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**“ BENEFITS OF
INTRODUCING
PICTURE BOOKS
THROUGH ICTS IN
BILINGUAL SETTINGS:
AN EXAMPLE WITH
CUADERNIA AND PRESS HERE
BY HERVE TULLET ”**

**BENEFICIOS DE INTRODUCIR LIBROS ILUSTRADOS A TRAVÉS DE LAS
TIC EN ENTORNOS BILINGÜES: UN EJEMPLO CON CUADERNIA Y PRESS
HERE BY HERVE TULLET**

RESUMEN

Los álbumes ilustrados fueron implementados a partir de la obra *Millions of Cats* de Wanga Gag y han resultado ser un excelente recurso porque las imágenes, en contraposición a las palabras, tienen un papel primordial. Este recurso se convierte en el aliado perfecto para los nativos digitales quienes se sienten atraídos por las imágenes que junto con las TIC lo convierten en una experiencia más atractiva y motivadora.

El álbum ilustrado *Press Here* de Herve Tullet se ha empleado para trabajar las 4 C de AICLE (Contenido, Cultura, Comunicación y Cognición) a través de materias no lingüísticas (arte, matemáticas y música). *Cuadernia* por su flexibilidad y facilidad es la herramienta más adecuada para introducir el álbum ilustrado a través de la metodología AICLE a edades tempranas. Se han llevado a cabo diferentes actividades para trabajar el arte como resultado de la mezcla de los colores primarios o el video, consolidando la forma del círculo que ayudará a los alumnos a activar su conocimiento previo de forma visual. Las matemáticas también se introducen a partir de *Cuadernia* con el propósito de aprender a contar hasta 5 a partir de los tapones de las botellas de plástico asociadas a los colores. Por último, la música junto con la forma de los círculos se muestra a partir de la pintura de dedos. Por todas las ideas expuestas con anterioridad, es altamente recomendable emplear el software *Cuadernia* para trabajar cualquier álbum ilustrado a través de la metodología bilingüe porque ampliará el conocimiento de los alumnos y les permitirá practicar en un entorno más dinámico y atractivo.

PALABRAS CLAVE

Educación temprana; Álbumes ilustrados; TIC; AICLE

ABSTRACT

Picture books which were implemented through Wanga Gag's *Millions of Cats* have been proven to be an excellent resource because images opposed to words have a leading role. This resource also becomes a perfect ally for digital natives who are appealed to images and with the use of ICT tools turns it into a more appealing and engaging experience.

The picture book titled *Press Here* by Herve Tullet has been used to work the 4Cs of CLIL (Content, Culture, Communication and Cognition) through non-linguistic subjects (Art, Math and Music). *Cuadernia* due to its flexibility and easiness it is the most suitable ICT tool to introduce a picture book through CLIL methodology at early stages. Different tasks to work Art like the result of mixing primary colors or a video to consolidate the shape of a circle help students to activate their prior knowledge in a visual way. Math was also introduced through *Cuadernia* with the aim to learn counting until 5 through bottle caps and associated to colors. Lastly, Music together with the shape of the circles was displayed showing finger paint. For all the previously stated ideas, it is highly recommended to use a software like *Cuadernia* to work any picture book through bilingual methodology because it will broaden students' knowledge and allow them to practice in a more dynamic and attractive environment.

KEYWORDS

Early education; Picture Books; ICT; CLIL

BENEFITS OF INTRODUCING PICTURE BOOKS THROUGH ICTS IN BILINGUAL SETTINGS: AN EXAMPLE WITH CUADERNIA AND PRESS HERE BY HERVE TULLET

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INTRODUCTION

The use of Content Integrated Language Learning (CLIL) has been widely recognized as very useful in learning a foreign language (Marsh, 2012; Mehisto, 2012; among others), even more when it is introduced at an early age. Given the fact that we cannot rely very much on written words at this stage of education, the introduction of picture books is especially recommended, even more in this CLIL context, where the 4 C's can be easily integrated. Similarly, the use of Information and Communication Technologies (ICT) needs to be present from this period, as present-day kids are clearly digital natives (Prensky, 2001), and the current legislation, as much as society, demands that we introduce, among others, this competency.

In this paper we present an example, *Cuadernia: Press Here*, to prove that the inclusion of all these aspects (early education, CLIL, picture books, and ICT), is not only possible, but recommended as a tool to cover the different areas of knowledge for preschool (self-knowledge, knowledge of the environment, or language: communication and representation) (RD 1630/2006).

The five sessions presented in it have as common ground Hervé Tullet's picture book *Press Here* (2010) and cover the use of colors through Math, Art, and Music, as well as the teaching of vocabulary and concepts of directionality and laterality in a CLIL context to use at preschool level.

