Beatriz MARTÍNEZ DE LA HIDALGA AIZCORBE

INGLÉS

ENGLISH COMMUNICATIVE COMPETENCE DEVELOPMENT IN DIFFERENT SCHOOL CONTEXTS

TFG/*GBL* 2014

Grado en Maestro de Educación Infantil /
Haur Hezkuntzako Irakasleen Gradua

Grado en Maestro en Educación Infantil

Haur Hezkuntzako Irakasleen Gradua

Trabajo Fin de Grado
Gradu Bukaerako Lana

ENGLISH COMMUNICATIVE COMPETENCE IN DIFFERENT SCHOOL CONTEXTS

Beatriz MARTÍNEZ DE LA HIDALGA AIZCORBE

FACULTAD DE CIENCIAS HUMANAS Y SOCIALES
GIZA ETA GIZARTE ZIENTZIEN FAKULTATEA

UNIVERSIDAD PÚBLICA DE NAVARRA
NAFARROAKO UNIBERTSITATE PUBLIKOA

Estudiante / Ikaslea
Beatriz MARTÍNEZ DE LA HIDALGA AIZCORBE

Título / Izenburua
English Communicative Competence In Different School Contexts

Grado / Gradu
Grado en Maestro en Educación Infantil / Haur Hezkuntzako Irakasleen Gradua

Centro / Ikastegia
Facultad de Ciencias Humanas y Sociales / Giza eta Gizarte Zientzien Fakultatea
Universidad Pública de Navarra / Nafarroako Unibertsitate Publikoa

Director-a / Zuzendaria
Izaskun VILLAREAL OLAIZOLA

Departamento / Saila
Filología y Didáctica de la Lengua / Filologia eta Hizkuntzaren Didaktika

Curso académico / Ikasturte akademikoa
2013/2014

Semestre / Seihilekoa
Primavera / Udaberrik

Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que "estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título".

El Grado en Maestro en Educación Infantil por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Infantil se estructuran, según la Orden ECI/3854/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinares y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3854/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3854/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil.

Beatriz Martínez de la Hidalga Aizcorbe

En este trabajo, el módulo *de formación básica* nos ha permitido elaborar sobre todo el marco teórico sobre el que se basa el proyecto. Así se nos permite conocer las bases psicológicas del alumnado del segundo ciclo de Educación Infantil, no sólo en cuanto a aprendizaje, sino también en su relación con el entorno. Además, se incluye en este módulo también la importancia del aprendizaje del inglés como segunda lengua.

El módulo *didáctico y disciplinar,* contenido en la *Didáctica de la Lengua* y la *Didáctica del Inglés,* se enmarca a lo largo de todo el contenido de este proyecto a través de los conocimientos teóricos utilizados para llevar a cabo las actividades que componen el estudio.

Asimismo, el módulo *practicum*, concretamente el período de prácticas 3, nos ha proporcionado el entorno en el que desarrollar la actividad práctica del estudio, a través de la observación y trato con el alumnado de 3º de Educación Infantil.

Por último, el módulo *optativo* correspondiente con la mención de inglés, nos ha permitido el desarrollo de un proyecto basado en la capacidad de aprendizaje y utilización de la lengua extranjera por parte del alumnado de 3º de Educación Infantil, en un centro participante en el programa PAI (Programa Aprendizaje del Inglés), similar a AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera)

Por otro lado, la Orden ECI/3854/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados "Introducción", "Antecedentes" y "Conclusiones", así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

Siendo conscientes de la globalización de la sociedad, sabemos que aprender inglés es cuanto menos imprescindible. Consecuentemente, cada vez son más los centros educativos que beneficiándose de esta situación, hacen del inglés una forma de aprendizaje. Es este el motivo del desarrollo del enfoque denominado AICLE. En esta investigación se analiza la cantidad y calidad de las intervenciones en inglés de niños y niñas de 5 y 6 años matriculados en una escuela pública de Navarra, integrada en el programa PAI. El estudio consiste en la realización de dos actividades de expresión oral, siendo una de ellas narración abierta y otra narración guiada. De acuerdo con esto, el principal objetivo a lograr en esta investigación es la comprobación del nivel de competencia comunicativa en inglés de niños y niñas del último curso de Educación Infantil.

Palabras clave: Educación Infantil; Competencia comunicativa; Inglés; AICLE; Expresión oral.

Abstract

Being conscious of the social globalization, it can be asserted that English is almost indispensable in our lives. Consequently, they are increasingly common schools that take advantage of this situation and make English a mean of learning. This is the reason of the CLIL approach development. In this investigation is analysed the quantity and quality of the interventions made in English by 5 and 6 year-old children enrolled in a state school of Navarre, integrated in PAI program. The research consists on the development of two activities, an open narration and a semi-guided narration. According to this, the main aim to achieve in this investigation is to check the English communicative competence of children who are in last year of Infant Education.

Keywords: Infant Education; Communicative competence; English; CLIL; Speaking skills.

Beatriz Martínez de la Hidalga Aizcorbe

Índice

INTRODUCCIÓN

La etapa de Infantil es el comienzo de nuestra educación, y además es la más importante en cuanto a la adquisición del lenguaje. Normalmente, desde pequeños utilizamos la lengua materna, aunque en algunas ocasiones también se da el caso de la adquisición desde los primeros años de una segunda lengua. La cuestión que nos planteamos es cómo. Cuando aprendemos a hablar, no nos damos cuenta, pero lo hacemos a través del medio. Es decir, de lo que nos rodea, de lo cercano. Lo mismo puede ocurrir con el aprendizaje de una lengua extranjera. Dentro de una sociedad cada vez más globalizada, el inglés se ha convertido en el lenguaje internacional. Por ello, es cada vez más habitual ver centros que siguen una metodología de inmersión lingüística, lo que significa envolver a los alumnos en un entorno que les proporcione esa cercanía a esa lengua extranjera.

Durante mucho tiempo, los cambios en el Sistema Educativo Español, causado por los cuantiosos cambios legislativos, han puesto en entredicho la enseñanza de lenguas extranjeras. Así, hasta finales del siglo XIX, el francés era la lengua extranjera impartida en las aulas de la mayoría de los centros educativos. A lo largo del siglo posterior, el inglés fue tomando importancia, aunque no fuera hasta el final de la década de los setenta cuando realmente comenzó a sustituir al francés. Con la entrada en vigor de la Ley Orgánica General del Sistema Educativo (LOGSE) 1/1990, de 3 de octubre, el aprendizaje de la lengua extranjera fue adquiriendo un valor mayor, que ha ido en aumento conforme a la aparición de las sucesivas leyes educativas. Más tarde, el establecimiento de la Ley Orgánica de Educación (LOE) 2/2006, de 3 de mayo, llevó a la implantación del inglés como segunda lengua desde la etapa de infantil. A partir de ahí el aprendizaje del inglés se ha convertido en las últimas décadas no solo en una obligatoriedad para los alumnos de todas las etapas, sino que además ha ido adquiriendo mayor importancia que otras áreas o asignaturas. De hecho, ha provocado la implantación de diferentes enfoques y metodologías capaces de cubrir esa creciente necesidad de aprendizaje.

En lo que respecta a Navarra, hace casi ya dos décadas que se instauró uno de estos nuevos enfoques. El programa TIL (Tratamiento Integrado de Lenguas) centra su

desarrollo en la enseñanza del contenido a través del castellano y del inglés. Posteriormente, como se ha mencionado con anterioridad, con la entrada en vigor de la LOE como nueva ley educativa, la enseñanza de la lengua inglesa en el segundo ciclo de Educación Infantil pasó a ser obligatoria, demandando así a los alumnos y alumnas la adquisición de una competencia comunicativa mínima en la lengua extranjera.

En los últimos años, una modificación dentro del Sistema Educativo de la Comunidad Foral estableció una nueva orden por la que el programa TIL se ha ido paulatinamente sustituyendo por uno similar denominado PAI (Programa de Aprendizaje del Inglés). Según defiende la Orden Foral 110/2011, de 12 de julio, es obligatoria la presencia del inglés en todas las áreas curriculares del segundo ciclo de Educación Infantil. Además se recoge que al menos el 35% de las sesiones semanales serán impartidas en lengua inglesa. La inmediata consecuencia de esta orden es la enseñanza del inglés no solo como lengua, sino también como vía de enseñanza de contenidos presentes en el currículo.

De cualquier forma, para que esta legislación y estos programas puedan cumplirse, se requiere de un personal apto para ello. Cada vez más son los centros que cuentan con docentes aptos para la impartición de Educación Infantil, en este caso, en Inglés. No obstante la mayoría de ellos son maestros de Primaria, aptos para la enseñanza de la lengua extranjera, lo que implica su desconocimiento sobre el contenido a tratar y las necesidades psico-evolutivas del alumnado de Educación Infantil.

Otro hecho significativo es que actualmente nos encontramos con un sistema educativo que presiona para que la lengua extranjera se convierta en una lengua referente. Hasta hace muy poco tiempo los resultados de diferentes estudios mostraban cierto desprestigio hacia el inglés como segunda lengua. Esto es debido a diferentes motivos. Por ejemplo la escasa práctica de la comunicación oral en las aulas así como su evaluación, debido sobre todo a la impartición de las lecciones en la lengua materna. Además se añade el hecho de que, al contrario que en otros países de habla no inglesa, los recursos audiovisuales no sean proporcionados en versión original.

Por ello, debemos considerar importante mantener a los niños dentro de un entorno que les permita el contacto con la lengua inglesa, no dejándolo solo para que tenga lugar en la escuela.

En la actualidad, en Navarra, un gran número de centros educativos están integrados dentro del programa PAI, a través del cual ofrecen cerca de la mitad de su horario en inglés. De hecho, este programa ha aportado al inglés el crédito del que carecía en los últimos años provocando un aumento de demanda de matrícula en estos centros y haciendo que cada año sean menos las escuelas que ofertan sus plazas de Educación Infantil teniendo inglés como asignatura.

1. ANTECEDENTES

1.1. ¿Qué es AICLE?

AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera) hace referencia a *"situaciones, donde el tema, o parte de él, es enseñado a través de una lengua extranjera con un doble objetivo, concretamente el aprendizaje de contenido y simultáneamente el aprendizaje del lenguaje."* (Marsh, 1994)[1]. En otras palabras, lo que esta definición quiere decir es que AICLE es un enfoque promotor de la lengua extranjera. Es decir, impulsa a que los contenidos de un tema sean expuestos en lengua extranjera con el fin de lograr el aprendizaje de ambos.

Este enfoque tiene su origen en Canadá, en el año 1965, causado por las desavenencias existentes entre la población anglófona y francófona de la provincia de Quebec. Como consecuencia de ello, se desarrolló un programa de inmersión lingüística en las escuelas. Poco a poco fue implementándose en un mayor número de escuelas con el fin de permitir que todos los habitantes tuvieran la oportunidad de aprender las dos lenguas, de forma que pudieran apreciar el valor de su cultura al mismo tiempo que continuaban con el aprendizaje del resto de contenidos curriculares (Genesee *et al.,* 1986, 28). Esta experiencia adquiere si cabe mayor significado al reafirmar la importancia de las lenguas en nuestra sociedad.

La metodología AICLE (Juan & García, 2012) garantiza un aprendizaje holístico de una forma diferente a la de años atrás. Ofrece a los niños la posibilidad de utilizar el lenguaje de una forma natural, o lo que en términos lingüísticos sería aprender el significado sin importar el significante. Al contrario que en otros enfoques educativos, en los que aprender el lenguaje y el contenido se fijan como objetivos, frecuentemente, desligados, AICLE aprovecha el contenido para que este sea el medio a través del que se aprende la lengua.

Aun sin llegar al completo entendimiento de una lengua, la habilidad de utilizar la lengua meta en distintos contextos y para adquirir diversos contenidos curriculares,

---

[1] Situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language. (Marsh, 1994)

Beatriz Martínez de la Hidalga Aizcorbe

fomenta el proceso de aprendizaje. Además, mientras que otros métodos promueven únicamente la competencia lingüística, AICLE tiene también efecto directo sobre otros aspectos como las competencias sociolingüística, discursiva y estratégica (Canale, 1983).

AICLE ofrece a los niños la oportunidad de desarrollar sus habilidades de aprendizaje sin basarse únicamente en el lenguaje. Se tendrá en cuenta también la capacidad de entendimiento de conceptos, es decir, la comprensión de los contenidos explicados, así como su manipulación y puesta en práctica en la lengua extranjera. Además otra característica importante de esta metodología es que pese a que en las clases pueden encontrarse niños y niñas con capacidades desiguales, todas van a ser desarrolladas con valor constructivo. Por ello, es importante la interacción entre los niños y niñas, de forma que puedan intercambiar tanto sus habilidades lingüísticas como sus conocimientos sobre cualquier tema y así beneficiarse del conocimiento común y realizar un aprendizaje más significativo.

A pesar de que AICLE difiere sobre el resto de perspectivas educativas en algunos aspectos, también comparte una significativa característica. Se trata de la implicación de los diferentes ámbitos *del niño* a lo largo de su proceso de aprendizaje, ya que proporciona seguridad y un gran aumento en su motivación.

Es por esto por lo que reconocidos autores han publicado algunos artículos sobre los beneficios de AICLE (Coyle *et al.*, 2010). Algunos de éstos, mencionados a continuación como ejemplo de conclusiones del nombrado enfoque, son:

- El éxito y la motivación de los alumnos es mayor que en las clases convencionales.
- La perspectiva de aprendizaje se amplía cuando el contenido es explicado en una lengua extranjera.
- Existe mayor comprensión de la definición de los conceptos cuando ésta tiene lugar en una lengua extranjera.
- AICLE fomenta el aprendizaje intercultural.

Como conclusión, se puede decir que lo que persigue AICLE es la capacitación de personas competentes, capaces de desenvolverse dentro de una sociedad global en la cual la comunicación es compleja y, por ello, es importante el uso de una lengua franca. Consecuencia de esto, AICLE hace uso de una lengua extranjera como medio de motivación y transmisión de conocimiento.

1.2. Marco curricular

El Sistema Educativo español se rige por el currículo oficial. Éste documento incluye los objetivos, contenidos y criterios de evaluación que se han de llevar a cabo. El currículo es específico de cada etapa educativa.

De acuerdo con el *REAL DECRETO 1630/2006, de 29* de diciembre, quedan recogidas todas las condiciones mínimas del segundo ciclo de Educación Infantil. La fundamentación principal sobre la que se basa es la muestra de curiosidad, por parte de los niños y niñas, hacia el aprendizaje de una lengua extranjera, así como el entendimiento gradual de mensajes *"en un contexto conocido"*.

El único objetivo que se presenta en este currículo acerca de la lengua extranjera es mantener un primer contacto con la lengua oral, con la intención de que los niños y niñas puedan comunicarse durante las actividades que se lleven a cabo en el aula. Del mismo modo, se busca el interés y entusiasmo reflejado en su participación activa durante las sesiones.

En relación con el párrafo anterior, los niños y niñas deben lograr la comprensión global de los textos orales, de las instrucciones dadas en el aula e incluso referencias a temas fácilmente reconocibles. Además se pretende garantizar una actitud positiva frente a la lengua extranjera.

