

Master's Dissertation/  
Trabajo Fin de Máster

**UNDERSTANDING THE COVID-19 PANDEMIC  
THROUGH TPR AND STORYTELLING IN THE INFANT  
EDUCATION ENGLISH CLASSROOM**

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## **Abstract**

The present Master's Dissertation is aimed to create a didactic proposal in English intended for application to a group of pupils in the 3RD year of the second cycle of Infant Education once schools (hopefully) reopen in September after the COVID-19 lockdown. A theoretical framework is set up before explaining the didactic proposal itself. In it an analysis of the current educational situation in Spain after the outbreak of the pandemic is done, to begin with. Then, the teaching of English as a foreign language at an early stage of education, followed by the description of the main approaches to do so, is reviewed. Finally, the importance of recognizing emotions and being able to control those in order to acquire a foreign language is highlighted. The teaching proposal involves a curricular plan based on the use of Total Physical Response and storytelling for the acquisition of content knowledge through English. Even though the didactic proposal has not been implemented, some conclusions can be drawn from the experience of analyzing the educational situation and elaborating a didactic proposal for Infant Education that revolves around COVID-19.

**Keywords:** Infant Education, CLIL, English as a foreign language, Total Physical Response, storytelling, COVID-19.

## **Resumen**

El presente Trabajo Fin de Máster tiene como objetivo crear una propuesta didáctica en inglés para ser aplicada con un grupo de infantes del tercer año del segundo ciclo de Educación Infantil, una vez que las escuelas vuelvan a abrir en septiembre (como se espera) después del confinamiento a causa de la COVID-19. Se establece un marco teórico antes de explicar la propuesta didáctica. Como parte del mismo, se realiza un análisis de la situación educativa actual en España después del estallido de la pandemia en primer lugar. Luego, se examina la enseñanza del inglés como lengua extranjera en una etapa temprana de la educación, seguida de la descripción de los principales enfoques para hacerlo. Finalmente, se destaca la importancia de reconocer las emociones y poder controlarlas para adquirir una segunda lengua. La propuesta de enseñanza implica un plan curricular basado en el uso de la Respuesta Física Total y la narración de cuentos para la adquisición de conocimiento de contenido a través del inglés. A pesar de que la propuesta didáctica no se ha implementado, se pueden sacar algunas conclusiones sobre la situación educativa actual y la elaboración de la propuesta didáctica en torno a la COVID-19.

**Palabras clave:** Educación Infantil, CLIL, inglés como lengua extranjera, Respuesta Física Total, narración de cuentos, COVID-19.

## TABLE OF CONTEXT

<b>1. INTRODUCTION</b> .....	4
1.1. Justification.....	5
1.2. Objectives .....	6
<b>2. THEORETICAL FRAMEWORK</b> .....	6
2.1. <b>The current educational context</b> .....	6
2.1.1. How the COVID-19 pandemic has affected education in Spain .....	6
2.1.2. Towards the “New Normality” in education .....	8
2.2. <b>Teaching English in Infant Education</b> .....	9
2.2.1. The importance of learning English as a Foreign Language in Infant Education.....	9
2.2.2. Methodological approaches to teaching English as a Foreign Language in Infant Education .....	10
2.3. <b>Emotional development in infants when learning a Foreign Language</b> ...	14
2.3.1. Affective factors in FL acquisition.....	14
2.3.2. CLIL and development of emotional competence.....	15
<b>3. DIDACTIC PROPOSAL</b> .....	15
3.1. Contextualization .....	16
3.2. Objectives .....	17
3.3. Contents .....	19
3.4. Methodology .....	21
3.5. Materials, resources and spaces .....	26
3.6. Timing.....	27
3.7. Transversality.....	28
3.8. Interdisciplinarity .....	29
3.9. Evaluation .....	29
3.10. Sequence of activities .....	32
<b>4. CONCLUSIONS</b> .....	46
<b>References</b> .....	49
<b>Annexes</b> .....	55

## 1. INTRODUCTION

The global pandemic caused by the massive spread of the coronavirus (COVID-19) has generated an unprecedented crisis that is already affecting every single country in the planet. In light of rising concern about the current COVID-19 pandemic, many countries have now introduced numerous measurements with the intention to prevent the spread of the epidemic. From restrictions of movement, including social distancing and self-isolation, strengthening health facilities to control the disease, to teleworking and online learning. Due to the last restrictions, a growing number of educational centres across the world have either postponed or cancelled face-to-face learning and other training activities.

In Spain, ever since the closure of all educational institutions, as a preventive measure, we have faced a situation of uncertainty in which educators have been trying to give the most appropriate responses to their students. Shifting from face-to-face to online teaching has not been an easy process for educators, students, and their families. However, massive efforts have been made by educational administrations, schools, and teachers at all level to ensure that school learning is largely undisrupted.

At the same time, they have been thoroughly thinking about some of the measurements to be taken once schools reopen to ensure physical and mental impacts of the COVID-19 pandemic on children are kept minimal. Although in some parts of Spain schools reopened after three months of confinement, in the Phase 2 of the de-escalation process, somehow trying to alleviate many parent's concerns about combining their return to work with their children's educational attainment. Particularly in Andalusia, the reopening of schools has been postponed until the following academic year, which means September 2020.

The introduction of English as a foreign language at an early stage of education – Infant Education – has become a common trend as it will build more proficient speakers of English by the end of the compulsory education. To name just an appropriate example of its usefulness, English has played an important role on the international stage during the outbreak since most of the papers published regarded the coronavirus disease are in English. Unfortunately, during the outbreak of COVID-19, one of the major challenges that education has faced was the teaching of English as a foreign language.

Bearing in mind what has been stated above, for the present Master Dissertation, a didactic proposal for the English class in the Infant Education stage has been designed to be implemented during the first weeks after the reopening of schools. Total Physical Response and storytelling are the main techniques implemented for the development of the proposal, which aims to provide students with some theoretical and practical knowledge about the COVID-19 in order to understand the disease to prevent another possible outbreak and alleviate their anxiety by recognising and controlling their emotions in different situations. Furthermore, seeing connections between what they learn in the classroom and the real world should help students to internalise the information presented and acquire the knowledge much easier.

### **1.1. Justification**

Nowadays, the domain of a second or even a third language has become a priority in education as a result of the current globalisation process in which we live. The advantages and opportunities offered by the increasingly pluricultural demands and needs of our society, along with the guidelines established in the Common European Framework of Reference For Languages (CEFR, 2001) are reflected on the currently-in-force legal framework. Therefore, the introduction of English as a foreign language at an early stage of education – Infant Education – has become a common trend as it will build more proficient speakers of English by the end of the compulsory education.

During the outbreak of COVID-19, one of the major challenges that education has faced was the teaching of English as a foreign language. As a response, the present Master Dissertation, a didactic proposal for the English class in the Infant Education stage has been designed to be implemented during the first weeks of the academic year 2020-2021.

The current proposal, which is based on CLIL, Total Physical Response and storytelling, would provide students with some theoretical and practical knowledge to understand the disease and thus make their own contribution to prevent another possible outbreak which would alleviate their anxiety by recognising and controlling their emotions in different situations. There is no doubt that seeing connections between what they learn in the classroom and the real world would help them internalize the information presented and acquire the knowledge through the foreign language.

## 1.2. Objectives

According to all prior information, the **main objective** of the present Master's Dissertation is to **create a didactic proposal** for a five-year-olds class in Infant Education which would be implemented in September, once the schools reopen, in a school located in Málaga, Andalusia. From that general objective the following **three specific objectives** arise:

- To analyse the current educational situation after the pandemic crisis originated by the COVID-19 outbreak in terms of foreign language acquisition and emotional development.
- To help students understand the main concepts related to the worldwide pandemic caused by the COVID-19 and acquire practical knowledge to prevent another outbreak.
- To provide students with instruments to identify and understand their emotions and feelings, but also other peoples', in different situations.

## 2. THEORETICAL FRAMEWORK

### 2.1. The current educational context

#### 2.1.1. How the COVID-19 pandemic has affected education in Spain

Large scale outbreaks of pandemic disease, natural disasters, or serious air pollution have taken place in the global wide, affecting not only humans' health, but also the education sector. For instance, at the end of 2002, SARS affected several countries around the world. To contain the virus, face-to-face teaching was banned in several regions in China. Similarly, in 2009, the outbreak of H1N1 Flu affected more than one million people around the world, causing school closures in many countries in Europe, North America, Africa or Asia (Cauchemez et al., 2014).

The COVID-19 (SARS-CoV-2) outbreak originated in Wuhan, China, in January 2020, caused by severe respiratory syndrome Coronavirus. It has spread to nearly every country worldwide. On 11 March 2020, the World Health Organization elevated the public health emergency caused by the COVID-19 to a global pandemic.

Just a few days later, through an institutional declaration, the President of the Government declared a state of alarm throughout the entire national territory, which came into effect on 14 March 2020, upon publication in the Official State Gazette (BOE) of *Royal Decree 463/2020, of 14 March, declaring the state of alarm for the management of the health crisis situation caused by COVID-19* (henceforth referred as Royal Decree 463/2020). Within the document, a battery of measures aimed to contain COVID-19 and mitigate its impact in the areas of social life, education, work, trade, healthcare and freedom of movement, among many others were detailed (University Institute of Migration Supplies, 2020: 2-3).

In terms of education, Article 9 of *Royal Decree 463/2020* set out, respectively, the regulatory scope of containment measures in the field of education and training. Thus, under the terms of Article 9: classroom-based educational activity was suspended in all the centres and stages, cycles, grades, courses and levels of education, as well as any other educational or training activities provided in other public or private centres, and during the period of suspension, educational activities would be maintained through the distance and online modalities, whenever possible.

According to UNESCO (2020), the pandemic has affected educational systems worldwide, leading to the widespread closures of schools, which has brought unprecedented educational disruption. In response to school closures, several recommendations were made for engaging in online learning to reach learners remotely and limit the disruption of education, ensuring the right to education within a framework of equal opportunities and non-discrimination and, therefore, leave no student behind.

Moving from a face-to-face education to online learning has not been easy (Hodges et al., 2020). In fact, the COVID-19 pandemic presented a unique challenge to education. Educational institutions and all the stakeholders involved in the educational system had to improvise with the resources they had at their disposal after the permanent, imposed lockdown, making use of their own electronical devices and internet connection in order to enrol in remote education (Brenner, 2020).

As a consequence, regional administrations were the first ones to take some action in order to face the situation. Later in April, the Ministry of Education and Professional Training established some general, flexible guidelines for the educational community and schools to finish the third term of the academic year 2019/2020 and its global evaluation



(BOE, 2020b). In Andalusia, a document was published to address the situation by adapting the “established timing and the telematic mechanisms to guarantee the continuity of the teaching-learning processes” (Junta de Andalucía, 2020, p. 1).