BENEFITS OF STORYTELLING IN AN INTEGRATED KNOWLEDGE

According to Glazer & Burke (1994), from a linguistic perspective, stories help us introduce grammar, vocabulary, and structures in a meaningful context, which eases the understanding of the narrative world and the content of the story. Cameron (2001) also highlights that stories offer real opportunities for conversation, which helps children widen their repertoire of vocabulary and be in touch with new words while listening to the story. Furthermore, Cameron adds that through repetitions there is a parallelism, predictability + surprise or repetition + change, which is usually reflected in the language pattern repetitions.

Through repetition listeners will memorize vocabulary, structures, phonemes, and recall situations from other stories and how the characters have overcome these situations. As Ellis & Brewster (1991) claim, repetitions contribute to the natural acquisition of language and the anticipation of the events that will take place in the story.

Georgiou & Verdugo (2010) plan to tell stories in a meaningful context, which will allow us to combine all skills: listening, speaking, reading, and writing. Through authentic material, they continue, the context, grammar, and vocabulary rely on the understanding of the stories that are presented in class. Along the same line Isbell (2004) analyzes the impact of telling stories about reading comprehension among

the youngest students. The results of the study prove that they help improve all the skills, and that those children who are used to listening to stories have a better reading comprehension, as compared to those who only read.

As mentioned earlier, the implementation of stories for the acquisition of a foreign language facilitates:

1. Motivation, because students develop positive attitudes towards learning a language.
2. Imagination, as it will help children foster their creativity, think how other characters can face different situations, as well as introduce other characters in the story and the endings.
3. Oral skills, since it will help students pay attention to the story, in order to decodify the message in the foreign language. Thus, they will get familiarized with the sounds not inherent in their mother tongue; and, once they learn the letters, they will read the words, so that, later, they will be willing to build their own sentences.
4. Communicative skills, as the recipients will be familiar with the vocabulary and the phonetics, which will promote their trust when they have to express themselves in a foreign language.
5. Finally, social skills, for, through stories, the students will empathize with the characters, try to help them, give them possible solutions, etc.

This literary resource is the most used in early stages due to the plot, which tends to be not very complex and deals with topics related to positive virtues like generosity, kindness, or loyalty; or, on the contrary, to negative ones, like envy, greed, and revenge. Through repetition—as in *The Three Little Pigs*, with the oldest, the second, and the youngest brother, or in *Goldilocks and The Three Bears*, where they all have different sizes and eat their soup in bowls according to their size—, memorization will be an easy task. In the case of picture books, images become relevant, as opposed to words, inviting the reader to anticipate what will happen next. We all have in mind some stories where images have a special relevance—like the poisoned apple of *Snow White and The Seven Dwarfs*, or the wolf in *Little Red Riding Hood*. Taylor (2010) highlights that the narration of stories

comprises a series of didactic features, including a repetitive style to reinforce vocabulary and grammar full of rhythm and intonation; ease of understanding than other genres because it presents clear and specific aims; provision of material for all levels; and usefulness for the development of cognitive and academic skills and facts which are predictable.

HOW TO WORK PICTURE BOOKS WITH CLIL METHODOLOGY

The previously mentioned approaches have the aim of language learning development in a meaningful and integrating context. In this respect, picture books constitute without doubt one of the most interesting resources to learn content integrated in learning, though this teaching modality has not been exploited so far at early stages in Spain.

Through picture books we can work with Coyle's (2005) 4 C's: The C of content, because the images incite the use of vocabulary; the C for communication, as there is an interaction between the students as well as between the teacher and students; the C for cognition, since students prove their understanding of the vocabulary through activities like flashcards, role plays, oral presentations, etc.; and the C for culture, for they learn the traditions and customs of other countries. At the same time, the proposed activities will contribute to consolidate and deepen their learning. For this reason, we introduce Blooms' Taxonomy (1956), which, in pre-school, will be limited to the LOTS (Low Order Thinking Skills) based on remembering, understanding and applying, so they later can move onto HOTS (High Order Thinking Skills) to analyze, assess and create the acquired content in the LOTS.

HOW TO WORK THE 4 C'S THROUGH PICTURE BOOKS

With this in mind, picture books may be useful tools to work these 4 C's considering the following aspects:

1. Stories through cognition: Through visual literacy, the student will be able to associate the images with the acquired knowledge, as well as predict, guess and rebuild the meaning of the story. As Meyer (1990) and Kellerman (1992) state, stories present multiple shapes from the linguistic and the semantic perspective, which can be complemented with the use of images and

sometimes through sounds. At the same time, picture books will help in the learning process, introducing them firstly through narration or through active listening, and showing part of the story to create an inspiring frame to build other stories, add characters, or change the plot.

