

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

Trabajo Fin del Máster en Enseñanza Integrada de la Lengua Inglesa y

Contenidos: Educación Infantil y Primaria

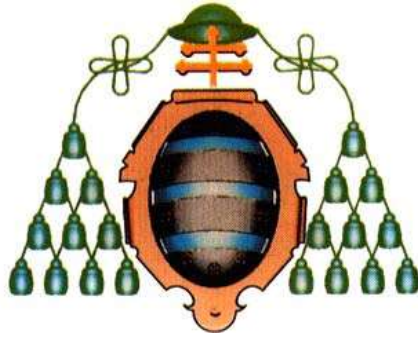
Storytelling and CLIL: selecting, adapting and using a tale to implement

CLIL activities

Jorge Carballo Mato

Tutora: Ana Isabel Álvarez González

Febrero 2021



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1. Introduction

Storytelling is the oldest form of education. Since ancient times, people have used oral tradition as a way to preserve beliefs and stories that their ancestors narrated to them. All these stories and experiences have been transmitted from generation to generation through storytelling and, thanks to this, much more information about antiquity is known.

This Master's Thesis presents 4 objectives, which are divided into two main objectives and two secondary objectives:

- One of the main objectives is to join the use of storytelling in the bilingual classroom with the CLIL methodology, designing a didactic proposal to work with students in class.
- The second main objective is to carry out this proposal in the classroom, and draw the relevant conclusions. This objective is going to be developed during my Master Internship period.

To achieve these two main objectives, it is necessary to carry out two previous secondary objectives:

- The first one is to analyse the current methodology in CLIL and storytelling, so as to provide a theoretical background to the proposal.
- The second objective is to carry out a survey about how reading has been introduced in education in recent years, and thus have the opportunity to develop the didactic proposal knowing the negative aspects of the use of storytelling in the classroom during those years.

In order to carry out these 4 objectives, this project is structured as follows:

The second chapter analyses both the CLIL methodology and storytelling in education. A study about the characteristics of both concepts has been carried out, and their advantages and disadvantages in terms of their implementation in the classroom are discussed.

Chapter 3 provides the results of a survey about reading habits at school over the last 30 years, which has allowed us to draw a series of conclusions about how storytelling has been introduced at schools during those years.

Chapter 4 is focused on the proposal which has been created as a consequence of the survey results. This didactic proposal consists of working with storytelling in the bilingual classroom following the CLIL methodology through the curriculum subjects. In addition, an analysis of the implementation of some of the proposed activities during the Master's Internship period is made.

Finally, in the fifth chapter, the conclusions of the project are drawn, and both the difficulties during the implementation of the project and the objectives achieved in the classroom thanks to this proposal are detailed.

2. Theoretical framework

2.1. CLIL

A large number of researchers have proposed definitions of this educational approach, which help us analyse different perspectives and draw conclusions about the CLIL methodology.

“The term Content-and-Language-Integrated-Learning (CLIL) refers to educational settings where any second or foreign language other than the students' mother tongue is used as medium of instruction and can become the object of CLIL” (Dalton-Puffer, 2007, p.1).

After reading this first definition, we conclude that the CLIL methodology is an open method that encompasses all the languages, it is not only focused on the use of the English language. The development of a CLIL classroom can be carried out in any language other than the students' mother tongue.

As Coyle, Hood and Marsh (2010) mentions, CLIL is a dual-focused approach which uses an additional language for teaching both content and language. They also say that there is a focus not only on content, and not only on language, but both are interwoven, stating that CLIL an innovative fusion of both.

These researchers explain a more detailed definition of the concept. They mention the dual focused term, in which language and content work together in search of a common goal, which is the learning of content in the student's non-dominant language.

Navés and Muñoz (2000) testified that the CLIL methodology involves studying subjects such as Physical Education or Social Sciences in an L2. In this way, CLIL reinforces both the learning of that L2 and the learning of the contents of the subjects taught in that language. Furthermore, CLIL's emphasis on “problem solving” and “knowing how to do things” makes students feel motivated to be able to solve problems and do things even in other languages.

This explanation of the CLIL concept goes in depth into one of the purposes of the approach, which is learning how to think. Focusing on CLIL as a learning activity and not

as a language activity in itself, students will develop linguistic techniques that will allow them to be able to think and reason in their L2.

Wolff (2012) points out that CLIL is not a current trend in language and/or content learning, CLIL must rather be seen as a more general concept through which we are able to bring about real change into our educational systems.

It is understood then that, although CLIL is a didactic approach that has already been implemented in our society for years, it is in constant evolution and has as a goal to progressively achieve better results with those students.

2.1.1. The 4C's of the CLIL approach

The 4C's model in the CLIL approach integrates 4 building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship).

Content – It is about allowing progress in knowledge, skills and understanding of the specific topics of a given curriculum. Content deals with all those curricular subjects within the CLIL program, which does not only focus on main subjects such as mathematics or science, but to a greater or lesser extent tries to cover the largest number of possible subjects within the curriculum, depending on the educational intentions of the school.

Communication – The use of the target language in teaching non-linguistic subjects through CLIL is the distinguishing mark of this approach. The idea of CLIL abides by teaching the subjects in their entirety through the L2 of the students, trying to find solutions in situations where due to some specific vocabulary the communication among teachers and students can be difficult to maintain. However, there are some techniques that can be used in particular cases, like "Code-Switching", in which teachers, in certain cases, use the L1 of the children to detail the meaning of a word or concept.

Cognition – It represents the implementation of the content. Do Coyle (2005) says that CLIL must challenge learners to think and engage in higher order thinking skills. He also

mentions that is not about transmitting knowledge from a teacher to a student, it is about allowing individuals to construct their own knowledge and to understand it.

Culture – It consists of connecting both knowledge and language with the student's culture and the foreign language culture. CLIL methodology considers knowledge of the L2 culture essential. Culture offers great job opportunities, and thanks to it, students verify that there are several interpretations of situations, and children realize they realize that not only what they know is correct. In addition, children will increase their interest in terms of what happens beyond the border, acquiring knowledge about foreign traditions and comparing them with their own ones.

The presence of these 4 principles within the CLIL approach is fundamental in the school, and the L2 specialists and the specialists of the different subjects taught in the target language have to work together when selecting the contents of the curriculum. The main idea is that everything need to follow a stablished plan, that must be previously approved by the centre's management, so communication between teachers is essential.

2.1.2. The Development of CLIL

Although the CLIL method dates from 1994, Coyle, Hood and Marsh (2010) affirm that education through a language which is not the first language of the learner is as old as education itself. The first educational curriculums in a L2 language were first seen two thousand years ago, in the Roman Empire, when they absorbed Greek territory, language and culture.

The most significant part of this development is that nowadays the fact of being able to learn through an L2 has been opened up for a huge quantity of students, not only for those privileged ones. In the distant past, learning content through a foreign language was limited to very specific social groups, or for students who were attending school abroad.

“The CLIL phenomenon as such is both new and old. Using a language other than the L1 as a medium of instruction is certainly an innovation in the state-financed formal education systems of European countries” (Dalton-Puffer, 2007, p.1). Fortunately,

monolingualism is becoming more and more halted and the population is realizing the importance of knowing languages for their careers, so the concept of bilingualism is increasingly established in our society.

Teaching and learning through a foreign language has a long tradition in Europe, particularly in border regions and certain types of selective schools. In the 1950s, the dialogue between the different organizations that today make up the European Union was not only focused on national language policies, but also on language teaching and learning. The main theme consisted of how to establish that learning so that it was implemented as soon as possible. However, this precipitation created a pressure to re-evaluate how languages were taught, and perhaps more crucially, how languages were learnt (Marsh, 2002).

Muñoz (2007) mentions that CLIL is a mix between the Canadian Immersion Programs and the North American content-based language teaching programs. She also says that since 1994, the CLIL approach has spread in Europe at a speed that has even surprised its advocates.

The field of second language teaching and learning is experiencing a positive development in terms of globalization. The most significant impact of the development of CLIL is the economic and social globalization we are suffering, wanting to reach the best results in the shortest time. The need to learn an L2 is becoming an essential factor for the world's population (especially for young people) who see that due to technological advances and the wide range of job opportunities offered in other countries abroad, the possibility of emigrating to those countries in search of a decent job depends on the control of the language spoken in those places.

Nowadays, the CLIL model is developed as an innovative form of education in response to the demands and expectations of the modern age. Everyone knows the advantages of knowing as many languages as possible, but we have to know that CLIL is not only about challenges of the globalization, it is a solution of broader social perspectives, which has proved effective.

2.1.3. CLIL in Spain

Torres (2018) conducted an interview with David Marsh in which he affirmed that in Spain, the concept of "bilingualism" in the school environment is very confusing. Marsh believes that the term bilingualism applied to educational centres is dangerous because "it generates false expectations in parents."

He also said that CLIL is a system that seeks to learn a new language through other subjects such as Mathematics, Geography or History but always with a limit: the student will not master the new language as well as their mother tongue.

Generally, parents who enrol their children in these schools which are called "bilingual" usually think that their children will leave the high school managing their L2 in the same way as the mother tongue, but nothing further from the truth.

In this interview, Marsh stated that after analysing the hours spent in school learning English in Spain, he realized that the results were very poor. After that analysis, they saw that in Spain, L2 was taught with the same formula as in Spanish language classes, and it has been shown that this is not efficient. Marsh highlights CLIL values as effective terms to solve this problem, such as group work and constant conversation, thus avoiding teacher monologues.

Ruiz and Lasagabaster (2010) point out that during the first decade of the 21st century and as a result of a commitment with the European policies aimed at fostering multilingualism, CLIL has undergone a rapid development in the Spanish scenario.

In Spain, CLIL programmes have been implemented in schools considering the support from educational authorities, and although each region has its own educational law, the models can be divided into two main principles:

On the one side, Spain has monolingual communities, where Spanish is the official language. This is the model communities without a co-official regional language such as Asturias, Madrid and Andalucía work with. In these communities, education is partly done in the mother tongue (Spanish) and also in one foreign language, in which CLIL is

implemented. Normally, the target language is English, but French and German are other languages that are usually seen in Spanish classrooms.

On the other hand, Spain has bilingual communities where Spanish is also the official language together with another co-official regional languages (Basque, Catalan, Galician and Valencian). In the case of the communities where these language are established, education is given in Spanish, in the co-official language of the region, plus in one or who foreign languages, where CLIL appears again.

2.2. STORYTELLING

In order to continue with the analysis of the state of the art, it is necessary to make an introduction about storytelling, since it is the main topic of the work. It is convenient to address a definition of storytelling and to know its main characteristics such as: what is it? What does it consist of? How does it apply? Does it produce concrete benefits in a certain area?

Storytelling is the oldest known way of teaching. Throughout history, the different cultures of the world have told stories about their beliefs and traditions, which have been transmitted from generation to generation until today and although due to the passing of time, stories have suffered certain variations, they have not lost the main essence of the story.

Amadeo (2016) maintains that storytelling involves a simple plot with an entertaining language using images and metaphors well known among readers to ensure that those who are reading identify with the narrator. This simple definition becomes very concrete to give us a slight idea of the storytelling concept because it encompasses the main storytelling concepts within the educational concept, which is the field where this project will be carried out.

One of the main problems observed is that storytelling and narrative are treated as synonyms. D'Adamo and García (2016) clarify the difference between both terms. Storytelling is a technique that is part of the art of telling stories, so it is a narrative resource that helps build the story, but they are not the same. In other words, storytelling is a term found within the narrative, which addresses broader concepts.

Meadows (2002) details that one of the main objectives of storytelling is to convince someone to adopt a proposition and assume it as their own proposition. Meadows calls this proposition "Perspective" and maintains that all authors have in common the perspective of transmitting, so the only important thing is not only the story, but that whoever tells the story also plays a fundamental role.

After contrasting some of the definitions and the main concepts of storytelling, the importance of storytelling in the educational field of the human being can be verified, especially during the school period. To continue with the study of storytelling, it is necessary to know its components, and it is here where the storyteller appears, since for storytelling to exist there must be that narrator who tells the story in first or third person. Therefore, although "what is told" is very important, "how it is told" is also fundamental, and there the storyteller is in charge of choosing the way to engage the story in the readers.

2.2.1. Components of storytelling

Storytelling is a resource that can be used in several areas, such as marketing or human resources, but our aim here is to focus on its usage in Primary Education. Within this field, we can refer to three main participants in the story telling process: The storyteller, the story itself and the audience/readers.

The storyteller: As it is mentioned before, to tell something, we need someone to tell it. Guber (2007) says that a great storyteller never tells a story the same way twice. Instead, the storyteller sees what is unique in each storytelling experience and responds fully to what is demanded, so the more times you tell a story, the better you will know how your listeners will respond to it, and thanks to it, you will be able to change the plot so that people enjoy the story more.

A good storyteller must present an emotional intelligence that allows him to play with the emotions of other people. The good storyteller presents a story that will get his listeners excited to hear it. To do this, it is convenient to know how the audience you are going to work with thinks, which are their fears, their desires, their aspirations etc. In this way, the storyteller will be able to refine the plot of his/her story and capture the

interest of people. This ability is known as empathy. Carpena (2016) defines empathy as the natural ability of humans to put themselves in the shoes of another person, and thus be able to act in one way or another. The storyteller must be empathetic in order to change the way of telling the story depending on the audience he is referring to.

Within the educational model, the storyteller can be the teacher or the student. If teachers decide to be the storytellers, they will need to introduce a new topic, engaging their students in a discussion at the same time they make their students able to understand the book as they enjoy the reading, and if teachers decide that the narrators will be the students, they should be very attentive to ensure that children continue reading properly, stopping at those parts of the book with some difficulty that require an explanation from the teacher.

The story: Storytelling does not simply mean telling stories, it is the art of telling them and making sense of them. Storytellers have to explain where, how, when, why and how of all the events that take place in history. On the other hand, the story will have to contain a message, which is what we want to transmit to readers. In this case, as we will work with primary school children, the message will be related to, in general, ethical values.

Every story is made up of a problem which the protagonists have to solve during the course of the story and this part is the conflict. The conflict is essential because it is what prompts the reader to read, since what would Little Red Riding Hood or the 3 Little Pigs be without the wolf of each story. The basic elements of storytelling are the characters, which are the beings, animals or animated objects that interact with each other for the development of the story.

