

Trabajo Fin de Grado

“Alfabetización crítica temprana: Cómo se trata la diversidad en los cuentos populares y en los libros innovadores. Un análisis multimodal de imágenes y lenguaje.”

“Early critical literacy: On how diversity is treated in popular tales and in innovative books. A multimodal analysis of images and language.”

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RESUMEN

Este Trabajo de Fin de Grado tiene como objetivo iniciar al alumnado del segundo ciclo de Educación Infantil hacia una temprana alfabetización crítica con el motivo de educar a las futuras generaciones de jóvenes estudiantes con pensamiento crítico y teniendo en cuenta la diversidad y la inclusión dentro de las aulas. Para conseguir este objetivo, se ha propuesto un proyecto semestral de intervención e innovación basado en la alfabetización crítica donde, a través de la lengua extranjera, se pretende comparar cuentos tradicionales y libros innovadores para así conseguir poco a poco el desarrollo y la adquisición de esta alfabetización crítica, y por ende desarrollar la competencia comunicativa e intercultural en la L2. La metodología que seguirá todo el proyecto está basada en enfoques pedagógicos como la instrucción basada en contenido, la instrucción basada en tareas y AICLE.

PALABRAS CLAVE: Diversidad, inclusión, alfabetización crítica, Educación Infantil, multimodalidad, adquisición de una segunda lengua.

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ABSTRACT

This dissertation aims to initiate the students of the second cycle of Early Childhood Education into an early critical literacy with the aim of educating future generations of young students with critical thinking and taking into account diversity and inclusion within the classrooms. To achieve this objective, a semestral intervention and innovation project based on critical literacy has been proposed where, through the foreign language, it is intended to compare traditional fairy tales and innovative books in order to gradually achieve the development and acquisition of this critical literacy, and therefore develop communicative and intercultural competence in L2. The methodology that the entire project will follow is based on pedagogical approaches such as content-based instruction, task-based instruction, and CLIL.

KEY WORDS: Diversity, inclusion, critical literacy, early childhood education, multimodality, second language acquisition.

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1. Introduction

1.1. Justification. The emergence and rationale behind the proposal

The present dissertation presents a relevant aspect within the educational field, that is, the early implementation of critical literacy accompanied by the acquisition of a second language to foster and create a diverse and inclusive educational environment. There are different methods to acquire critical literacy and also, a second language, but the proposal in this dissertation focuses on accomplishing the objectives envisaged through *Content-Based Instruction* (henceforth, CLIL), *Task-Based Instruction* (henceforth, TBI) and *Content and Language Integrated Learning* (henceforth, CLIL). Through these process-based communicative language teaching approaches, a semester project has been designed to introduce critical literacy gradually in the classes of the young students.

The most recent Spanish Education Act, i.e., “Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil” urges the educational community to actively address and cater for the concepts of diversity and inclusion inside all Spanish classrooms. To achieve this, the literature review that this dissertation rests upon shows how one of the best ways to introduce these concepts in the young learners’ lessons is through critical literacy. As Papadopoulos and Griva (2017) or Esquivel (2020), among other authors, explain, critical literacy impacts positively on learners’ development. That is one of the reasons why it is relevant to introduce this concept inside the classrooms given that, thanks to this, the students will be more critical, will learn that there are many types of diversity, that we have to embrace inclusion, and the values that we must pursue as a society to make it better.

With the above in mind, this dissertation proposes a semester-long project called “*Travelling with books through critical literacy*” comprising six tasks intended to compare three traditional fairy tales and three innovative picture books. This is meant to raise awareness among very young learners about the differences between these stories, drawing attention to the values and gender roles that they happen to pursue, and how the language and the images are presented to make them feel one thing or another. All this will contribute to developing their critical thinking to make our society more inclusive. In addition, at the same time that the young learners are acquiring this knowledge, they will keep learning a second language, in this specific case, English.

Regarding the structure of this dissertation, the information will be distributed in different sections. It will first delve into a theoretical framework related to diversity and inclusion in education analysing these concepts within the official document of the Spanish Education Act. This will be followed by an exhaustive discussion of critical literacy and how it may be implemented with young learners, how multimodality works in critical literacy and also in picture books, and how young learners can acquire a second language in a CLIL context. The theoretical framework will subsequently lead to a teaching-learning innovative proposal. In this section of the dissertation, different picture books will first be examined by the author to demonstrate the values, gender roles, diversity and inclusion they present or lack. The qualitative results gathered from this analysis will then be used to inspire a teaching-learning innovative proposal around the project *“Travelling with books through critical literacy”*.