Fortunately, following what had been done by other countries in Asia (Wang et al., 2020a; Zhang et al., 2020) and the guidelines provided by Spanish authorities (BOE, 2020; Junta de Andalucía, 2020), some public administrations enabled the provision of networks for online education, and guaranteed teachers’, students’, and parents’ access to digital educational resources and online education. Although there was not a proper plan on “how to teach during a pandemic”, the actions previously mentioned have ensured that school learning was not undisrupted (Wang, Zhang et al., 2020b).

### **2.1.2. Towards the “New Normality” in education**

At the beginning of the lockdown, the schedule for the reopening of schools in Spain seemed uncertain due to the development of the pandemic. The passage of the weeks has given authorities the opportunity to rethink and redesign the teaching and learning processes, developing and implementing effective responses to the COVID-19 pandemic for the continuation of education through alternate modalities (Reimers & Schleicher, 2020), but also to prepare in time for the resumption of face-to-face learning (UNESCO, 2020). By taking those measurements, education leaders intend to mitigate the educational impact of the pandemic and to prevent learning loss during the period of necessary distancing (Reimers & Schleicher, 2020, p. 7).

In fact, one of the measurements proposed by the authorities in Spain suggested that, during the Phase 2 or 3 of the de-escalation process, educational centres would open only for children from 0 to 6 years old, whose parents have to go to work and have nobody to leave their children with, and students in the last year of Secondary Education and Baccalaureate –to prepare learners for the University Access Tests.

It is too early to estimate the future profile of education. Meanwhile, Reimers and Schleicher, 2020, pp. 7-9) establish a list of priority responses that should be considered by educational institutions in the short term. Schools should focus on completing the on-going academic year, either through face-to-face learning (only in those regions where it is possible) or online learning.

Furthermore, education systems should be working in coordination with the health authorities to educate teachers, students and families about the necessity of a series of behaviours, such as social distancing or constant hands washing to prevent and control the spread of the COVID-19.

## **2.2. Teaching English in Infant Education**

### **2.2.1. The importance of learning English as a Foreign Language in Infant Education**

In the process of globalization, knowing foreign languages will be essential in life, so the teaching of foreign languages to young learners has been introduced in early educational stages due to the fact that they have a potential to learn languages. There are many studies that support the idea of “the younger they learn a language, the better they learn the language” (Crain, 2005; Penfield & Roberts, 1959; Krashen et al., 1976; Krashen: 1982). In fact, Cook and Singleton (2014) argue that it is better to start acquiring a foreign language during childhood since they are better equipped to learn languages as they are still acquiring the mother tongue. In other words, the age factor does influence the acquisition of a foreign language (Brown, 2000).

Nevertheless, learning a foreign language earlier does not lead to attain better results. According to Shin (2010, p. 2), levels of language proficiency seem to be dependent on other factors different from age – the context, the characteristics of the students, the methodology and techniques implemented by the teacher, and the number of hours spent in the English subject found in the curriculum.

The Order ECI/3960/2007 (BOE, 2008) states the importance of an early start to foreign language learning in Infant Education by emphasizing the development of learner’s oral communicative competence as well as the integration of content from the other three curricular areas with foreign language learning. Furthermore, the methodological recommendations provided suggest that teachers should focus on developing learners’ positive attitude towards the foreign language and its culture together with the acquisition of oral comprehension, using the target language as the basis of communication, throughout the development of activities that match children’s different learning styles and learning paces.

In light with the above, according to Ellis (2008), it is important to prepare programmes with suitable approaches, methods and techniques for young learners. Although there are numerous approaches to teaching English as a foreign language, in the following section some of those appropriate for young children will be explored.

## **2.2.2. Methodological approaches to teaching English as a Foreign Language in Infant Education**

### **2.2.2.1. *The Humanistic Approach in English language teaching and learning: Total Physical Response***

Throughout time, language teaching has been changing with the appearance of different models and approaches as a reaction to the unsatisfactory results of traditional methods in the teaching of modern languages with the aim of deepening into the nature of the foreign language learning process.

Over the past decade, the Humanistic Approach has been considered as one of the mainstreams of contemporary educational theories and practices that has influenced the language acquisition pedagogy. The term ‘*humanistic*’ describes learning approaches that emphasize the central role of the ‘whole person’ in the learning process and thus their interests and goals are taken as the basis to organize and facilitate the learning experiences (Prabhavathy & Mahalakshmi, 2016, p. 43). On the other hand, learning is not seen as an end in itself, but rather as a means towards individual development and personal growth in terms of self-awareness, sensitivity of human feelings and emotions, contributing to students’ active involvement in learning and in the way in which learning takes place (Prabhavathy & Mahalakshmi, 2016, p. 45).

As said by Lei (2007), the Humanistic Approach emphasizes the importance of the inner world of the learner and places the individual’s thoughts, feelings, and emotions at the forefront of all human development. Hence, humanistic language teaching is an approach based on the principle that the whole being, emotional and social, needs to be engaged in learning. Thus, the consideration of the learner as the centre of the teaching-learning process is its main feature (Lei, 2007).

There are several approaches to teaching and learning a language grouped under the term 'Humanistic'. On the one hand, we find the first two methods, 'Silent Way' (Gattegno, 1972) and 'Community Language Learning' (Curran, 1972), which are considered to reflect the philosophy of the Humanistic Approach in the fullest measure. On the other hand, 'Suggestopedia' (Lozanov, 1978) and 'Total Physical Response' (Asher, 1977), only incorporate some of the principles of the Humanistic Approach. The last-mentioned method could be implemented in the Infant Education stage due to its anxiety-reducing, barrier-removing and learn-by-doing characteristics.

### ***Total Physical Response***

The 'Total Physical Response' method (henceforth referred as TPR) was developed by James Asher in 1977 and owes most of its founding principles to the findings on mother tongue acquisition, especially regarding the understandable input that a child must receive, or the immediacy of his/her language needs. Likewise, TPR attempts to teach language through speech and movements at the same time. According to Richards and Rodgers (2011), motor activities are means to language learning and it is the better way children acquire their native language.

The learner is primarily a listener and a performer of what the teacher says, whereas the teacher plays an active and direct role, by deciding what to teach and who should present it, as well as monitor and evaluate their own process. Students are encouraged to speak when they have internalized the language and they feel ready to speak (Richards and Rodgers, 2001). It would help them build their confidence as they learn the language as they develop comprehension prior to production. Furthermore, it is widely used in language classrooms in the early childhood period. It is said to be the most effective technique when followed by games, stories and songs, and incorporated in everyday classroom routines. Besides, TPR activities ensure that young learners hear the new input in a meaningful context and respond nonverbally first (Pinter, 2011).

#### **2.2.2.2. *Storytelling***

Storytelling is the oldest form of education. Hamilton and Weiss (2005, p. 2) argues that storytelling should be part of our lessons as it makes the actual lesson more powerful and

motivating. As a natural form of communication, storytelling supports the development of oral language by strengthening the ability to speak (Coskie, Trudel, & Vohs, 2010) and, at the same time, it has the potential to more directly support both reading and writing (Roney, 1989).

Likewise, storytelling can prove to be an effective technique for children to develop those principles involved in second language acquisition. In this sense, stories become scaffolding tools for the learning process as learners feel supported by listening about a familiar topic and progress systematically in their own construction of knowledge (Gibbons, 2002).

According to Nikolov et al. (2007), stories combine some of elements of the second language acquisition theories: the exposition to comprehensible input, the repetition and comprehension as the main tool for learning, the interests and need of the students, and the use of stories associated to meaningful and structured context to help students practice, consolidate and extend students' knowledge on a particular topic.

The use of stories in the English classroom can encourage children to interact with each other and communicate their feelings, ideas and knowledge (Watts, 2006). For young learners, stories can offer a valuable way of contextualizing and introducing new language, making the input comprehensible and memorable since learners are relaxed and entertained (Wright, 2000; Zaro & Salaberri, 1995;). Nonetheless, in order to enhance the teaching and learning process, teachers have to prepare previous and post-activities related to the story itself (Brewster & Ellis, 1991).

### **2.2.2.3. *Content and Language Integrated Learning: Soft CLIL***

Another approach to teaching English in early educational stages is **Content and Language Integrated Learning**, whose acronym is CLIL, coined by David Marsh in 1994. It refers to “any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content” (Marsh, 2012, p. 15).

CLIL emerged on the educational scene as a revolution, proposing challenges and transforming teaching principles and methodologies towards content and language instruction (Dafouz & Guerini, 2009). Coyle (2007) argues that CLIL is a generic term

that comprises several methodologies, but it consists in the integration of content and language in the learning and teaching process.

According to Marsh (2000, p. 3), young children seem good at picking up language when the environment that surrounds them presents natural or real-life situations for language development. It goes without saying that CLIL provides an intense exposure to the language and opportunities for using the language in meaningful situations (Muñoz, 2002). In fact, CLIL offers opportunities to use the foreign language naturally, in such a way that students forget about the language and focus on the learning topic (Marsh, 2000, p. 6).

Although the organization of Infant Education Curriculum differs from other stages, it should be considered that, instead of focusing on teaching English through just one subject, it would be more efficient to plan CLIL lessons organizing contents from a global, comprehensive and interdisciplinary perspective (Riera Toló, 2009). Through CLIL methodology, children not only learn the language and acquire the content, but also they develop other abilities and skills, which means that children learn to use the language, but also use the language to learn (Mehisto et al., 2008, p. 26).

Given these circumstances, CLIL appears to be a suitable approach to learn English as a foreign language. From all the different approaches to CLIL, in contrast with ‘hard-CLIL’, in which content is taught similarly as it would be in subject classes, ‘**soft-CLIL**’ corresponds to the approach proposed for the Infant Education bilingual context since teachers are required to choose a theme or topic and then plan a range of activities related to a curricular area found in the Infant Education curriculum (Bentley, 2010).

According to Ikeda (2013, p. 32), it is taught by trained CLIL language teachers who help learners develop the foreign language competence first, and the content knowledge later. This means that CLIL is, therefore, language-led and not content-led, reducing the latter to a mere content topic used to teach a specific target language (Ball, 2009; Bentley, 2010).

Implementing CLIL in early educational stages includes a wide range of methodologies and techniques in order to integrate the daily routines with the foreign language learning. Thus, taking into consideration what has been stated in the beginning of the section, teachers should accompany content and language instruction with some of the techniques most used by teachers in English learning in Infant Education, such as TPR

activities, stories, songs and rhymes, games and audio-visual resources, among others (Rodríguez López & Varela, 2004). By doing so, teachers create an atmosphere where students can explore the new language and learn through meaningful and stimulating activities.