Once the message, the conflict and the characters have been presented, we need to structure the way in which the story will be told, and this part is the plot, usually divided into 3 different parts: The first one will be the introduction, in which the characters and the conflict will be presented, a knot in which the characters will try to solve the problems that happen to them during the course of the story, and an outcome in which, as a general rule, the problem is solved.

The audience/readers: As it is intended here to talk about storytelling from a school point of view, the readers will be the students. When children learn how to read, they will read out of curiosity, which will lead them to identify the reality and to imagine. In this process, both the family and the school are fundamental. As Cárdenas (2016) argues. Human beings absorb behaviours from our environment, and these may or may not be beneficial. Therefore, if your students see you with a book in your hands, they will try to imitate you and if you get your children used to reading a story before going to sleep, they will always take a book before going to bed.

2.2.2. Advantages and disadvantages of storytelling in the classroom

As Vidal (2014) mentions, stories and tales are very important in children's lives and there are many reasons for their implementation in the classroom. From a young age, children enjoy them in their L1, and through them they awaken their imagination and understand the world around them.

The implementation of storytelling in the classroom presents a series of advantages:

- a) A sense of trust is generated by the teacher towards the students.
- b) It is very easy to transmit and it is not developed through a teacher's monologue, but through the participation of students.
- c) Storytelling enhances memory. It is easier to remember a story than something that you need to learn it by hard. That is why storytelling helps to create memories in the receivers and, therefore, a greater facility to keep in memory the message or narration that has been explained.
- d) It also encourages the creativity of students. Through reading, they can open their minds to new ideas and ways of thinking. In addition, as it will be seen developed in this work, storytelling does not only consist in reading, but also, through it, activities in which students participate creating new stories, thinking ideas can be carried out.
- e) Students get more motivated. Using the necessary resources and unleashing children to work on reading, students will be more involved in the tasks offered by the teacher about the story.

- f) An emotional connection is created in relation to the story that is being told, developing the emotional capacities of the students.
- g) Due to the amount of stories that can be worked with, the teacher can select those stories according to the contents of the curriculum, so that students can work with those tales at the same time they are learning grammar, vocabulary, expressions, etc. without using the textbook.
- h) Khatib and Seyyedrezaei (2017) say that through storytelling, students reduce stress and feel more relaxed, being able to become critical thinkers. He also affirms that storytelling gives students a better view of other cultures, since many of the stories told are set in another part of the world, with different habits and customs.

On the other hand, although the use of storytelling in the classroom presents a large number of advantages, one must admit that there are certain negative parameters in relation to its usage in schools:

- a) According to Lee (2012), storytelling has certain limitations since some students can be distracted when reading and recreating the story. In addition, due to the fact that the activities must be developed in different sessions to perceive the changes in the attitude and the response of the students, it can lead to a loss of many teaching hours that may be necessary for working other topics of the curriculum.
- b) If the stories chosen by the teacher are not chosen in relation to the interests of the students, it can generate rejection.
- c) The results of the use of storytelling in the classroom are not immediately noticeable, but are generated in the long term. This indicates that the teachers, although they will be able to evaluate the progress of the students through the proposed activities, they will not be able to see the emotional and motivational improvement of the students in the short term.

2.2.3. ICT and storytelling in the classroom

Due to the amount of activities that teachers can carry out through technology, the use of ICT in the educational field is a resource increasingly seen in the classroom, in which, through activities and games, students can practice and even evaluate their knowledge regarding the contents of the curriculum.

Digital storytelling consists of using the electronic tools available to tell a story. It's about combining storytelling with technology. Digital storytelling is a way to attract students through technology, it is already very interesting for students to see that there are more ways of reading than the traditional one. Through these, students can learn how to combine multimedia tools with basic skills, such as searching, writing, presentation, interview, problem solving, assessment skills, etc.

The use of good quality digital content enriches the learning of students and, through simulations and animations, ICT can illustrate concepts and principles that would otherwise be very difficult for students to understand. Living in a society in which we are constantly receiving information requires that young people possess a wide range of ICT skills so that they can fully participate as citizens, and having access to ICT resources, programs and materials in the classroom can offer them a much richer environment for learning and a more dynamic teaching experience.

It is also considered to detail that for the correct integration of ICT in schools, centres must have the provision of sufficient ICT resources both for students to work and to be used as a tool for teachers, and the curriculum must have sections related to the use of technologies in all subjects.

It is a flexible and adaptable tool, which has the advantage of being able to be used in most of the subjects. Another advantage that it has over traditional narrative is that, through digital storytelling, digital stories can be shared instantly, not only with students, but with all the people you want to share the story with.

When talking about the implementation of storytelling in the classroom, the concept of flipped classroom is one of the most used options. Flipped classroom is a didactic methodology that transfers certain tasks that are usually carried out in class, to work at

home, and to carry it out, technology is used. Roig-Vila, Antolí, Lledó and Pellín (2019) say that Digital Storytelling is a tool that adapts perfectly to this model, since teachers can create their own stories and publish them on the Web so that students can consult them before class and due to it, be prepared for the class.

Digital storytelling offers students a variety of ways for students to express their stories according to their interests and, while preserving oral tradition, it improves the creativity and imagination of students with respect to traditional storytelling, since thanks to the web applications, students can work on their story in different ways, not just by using pencil and paper.

2.2.4. Storytelling as a contribution to the reading habit.

According to Morales, Rincón and Tona (2005), promoting reading is a social practice aimed at positively transforming the ways of perceiving, feeling, evaluating, imagining, using, sharing and conceiving reading as a sociocultural construction, and not as an imposition.

One of the most common problems in reading is its rejection by children. Reading has endless benefits, especially if it is a habit that is cultivated from an early age. As it has been mentioned previously, reading enhances the imagination, helps the child to learn, to have fun alone and favours the ability to concentrate but, despite this, the process by which a person begins to be interested in reading is hard, and there are many alternatives to make that process a more enjoyable path.

- An essential factor when teachers need to bring children closer to reading is that children must not see reading as an imposition. Forcing children to read books that they don't like will only make the child detest reading. In this area, both teachers and children's parents have the task of encourage reading, not forcing them to read a book with a certain number of pages a certain number of hours a day, because it will be counter-productive for children.
- As it has been mentioned in the previous section, technological advances allow reading and the digital world to be more closely linked every day, and with the arrival of tablets and mobiles came interactive books in which children can build

their own history and work with stories in such a way that with paper books it is not possible. We have to be able to adapt to new technologies and consider that paper and ink are not the only reading model that exists today.

- Encourage enjoyment of reading. The tendency to treat reading as a boring subject from childhood only provokes rejection by students. If from a young age we make them see reading as a form of leisure instead of as a school task, children will become more interested in it. To achieve this, different activities can be developed, such as changing the place of reading at school (in the playground instead of inside the class) or suggest that parents to spend some time on the weekend reading together on the sofa. These small gestures will make children see reading from a more social point of view and will encourage their interest in it.
- Lead by example. Leading by example is a good way to promote children's reading. Children look for examples to emulate, and the first role models to follow are found at home, not only in parents, but also in other members of the family, so if reading is encouraged and children see that their relatives at home use to read, they will regard reading as an entertainment and will not reject it.

2.2.5. How to use storytelling in CLIL

Storytelling is a perfectly applicable technique in schools that follow a CLIL methodology. As a first step, a selection of stories will have to be made, considering previous knowledge and the level of the class, always taking into account the students' needs and characteristics.

Gutiérrez (2018) marks that when reading is designed to be developed in the students' L2, the task that the reader carries out is even more complex. Reading in an L2 requires working hard and interacting with the text to build its meaning. In addition, it is very important to create a relaxed atmosphere inside the classroom in which children are not afraid to speak in English, on the contrary, they should feel confident to read, interpret and carry out the proposed activities.

Navarro (2013) considers that the main objective of using storytelling with students is fostering the development of communication skills, that is, to be able to understand and be understood in English, since this is the purpose of learning a foreign language and thanks to CLIL, teachers can make students achieve the objectives through the 4C's model in which games, activities, songs, etc. can be included in order to enjoy reading and, as it has been mentioned during the project, consider reading as a hobby, not as an obligation.

- In the field of content, stories can offer a way to introduce new vocabulary, making it understandable through the context of the book, in which every time a child reads a word whose meaning he does not know, he can read the rest of the sentence and think about its meaning, instead of going directly to look for the word in the dictionary or asking the teacher. In addition, the vocabulary which is usually found in books is closely related to the contents of the Primary Education Curriculum (family members, animals, adjectives ...) and uses many grammatical expressions also included in it (the narrator usually tells the facts in past tense, comparatives and superlatives are used ...).
- When storytelling is used in an effectively way, it enhances children's communication. Says that reading or listening to a story related to a specific content can make children react to it verbally, non-verbally or both. Storytelling in CLIL offers children to participate in the class orally, by repeating certain formulaic phrases, to role play part of a dialogue, or to express their feelings. To sum up, stories, when used following a CLIL structure, become a really interesting tool to dare to speak in public, and lose that stage fright that many people suffer.
- Culture is constantly present in storytelling. It provides the reader with a vision of new customs and traditions different from those of their country. Ioannou and Ramírez (2011) affirm that using stories in the classroom can prepare learners for openness, awareness and tolerance towards other ways of understanding life in such a way that students can acquire more sensitive attitudes, which will make

them better prepared for relationships among people from all over the world in the future.

- Relative to the fourth C of the CLIL approach, with storytelling, children develop their cognitive development. Stories involve a process in which children will try to guess how the story continues, predict some of the actions which can happen in some of the different chapters of the story or link concepts for the better understanding of the tale and thanks to it, storytelling become very helpful for the learning process, and it will help children to progress in their own construction of the knowledge.

3. Survey: Reading habits at school over the last 30 years

After having done an investigation about CLIL and storytelling, laying the foundations of both aspects and seeing how they can work together, it is intended to obtain data about how reading has been treated in schools by means of a survey. Its principal aim is to check the degree of satisfaction about how reading and books have been proposed in the classroom in recent years, in which the results will show whether teachers have implemented reading in the classroom in a correct way.

To carry out this survey, 15 questions have been asked (annex 1), most of them following the structure of the Likert scale. Some others were YES / NO questions in which interviewers value their experiences and attitudes in class as regards reading books.

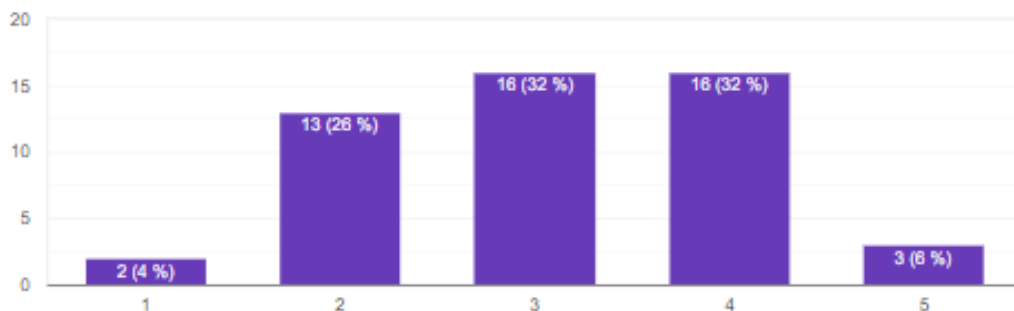
The survey has been limited to people who have studied compulsory education in Spain who are between 18 and 30 years old, since, due to the reforms of educational laws, if the survey is carried out among people of all ages, the result could be misleading. After having obtained results from 50 people, it was considered that there was already a significant sample to elaborate the pertinent conclusions.

3.1. Analysis of the results

In this part of the work, the results obtained from the survey have been analysed. Due to the fact that there were very related questions, some of them have been analysed at the same time. In addition, in the next section, a global analysis of the survey will be carried out.

1-¿Te gusta leer?

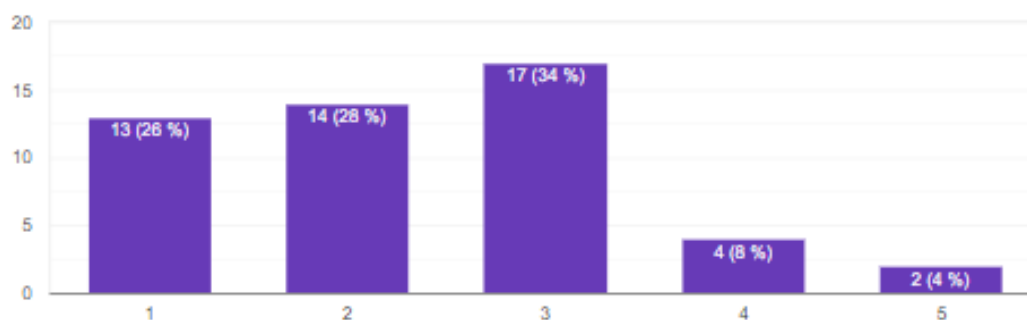
50 respuestas



2-¿Te consideras lector/a habitual?



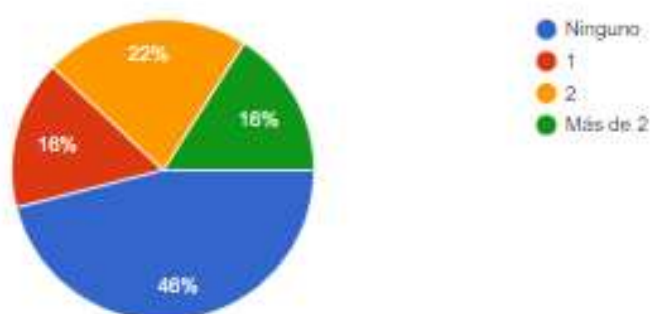
50 respuestas



These first 2 questions encompass the fundamental concept of the work, which is the interest in reading. As it can be seen, most people consider that there is a certain interest in reading in them. This is because people, even if not through books, read every day. Reading is not only the action in which you pick up a book and you read chapters and chapters until the end of the book. Through new technologies, we are constantly reading, be it through mobile phones, computers, etc.

3-¿Cuántos libros has leído durante los últimos 3 meses? (Con esta pregunta solamente se pretende saber los libros que has leído por ocio, los libros leídos por trabajo o por estudios no contabilizarían).