Lastly, we will be able to visualise a conclusion of the final ideas of the proposed project, the resolution of the proposed goals, the difficulties that appeared when carrying out the investigation, the future prospects and its possible application.

1.2. Objectives of the dissertation

This dissertation aims to pursue a main goal, along with several subsidiary objectives deriving from the main one. Broadly speaking, this dissertation is intended to:

- Present and develop a teaching-learning innovative proposal that promotes the adequate use of picture books to introduce critical literacy in early childhood education classrooms as a vehicle to acquire critical thinking skills, inclusive values and English as a Second Language.

With a view to achieving the main objective, the following specific objectives have been established:

- i) To investigate the importance that the Spanish educational system attaches to diversity and inclusion in education.
- ii) To discover the importance of the introduction of critical literacy in early childhood education and the advantages and benefits it provides to achieve critical development at an early age.

iii) To promote and embrace the use of picture books that teach the young learners values of quality, proper gender roles, social justice and inclusive behaviours using techniques characteristic of critical literacy.

2. Theoretical framework

2.1. Diversity and inclusion in education

Nowadays, it is compulsory to consider the diversity that each one of us presents. But what is *diversity*? The concept of diversity is an issue for everyone to make the society that we are living in a better place for our generation and for future ones. If we focus on this concept in education, it can be related to different things inside a classroom such as adapted materials, different learning rhythms, curricular adaptations, etc. Diversity, among other things, may include the age of the students, their gender, their ethnicity, their race, and the languages spoken at home; the religion and the values that a particular religion has, their own and their families' affective and sexual orientation, their families' socioeconomic status, occupations, housing security, stability and education levels; and the kind of diversity which people can obtain from their origins, including life experiences based on where they live, play and learn. Moreover, as the online writers and investigators of the official blog of the American University (2019) argue about ability diversity, this is related to the learning abilities and physical condition, mental condition or any other condition that happens to limit the daily life of the person who has it. This idea inside the concept of diversity is called disability. The same as the online writers and investigators of the official blog of the American University (2019) claim that the concept of disability now is more related to the social context than to the medical one. For that reason, if we consider this idea, we can work with society to include and accept the differences that everyone has. With this idea, Pliogou et al. (2018) posit that here is where the concept of inclusion can appear. The importance of promoting a receptive perspective and creating opportunities for young children to interact with individuals with disabilities and any kind of the diversities that were mentioned before such as socioeconomic, language, ethnicity or affective and sexual orientation emerges with the thought of inclusion. It is essential to cultivate an open and receptive attitude towards inclusivity, and certainly diversity in all the shapes involved in this concept. Giving visibility to inclusion within the classroom can aid to produce a learning environment in which everyone feels respected and valued. People have to learn how to respect and celebrate the differences that make us all unique. For this reason, young learners deserve resources and educators who teach them these

important values in life to claim the significance of respect, justice and inclusion for everyone. Referring again to the aforementioned article by the School of Education's online of the American University (2019), embracing diversity and inclusion improves cognitive skills and critical thinking because it gives kids the opportunity to think critically about their own and their environmental beliefs. Furthermore, working with the concepts of diversity and inclusion also improves the creativity of the young students just because being exposed to different ideas, cultures, experiences or learning processes aids them to bring diverse perspectives in different situations throughout their personal and professional life.

Behind all of this information about diversity and inclusion growing from many years of scholarly research, the Spanish Legislative Framework offers its own view about these concepts and their importance in the curriculum. If we delve into the most recent Spanish Education Act, i.e., “Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil” and examine the words *diversity* and *inclusion*, we can observe that the result that appears there is surprising and encouraging. The word *diversity* appears in this Act eighteen times in thirty-five pages and the word *inclusion* features ten times in those thirty-five pages. This means that the Spanish Education Law considers the significant ideas of diversity and inclusion. Analysing in depth how the Spanish curriculum covers the concepts of diversity and inclusion, we can observe that they highlight considerable things such as different learning rhythms, consideration to individual variance and curricular adaptations to instruct every student in the Spanish classrooms. Analysing this Act, it is observable that there is plenty of information about *diversity* making up a large portion of this educational document. For instance, the idea of diversity inside the classroom has an exclusive article in this Act which is article 13 called “Attention to individual diversity”, related to the attention to individual differences. This section of the Spanish curriculum argues that the teaching-learning process must contemplate students' diversity, adapting the educational practice to young children's personal characteristics, needs, interests and cognitive styles. If we move forward within this Act, The Key Competences of Early Childhood Education will appear and will tell us that teachers and educators' must ensure that students will learn through accepting disability and appreciating the value of diversity. Analysing these different Key Competences, we observe that some of them talk about linguistic diversity. In particular, the Key Competence in Linguistic Communication draws upon the idea that the students will learn in an environment in which respectful communication exchanges are to be encouraged as a way of enriching their