Enmarcado dentro de la Comunidad Foral de Navarra, el DECRETO FORAL 23/2007, de 19 de marzo, establece los mismos argumentos que el currículo explicado con anterioridad. A causa de su poca profundización dentro del ámbito de la lengua extranjera, se han publicado dos nuevos documentos: ORDEN FORAL 110/2011, de 12 de Julio, and ORDEN FORAL 97/2012, de 17 de Septiembre.

Incidiendo sobre la ORDEN FORAL 110/2011, de 12 de Julio, redacta:

Beatriz Martínez de la Hidalga Aizcorbe

- Regular los caracteres básicos que han de estar presentes en los programas de aprendizaje en inglés.

- Utilizar las distintas lenguas como herramienta de aprendizaje del resto de áreas.

- Los principios metodológicos son:

  - Aprendizaje significativo

  - Tratamiento integrado de lenguas

  - Integración de contenido y lengua

- Desarrollar un proyecto lingüístico concreto.

- Los criterios de evaluación podrán ser implantados por los centros teniendo en cuenta lo establecido por la legislación vigente.

- El tutor y co-tutor deberán mantener reuniones de coordinación semanales en las que poner en común sus decisiones. También se llevarán a cabo reuniones con el profesorado del resto de áreas.

- Se requerirá de la presencia de un coordinador, perteneciente al equipo docente que imparte el programa, que asegure el correcto desarrollo del mismo. Sus labores serán:

  - Asegurar el correcto avance del programa.

  - Sugerir cualquier plan de mejora basado en los aspectos metodológicos y didácticos.

  - Mantener contacto con el Departamento de Educación.

  - Recoger y clasificar los recursos.

Con respecto a la OF 97/2012, de 17 de septiembre, tienen lugar algunas modificaciones las cuales no tienen gran influencia sobre los aspectos más importantes redactados anteriormente.

1.3. Objetivos

Considerando las cuestiones explicadas anteriormente, los principales objetivos de esta investigación se concretan en:

- Comprobar si las actividades realizadas en el aula cumplen los fundamentos del enfoque AICLE.

- Analizar la competencia comunicativa oral en inglés de los niños y niñas de 5 años los cuales están inmersos en un programa PAI y están a punto de finalizar la etapa de Educación Infantil.

Sin embargo, con el propósito de lograr estos objetivos, anteriormente deben tener lugar otras observaciones. Por ello, se plantean estos objetivos generales:

- Comprender los objetivos de la metodología AICLE.
- Conocer los beneficios de AICLE en Educación Infantil.
- Contextualizar los programas de aprendizaje de inglés en Navarra.
- Observar el desarrollo de AICLE en una clase de Educación Infantil.

1.4. Cuestiones

A lo largo de la historia, numerosos investigadores han llevado a cabo estudios acerca de las metodologías utilizadas en el periodo de aprendizaje. Esta amplia variedad de recursos, ha creado la duda y discrepancias sobre cuál de ellos es el más apropiado para cada etapa educativa. El cómo enseñar es una de las grandes cuestiones presentes en la Educación, ya que depende de diferentes factores como son el contenido e incluso los maestros y los alumnos y alumnas entre otros. El mismo interrogante se plantea con el aprendizaje de la lengua extranjera.

La metodología analizada en esta investigación recurre a la lengua extranjera como un medio de aprendizaje. La combinación de los estudios inicialmente mencionados (Coyle *et al.*, 2010) tiene como consecuencia la formación de un nuevo enfoque conocido como AICLE, cuyos inicios tuvieron lugar en Canadá a partir de un programa de inmersión lingüística desarrollado por W. Lambert y W. Penfield (Genesee *et al.*, 1986, 28). Tras esta experiencia inicial, continuó evolucionando con las investigaciones que destacaban la influencia de la lengua materna sobre la lengua extranjera durante el periodo de aprendizaje (Cummins, 2001). En la actualidad, lengua materna y lengua extranjera son igualmente reconocidas como medio de aprendizaje. Es por esto que tanto el entorno escolar como el familiar, así como la interrelación entre ellos, son importantes para el aprendizaje de los niños y niñas.

Sin embargo, para que el aprendizaje pueda hacerse efectivo, es más que esencial lo que puedan aportar los maestros. Por ello, son imprescindibles las aptitudes que éstos presenten para desarrollar cada sesión. En la actualidad existen muchos maestros cuya labor se centra en la enseñanza de lenguas extranjeras, los cuales no han recibido la formación apropiada. Este proceso formativo hace referencia al conocimiento de la lengua y al conocimiento de qué metodología es la más adecuada para el desarrollo de sus clases. Con el fin de obtener un mayor dominio de la lengua extranjera, la mejor opción para los profesores no nativos son los programas de inmersión lingüística. La segunda de las ideas sobre la planificación y el desarrollo de las clases requiere de una formación inicial que se va desarrollando en base a la experiencia adquirida a través de la práctica. El segundo de los conceptos requiere de una formación inicial que establezca la base a partir de la cual se va adquiriendo de forma continua mediante la práctica.

Como enfoque educativo, la base de AICLE no estipula el cumplimiento de unos objetivos concretos, sino que se fundamenta en el desarrollo de un proceso formativo. Sin embargo, en toda etapa educativa son de obligado cumplimiento unos objetivos mínimos establecidos en el currículo oficial. Dicho documento legislativo recopila los objetivos, contenidos y criterios de evaluación de cada etapa educativa. En referencia a la lengua extranjera en la etapa de Educación Infantil únicamente señala la obligación de un primer contacto con la misma. Es decir, considera la lengua extranjera como un área más o menos irrelevante. A causa de esto, y tomándolo como punto de inicio, la cuestión es si los objetivos alcanzados mediante el enfoque AICLE están recogidos por el currículo.

Para confirmar la veracidad de esta afirmación, es necesario hacer mención de unos conceptos clave en la enseñanza que han sido integrados por el enfoque AICLE para su desarrollo. A fin de lograr un aprendizaje integrado y significativo, AICLE se sostiene sobre la interrelación de cuatro principios fundamentales, cuyo aprendizaje de manera individual es irrelevante. Estos pilares recogidos en el esquema de las 4Cs (Coyle, 2005) son:

1. Contenido: Mejora de la adquisición del lenguaje.

2. Comunicación: *"Aprender a utilizar el lenguaje y el lenguaje para aprender."[2]* (Coyle, 2005)

3. Cognición: Fomento de las competencias de aprendizaje

4. Cultura: desarrollo del entendimiento intercultural

Por tanto, teniendo en cuenta estos conceptos se debería hacer el análisis de los objetivos desde dos perspectivas. En primer lugar, desde el punto de vista del aprendizaje de la lengua, se puede certificar que sólo el fundamento en relación al contenido aparece explícitamente en el currículo. Por otra parte, teniendo en cuenta la utilización de la lengua como medio de aprendizaje, es difícil establecer los objetivos a los que debe llegar el conocimiento adquirido a través de la lengua extranjera. No obstante, en Navarra, se han implantado nuevos decretos con el fin de reorganizar la enseñanza considerando esta perspectiva (ver págs. 5,6), aceptando así AICLE como una buena metodología a implantar en Educación Infantil.

---

[2] Learning to use language and language to learn. (Coyle, 2005)

Beatriz Martínez de la Hidalga Aizcorbe

2. THEORICAL FRAMEWORK

2.1. Communicative Competence

Children communicative competence is usually underestimated by adults. But close contact with them reveals a different scenario. Little kids are able to follow a regular conversation and give feedback on it in their mother tongue. But most surprisingly, they are also able to do it in the foreign language. For example, to the question *"what did you do yesterday?"* children are able to answer *"I go to the house of my cousins"* or *"Me play with my brother".*[3]

Put it simply, communicative competence as defined by Canale and Swain (1980) is the ability to understand and produce contextually appropriate language. This term was coined against the notion of linguistic competence put forward by Chomsky (1985) which was restricted to syntactical accuracy. Communicative competence, thus, provides a broader view of language by considering three more types of linguistic abilities. Consequently and following Canale and Swain (1980) communicative competence is made up of four competence areas:

- Linguistic competence: related to the grammatical area and vocabulary of the language. It attempts to explain the link between words and sentences.

- Sociolinguistic competence: associated to the appropriate use of language among people in communication. It makes reference to the required speaking skills to communicate an attitude and understand other people's expressions in different social contexts.

- Discourse competence: connected to the construction of speeches. It needs of the succession of many sentences to create a discourse.

- Strategic competence: related to the ability to identify the misunderstanding gaps with the improvement of context understanding. People who take part in a communicative situation should be able to recognize if others are following the conversation.

---

[3] See Annex I

Beatriz Martínez de la Hidalga Aizcorbe

Figure 1. Communicative competence

As a general rule, children demonstrate a progressive communicative competence level even though they do not show an accurate linguistic competence. This means that children are able to express their ideas and make them comprehensible by following the four competence areas. Although they are not grammatically correct (Linguistic competence), they have the capacity of recognizing the context of the conversation (Sociolinguistic competence). In the same way, children can make people understand them (Strategic competence) through sentences they build (Discourse competence). Therefore, a plea for a wider, more inclusive view of communicative competence is made when working with young learners, as an excessive focus on language correctness could obscure improvements in other competence areas.

2.2. Language development in early childhood

Language learning is a mental activity, which, according to some authors, is best done during early childhood. Crosser (2004), for instance, defends that it exists a critical period when brain presents more plasticity and facilitates makes language learning easily. Although, the exact age in which this learning window is closed or ceases to be open for native language learning is not agreed upon, most researchers accept that there is some type of language learning ideal period in which language learning is most successful. This is one of the rationales that has been put forward to introduce the

foreign language as early as infant education even in foreign language contexts. (but see García Mayo and García Lecumberri, 2003 for an alternative view).

Even though, the critical period establishes an ideal period for language learning, language development does not proceed at the same rate for all the students in the foreign language acquisition. It is the teacher who needs to cater for the linguistic and developmental needs of each child to ensure that the entire class achieves the same aims.

The classroom, however, is not the sole context in which the learning process of the child should be supported. It is essential that the immediate family and relatives are integrated in the process and they stimulate the children, as most commonly, children spend most of the time in familiar context.

2.2.1. Mother tongue learning process

Skutnabb-Kangas and Phillipson (1989) define mother tongue as the first language learnt at home, independently of its future use.

Its learning is not as effortless as it seems. It takes several years to develop it correctly and it is the consequence of the interaction with the variety of contexts around the child. In other words, it is not the same being at home, in the school or in the park. This way, when the child is five, they[4] are able to express their intentions orally, before taking action. They are also capable of inventing situations, starting from the ones they have listened to. To this end they can apply descriptive language, in order to explain their ideas or to request for any information.

At this early age, the child demonstrates a wealth of syntax by means of more complex sentences, including coordinated and subordinated structures. This leads them to occasional-connection mistakes. Regarding phonology, the child is able to pronounce the majority of the phonemes and also relate them to their written symbol. As a consequence the child starts step by step to identify some known written words. In the same way, this phonological improvement helps the child to recognize the same syllable in different words. For example in the sentence, *the narrator had a tractor*; the

---

[4] Throughout the complete investigation third person plural is going to be taken as the neuter gender.

Beatriz Martínez de la Hidalga Aizcorbe

two nouns have a common syllable that children would be able to identify. This could be among other things the cause of their broad lexicon, although they are not still capable of understanding the meaning of abstract words. (Romera Ciria, 2012)

2.2.2. Second language acquisition

Many are the studies that defend the benefits of an early start for foreign language learning (Genesee, 1978; Moon, 2005). Although, these benefits have been called into question by various researchers *(García Mayo & García Lecumberri, 2003)* the truth is that most schools have started teaching a foreign language as early as age 4. Young learners seem to use computational strategies to detect statistic and prosodic patterns in the input which leads them to the discovery of phonemes and words (Khul, 2004), as a consequence, it is of paramount importance to be exposed to a substantial amount of target input so that these early mechanisms are triggered.

Two possible scenarios can enhance exposure to the second language (McLaughlin, 1984, 1995; Tabors & Snow, 1994).

- Simultaneous learning: it takes place until the child is 3. It makes reference to situations where the child is in continuous relation with the foreign language and the mother tongue.
- Sequential learning: it usually starts when the child is 3, once children have acquired their mother tongue properly and they have achieved the basic learning skills. This process consist of four steps:
  1. *Home language use*: children speak in their mother tongue, even though they are not understood by the rest of people. In some cases, they may be answered but they do not get the reply they are waiting for.
  2. *Nonverbal period:* because of their unsuccessful effort to be comprehended, children decide that not speaking is the best option. They use mimic to communicate their ideas or intentions. Little by little, children learn different aspects of the foreign language, although they do not put them into practice. The duration of this period depends on

the child. There is no possibility to evaluate their language comprehension.

3. *Telegraphic and formulaic speech:* because of the improvement of their knowledge about the second language children have the competence to start to say some words. Although they cannot communicate fluently, they manage to communicate orally.

4. *Productive language*: children have already learnt how to build simple sentences. Grammatical errors are frequent in this part.

Sequential learning (McLaughlin, 1984, 1995; Tabors & Snow, 1994) seems to describe most accurately the language development process children go through in our context. The limited access to the target input, however, calls for considerable teacher support. Although each child requires their time to learn, it is important to support and guide them throughout the process. Furthermore, according to Cummins' idea (1979; 1984), mother tongue and second language are mutually supported, even many authors (Cook, 1991; Larsen-Freeman & Long, 1991) agree with it. However, it is only worked on the influence of the mother tongue over the second language learning. This fact makes familiar context important since it motivates children on their mother tongue learning, helping this way to improve the second language acquisition.

2.3. Peeter Mehisto's criteria for CLIL

As it is previously explained CLIL approach takes advantage of the content explanation with the aim of learning a foreign language. Coyle *et al.* (2010) stated some benefits of this approach, which have demonstrated high quality results in children who are studying through this methodology.

For successful language learning to occur, the language methodology used together with the materials to apply such methodology are utterly relevant. With the purpose of ensuring high quality in CLIL materials, Mehisto (2010) created the *Criteria for Producing CLIL Learning Materials*. It pretends to be a comprehensible taxonomy to assess the quality of the materials helping teachers create, adapt or evaluate already existing materials. These criteria, however, could be applied when evaluating materials

from other approaches which are built on similar theoretical underpinnings such as the project based approach. Mehisto reinforces the importance of quality as:

> "Quality learning materials do more than just communicate information. They promote critical and creative thought, discussion and learner autonomy. At the same time, quality learning materials help students recognise the limitations of their current thinking and learning." (Mehisto, 2012, p. 16)

In other words, quality teaching materials are fundamental in the infant education curriculum, so as to develop children's critical thinking. What is more, Mehisto's criteria encourage the creation of materials that promote not only communication but also personal autonomy and cooperation and a safe learning environment, all pivotal at their early stage.

The following list includes the criteria for creating quality CLIL materials put forward by Mehisto (2010):

1. *Making the learning intentions; language, content, learning skill and process visible to students.*

   It focuses on introducing the principal learning objectives to children. It aims at integrating the child in the process by making them understand what, how and why they are going to learn something.

2. *Systematically foster academic language proficiency.*

   Students have the opportunity to learn language and content simultaneously. In other words, target language learning is based on content needs and requires the teacher's support.

