animals masks and realia	Group teams and whole class.	All
	6	Dramatization	Time to dramatize the story and record it.	10’	Material needed and video camera	Whole class	All
End	7	To sum up.	Watch the video recorded and talk about the lessons.	5’	IWB, computer	Assembly on the floor.	L, S, L-M, Intra, Inter.
	8	Farewell.	“Good Bye” song Check the material.	5’	-	-	L, M

This is the last lesson of this proposal, where we will represent the story of “*Smile, crocodile, smile*”. As we need time to organize everything during one hour, we will not do a previous knowledge activity, but children will revise those words during the organization time.

The idea is to recreate the story with the pupils and then record it and make a video. As there are four teams each one will be one animal and they will distribute the sentences between them. For example:

TEAM	CHILDREN	SENTENCE
Ruby the rabbit	1	Ruby brushes her rabbit teeth
	2	Ruby builds a sandcastle
	3	Ruby nibbles a yummy mango
	4	Ruby does a roly-poly

TEAM	CHILDREN	SENTENCE
Liam the leopard	1	Liam brushes his leopard teeth
	2	Liam races on his scooter
	3	Liam licks a mango lolly
	4	Liam makes a leopard leap

TEAM	CHILDREN	SENTENCE
Zoë the zebra	1	Zoë brushes her zebra teeth
	2	Zoë plays with a puzzle
	3	Zoë munches a mango sandwich
	4	Zoë spins round and round and round

TEAM	CHILDREN	SENTENCE
Max the monkey	1	Max brushes his monkey teeth
	2	Max makes a mess
	3	Max sips a mango milkshake
	4	Max bounces up and down

I will play Clarabella's role but children will be the ones who say: "*And Clarabella? She brushes and brushes her crocodile teeth*" and I will read the rest of the story. It is important to take time to rehearse and make pupils feel comfortable and secure. If they are not able to memorize the sentence, his or her group could say it. The main aim of this activity is to make pupils participate using verbal as well as non-verbal communication and that they enjoy using English language to create something.

If there is not time enough to record the performance we will use another lesson to do it.

7. Conclusions.

Language has to be present in school as an instrument that serves to communicate and express feelings, emotions, moods, memories, expectations, etc. It should also serve to obtain and give information, to promote the development of communication in a foreign language and to make that communication unfold in all its functions and dimensions. Therefore, foreign language teaching should be understood as a process of promoting communication where discourse, dialogue and communicative interactions must be the main principles of teaching.

Our teaching has to start from the communicative level that learners have and work towards a broad communicative perspective. Progression in the learning process then will be cyclic, not lineal, with tasks progressively increasing in difficulty within communicative situations carried out for a meaningful purpose and guaranteeing their appropriateness in different contexts.

This dissertation has made me think about and reconsider the learning-teaching process. The learning of a foreign language is a clear demand of today's society. The basic curriculum marks the development of communicative competence in a foreign language as a top priority of Education from an early age in order to provide citizens with useful tools to develop skills that allow them to adequately adapt to a new and increasingly interdependent global society.

Albert Einstein said: *“I never teach my pupils; I only attempt to provide the conditions in which they can learn”*. We, as twenty first century teachers, should offer our students the appropriate context and tools to learn. Pupils do not need any more long explanations about concepts and theories, as they can find them with just a click on their computers. Now, our role is geared to give them the necessary tools to deal with all of that information, as well as planning the concrete time, space and manner to manage it.

Taking everything into account we should provide our students with useful and meaningful routines and activities that make them want to learn. Moreover, it is important to attend to the children’s diversity, not seeing it as stone in our path, but as a unique opportunity to bring the real world into the classroom.

The Multiple Intelligence theory allows us to take advantage of our pupils’ differences and to integrate all kind of learning in the teaching process.

Young learners are curious by nature, so using a story which they can relate to and which gives them behavior examples, is a beneficial resource to develop the Communicative Competence in the English foreign language classroom.