### **2.3. Emotional development in infants when learning a Foreign Language**

#### **2.3.1. Affective factors in FL acquisition**

According to Hinton, Miyamoto and Della-Chiesa (2008), schools are intrinsically involved in emotional development since emotion is fundamental to learning and, therefore, emotions have to be more than present throughout the development of the student's education.

Salovey and Mayer (1990) used the term 'Emotional Intelligence' to describe the emotional qualities that are important to achieve success in the academic achievement. Later, Bisquerra (2000) and Goleman (1995) addressed the concept of 'Emotional Education', which supposed a revolution in the educational field. According to the first, the term not only implies the acquisition of knowledge, it also allows students to behave better as they sympathize with their fellows, preventing bad habits, manners and bearing. In this sense, the emotional dimension is educable, in other words, these capacities can be taught and, therefore, learnt (Darder & Bach, 2006).

It can be said that 'Emotional Education' is an approach that has to be integrated within the syllabus as it will give students the foundations to dominate and embrace their emotions and feelings to have a better self-understanding and to develop empathy.

There are numerous investigations about the role of emotional or affective factors in the success of second language acquisition (Gardner, 1985, Gardner & Lambert, 1972). In fact, several methodologies, being some of them The Silent Way, Community Language Learning and Suggestopedia, have addressed emotional notions, motivated by Krashen's 'Affective Filter Hypothesis', which states that learners have an 'affective filter' that allows them to acquire a language when students receive comprehensive input and their affective filters are low (Krashen, 1982).

In order to make use of the 'Affective Filter Hypothesis', Du (2009) argues that teachers have to attend to students' motivations, encourage them and comfort them to

keep a positive attitude towards the language learning. Likewise, teachers have to impulse learners' confidence and reduce the anxiety about the foreign language by helping them to cultivate self-confidence, encouraging and praising them.

### **2.3.2. CLIL and development of emotional competence**

Teaching and learning content through an additional language offers opportunities both within and beyond the curriculum to enrich learning, skill acquisition and development (Coyle, 2007). In fact, CLIL methodologies incorporate support and intrinsic motivation, as well as emotional development, since they include cooperative learning techniques, scaffolding and active learning, which foster affective growth of the students.

Targeting learners' emotions in the CLIL classroom is likely to have positive outcomes on their language learning. According to De Diezmans (2012, p. 66), "CLIL students have better communication skills and communication skills may help the development of certain strategies related to expression and comprehension that are necessary for emotional competence".

## **3. DIDACTIC PROPOSAL**

The following didactic proposal has been designed taking into consideration the guidelines provided by the UNESCO (2020, p. 10) for the Preschool stage on how to engage students on preventing and controlling the spread of COVID-19 and other viruses. Therefore, the storybook, 'My hero is you' and the activities included within the proposal focus on understanding the basic concepts of the disease prevention, developing good health behaviours (covering coughs and sneezes with the elbow and washing hands frequently), answering students' questions regarding the disease in an age-appropriate manner or identifying their feelings and emotions when facing a wide range of situations occurred during those difficult times (UNESCO, 2020, p. 10). At the same time, those activities are further based on the specific needs of children in terms of linguistic level, characteristics and personal needs.



### **3.1. Contextualization**

The proposal described in the following pages has been designed for a classroom in the 3<sup>rd</sup> Year of the Second Cycle of Infant Education with 22 students, 9 boys and 13 girls in total, whose ages are between 5 and 6 years.

As it has been stated in the previous section of the MA Dissertation, some researchers have shown that children learn a second language better when they are young, which supports the idea of the early introduction of foreign language teaching, the better. The Critical Period Hypothesis supports the idea that young children can learn a second language particularly effectively before certain age – being this puberty – due to the fact that their brain cells are still able to use the mechanisms that assisted first language acquisition (Lightbown & Spada, 1999).

Although each learner is different and diverse paces, learning styles and individual characteristics could be found, there are some general aspects that must be taken into consideration due to their age – from five six five years old – according to the most outstanding Piaget's contributions (Huit & Hummel, 2003).

During the 'Preoperational Stage' (2 to 7 years old), young children can think about things symbolically, which means that one thing – a word or an object – stands for something other than itself (McLeod, 2018). At the same time, children focus on a single feature of a situation at a time and learn best with concrete experiences and immediate goals. According to Heo et al. (2011), language development is one of the hallmarks of this period. Children mainly learn through oral language, meaning they are capable of developing good oral skills, pronunciation and intonation when they have a good model, being this the English or content language teacher. Likewise, as students will have very limited English capability, the teacher will need to use a lot the mother tongue.

As for the social development, even though learners are still very egocentric, they are learning to socialise, share and cooperate (McKay, 2006, pp. 8-9). In fact, learners work better in groups and interacting with their classmates, which would overlap with their emotional development, providing a sense of security. Pinter (2011, p. 9) argues that social environment plays an important role in the learning process. In other words, children benefit more when in contact with other pupils to experiment and learn.

Due to the psycho-evolutionary characteristics, specially their short attention spans, five-year-old learners need to have a great variety of activities, as well as clear routines and patterns that foster the acquisition of knowledge by repetition. According to McKay (2006, pp. 6-14), children from 3 to 6 years old are in constant gradual development, meaning they continue to learn through concrete experience, what can be called “learning by doing”.

According to Phillips (1993), the way children learn a foreign language depends greatly on their developmental stage. Therefore, the activities found within the didactic proposal need to carefully match the students’ age and ability level if language learning success is to be accomplished. At the same time, the methodologies to be implemented should be flexible, allowing teachers to select and adapt techniques and activities appropriate to the specific students' characteristics and needs.

### 3.2. Objectives

In the following section, we are going to focus on one of the most important parts of the syllabus: the objectives. By objectives we refer to what we expect our students to be able to do or what attitudes we expect them to demonstrate by the end of the didactic proposal and which underline the design and delivery of the activities included in it. For the present proposal, we should consider two different levels of objectives according to the legal documents and another one with specific objectives for the proposal itself.

The first set of objectives are included in the *Order ECI/3960/2007 December 17th, in which the curriculum is developed*, and the following didactic proposal is intended to develop the following general stage objectives (BOE, 200, p. 3, my own translation):

b) To observe and explore their family, natural and social environment. To know and to value the characteristics and the customs, and to participate actively, gradually, in social and cultural activities in their environment.
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c) To progressively acquire autonomy in their usual activities.
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e) To interact with others and to progressively acquire elementary guidelines for coexistence and social relationship, as well as to participate in the peaceful resolution of conflicts.
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f) To develop communication skills in different languages and forms of expression.
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In the *Order of August 5, 2008, by which the curriculum corresponding to Infant Education stage in Andalusia is developed* we can appreciate that the contents of Infant Education stage are grouped in three different areas, *Knowledge of him/herself and personal autonomy*, *Knowledge of the environment* and *Languages: communication and representation*. In this particular case, the following proposal fosters the acquisition of the following objectives (BOJA, 2008, pp. 38-39, my own translation):

#### ***Knowledge of him/herself and personal autonomy***

2. To identify the needs, feelings, emotions or preferences, and to be able to control, express and communicate those to people, and gradually identifying and respecting other people's ones.

4. To participate in the satisfaction of their basic needs, in an increasingly autonomous way. To acquire healthy habits and attitudes, appreciating and enjoying everyday situations.

#### ***Knowledge of the environment***

6. To relate with others in an increasingly balanced and satisfactory way, gradually taking into account the needs, interests and points of view of others, progressively internalizing patterns and modes of social behaviour and adjusting your behaviour to them.

#### ***Languages: communication and representation***

1. To express emotions, feelings, desires, and ideas through different languages, choosing the one that best suits each intention and situation.

2. To use the oral language as an instrument of communication, representation, learning and enjoyment, expressing of ideas and feelings, valuing it as a means of relating to others and regulating coexistence.

3. To understand the communicative intention and verbal messages of other children and adults, adopting a positive attitude towards the language, both their own and foreign.

6. To develop their artistic sensitivity and creative capacity, approaching the manifestations of body, musical and plastic languages and recreating them as codes of personal expression, values, ideas, needs, interests, emotions, etc.

7. To be initiated in the oral use of a foreign language to communicate in different situations in the classroom and to show interest and enjoyment by participating in these communicative exchanges.

### 3.3. Contents

In the Article 5 of the *Order ECI/3960/2007 December 17th, in which the Infant Education curriculum is developed*, we can appreciate the contents of Infant Education stage grouped in three different areas: *Knowledge of him/herself and personal autonomy*, *Knowledge of the environment and Languages: communication and representation*. This last area is going to be the main area we are going to be working since it focuses on the development of the languages, oriented towards the acquisition of communicative competence in the foreign language. However, it would be important to highlight some of the contents belonging to other areas. Thus, the **contents** that have to be learned throughout the Second Cycle of Infant Education are the following ones (BOE, 2008, pp. 19-24, my own translation):

#### *Knowledge of him/herself and personal autonomy*

<b>Block 1: The body and her/his personal image</b>
Identification and expression of feelings, emotions, experiences, preferences and interests of themselves and others. Initiation to emotional awareness and participation in conversations about emotional experiences. Willingness and effort for the progressive adaptation of the expression of your own feelings and emotions, adapting it to each context.
Association and progressive verbalization of causes and consequences of basic emotions, such as love, joy, fear, sadness, or anger.
<b>Block 4: Personal care and health</b>
Actions and situations that promote health and generate well-being for yourself and others. Verbalization of personal experiences in this field and their evaluation.
Progressively autonomous practice of healthy habits: body hygiene, food, and rest. Proper use of spaces and objects. Request and acceptance of help in situations that require it. Assessment of the helping attitude of other people.
Collaboration in the maintenance of clean and tidy environments.

Acceptance and evaluation of the rules of behaviour established during meals, displacements, rest and hygiene, with progressive initiative in compliance.
Assessment of risk factors that directly affect health and adoption of prevention and safety behaviours in habitual situations. Identification and progressive recognition of pain and illness of oneself and others. Attitude of tranquillity and collaboration in situations of illness and small accidents.
Identification, critical assessment and verbalization of factors and daily social practices that favour or not health. Progressively critical attitude towards messages broadcast by advertising that may affect one's well-being and the relationship with others.

***Knowledge of the environment***

<b>Block 3: Culture and life in society</b>
Identification of the first social groups of belonging: family and school. Realized awareness of the need for its existence and operation. Enjoyment and appreciation of affective relationships established in them.
Progressive adoption of adequate behavior guidelines and basic rules of coexistence. Willingness to share and resolve conflicts through dialogue in a progressively autonomous way.