3. *Fostering learning skills development and learner autonomy.*

   To promote metacognitive learning, teachers need to help students to analyse their thinking process prior to the completion of any activity.

4. *Including self, peer and other types of formative assessment.*

   Although it depends on the activity, making a correct assessment of an activity could noticeably modify its purpose. Regardless of being content or language activities being self-sufficient and becoming aware of mistakes, as well as recognizing others' mistakes, should be integrated in some of the general aims of the curriculum.

5. *Helping create a safe learning environment.*

CLIL materials must ensure a comfortable environment to make students feel safe and free to explore the second language. It is important to avoid the insecurities created by gaps in the new language. Children should understand the language learning process as a way of experimenting.

6. *Fostering cooperative learning*

Cooperative learning implies work in small groups made up of children with unequal levels of ability. This teaching strategy, in addition to use different types of learning activities, do not only have the purpose of teaching the subject but also encourages children to create a communicative content exchange and makes them responsible for helping each other (Balkcom, 1992).

7. *Seeking ways of incorporating authentic language and authentic language use*

Materials should include familiar language for children and enable them to use it daily, regardless of the context in which they are going to express themselves. The content and language included should contribute to the acquisition of the objectives set in advance.

8. *Fostering critical thinking*

An appropriate development of thinking skills helps children to obtain the best of their learning process, owing to the clarification of their ideas (King et al., 1998). It is important to make children learning to learn and to think. These ideas are closely related to Bloom's taxonomy (1956), which determines the learning objectives that children would be able to reach, and also helps teachers to know what can ask children to do. Bloom's taxonomy hierarchy involves that children should acquire firstly the easiest learning objectives, which are on the base of the pyramid, to advance progressively. Anderson and Krathwohl (2001) purposed learners about creating new ways of applying information. As a consequence, Bloom's taxonomy revised version establishes the following thinking skills:
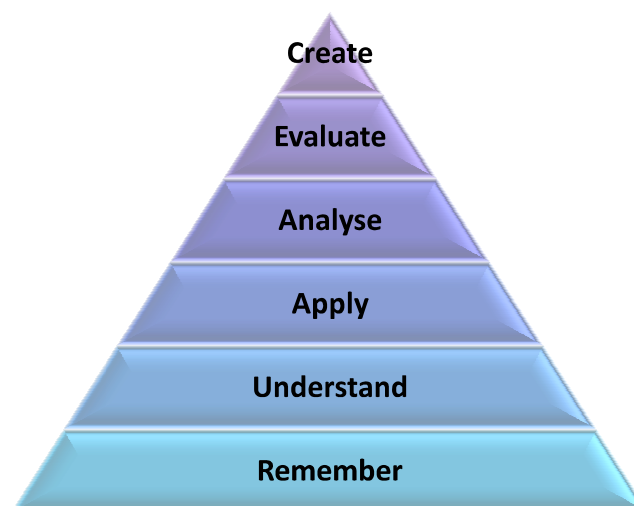
Figure 2. Critical thinking skills

Figure 2, shows the structure of the Bloom's taxonomy revised version. In the base are sited LOTS (Low-Order Thinking Skills), which are remember, understand and apply. They help children to keep in mind the information they already know. On the top, they might be seen HOTS (High-Order Thinking Skills), which are the continuation of the others, and force children to transform the information they are given. In the real application, is quite easy for children to achieve the former. However they have to improve their learning development with the goal of accomplishing the latter.

9. *Fostering cognitive fluency through scaffolding of content, language and learning skills development.*

   Teachers should reduce their support in the same way as the learning process advances. This means, the explanations that children need to understand may be less detailed because children's knowledge is larger. To accomplish this purpose, there are diverse strategies available to use in CLIL approach such as modelling (presenting examples), building (building on previous knowledge), contextualising, providing thinking frameworks and developing meta-cognition.

10. *Helping to make learning meaningful.*

    Quality learning materials should allow children to understand that their experiences have meaning for people. They should help them to establish connections between the new learning and their previous one, not only

developing LOTS but also trying to reach, little by little, HOTS in order to advance in their learning progress, being able to manipulate information.

Apart from helping in the second language acquisition, Peeter Mehisto's criteria support teachers as a guide to reach the holistic development of children. Afterwards, in the research study section, these criteria are applied to measure the quality of the activities used in class.

To sum up, it could be said that Peeter Mehisto's investigation seeks to provide the maximum benefit to CLIL approach defining criteria for quality materials that will help teachers when creating materials to support the foreign language learning process of their students.

3. THE RESEARCH STUDY

3.1. Background context

To have the opportunity to observe, describe and participate in a nursery class where the foreign language has been introduced at an early stage is unusual. Many voices call for the need to strengthen collaboration between teachers, who have a fundamental role in the foreign language learning/teaching process, and academics who investigate such a process, draw conclusions and establish future research strands. The student teaching period offered an excellent opportunity to observe and benchmark the communicative competence of school children immersed in a PAI program. To the author knowledge, no studies have yet been undertaken which detail how this PAI program is being implemented in a real school and what the results obtained are as for the foreign language communicative competence. With all this in mind, the aim of the present study is twofold: first, to describe the teaching practices and strategies carried out in a nursery education class with 5 year-old children, and second, to analyse the oral communicative competence among these same pupils when narrating two stories in the foreign language, English.

3.1.1. The school

This investigation has been carried out in a state school in Navarre. The school is a state school which includes 200 students enrolled in Infant and Primary Education. The school offers two different linguistic models A and G. The main difference is that the former includes Basque as a subject, and the latter does not. About the English sessions, both models follow the same timetable. In nursery, children have 12 out of 28 sessions in English. In Primary, the PAI program is not applied yet and as a result, children have 6 English sessions per week, including arts and crafts' sessions. English was implemented at the time that school was built in 1983.

The school has been developing the PAI program in Infant Education since 2010. During the current year it is also being developed in the first year of Primary Education, and they plan to implement model incrementally in successive years. It consists on teaching at least 10 of the 28 weekly sessions in English. Created by the Government of

Navarre, PAI wants to relate language teaching to content teaching, that is to say, it is the content that drives what language needs to be taught and language is thus seen as a communication tool (along the lines of what is defended in CLIL, see Coyle, Hood & Marsh, 2010). Establishing what contents need to be taught in which language, English or Spanish, is important the coordination between tutor and co-tutor's work. Nonetheless, the manner of teaching in each of them is different. While Spanish lessons are focused on teaching curricular contents and language development, English lessons take advantage of content explanations to teach the language.

As it is previously explained, the school is involved in a PAI program. In Infant education, it is based on projects, which are chosen by the teachers. To choose them, they can select between two options. The first one is related to a general topic which is being worked by all the cycles in the school, adapting it to the stage level. That is to say, if the school decides to study different civilizations, each cycle would study specifically one of them. The other refers to the development of a particular topic based on a specific curricular content.

3.1.2. The participants

In order to achieve our aims, a group of 5 and 6 year-old children was selected. There were 29 children from different nationalities who belonged to two classrooms of the 3rd Year of Infant Education. Both classes, however, received the same content and what is more, were taught by the same teacher.

As for their communicative competence, these kids are at different stages in their mother tongue, Spanish, and in the foreign language, English. In their first language children have generally develop their listening, writing and speaking skills, and at the moment they have just started to read. Despite the majority of them do not present learning acquisition problems, with the exception of some phonological ones not all children demonstrate the same level of progress in Spanish. Some of them seem to be quicker learners than others acquiring knowledge faster.

As for their English development stage, nearly everyone are capable to understand most of what they listened, as well as speak and express their ideas. On balance, their

oral abilities are much more built up than the written skills. Children are able to identify words written in English because of their similarity with Spanish, but they unknown the ones which do not follow this condition. This group of children usually carries out writing activities by copying the words. Because of the complex English phonetics, when they are asked to write words on their own, they write it as it sounds. For example, they would write table as *'teibol'.*

3.2. Initial hypothesis

As a consequence of PAI program was being carried out in the school our first hypothesis on this investigation was that all children would be able to speak in English.

The next hypothesis was that the activities developed in class fulfilled the criteria of CLIL quality teaching materials and, as a result, children would gradually improve their communicative competence in the second language.

3.3. Detailing class materials

Teacher and learning materials are pivotal for successful learning, even more when this process is carried out in a foreign language and among very young learners. With the ultimate aim of determining the extent to which materials affect the success of the content and language learning process, the materials used in class were analysed under the scope of Mehisto's (2010) quality taxonomy.

1. Making the learning intentions and process visible to students.
2. Systematically fostering academic language proficiency.
3. Fostering learning skills development and learner autonomy.
4. Including self, peer and other types of formative assessment.
5. Helping create a safe learning environment.
6. Fostering cooperative learning.
7. Seeking ways of incorporating authentic language and authentic language use.
8. Fostering critical thinking.
9. Fostering cognitive fluency through scaffolding of content, language and learning skills development.
10. Helping to make learning meaningful.

Table 1 details the criteria that each material-type compromises. The numbers in each square matches each criterion include in the list put together by Mehisto.

Table 1. Teaching resources evaluation

Routines	Jolly Phonics	Content Files	Arts & Crafts	Storytelling	Songs	Games
1	1	1	n/a	n/a	n/a	n/a
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	n/a	4	n/a	4
5	5	5	5	5	5	5
6	n/a	n/a	6	6	n/a	6
7	7	7	7	7	7	7
n/a	8	8	8	n/a	n/a	8
9	9	9	n/a	9	9	9
10	n/a	10	10	10	10	10

As the table above shows no activity includes all the criteria but most of them include at least 8 of them and three of them include 9. Routines, content files and games are, thus, the activities that best illustrate these criteria, while songs are the ones that meet fewer criteria. Then, are briefly explain the main characteristics of each activity collected in Table 1.

- *Routines.* This daily and introductory activity shows clearly its main objective, which is to make children talk and participate in the assembly at the same time that they respect to the person who is talking. Repeating every day the same linguistic structures help them acquire learning autonomy and be exposed to any type of assessment (self, peer or teacher's). Besides, it fosters cooperative learning and makes the learning meaningful through children's interventions.

- *Jolly phonics.* Children know that the objective of these activities is to learn the different English sounds. Some of them are different from the Spanish ones but they need to learn how to produce them correctly. These activities help children to foster their critical thinking. It is important for them to relate that in English most of the words are not written as they are reading, what makes them thinking about it.

- *Content files*. It is usually very easy to recognize which is the aim of content files. In fact, sometimes children are in charge of explaining the activities. Content files are plenty on new vocabulary that children have to learn. Being usually an individual activity which rarely allows seeing the interaction between them, but they could be considered as a good self-assessment activity. Moreover, they foster critical thinking by analysing information and sometimes creating some new ideas.

- *Arts & crafts*: by following teacher's instructions, children learn the language that they afterwards process and apply in order to create the craft. Apart from developing critical thinking, these activities also foster learners' autonomy and many times promote cooperative learning.

- *Storytelling*. Stories facilitate children the acquisition of language items (vocabulary and structures). They also foster their scaffolding of content and language. Stories show children that much of the vocabulary they learn could be used in different contexts, contributing this way to improving children's autonomy.

- *Songs*. They help them to improve their language proficiency and also learning skills. They are ideal to create a safe learning environment and to incorporate in the class the authentic language into the class.

- *Games*. They are presented as high quality materials. Over all, they foster cooperative learning and also learning skills in children. Games are a perfect activity to foster critical thinking. Many times, playing games, teachers look for teaching content. However in some situations, they might select them depending on the skills they wanted to develop.

As a conclusion, it could be said that in the selected classrooms they use high quality learning materials for CLIL. Considering the activities as a whole, they fulfill all the criteria even though they do not individually.

3.4. Activities and procedure

In this research we attempt to study how children are able to produce English *output* taking into account that they are involved in a CLIL classroom. With the purpose to

reach this aim, we planned two activities that are going to be described below: an open narration activity and a semi-guided narration activity. Both activities share the aim of speaking in English but differ in their content and context of development, allowing two perspectives to analyse the communicative competence of each child.

It should be noted that, in order to make the analysis more reliable, children were not told that they were being recorded in any of the activities. The purpose of not revealing this to children was to keep them calm and being able to extract their real competence in English.

3.4.1. Easter holidays

The first activity was an open narration where children had to speak about their Easter break: what they did, whether they enjoyed it… The reason for doing this activity was that it was considered a good opportunity to analyse children's communicative ability in a situation where they could say anything they wanted to about a situation they were familiar with, a personal experience. We chose the moment of the routines, when children are in class all together, to carry it out because children like to share with classmates what they have done throughout the days they have not been together. In order to analyse this using Mehisto's criteria, we are going to consider the activity as routines, because they always do it. In this case, the question was: *I want you to talk about your holidays. We have been on holidays for eleven days. That's a long time, isn't it? What did you do on holidays?*

Relating this activity with Mehisto's quality teaching materials criteria, *Easter holidays* is a good activity for applying meaningful learning. In it children mixed their personal experiences with language and communicative skills development. Simultaneously, teacher's help in their oral interventions are fewer each time. Besides, at the same time children are talking, it takes part peer assessment since the rest of the children usually correct their mistakes. All these characteristics are related to fostering learner's autonomy and their improvement on language proficiency. Concluding, we may classify this as a high quality activity.

At the beginning of the class, during the routines time, we asked children about what they had done during Easter holidays. We did not provide children with any written

help (frames, vocabulary…). One by one they answered the question.[5] As afterwards is shown in the outcomes division each child expressed it in different way. While some children were able to answer fluently in the second language, others required teacher's support or used vocabulary in the mother tongue. As a clear example of fluent speech is student 12 when they say *"Me stay with my grandfather and my grandmother in my village and my daddy go to Pamplona and later my grandfather and my grandmother to me me compraron four chicks"*. Although they use some words in Spanish, it is a quite long speech in English. By contrast, some of the students need feedback to continue expressing their ideas. For example student 2 answered:

- – Student: *See to Javea.*
- – Teacher: *What did you do in Javea?*
- – Student: *Sleep in Javea. Me see the aquarium to Alicante and see a big tiburón.*
- – Teacher: *Did you go to the beach?*
- – Student: *No.*
- – Teacher: *Why?*
- – Student: *Because…because…don't remember*

3.4.2. Storytelling

The second activity, on the other hand, was a semi-guided narration in which students had to narrate the picture story "Snow white and the seven dwarfs". The reason for carrying out this activity was that children had recently worked a project about various tales. In that context, we decide to take advantage of them to implement the second activity observing how children were able to talk about a specific topic.

According to Peeter Mehisto's criteria, this activity could be defined as a medium quality one since it fulfills most of the criteria (8/10) which make reference to the language. One of the main characteristics is that it fosters the critical thinking skills and makes learning meaningful. Apart from remembering, children had to understand, apply and analyse what they were thinking. Furthermore, children had to seek ways of

---

[5] See Annex I.

Beatriz Martínez de la Hidalga Aizcorbe

incorporating the language they knew to interpret the pictures they were seeing, fostering also language proficiency.