2. Stories promoting Content: Picture books present a wide variety of topics directly linked to the curricular content: animals, colors, shapes, or family, among others. As we have previously exposed, stories give the opportunity to contextualize and include new vocabulary, making it more feasible and easier to memorize. Although the image increases its importance towards words, key expressions are chosen to ease pronunciation and writing.
3. Stories to foster communication: picture books, because of their images and appealing topics, awaken the students' interest and help them react either verbally or non-verbally to the story told through images and words. The story turns into the tool to express feelings, ideas, and to activate their previous knowledge, giving into getting better through other peers' ideas, adding other characters, or making up a different ending.
4. Stories to introduce culture: through picture books, students will be able to know other cultures, countries, and different cultural values, thus having a richer vision of the world and accepting other ways of living. They will reach a more global vision and broaden their minds towards the family, traditions, food, etc., and respect theirs and those of other countries and societies.

ICT AND CLIL FOR FOREIGN LANGUAGE LEARNING AT EARLY STAGES

One of the new strategic axes of the different reforms and educational interventions together with ICT, is the learning of foreign languages, which is one of the greatest outstanding subjects of the curriculum. The justification lies in a globalized world, where exchanges of all kinds demand the mastery of languages, especially of English. These assumptions have led to the design of different projects and programs, one

of which is the transformation of schools of primary and secondary education in bilingual, linguistic sections, or CLIL centers. In this line, the Common European Framework of Reference for Languages (CEFR), considers apprentices of a language as social agents who, through the use of the language, should be able to develop in a series of communicative situations. Therefore, the CEFR establishes "know-how" as one of the essential characteristics of language learning. In this sense, it also advocates the use of ICT as keys to language learning, for they offer a great deal of resources and materials that are very appealing to students, as well as collaborative programs with Educational communities in other countries, with programs such as COMENIUS or eTwinning.

This proposal for educational innovation aims to show the importance of learning a foreign language at an early age (Moon, 2000; Moya, 2003; Rodríguez & Varela, 2004; Murado, 2012). Similarly, for the previously mentioned reasons, CLIL methodology has been chosen (Coyle, Hood & Marsh, 2010), due to its advantages, being a very novel and demanded methodology in the world education system, especially for the didactics of the English language in early childhood education, and because it has served as basis to the current techniques of Teaching-Learning for its many benefits in the educational context, as proved by the contributions of many authors (Banegas, 2012; Mehisto, 2012; Marsh, 2012; Tarnopolsky, 2013; McDougald, 2015; Temirova & Westall, 2015; Arribas, 2016; Zhryum, 2016). All of them justify that the teaching-learning that follows a CLIL methodology has innumerable advantages for the learning of a foreign language, among which we could emphasize:

- Students use the foreign language for action, to provide solutions to problems, thus improving their expression and oral interaction in that foreign language.
- Learning another language becomes an experiential and multicultural expression, which enables a positive attitude towards bilingualism and other cultures, and it implies a deeper linguistic immersion that helps students process the foreign language.
- Students develop multiple learning strategies, since the fact of working the content of a material in another language

brings about a greater effort to understand and to create knowledge, which implies that the learning is carried out from several different perspectives.

- Students are at the center of this methodology and to be able to communicate in another language, socializing activities must be raised through cooperative work.

Likewise, the CLIL method that is characterized by the learning of the language through the use of the same, called "*Learning by using*," allows a better learning of competencies as decisive in the students as the communicative and the social. Furthermore, they are enhanced notably with the incorporation of ICTs, since the technological tools and digital and multimedia resources allow updating and dynamizing the didactic processes in a more motivating way than with more traditional methodologies, facilitating the acquisition of contents in an interactive and playful way, while allowing to adjust the teaching-learning process to the rhythm of each student in contextualized situations, achieving a more meaningful learning (López, 2007; Pérez, 2008; García Laborda, 2011; Livingstone, 2012; Milán, 2013).

In this line, language learning is using new methodologies that find in ICT an excellent ally to carry out this learning. Among the most outstanding are collaborative learning, CALL, e-Learning, DIALANG, or the already commented CLIL, which use new technologies to train, educate and evaluate students in languages through specific applications or educational virtual environments. We strongly consider that teachers, who follow the latter methodology, CLIL, must use the support of ICT and incorporate them into their daily pedagogical praxis, to design didactic resources visual and auditory to facilitate learning.