50 respuestas

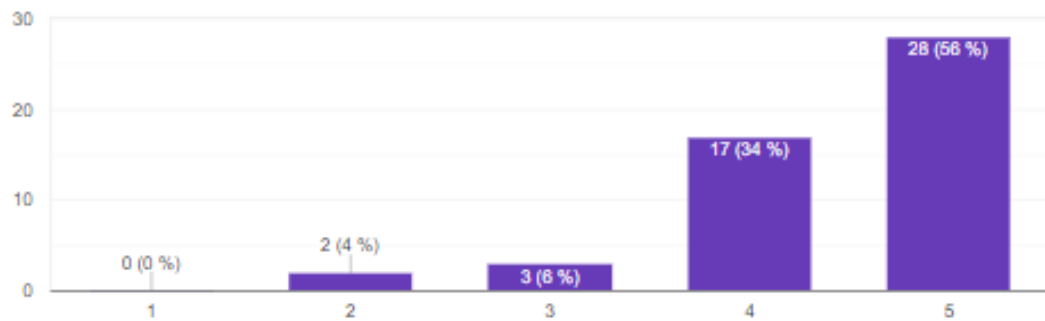


In the third question it can be seen the number of books read during the last 3 months. Almost half of the interviewees (46%) admit not having read any books during this time, which is a very high percentage and even more when the survey has been carried out during the quarantine period caused by the Covid-19, a period in which people have had

more time to be interested in reading because other types of leisure activities were restricted.

4-¿Consideras que leer asiduamente tiene grandes beneficios? Mejora de la agilidad mental, mejora de las habilidades sociales, mejora de la inteligencia emocional...

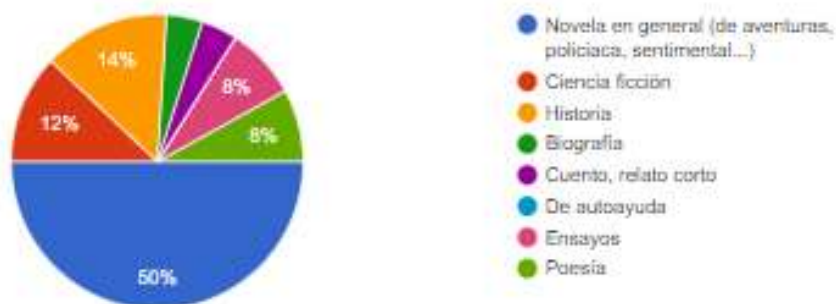
50 respuestas



In this part of the survey, we find that practically the majority of those interviewed agree, since 90 percent of the population considers that reading has great benefits. What we can extract in conclusion from these results is another question: If people consider that reading brings great benefits to people, why is there a large percentage of the population that does not read?

5-¿Qué género literario te gusta más?

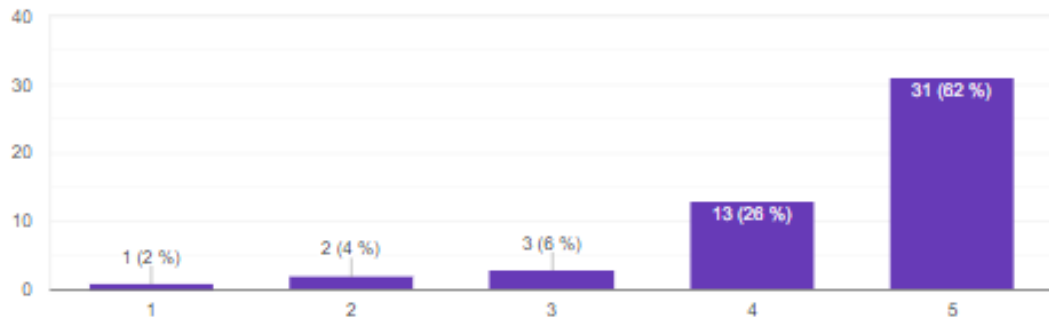
50 respuestas



This question is associated with literary genres, in which it can be seen how the novel is the type of reading that is most often read. On the other hand, science fiction and History books stand out over other increasingly forgotten genres, as is the case of poetry.

6-Durante mi etapa escolar obligatoria (hasta los 16 años) leía más por obligación que por gusto.

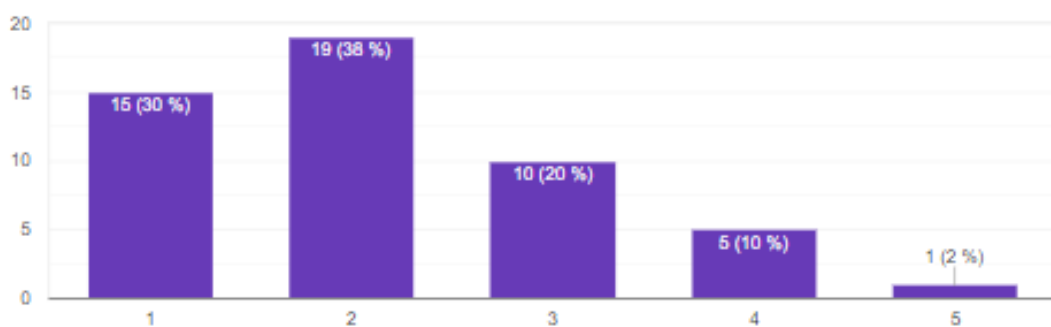
50 respuestas



This is the part of the survey where the experiences at school start, in which 62% of the population admits that during their period at school they read not because they enjoyed it, but because they were forced to. This is one of the most negative pieces of data collected in this survey. Teachers are supposed to make children enjoy themselves through books, and it should never be seen as an ordeal.

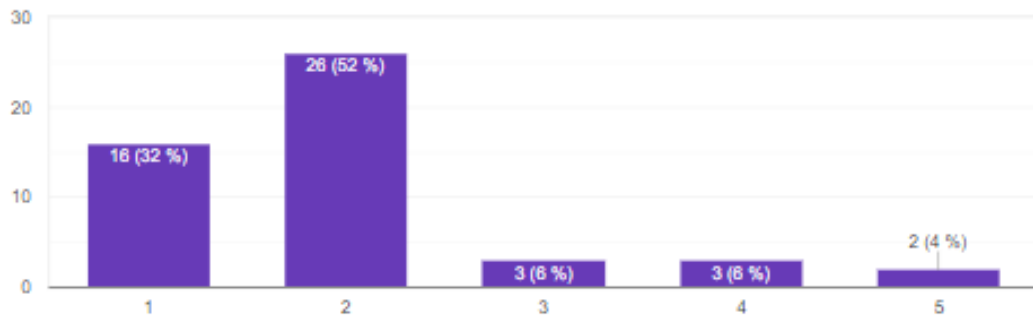
7-Durante mi etapa escolar el/la profesor/a me sugería libros y me incitaba a la lectura como un hobby.

50 respuestas



8-Durante mi etapa escolar, el/la profesor/a se preocupaba por recomendarnos lecturas del gusto de la clase.

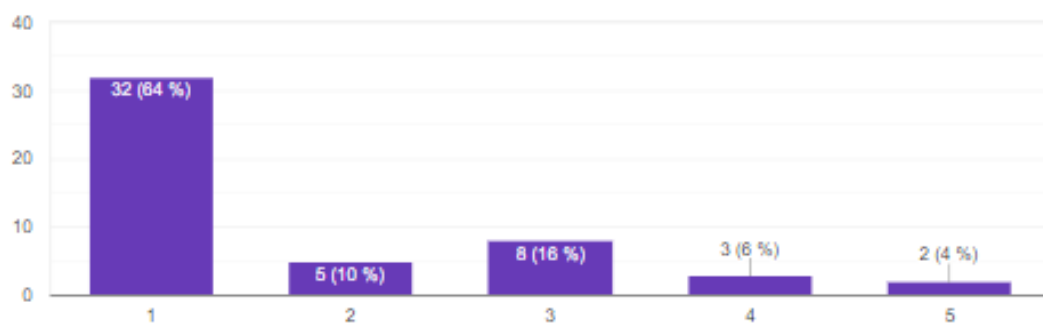
50 respuestas



In these 2 questions it can be seen how the majority of the population recognizes that their teachers did not use to ask them about their interests when choosing a book, and they did not try to make students see reading as a hobby, so the conclusion is: If we don't implement reading as a hobby and suggest books that children can enjoy, we will get a rejection of reading from the students.

9-Durante mi etapa escolar, el/la profesor/a no nos daba el mismo libro a toda la clase, sino que elegía varios libros y éramos los alumnos los podíamos elegir.

50 respuestas

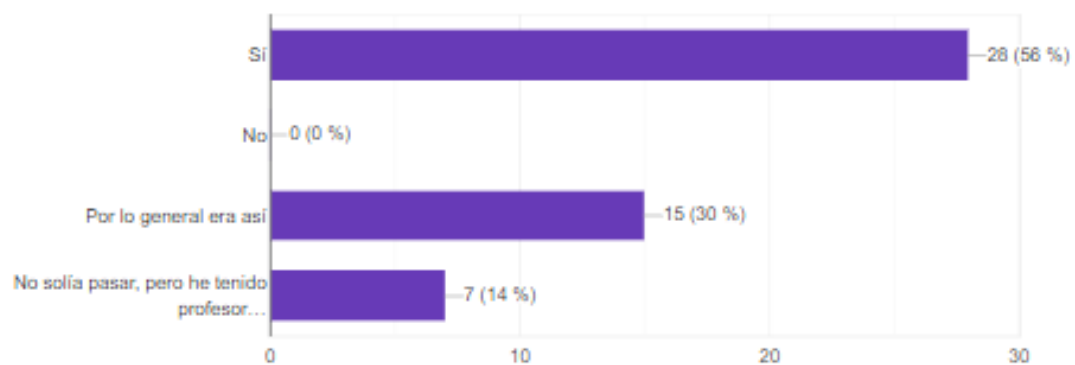


It can be seen, there, that most of the population says that during their school stage, teachers did not choose the books according to the interests of the students, they gave the same book regardless of whether it was appropriate or not. Do all children have the same literary interests? How can we make children enjoy reading if we give the same book to 25 children in a class? The teacher's job is to provide students with books of

their interests, so that they become increasingly interested in reading. If teachers are constantly giving students random books regardless of whether they like them or not, students' interest in reading will decrease more and more

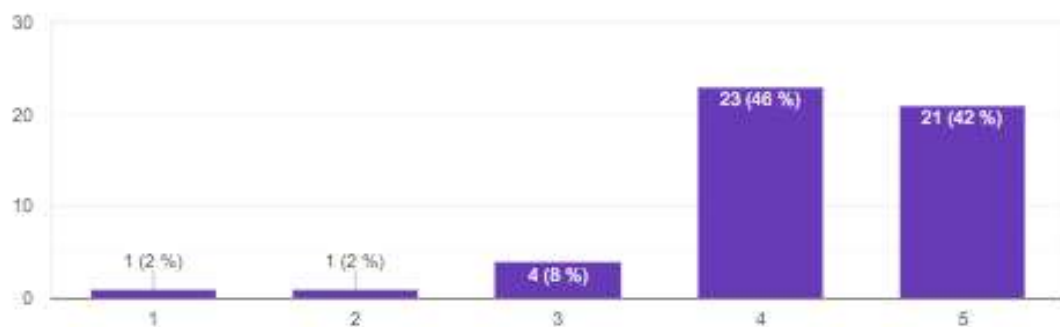
10-Durante mi etapa escolar el/la profesor/a nos mandaba leer un libro que el/ella escogía y nos hacía un examen/control de lectura con preguntas que puntuaban para la evaluación de la asignatura.

50 respuestas



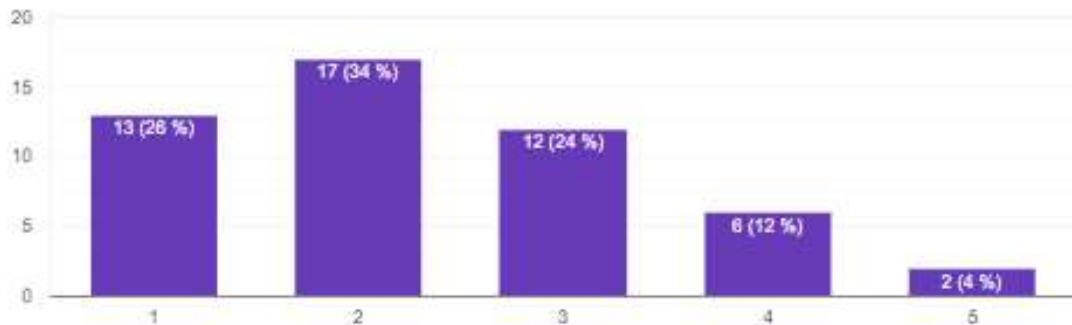
11-Por norma general, mis profesores/as evaluaban la lectura con preguntas sobre aspectos muy específicos del contenido del libro.

50 respuestas



12-Por norma general, mis profesores/as evaluaban la lectura con preguntas subjetivas del estilo: ¿Te gustó el libro? ¿Qué has aprendido durante la lectura? ¿Te gustaría seguir leyendo libros de este tipo o preferirías cambiar?

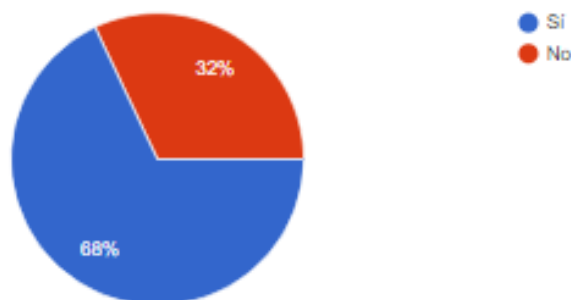
50 respuestas



These three questions are related to the so-called "reading tests." The results obtained say that, as a general rule, the teachers made tests to check if students had read the book. 56% of the interviewees testify that the way to check if you had read the reading was through a series of questions with specific contents of the book, and 30% of the interviewees say that not always, but it used to be like that. Only 14% of the population say that teachers did not use to use this method, but no one gives a negative answer to this question. Regarding the last question, the results obtained show that the teachers did not use subjectivity so much when asking questions about the books read.