The second activity was developed out of the classroom. This time, children were alone with the researcher to avoid any possible influence or copying among children as well as, to allow the teacher to continue with the regular class. The chosen story was "Snow white and the seven dwarfs" because, as it is mentioned before, they had worked on it during previous weeks. Anyway, from the beginning of the activity, we provided children the story sequence. We show them the pictures of the story[6], so as to make the challenge simpler.[7] What we would like to get through this material is to disable the "don´t remember" answer.

---

[6] See Annex II.
[7] See Annex III.

4. OUTCOMES

Once we have explained what our research is about, it is important to present and analyse the results obtained from the two recordings to be able to give a detailed description of the communicative competence of 5 year-old children in a CLIL classroom.

The following two subsections include the results obtained, first, for the narration about a personal experience, their Easter holiday break retailing, and second, the narration of the picture-story ""Snow white and the seven dwarfs".

4.1. Easter holidays

This activity aimed at seeing how 5 year-old children were able to link and express personal experiences in English.

Table 2 features the number of children who were able to answer in English and the variation of answers that they gave.

Table 2. Easter holidays: number of sentences

Answer	Number of students
Nothing	5
Don't remember	4
One sentence	6
Two sentences	5
Three or more sentences	9

The table illustrates that 20 subjects out of 29 were able to produce one or more sentences (9 produced three or even more), while another 9 could not express themselves in the target language: 4 used the possibly formulaic "don't remember" structure, while 5 said nothing. The following circle graph (Figure 3) plots the percentages.

By sentence, it is meant any structure which includes at least a verb and an object, even though it might not be syntactically accurate.

Beatriz Martínez de la Hidalga Aizcorbe
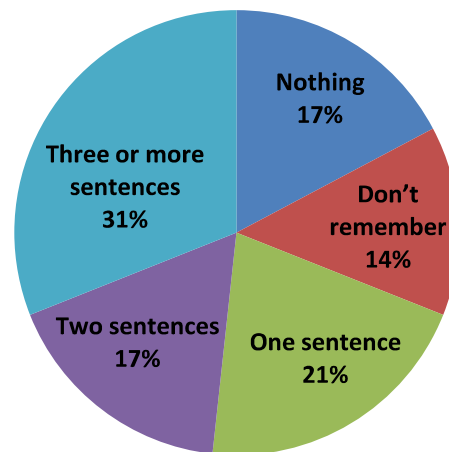
Figure 3. Personal experience answer

This graphic shows that the 31% do not give a meaningful answer to the question about their holidays. This percentage is composed by the students who kept silent, 17%, and the ones who answered *"Don't remember"*, 14%. These *"Don't't remember"* instances could reflect two possible causes:

- Shyness: the child knows that they are able to speak in English but they do not want to share their experiences.
- Related to the sociolinguistic competence (Canale, & Swain, 1980): the child feels afraid of not being understood.

On the other hand 69% of the children answered positively to the question, that is to say, they were able to produce language. Actually 31% of them produced three or more sentences, while the remaining 38%, replied using one sentence (21%) and two sentences (17%).

As for sentence complexity, it is not equivalent in all the answers. Measuring the number of sentences that children said does not allow a complete analysis of their communicative competence as not all sentences had parallel structures. This means that some of the children included in the 'one sentence' division, for example, three sentences. However, because they used linking words and did not stop or pause for a very long time, those sentences become an only one. In a clearly way, *"I go to the*

beach of San Sebastian and eat ice cream and I walk on a mountain" is not the same as:

- Student: *Me playing all the time in the park.*

- Teacher: *What games did you play? (teacher)*

- Student: *With my bicycle.*

- Teacher: *And did you play football? (teacher)*

- Student: *Yes. With my brother.*

As a result of the previous analysis we took the decision to count the number of words used by each child in each reply and relate with the number of sentences.

Table 3. Easter holidays: words and sentences relation[8]

| Student	Number of words	Number of sentences
Student 1	26	5
Student 2	21	4
Student 3	17	3
Student 4	(*)	(*)
Student 5	2	(DR)
Student 6	2	(DR)
Student 7	20	2
Student 8	5	1
Student 9	15	3
Student 10	2	(DR)
Student 11	2	(DR)
Student 12	34	2
Student 13	9	1
Student 14	(*)	(*)
Student 15	21	2
Student 16	10	2
Student 17	9	1
Student 18	23	3
Student 19	43	4
Student 20	(*)	(*)
Student 21	86	6
Student 22	10	1
Student 23	18	1
Student 24	10	2
Student 25	29	3
Student 26	8	1
Student 27	(*)	(*)
Student 28	14	3
Student 29	(*)	(*)

The next two charts have been developed with data from Table 3. The data represented in Figure 4 corresponds to the first column in Table 3, which is the quantity of words that children who spoke in English said. Figure 5 illustrates the number of sentences that each child built. It has to be noticed that to simplify the

---

[8] In this table: (*):Kept silent; (DR):Don't remember

content of the following figures they have been eliminated children who kept silent (5/29) or answered *"Don't remember"* (4/29). Furthermore, the words in Spanish included in the English sentences, have not either been counted.
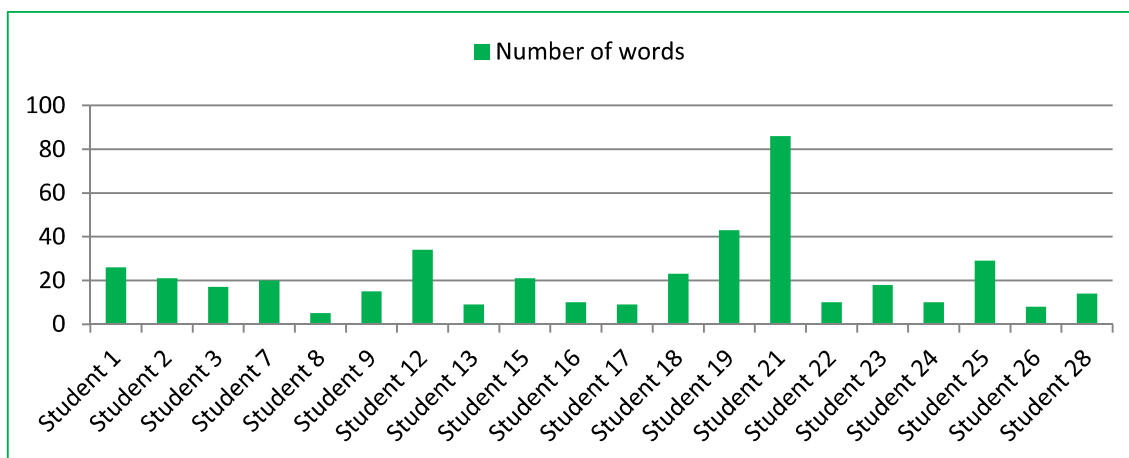
Figure 4. Number of words in *Easter holidays* activity
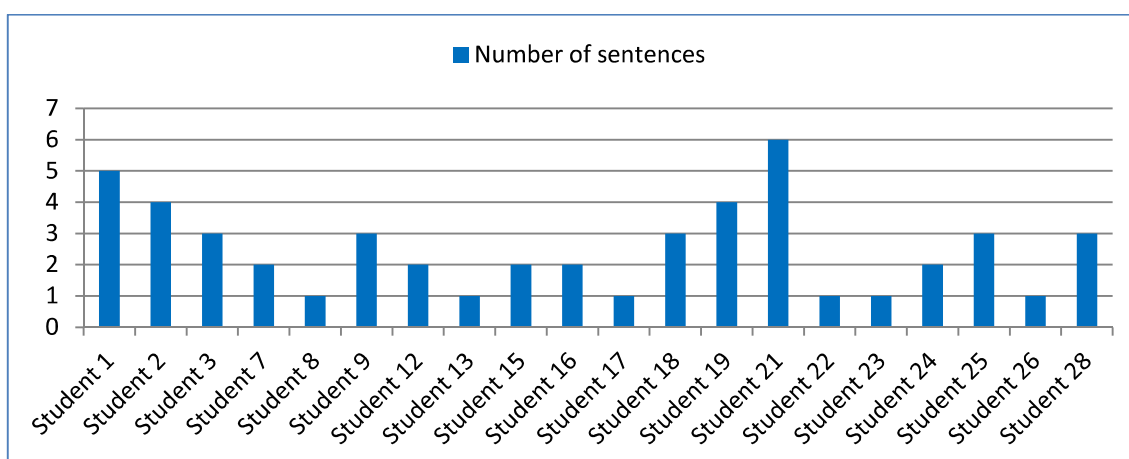
Figure 5. Number of sentences *Easter holidays* activity

Because it is not easy to clearly conclude the relation of the data shown in these charts, it has been determined to develop a statistical analysis. Then, it could be observed its result.

Table 4. Words and sentences correlation

	Number of words	Number of sentences
Number of words	1	
Number of sentences	0,839098262	1

Beatriz Martínez de la Hidalga Aizcorbe

The value of the correlation indicates that the quantity of words and sentences of children answers in the *Easter holidays* activity is around 84%. In view of this percentage it could be asserted that the number of words per sentence used by each child is approximately the same. From this perspective Student 21 should be remarked because is the one who developed more number of sentences employing the highest number of words. In the same way, Student 19 used many words too. On the other side, Student 8 only constructed one sentence using few words.

As a qualitative conclusion, taking into account the data from Table 3 and Table 4, it is considered that diversity of answers is a consequence of each child's capacity for creating sentences. This fact represents a sample of the discursive competence stated by Canale and Swain (1980). Another feature to keep in mind is how children organised the sentence. This idea is related with linguistic competence (Canale & Swain, 1980). Although the following sentences are not grammatically perfect, they are correct enough as example of syntax in a nursery class. The answers given by Student 7 were: *"Me with my daddy go to Ardoi"* and *"Me went to the house of my cousins and play with my brother"*.

Finally, concluding the analysis of this activity, it could be said that an important number of the children who were selected for this investigation were able to communicate their personal experiences in English. They made themselves understandable by using the proper vocabulary and employing also acceptable syntax.

4.2. Storytelling

According to the activity description explained before, this activity consists on recording children telling the "Snow white and the seven dwarfs" story.

Then, in Table 5 is collected the language that each child chose for narrating the story.
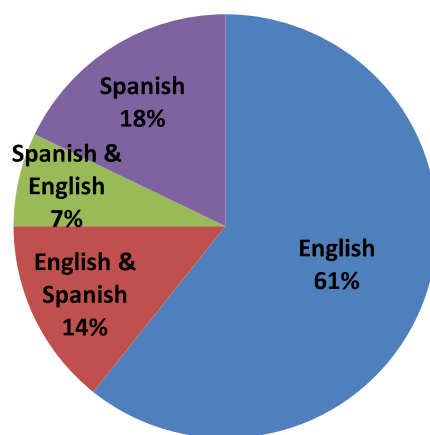
Table 5. Storytelling language[9]

Student	Language use in storytelling
Student 1	English
Student 2	English
Student 3	English
Student 4	Spanish
Student 5	Spanish
Student 6	English and Spanish
Student 7	English and Spanish
Student 8	Spanish
Student 9	English
Student 10	Spanish
Student 11	Spanish and English
Student 12	English
Student 13	English
Student 14	English and Spanish
Student 15	English
Student 16	English
Student 17	English
Student 18	English
Student 19	English
Student 20	Not analysed
Student 21	English
Student 22	English
Student 23	English and Spanish
Student 24	English
Student 25	English
Student 26	Spanish
Student 27	English
Student 28	English
Student 29	Spanish and English

The table shows that most of the students chose English as the sole language to narrate the story (17/29) or used both English and Spanish (4/29). The circular graphic

---

[9] Student 20 was eliminated as their speech was uncomprehensible caused by the low quality of the recording.

Beatriz Martínez de la Hidalga Aizcorbe

below represents the percentage of children who principally spoke in each language, either Spanish or English.

Figure 6. Storytelling language

Figure 6 illustrates that more than a half of them (61%) told the story completely in English. The rest used Spanish to a variable extent: 14% used it rarely or for inventing words that they did not remember in the target language *(busc, envenenating, atragantate, escap, madrastr...)*; in contrast 7% of the students only used English to answer some questions. The last group is formed by children who only spoke in Spanish (17%). The results obtained showed that 75% of the learners were able to narrate the story in English, while 25% of them relied heavily on Spanish. Remarkable examples that illustrate the two ends of this continuum could be Student 12 and Student 8.

As in the first one, in this activity the number of words produced by each child were also counted. Considering the numerous interventions of the researcher they were counted as well as children's interventions. We have considered as an intervention each speaking turn. These data are shown in the next table.

Table 6. Storytelling interventions

Student	Number of words	Number of interventions	Resarcher's interventions
Student 1	63	15	14
Student 2	90	19	18
Student 3	64	16	16
Student 4	14	11	11
Student 5	7	18	17
Student 6	53	15	15
Student 7	60	14	13
Student 8	0	1	0
Student 9	119	24	23
Student 10	0	2	2
Student 11	6	12	12
Student 12	309	19	18
Student 13	72	17	17
Student 14	113	10	10
Student 15	165	7	6
Student 16	125	14	13
Student 17	69	21	21
Student 18	87	16	15
Student 19	74	19	20
Student 20	0	0	0
Student 21	143	20	19
Student 22	83	23	23
Student 23	123	13	13
Student 24	55	22	22
Student 25	87	17	16
Student 26	3	11	10
Student 27	34	16	17
Student 28	56	21	21
Student 29	65	12	12

As in the previous activity, but taking into account Table 6 data, it has been made an analysis of the correlation between the number of words and the interventions.

Table 7. Words and interventions correlation

	Number of words	Number of interventions
Number of words	1	
Number of interventions	0,369946998	1

This result shows that a great difference is established between children's speech values. This value could be caused by pictures presented or the researcher's help. Throughout the activity development, it was observed that the entire group required continuous feedback. They needed researcher's questions to go on with the story. Consequently, in order to quantify this relation it has been made a statistical analysis. The following table reveals the correlation between both numbers of interventions.

Table 8. Students and researcher correlation

	Number of interventions	Resarcher's interventions
Number of interventions	1	
Resarcher's interventions	0,995083803	1

After analysing Table 8, is proved that in all cases (99.5%) children needed the support of the researcher. This means that the storytelling activity development turned into a dialogue in which the researcher helped children to avoid silence and accomplish the aim.

Despite of the high number of interventions by the researcher, many of them were due to the lack of knowledge about how they could express their ideas in English. However, to solve this problem, children used different strategies to make their idea understandable in the second language. This idea is related to the learning skills development (Anderson; Krathwohl, 2001). Those of them who mostly spoke in English (English or English & Spanish) found three possible solutions: keeping in silence, asking about the meaning of the word in English (How do you say...) or saying some words in Spanish. This last possibility is justified by the assertion that *"in oral production, learners tend to borrow more terms from languages which are typologically closer to the target language"* (Cenoz, 2008). All this information is collected in Table 9 and represented in Figure 7.