THE IMPORTANCE OF THE USE OF ICT IN EARLY CHILDHOOD EDUCATION

The stage of early childhood education corresponds to one of the most important moments of the life of children, because it is when they begin to relate to others and acquire their first learning foundations for the mandatory education stages (Primary and Secondary). We must endeavor for the stage of early childhood education to arouse the curiosity of the children,

to provoke stimuli and to establish the basis of the first knowledge that will be forged in the next educational stages. That is why it is necessary to initiate the children in the employment and dominance of new technologies from the earliest ages, and to allow the little ones to familiarize themselves with them at the same time that they are educated in their use, because it is not about entertaining or distracting with the use of ICT, but rather about educating our students to be digital natives (Prensky, 2001).

Thus, educational institutions should try to cover ICT skills and competencies and, at the same time, develop digital and technological competencies among their students. In this sense, we emphasize that not only it is enough to know how to search and access the information, but that it is also important to know how to develop in the technological field, to recover the information and to achieve digital literacy for a real and competent teaching and learning (Cabero, 2015, Area, Hernández & Sosa, 2016; Arcel & Tejedor, 2017).

In this sense, those educational centers that are integrating ICT in their classroom routines for the training of Generation Z teachers (Fernández-Cruz & Fernández Díaz, 2016) and their digital competencies (Fernández-Cruz, Fernández Díaz & Rodríguez, 2018) are gradually generating a process of technological transformation and training, providing their teachers with a critical perspective on knowledge and pedagogical strategies, with the challenge of improving their educational practice in coherence and harmony with the various changes caused by technological advances. Working with ICT in educational spaces can be positively significant for the acquisition of digital competencies. After all, technological skills, as well as to promote communication between the students themselves and the student-teacher, can generate methodological processes and changes in teaching, with the application of innovative tools and new didactic strategies, since the educational use of ICT promotes the development of attitudes conducive to learning.

Undoubtedly, technology enhances scientific and technological literacy, enabling teachers and students to foster essential skills for their academic, professional, and personal futures. Also, the use of interactive and multimedia programs, as well as the search of information on the Internet, help promote the activity of students during the educational process, favoring

their exchange of ideas, motivation, and interest even before the learning itself. Therefore, ICT as attractive and didactic tools to encourage the teaching-learning process, can be used in education from early ages (Eurydice, 2001; Vail, 2003; Ruiz, 2004; Sancho 2006; Trigueros, Sánchez & Vera, 2012). With this in mind, we must take advantage of all the benefits they offer and turn them into educational strategies and one of the best allies in the training of students, especially in early childhood.

With our proposal for educational innovation, we intend to use ICT as a resource to facilitate and guarantee the acquisition of basic competencies in the linguistic field. In this sense, the elaboration and implementation of this e-book, or didactic multimedia resource, *Cuadernia Press Here*, intends to use ICTs as facilitating resources for teaching-learning processes, especially in the learning of English as a foreign language. We are aware that today's children live surrounded by technology at home, on the street, and in many other environments. Stimulating and educating them to make a good use of them is opening new ways of learning, because there are many technical innovations present in our classrooms: smartboards, computers, tablets, webcams, wikis, blogs, scanners, mobile phones, augmented reality, interactive games, cameras, Internet, CD and DVD, as well as other didactic applications present on the Internet. Therefore, we justify the use of information and communication technologies as essential elements to inform, learn and communicate. All the educational, social and psychological benefits of this type of learning have been revealed by many authors (Kalas, 2010; Abarzúa & Cerda, 2011; González, Carter & Escudero, 2015; Kikolopoulou & Gialamas, 2015; Kerckaert, Vanderlinde & Braak, 2015).

OVERVIEW OF THE DIDACTIC PROPOSAL

In a world where children live surrounded by visual stimuli, it is vital that from early ages, and with the guidance of the teacher, they work and develop together the language of the word and the image, in order to develop their visual understanding; thus the comprehension of the images is not limited to something merely superficial. Also, in children's literature, picture books stand out as an ideal means through which they learn, generate practical knowledge, connect with their emotions, discover va-

lues, and then develop the experience as readers.

In this sense, the starting point of this work has been the role of the picture books within our classrooms of early childhood education, as an ideal tool for the learning of the visual language. With all this in mind, we present the educational software *Cuadernia*, <https://my-musicalconer.blogspot.com/2019/01/innovative-didactic-proposal-by-press.html>. This is an easy and functional tool that allows us to dynamically create books or digital books in the form of notebooks, composed of multimedia contents and educational activities to learn playing in a very visual way, by allowing to include images, predetermined shapes, texts, activities (puzzles, alphabet soup, matching images with text, joining with dots, etc.), sounds or videos, contributing to learning in pleasant environments.