***Languages: communication and representation***

<b>Block 1: Oral Language</b>
<b><i>Listen, speak and talk</i></b>
Progressive use and appreciation of the oral language to evoke and relate events, to explore knowledge, express and communicate ideas and feelings and as an aid to regulate one's own behaviour and others.
Participation and active listening in habitual communication situations. Progressive accommodation of their statements to conventional formats, as well as an approach to the interpretation of messages, transmitted by audiovisual media.
Comprehension of the global idea of oral texts in a foreign language, in habitual classroom situations and when talking about familiar and predictable topics. Positive attitude towards the foreign language.
Development of basic strategies to support the comprehension and oral expression of messages in a foreign language: use of the visual and non-verbal context and of the

previous knowledge on the subject or the situation transferred from the languages that you know to the foreign language.
Interest and positive attitude towards the different languages used in the environment and towards the particular uses that people make of them.
<b><i>Closeness to the literature</i></b>
Closeness to the written language as a means of communication, information and enjoyment. Interest for exploring some of its elements.
Interest in sharing interpretations, sensations and emotions caused by literary productions.
<b>Block 3: Artistic language</b>
Expression and communication of facts, feelings and emotions, experiences, or fantasies through drawing and plastic productions made with different materials and techniques.
Interpretation and memorization of songs, dances and simple instrumentation.
Active participation and enjoyment in listening to music, playing music and performing songs and dances.
<b>Block 4: Body language</b>
Discovery and experimentation of gestures and movements as bodily resources for expression and communication.
Exploration of one's expressive and communicative possibilities in relation to objects and materials.
Participation in dramatization activities, dances, symbolic games and other games of body expression.
Association of gestures and daily movements to linguistic expressions in a foreign language to promote the acquisition of vocabulary and communication.

### 3.4. Methodology

According to the Annex II of the Order ECI/3960/2007 (BOE, 2008: pp. 27-35), the methodology to be implemented should take into consideration the students' personal and social characteristics and the evolution of their abilities and interests, as well as the students' previous knowledge. Accordingly, the methodology to be presented should be learner centredness, based on the psychological evolution of the children at this age, as well as foster interaction and communication.

One specific feature of this educational stage is **the role of games** as an instrument of educational intervention, meaning that, due to students' characteristics, activities found within the didactic proposal should have a playful value (BOE, 2008). Through the game, children are able to imitate behaviours and representation of models that would contribute to comprehension and interpretation of the world that surround them in order to acquire specific knowledge. Monsalve and Correal (2006, p. 132) states that learners become actors who use the language to convey meaning in real situations both inside and outside the classroom. The other feature that should be bear in mind is the **infant activity**, which means that children learn by doing. It is a process that require observation, manipulation, experimentation, reflexion, and mental effort (BOE, 2008). The activities found should be varied in terms of type of activity, linguistic skills, timing, and grouping. Interaction between peers is essential during this educational stage for their cognitive development.

In general terms, the main goal to be achieved in the English subject is the development of students' communicative competence. There are many reasons for the importance of oral language. One of them is that human **communication is mainly oral**. Therefore, the first step to learn a language is to listen with the purpose of assimilating vocabulary and grammar, and then to start to imitate what other people say until being able to do it for yourself (Krashen, 1982), valuing the **age and level of social, cognitive and emotional development**, very important when planning in the case of learning that takes place under instruction.

The methodological approach of the proposal focuses on **CLIL methodology**, a flexible and communicative approach through which children are exposed to English in short and simple activities. The CLIL used for this proposal is called Soft CLIL in which teachers are required to choose a theme or topic – the New Normal after the COVID-19 pandemic – and then plan a range of activities related to the areas found in the Infant Education curriculum (Bentley, 2010). Furthermore, the main aim of this model is to foster receptive and communicative skills using TPR activities, games, action songs or storytelling, among others, for introducing children to the foreign language, in this particular context English, and to improve their knowledge about curricular topics.

Along with the CLIL methodology, the **Communicative Approach** will be a constant model in the classroom as using the English language will greatly improve the development of communicative abilities (Canale & Swain, 1980). Due to the English level of the students, in Infant Education, the ability to communicate in English means

the ability to understand and produce spoken texts, both listening and speaking. At the same time, students still do not understand the need to communicate in English, so teachers need to stimulate learning by focusing on **oral production skills**.

In light with the above, one of the most important strategies that teachers have to implement within the teaching and learning process is **scaffolding**. Teachers have to adapt the input to the students' level to learn the language, from providing initial support in the initial stages of learning to, once they have acquired the necessary skills, to gradually remove the scaffold or support by adding more complex activities. Therefore, our main is to support the children for her or him to become independent.

Therefore, in order to promote English learning, it is important to implement scaffolding strategies, from the **interaction between teacher and students**, including direct feedback, to providing **message redundancy** to enrich the linguistic and extralinguistic context, and the use of **demonstrations, modelling, role-playing**, as well as **extralinguistic and paralinguistic information** to make English comprehensible. Other strategies teachers should implement in Infant Education is **paraphrasing and recasting** often, rather than correcting children' errors, the teacher should reformulate or rephrase what the student has said with the correct and appropriate language.

The classroom is a place in which teacher and students interact to each other, where **routines and patterns** are used as a communicative strategy to foster interaction. Krashen (2002, p. 9) argues that those routines may be helpful in establishing and maintaining social relations and managing conversations. In other words, the implementation of those routines in the English classroom support the students' communicative competence. When it comes to foreign language teaching, those routines become 'linguistic routines', for instance, frequent contextualized expressions that are heard and produced within recurring situations (greetings, forming lines, changing the setting for the next activity or providing feedback, among others).

Furthermore, some of the strategies, techniques and activities that work well for pupils between four to six years old are games, flashcards, TPR activities, actions songs, tasks that involve movements and "learning by doing", and simple repetitive speaking activities that have an obvious communicative, simple, repetitive value. In the following paragraphs, each of the strategies and techniques mentioned before are about to be explained.



Following Philips' (1993, p. 5) suggestions in teaching English for young learners, the **activities** designed for the proposal should be simple enough for pupil to understand what is expected, always within their cognitive, affective and psychomotor abilities, and largely orally based. In other words, activities need to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.

When young people are playing, they are engaged in learning in ways that are more complex and challenging than some other school formal tasks; so, if chosen appropriately and implemented correctly, **games** may provide cognitive development and may thus be of extreme help for students when learning a language. In fact, several theories support the use of games to acquire a foreign language (Gardner, 1983; Herbert, 2000).

Another resource that plays an important role in language acquisition in these stages are flashcards, pictures and images. There is no doubt that **flashcards** are effective and easy to use, which could be considered an ideal resource in the Infant Education stage in order present or revise vocabulary, as exposure or practice activities.

As it has been stated above, **Total Physical Response (TPR) activities** in teaching English to young learners has a lot of potential since it helps learners develop and acquire linguistic skills by developing listening comprehension through a series of commands to which students respond with physical activity (Savic, 2014: 447). Just like action games, TPR activities can be used to introduce new language in a very effective way. According to Savic (2014: 450), the teacher interacts with children in the following order: "giving commands, modelling the desired behaviour, removing the model after a few repetitions, combining commands in unexpected and creative ways, or turning them into stories".

Research has proved that we rely heavily on our senses to process information when learning so engaging more than one sense when teaching can help information processing (Caine, 2000). In that sense, **music** is a great teaching tool because of its universal appeal, connecting all cultures and languages, being one of the best and most motivating resource in the classroom. In fact, everyone would admit that music and rhythm are forms of cultural expressions in all cultures and in all ages.

As Read (2007) notes, the use of **songs** contributes to learners' overall development, and provides them with authentic and enjoyable input. Besides, Goodwing (2001) points out that songs, chants and rhymes can provide strong patterns of stress and intonation that may help students grasp the sounds and the rhythm of English. The songs implemented in the proposal are '**action songs**', predominantly used with young learners but can be also adapted to higher levels. Those types of songs require movement or any type of dramatization while singing and offer huge potential for learning new vocabulary and language. During singing, students can connect the meaning of the words with movement, which make new vocabulary easier to remember.

Last, but not least, the technique of **storytelling** plays a pivotal role within the proposal. According to Read (2007, p. 114), children in school becomes familiar with stories and narratives convention in the mother tongue, which they quickly transfer into willingness to listen and participate in stories in English. As Cameron (2001) states, storytelling is widely accepted as one of the most natural and effective ways of introducing children to continuous and coherent spoken discourse. It is considered a useful tool to engage children on enjoying literature, because not just the teller, but also the listener has an active role. At the same time, it helps learners improve their ability to understand and lead to a more autonomous type of learning.

Learning a foreign language through stories good option to introduce the literature in the EFL classroom because it allows us to join literature and oral input. Besides, thanks to the materials that we use while telling a story and the way of doing that, what we will explain later on, that input will be comprehensible. Thus, at the time that children are enjoying listening the story they are learning and acquiring the language too.

The storybook selected for the proposal is called 'My Hero is You' (Patuck, 2020), which was written for children around the world affected by the COVID-19 pandemic to help them understand and come to terms with COVID-19. In general terms, the book explains how children can protect themselves, their families and friends from coronavirus and how to manage difficult emotions when confronted with a new and rapidly changing reality. It is important to note that students are working with the book in their mother tongue which could help students acquire the content knowledge in the foreign language.

For schools, **emotions** are another area of knowledge and, therefore, it is put into practice at all stages in life through sequenced programmes or activities which can be started during Infant Education. Taking emotional education into practice could enriched the pupils as regards of their personal and professional growth (Cassà, 2005).

For that reason, emotions play an important role in the present proposal, since the day one of their come back, students will be being asked about their feelings and emotions, in order to help them identify not only their own ones, but also their classmates and their teachers'. It is important for them to be aware of the consequences of some actions in people's life and realize how their behaviours can affect other people's feelings. At the same time, they have to learn to control their feelings when problems arise, so as to be able to face them and find the better solution individually or as a group.

The last technique implemented contributes to self-control of emotions and feelings. Several exercises of **mindfulness** would be included at the end of each lesson to help mitigate the effects of bullying (Zhou, et al., 2016) and reduce attention problems (Crescentini et al., 2016), as well as improve social skills when well taught and practiced.