13-Me he visto en la tesitura de tener que releer un libro varias veces para aprobar el control de lectura debido a que había preguntas tan rebuscadas que no podía contestarlas.

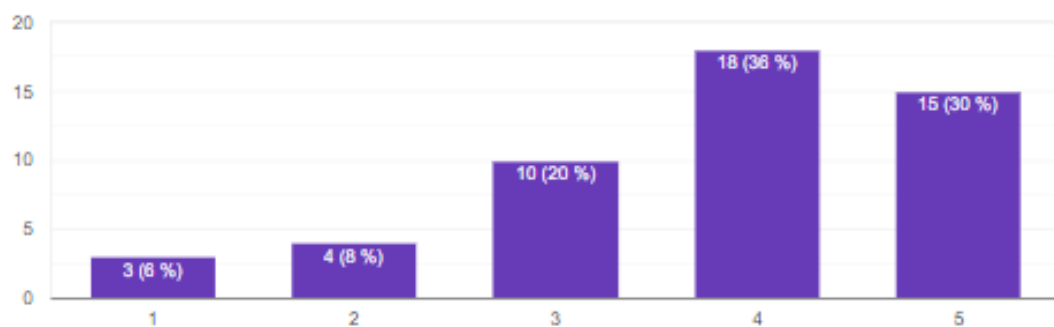
50 respuestas



In this question, the 68% of the interviewees affirms they have been forced to re-read a book to pass a test. In some cases, even though the child has read the book, the questions on the reading test are so stilted that the child does not know how to answer them correctly, so he fails the test. It is recognizable that teachers need a way to check if children have read the book but, does reading consist of "studying" the book and knowing what happens on each of the pages of the story?

14-Mi afán por la lectura se ha visto mermado a medida que iba avanzando cursos.

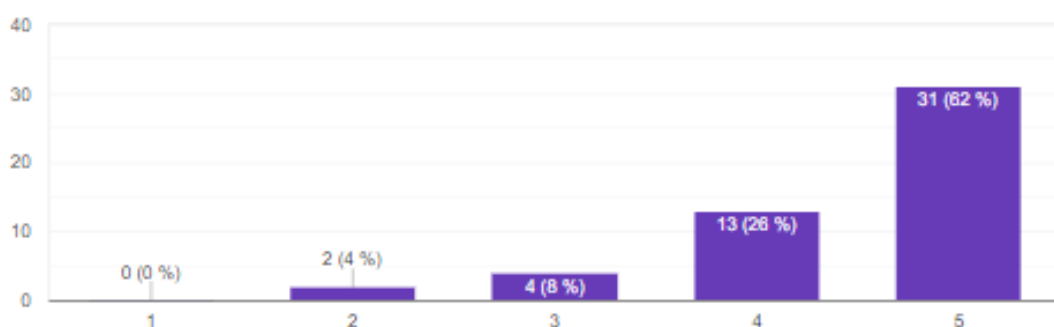
50 respuestas



Here it can be seen how a very low percentage of interviewees have become fond of reading over the years, while 66% of them admit that their interest in reading has been decreasing more and more. This result can be determined by the results of the previous questions, that is, by the way in which reading has been implemented in the classroom in recent years, and teachers have the opportunity to change it.

15-En líneas generales y como conclusión tras realizar esta encuesta, me gustaría que la lectura dentro de mi etapa escolar se hubiese tratado de una manera distinta a la que se trató.

50 respuestas



Finally, the results obtained through this last question show a clear general dissatisfaction about the way to implement reading during the school stage, in which a large majority of those interviewed say that they would like to have worked the concept of reading at school in a different way.

3.2. Overall results and conclusions

In light of the results extracted from the survey carried out, it is considered that the main problem relating to reading tasks at school is that they have most often not been implemented according to the interests of the students, but to force the student to read without knowing if they are enjoying or not.

The results also show a discrepancy regarding the sections referring to the theoretical framework of this work, which indicate that storytelling is a tool that teachers have to include in the classroom in such a way that the child can learn and enjoy the task, but the results obtained clearly show how, generally, the way of introducing reading in the classrooms was based on the imposition of reading a book which children had to read in order to pass an exam to check the children's knowledge about the book, and that is not the purpose of storytelling.

Therefore, after verifying through the survey that the way to implement reading in the classroom in recent years has not been the most adequate, the objective of this project will consist of selecting a book and proposing a series of activities to be carried out in the classroom and, taking advantage of the Master's Internship period, implement some of the proposed activities and evaluate their results.

4. Proposal for a Didactic Intervention Program to foster reading habits

After what was addressed in the previous sections, having done a review about storytelling and its possible application in the CLIL context, and carried out a survey in which some negative conclusions about the implementation of storytelling in the classroom during the recent years have been extracted, we will now present a didactic proposal which aims at using a particular tale as the leading thread of a number of classroom activities aimed at fostering reading habits among students while tackling content in the curriculum following a CLIL approach.

In order to select the story to be used, a preliminary study of the interests of the class in which the project is going to be developed, must be carried out. Then we must make sure that the difficulty of the text itself adjusts to level of our students, adapting and simplifying it if needed.

4.1. Book and course chosen for the proposal.

To make a didactic proposal based on storytelling, teachers have to consider the class at which this proposal is addressed. For this reason, my proposal arose considering the class in which I was doing the internship period of the Master's Degree that I am studying.

It is considered necessary to detail that in this case, we have to select a book, so the way to proceed is not the same as in a normal didactic proposal: when a didactic proposal is designed, teachers have to previously work following the different parts of the Curriculum but, in this project, as we are working with storytelling, defending that to implement it in the classroom we have to know the interests of the students so that they enjoy reading, it is necessary to first know the group of students which will be part of the proposal. This prior consideration will allow teachers to be able to select a book which children enjoy both reading and the activities that are going to be proposed to work with it.

Similar proposals to the one presented here might be applicable to any Primary School class, but this proposal has been designed to work specifically with the 6thA group of the Public school of La Gesta. During the first 2 weeks of my internship period, the interests

of the students (what they like to do, what their hobbies are ...) were recorded through direct observation in class (asking them which sports they practice, what their hobbies are, what topics they would like to work with in class ...) and it was concluded that there is a common interest in class, which are videogames, especially the game called *Among Us*, a very fashionable videogame in which the crew members of a fleet have to discover who the impostor is.

Having selected the topic, a very interesting book about the game was found online. It talks about a game of *Among Us* in which the crew have to discover who the impostors were to survive. The book, called "Un cuento de terror espacial", written by Altadill and Altadill (2020) was written in Spanish so, to work with this book, it would be necessary to translate it into English. Moreover, the book presents a high complexity of vocabulary and grammar, so a direct translation would not be adequate. The solution to this problem was based on making an adaptation of the book and translating it into English, removing some parts of the scenes from the original book (without changing the course of the story) and changing some vocabulary, tenses and expressions so that students are able to understand all parts of the story.

Once both the adaptation and the translation were completed, two changes were made for the children to be fully involved in the story. The name of the spaceship in the original book was "USS Skeld", but in our book we called it "CPG-6A" (Colegio Público la Gesta 6ªA). Furthermore, the original book had 14 protagonists, and each protagonist was described in the first chapter of the book, so I decided to change the names of the characters in the book to the names of the students through an introductory activity, which is explained in the section 4.7 of this work.

4.2 How the story was adapted

As mentioned above, the story has been translated and adapted, and the adaptation has consisted of a simplification of the vocabulary and verb tenses of the story, since if a literal translation of the book had been made from Spanish into English, the children would have had trouble understanding the story. To adapt the story, some techniques proposed by García (2012) were used. This writer talks about the term "easy reading"

and states that a series of conditions are needed for it to occur. Some of the measures used have been the use of only two fonts (one for the text and one for the titles), writing numbers without using letters, avoiding semicolons, using short sentences and using language that is coherent with the age and the cultural level of the readers.

To carry out this adaptation, the book was first summarized without translating it. In this way it was possible to omit those parts of the story whose translation would be difficult for the students to understand. Then, once summarized, the text was translated.

As examples, we can focus on the beginning of Chapter 6, in which the original tale contains vocabulary and expressions such as: “¿Qué narices ocurría en los motores?”, “fuera de sus casillas” and “tenemos que peinar la nave”. Due to the fact, had they been translated literally, these expressions would probably be too difficult for the children to understand the text, they were partly omitted or changed into simpler expressions like: “Is the engine room working?”

The adaptation them aimed at allowing students to fully understand the book, although some new vocabulary was included on purpose and, during the implementation of the proposal, students will be encouraged to ask about unknown words.

4.3. Our story

It must be noted that names appearing in the story as presented here will be changed into our student's names, following activity one in the proposal. The names in this version do not correspond to any particular class, for the sake of students' privacy.

Introduction

42 light years from Earth, Doctor Daniela was looking a bit worried looking at some files. If she made a mistake, the entire mission that would move humanity to another habitable planet could fail.

Everything seemed correct. They had landed on a planet identified as LV-314 to have some food and drink before continuing to their destination planet. The entire crew had passed through the scanner to detect any abnormalities. The crew had to be very careful, because the presence of any organism could be a threat to the mission. Luckily, that planet where they stopped was only an icy rock, and it did not seem that there could be any living being on it, so Daniela, the doctor of the crew, considered that it was not necessary for the crew to do a new analysis, because they would waste a lot of time.

However, this time, the scanner had found something strange: one of the members of the crew was not a human! The doctor, as the scanner was a routine process, didn't give importance to the results, so he couldn't know which member of the crew had presented this pathology in the scanner

The doctor told it to the captain of the crew, and after an argument, they were forced to move to a new spaceship due to a possible infection, and the change wasn't very good, because the "new spaceship" didn't have good conditions.

Chapter 1

01



The “new” spaceship was called CPG-6A. It was one of the first interstellar ships of the Mira corporation. It was so old-fashioned that the crew had to wear a suit to survive, since the oxygen supply was not guaranteed because the system was very faulty. To distinguish themselves from each other, they had the great idea of wearing suits of different colours.

Dr. Daniela got the white suit, very appropriate for a doctor and very inappropriate for such an old and dirty spaceship. The doctor was the one who had the data of the other 10 crew members and the captain, so in total there were 12 people on board the spaceship:

Captain Hugo, a very strict, rude and authoritative officer. His suit was red.

Pelayo, a very strong Spanish man who had survived extreme situations. His suit was green.

Nico, a brilliant scientist and an eminence in many fields who was accompanied by his cat, Miguel. His suit was orange.

Adriana, a very cautious science lover. Her suit was lime.

Laura, the geologist of the spaceship. Her colour was ideal for her, it was brown.

Patricia, a handyman mechanic who could fix anything. Her colour was blue.

Mateo was the IT and telecommunications technician. He was a man who used to sleep very few hours. His suit was pink.

Lucas was the psychologist of the group. He was a tall man with lots of resources. His suit was cyan.

Nacho, the biologist, was in charge of evaluating any living being. His colour was yellow.

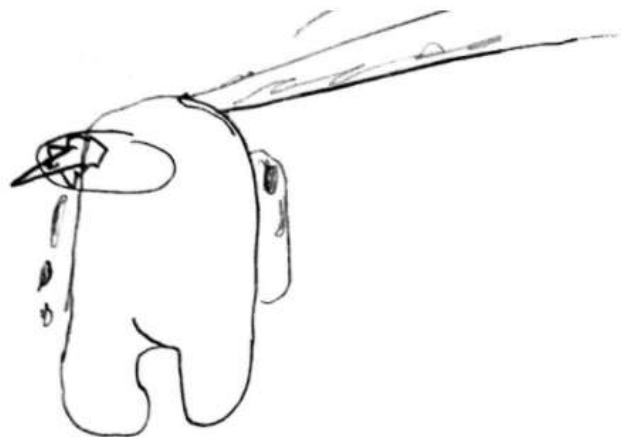
Alonso was an employee of the company. He had a dog whose name was Celia. The crew thought that he was a spy. His colour was black, very appropriate in his case.

Lucía was a physicist, and she was also a very strong woman. If navigation failed in the spaceship, she could guide it through space. Her colour was purple.

After reviewing the files, Daniela got up and supervised the facilities of the “new” spaceship. They had several beds and a scanner, but she didn’t trust that all the objects were in perfect conditions.

Electronic devices were very old and some medicines were out of date. When she turned the scanner on, she realized it was broken, and the damage seemed recent.

When Daniela went to tell the crew that the scanner had been sabotaged, she suddenly found a shadow blocking her path. Instantly she felt a prick in her head and even before she realized what was happening, she could no longer move. Her last memory was a blurry vision of a monstrous mouth full of teeth and a tentacle piercing her forehead.



Chapter 2

02



Patricia was fixing an electrical panel, very worried about the state of the spaceship. The rest of the crew could see that it was an old spaceship, but Patricia could also see all the damage to the ship. "At least I'm not going to be bored," she said.



UAAAAAAAAAAAAAAAAAAAAA!!! 🚨 🚨 🚨

The alarm sounded and scared Patricia. Emergency meeting in the cafeteria!

The entire crew was around the tables, wondering why they had to change the spaceships. Captain Hugo explained what was happening:

-We are confined in the CPG-6A. Routine tests before leaving the previous planet revealed that one of us is affected by an unknown disease. As you know, we could not put the rest of the fleet at risk, so I requested the transfer of all of you to this spaceship, the CPG-6A.

-But who has the disease? Patricia asked.

-Dr Daniela did not correctly record the analysis data so we do not know.

"Well, let them test us again so we will know who is infected," Nacho suggested.

-I wasn't going to tell you anything about this, but I have been forced to tell you because Doctor Daniela has appeared dead, or better said, murdered.

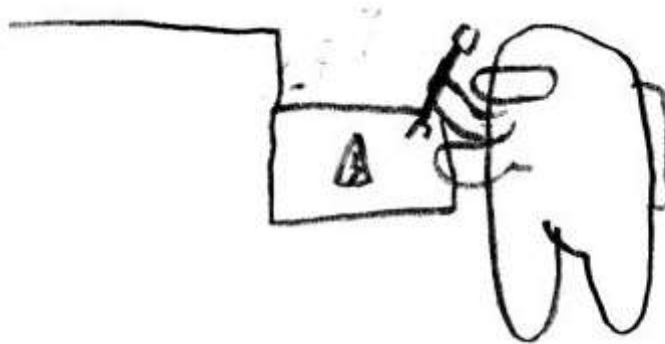
-Suddenly, all the crew began to look at each other, very scared.