Table 9. Unknown words

Student	Language use in storytelling	Unknown words
Student 1	English	How do you say…?
Student 2	English	Keep silent
Student 3	English	Keep silent
Student 4	Spanish	Keep silent
Student 5	Spanish	Keep silent
Student 6	English and Spanish	Invent
Student 7	English and Spanish	Keep silent
Student 8	Spanish	Keep silent
Student 9	English	How do you say…?
Student 10	Spanish	Keep silent
Student 11	Spanish and English	Keep silent
Student 12	English	How do you say…?
Student 13	English	Keep silent
Student 14	English and Spanish	Invent
Student 15	English	Keep silent
Student 16	English	How do you say…?
Student 17	English	Keep silent
Student 18	English	Keep silent
Student 19	English	Keep silent
Student 20	Not analysed	Not analysed
Student 21	English	How do you say…?
Student 22	English	How do you say…?
Student 23	English and Spanish	Invent
Student 24	English	Keep silent
Student 25	English	Keep silent
Student 26	Spanish	Invent
Student 27	English	Keep silent
Student 28	English	Keep silent
Student 29	Spanish and English	Keep silent
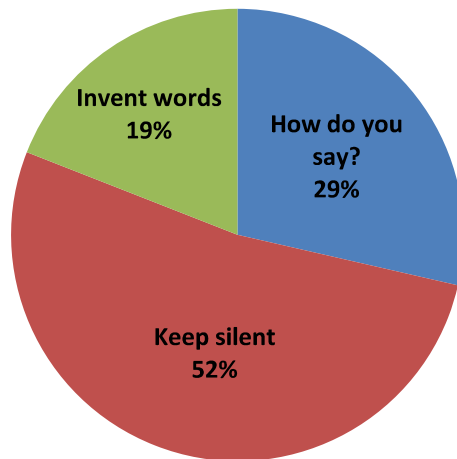
Figure 7. Unknown words

Although learners could speak in English results show that half (52%) of children kept silent when they did not know or could not retrieve the word they looked for, while 29% asked the researcher and 19% made them up.

To conclude this section, it could be said that when supported by the context children, as young as, 5 years are able to narrate a story in the foreign language. But the presence of such aids is fundamental for the success of the activity. This has clear pedagogical implications at the initial stages activities need to be very guided and constant support and reinforcement should be given to students.

4.3. Comparative conclusions

The following table makes a comparison between both activities. This way we are able to analyse the foundation of our investigation, children's communicative competence in English.

Table 10. Activities' data[10]

Student	Number of words (A1)	Number of sentences (A1)	Number of words (A2)	Number of interventions (A2)	Language use in storytelling
Student 1	26	5	63	15	English
Student 2	21	4	90	19	English
Student 3	17	3	64	16	English
Student 4	0	0	14	11	Spanish
Student 5	2	0	7	18	Spanish
Student 6	2	0	53	15	English and Spanish
Student 7	20	2	60	14	English and Spanish
Student 8	5	1	0	1	Spanish
Student 9	15	3	119	24	English
Student 10	2	0	0	2	Spanish
Student 11	2	0	6	12	Spanish and English
Student 12	34	2	309	19	English
Student 13	9	1	72	17	English
Student 14	0	0	113	10	English and Spanish
Student 15	21	2	165	7	English
Student 16	10	2	125	14	English
Student 17	9	1	69	21	English
Student 18	23	3	87	16	English
Student 19	43	4	74	19	English
Student 20	0	0	0	0	Not analysed
Student 21	86	6	143	20	English
Student 22	10	1	83	23	English
Student 23	18	1	123	13	English and Spanish
Student 24	10	2	55	22	English
Student 25	29	3	87	17	English
Student 26	8	1	3	11	Spanish
Student 27	0	0	34	16	English
Student 28	14	3	56	21	English
Student 29	0	0	65	12	Spanish and English

Table 10 helps to conclude the investigation. As a result, they may be observed four different cases:

---

[10] (A1): Refers to Easter holidays activity; (A2): refers to Storytelling activity.

Beatriz Martínez de la Hidalga Aizcorbe

- *Children that produce English output in both cases (17/28).* All children that participated actively in *Easter holidays* activity had the capacity to tell the story in English. In case they did not know how to continue, they generally asked about the meaning in English.

- *Children that do not participate in the first activity but engaged in the second one positively (7/28).* Few students avoid participating in the first activity, but then they demonstrated that they were able to express their ideas in the second language. This is the case of Student 14 and Student 27. What may explain this fact is that children were ashamed, and they did not want to share their experiences with their classmates or maybe they were afraid of speaking out loud. In any case, this establishes that these children do not have problems to communicate in the second language.

- *Children that participate in the first activity and not in the second (3/28).* Included in this group are student 8 and Student 26. They tried to explain their experiences in English with not many words. In fact, they were not able to reach the second activity aim.

- *Children that do not take part in any of the activities (1/28).* As in the conclusion before, in this case children do not have acquired the communicative competence in the second language. As a consequence they cannot use the language as a mean of communication. Children who belong to this group are the ones that develop the Storytelling activity in Spanish.

In relation with this classification, it has to be noticed that most of children were able to tell the story, although they had the opportunity to see the pictures. However, the real fact is that children demonstrated that they have the capacity to communicate in English. On the other side, even though it is true that in the first activity children used fewer words than in the second, it should to be taken into consideration what had happened in case that children would have seen pictures of their holidays. Probably, there would be less difference between the number of words of both activities.

To conclude this analysis it may be remarked that we have valued positively the fact of speaking in English without taking into account if the sentences were grammatically

correct. Despite this, it should be emphasized the discourse of Student 12 because apart from the quantity of content they develop is notable how they express it.

CONCLUSIONES

El lenguaje además de proporcionarnos un medio de comunicación con el resto de nuestros iguales, nos empuja al entendimiento intercultural y con ello, al desarrollo personal, tanto afectivo como cognitivo.

Con el objetivo de facilitar ese entendimiento, están surgiendo nuevos métodos que permiten manejar la información recibida con la intención de obtener nuevos conocimientos. Uno de estos métodos que más relevancia ha alcanzado en la actualidad es el AICLE. Uno de los factores que más ha ayudado en la implantación de esta metodología es la creciente relación entre distintas sociedades. La ampliación de las fronteras comunicativas ha fomentado el aprendizaje de idiomas, siendo el inglés el más reclamado a nivel global. Todo ello, unido con los estudios que demuestran la capacidad de absorber conocimientos en sus primeros años, hacen que metodologías como AICLE sean apropiadas para la transmisión de ideas en edades muy tempranas.

La conclusión es que en la etapa de Educación Infantil no importa tanto el resultado así cómo la forma en que se logra ya que los conocimientos bien adquiridos establecen una base firme para el aprendizaje futuro. Debido a estos factores se justifica la realización de este estudio en el cuál se ha dado más importancia a la comparación de resultados que a la evaluación de su corrección gramatical.

El desarrollo de esta investigación trata de analizar la competencia comunicativa en una lengua extranjera de los niños y niñas de cinco y seis años así como la comprobación de la calidad de las actividades llevadas a cabo en el aula y basadas en los fundamentos del enfoque AICLE.

Con la idea de analizar el cumplimiento de los objetivos señalados previamente se procedió a la realización de grabaciones de los alumnos hablando en inglés. Para ello se llevaron a cabo dos actividades en las cuáles se solicitó a los niños y niñas que hablaran en inglés. Una de ellas sobre sus experiencias vividas en vacaciones y la otra un narración guiada sobre un cuento infantil.

Posterior a esto se procedió a la transcripción de los archivos con el fin de obtener datos que poder analizar en mayor profundidad. Una vez analizados los resultados obtenidos observamos que, a pesar de la cantidad de comparativas realizadas, los

resultados son cualitativamente similares en ambas actividades aunque se aprecia, debido a las características propias de la segunda actividad, alguna diferencia en los resultados cuantitativos. De forma general, se determina que tanto en la primera como en la segunda actividad, una gran parte de los alumnos es capaz de expresarse en inglés. Los resultados son del 69% y 75% respectivamente. Los datos en los que se detecta alguna diferencia son los referentes a la correlación entre el número de palabras empleadas y la cantidad de frases o intervenciones realizadas en cada actividad. En el primer caso, se ha obtenido un resultado aproximado del 84%, mientras que en el segundo ese valor disminuye hasta el 37%. A la vista de estos resultados podemos establecer dos causas como motivo de esta discordancia. La primera de ellas es la figura de la investigadora. Mientras en la primera actividad sólo está presente en el aula, en la segunda mantiene un continuo diálogo con el alumno o alumna. Como ya se ha explicado durante la investigación, la segunda actividad se llevó a cabo en un aula en el que sólo estaban la investigadora y el alumno o alumna que iba a realizarla. Desde el inicio de la actividad se apreció la importancia de las intervenciones de la investigadora, por lo que se decidió estudiar la correlación entre las intervenciones de ambos participantes. El resultado obtenido, un 99.5%, es bastante significativo. La otra causa a tener en cuenta es la presencia de imágenes sobre los que apoyarse a la hora de desarrollar su discurso. Por último, se ha analizado el comportamiento de los alumnos y alumnas ante el desconocimiento del significado de una palabra. Teniendo en cuenta los resultados obtenidos se establecen dos grupos principales. El primero de ellos (52%) lo forman aquellos niños y niñas que se quedaron en silencio esperando la ayuda de la investigadora. El otro grupo (48%) está compuesto por alumnos y alumnas que ante el desconocimiento buscaron una solución alternativa, bien preguntaron en inglés por el significado (29%) o bien recurrieron a palabras en castellano o inventadas (19%).

Otro aspecto a tener en cuenta en la valoración de estos resultados, es el hecho de que su realización se llevara a cabo después de un tiempo en el centro de prácticas. Durante ese período se había establecido ya una relación de confianza lo que pudo afectar al comportamiento de los niños y niñas durante el desarrollo de las actividades.

Se trata de un factor importante que afecta al proceso comunicativo y, de manera más acentuada, en la interacción con los niños y niñas.

Vistos los resultados obtenidos, consideramos que la realización de este proyecto puede ser un punto de partida útil para futuras evaluaciones similares ya que es difícil encontrar estudios relacionados con la competencia comunicativa en inglés en Educación Infantil. Destacar que para la realización de este estudio ha resultado complicado encontrar experiencias y estudios que sirvan como apoyo en la evaluación de la competencia comunicativa en una lengua extranjera en Educación Infantil. El hecho de que inicialmente la metodología AICLE fuera destinada a niveles superiores, supone que ni siquiera con su auge se hayan desarrollado estudios prácticos sobre ésta en la etapa de la primera infancia (actualmente implantada en una gran variedad de centros).

Si bien los objetivos vienen dados por la legislación educativa, contrastándolos con los datos recogidos a lo largo del estudio, queda comprobado que la metodología AICLE no sólo cumple sino que sobrepasa tales objetivos. Es decir, las metodologías de enseñanza avanzan a mayor ritmo que la política educativa. Esta idea podría ser entendida como punto de apoyo en la redacción de nuevas leyes.

De la misma forma, AICLE también ha tenido cierta repercusión social. La visión que se tenía de AICLE era muy diferente a la actual. Quiere decir esto que la noción de que este método reducía la dedicación a otras materias ha cambiado con la globalización de la sociedad. La importancia adquirida por el aprendizaje de segundas lenguas ha favorecido a la metodología AICLE.

Una conclusión obtenida de esta convivencia es la comprobación en primera persona de la capacidad comunicativa de los niños y niñas de 5 y 6 años en una lengua extranjera. Relacionando este hecho con mi experiencia personal se puede observar un considerable salto cualitativo tanto en la adquisición como producción oral en la lengua extranjera. Prueba de ello es que puedo asegurar que, al finalizar la Educación Infantil, el nivel de competencia comunicativa que presentábamos los niños y niñas hace dos décadas no era ni mucho menos próximo al mostrado por los participantes en esta investigación.

Beatriz Martínez de la Hidalga Aizcorbe

Como conclusión final de esta investigación, cabe recordar que la competencia comunicativa no sólo se basa en tener el inglés como un objetivo de aprendizaje sino en que esa lengua extranjera pueda ser válida, mientras se aprende, para adquirir conocimientos de otras áreas. Es decir, una buena adquisición de esa lengua extranjera permitirá en el futuro, a los hoy niños, una mayor capacidad para desenvolverse en contextos menos habituales para ellos.

REFERENCES

Anderson, L.W.; Krathwohl, D.R. (2001). A Taxonomy for learning, teaching and assessing: a revision of Bloom's taxonomy. *Longman Publishing.* [Available on (26/05/2014): http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf]

Balkcom, S. (1992). Cooperative learning. *Education Consumer Guide,* 1. [Available on (26/05/2014): http://www2.ed.gov/pubs/OR/ConsumerGuides/cooplear.html]

Canale, M. (1983). In Instituto Cervantes. *Centro Virtual Cervantes*. Web. [Available on (2/06/2014): http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/competencia comunicativa.htm]

Canale, M.; Swain, M. (1980). In *Foreign Language Teaching Methods*. Carl Blyth, Editor. Texas Language Technology Center, University of Texas at Austin. [Available on (2/06/2014): http://coerll.utexas.edu/methods/modules/speaking/01/jigsaw.php]

Cenoz, J. (2008). The acquisition of additional languages. *Revista ELIA,* 221, 8. [Available on 30/05/2014: http://institucional.us.es/revistas/elia/8/12.%20cenoz.pdf]

Chomsky, N. (1965). In Wikipedia. *Linguistic competence*. 2014. Web. [Available on (2/06/2014): http://en.wikipedia.org/wiki/Linguistic_competence]

Coyle, D. (2005). Planning tools for teachers. *University of Nottingham.* [Available on (26/05/2014): http://www.slideshare.net/gorettiblanch/theoretical-clil-framework]

Coyle, D.; Hood, P.; Marsh, D. (2010). CLIL Content and Language Integrated Learning. Cambridge: Cambridge University Press.

Crosser, S. (2004). Enhancing the Language Development of Young Children. [Available on (28/05/2014): http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=119

Cummins, J. (2001). Bilingual children's mother tongue: Why is it important for education? *Sprogforum,* 17 – 20, 19. [Available on (26/05/2014): http://langpolicy.saschina.wikispaces.net/file/view/CumminsENG.pdf]

Cummins, J. (1979, 1984).; Cook, G.; Larsen Freeman, D.; Long, M. (1991). In Kecskes, I.; Papp, T. Foreign language learning affecting mother tongue.