### 3.5. **Materials, resources and spaces**

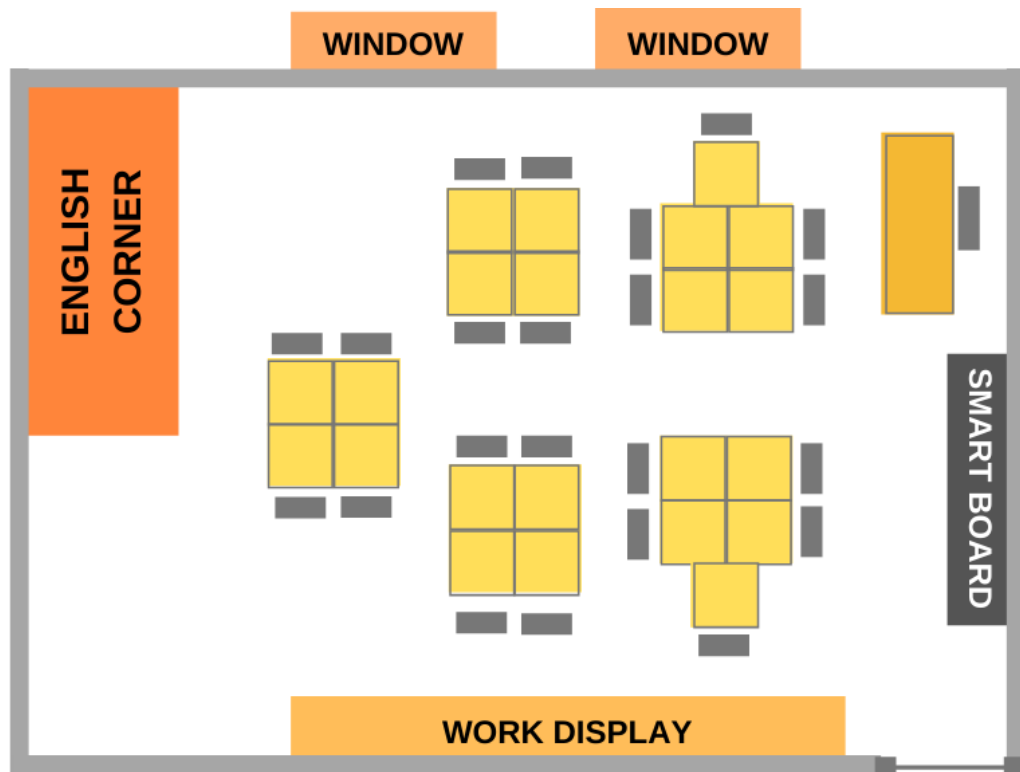
In order to create a safe and enriching environment where students discover, understand and use the target language, the selection of materials and resources have to be thoroughly chosen, taking into consideration not only the characteristics of the group, but also the current educational context. Therefore, the **materials and resources** found in this didactic proposal have to be varied and visual for engaging and motivating learners towards the language and content acquisition. As teachers, we have to ensure that all students will be able to access and use those resources to suit their varying degrees of learning. In the following chart, there is a classification of the material according to four different type:

<b>Teaching material</b>	Printed materials: posters, flashcards, worksheets and pictures; realia; English games; audio-visual materials; and material made by students.
<b>Classroom spaces</b>	English corner, reading corner, English Wall, work display and working place.

**ICT tools** Laptop, smart board, projector, internet connection, pencil, among others.

**Human resources** English specialist and content teacher.

The image below shows a map of the classroom, its organization and the different spaces it includes to work, in which some of the materials we have mentioned can be seen and display, which can help us image a real lesson developed in it.



### 3.6. Timing

The following chart shows how the six sessions will be sequenced throughout the first two weeks of the academic year 2020-2021, according to the curricular regulations, Instructions of May 15, 2019, from the general direction of educational organization and evaluation, on the organization and operation of bilingual education (Junta de Andalucía, 2019), which establishes, at least, an hour and a half a week for the Second Cycle of Infant Education. Therefore, the English hours will be divided in four forty-five-long sessions, corresponding to two sessions a week.

SEPTEMBER 2020-2021						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
14	15 Lesson 1: Introduction	16	17	18 Lesson 2: Pre- Storytelling	19	20
21	22 Lesson 3: Storytelling	23	24	25 Lesson 4: Storytelling	26	27
28	29 Lesson 5: Post- Storytelling	30	1	2 Lesson 6: Evaluation	3	4

### 3.7. Transversality

The teaching activities will include some contents interacting in every area and related to the values stated in legal documents and others related to the characteristics and needs of our students. From the different contents that the curriculum establishes to be worked in the classroom, we are going to give priority to those more related with our student body's needs and the current situation:

- Acquisition of social skills to foster the development of communicative conventions so as to be able to participate in simple conversation, always showing respect and tolerance towards other people's opinions.
- Learning to learn, which means, acquiring a set of skills and abilities to regulate one's own learning.
- Development of healthy behaviours towards the prevention of another COVID-19 outbreak.
- Identification and control of their own emotions and feelings, but also other people's to face different situations so as to be able to face them and find the better solution individually or as a group

### 3.8. Interdisciplinarity

As it has been previously mentioned, the Infant educational stage is seen as global learning experience in which contents are grouped in three different areas. Nonetheless, most of those contents belong to different content subjects, mainly **English as a foreign language**, since they are going to be learning the content knowledge through an additional language and they are going to be receiving input in order to produce some output at the end of the unit. Furthermore, students are going to be performing and singing songs, which implies elements belonging to the **Music** subject, and the expression of their emotions and feeling through their art, involving **Arts** content area.

### 3.9. Evaluation

According to the *Order of August 5, 2008, by which the curriculum corresponding to Infant Education stage in Andalusia is developed* (BOJA, 2008: 52-53), the **evaluation** in the stage of Infant Education should be individualized and is considered as a global, continuous and formative process, which provides qualitative and explanatory information about the learning process of students. It will have as reference the objectives established for the stage. In this sense, the evaluation will be procedural and continuous, which implies its link to the development of all kinds of educational situations and activities

For this particular proposal, different procedures, techniques and instruments adjusted to the evaluation criteria and the specific characteristics of the student body will be used to carry out the evaluation. As a consequence, different types of evaluation will be used according to specific moments in the teaching and learning process:

- **Initial evaluation.** It will take place at the beginning of the didactic proposal to check our students' previous knowledge, such as TPR activities, games or songs. In this particular case, the first day will be our initial evaluation so as to see how students feel after coming back from such a long period of time without seeing each other and after such an experience of lockdown and social-distancing.
- **Formative evaluation.** This will take place along the learning-teaching process, considering the pupils' activities and behaviours. It is used to evaluate all aspects related to our students' daily basis, such as their daily progress, performance and effort in the classroom, their behaviours, or their attitudes, among others. The

activities found along the development of the storytelling will be considered as formative assessment.

- **Summative evaluation.** It is the assessment that occur at the end of the proposal, considering the pupils' evolution and development in the learning-teaching process. It will be very important to keep in mind where we started (Initial evaluation) and where we have come to. Therefore, in the last lesson some activities, along with the self-assessment worksheet will work as summative evaluation instruments.

In the Annex I of the *Order ECI/3960/2007 December 17th, in which the Infant Education curriculum is developed*, **assessment criteria** are defined as specific referents to evaluate students' learning progress. Those criteria describe what must be valued and achieved by students in relation with competences and knowledge in each area. The following evaluation criteria would be taken into consideration when designing the evaluation instruments and their specific evaluation indicators in each of the detailed lessons found in the following section:

#### ***Knowledge of him/herself and personal autonomy***

- |   |
|---|
| 1. Manifest a progressive control of his body, globally and sectoral, showing an increasingly adjusted knowledge of his body scheme, showing confidence in his possibilities and respect for others.  |
| 2. Show signs of improvement in their motor skills and manipulative skills and participate in games, progressively regulating the expression of feelings and emotions.  |
| 3. Show some autonomy in the acquisition of basic habits of personal care, hygiene, health and well-being and progressively consolidate them. Advance in the autonomous realization of habitual activities to satisfy basic needs, showing interest and initiative. |

#### ***Knowledge of the environment***

- |   |
|---|
| 3. Identify and get to know the most significant social groups in their environment, some characteristics of their organization and the main community services they offer. Give examples of their characteristics and cultural manifestations, and value their importance. |
|---|

### *Languages: communication and representation*

1. Participate in communicative situations through proto-conversations, or turn system, and social interaction games.
2. Use the oral language in the most convenient way for communication with peers and adults, according to communicative intentions, and understand various oral messages, showing an attitude of attentive and respectful listening.
4. Express themselves and communicate using means, materials and techniques typical of the different artistic, technological and audiovisual languages, showing interest in exploring their possibilities, enjoying their productions and sharing aesthetic and communicative experiences with others.

Assessment must consist of a diverse **combination of tools and instruments** which provide objective, quantitative data in order to give information about the process and make it possible to assess each student. Once more, the objective is to have carefully collected data which gives a precise record of progress made with learning and possible difficulties. According to the previous criteria, we have designed our evaluation using different instruments and tools:

- **Observation and daily work checklist.** Observation is the most useful tool to monitor the student's daily work, effort, and participation. It will be used in conjunction with a checklist in order to help us collect the necessary information to make observation a successful instrument of evaluation (Annex 1). It also provides us with a written reminder of what we have seen in the class.
- **Classroom activities.** In each lesson, there are specific activities that will be taken into consideration to evaluate students' work, for example, actions songs or drawings. Those classroom activities are specified in the 'Instruments of evaluation' section of each session.
- **Self-assessment.** At the end of each lesson, the teacher will provide students with a worksheet (Annex 2) in which they have to assess the activities they have done that day. They will have to stick a happy, sad or inexpressive face regarding their preferences.