-Apparently, Daniela has been attacked with a sharp object that has pierced her head, dying on the spot.

-And what are we going to do? The entire crew asked.

-For the moment we're going to stay here, in this spaceship. Nico, you'll have to help me to analyse the medical room. The rest of the crew must ensure that this spaceship keeps us alive, so your mission will be to fix all the damaged elements of the spaceship.

The crew members dispersed through the different areas of the ship and Patricia continued what she was doing. When she picked up her toolbox, it seemed to her that the tools were not in the same position as she had left them.



Suddenly, she noticed how a presence was approaching. It was Celia, Alonso's dog. Pets were also allowed in the expedition because they also had to repopulate the planet they were going to. Celia saw something and run away, but Patricia didn't care.

When Patricia was trying to put some wires together, her vision turned red and she noticed a hot liquid on her forehead. 5 seconds later she was dead.

Chapter 3

03



Mateo was trying to fix the communications. The devices were old but the brands were well known: Apple, Samsung, Xiaomi... Surprisingly, the wires of all the devices were very well-organized, as if someone had been in charge of ordering them previously.

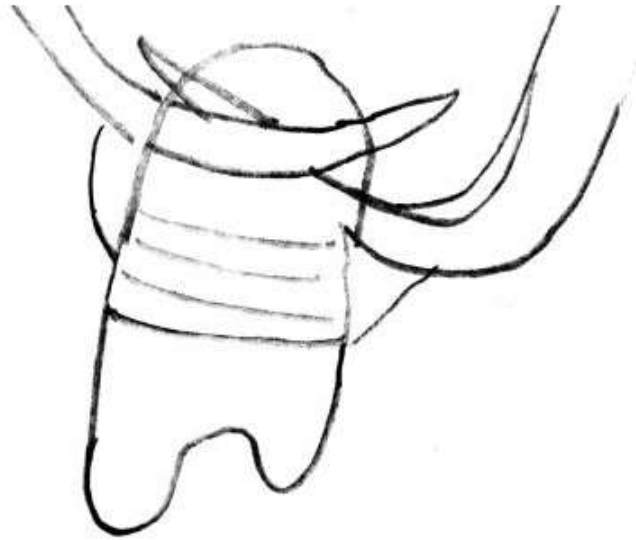


When Mateo was trying to fix all the systems, someone was watching him from the door. It was Lucas, the crew psychologist. Mateo was ordering the documents of the system when he noticed something on the wall. There were some wires that came out in a disorganized way. Those wires came from the communications room to another part of the spaceship, so he went out into the corridor to follow the wires. Once he reached the shield room, he met the captain.

-Hugo, should I switch on the systems in quarantine mode?

-The captain told him that not yet, because it would limit the resources of the crew.

Mateo followed the wire that seemed to end in navigation. When he turned the corner, he heard a sound coming from a sewer. He did not have time to turn around, because a powerful arm held him for a long time. He was not able to move.



Beside him, he felt how someone was biting the wires, and after his attacker went down the sewer, he dragged into Navigation to put the spaceship in quarantine mode. Finally, he died.

Chapter 4

04



Lucía was in charge of checking that the reactor was working properly.



The CPG-6A spaceship had a very solid system, but it had some gas leaks that could be problematic. The only way they would fail would be because of a sabot...

UAAAAAAAAAAAAAAAAAAAAAA 🚨 🚨 🚨

Another new alarm sounded loudly. Lucía ran to the cafeteria.

-What happened now? -Alonso asked.

-Where are Mateo and Patricia? -Captain Hugo asked.

-They are dead! They have been killed by one of us and that is why I pressed the emergency button! We have to do something. -Nacho said.

-But it doesn't make sense, we've known each other since we were in Gesta School with those 2 astonishing teachers, Paula and Jorge! And although we have argued a lot of times, I don't think anyone wants to kill anyone! -Alonso said.

Lucas, the psychologist, said that this hard journey could lead to depression and even suicide, but he would never have thought that someone could kill.

-It's Lucía! Pelayo yelled. She had access to the areas where Mateo and Patricia were. Furthermore, she was next to Mateo's body.

They all started yelling and Pelayo took Lucía to the warehouse. The crew agreed with the decision to eliminate the "murderer" from the spaceship, so that no more people would die. Pelayo pushed Lucía through the garbage gate and she flew like a bird through space.



Chapter 5

05



Lucas could not believe what had happened. According to him, now they had all become murderers. Pelayo claimed that they had done well, because Lucía was the murderer.

Suddenly, two different alarms sounded. Engines and oxygen system problems. The captain ordered Nico to check the engines. Laura you...

CLANK!!

-Oh no, what is that noise?

-That was an asteroid! Pelayo, go to armament and clear the way.

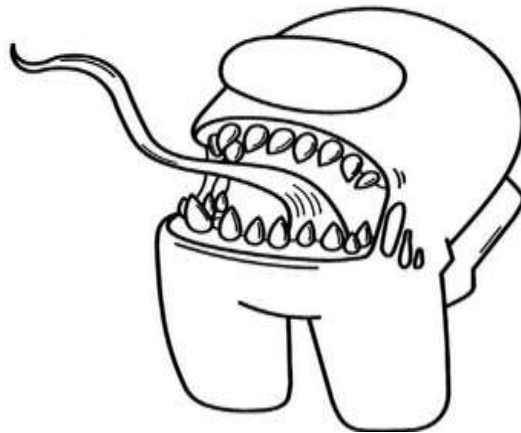


In the weapons room, Pelayo turned on the screen and watched how some parts of rocks collided with the spaceship.

-Not during my guard! -He said, and he started shooting all the asteroids. After breaking all the asteroids, Pelayo saw something that stayed in the middle of the screen, it was Lucía!

Pelayo couldn't believe it. How could she have survived! Quickly, he shot Lucía, so now she was definitely dead.

When Pelayo turned around, a giant mouth full of huge teeth closed over his head. The murderer was acting again.



Chapter 6

06



UAAAAAAAAAAAAAAAAAAAAAA 🚨 🚨 🚨

Emergency meeting!

-All good? Is the engine room working?

-Yes, captain. -Laura claimed.

-Just a moment. Where is Alonso? -The captain asked.

-We haven't seen him for quite a while. -Nico said.

Adriana pointed out that she didn't think it was a good idea to be separated when there might be a murderer among the crew.

-Didn't you say that the murderer had been ejected? -Lucas yelled.

Adriana ignored Lucas and suggested that they had to go in groups of 2 so that no one would be alone. They all accepted.

Alonso was in communications. He had to inform the other spaceship what was happening on the CPG-6A. The problem was that he had found the devices broken and hadn't been able to establish contact yet.



Alonso had another problem. He didn't want the rest of the crew to know that he was trying to communicate with the other spaceships. The way to communicate with the other ship was through wares that came out of Alonso's forearm. He was a robot!

Suddenly... **UAAAAAAAAAAAAAAAAAAAAA** 🚨 🚨 🚨

At that moment, the lights turned off. Alonso ran into the cafeteria when a knife jabbed into his back.

-Nacho, help me take him to the cafeteria. -Hugo said.

-But captain Hugo. How are you going to explain that we have just killed this man?

-It's easy, because he was not a man, he is a robot. We may have found the real murder.

-Nacho and the captain took Alonso to the cafeteria and explained that he was not dead, he was turned off, because Alonso was a robot. After extracting the knife from Alonso's body, they saw that instead of blood, he had black oil.

-What is that? -Adriana asked.

-Alonso was a camouflaged machine among us, programmed to guard the interests of this mission.

-So... was he the murderer? -Lucas asked.

The captain explained that Alonso may have committed some of the murders, but he was not sure that he was the author of all the crimes.

GRRRRRR!

They all looked at the ground. Celia, Alonso's pet was very angry, barking at the captain.

Chapter 7

07



Lucas, the psychologist, suggested to the captain that they did psychological tests to discover if there were any murderers among them.

-Okay, you can start with me. -The captain said.

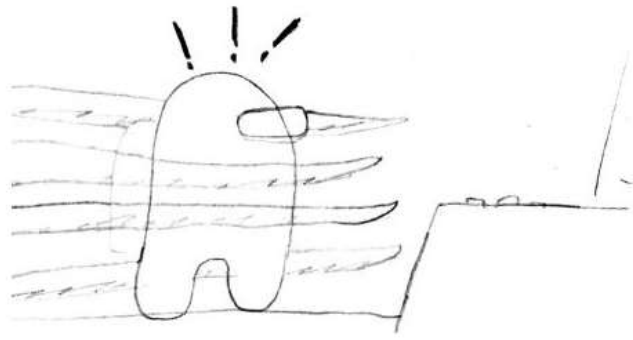
-I will be honest Lucas, I don't think you will discover anything with this test.

-Lucas asked him a lot of things (conflict situations, moral dilemmas, nonsensical questions...). When they finished, the captain left the room and Lucas continued with the interviews of the rest of the crew.

The results were very similar. They were all obsessed with their work and with the mission.



When Lucas was looking at the map of the spaceship, he realised that someone was in administration, the same room where Lucas was. He didn't dare to turn around because he was so scared. Then, a lot of tentacles grabbed his arms and head. In 5 seconds he was dead.



Chapter 8

08



UAAAAAAAAAAAAAAAAAAAAAA 🚨 🚨 🚨

Nacho had seen Lucas dead. He explained it to the rest of the crew. After analysing Lucas's body, Nacho told the crew that this murder could not have been committed by any of them, because no one had the strength to tear a person in pieces.

The rest of the crew disagreed with Nacho and they began to be suspicious. The captain separated the crew into 2 groups for safety. Nacho and Nico on one side, and the captain, Laura and Adriana, on the other side.

The captain's group was going to the warehouse and the other group to the engines. Suddenly, Nacho heard a noise from the device used to throw the rubbish out of the spaceship, which was blocked.



Nacho discovered why it was blocked. There were human remains in the storage. He quickly told the group what he had discovered and Laura and Adriana ran there.

When they reached the storage room, the light switched off and someone tried to push Nacho into the rubbish hole, but Nacho reacted quickly and managed to eject his attacker into space.

-Help! Someone tried to kill me. -Nacho yelled.

-Another crewman appeared.

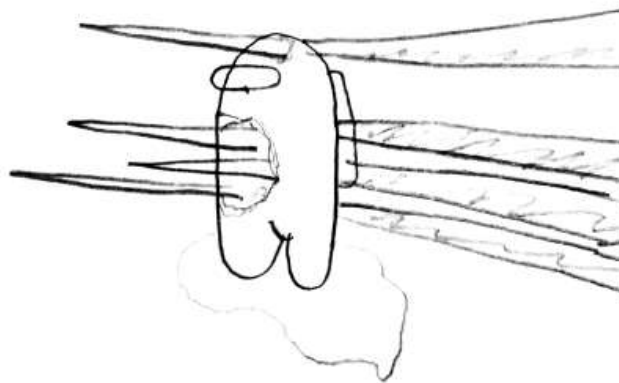
-I'm Nico, where is the captain?

-I don't know, he doesn't answer. -Nacho said.

-AAAAAAAH! Something is grabbing me. Help me Nacho! -Yelled Nico.

-Nico! Give me your hand!

-Nacho failed to grab Nico and a lot of tentacles stuck into Nacho's belly.



Chapter 9

09



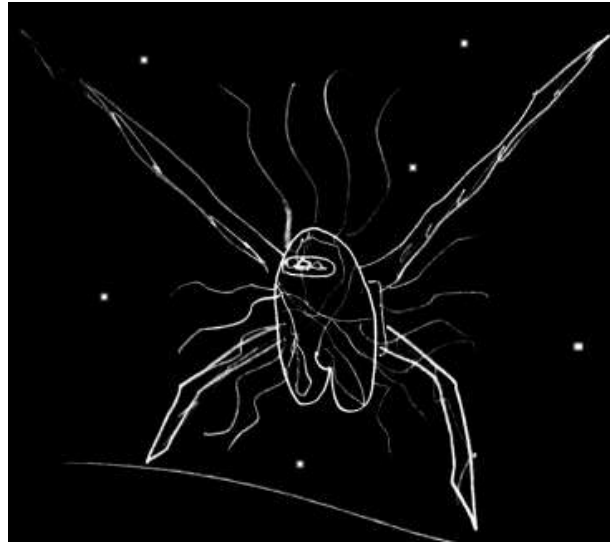
Captain Hugo still clung to the ship with his tentacles. Nacho had tried to launch him into space. The captain did not feel like an impostor, but like a survivor.

It was a form of life that lived on that planet where the fleet had stopped to eat and drink. He had been waiting for centuries for something to come to his planet so he could get inside. This liquid mass was introduced into the body of the captain to control it from the brain, and the captain was the best option, to control the entire crew.

His mission was clear; he had to reach the human fleet to expand himself, but due to the scanner analysis, he was forced to travel in the small ship (the CPG-6A) with the other crew members. The important thing was to go back to the rest of the fleet, and if he had to kill all the crew to achieve it, he would do it. He also thought that some help will be necessary.

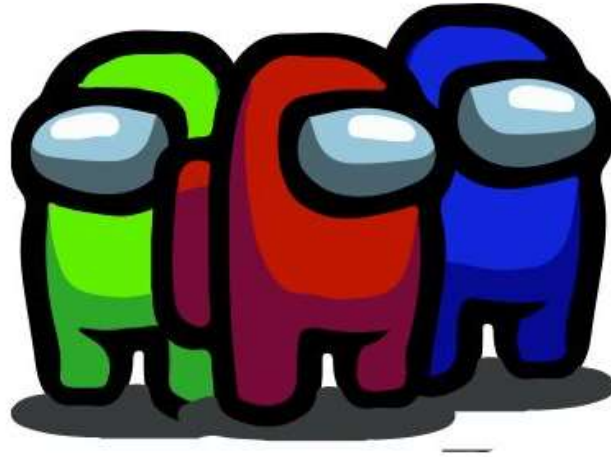
The gate was reopened. The captain began to call for help, but no one heard him, so he moved away from the spaceship.

Captain Hugo's mission seemed to have failed, and while he was floating through space, he regretted having killed so many people, as he had not been able to survive.