According to Herrera et al (2009), *Cuadernia* is a tool that allows to create digital notebooks for the establishment and dissemination of digital educational materials with a very intuitive and easy to use final presentation, and with a Creative Commons license. This software allows to practice and to broaden knowledge, since the uses of this tool are multiple, that is to say, it allows the creation of material for education, generally instructed by the teacher, and the designing of material dedicated to the evaluation and presentation of contents, generally made by the student.

With the elaboration of this *Cuadernia*, we show how the language of the word and the image coexist, in an enriching experience for the child and the teacher while sharing the reading, by means of different activities that can be carried out in class in a similar way to the picture book, with the aim of working different values, emotions, experiences, or didactic contents. Thus, our material dynamizes the teaching-learning processes and promotes a more motivating and accessible teaching, while it contributes content of high pedagogical value to teach English in early childhood education through a resource similar to picture books.

Press Here, by Herve Tullet, is a predictable picture book which allows to work different disciplines among students at early stages. In the following section we propose five sessions to work on Math, Arts and Music through the use of a CLIL methodology in a very active and engaging way by using ICT.

TEACH COLORS THROUGH MATH

Through the first session of *Press Here*, we will develop students' counting skills through colors. Since it is the first time that they will see the book, the teacher will put a great emphasis on reading it to the students, who will be sitting around in a circle, and asking them to interact with it. The circle will be the protagonist of the story and will be repeated achieving different sizes and colors. This will allow us to work, in the first place, the shapes: a circle is different from a rectangle or a square, and later making Math patterns as they are displayed in the book. To carry out this activity bottle caps (as it is proposed in this session) can be used, or any other materials that found in class like cotton balls, cardboard, etc. The key is to focus the students' attention on their imitating the pattern. As they have to use a precise number of circles, prior knowledge may need to be activated by revising the numbers from 1 to 5.

This session is mainly focused on kinesthetic and visual intelligence. In this sense, and in order to consolidate the meaning, five circles made of cardboard will be cut with the same primary colors that can be found in the book (red, yellow, and blue). The students will be given circles with different colors and they will have to put up and show their circle to the rest of the class if the teacher gives the instruction: "Hands up if you have a red circle!" This activity will guarantee a full understanding of the content.

To conclude, a song will be played to work on their auditive intelligence, where they will have to hold hands and be a circle shape.

Cuadernia Press Here

Figure 1
Math in colors



Figure 2
Math in colors

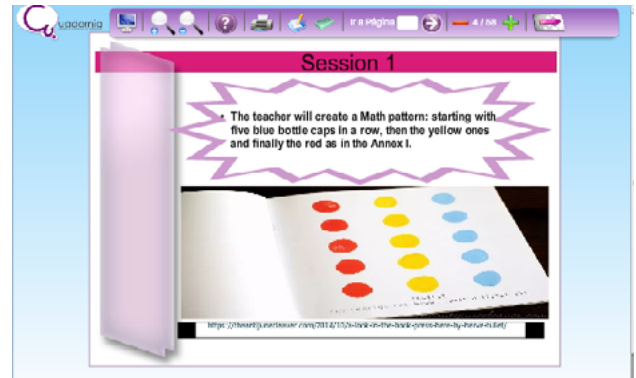
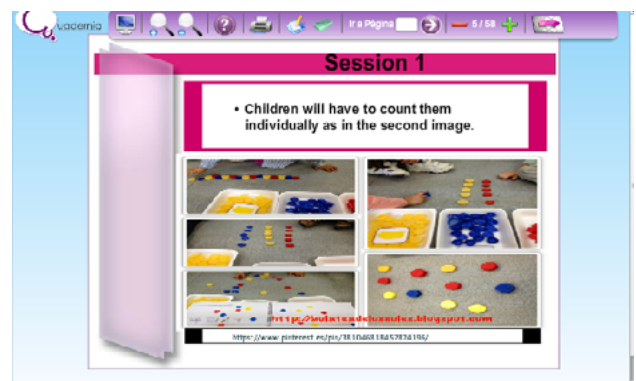


Figure 3
Math in colors



EACH COLORS THROUGH ART

The second session of *Press Here* will combine vocabulary with art concepts, and students will experiment how primary colors mix and give into other colors: when you mix yellow and blue, you get green; or by mixing red and yellow, you get orange. To focus on visual intelligence, we will play a video where they will see what happens if you mix the different colors as shown in the following image. Having watched it, they will be given a big white paper and watercolors where they will be asked to paint circles with primary colors and then mix them in order to get secondary colors: purple, green and orange.