### 3.10. Sequence of activities

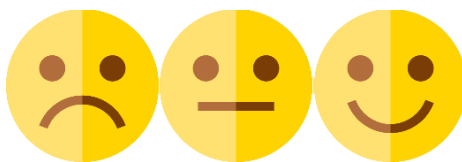
'MY HERO IS YOU'		LESSON 1	INTRODUCTION
<b>TIMING</b>	45 minutes	<b>SCENARIO</b>	The regular classroom since students only will have contact with their 'bubble group'. It means that they will not have contact with children from other classes and will stay in their classroom during the whole day.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To acquire the new routines established by the school in order to prevent an infection of the COVID-19</li> <li>• To revise vocabulary previously seen related to the expression of emotions and feelings</li> <li>• To observe and identify different emotions in a given situation through physical reactions of the people involved</li> <li>• To be able to express their emotions and feelings orally and graphically</li> <li>• To be aware of the importance of knowing/expressing/controlling their feelings and emotions</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• <b>Language:</b> imperative, language structures ("<i>I am/I'm + emotions/feelings</i>")</li> <li>• <b>Content:</b> emotions and feelings (sad, angry, happy, bored, upset, embarrassed, ...) actions (take your temperature, wash your hands, cover your mouth when cough or sneeze, avoid touching the face, avoid sharing food, drink lots of water everyday)</li> </ul>		
<b>GROUPINGS</b>	The activities found in the first session will be performed individually sitting in a circle or in their desks.		
<b>MATERIALS</b>	Hygiene poster Flashcards with healthy behaviours Face emoticons		

	Images with specific situations
<b>DEVELOPMENT OF THE LESSON</b>	
<b>Introduction to the new routines (10')</b>	
<p>The first ten minutes of the lesson will be spent in introducing the new routines to the students, which consists in <b>washing their hands with hand sanitizer or soap</b> while singing a song, and reminding students when they have to wash their hands following the instructions of a poster the teacher has put in the door (Annex 3). Another routine will be to remind some <b>healthy behaviors</b>, such as covering coughs and sneezes with elbow, washing hands frequently or keeping some distance. All of it with the intention of preventing another possible outbreak of the COVID-19 pandemic.</p> <p>Once all students have entered the classroom and have sit at their desks, the teacher will ask them the <b>regular questions</b> she used to asked before the pandemic outbreak: “<i>How are you?</i>”, “<i>How do you feel today?</i>”, “<i>What’s the weather like?</i>” or “<i>What day of the week is it?</i>”, among others, in order to revise what the students remember.</p>	
<b>A.1.1. Emotions and feelings (15')</b>	
<p>In this first part of the lesson, children will start recognizing key vocabulary and distinguishing in the teacher’s speech words which are known. They will search the main information paying attention to the gestures and extralinguistic information provided by the teacher. Therefore, an ear-training is developing while these words start to be memorized.</p> <ul style="list-style-type: none"> <li>• <b>E.1.1.1. Is it...?:</b> In order to revise the vocabulary related to feelings and emotions, the first activity is based on flashcards (Annex 4), the teacher will pull out some pictures with people expressing their feelings (sad, angry, happy, upset, ...) and students have to identify those. At the beginning students are going to answer in Spanish, but then the teacher is going to introduce the vocabulary as she pulls out the flashcards again. As each emotion is related to a colour, the teacher will as learners to associate the feeling with the colour by asking “Is it + colour?” or “Is this flashcard + colour?”, pointing out the flashcard in order to practice colours.</li> <li>• <b>E.1.1.2. Point:</b> The teacher will six to eight flashcards of emotions in different places around the classroom, then say the words and children have to point to the relevant card. Another option is to say the colour of the emotion and students have to name the emotion or feeling.</li> </ul>	

- **E.1.1.3. Number:** The teacher will the flashcards on the board and write a number from one to six beside each one. When the teacher name one of the emotions, children have to say the corresponding number. It can be performed the other way around; the teacher says the number and children say the corresponding emotion. Therefore, the learner will continue memorizing new lexicon, but also establishing relations between numbers and flashcards.

### **A.1.2. How do you feel? (5')**

After having revise emotions and feelings, children have to think about how they feel every day when they get to school and decide which of the emotions previously seen suits best his/her current mood. In order to assimilate better the content, it would be important to create a new routine. Every morning, students will have to stick an emoticon sticker next to their picture in order to express their mood. If their mood changes during the day, they will have to change it.



### **A.1.3. How do they feel? (10')**

In the last activity, students have to identify how other people feel in some situations (Annex 5) At the beginning, children could answer in Spanish, then the teacher will introduce the language in English supporting the information with some flashcards representing the feelings previously used. After that, the teacher will give the students some stickers with emoticons (the ones they used in the first activity) and they have to stick it next to the picture of the situation. They teacher will ask them “*How do they feel?*”, “*How does she or he feel?*”, “*Are they + feeling?*” or “*Is she or he + feeling?*”.

### **Self-assessment (2')**

At the end of each lesson, students will have to assess the activities performed, either as a whole or one by one. They will do so by sticking a face emoticon next to the activities they have performed that day regarding what how they felt and if they liked it or not.

### **Mindfulness (5')**

After the self-assessment, a new routine will be implemented at the end of each lesson. It consists in practicing mindfulness techniques which can help children reduce stress

<p>and decrease the effects of traumatic events (the lockdown/quarantine time students have spent at home without social interaction due to the COVID-19 pandemic).</p> <ul style="list-style-type: none"> <li>• <b>Feel the heartbeat:</b> The teacher will ask pupils to stand up and jump up and down for a minute. After that, students will have to place their hand on their heart and pay attention to how their heartbeat and their breathing feels.</li> <li>• <b>Just one breath:</b> Students have to sit down comfortably and then the teacher will set a timer for two minutes. The teacher and the students will deeply breathe in and out while paying attention to any sensations they notice or sounds they hear. It will be repeated as many times as possible within the two minutes.</li> </ul>	
<p><b>EVALUATION CRITERIA / INDICATORS</b></p>	<ul style="list-style-type: none"> <li>• The learner has acquired the new introduced routines at the beginning of the lesson in order to prevent and control the spread of COVID-19 and other viruses.</li> <li>• The learner recognizes different emotions, as well as anticipate different reactions according to a given situation.</li> <li>• The learner understands simple given orders and respond accordingly to what has been asked</li> </ul>
<p><b>INSTRUMENTS OF EVALUATION</b></p>	<p>Daily work checklist + Direct observation</p>

<b>'MY HERO IS YOU'</b>		<b>LESSON 2</b>	<b>PRE-STORYTELLING</b>
<b>TIMING</b>	45 minutes	<b>SCENARIO</b>	The regular classroom
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To familiarize with vocabulary related to healthy behaviours to deal with the new normal they have to deal with after the COVID-19 pandemic outbreak</li> <li>• To recognize the vocabulary and structures related to healthy behaviours previously seen</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• <b>Language:</b> imperative, language structures (“<i>we should + action</i>”, “<i>we are going to stop the virus</i>”, and “<i>there is... </i>”)</li> <li>• <b>Content:</b> the term <i>coronavirus</i>, actions (<i>take your temperature, wash your hands, cover your mouth when cough or sneeze, avoid touching the face, avoid sharing food, drink lots of water everyday</i>)</li> </ul>		

<b>GROUPINGS</b>	The activities found in the first session will be performed individually, sitting in circle, and in pair around the classroom.
<b>MATERIALS</b>	Face emoticons Images with specific situations Song ‘Coronavirus Shoo!’ (laptop, smartboard, projector, internet, and speakers) Flashcards with healthy behaviours (from the song video)
<b>DEVELOPMENT OF THE LESSON</b>	
<b>New routines (5’)</b>	
<ul style="list-style-type: none"> <li>• <b>How do you feel?</b> Students have to stick the emoticon next to their picture in order to express their mood.</li> <li>• <b>What’s the weather like?</b> Two students are responsible of checking the weather. The rest of the class will help identify the weather if needed.</li> <li>• <b>What day of the week is it?</b> The teacher will ask the whole group about the day of the week and they have to respond orally. The teacher will stick a flashcard on the board of the corresponding day (with the spelling).</li> </ul>	
<b>A.2.1. Coronavirus Shoo! (15’)</b>	
<p>Students will listen to a song called Coronavirus Shoo! that introduces healthy behaviours to prevent the spreading of the virus at least two times. In the first listening, the teacher plays and stop the song to help content acquisition, asking learners to repeat the main behaviours to prevent the spreading of the virus. During the second, the teacher does the same, but this time elicit the information by asking the students about the images seen in the video of the song. If students answer in Spanish, the teacher repeats in English and ask them to repeat it afterwards. The link to the song: <a href="https://www.youtube.com/watch?v=rBdgpzkXTS4">https://www.youtube.com/watch?v=rBdgpzkXTS4</a></p> <ul style="list-style-type: none"> <li>• <b>Lip reading:</b> The teacher put six flashcards on the board with some actions students should take to avoid the spreading of the virus – <i>take your temperature, wash your hands, cover your mouth when cough or sneeze, avoid touching the face, avoid sharing food, drink lots of water everyday</i> – and chooses one and mouth the word without making any sound. Students have to look at the lips in order to say what it is.</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Clap hands:</b> The teacher holds up a flashcard and name the action. If the flashcard is the same as the action on the flashcard, the children clap their hands once, if not, they must keep silent.</li> </ul>	
<b>A.2.2. Games with flashcards (10')</b>	
<ul style="list-style-type: none"> <li>• <b>Copy me!:</b> The teacher will hold up a flashcard related to the healthy behaviours (Annex 6) and says a sentence referring to the situation presented, then ask student to copy s/he. The teacher varies the volume and the tone of the words, saying the words in lots of different ways, for example, loudly, slowly, quickly, or angrily. Each time the students have to copy the way the teacher says it.</li> <li>• <b>Find a partner:</b> The teacher gives out one flashcard with the image of an action (<i>wash your hands, sneeze on your elbow, ...</i>) to each learner. Students have to stand up and walk around the class to find a partner with the same flashcard by miming and/or saying the actions. As soon as they find their partner, children have to sit together. The teacher will walk around each pair asking for understanding, the teacher will elicit the actions in order to make students reproduce orally the actions.</li> </ul>	
<b>A.2.3. Drawing (10')</b>	
<ul style="list-style-type: none"> <li>• <b>Describe and draw:</b> The teacher will describe an action and ask children to draw what has been described. For instance, "<i>There is a boy washing his hands</i>", and the teacher will repeat the sentence several times to make the input comprehensible. If necessary, the teacher will mime the actions or show a flashcard with the action.</li> </ul>	
<b>Self-assessment (2')</b>	
<b>Mindfulness (5')</b>	
<ul style="list-style-type: none"> <li>• <b>Feel the heartbeat</b></li> <li>• <b>Just one breath</b></li> </ul>	
<b>EVALUATION CRITERIA</b>	<ul style="list-style-type: none"> <li>• The learner differentiates the pronunciation, sound, rhythmical and intonation patterns of the healthy behaviours' lyrics by singing the song.</li> <li>• The learner recognises the main vocabulary in simple short descriptions</li> </ul>

	<ul style="list-style-type: none"> <li>The learner understands simple given orders and respond accordingly to what has been asked</li> </ul>
<b>INSTRUMENTS OF EVALUATION</b>	Daily work checklist + Direct observation + Activity 2.1. + Activity 2.3

<b>'MY HERO IS YOU'</b>		<b>LESSON 3</b>	<b>STORYTELLING</b>
<b>TIMING</b>	45 minutes	<b>SCENARIO</b>	The regular classroom, reading corner
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To listen carefully and respectfully to the teacher telling the story called 'My Hero is you'</li> <li>To recognize and differentiate the pronunciation, sound, rhythmical and intonation patterns throughout the development of the story</li> <li>To identify the content of a storybook from seeing the front and back covers</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li><b>Language:</b> structures "<i>I can see...</i>", "<i>How do they feel?</i>", "<i>How does she or he feel?</i>", "<i>Are they + feeling?</i>" or "<i>Is she or he + feeling?</i>"</li> <li><b>Content:</b> colours and emotions, actions related to the prevention of the COVID-19 previously seen</li> </ul>		
<b>GROUPINGS</b>	The activities found in the first session will be performed individually, sitting in a circle on the floor.		
<b>MATERIALS</b>	Face emoticons Storybook Images with specific situations		
<b>DEVELOPMENT OF THE LESSON</b>			
<b>New routines (5')</b>			
<ul style="list-style-type: none"> <li><b>How do you feel?</b></li> <li><b>What's the weather like?</b></li> <li><b>What day of the week is it?</b></li> </ul>			
<b>A.3.1. Storybook cover (5')</b>			

The teacher will show the cover of the storybook and read the title of the story. Then, the teacher will ask about what they can see in the picture. Students will have to answer using “I can see...”. They are asked in English, but they can answer in Spanish and the teacher will translate what they say into English. The teacher can use mime and gestures to convey meaning whenever it is necessary.