sociocultural and linguistic baggage from the respect of diversity. The Multilingual Competence is similar in this regard, insofar as linguistic richness and variety have to be appreciated and respected. Inside the Spanish Education Act there are three different areas of the curriculum and each one has some contents, some basic knowledge, some specific competences and some evaluation criteria. In all these areas, the concept of diversity is quite present. In the section of the areas, the Spanish Education Act states that being in the classroom with people who are different from each other is an opportunity to get to know their environment, the languages that are spoken in it and provide personal and social growth for the entire educational community. In addition, in this section of the areas of the curriculum, specifically around the “Growth in Harmony” area, they discuss the ideas of affective-sexual diversity and ethnic and cultural diversity so that the young learners learn to generate attitudes of acceptance, respect and appreciation. Some of the contents that the teachers and educators will provide their students related to this area will be basic knowledge about family diversity and they will assess if the students participate in reflective activities that promote respect for diversity and do not show signs of discriminatory treatment of people with disabilities. The area of “Environment Discovery and Exploration”, in turn, encourages the young learners to appreciate the diversity and richness of the natural environment, highlighting the initiation of attitudes of respect and care towards their environment. Finally, the area of “Communication and Representation of Reality” explains that it is important to value the linguistic diversity that their environment presents to enrich their communication strategies and their cultural baggage. Furthermore, they have an assessment criterion which discusses a qualitative approach to literary education through children's literary texts that develop values about culture, children's rights, gender equality and functional and ethnic-cultural diversity. This specific idea is related to critical literacy, a concept closely linked to this dissertation and which will be explained in detail below.

On the other hand, this national document talks as well about the idea of *inclusion* from an important perspective. Related to the students rights, a general education principle must guarantee inclusion and equity in the classroom, compensating for the inequalities that the students and their families present. As it was mentioned before, this Act considers diversity and inclusion and talks about attention to individual differences which relate to adapting the educational practice to personal characteristics, needs, interests and cognitive styles in order to ensure the full inclusion of all students. As such, individual needs and opportunities will be taken into account as well as those of their family context and the necessary measures will be

established to guarantee their educational inclusion. Analysing in depth some key competences that mention the word *inclusion* on them, we observe that there are two specific ones that talk about this concept. The Citizenship Key Competence, for instance, advocates the use of positive models that favour the learning of attitudes based on the values of respect, equity, equality and inclusion. On the other hand, the Entrepreneurial Key Competence rests upon the idea that creation and innovation are two key factors for personal development, social inclusion and active citizenship throughout life. To finish talking about inclusion in the curriculum, the areas of Early Childhood Education have to be mentioned. In the specific competences of the area “Growth in Harmony”, it is stated that interaction with other children with sensory, physical or cognitive needs will favour the development of a perspective that allows them to understand that inclusion is enriching, ideas that teachers and educators should deal with in their lessons.

Summarising all this crucial information, the Spanish Education Act integrates and takes into account *diversity* and *inclusion* from all their angles. All Spanish schools must have and be inspired by these ideas in their teaching practice. Consequently, this is favourable for putting the idea of inclusion into practice.

2.2. Critical literacy

One of the most favourable and effective ways to deal with the concepts of *diversity* and *inclusion* is through *critical literacy*. It has been shown in previous studies, such as the one by Papadopoulou and Griva (2017) or the one by Esquivel (2020) that explicit attention to the ideas of diversity and inclusion in the teaching-learning process impacts positively on learners’ development. Critical literacy aids the learners to see how their environment and society at large deal with these concepts, helping them develop their critical thinking from an early age.

Despite the fact that *critical literacy* does not have any specific definition, this concept may nonetheless be described in various ways. As stated in the aforementioned studies, critical literacy can be related to the close examination of the language and images of a text in order to uncover power imbalances. Furthermore, this idea may also entail one’s critical awareness about different texts involving the acceptance of diverse possibilities and perspectives. Moreover, this concept can be described as a dynamic collection of methods and tools for

examining and questioning how texts, both mono- and multimodally, encode the overarching circumstances of citizenship, emphasising how power dynamics operate in our society. Regarding these ideas, Papadopoulos and Griva (2017)'s research confronts the ideas of Freire (1970) and Vasquez (2004). These authors argue that critical literacy is not just about uncovering or remarking on the negative issues contained in texts, as Freire (1970) appears to claim. From their standpoint, critical literacy is also analysing a problem with different points of view to improve those issues, as Vasquez (2004) pointed out later.