España. Real Decreto 1630/2006, de 29 de diciembre, *Boletín Oficial del Estado,* 4 de enero de 2007, num. 4, p. 474 - 482. [Available on (26/05/2014): http://www.boe.es/boe/dias/2007/01/04/pdfs/A00474-00482.pdf]

McLaughlin, B. (1984, 1995). In Espinosa, L. M. (2010). Second Language Acquisition in Early Childhood. [Available on (29/05/2014): http://www.learningdomain.com/MEdHOME3/ECEcurriculum/SecondLanguageAcquisitionLEspinosa.pdf]

Beatriz Martínez de la Hidalga Aizcorbe

García Mayo, P.; García Lecumberri, M.L. (2003). *Age and the Acquisition of English as a Foreign Language*. Clevedon: Multilingual Matters. [Available on (28/05/2014): http://books.google.es/books?id=S1emgKpsOD0C&printsec=frontcover&hl=es&source =gbs_ge_summary_r&cad=0#v=onepage&q=hook&f=false]

Genesee, F. (1978). Is there an optima age for starting second language instruction? *McGill Journal Education*, 146 – 147, 13 (2). [Available on 28/05/2014: http://mje.mcgill.ca/article/view/7201/5140]

Genesse, F,; Lambert, W.E.; Holobow, N.E. (1986). La adquisición de una segunda lengua mediante inmersión: el enfoque Canadiense. *Revista Infancia y aprendizaje,* 27 – 36, 33. [Available on (26/05/2014): http://dialnet.unirioja.es/servlet/articulo?codigo=2926352]

Juan, A.D.; García, I.M. (2012). Utilities of CLIL methodology in the classroom. *Revista de Formación e Innovación Educativa Universitaria,* 209 – 215, 5(4). [Available on (26/05/2014): http://webs.uvigo.es/refiedu/Refiedu/Vol5_4/REFIEDU_5_4_2.pdf]

King, FJ, Goodson. L.; Rohani, F. (1998). Higher order thinking skills. *Centre for Avancement of Learning and Asessment,* 1 – 2. [Available on (26/05/2014): http://www.cala.fsu.edu/files/higher_order_thinking_skills.pdf]

Kuhl, P. K. (2004). Early language acquisition: cracking the speech code. *Nature Reviews Neuroscience*, 831 – 843, 5. [Available on (28/05/2014): http://www.nature.com/nrn/journal/v5/n11/abs/nrn1533.html]

Lenneberg, E.H. (1967). In Johnson, J. S.; Newport, E. L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. *Cognitive Psychology,* 60 – 99, 21. [Available on (28/05/2014): http://www.sciencedirect.com/science/article/pii/0010028589900030]

Mehisto, P. (2012). Criteria for producing CLIL learning material. *Revista Encuentro,* 15 – 33, 21. [Available on (26/05/2014): http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/mehisto_criteria_for_producing_clil_learning_material.pdf]

Mehisto, P. (2010). Criteria for Producing CLIL Learning Materials. [Available on (29/05/2014): http://www.ccn-clil.eu/clil_criteria_web/index.php?page=intro]

Moon, J. (2005). Teaching English to young learners; the challenges and benefits. *In English!*, 34. [Available on (28/05/2014): http://ventana.fl.unc.edu.ar/files/Material-British-Council.pdf]

Navarra. Decreto Foral 23/2007, de 19 de marzo, *Boletín Oficial de Navarra*, 25 de abril de 2007, num. 51 [Available on (26/05/2014): http://www.lexnavarra.navarra.es/detalle.asp?r=29391]

Navarra. Orden Foral 110/2011, de 12 de julio, del Consejero de Educación, *Boletín Oficial de Navarra,* 16 de agosto de 2011, num. 161. [Available on (26/05/2014): http://www.lexnavarra.navarra.es/detalle.asp?r=13534]

Navarra. Orden Foral 97/2012, de 17 de septiembre, *Boletín Oficial de Navarra,* 16 de octubre, num. 203 [Available on (26/05/2014): http://consejoescolar.educacion.navarra.es/attachments/article/347/OF_97_2012.pdf]

Pinkley, D. (2012). Children Learning English as a foreign language. *Pearson Longman,* 1. [Available on (26/05/2014): http://www.pearsonlongman.com/primaryplace/pdf/clilmonograph.pdf]

Romera Ciria, M. (2012). *Inicio de la comunicación verbal*. Paper presented at Desarrollo en el Ámbito de la Autonomía Personal, Pamplona.

Skutnabb-Kangas, T.; Phillipson, R. (1989). In Kecskes, I.; Papp, T. (2009). *Foreign language and mother tongue.* Mahwah, NJ: Lawrence Erlbaum Associates. [Available on (26/05/2014): http://books.google.es/books?id=fvt5AgAAQBAJ&pg=PT22&lpg=PT22&dq=mother+to ngue+language+development&source=bl&ots=MA5s6txP26&sig=RsoG25MLlDuRqz-xTpcX7gRnJMw&hl=es&sa=X&ei=IJ6BU8_oOumu0QWz3YCADA&ved=0CHcQ6AEwCDg 8#v=onepage&q=mother%20tongue%20language%20development&f=false]

A. ANNEX I. Transcriptions. Personal experience activity.

I WANT YOU TO TALK ABOUT YOUR HOLIDAYS. WE HAVE BEEN ON HOLIDAYS FOR ELEVEN DAYS. THAT'S A LONG TIME, ISN'T IT? WHAT DID YOU DO ON HOLIDAYS?

- *STUDENT 1:*
  - Me stay in my village.
  - WHAT IS THE NAME OF YOUR VILLAGE?
  - Guelbenzu.
  - AND WHAT DID YOU DO THERE?
  - Me sleep on my village with my cousins.
  - AND WHAT ELSE DID YOU DO?
  - Play football.
  - (15 min later). Me go to the aquiarium of SS and see fish.

- *STUDENT 2:*
  - See to Javea.
  - WHAT DID YOU DO IN JAVEA?
  - Sleep in Javea. Me see the aquarium to Alicante and see a big tiburón.
  - DID YOU GO TO THE BEACH?
  - No.
  - WHY?
  - Because...because...don't rememeber.

- *STUDENT 3:*
  - Me go a little bit to the playa.
  - TO THE BEACH? WHAT BEACH?
  - ...Don't remember.
  - (15 min later) Me see a dog in the beach.

- *STUDENT 4:**
- *STUDENT 5:*
 - Don't remember

- *STUDENT 6:*
  - Don't remember

Beatriz Martínez de la Hidalga Aizcorbe

- *STUDENT 7:*

  – Me with my daddy go to Ardoi.

  – AND WHAT DID YOU DO IN ARDOI?

  – Me went to the house of my cousins and play with my brother.

- *STUDENT 8:*

  – Me in the park.

  – AND WHAT DID YOU DO?

  – Bicycle.

- *STUDENT 9:*

  – Me playing all the time in the park.

  – WHAT GAMES DID YOU PLAY?

  – With my bicycle.

  – AND DID YOU PLAY FOOTBALL?

  – Yes. With my brother.

- *STUDENT 10:*

  – Don't remember.

- *STUDENT 11:*

  – Don't remember.

- *STUDENT 12:*

  – Me stay with my grandfather and my grandmother in my village and my daddy go to Pamplona and later my grandfather and my grandmother to me me compraron four chicks.

  – WHAT COLOUR WERE THEY?

  – Black dots two, yellow and orange.

- *STUDENT 13:*

  – Go to my village and go to Senda Viva.

- *STUDENT 14:**

- *STUDENT 15:*

  – Me go to the Itaroa to… ¿cómo se dice recoger?

  – TIDY UP OR PICK UP?

  – To pick up the eggs and me got 5 and the other 2 and 3.

English Communicative Competence In Different School Contexts

- *STUDENT 16:*

  – Me go to Gijon. Manu and Javi have one cat.

- *STUDENT 17:*

  – Me go to Chiclana and go to the beach.

- *STUDENT 18:*

  – Me go with my caravan and sleep in the caravan. And we go to Senda Viva. And watch the bird in the arm of one boy.

- *STUDENT 19:*

  – In the afternoon I go to Obanos for one concurs of…how do you say dibujos? DRAWINGS.

  – Of drawings in Obanos and me the first winner of infantil.

  – AND WHAT DID YOU WIN?

  – Crayons of…how do you say Madera?

  – WOOD.

  – Wood, other crayons and on paper to painting with the… pincel?

  – BRUSH.

  – Brush.

- *STUDENT 20: **

- *STUDENT 21:*

  – Me go to the cave of Mendukilo and with the light off me with Igor and Jokin .

  – ARE THEY YOUR COUSINS?

  – Yes and with the lintern is in the cave of the troglo..troglodi…of the humans. And the cave of the verdad is for the pastores and is the cave of the…how do you say verdad? La cueva de verdad?

  – THE REAL CAVE.

  – The real cave is the troglodytes and me see the dragon of the San Miguel de Aralar and me go to the SAntuario de San Miguel de Aralar and me…how do you say metí la cabeza en el agujero de el dragón?

  – LET'S SEE: I P…

  – I put the head in the…

- HOLE.
- Hole of the dragon.

- *STUDENT 22:*
  - Me go to Santander to eat with mummy, daddy, cousin.

- *STUDENT 23:*
  - I go to the beach of San Sebastián and I eat ice cream and I walk on a mountain.

- *STUDENT 24:*
  - Me go to Madrid and me play with Christopher.
  - WHO IS CHRISTOPHER?
  - My friend.

- *STUDENT 25:*
  - Me go to Garde in one bus with my mummy, daddy and sister and a little bit of friends. AND WHAT DID YOU DO?
  - Eat migas and patatas fritas and… como se dice postre?
  - DESSERT.
  - And dessert ice-cream of vainilla and chocolate.

- *STUDENT 26:*
  - Me play with dog and one…como se dice palo?
  - STICK.
  - One stick.

- *STUDENT 27: **

- *STUDENT 28:*
  - Me go to a hotel with my daddy. And eat spaghetti. Como se dice plato?
  - DISH.
  - An enormous dish.

- *STUDENT 29: **

B. ANNEX II.
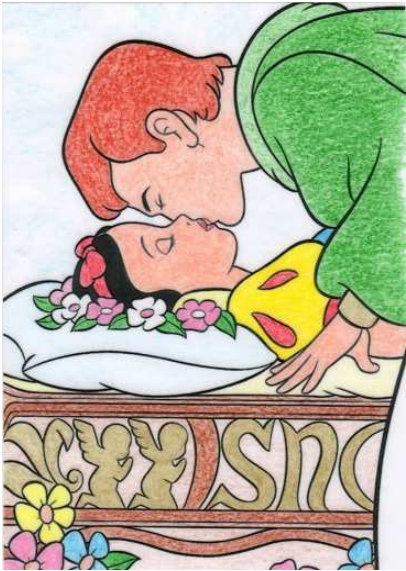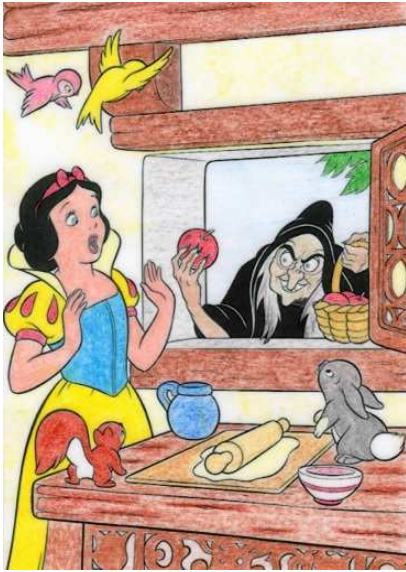
C. ANNEX III. Transcriptions. Storytelling activity.

- *STUDENT 1*

  - The Snow white is with the animals
  - BUT…WHO IS SHE?
  - The Queen
  - WHAT IS THIS?
  - A mirror
  - AND WHAT DID SHE ASK TO THE MIRROR?
  - What is the Snow white?
  - AND WHEN SHE LISTENED TO THE ANSWER?
  - Get cross
  - WHAT HAPPENED IN THE FOREST?
  - The Snow white saw a little seven dwarfs
  - WHEN THEY SAW THE SNOW WHITE, WERE THEY HAPPY?
  - Yes. One no.
  - WHEN THEY GO. WHAT HAPPENNED?
  - The witch gives one apple to Snow white
  - AND WHAT HAPPENNED?
  - Eat the apple and dead
  - AND WHAT HAPPENNED WHEN THE DWARFS CAME BACK?
  - Is very sad.
  - AND ONLY THE DWARFS WERE SAD?
  - And the animals
  - BUT WHAT HAPPENNED THEN IN THE FOREST?
  - How do you say prÍncipe?
  - PRINCE
  - Do a kiss for snow white
  - AND THE SNOW WHITE?
  - Open the eyes
  - AND FINALLY

- Lived together

- *STUDENT 2*

  - ONCE UPON…

  - Once upon a time Snow white is to the animals

  - BUT…

  - The Queen

  - WHAT HAPPENNED? WHERE DID SHE LIVE?

  - Big house

  - BUT SHE HAD…

  - A magic… a magic… a magic… one mirror

  - AND WHAT DID SHE SAID TO THE MIRROR?

  - Mirror, mirror,… Who is the most beautiful?

  - WHAT DID THE MIRROR ANSWER?

  - Me, me

  - DID IT ANSWER THAT?

  - No, Snow white

  - WHAT HAPPENNED IN THE FOREST?

  - Snow white sleep in one cas

  - AND WHOSE HOUSE WAS THAT?

  - House the dwarfs

  - AND WHAT HAPPENNED WHEN SHE WAS SLEEPING?

  - Dwarfs is in

  - ALL OF THEM WERE HAPPY TO SEE SNOW WHITE?

  - Snow white…Drafts see to snow white

  - AND WHAT HAPPENED NEXT?

  - Dwarfs go

  - AND?

  - And… but… but the witch have one apple

  - WHAT HAPPENED WITH THE APPLE?

  - Eating and fall to the floor AND?

  - And… the dwarfs is crying

— AND WHAT HAPPENNED?

— Is one… one… one prince

— WHAT DID HE DO?

— Kiss to Blancanieves… Kiss to Snow white

— AND WHAT HAPPENNED WHEN HE KISSES HER?

— Dream in eyes

— AND AFTER THAT? THEY LIVED…

— Very very happy

- *STUDENT 3*

  — ONCE UPON…

  — Once upon a time Snow white

  — WAS PLAYING WITH THE…

  — I don't know

  — BUT THE…

  — Queen

  — ASKED TO THE… MIRROR

  — Mirror mirror… who is the most beautiful girl..?

  — AND WHAT DID THE MIRROR ANSWER?

  — Snow white

  — AND THE QUEEN GET VERY…

  — Cross

  — WHEN SNOW WHITE WAS IN THE FOREST SHE SAW…

  — Small… house

  — AND WHAT HAPPENNED?

  — Come the seven dwarfs and see Snow white

  — WHEN THE DWARFS WENT TO WORK AGAIN, WHAT HAPPENNED?…
    THE QUEEN…

  — The queen give a apple to snow white

  — AND WHAT HAPPENNED?

  — She eat the apple

  — AND FELL…

- To the floor

- AND WHAT HAPPENNED THEN?

- Seven dwarfs see the Snow white and cry

- THEY THEN CAME A… PRINCE… AND…PREPARED A…

- Nid

- AND WHAT HAPPENNED?

- Don't remember…Give a kiss

- AND SHE…

- Open her eyes

- AND FNALLY THEY LIVED…

- Very happy

- *STUDENT 4*

  - ONCE UPON A TIME…

  - Once upon a time…

  - SNOW WHITE WAS PLAYING…

  - With the animals

  - BUT IN THE…

  - Castle live the malvada… matar a Blancanieves

  - AND WHAT HAPPENNED WITH THE SNOW WHITE?

  - Se encontró con una casita

  - VERY…

  - Very small

  - AND?

  - Se echó en una camita y durmió Luego vinieron los enanitos y se encontraron con Blancanieves

  - WHEN THE DWARFS WENT TO WORK, WHAT HAPPENNED?

  - The malvada se convirtión en una bruja y le dio una manzana y Blancanieves murió.

  - DID SHE DIE?

  - Vinieron los enanitos y estuvieron tristes porque Blancanieves había muerto

- AND WHAT ELSE HAPPENNED?

- Vino un príncipe y le dio un beso

- AND?