Chapter 10

10



The storage room was a chaos. All the lights were switched off and one thing seemed clear: someone else had died and the murderer was still there. Adriana came back into the cafeteria. What could she do?

She had two options, keep out of sight or find a way to leave the spaceship. She decided to go into a sewer to explore the place where the murderer moved, and when she was walking through the sewer, she saw two eyes glowing in the dark.

When she thought that there would be no escape, she realized that it was Miguel, Nico's cat. Adriana grabbed Miguel and they came out the sewer, reaching administration.



In administration, Adriana found a way to leave the spaceship, through an emergency escape. When she was going to exit administration, Nico arrived.

-We have to get off this spaceship as soon as possible! How can we do it?

-Adriana was about to tell him that she had discovered the way, but she decided to keep quiet. Suddenly, Celia walked through the door and started barking.

Chapter 11

11



There were only 3 left: Adriana, Laura and Nico. Could one of them be another impostor? Laura was very nervous, but as a good geologist, she had examined the spaceship very well and knew there was a way to escape. In an extreme situation, the navigation gate could be separated from the rest of the spaceship and functioned as a small spaceship outside the CPG-6A.

Everything was dark. Finally, Laura arrived at navigation. In one of the chairs she saw something moving, but it was Nico's cat. Laura turned on the systems that would allow them to separate from the CPG-6A, when, suddenly:

-Laura! I'm Nico! Open the door! Adriana attacked me, she was also an impostor! We have fought and I think she's dead. Open the door please!

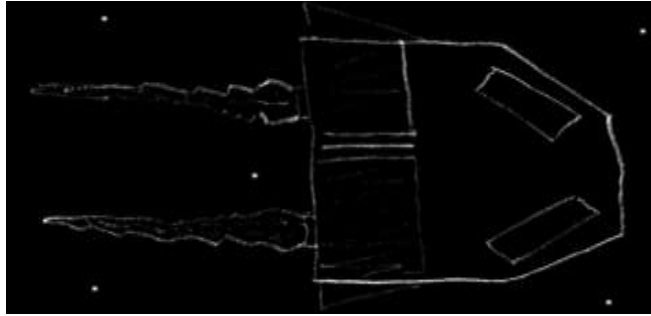
-Laura didn't know what to do. If she opened the door and Nico was lying, she would possibly die, but if Nico was telling the truth, she would be sentencing an innocent. While she was thinking about what to do, Nico's cat approached the door and began to smell and meow.

Laura felt sorry and decided to open the door.

-Thank you! You have saved my life! -Nico yelled.

-Let's not waste time. We must leave as soon as possible.

-5, 4, 3, 2, 1... Take off! Laura, Nico, and Miguel cat had separated from the CPG-6A.



Chapter 12

12



Can we get away with this tiny spaceship? -Nico asked.

-As soon as we leave the orbit of the CPG-6A, this small ship will emit a signal that will alert the nearest spaceships, and with a bit of luck, one of them will pick us up. -Laura said.

-I hope so. -Said Nico, sighing.

Everything seemed to be going according to plan when Laura suddenly felt a prick in her neck. Indeed, Nico was another impostor.

-I shouldn't have opened the door for you! Now I'm going to die too. -Said Laura.

Nico, who did not seem so evil, explained her the situation.

-We are not evil machines, we also want to survive. We are organisms that have been on that frozen planet for thousands of years and when you stopped with your spaceship, we took advantage of it getting into some of your bodies in order to use them as a tool, but our purpose is the same as yours, to survive...

-I don't want to hear anymore! Kill me now! -Laura yelled.

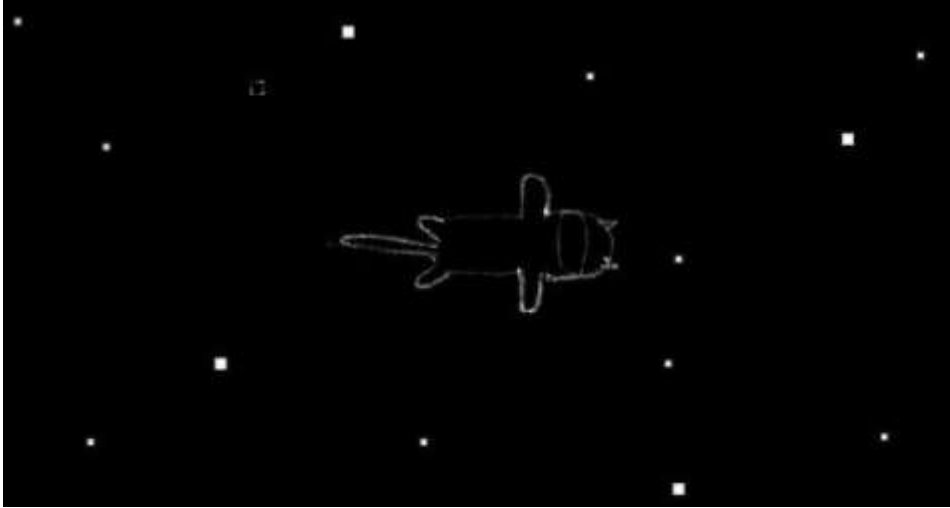
-You are going to be the luckiest member of the crew, I am not going to kill you, I am duplicating myself in you so you will become one of us.



-When the process seemed to be finished... BOOOOOOM! The CPG-6A exploded and an expandable wave broke the small spaceship, and everything started to burn.

Chapter 13

The fire practically consumed the entire ship. Only a few rests of the spaceship remained floating in the space. One of those rests was a kind of a box. Finally, the box was opened. It was Miguel, Nico's cat. The fleet was ahead. They would still have a chance.



4.4. Timing

As to implement this proposal we must know the interests of the students to select a suitable book, this project is designed to be developed in the 3rd term of an academic year, and it will last 7 weeks. As an example, this would be the calendar for the 2020-2021 academic year:

MAY 2021				
Monday	Tuesday	Wednesday	Thursday	Friday
3 (activity 1) English	4 (activity 2) English	5	6	7 (activity 2) English
10	11 (activity 2) English	12	13	14 (activity 2) English
17	18	19	20	21 (activity 3) Arts
24	25 (activity 4) English	26	27	28 (activity 5) Natural Science

JUNE 2021				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4 (activity 6) Arts
7	8	9	10	11 (activity 6) Arts
14	15	16	17 (activity 7) Mathematics	18 (activity 8) Physical Education
21	22	23	24	25

4.5. Contents

These contents are related to the English, Arts, Natural Sciences, Mathematics and Physical Education subjects, and have been extracted from the Currículo de Educación del Principado de Asturias (2014)

SUBJECT	CONTENTS
English	<p>Bloque 1. Comprensión de textos orales</p> <ul style="list-style-type: none">- Escucha y comprensión de mensajes orales adaptados a la competencia lingüística del alumnado, como instrucciones o explicaciones, transmitidos de viva voz o por medios técnicos, para extraer información global y alguna específica en situaciones de comunicación significativas y cotidianas.- Desarrollo de estrategias básicas para apoyar la comprensión: uso de contexto visual y no verbal y de los conocimientos previos sobre el tema o la situación transferidos desde las lenguas que conoce a la lengua extranjera.- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos- Comprensión de descripciones sencillas de personas, actividades, lugares, objetos, hábitos, planes e intenciones.- Comprensión de narración de hechos pasados y recientes.

	<ul style="list-style-type: none"> - Comprensión de relaciones lógicas: conjunción (and); disyunción (or); oposición (but); causa (because); finalidad (to- infinitive, e. g. I did it to help her); comparación (as Adj. as; smaller (than); the biggest). - Relaciones temporales (when; before; after). - Afirmación (affirmative sentences; Yes + tag). - Exclamación (What + noun, e. g. What fun!; How + Adj., e. g. How nice!; exclamatory sentences, e. g . I love salad!). - Negación (negative sentences with not, never, no (Adj.), nobody, nothing; No + negative tag). - Interrogación (Wh- questions; Aux. questions). - Comprensión del tiempo: pasado (simple past; present perfect); presente (simple present); futuro (going to; will). - Comprensión del aspecto: puntual (simple tenses); durativo (present and past continuous); habitual (simple tenses + Adv., e. g. always, everyday); incoativo (start -ing); terminativo (finish -ing). - Comprensión del espacio (prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement).
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	<ul style="list-style-type: none"> - Apoyo en los patrones sonoros, acentuales, rítmicos y de entonación de la lengua extranjera para comprender significados y el sentido del discurso. - Desarrollo de estrategias de cooperación y respeto para lograr un intercambio comunicativo satisfactorio. - Valoración de la lengua extranjera como instrumento para comunicarse. <p>Bloque 2. Producción de textos orales: expresión e interacción</p> <ul style="list-style-type: none"> - Producción de textos orales sobre temas necesarios y/o interesantes para hablantes y de distinto tipo, adaptados a la competencia lingüística del alumnado basados en modelos y estructuras lingüísticas conocidas. - Narración de hechos pasados remotos y recientes. - Expresión de relaciones lógicas: conjunción (and); disyunción (or); oposición (but); causa (because); finalidad (to- infinitive, e. g. I did it to help her); comparación (as Adj. as; smaller (than); the biggest). - Expresión de relaciones temporales (when; before; after). - Afirmación (affirmative sentences; Yes + tag). - Exclamación (What + noun, e. g. What fun!; How + Adj., e. g. How nice!;
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	<p>exclamatory sentences, e. g . I love salad!).</p> <ul style="list-style-type: none"> - Negación (negative sentences with not, never, no (Adj.), nobody, nothing; No + negative tag). - Interrogación (Wh- questions; Aux. questions). - Expresión del tiempo: pasado (simple past; present perfect); presente (simple present); futuro (going to; will). - Expresión del aspecto: puntual (simple tenses); durativo (present and past continuous); habitual (simple tenses + Adv., e. g. always, everyd); incoativo (start -ing); terminativo (finish -ing). - Expresión del espacio (prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement). <p>Bloque 3. Comprensión de textos escritos</p> <ul style="list-style-type: none"> - Comprensión del sentido general, información esencial y puntos principales. - Lectura y comprensión de diferentes tipos de textos adaptados a la competencia lingüística del alumnado, como instrucciones o explicaciones, en soporte papel y digital, para extraer el sentido general, información esencial y puntos principales.
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	<ul style="list-style-type: none"> - Utilización de estrategias de lectura: contexto, conocimientos previos, identificación de información básica. - Formulación de hipótesis sobre contenido y contexto de los textos leídos. - Desarrollo de estrategias de cooperación y respeto para lograr un intercambio comunicativo satisfactorio. - Comprensión de la capacidad, el gusto, la preferencia, la opinión, el acuerdo o el desacuerdo, la intención y el sentimiento. - Comprensión de descripciones de personas, actividades, lugares, objetos, hábitos e intenciones. - Comprensión de las reglas para el establecimiento y mantenimiento de la comunicación. <p>Bloque 4. Producción de textos escritos: expresión e interacción</p> <ul style="list-style-type: none"> - Escritura de textos con progresiva autonomía, claridad, coherencia y complejidad basados en modelos y estructuras lingüísticas conocidas, distinguiendo su idea o ideas principales y su estructura básica y mostrando interés por expresarse de forma escrita. - Apoyarse en y sacar el máximo partido de los conocimientos previos transferidos desde las lenguas que conoce a la lengua extranjera para facilitar la comunicación.
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<p>Arts</p>	<p>Bloque 2. Expresión Artística</p> <ul style="list-style-type: none"> - Manejo de los conceptos de: proporción, equilibrio y composición. - Realización de obras plásticas que pongan en práctica conocimientos técnicos. - Utilización de diversas técnicas pictóricas manejando variados materiales. - Planteamiento y organización del proceso creativo, ayudado por la información obtenida evitando meras copias. - Análisis de texturas, tanto visuales como táctiles. - Confección de obras tridimensionales con materiales diversos, planificando el trabajo y el resultado final. - Cuidado y corrección en el uso de materiales y espacios. - Realización de proyectos en grupo en colaboración y respeto de todos y todas. <p>Bloque 3. Dibujo Geométrico</p> <ul style="list-style-type: none"> - Realización de composiciones con formas geométricas regulares e irregulares. - Presentación de las tareas de forma precisa, correcta y limpia, utilizando los instrumentos adecuados.
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<p>Natural Science</p>	<p>Bloque 4. La materia y la energía</p> <ul style="list-style-type: none"> - Explicación de fenómenos físicos observables en términos de diferencias de densidad.
<p>Mathematics</p>	<p>Bloque 1. Procesos, métodos y actitudes en matemática</p> <ul style="list-style-type: none"> - La aproximación a la resolución de un problema. - Cálculo del valor de la unidad para la resolución de un problema. Uso de las mismas unidades para la resolución de un problema. - Gusto e interés por finalizar el trabajo con una presentación organizada y clara de las operaciones realizadas y los resultados obtenidos. - Resolución y planteamiento de situaciones que se resuelvan utilizando paréntesis. <p>Bloque 5. Estadística y probabilidad</p> <ul style="list-style-type: none"> - Frecuencia absoluta, frecuencia relativa, la media aritmética, la moda y el rango. Aplicación a situaciones familiares.
<p>Physical Education</p>	<p>Bloque 3. Actividades físicas artístico-expresivas</p> <ul style="list-style-type: none"> - Valoración crítica y respeto de las diferencias en el modo de expresarse, alejándose de estereotipos sexistas discriminatorios educando en la igualdad de género, y en la lucha contra la violencia

de cualquier género. - Toma de conciencia y dominio de la respiración antes de emprender tareas e improvisaciones.

Bloque 5. Juegos y actividades deportivas

- Aprecio del juego y las actividades deportivas como medio de disfrute, de relación y de empleo satisfactorio del tiempo de ocio, tanto para niñas como para niños.

- Valoración del esfuerzo personal y colectivo en los diferentes tipos de juegos y actividades deportivas al margen de preferencias y prejuicios.

- Aceptación y respeto hacia las normas, reglas, estrategias y personas que participan en el juego. Cumplimiento de un código de juego limpio, previamente elaborado, en el que prime la educación en igualdad.

- Uso adecuado de las estrategias básicas de juegos y deportes relacionadas con la cooperación, la oposición y la cooperación/ oposición.