Putting critical literacy into practice allows learners to find interesting and significant social and cultural topics and gives them the opportunity to approach social justice. Previous research by Esquivel (2020) suggested that the incorporation of critical literacy inside the classrooms helps to foster the idea of respect. This idea is closely related to the inclusion of diverse people in the classroom. With her research, this author considers Vasquez's book (2004) *Negotiating Critical Literacies with Young Children* as an exceptional resource to achieve it. It is widely agreed that authors like Vasquez (2004) and Esquivel (2020) with their research embrace the inclusion of current social issues and themes that are needed to talk about with the students. Additionally, the authors that investigate critical literacy and themes related to that concept, support the idea of a critical curriculum which expands and fosters equity and social justice in the classroom. Norris et al. (2012) support the view that, through critical literacy, students examine important issues such as power problems, thereby promoting reflection, transformative change and action. In line with Freire (1970) and Dozier et al. (2006) these authors also regard critical literacy as a tool for social action. Lewison et al. (2002) proposed four dimensions of critical literacy. One of these dimensions is the idea that by reading or viewing a text from a different perspective, critical literacy can change a conventional understanding or circumstance and give students a new perspective. Additionally, they also talk about the examination of multiple points of views, making the students think about different perspectives of the characters inside the stories. Furthermore, they state that critical literacy has to be related to social issues in which the students have to think about the power featured in relationships between and among individuals. Finally, they state that young learners should learn to promote social justice in an active way, to achieve changes in power relations and inappropriate inequality between people. These authors state that these four dimensions of critical literacy can go together or separately, considering that by using one we are already promoting critical thinking. In a similar vein to other authors, Kim (2016), in her research of empirical studies of early critical literacy, explained that

teaching and learning the concept of critical literacy involves criticism of social injustice and harmful ideologies represented in written texts with the struggle to detect alternative perspectives of social and self-development. In brief, Kim (2016)'s research expounds that the basis of critical literacy is the accurate meaning of “*critical*” and “*literacy*” together. As Luke (2012) states in his investigation about the etymology of the words “*critical*” and “*literacy*”, *critical* arises from the Greek term *kriticos*, which refers to the ability to judge and argue. Moreover, *literacy* relates to writing texts and reading them. These definitions of “*critical*” and “*literacy*” are some of many definitions that other researchers gave to the concept of *critical literacy*. These definitions are quite accurate if all the definitions that can be given to this concept are considered.

Critical literacy may not be fully understood without reference to Critical Discourse Analysis, from which it emerges. According to the Cambridge Dictionary, *discourse* is related to the use of language to communicate in a written or in a spoken way. Therefore, if the definition of discourse is to communicate, the definition of discourse analysis is quite similar. According to the Cambridge Dictionary too, *discourse analysis* is the analysis of written or spoken that include more than one sentence adding their social context and aiding others to better understand our society. These two definitions are quite related. As Valdez (2012) stated, critical discourse analysis is an area of scholarly research which tries to cast light on any demonstrations of power, control and ideology that texts contain. Its social perspective when analysing language has foregrounded the significance of reflexivity in accounting for the non-neutrality of language in real-life contexts. Critical discourse analysis tends to focus on political discourse in order to uncover issues of difference such as race, sex and age. Media discourse and institutional discourses in general also feature prominently in this kind of research. In this regard, whilst critical literacy also analyses the language of the text, this concept goes beyond the boundaries of academic research and is to be understood as an approach to life and learning. Critical literacy therefore aims to empower learners as active agents of change through meaningful dialogue to achieve true progress. Academics who support critical literacy believe that educators, teachers and education professionals are required to engage in politics in their work in order to achieve authentic change that benefits our society. Whilst acknowledging that critical discourse analysis and critical literacy are not the same, the former may be usefully applied when implementing critical literacy in classrooms. Van Sluys et al. (2006) state that critical discourse analysis can help to examine the classroom practices that the education professionals use in their critical literacy lessons

such as some issues of power, positioning and identity. Placing together these two ideas that reflect on the importance of the language used in texts and in real life, makes critical literacy necessary to introduce more inclusive and diverse concepts of acceptance.

2.3. Critical literacy with young children

There is overwhelming evidence for the notion that critical literacy is a magnificent approach to develop critical thinking. Therefore, if critical literacy is introduced in young learners' classrooms, it will be more than successful for their future as citizens with critical and reflective ideas and who embrace possibilities of all kinds.