### Development of the storytelling

In order to tell the story, the teacher will use the smart board to show the images found within the storybook and will tell the story, but it will be accompanied with *realia*. The teacher will carry a bag with significant elements that can contribute to a better understanding of the story, which will be adapted to the students' characteristics and linguistic level. For instance, when the teacher says that Sara's mum is a hero, the teacher could show a Wonder Woman or Captain Marvel toy, so they associate the word hero with superhero and they both have superpowers because they help people that surround them. Another example could be when the dragon Ario appears, the teacher could bring a fluffy teddy dragon, so students have a better look of the character. Bringing hydroalcoholic sanitizer and soap could contribute to better consolidate content knowledge whenever it is mentioned in the story.

Another strategy that the teacher will implement is **changing voices**, which means that when the children take part in action, the voice will go lower and when an adult intervenes, the voice will go deeper. At the same time, **exaggerating and making gestures** can contribute to the acquisition and consolidation of both content and language in the foreign language.



<b>A.3.2. How do they feel? (10')</b>	
<p>After telling the story, students have to identify how the characters of the story in some situations of the story. The teacher will ask them “<i>How do they feel?</i>”, “<i>How does she or he feel?</i>”, “<i>Are they + feeling?</i>” or “<i>Is she or he + feeling?</i>”. Students can answer in Spanish, and the teacher will repeat what they have said in English. After that, the teacher will give students a worksheet (Annex 7) and some stickers with emoticons (the ones they used in the previous sessions), and they have to stick the sticker next to the picture of the situation in order to identify the emotions and feelings of the characters.</p>	
<b>Self-assessment (2')</b>	
<b>Mindfulness (5')</b>	
<ul style="list-style-type: none"> <li>• <b>Feel the heartbeat</b></li> <li>• <b>Just one breath</b></li> </ul>	
<b>EVALUATION CRITERIA / INDICATORS</b>	<ul style="list-style-type: none"> <li>• The learner distinguishes simple structures and lexis in oral stories told by the teacher</li> <li>• The learner recognizes and differentiates the intonation patterns of the main content found throughout the development of the story</li> <li>• The learner takes part in very simple conversations when the teacher asks questions related to the story.</li> <li>• The learner associate colours to specific emotions previously seen.</li> </ul>
<b>INSTRUMENTS OF EVALUATION</b>	Daily work checklist + Direct observation + Activity 3.1. + Activity 3.2.

<b>'MY HERO IS YOU'</b>		<b>LESSON 4</b>	<b>STORYTELLING</b>
<b>TIMING</b>	45 minutes	<b>SCENARIO</b>	The regular classroom, reading corner
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To listen carefully and respectfully to the teacher telling the story called 'My Hero is you'</li> <li>• To recognize and differentiate the pronunciation, sound, rhythmical and intonation patterns throughout the development of the story</li> </ul>		

	<ul style="list-style-type: none"> <li>To identify the content knowledge related to the actions seen within the story to prevent another spreading of the virus</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li><b>Language:</b> present simple and imperative</li> <li><b>Content:</b> actions related to the prevention of the COVID-19 previously seen and emotions</li> </ul>
<b>GROUPING</b>	The activities found in the first session will be performed individually, sitting in a circle on the floor.
<b>MATERIALS</b>	<p>Storybook</p> <p>Images with specific situations</p>
<b>DEVELOPMENT OF THE LESSON</b>	
<b>New routines (5')</b>	
<ul style="list-style-type: none"> <li><b>How do you feel?</b></li> <li><b>What's the weather like?</b></li> <li><b>What day of the week is it?</b></li> </ul>	
<b>A.4.1. Clap hands</b>	
<p>In this first activity, the teacher will pick some pages from the book, representing significant scenes from the storybook, and shuffle them with the purpose of changing the original order. The teacher holds up a flashcard and describe the scene or action. If the action is the same as the item on the flashcard, the children clap their hands once, if not, they must keep silent.</p>	
<b>A.4.2. Order the story</b>	
<p>In this first activity, the teacher will stick in order some pages from the book, representing significant scenes from the storybook, and ask learners what they say what is represented in those images. Students will be helped if they do not remember something from the story. Then, the teacher will shuffle them with the purpose of changing the original order. Students are asked to say a number from one to five with the purpose of ordering the story.</p>	
<b>Storytelling development</b>	
<p>Once the scenes from the story are all in the correct order, the teacher will take advantage and retell the story.</p> <ul style="list-style-type: none"> <li><b>E.4.2.1. Flashcard over head:</b> This time, the teacher will give a flashcard with a particular action to each student and when it gets to the part where their</li> </ul>	

flashcard is described they have to put their flashcard in the air and they will be asked to name the action – either in Spanish or in English – and recreate the scene with some partners.	
<b>Self-assessment (3')</b>	
<b>Mindfulness (5')</b>	
<ul style="list-style-type: none"> <li>• <b>Feel the heartbeat</b></li> <li>• <b>Just one breath</b></li> </ul>	
<b>EVALUATION CRITERIA</b>	<ul style="list-style-type: none"> <li>• The learner distinguishes simple structures and lexis in oral stories told by the teacher</li> <li>• The learner recognizes and differentiates the intonation patterns of the main content found throughout the development of the story</li> <li>• The learner takes part in very simple conversations when the teacher asks questions related to the story</li> <li>• The learner understands simple given orders and respond accordingly to what has been asked</li> </ul>
<b>INSTRUMENTS OF EVALUATION</b>	Daily work checklist + Direct observation + A.4.2. + E.4.2.1.

<b>'MY HERO IS YOU'</b>		<b>LESSON 5</b>	<b>POST-STORYTELLING</b>
<b>TIMING</b>	45 minutes	<b>SCENARIO</b>	The regular classroom
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To distinguish simple structures and vocabulary previously seen with regard to the healthy actions</li> <li>• To use the previously learnt expressions/actions related to the storybook orally</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• <b>Language:</b></li> <li>• <b>Content:</b></li> </ul>		
<b>GROUPINGS</b>	The activities found in the first session will be performed individually or in pairs.		
<b>MATERIALS</b>	Face emoticons Flashcards with specific situations from the storybook		
<b>DEVELOPMENT OF THE LESSON</b>			

<b>New routines (5')</b>	
<ul style="list-style-type: none"> <li>• <b>How do you feel?</b></li> <li>• <b>What's the weather like?</b></li> <li>• <b>What day of the week is it?</b></li> </ul>	
<b>A.5.1. Mime the action (10')</b>	
<p>In this first part of the activity, the teacher will mime an action previously seen in the story – <i>wash your hands with soap and water, do not come closer or cough into your elbow</i> – and students have to guess. In the second part, students will have to choose an action or word, without speaking or using sound, they have to mime until their classmates name the action.</p>	
<b>A.5.2. Point (5')</b>	
<p>The teacher puts six flashcards with images from the storybook in different places around the classroom, then say the actions seen and children have to point to the relevant card.</p>	
<b>A.5.3. Design your face mask (15')</b>	
<p>The teacher will students a worksheet (Annex 8) in which students have to personalize their paper face mask by painting it or drawing whatever they want. While students are drawing their masks, the teacher will play 'Fight Coronavirus Song', which they will have to listen to for an activity in the following lesson. The link to the video: <a href="https://www.youtube.com/watch?v=8uOMXmlsgls">https://www.youtube.com/watch?v=8uOMXmlsgls</a></p>	
<b>Self-assessment (5')</b>	
<b>Mindfulness (5')</b>	
<ul style="list-style-type: none"> <li>• <b>Feel the heartbeat</b></li> <li>• <b>Just one breath</b></li> </ul>	
<b>EVALUATION CRITERIA</b>	<ul style="list-style-type: none"> <li>• The learner understands simple given orders and respond accordingly to what has been asked</li> </ul>
<b>INSTRUMENTS OF EVALUATION</b>	Daily work checklist + Direct observation + A.5.1.

'MY HERO IS YOU'		LESSON 6	EVALUATION
<b>TIMING</b>	45 minutes	<b>SCENARIO</b>	The regular classroom
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To revise what has been studied throughout the development of the previous lessons</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li><b>Language:</b> imperative, present simple</li> <li><b>Content:</b> actions (<i>wash your hand, wear a mask and don't touch your face</i>)</li> </ul>		
<b>GROUPINGS</b>	The activities found in the first session will be performed individually or in pairs.		
<b>MATERIALS</b>	Worksheet Flashcards with healthy behaviours Song 'Fight coronavirus' (laptop, smartboard, projector, internet, and speakers)		
<b>DEVELOPMENT OF THE LESSON</b>			
<b>New routines (5')</b>			
<ul style="list-style-type: none"> <li><b>How do you feel?</b></li> <li><b>What's the weather like?</b></li> <li><b>What day of the week is it?</b></li> </ul>			
<b>A.6.1. Colour the sound (10')</b>			
<p>The teacher will give students a worksheet in which they will find six squares and a number, from one to six, next to it. In this activity, students will listen to six different recordings –rain or storm, a celebration, birds tweeting or the ocean. Students have to match the sound with the emotion it awakens in them those sounds by colouring the squares in one of the colours associated to an emotion seen in the previous lessons. Once students have completed the worksheet, they will share which emotions have they felt by naming it after the number when the teacher asks.</p>			
<b>A.6.2. Fight Coronavirus Song (15')</b>			
<p>In this activity, children have to sing each action that is mentioned in the song – <i>wash your hand, wear a mask and don't touch your face</i> – which includes previous and new vocabulary and structures. The first time the song is played, the teacher will illustrate the song with the flashcards presented below. After that, the teacher will stick three flashcards with the actions previously mentioned in the board in order and play the song again.</p>			

<ul style="list-style-type: none"> <li>• <b>E.6.2.1. What's missing?:</b> The teacher will ask students to close their eyes and will remove one of the flashcards from the board and play the song again, this time, students will have to sing the part missing without having a visual support. There is a possibility to remove a flashcard or more each time the song is played. The link to the video: <a href="https://www.youtube.com/watch?v=8uOMXm1sgls">https://www.youtube.com/watch?v=8uOMXm1sgls</a></li> </ul>	
<b>A.6.3. Odd one out (5')</b>	
The teacher will use the same flashcards used in the first lesson with regard to healthy behaviours and some extra ones that are not the same lexical items. The teacher will hold up each card in turn and children name the action/behaviour. Then, students have to be able to identify the flashcard that is different and say, 'Odd one out!'	
<b>Self-assessment (5')</b>	
<b>Mindfulness (5')</b>	
<ul style="list-style-type: none"> <li>• <b>Feel the heartbeat</b></li> <li>• <b>Just one breath</b></li> </ul>	
<b>EVALUATION CRITERIA</b>	<ul style="list-style-type: none"> <li>• The learner differentiates the pronunciation, sound, rhythmical and intonation patterns of the healthy behaviours' lyrics by singing the song.</li> <li>• The learner identifies his/her emotions and feelings produced after listening to certain sounds</li> <li>• The learner understands simple given orders and respond accordingly to what has been asked</li> </ul>
<b>INSTRUMENTS OF EVALUATION</b>	Daily work checklist + Direct observation + Compilation of self-assessment + A.6.4.