Cuadernia Press Here

Figure 4
Colors in Art

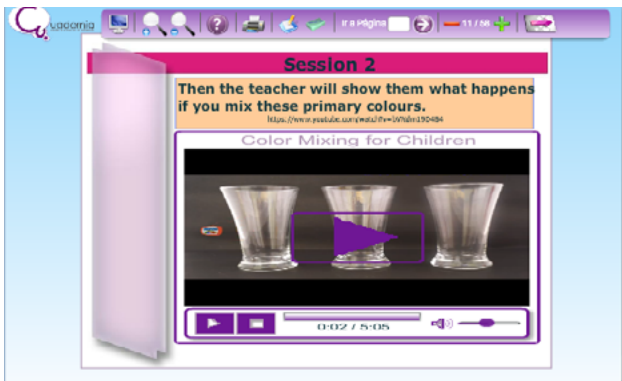


Figure 5
Colors in Art

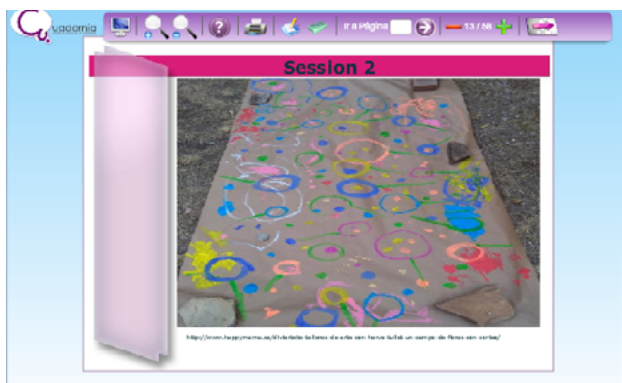
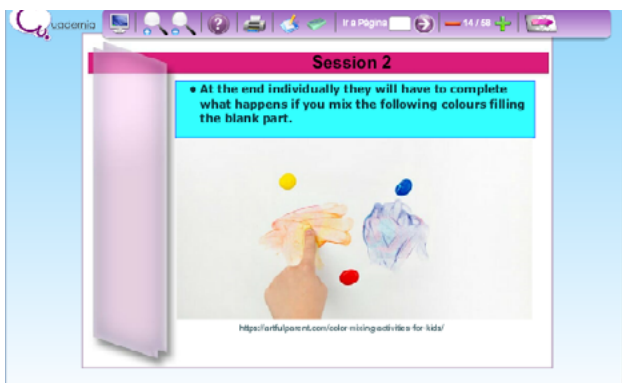


Figure 6
Colors in Art



TEACH MUSICAL NOTES WITH COLORS

With the third and fourth session of *Press Here*, we intend to show didactic situations in the learning process of reading and writing music through systems and unconventional mechanisms of musical representation: with it, color is included in a playful way as a complement to musical writing, with the intention of solving the abstraction and complexity implied by conventional musical codes.

It is important to keep in mind that musical language is one of the starting points for learning music, and it is basic for the musical development and knowledge of our students. Today, in addition to taking as a reference the great methodological proposals that emerged at the beginning of the twentieth century (Dalcroze, Willems, Martenot, Orff, Kodaly, among others), it is necessary to generate research spaces in the classroom where the main axis is focused on determining the instruments, techniques, and strategies that produce the best results in the learner's learning.

The study of music reading and writing is one of the main objectives of musical education. However, their teaching involves a high degree of difficulty because it brings about the necessity of students to know and use the symbols of musical notation, as well as to decipher and interpret a musical score. In this sense, conventional musical literacy sometimes becomes a barrier to the expression and the flow of music for children, who may see their imagination and sensitivity to sound and music limited, especially in relation to the sound environment. They may even lose the opportunity to explore new materials and different ways of approaching music.

From this perspective, these sessions present an innovative method that facilitates the musical learning of children which is called "*Music in Colors*". It is a technique created by the Chilean composer Estela Cabezas (1979), where imagination is color and color represents sound; that is, a musical system where each note is represented by a color. Students learn through a game where they associate the colors with the different musical notes. Besides, the comprehension and musical practice with metallophones of color plates is motivating, entertaining, and of easy capture and comprehend, transforming the traditional score of high

degree of abstraction in a simple score of color boxes, which allows learners to practice and “live” the music, while stimulating collaborative work, creative capacity, musical interpretation, and, above all, facilitating the expression of their emotions and feelings.