If we were able to take all the different theories and methods available to us, and adapt them to our students’ context, interests and levels, we could be highly satisfied

with our work; because, as I heard César Bona saying in a speech, schools must erase the prejudices and differences that society impose on children.

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Webgraphy.

www.kaganonline.com

www.pinterest.com to get pictures for the activities

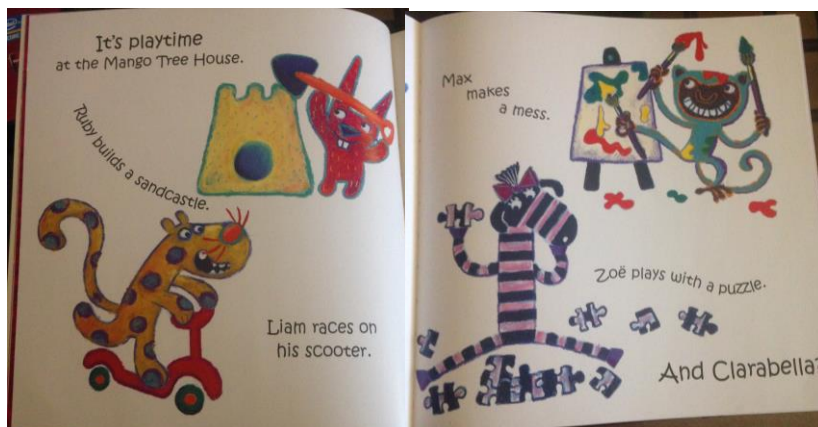
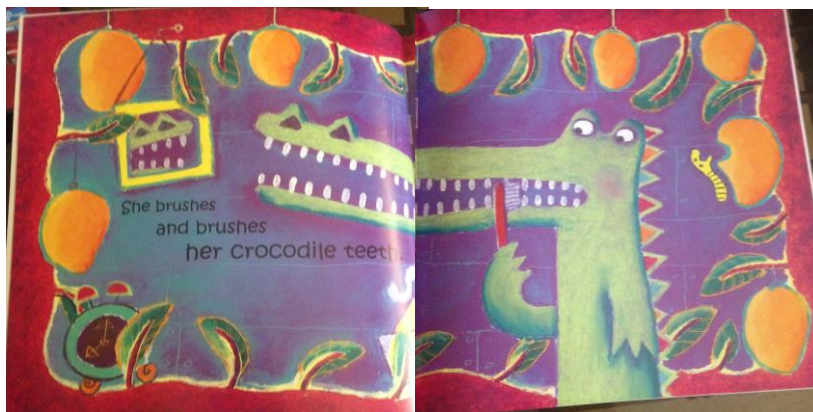
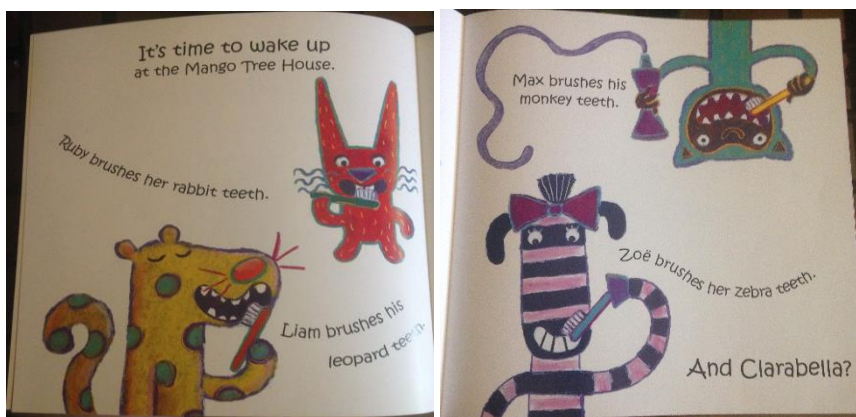
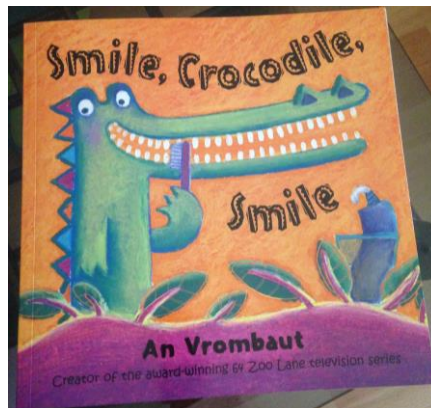
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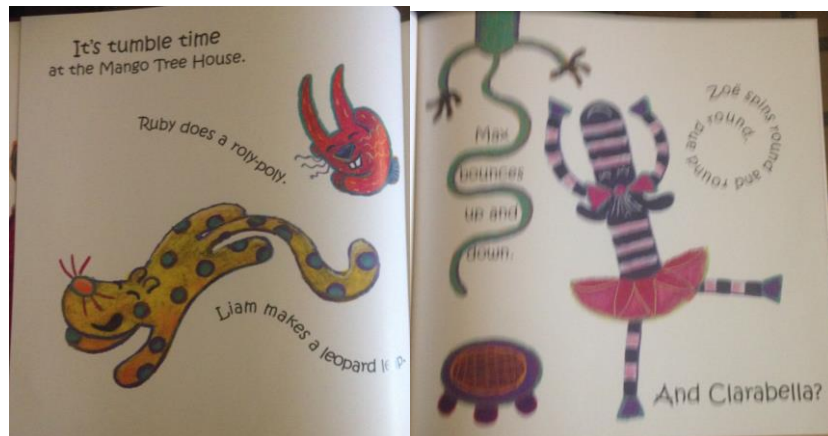
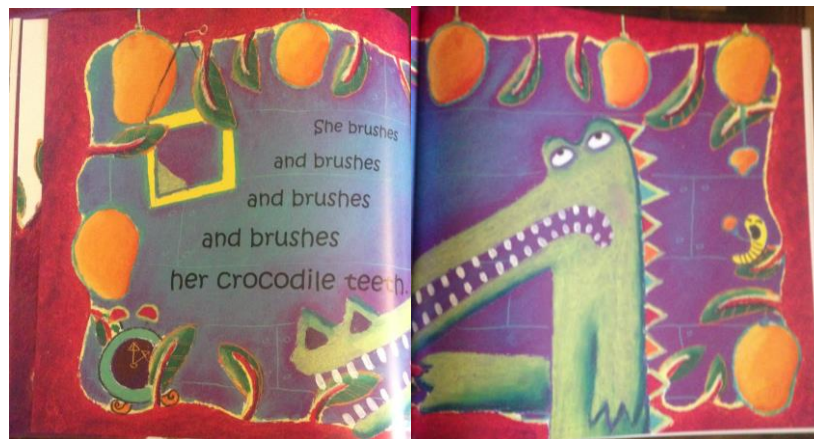
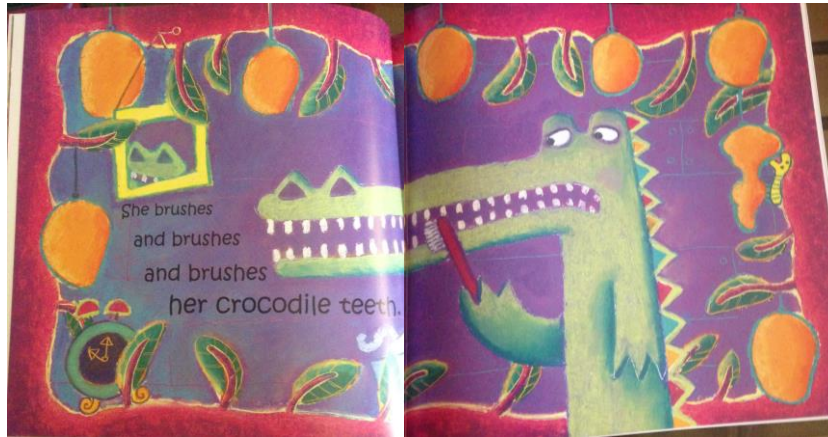
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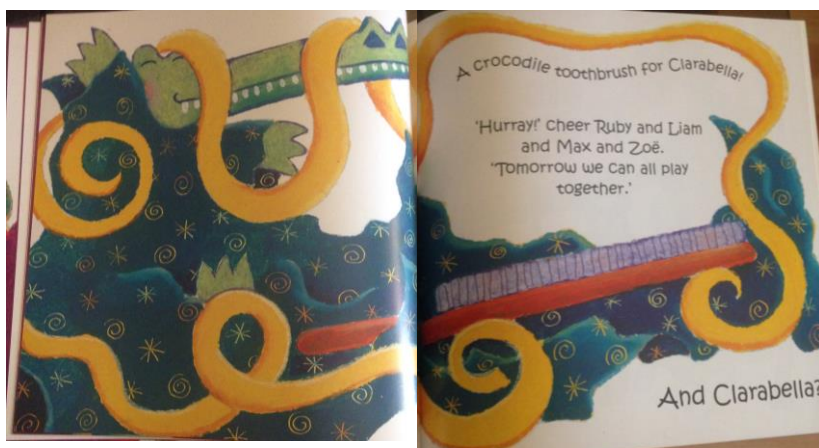
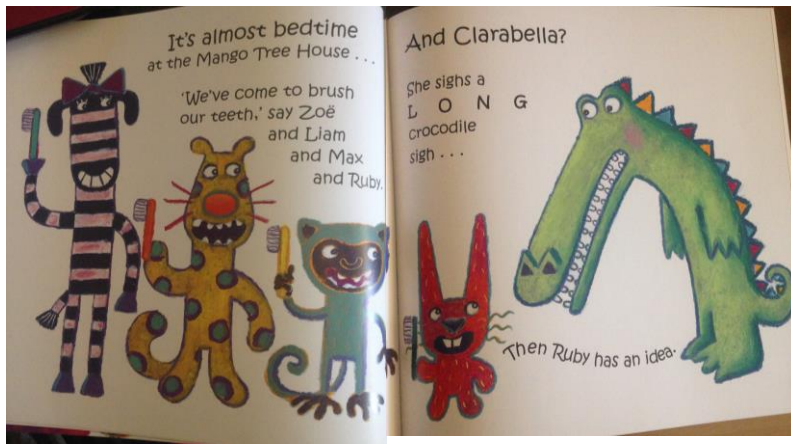