- Actitud de colaboración, tolerancia, no discriminación y resolución de conflictos a través del diálogo, el debate y aceptando la disparidad de criterios de forma pacífica en la realización de juegos

	<p>y actividades deportivas en las que participe bien como deportista o como público.</p> <p>- Valoración de la necesidad de recoger, cuidar y ordenar el material de Educación Física, reconociendo su valor como elemento de uso comunitario, tanto al finalizar la clase, como durante su utilización a lo largo de la misma y al practicar deporte o actividad física en su tiempo de ocio.</p>
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4.6. Key competences

The activities proposed in this project favour the acquisition of the key competences of the Primary Education Curriculum as follows:

- **Linguistic communication.** Verbal communication is a fundamental element in school, on many occasions the students will have to interact to address the possible problems that may arise when solving activities and try to solve them from dialogue and understanding.
- **Mathematical competence and basic competences in science and technology.** This proposal is designed to work on various subjects, including Social Sciences and Mathematics. The students will work with different sections of the curriculum in which they will have to solve experiments and problems proposed in the activities.
- **Digital competence.** This competence is related to the activity in which children will work with computers (activity 4). The use of technological resources will help the student to acquire digital notions and the student will know new resources to carry out work using different programs.
- **Learn to learn.** What better way to learn than through games? The playful component of this proposal is a motivating element for the students, who will discover skills and

capacities that they were not aware of, and that will help them to carry out these activities in more satisfactory way.

- **Social and civic skills.** Several of the activities proposed in this project are based on playing. Despite the fact that the games have the “winners and losers” factor, students must be educated following very marked social and civic concepts. Losing does not make you worse and winning does not make you better, the important thing is to do your best and if you follow this path, you will get better results, always from respect and solidarity as fundamental values of learning.

- **Sense of initiative and entrepreneurial spirit.** In order to achieve better results, the students must have initiative in the face of adversities that the activities may propose, which will determine whether the decision is on the right track. If we are wrong, we will need to find an alternative solution to the problem.

4.7. Activities

Activity	1
Subject	English.
Timing	1 session. 15 minutes.
Procedure	This first session is only to reissue the tale with the names of the members of the class. For that, the description of each character (annex 2) will be shown on the projector and all the students will have to answer which member of the class is most related to those descriptions, and the students with the most votes in each question would become members of the tale. After that, the teacher will have to do a head count to see which students have been the most voted in each description and change the names of the original book by the names of those most voted students so that the books are ready for the next sessions.
Materials	Projector, sheets of paper and pencils.

Activity	2. Read the tale: <i>Among Us</i> .
Subject	English.
Timing	4 sessions of 45 minutes each one.
Procedure	<p>In these 4 sessions students will read the book together in the classroom. In order to avoid spoilers, the teacher will not give the children the complete book, but a series of chapters will be delivered each day.</p> <p>On the first day, they will be given the introduction and the first two chapters, on the second day, chapters 3, 4, 5 and 6, on the third day, chapters 7, 8, 9 and 10 and on the fourth day chapters 11, 12 and 13.</p> <p>The teacher will tell the students to read in turns, and they will be allowed to stop reading whenever necessary. If students do not understand a word or an expression, they can raise their hands and ask a classmate the meaning of that word when a paragraph is finished.</p> <p>After having read the chapters for each day, a discussion will be open in which the children will talk about what happened in those chapters they have already read. They will also have the opportunity to make assumptions about what is going to happen in the next chapters (who will be the next person to be eliminated, who can be the impostor ...).</p>
Materials	The book (it will be printed out for all the members of the class).

Activity	3. Design a cover for the book
Subject	Arts
Timing	1 session. 45 minutes.
Procedure	<p>This activity is designed for each child to create their own story cover and include it in their books.</p> <p>As it is an introductory activity, designed to be carried out in the arts subject, no instructions will be given, since it is considered that through this subject children must have the opportunity to develop their</p>

	imaginative capacity, so for this activity they will not need a series of steps to face it, students will only have the necessary materials to develop the activity. Once they have finished, they will add the cover to their books.
Materials	A4 cards, pencils, markers, felt, cotton, rulers, finger paint and glue. (more materials can be used if needed).

Activity	4. How does the book finish?
Subject	English
Timing	2 sessions of 45 minutes each one.
Procedure	<p>For this activity the class will be divided into 4 groups of 5 students, and these groups will be maintained for the entire proposal.</p> <p>This activity will be divided into 2 sessions:</p> <p>The first one will be in the classroom. As the end of the book is an open ending, each group will make up an ending for the tale. The idea is that, by using their L2, English, they will have to work together to create a chapter 14 in which the story is resolved. New characters may appear (students whose names did not appear in the previous chapters), or even those who were eliminated during the story may reappear. Each group will make a different final chapter and the teacher will revise them before.</p> <p>In session 2, children will go to the computer room and they will write the story, once the teacher has revised them, using a standard Word processor, like Microsoft Word, so that they add their final part of the story to the complete book. Finally, they will be given the opportunity to make a simple drawing to include in the chapter. In that case, each student will do their own drawing, as an individual task.</p>
Materials	Computers, pencils and colours.

Activity	5. Experiment to save the fleet.
Subject	Natural Science
Timing	1 session. 45 minutes.
Procedure	<p>In this activity, children will work on the subject of Natural Sciences, specifically going over one of the contents of the unit of Matter, which is density.</p> <p>In the <i>Among Us</i> game, the crew members have to perform different missions inside the spaceship to win the game, so this activity will consist of carrying out a mission about the density of certain liquids.</p> <p>To introduce the activity, the teacher will guide the activity in such a way that the students consider that they are carrying out a mission to save the crew of the tale they have read.</p> <p>The mission will consist of ordering 5 elements from the densest to the least dense: honey, detergent, water, alcohol and oil. To do this, each group will be given a small amount of these products and a glass, and, with the teacher's help, they will have to introduce the different liquids into the glass and after seeing in what position each liquid is inside the glass, they will have to deduce which is denser and which is less dense. As water and alcohol are colourless liquids, blue food colourant will be added to the water and red food colourant to the alcohol, so that they can be perfectly differentiated.</p> <p>Once all the groups have finished, each group will have 2 minutes to explain to the rest of the class, orally, which are the densest liquids and which are the least dense ones, having completed the mission and ending the activity.</p>
Materials	Honey, oil, water, alcohol, detergent, food colouring and flour.

Activity	6. Designing our new crew member.
Subject	Arts.
Timing	2 sessions of 45 minutes each one.
Procedure	<p>In this activity, belonging to the arts subject, children, keeping the groups established in the previous activity, are going to design their own <i>Among Us</i> puppet.</p> <p>First, to introduce the activity to the class, students will be told that they are going to create new crew members by doing crafts.</p> <p>The steps to follow to make the puppet are:</p> <p>1st. To create the body of the puppet, we will need some templates. With cardboard, draw the silhouettes of the puppet and cut them out.</p> <p>2nd. Put the cardboard templates on the felt and retouch it on the felt. Then cut the different parts.</p> <p>3rd. Glue or sew the part of the eyes of the puppet to the body, leaving a free hole to put cotton inside and glue it or sew it later. Do the same with both parts of the body.</p> <p>4th. To create the bag of the puppet sew or glue the two parts and finally, glue it to the back of the puppet.</p> <p>Students will work in groups so that each group will create their own puppet. The teacher must be very attentive that they follow the steps correctly, and must help those groups that have problems in any step. To glue the different parts of the puppet, children can sew or glue it, by using a silicone gun or a resistant glue. During this process, the teacher has to take special care and help those groups that have difficulties.</p>
Materials	Pencils, cardboard, coloured felt, needles and cotton.

Activity	7. Let's save our lost crew members!
Subject	Mathematics

Timing	1 session of 45 minutes.
Procedure	<p>To introduce this activity, the teacher will take the puppets that the children have designed and hide them in a closet. To motivate the students, they will be told that the new crew members of the fleet have been kidnapped, and that to rescue them, they will have to solve a series of mathematical activities.</p> <p>The objective of this activity is to find a key that opens a closet where our <i>Among Us</i> puppets, our lost crew members, are found. To get to the key they will have to solve a series of mathematical problems and operations that will be displayed around the class.</p> <p>The students will be working in groups through the different tests and each time they consider that they have completed a test (there would be as many tests as groups, in this case, 5), they will have to go to the teacher's desk and, if the teacher considers that the test has been completed correctly, they will be able to proceed to the next one.</p> <p>The group that completes the 5 tests first will obtain the key to the closet where the puppets have been locked and, with the help of the other groups, they will have to find the closet where the puppets are, open the closet and save the puppets, finishing the game.</p> <p>The teacher must be attentive to solving the doubts of the students and correcting the different exercises so that the groups can advance in the game.</p>
Materials	The puppets, a closet with its key and the tests (Annex 3).

Activity	8. Let's play <i>Among Us</i> !
Subject	Physical Education.
Timing	1 session. 45 minutes.
Procedure	As a final activity, the students will dedicate a session to play <i>Among Us</i> , using a version of the game.

To play this activity, the students will need to face each other, so they will be sitting on the floor making a circle. The teacher will distribute a card to each student. The card will tell them if they are crew members or impostors. There will be 18 crew cards and 2 impostor cards.

The objective of the impostors will be to eliminate the entire crew without being discovered, and the objective of the crew will be to discover who the impostors are.

The activity will be developed as follows:

Once each student has their card, the teacher will say "The fleet sleeps" and everyone will cover their eyes so as not to see anything. When everyone has done it, the teacher will say: "The impostors wake up, get up and touch the back of a crew member to eliminate him/her." When the impostors finish the task, they will sit down again, trying not to make noise, since the classmates which are sited next to them may suspect.

Finally, the teacher will say "The fleet wakes up", the eliminated crew members will be discovered and a debate will be open in which the students will discuss about who the impostors are. At the end of the round, two main suspects will be established and children will vote in order to determine which member of the fleet is the impostor. This student will reveal his / her card and it will be verified if the crew has been correct or not.

This process will be repeated until both impostors are discovered (the crew wins the game) or until there are only two crew members left to eliminate (the impostors win the game). Students who have been eliminated will not have to cover their faces in the next rounds, but they will not be able to say anything about who the impostors are.

Materials

Flashcards (annex 4) and some clothes to cover children's eyes.

4.8. Assessment

As the main objective of this proposal is that, through storytelling, students will work with the contents of the curriculum of those subjects which take part of the bilingual programme by doing group activities related to games, experiments and enjoyable tasks that will give them extra motivation to read, a questionnaire (see Table 1) has been designed, to analyse our success in the pursuit of such objective. This is a self-assessment sheet for students to detail how they liked the activity, but it is not a tool that helps the teacher to assess the students. Summative evaluation and marks granted to students will depend on student's performance during the activities proposed for each subject.

The questionnaire consists of 9 items, 2 of them are open questions and 7 statements to which students have to assess their degree of compliance by using a 5-point Likert scale, where number 1 represents the lowest score and 5 the highest. The formulated items are related to the fundamental concept that was intended to be valued, that was if they have seen storytelling as an entertaining and applicable teaching medium at school.

Table 1: Self-assessment sheet

Self-assessment survey about the activities carried out in class					
<ul style="list-style-type: none"> Rate from 1 to 5 these aspects, being 1 "I strongly disagree" and 5 "I strongly agree" 					
	1	2	3	4	5
I liked working on storytelling through different subjects					
I have been able to work as a team with my classmates, I have contributed ideas and I have respected the decisions of the group members					
I am satisfied with the effort made during the activities					
These activities have made me think that if I select the appropriate book, I can turn storytelling into a hobby					
I have had fun doing the activities					
The activities we have worked with have helped me review Mathematics and Natural Science contents.					
I would like to continue working on storytelling in class through activities of this type					
<ul style="list-style-type: none"> Through the activities that you have done, you have worked and reviewed content of various subjects, has it been difficult for you? Explain your answer What activity did you like the most? And which one the least? Why? 					

4.9. Implementation of the proposal

As I have mentioned before, once the activities are proposed, I have had the opportunity to develop some of the activities during my internship period in the Public School of La Gesta, between October 2020 and January 2021.

Due to the fact that my internship period has not been long enough, I could not respect the timetable of the project, but the numbers of sessions in each activity were respected. The students developed the activities during the last week before Christmas holidays (16th - 23rd December), and during my last two weeks of the internship period (8th - 22nd of January).

Thanks to my teacher tutor, I have been able to carry out most of the proposed activities:

4.9.1. Introductory activity

This first activity has been developed during the last 15 minutes of the English lesson. To introduce it, I projected the descriptions (annex 1), I explained the activity and the students began to vote the member of the class who they believe that was most related to those descriptions. It should be noted that this activity, used to get children more involved in the tale, seemed very strange to them, because when they did it, they still did not know that we were going to read a book and do activities about it. They only had to vote for me to check which student was the most voted in each description and thus change the names of the real story.

4.9.2. Read the tale: *Among Us*.

This activity, divided into 4 lessons, was the one in which children had to read the book in class. After having changed the names of the tale, I gave the tale to each member of the class and we started reading.

The students, once they saw that we were going to read a book that was about *Among Us*, became very surprised and wanted to start reading as soon as possible.

In order for all the students to participate in the reading, they read the story by turns. When a student finished a paragraph, I asked another student to read. After reading chapter one, they saw that they were the main characters of the story, and they realized that the introductory activity of the previous day had been to place them in the story.

During the 4 reading sessions, the students were very attentive, and after each chapter, we had a small debate about who could be the impostor. These debates were very beneficial both for the understanding of the book and for the enjoyment of it, since the

children defended themselves if someone accused them of being the impostor of the story. In these debates, assumptions were also made about what was going to happen in the next chapters.

During these 4 sessions, students worked with storytelling at the same time they enjoyed reading, which was the main purpose of the proposal. They also learnt new vocabulary, expressions, and they worked their oral expression by carrying out debates in the classroom.

4.9.3. How does the book finish?

This activity was developed in 2 days. On the first day, I told the students that during these last 2 weeks of my internship period at this school we will be working with a series of activities related to the book through some of the subjects that they study.

To start working with this activity I divided the class into 4 groups of 5 students, and these groups have been maintained during all the remaining activities.

To start with the first session, I wrote a "14" in the blackboard and I asked the children what they thought they were going to do. One of the students asked me if we were going to do a new chapter of the story, our chapter 14. Then, I told them that as the end of the book is an open ending, each group would make up the ending of the tale.