#### 4. CONCLUSIONS

In this last section of the MA Dissertation, we want to draw some conclusions we have reached upon the elaboration of the present didactic proposal.

With the aim of facing the consequences of the global pandemic produced by the COVID-19 outbreak occurred during several months, educational institutions and educators have had to adapt their teaching methodologies to the circumstances and implement some actions to prevent another outbreak of the disease when the school reopen in September. Although some communities opened during the de-escalation process in the months of April and May, schools in Andalusia will have to wait until September when they will reopen. Therefore, as it has been stated above, the didactic proposal has been designed to be implemented during the first weeks of September, as a first contact with the foreign language and an introduction to the new normality we have to face in terms of wearing a mask in public spaces, washing our hands frequently, covering coughs and sneezes with the elbow or avoiding touching our face.

Taking into consideration what has been stated, the main objective of the present Master's Dissertation has been to design a didactic proposal for Infant Education following the new protocols to teaching, but integrating the main characteristics of CLIL, together with the Communicative Approach, Total Physical Response and the storytelling technique, but also including some Emotional Education aspects. To achieve this aim, a deep research has been made about the current educational situation in the world after such as catastrophe, but also about the way young children learn a foreign language in order to find the best approach that contributes to the acquisition of the communicative skills and content knowledge, as well as their emotional development and how it affects their learning process and daily life.

The activities and materials that has been designed for the didactic proposal foster the learner's autonomy and consider their common and individual characteristics and their previous knowledge, and engage students both cognitively and affectively, integrating the linguistic skills and the content knowledge to be learned and acquired. Therefore, students are exposed to comprehensible, rich, and meaningful input, but also produce output – which is also necessary to acquire the foreign language – in terms of healthy behaviours to prevent another outbreak of the COVID-19 and expressing their emotions in given situations.

In general, the didactic proposal could be use by teacher to provide students with opportunities to develop their production skills in the foreign language and acquire content knowledge related to the current situation we are living. In addition, the storybook could be very motivating resource to learn languages and help develop positive attitudes towards the acquisition of the foreign language. It goes without saying that the language found in authentic materials is real and placed in meaningful contexts, and they integrate the majority of aspect of the foreign language acquisition theories previously seen.

In order to analysis deeper the development of the present proposal, a technique for assessing strengths, weaknesses, opportunities, and threats would be applied. A SWOT analysis has been implemented to make the most of what has been done in order to understand what the proposal is lacking, but also to know its potential favourable aspects, and thus being the driving force for implementing changes to enhance the proposal for its future application.

- **Weaknesses**

- There is a lack of information related to how the COVID-19 pandemic has affected education
- There is lack of research with regard to the benefits of implementing CLIL in the Infant Education stage
- We have not been able to put into practice the didactic proposal, not knowing the real results of its implementation.

- **Threats**

- The uncertain of another outbreak of the COVID-19 disease that leads to another long period of lockdown, which would stop the implementation and development of the proposal.
- The lack of understanding or comprehension of the foreign language and thus the use of Spanish in order to make input comprehensible.

- **Strengths**

- The proposal fosters the acquisition of the foreign language and content knowledge through a varied of methodological principles and strategies.

- **Opportunities**

- We have the opportunity to put into practice the proposal in the near future since the content – healthy behaviours and emotions/feelings – is going to be present in the daily life of the students.



- Emotional Education should be a cross-curricular element included in each area of the curriculum of Infant Education.
- We have been able to reflect about how the crisis caused by the COVID-19 pandemic has affected the educational system and children's learning and create a didactic proposal that could answer to their needs.
- We have been able to acquire deeper knowledge about learning approaches that suit the Infant Education stage.

Somehow, with the implementation of such an instrument, we are able to identify the strong aspects of the proposal, as well as the weaknesses which many need to be changed and improved in the future. Teachers should take initiatives and responsibility to evaluate their teaching and make improvements over time. Therefore, the SWOT analysis could be considered as an assessment tool for teacher's performance which aims to help promote a better learning experience for students and foster professional growth for educators.

Taking into consideration what has been stated in the previous paragraphs, the proposal presented in this Master's Dissertation could be a positive and well-constructed educational resource to be implemented in a bilingual school in order to introduce content knowledge they already know in their mother tongue through an additional language. Furthermore, it would be interesting to extend the didactic proposal to other levels, such as Primary Education or Secondary Education since the storybook could be adapted in any of those stages if the characteristics of the learners are taken into consideration.

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# Annexes













## Annex 1

NAME OF THE STUDENT	COURSE YEAR		OBSERVATIONS
	YES	NO	
<b>INTEGRATED DIDACTIC UNIT: MY HERO IS YOU</b>			
<b>1. Knowledge of himself/herself and personal autonomy</b>			
The learner recognizes different emotions, as well as anticipate different reactions according to a given situation.			
The learner identifies his/her emotions and feelings produced after listening to certain sounds.			
The learner associate colours to specific emotions previously seen.			
<b>2. The physical, natural, social and cultural environment</b>			
The learner behaves responsibly when entering the class and follow the routines established			
The learner understands the importance of acquiring notions of how to prevent the COVID-19 virus			
The learner understands simple given orders and respond accordingly to what has been asked			
The learner takes part in very simple conversations when the teacher asks questions related to the story			
<b>3. The languages: communication and representation</b>			
The learner has acquired the new introduced routines at the beginning of the lesson in order to prevent and control the spread of COVID-19 and other viruses.			
The learner recognizes and differentiates the intonation patterns of the main content found throughout the development of the story			
The learner understands simple given orders and respond accordingly to what has been asked.			
The learner distinguishes simple structures and lexis in oral stories told by the teacher			
The learner differentiates the pronunciation, sound, rhythmical and intonation patterns of the healthy behaviours' lyrics by singing the song.			

### Daily work checklist (original creation)



## Annex 2

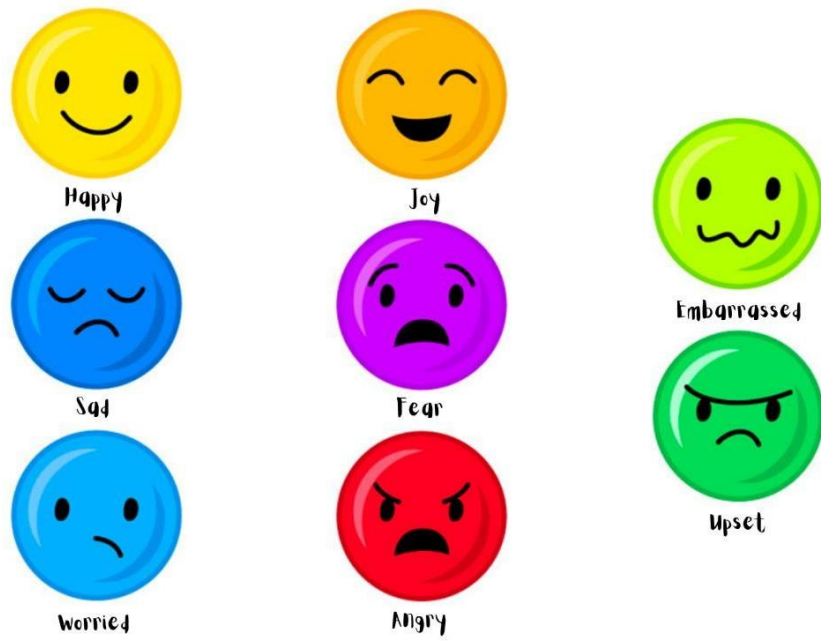
INTEGRATED DIDACTIC UNIT: MY HERO IS YOU	INTRODUCTION	PRE-STORYTELLING	STORYTELLING	STORYTELLING	POST-STORYTELLING	EVALUATION
María López						
Marc Jimenez						

Self-assessment instrument (original creation)



Poster of 'How to prevent Coronavirus' (original creation)

**Annex 4**



**Flashcards with emotions (original creation)**

# HOW DO THEY FEEL?



‘How do they feel?’ situations (original creation)

Annex 6



Flashcards of healthy behaviours and routines (original creation)

# MY HERO IS YOU

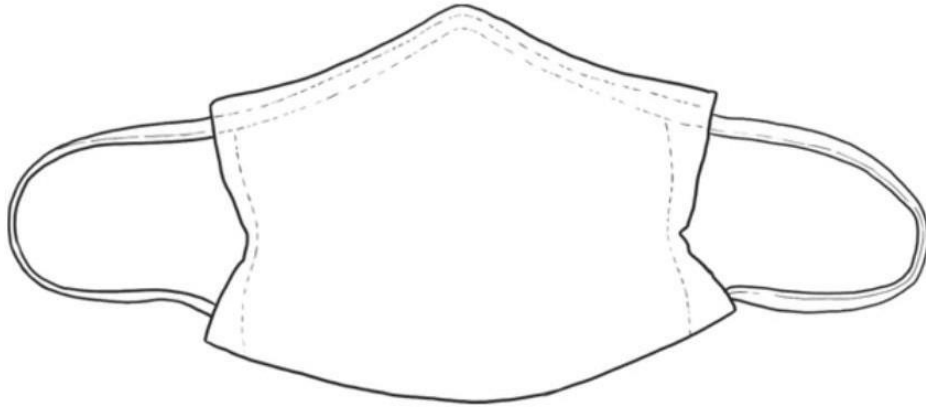
## HOW DO THEY FEEL?



**‘How do they feel?’ storybook situations (original creation)**

**Annex 8**

**COLOUR YOUR MASK  
TO PREVENT COVID-19**



**Colouring mask activity (original creation)**