- Luego se casaron

- WHERE THEY HAPPY OR SAD?

- Happy

- *STUDENT 5*

  - Érase una vez una niña que se llamaba Blancanieves

  - AND WHAT HAPPENNED?

  - Que la bruja quería ser la más bella.

  - AND SHE ASKED TO THE…

  - Mirror

  - WHAT DID SHE SAY?

  - Blancanieves es la más bella

  - WHAT HAPPENNED?

  - Blancanieves encontró una casita pequeñita.

  - AND WHAT WERE THERE IN THE HOUSE?

  - Small…

  - AND WHAT ELSE HAPPENNED IN THE STORY?

  - Luego aparecieron lo enanitos.

  - WHEN THEY WENT TO WORK, WHO APPEARED IN THE STORY AGAIN?

  - La bruja AND GIVE AN… An apple

  - AND WHAT HAPPENNED?

  - Blancanieves se desmayó.

  - WHEN THE DWARFS CAME BACK … THEY SEE…

  - Blancanieves

  - AND THEY STARTED…

  - Crying

  - AND THEY WERE VERY…

  - Sad

Beatriz Martínez de la Hidalga Aizcorbe

- BUT WHAT HAPPENNED WHEN THEY WERE IN THE FOREST?... A PRINCE...

- Apareció un chico.

- AND HE...

- Besó a Blancanieves.

- AND WHAT HAPPENNED?

- Blancanieves despertó.

- AND THEY LIVED...

- Together

- WERE THE DWARFS HAPPY OR SAD?

- Los enanitos estaban muy contentos.

- *STUDENT 6*

    - ONCE UPON A TIME...

    - Once upon a time Snow white play animals

    - BUT...

    - In a castle

    - WHO LIVED IN THE CASTLE?

    - Queen

    - AND SHE HAD A...

    - Mirror

    - WHAT DID SHE SAY TO THE MIRROR?

    - Mirror mirror who is the most beautiful girl?

    - AND WHAT DID THE MIRROR SAY?

    - Snow white

    - BUT WHEN SHE WAS IN THE FOREST SNOW WHITE...

    - See a little house

    - AND WHAT HAPPENNED IN THE HOUSE?

    - The seven dwarfs and la bruja envenenó una manzana y se la dio a Snow white

    - AND WHAT HAPPENNED? SNOW WHITE...

    - La mordió... Eat the apple

— AND SHE FELL ON THE…

— Floor

— AND WHAT HAPPENNED WHEN THE DWARFS…

— See Snow white

— AND START TO…

— Cry

— WHAT HAPPENNED?

— Prince kiss Snow white

— AND SNOW WHITE

— Snow white open the eyes

— AND WHAT HAPPENNED FINALLY?

— They lived together

- *STUDENT 7*

    — Snow white is in the forest

    — WITH THE…

    — Animals

    — AND WHAT HAPPENED?

    — The Queen

    — HAD A…

    — Mirror

    — AND WHAT DID SHE SAY TO THE MIRROR…

    — Mirror, mirror where is the…

    — MOST BEAUTIFUL. AND WHAT DID THE MIRROR ANSWER?

    — Snow white

    — AND THE QUEEN GOT…

    — Angry. Snow white go to the one house of a seven dwarf and the seven dwarf in the house

    — WERE THEY HAPPY OR SAD?

    — Happy

    — WHAT HAPPENNED NEXT?

    — The queen give a apple at Blancanieves

- AND WHAT HAPPENNED TO SNOW WHITE? SHE FELL…

- Die. And the seven dwarf is sad

- ARE SAD AND…

- Crying

- AND WHAT HAPPENNED?

- One… one… Principe?

- A PRINCE

- The prince kiss Blancanieves. And Blancanieves is up.

- AND THEY LIVED…

- Together

- *STUDENT 8*

  - Un día Blancanieves se encontró con unos animales y la bruja le contó al espejo "Espejo, espejo…" Quién es la más bella en el mundo y dijo espejo "La más bella Blancanieves" y el lobo pasó. Blancanieves se encontró con una casita con unas camas y se tumbó y después se encontró con unos enanitos chiquititos. La bruja dijo a los enanitas no abran la puerta á muy porque así te han… y le respondió Blancanieves que quería una manzana y la bruja le engañó porque le dio una manzana embrujada. Despúes Blancanieves se demayó y los enanitos están muy tristes. Despúes vino un caballero y besaba a la princesa y así todos son felices.

- *STUDENT 9*

  - Once upon a time is the Snow white in the… How do you say…

  - FOREST. AND WHAT HAPPENNED?

  - Happen with the queen. Is speaking to the…

  - WHAT IS THIS? A…

  - Mirror

  - WHO IS…?

  - Mirror, with is… ¡no sé cómo se hace!

  - WHO IS THE MOST BEAUTIFUL?

  - Is the Snow white

- WHAT HAPPENNED WITH THE SNOW WHITE? SHE WAS IN THE FOREST AND…

- To the castle

- THE QUEEN LIVES IN THE CASTLE… WHAT IS THIS?

- The house

- WHAT HAPPENNED WHEN THE SNOW WHITE WAS IN THE HOUSE?

- The dwarf come to the house

- AND THEY SEE…

- Snow white

- WHAT HAPPENNED WHEN THE DWARF WENT TO WORK?

- The Snow white is in the castle

- AND WHO APPEARED…

- The queen and give is to…

- WHAT DID SHE GIVE?

- An apple to Snow white

- AND WHAT HAPPENED TO SNOW WHITE?

- Snow white eats the apple

- SHE FELL…

- She fell on the floor

- AND WHAT HAPPENNED?

- Seven dwarf is to go to see to Snow white

- AND WERE THEY HAPPY?

- Because

- WERE THEY HAPPY OR SAD?

- Sad

- WHY?

- Because… Because the Snow white is in the floor

- AND THEY START…

- They start to cry

- WHAT HAPPENNED?

- The prince is to…

- − GIVES A...

- − Gives a kiss to Snow white

- − WHAT HAPPENNED?

- − The Snow white is no is in the floor

- − SHE OPEN THE...

- − The eyes

- − WHAT HAPPENNED? THEY WERE ALL...

- − Is happy

- *STUDENT 10*

  - − ONCE UPON A TIME...

  - − Once...Los animales venían hacia ella y después la bruja dijo: "Espejito, espejito dime quien es la más guapa" "Blancanieves". Y los animales vinieron a su cuarto pero...y Gruñon siempre se enfadaba por todo. La bruja hizo un hechizo mágico y una manzana envenenada que le dio un mordisco y se desmayó. Después Gruñón estaba triste, la tuvieron que llevar al bosque donde ya el príncipe la besó y se casaron.

  - − AND WHAT HAPPENNED WHEN THE PRINCE KISSED HER?

  - − Se despertó.

- *STUDENT 11*

  - − ONCE UPON A TIME...WHAT HAPPENNED?

  - − Snow white...

  - − WAS PLAYING WITH THE...

  - − Animals

  - − BUTH THE...

  - − La reina dijo al espejo.

  - − WHAT DID SHE SAY?

  - − Espejito, ¿quién es la más bella?

  - − AND WHAT DID THE MIRROR ANSWER?

  - − Blancanieves

  - − AND WHAT HAPPENED IN THE FOREST?... WHAT DID SHE SEE? A...

  - − Sleep

- SHE WANTED TO SLEEP. AND WHAT HAPPENNED?

- The…los siete enanitos…

- APPEARED IN THE HOUSE… AND WHEN THE GO TO WORK WHAT HAPPENNED?

- La bruja le dio una manzana a Blancanieves.

- AND WHAT HAPPENED TO SNOW WHITE?

- Sleepy

- WHAT HAPPENNED AFTER SHE SLEPT?

- Los siete enanitos estaban tristes.

- AND…

- El príncipe llegó y le dio un beso.

- AND SNOW WHITE…

- Se despertó y los siete enanitos se pusieron contentos.

- *STUDENT 12*

  - Once upon a time there is a girl and her name is Snow white

  - THE QUEEN…

  - The queen…She want to is the beautiful

  - WHAT IS THIS?

  - Mirror

  - AND WHAT DID THE MIRROR ANSWERED?

  - The queen said to the mirror… Mirror, mirror what are the more best beautiful Blancanieves is the more best

  - AND WHAT DID SNOW WHITE DO?

  - The queen told to one… How do you say cazador?

  - HUNTER

  - And the queen told to a hunter give me the heart of Snow white but the hunter not want to give the heart of the Snow white to the queen and Snow white and the hunter said to Snow white goes to run to the forest. An she see one house little and she and she eat something and go to the bed. But later come the seven dwarf and the dwarf said "Oh is a girl" and Blancanieves she woke up and all the dwarf…

- WERE…

- Were smile

- ALL OF THEM?

- All of them. No, grumpy was cross

- AND WHAT HAPPENED LATER?

- The dwarf said to Snow white she can to stay in this house and Snow white tell the story of what happen with the queen. And later the seven dwarf go to work and later and the seven dwarf said to Snow white no open the door to the… anybody. And later the queen told to the mirror "What is the best girl of the…" How do you say reino?

- KINGDOM

- And the mirror said "Snow white is the best"

- AND THE QUEEN GOES TO…

- Es que rompió el espejo…

- BROKE THE MIRROR…

- Broke the mirror and is a witch

- SHE BECAME A WITCH. WHAT DID SHE DO?

- And goes to the house but is Snow white and give one apple red. And Blancanieves said "No, no me is not to open"

- BUT FINALLY, DID SHE OPEN?

- Yes

- AND WHAT HAPPENNED?

- She eat the apple and fell to the floor and later when come the seven dwarf she stay very very sad. And he do one bed and the Snow white is in the forest.

- BUT WHAT HAPPENNED?

- But one… How do you say príncipe?

- PRINCE

- Prince come and give a kiss to Snow white and Snow white wake up.

- AND FINALLY

- And finally…

- THEY LIVED…

- Together

- *STUDENT 13*

  - ONCE UPON A TIME

  - Once upon a time Snow white…

  - WAS IN THE FOREST…

  - With the animals.

  - BUT…

  - The queen

  - WHAT DID SHE HAVE?

  - A mirror.

  - AND SHE SAID…

  - Mirror, mirror, who is the most beautiful girl?

  - AND IT ANSWERED

  - Snow white

  - AND THE QUEEN GOT…

  - Cross

  - AND WHAT HAPPENNED LATER

  - Snow white see a small house.

  - AND WHAT WAS THERE IN THE HOUSE?

  - Small chairs, small beds.

  - SHE WAS TIRED SO SHE WENT TO…

  - Sleep

  - AND WHAT HAPPENNED LATER?

  - The seven dwarfs see Snow white and…

  - THEY WERE…

  - Happy

  - BUT WHEN THEY WENT BACK TO WORK…

  - The queen give a apple to Snow white.

  - AND WHAT HAPPENNED?

  - Snow white eat the apple and fell on the floor.

    − AND WHEN THE DRAWFS SAW SNOW WHITE, THEY START…

    − Crying

    − AND WHAT HAPPENNED NEXT? A… PRINCE

    − A prince kiss Snow white and open the eyes.

    − AND THEY LIVED…

    − Together

- *STUDENT 14*

    − ONCE UPON A TIME

    − Once upon a time…Snow white

    − WAS PLAYING WITH

    − Was playing with the animals

    − BUT…

    − But the… witch say to the mirror "Mirror, mirror". And say "me is the bella" say the witch. And the…the Blancanieves busc one house and say "me go to the house". And go to the house and here encontró small beds.

    − AND WHAT HAPPENNED?

    − The Blancanieves go to sleep and the enanitos go to the house. "What is here?" say Blancanieves "What is here?" "One girl here!" And the…madrast give one apple a Blancanieves.

    − AND WHAT HAPPENNED?

    − And Blancanieves eat the apple and Blancanieves…

    − FELL…

    − Fell to the floor.

    − WHEN THE DWARF…

    − When the dwarf go to the jardín go and Blancanieves and puts flowers and crying a lot.

    − BUT WHAT HAPPENNED NEXT?

    − The…

    − PRINCE

    − The prince look Blancanieves and kiss Blancanieves

- AND WHAT HAPPENNED? SHE...

- She up the eyes and the enanitos is happy.

- *STUDENT 15*

  - Is one princess have a... the animals come and...one day the mother...mother...

  - THE QUEEN

  - Said "Mirror, mirror who is the most beautiful in this planet?" "Is you" No! "Is Snow white" And the queen get cross. And one day Snow white go to the forest and with a lot of animals and a little...watch Snow white a little house. Is seven bears, seven chairs and Snow white is...

  - TIRED

  - And go to sleep.

  - WHAT HAPPENED NEXT?

  - Once...seven dwarfs and watch Snow white sleeping and a little time...

  - WHEN SHE WOKE UP,

  - When she woke up watch seven dwarfs and Blancanieves say....where is she? Said in the house of the dwarfs. And the dwarfs go to work and say the dwarfs. No open the door and a little time one witch come and her the apple and say "Take, take is very tasty" And Snow white eat. And the dwarfs come and then put in one sit and there go. But...one boy come and kiss and less...

  - AND SNOW WHITE...

  - Go up and..

  - THEY LIVED...

  - Together.

- *STUDENT 16*

  - Once upon a time...one princess...

  - LIVED IN THE...

  - Forest. Once upon a time one princess live in the forest with the animals.

  - BUT THERE WAS A...

- A queen
- WHO LIVED IN A…
- Castle
- AND SHE HAD A…
- Mirror. "And say mirror, mirror who is the most beautiful girl?" "Snow white"
- AND SHE GET…
- Cross. And…how do you say romper?
- BREAK
- And break the mirror.
- THEN SHE WAS IN THE FOREST, SHE ARRIVED TO…
- A little house, and in the house are little plates and…
- AND SUDDENLY WHAT HAPPENED?
- Snow white… and the dwarfs go home. Grumpy was all the time cross.
- BUT THE DWARFS WENT TO…
- Work. And the queen… how do you say envenenar?
- POISON
- Poison one apple and give to Snow white. And Snow white eat the apple. And she sleep.
- WHEN THE DWARFS…
- Go home, see Snow white on the floor.
- AND THEY STARTED…
- To cry.
- BUT SUDDENLY…
- How do you say…Ah! One prince kiss to Snow white and Snow white open the eyes. And they live together.

- *STUDENT 17*
  - ONCE UPON A TIME…
  - Snow white was playing with animals
  - BUT…
  - But in a one castle.

- THERE WAS…

- There was a queen.

- AND SHE HAD A…

- One mirror.

- WHAT DID SHE TELL TO THE MIRROR?

- "Mirror, mirror, who is the most beautiful?"

- AND WHAT DID THE MIRROR ANSWER?

- "You" Oh! "Snow white"

- AND THE QUEEN GOT VERY…

- Angry.

- BUT IN THE FOREST SNOW WHITE…

- See a small house

- AND SHE…

- Go to the bed.

- AND WHAT HAPPENED WHEN SNOW WHITE WAS IN THE HOUSE?

- Sleeping

- SHE FELL ASLEEP AND THE WHO ARRIVED?

- The dwarfs

- WHEN THE DWARFS WENT TO WORK, WHAT HAPPENNED?

- The witch has an apple

- AND SHE GAVE IT…

- To Snow white

- WHAT DID SNOW WHITE DO WITH THE APPLE?