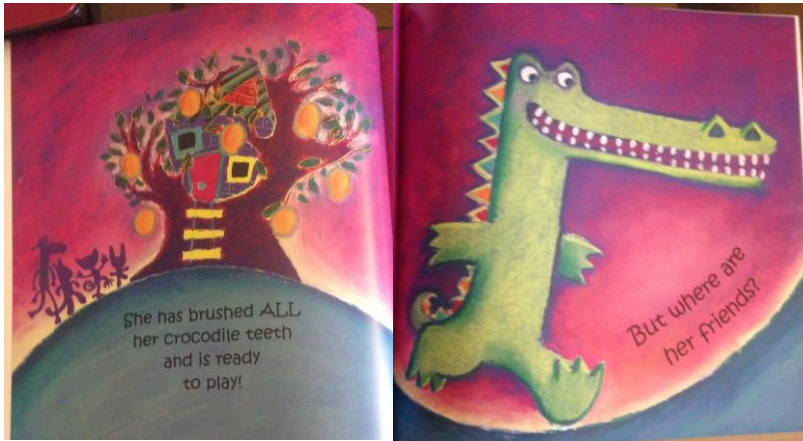
Computer or mobile applications.

Lector QR App.

9. Appendixes









Date: -/-/2015		Unit:	Lesson Number:
Main Objective:			
Place: Infant classroom.		Resources:	
Group: Infants N° students: 16			

		Kind of Activity	Explanation	Time	Resources	Classroom Arrangement	M.I
Beginning	1	Warm up.					
	2	Previous knowledge.					
	3	Aims of the lesson.					
Central Part	4						
	5						
	6						
End	7	To sum up.					
	8	Farewell.					