Cuadernia Press Here

Figure 7
Music in colors

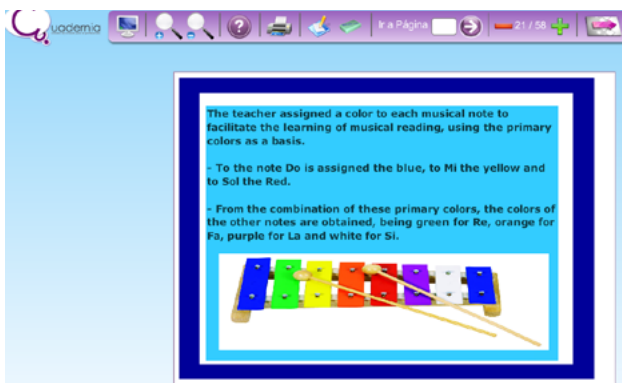


Figure 8
Music in colors

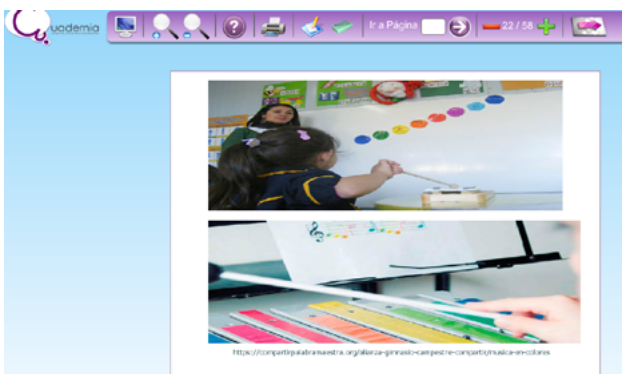
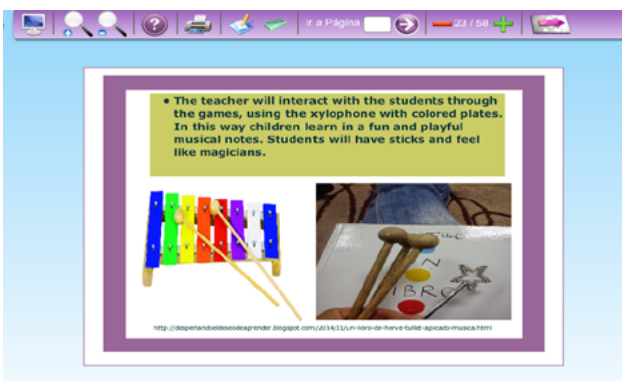


Figure 9
Colors in Art



TEACH VOCABULARY THROUGH MATH

The fifth session of *Press Here* develops the students' vocabulary, language, writing skills, and basic mathematical concepts.

This section presents two activities as important tools to develop literacy concepts at a preschool level: “Reading Songs” and “Reading and recognizing adjectives.” Research shows that children need a variety of experiences with printed material before they actually start reading: They need to read in different contexts so that they need to start practicing or “acting as readers”, in order to know the mechanics, such as where to start reading on a page. Therefore, this activity will promote self-regulations, literacy skills, and oral language.

First, the teacher will re-read the story in a large group while the students answer general questions such as what is the story about? What is your favorite part of the story? Who is in the story? What if...

After sharing the students' ideas, the class will be divided in two small groups. Students will have paper and crayons, and they will be asked to create a story based on the book *Press Here*. The teacher will go over the story to review the vocabulary related to adjectives. For this purpose, students will prompt to describe the story elements:

- What types of dots are there in the story?
- How do they look? Can you describe or explain what the dots look like?
- How did they look before shaking the book?
- How did they look after shaking the book?
- What about turning the lights on and off?
- How did the dots turned when we clapped?

The teacher will encourage students to use the adjectives learned in class used to answer the questions: yellow, blue, red, circle, organized, perfect, messy, harder, excellent, interesting, light, clear, dark, funny, silly, big, huge, small...

After discussing the questions and sharing the answers, the teacher will invite students to create a story using the same elements from *Press here*. The teacher will ask the students: who

will be in your story? The answers may be as follows: yellow dots, blue dots, red dots, little yellow dots, big red dots, etc. Then, they will come up with a short story and will draw a picture of it. Students will read the story aloud to their group.

For the closing, the class will sing and act out the song *A Rainbow of Colors*, by Greg And Steve, to demonstrate knowledge of adjectives.