- Eat the apple

- AND SHE…

- Full on the floor apple.

- AND WHAT HAPPENNED WHEN THE DWARFS COME?

- They sad

- BECAUSE SNOW WHITE WAS…

- Sleeping

- THEY WERE ALL THE TIME

- Crying
- BUT WHAT HAPPENNED IN THE FOREST?
- One…
- PRINCE
- Prince kiss Snow white and she up
- WHAT HAPPENNED FINALLY?
- They happy

- *STUDENT 18*
  - One day, one princess in the forest is Snow white and the queen
  - LIVED IN THE…
  - Castle and…
  - SHE HAD A…
  - Mirror and say to the mirror "Mirror, mirror, who is the most beautiful girl?"
  - AND WHAT DID THE MIRROR SAY?
  - "Is Snow white"
  - AND SNOW WHITE WAS IN THE FOREST AND FOUND A…
  - Small house
  - AND WHAT WERE THERE IN THE SMALL HOUSE?
  - The seven dwarfs
  - AND SUDDENLY THE SEVEN DWARFS GO HOME AND FOUND SNOW WHITE. AND WERE THEY HAPPY OR SAD?
  - Happy
  - BUT WHEN THESEVEN DWARFS…
  - Go to work go the queen and… go to the house and give one apple to Snow white.
  - AND SNOW WHITE…
  - Eat the apple and
  - FELL…
  - On the floor
  - AND WHEN THE DWARFS…

- Go to house Snow white is in the floor.

- AND THEY START…

- To cry

- BUT SUDDENLY…

- Go one

- PRINCE

- Prince.

- AND WHAT DID HE DO?

- Kiss Snow white and Snow white open the eyes.

- AND FINALLY THEY LIVED

- Happy

- *STUDENT 19*

  - ONE DAY…

  - Snow white

  - WAS IN THE…

  - WHAT WAS SHE DOING? SHE WAS PLAYING..

  - With the animals

  - BUT THERE WAS A…

  - Queen

  - WHO HAD A…

  - Mirror

  - AND SHE SAID TO THE MIRROR?

  - Mirror, mirror, "What is the most beautiful"

  - AND WHAT DID THE MIRROR ANSWER?

  - The Snow white.

  - AND WHAT HAPPENNED? SHE WENT TO A…

  - To a house of the seven dwarf.

  - AND WHAT DID SHE FIND THERE?

  - Seven beds.

  - AND WHEN LISTENED TO A NOISE? WHAT HAPPENED?

  - The dwarf come to the house

— AND THEY WERE HAPPY OR SAD?

— Happy. Grumpy no.

— WAS HE SAD?

— No. He was cross.

— BUT THE DWARF WENT TO...WORK AGAIN.

— And the... witch give an apple to Snow white.

— AND DID SHE EAT THE APPLE?

— Yes.

— SHE ATE THE APPLE AND...

— Fall

— WHAT HAPPENNED?

— The seven dwarf come and put in the forest.

— AND THEY WERE ALL THE TIME...

— Crying.

— BUT...WHAT HAPPENNED NEXT?

— The...

— PRINCE

— The prince give a kiss and Snow white open the eyes.

— AND THEY LIVED WITH THE...

— Seven dwarf.

- *STUDENT 21*

  — Once upon a time... your name is Snow white

  — AND SNOW WHITE LIKE YHE...

  — The animals

  — WHAT HAPPENNED?

  — How do you say madrastra?

  — QUEEN

  — The queen have a ¿espejo?

  — MIRROR

  — The mirror to say "Mirror, mirror, what is the best one of the planet?"
  Snow white

- ONE DAY

- One day Snow white

- WENT TO A...

- A house of is small. Entró and see seven beds and seven plates.

- WHAT HAPPENNED?

- The seven dwarf in this house entraron y surprise.

- WERE THEY HAPPY TO SEE SNOW WHITE?

- Yes

- ALL OF THEM?

- Yes

- SURE?

- No, grumpy no

- HE WAS...

- Cross

- THE DWARF WENT...

- Happy. And one day the king and ofreció una manzana envenenada apple How do you say manzana envenenada?

- POISONED APPLE.

- Poison apple

- AND WHAT HAPPENNED?

- Snow white jam and on the floor. And the seven dwarfs went in the house and see Snow white in the floor. How do you say una tumba?

- YOU CAN SAY A BED

- A bed to Snow white

- AND THEY WERE...

- Crying

- AND WHAT HAPPENNED?

- One day a king see Snow white. How do you say enamorados?

- FALLING IN LOVE

- Fall in love and kiss and Snow white open the eyes. And the king and the snow white kiss

Beatriz Martínez de la Hidalga Aizcorbe

- AND THEY LIVED…

- In one castle

- *STUDENT 22*

  - ONCE UPON A TIME…

  - Once upon a time Snow white

  - WAS…

  - Was play with animals

  - BUT…

  - But the queen

  - WAS IN A…

  - Was in a castle

  - WHAT DID THE QUEEN HAVE?

  - A mirror

  - AND WHAT DID THE QUEEN SAY TO THE MIRROR?

  - "Mirror, mirror, who is the most…"

  - AND WHAT DID THE MIRROR ANSWER?

  - Snow white

  - BUT SNOW WHITE WAS IN THE FOREST…

  - And see a small casa. House!

  - AND WHAT HAPPENNED IN THAT SMALL HOUSE?

  - Snow white with animals and see a little cama.

  - WHO APPEARED IN THE HOUSE?

  - The seven dwarfs

  - WERE THEY HAPPY?

  - …

  - AND WHEN THEY WENT TO WORK… WHAT HAPPENNED IN THE HOUSE?

  - How do you say…malvada?

  - THE WITCH

  - The witch to Snow white. She gives a manzana.

  - HOW DO YOU SAY MANZANA?

  - How do you say apple?

- SHE GAVE AN APPLE AND SNOW WHITE...

- Eat.

- AND WHAT HAPPENNED WHEN SHE ATE THE APPLE?

- She...

- FELL ON THE...

- On the floor.

- AND WHEN THE DWARFS CAME HOME THE...

- Looking to Snow white.

- AND WERE THEY HAPPY OR SAD?

- Sad.

- AND...

- Cry.

- BUT...WHAT HAPPENNED?

- A...

- PRINCE

- A prince kiss Snow white and...open the eyes

- WHAT HAPPENED FINALLY? THEY LIVED.

- Happy.

- *STUDENT 23*

  - ONE DAY...

  - One day Snow white go to the forest and play with the animals

  - BUT...

  - The bad princess on a castle with she's mirror saying "Who is the most bell...beautiful?"

  - AND WHAT DID THE MIRROR ANSWER?

  - Snow white

  - AND SHE GOT VERY VERY...

  - Angry

  - AND THEN...

  - She call to the hunt and she said him to go to the forest and die, and kill he.

- BUT DID HE DO THAT?

- No. Le mata a Bambi. And he escap to the house of the six dwarf.

- SIX? WERE THEY SIX?

- Six. No seven. The seven dwarf.

- AND WHAT DID SHE FIND THERE?

- The seven dwarf.

- NO. FIRST SHE SAW SEVEN LITTLE…

- Chair, seven little beds…

- EVERYTHING WAS?

- Small.

- AND WHAT HAPPENNED NEXT?

- The six, the seven dwarf come. And they look to him.

- WHAT HAPPENNED AFTER THAT?

- The dwarf went to work and the witch come. And the witch come and gave him an apple envenenating.

- AND SNOW WHITE?

- And she atragantate and she sleeps. And after a king kiss him. And they be married. And they lived very happy.

- *STUDENT 24*

  - One day Snow white…

  - WAS IN THE…

  - Forest.

  - SHE PLAYED…

  - With the animals.

  - BUT IN THE…

  - Castle

  - LIVE THE…

  - Queen

  - AND WAS SHE GOOD OR BAD?

  - Bad

  - AND WHAT DID SHE WANT? SHE WANTED TO KILL…

— Snow white.

— WHAT DID SHE SAY TO THE MIRROR? "MIRROR, MIRROR…"

— "Mirror, mirror, who is the most beautiful"

— AND WHAT DID THE MIRROR ANSWER?

— Snow white

— WHILE SNOW WHITE WAS IN THE HOUSE OF THE…

— Seven dwarfs.

— SHE WENT INTO AND SAW…

— Seven small

— BEDS?

— Beds.

— BUT THE DWARFS WERE WORKING AND WHEN THEY CAME HOME…WERE THEY HAPPY OR SAD?

— Happy

— ALL OF THEM WERE HAPPY?

— No. Grumpy no.

— BUT WHEN THE DWARFS WENT BACK TO WORK…

— The queen one apple and…

— WHAT HAPPENNED?

— Snow white fall

— AND WHAT HAPPENNED WHEN THE DWARFS RETURNED?

— They see Snow white fall.

— THEY WERE VERY…

— Sad

— AND ALL THE TIME…

— Cry

— BUT SUDDENLY…

— A…

— PRINCE

— A prince kiss Snow write

— AND SNOW WHITE…

- Open sus eyes.

- AND THEY LIVED…

- Happy.

- *STUDENT 25*

  - Once upon a time one girl…

  - WAS…

  - Playing with the animals. But the queen say to the mirror. "Mirror, mirror, who is the…"

  - MOST…

  - Most beautiful?

  - AND WHAT DID THE MIRROR ANSWER?

  - Snow white.

  - AND WHAT HAPPENNED IN THE FOREST?

  - Snow white go to one house and…

  - EVERYTHING WAS…

  - Very small.

  - SHE WAS TIRED AND SHE WENT TO…

  - Sleeping

  - AND WHAT HAPPENNED WHEN SHE GO TO SLEEP?

  - That come the seven dwarfs. Go to the house

  - AND THEY…

  - See Snow white

  - WERE THEY HAPPY OR NOT?

  - Yes.

  - BUT WHEN THE DWARFS WENT TO WORK, WHAT HAPPENED?

  - The queen go to house and Snow white one apple

  - AND SNOW WHITE?

  - Eat the apple

  - AND WHAT HAPPENED? SHE…

  - She fall on the floor and when the dwarfs come see snow white

  - AND THEY WERE…

- Crying

- WHAT HAPPENNED WHEN THEY WERE IN THE FOREST?

- One…

- PRINCE

- One prince and to Snow white kissing

- AND THEY LIVED…

- They live happy.

- *STUDENT 26*

    - Blancanieves y que le gustaban mucho los animals.

    - AND SHE LIVED IN THE…

    - Un bosque. Ésta es la bruja.

    - AND SHE WAS VERY…

    - Elegante

    - AND SHE WAS ALWAYS LOOKING AT A…

    - Un espejo verde que la decía "Blancanieves es la más bella" y lo rompió

    - AND ONE DAY…

    - Encontró una casita con siete camas y siete platos. Y Gruñón dijo "por qué ha venido esta niña"

    - HE WAS ANGRY ALL THE TIME. BUT THE REST WERE HAPPY OR NOT.

    - Yes. Una bruja vino y le dio una manzana envenenada y dijo "No, no gracias. Está muy buena. Y la cogió y la comió y se desmayó".

    - AND THEN THE DWARFS WERE

    - Estaban tristes

    - BECAUSE SNOW WHITE WAS

    - Se quedó desmayada.

    - BUT SUDDENLY

    - La besó el príncipe a Blancanieves

    - AND WHAT HAP`PENNED THEN

    - Pues que los siete enanitos estaban muy contentos

    - ONLY THE DWARFS OR ALSO THE PRINCE AND SNOW WHITE?

    - Yes.

Beatriz Martínez de la Hidalga Aizcorbe

- *STUDENT 27*
    - ONCE…
    - Once upon a time
    - SNOW WHITE WAS…
    - In the forest
    - BUT THERE WAS ALSO A…
    - Princess
    - IS SHE A PRINCESS?
    - No! The…
    - AND WAS SHE GOOD OR BAD?
    - Bad
    - AND SHE WANTED TO…
    - Kill the princess
    - AND SNOW WHITE ARRIVED TO A
    - Sleep
    - WHO WAS SLEEPY?
    - SHE ARRIVED TO A LITLLE?
    - To a house.
    - AND SUDDENLY APPEARED…
    - Seven dwarfs
    - AND WHO WAS THIS THE…
    - The witch an apple
    - AND WHAT HAPPENNED?
    - Snow white se desmayó. Sleepy.
    - AND HOW WERE THE DWARFS?
    - Sad
    - THEY WERE…
    - Crying
    - BUT SUDDENLY APPEARED THE..
    - …
    - PRINCE. AND HE…

- Kiss the princess
- AND THEY…
- Happy.

- *STUDENT 28*

  - ONCE UPON A TIME…
  - Once upon a time…
  - THERE WAS A…
  - There was a girl
  - WHO WAS FRIEND OF…
  - Who was friend of animals.
  - BUT IN THE CASTLE THERE WAS A…
  - Princess
  - WAS SHE A PRINCESS?
  - No. The queen
  - AND WAS SHE GOOD OR BAD?
  - Bad.
  - AND ONE DAY SNOW WHITE ARRIVED TO A…
  - Small house
  - WHO LIVED IN THE HOUSE? EVERYTHING WAS SMALL…
  - … The dwarfs!
  - THERE WERE SEVEN SMALL…
  - Beds.
  - BUT SUDDENLY WHO ARRIVED?
  - The dwarfs.
  - WHERE WERE THEY BEFORE ARRIVING HOME?
  - Working.
  - WHEN THEY WNT BACK TO WORK…WHO ARRIVE IN THE HOUSE?
  - The witch.
  - AND SHE SAID…
  - Here you are. Eat this apple.
  - AND SNOW WHITE…

— Eat the apple.

— AND WHAT HAPPENNED TO HER?

— She sleeping

— AND WHAT HAPPENED WHEN THE DWARFS WENT HOME AGAIN?

— They watching Snow white on the floor

— AND THEY WERE VERY SAD. THEY START TO...

— Cry.

— BUT WHEN THEY WERE IN THE FOREST ARRIVED A...

— The boy

— AND HE...

— Kiss Snow white.

— AND WHAT DID SNOW WHITE DO?

— Open the eyes.

— AND THEY LIVED...

— Together.

- *STUDENT 29*

  — ONCE UPON A TIME...

  — Once upon a time is Blancanieves is to the...reina is to the espejo and the espejo say

  — AND WHAT DID SHE SAY? ... MIRROR, MIRROR...

  — And reina dis... you are the mas bella.

  — AND WHAT HAPPENNED?

  — Is to the lampar and to the...

  — AND HERE?

  — Is to the secor

  — WHAT HAPPENED HERE?

  — Is to the ...

  — AND HERE WHAT HAPPENNED?

  — Is to the witch

  — AND SNOW WHITE FELL ON THE FLOOR.

  — And Snow white fell floor.

- AND WHAT HAPPENNED?

- Is to the…

- AND THE SEVEN DWARFS?

- Is to the crying

- AND WERE THEY HAPPY OR SAD?

- And Blancanieves is to the…

- WHAT HAPPENNED WHEN THEY WERE IN THE FOREST? A PRINCE…

- To the Blancanieves

- WHAT?

- Porque is to the..and is to… and Blancanieves is despertada and the siete enanitos is happy.