All the groups spent the entire session speaking in English inventing an ending to the story, and writing it on a sheet of paper.

In session 2, children were supposed to go to the ICT room and use the computers to rewrite the story once corrected, but due to the Covid-19 we could not do it. During session 2, each group read the story to the rest of their classmates and they made a drawing for the chapter (annex 5), concluding this activity. So that all the children had their chapter 14 in the story, I took their chapters, I corrected them and I rewrote them following the same format of the tale. Finally I gave the children a sheet with their chapters.

This activity, designed to be developed in the English subject, has allowed the children to develop their imaginative capacity while practicing their L2. Students had to come to

agreements to finish the story to finish the story, they wrote the text and they read their stories to the rest of their classmates.

4.9.4. Experiment to save the fleet.

This activity was developed during a Natural Science lesson. I gave the children the instructions orally, saying that they were going to do a mission of the CPG-6A spaceship:

After having explained the mission (previously explained in section 4.7. of this work), children, by groups, started doing with the experiment. In some cases they needed my help because if you want to distinguish the different parts of the experiment in the glass, you must add the liquids to the container carefully.

After having added all the liquids to the container, they realized that the honey stayed at the bottom, and the alcohol at the top. The order from top to bottom was alcohol / oil / water / detergent / honey. Each group, after thinking about the solution, chose a spokesperson to explain what had happened and complete the mission. The children explained it in a very correct way, affirming that the densest element was the one that was at the bottom (honey) and the least dense was the one that was at the top (alcohol), so that alcohol was the lightest element of all of them followed by oil, water, detergent and honey.

This activity has mixed a part of the tale, which are the missions that the crew members had to do to stay safe, with one of the contents of the social sciences curriculum, which is the concept of density. Thanks to this, the students have carried out an experiment in which they have been able to observe the behaviour of each liquid according to its density, and they have explained what has happened with those liquids by using English.

4.9.5. Designing our new crew member.

This activity was carried out in 2 different sessions. The previous week, I asked the tutor of the group with which I was doing the activities if I could do the activity about designing the puppets in the arts lesson and he allowed me. Then I asked the children to bring the different materials they need and the next day, with the same groups as in the previous activities, they started doing the activity.

First, to introduce the activity to the class, I told the students that they were going to create new crew members by doing crafts, and I showed them a puppet I made at home. I brought thread, needles, cotton and cardboard to the class just in case they forgot something, I explained the steps and they started to work.

All the groups were enthusiastic about the activity and all wanted to make their puppet the best it could be. To do this, I had to teach the students how to sew, since most did not know how to do it. I decided to do this activity in groups since, if they did it individually, we were going to need a lot of materials and much more time to carry it out.

Students did the activity very carefully. They cut out the cardboard, cut out the felt, sewed the different parts of the puppet together, and added the cotton to shape it. It also has to be noted that at the beginning of the proposal I was about not to include this activity because the students had to sew, which could be very difficult, but I considered it a good opportunity to develop their motor skills at the same time they learned how to do something new.

At the end of the sessions, 3 groups finished their puppets and one group didn't have time to finish. In that group there were two twin sisters who decided to take the materials home and the next day they came with a finished puppet.

This activity has been the one that the students have enjoyed the most, since this class in particular is a class that really likes the art subject and although they have had some difficulty when sewing and I had to help them a bit, they have followed all the steps for the development of the activity, and the quality of the puppets has been more than acceptable (annex 6).

4.9.6. Let's save our lost crew members!

In order to carry out this activity, I arrived to class 5 minutes before the children to take the puppets and put them in a closet.

Then, in the Mathematics subject, the teacher and I arrived and asked for the puppets. The children told us that when they arrived the puppets were not there. After thinking

about where they might be, I showed them a sheet of paper (annex 7) which said that the puppets had been "kidnapped" and that, in order to get them back, they had to solve 5 mathematical tests (annex 3) which were distributed around the class working with the same groups of the other days.

I distributed the 5 different tests around the class and all the groups started solving them. Each time a group finished a test they had to come to my desk and I had to say if the test has been correctly completed or not, because if they did not do a test correctly, they could move onto the next test. After a group solved the 5 tests, I gave them the key to find the closet where the puppets could be hidden. The closet was outside the classroom, it was the closet in which I left my jacket. At the end they found the closet, they used the key to open it, and "rescued" their puppets, having completed the activity.

This last activity has been very enriching for the students since, motivated by rescuing their puppets, they have worked on many of the contents of the mathematics curriculum. They have done division with decimals, solved problems, and applied logic to solve a math puzzle.

5. Conclusions

Storytelling is a technique that has been used from ancient times, in which the human being transmitted information, experiences, customs and beliefs. This technique has evolved over the years, and thanks to that evolution we have been able to develop storytelling in many fields, including school education.

This Master's Thesis pursued 4 objectives: Analysing the current methodology about storytelling and CLIL, carrying out a survey about how reading and books have been proposed in the classroom in recent years, joining the use of storytelling in the bilingual classroom with the CLIL methodology, designing a didactic proposal to work with students in class and carrying out this proposal in the classroom, drawing the relevant conclusions.

The research carried out in the second section of the work has allowed me to know more in detail characteristics of both the CLIL approach and storytelling in the field of education. This information has been extracted from printed or digital documents, which are cited in section 6 of the project, and from the information obtained from the subjects studied during the last year of this Master's Degree, which has been fundamental to carry out this project.

Having carried out the survey which showed general dissatisfaction among the students regarding the use of storytelling during their school years, a didactic intervention proposal was made in which, through CLIL, the children would work on storytelling in the classroom. The subjects that are part of this proposal are English, Natural Sciences, Arts, Mathematics and Physical Education. Through them, students will read the story and work on a large amount of content which is established in the Educational Curriculum.

As regards the assessment, since the main problem was related to students' reluctance to read, it was decided to develop a self-assessment sheet for the students so that the teacher checks if the activities have achieved their purpose, which was that the students realize that if they find the right book according to their interests, they can enjoy reading rather than being an imposition.

Finally, thanks to the Master's Internship period, some of the activities of the proposal have been carried out. The involvement of children during the activities has been exemplary, which has allowed us carry out the proposal with solvency. During the first activity, which consisted of reading the story all together, the fact of including the students' names in the story has made the children enjoy the reading more. Furthermore, the motivational component of the proposal, mainly playful, has enhanced the involvement of the students in the activities and, thanks to the previously carried out study of the interests of the students, it has been possible to choose a textbook that is in accordance with the children's tastes. Thus, we have managed to get the children fully involved both in the story and in the activities carried out, so we can affirm that the proposal has achieved its purpose. Regarding the assessment, I would have liked to do it the classroom during my internship period, but I have not had enough time, so it has not been possible.

Personally, after finishing this Master's Thesis, I consider that storytelling is a very valuable tool for working in the students' mother tongue as well as in their L2, and I also believe that it can be used in any aspect of life, not only in education. It brings about a lot of benefits and does not have to be used only by children, but adults can also take advantage of these benefits. As regards the proposal, I believe that it has been a success, so we can affirm that the inclusion of storytelling in the bilingual classroom through a CLIL methodology is a perfectly applicable tool at schools, and if it begins to be included more often, it will make children become regular readers.

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7. Annexes

Annex 1: Survey about reading habits at school over the last 30 years

Encuesta sobre lectura durante el periodo escolar

Con esta encuesta, pretendo acercarme a tu experiencia personal como lector durante el periodo escolar obligatorio (Educación Primaria y Educación Secundaria) y conocer el grado de afición a la lectura que posees actualmente.

Esta encuesta va orientada a personas que se encuentren entre los 18 y los 30 años de edad y que hayan estudiado Educación Primaria y Educación Secundaria en España, por lo que si no cumples una de estas 2 condiciones te rogaríamos que no realizaras esta encuesta, ya que debido a las reformas de las leyes educativas el resultado podría ser engañoso.

1. 1-¿Te gusta leer?

Marca solo un óvalo.

	1	2	3	4	5	
Nada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Soy un apasionado de la lectura

2. 2-¿Te consideras lector/a habitual?

Marca solo un óvalo.

	1	2	3	4	5	
No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Leo a diario e invierto mi tiempo libre en ello

3. 3-¿Cuántos libros has leído durante los últimos 3 meses? (Con esta pregunta solamente se pretende saber los libros que has leído por ocio, los libros leídos por trabajo o por estudios no contabilizarían).

Marca solo un óvalo.

- Ninguno
 1
 2
 Más de 2

4. 4-¿Consideras que leer asiduamente tiene grandes beneficios? Mejora de la agilidad mental, mejora de las habilidades sociales, mejora de la inteligencia emocional...

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

5. 5-¿Qué género literario te gusta más?

Marca solo un óvalo.

- Novela en general (de aventuras, policiaca, sentimental...)
 Ciencia ficción
 Historia
 Biografía
 Cuento, relato corto
 De autoayuda
 Ensayos
 Poesía
 Otro: _____

6. 6-Durante mi etapa escolar obligatoria (hasta los 16 años) leía más por obligación que por gusto.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

7. 7-Durante mi etapa escolar el/la profesor/a me sugería libros y me incitaba a la lectura como un hobby.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

8. 8-Durante mi etapa escolar, el/la profesor/a se preocupaba por recomendarnos lecturas del gusto de la clase.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

9. 9-Durante mi etapa escolar, el/la profesor/a no nos daba el mismo libro a toda la clase, sino que elegía varios libros y éramos los alumnos los podíamos elegir.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

10. 10-Durante mi etapa escolar el/la profesora nos mandaba leer un libro que el/ella escogía y nos hacía un examen/control de lectura con preguntas que puntuaban para la evaluación de la asignatura.

Selecciona todas las que correspondan.

- Sí
 No
 Por lo general era así
 No solía pasar, pero he tenido profesores/as que han utilizado ese método

11. 11-Por norma general, mis profesores/as evaluaban la lectura con preguntas sobre aspectos muy específicos del contenido del libro.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

12. 12-Por norma general, mis profesores/as evaluaban la lectura con preguntas subjetivas del estilo: ¿Te gustó el libro? ¿Qué has aprendido durante la lectura? ¿Te gustaría seguir leyendo libros de este tipo o preferirías cambiar?

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

13. 13-Me he visto en la tesitura de tener que releer un libro varias veces para aprobar el control de lectura debido a que había preguntas tan rebuscadas que no podía contestarlas.

Marca solo un óvalo.

- Sí
 No

14. 14-Mi afán por la lectura se ha visto mermado a medida que iba avanzando cursos.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

15. 15-En líneas generales y como conclusión tras realizar esta encuesta, me gustaría que la lectura dentro de mi etapa escolar se hubiese tratado de una manera distinta a la que se trató.

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

Annex 2: Introductory activity

Question?	Name of the member of the class
Which member of the class will become a doctor?	
Who do you think is the strictest student in the class?	
Who do you think is the strongest student in the class, capable of surviving in extreme situations?	
Which member of the class will become a fascinating scientist?	
Who do you think is the most cautious student in the class?	
Which member of the class will become a geologist?	
Which member of the group do you think is more handyman?	
Which member of the class do you think is better with computers?	
Which member of the class do you think would be an excellent psychologist?	
Which member of the class do you think would be an astonishing biologist?	
Which member of the class do you think would be a good spy?	

Which class member do you think would be an amazing physicist?	
Who do you think is the student who likes dogs the most in class?	
Who do you think is the student who likes cats the most in class?	

Annex 3: Tests for the Mathematics activity

Test Nº1

The spacesuits were made from different materials, so the weights of the spacesuits were different. Here is a list of the weights of each tracksuit:

Crew member	Suit weight
Daniela	8,5
Hugo	4,3
Pelayo	7,5
Nico	2,9
Adriana	9,9
Laura	3,2
Patricia	5,1
Mateo	7,4
Lucas	8,4
Nacho	2,6
Alonso	4,7
Lucía	3,7
Celia	0,5
Miguel	1,3

Find out the average weight of all the suits to proceed to the next test.

Test Nº2

One of the missions of the CPG-6A consisted of doing a mathematical division. Complete it properly to proceed to the next test.

154.036,8 | 45,6 ____

Test Nº3

To survive, the fleet had plenty of food, but water was scarce. To survive 3 weeks in space they only had 147 liters of water. Assuming that the 14 members of the fleet would survive those 3 weeks and that they all agreed to divide the water to drink the same amount every day, how many liters per day could each crew member drink to reach the last day while still having water to drink?

Test Nº4

In Chapter 7, after one of the impostors eliminated Lucas, what percentage of characters were left alive in the CPG-6A spaceship?

Remember: In total, 14 characters were in the spaceship (including Celia and Miguel).

Test Nº5

One of the missions of the CPG-6A spaceship consisted of writing the numbers from 1 to 8 in this table, so that two consecutive numbers cannot be written in two boxes that touch each other. Will you be able to solve it? Try it!



Annex 4: Flashcards for the Physical Education activity

Impostor

Crewmate

Crewmate

Crewmate



Impostor

Crewmate

Crewmate

Crewmate



Impostor

Crewmate

Crewmate

Crewmate



Impostor

Crewmate

Crewmate

Crewmate



Impostor

Crewmate

Crewmate

Crewmate



Annex 5: Example of the Chapter 14 that students made up

CHAPTER 14

When Miguel was floating in the space, he saw a big float of spaceships, and he thought he will have chance. He saw the back gate opened by a distracted engineer. He took advantage of the corpse of Lucia.F to reach the gate. Finally he was in! He saw a person, he was Guille, the captain of the float. Guille took Miguel to the laboratory. Miguel saw that they were going to make clones of all the murders of the other spaceship. The 2 scientists Paula and Jorge. A capsule was opened and a clone of Nico went out the capsule then Miguel jumped over his head, and recovered his owner. But Miguel ported the simulant so Nico and Guille were injected. Nico took knife and he wanted to finish his mission, then Blanca and Lucia.G appeared and saw that Jorge was lying in the floor, and Guillermo, Miguel and Nico weren't there.



Annex 6: Puppets that children made



The new crew members have been kidnapped!
To rescue them, you will have to do the 5 missions which are around the class.

RULES:

- You must work in groups.
- The first group which finishes the activities will get a key.
- The key opens the place where our crew members are, so after having the key, all the groups can give ideas to the group which has the key to find where our crew members are.