Cuadernia Press Here

Figure 10

Teach Vocabulary Through Math

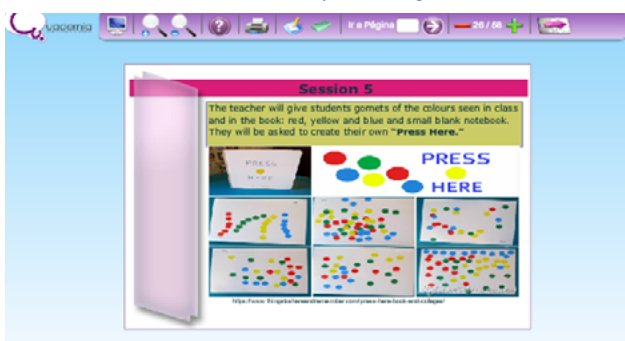


Figure 11

Teach Vocabulary Through Math



Figure 12

Laterality and directionality through the use of verbs and actions

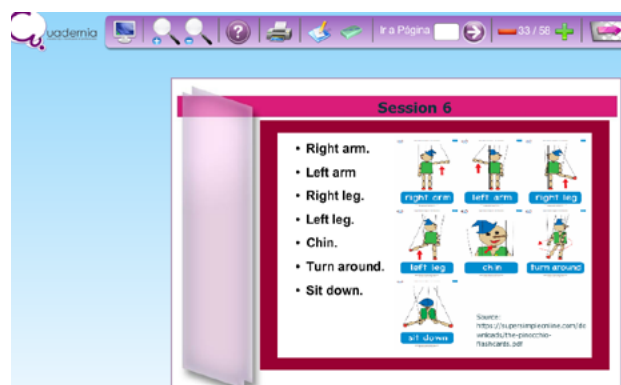


Figure 13

Laterality and directionality through the use of verbs and actions



DIRECTIONALITY AND LATERALITY THROUGH VERBS AND ACTIONS

With the last session of this *Cuadernia: Press Here* focuses mainly on verbal/linguistic, bodily/kinesthetic, and spatial/visual intelligences through the use of several activities involving laterality (left-right) and the reviewing of action verbs included in Tullet's book (press, rub, tap, shake, tilt, blow, stand, and clap).

The session begins with an introduction to the vocabulary through flashcards that represent the movements appearing in the song titled "The Pinocchio," by Super Simple Songs (2017, s.f.). Even though some concepts should already be known ("in," "out," "around"), the main focus for this session is to train in the concepts of "left" and "right." In order to achieve that, the song will be played twice (the first time only to listen and the second to act it out).

To consolidate these two concepts, three different activities are presented:

In pairs or groups, they will fill out a worksheet following the teacher's instructions and using the colors and shapes present in *Press Here*.

- A quick game of "Simon Says" to freshen the verbs used in the book, and to practice these laterality terms.
- To include other directionality terms, in groups, the kids will need to place three balls in a box through five holes located at the top, bottom, left, right and center.

Finally, as a wrap-up, in order to compensate the movement and relax, the teacher will re-read *Press Here* to the class.

CONCLUSIONS

The tool presented, *Cuadernia: Press Here*, is an example that proves that picture books, CLIL, and ICT can be easily combined to produce materials and resources applicable to early education in an entertaining and useful manner.

Picture books will be relevant at this moment, as, according to the aims for this stage, we need to initiate children in reading and writing. Hence, the use of heavily-texted material cannot be recommended, while picture books will rely mainly on the image, and not so much on the wording, which may be simply supplied by the teacher. Such is the case of Hervé Tullet's *Press Here*, which, to further the idea of using the language, requires actions, i.e. movement, to be fully worked and enjoyed. Thus, the mere reading and acting of the book lets us introduce other curricular aspects and areas such as logics-mathematics (including music), self-awareness, or knowledge of their environment, apart from the self-evident use of language as/for communication and representation.

The introduction of foreign languages at an early stage of education through CLIL opens a possibility of using the language in a more natural manner; almost as if it were acquired rather than learnt. If, to that, we add the use of tools that are almost innate to these "digital natives," learning both of language and content becomes much stronger and meaningful. It is, after all, learning by using language for cognition, content, communication, and culture, Coyle's (2005) 4 C's in CLIL.

Finally, we must not forget the use of ICT, for, as presented, present-day kids are digital natives. This proves the necessity of introducing and using tools that will be not only engaging, but mandatory in later stages (e.g. digital competency), and clearly necessary for their future lives, as we live in the Communication and Digital Era.

One of the tools that we may use for this is *Cuadernia*, which brings about the possibility of working with all these elements (picture books, CLIL, and ICT) in early childhood education. This resource lets us include all the materials needed in different formats: the text itself, the explanation of each session and activity, and even the songs, videos, flashcards, and worksheets used for it.

Still, we must not forget that this is one of the tools involved in the process of teaching-learning, and that it is certainly not incompatible to use it together with other manipulative means (from bottle caps to metallophones, watercolors, crayons, or paper).

Cuadernia is therefore a means to present content (as well as communication, cognition, and culture), but its success will depend on how this presentation takes place, and it may not apply to all students and teachers. Still, the presentation of *Press Here* exemplifies a new way of including and organizing material comprising picture books, CLIL, and ICT.

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