Current research by Bennett et al. (2018) seems to support the view that critical literacy is important inside the young learners' classrooms. Bennett et al. (2018) contemplate the point of view of a culturally responsive teaching process. But what is *culturally responsive teaching*? These authors explained that this teaching pedagogy can address the needs of all students, constructs bridges between experiences at home and in the school context, highlighting that the lessons must be relevant and individualised and focusing on the equality of education and celebration of diversity through a social justice orientation. Consequently, if teachers and educators use culturally responsive teaching, the idea of critical literacy can help to embrace diversity as well inside the classrooms. In that way, the learners who are part of the class will feel that their point of view and context are also taken into consideration. Culturally responsive teaching needs educators and teachers who rightfully believe that all learners can succeed, and that diversity is enriching. As education professionals, teachers must create an extraordinary environment for all the students. Bonding with students, as well as helping them develop positive relationships with their classmates built upon respect, care, empathy, and trust will make this environment possible. Introducing this practice gently will provide the students with the possibility to understand the diversity and inclusion that critical literacy also promotes at its basis. Bennett et al. (2018) also state in their research that analysing uncovered messages, hidden meanings, values and attitudes depicted in or omitted from written or spoken texts, can help to accomplish the understanding of cultural, linguistic, racial, gender and class assumptions to young learners. Even though early childhood students are between three and six years old, they are already able to notice when people give them a fair or unfair treatment. In addition, they can reflect, analyse and take action on social issues, but obviously this is not something that the young learners will do on their own. The teachers must facilitate critical analysis by providing them with the necessary strategies to become

people with critical thinking. To obtain these critical skills, the teachers ought to implement critical literacy in everyday texts that young learners are familiar with, such as picture books, the TV, songs, or board games that have different perspectives, encouraging the discussion and debate about social issues. Moreover, as argued by Snyder and Snyder (2008), teaching young learners critical literacy aids to develop their critical thinking and helps them to synthesise, analyse and evaluate information to solve problems and think for themselves to make decisions instead of memorising the information that they will forget in a short period of time. Using this educational strategy will therefore enhance and improve the learning process of the young students.

Children's literature is one of the literary genres that are most written. Therefore, the benefits that we can get from this literary genre are many. Knowing this information, why don't we use books that promote for example social justice and correct values? If teachers and educators use books like that it would be a wonderful opportunity for young students to begin to benefit from what this involves. Those benefits, as Kim and Hachey (2020) support with their research, can be the furtherance of creativity and imagination, the contribution to approaching social and moral messages and the improvement of emotional, social, and cognitive skills. Additionally, they state that early critical literacy support is an influential educational tool to aid young readers to understand that literacy is not something neutral. With the critical skills that they will acquire thanks to critical literacy, they will be primed and ready to realise that texts embrace ideologies in decision-making. They also state that this educational tool can help increase young learners' notions and ideas, help them to ask questions about what they read, captivate authentic discussions, and develop literacy and language skills. Wee et al. (2017) also argue that, with the use of critical literacy, young learners can explore various points of view, think critically about real-life issues, challenge social stereotypes and become aware of alternative ways for social and self-development.

These results provide confirmatory evidence that the use of picture books or any sort of text that young students are exposed to on a daily basis helps them to develop critical thinking. Additionally, it is also observable that the critical literacy that they must have when exposed to written or spoken texts is necessary to make them able to reflect on stereotypes, diversity, social justice, and power that always appear in stories, picture books, old fairy tales and also in the new ones.

2.4. Multimodality. How does it work in picture books?

As stated above, critical literacy appears in both written and spoken texts. Nevertheless, if we focus more on early critical literacy, researchers have discovered that, to work on this idea with young learners, teachers and educators should employ picture books, songs and everyday texts. The idea of working with picture books is one of the best ways to introduce critical literacy in the early childhood education classrooms, considering that they are not able to read on their own yet. Kim and Hachey (2020) support with their research that, before early childhood education students acquire the skills of conventional reading and writing, they make use of different modes of semiotic resources such as drawing, gestures and oral language to express their ideas, thoughts, and feelings, as well as understand and make themselves understood. Young learners' flexibility using different semiotic modes in their meaning-making process promotes cognitive, emotional, and social development. The illustrations and pictures that these types of books include help them to understand the contexts of the texts without reading words. That is where multimodality can emerge.

Jewitt (2015) stated that "multimodality is an interdisciplinary approach that understands communication and representation as more than language and attends systematically to the social interpretation of a range of forms of making meaning" (p.69). Similarly, Kim and Hachey (2020) contend that multimodality has different modes, means, and materials that young learners apply in their meaning-making process throughout literacy activities. If the research confirms anything, it is that this perspective is about the processes of meaning-making and assumes that meanings are made through multiple modes of representation such as images, gestures, and other semiotic resources and not just through explicit language. Moreover, although a search has been made on the concept of defining multimodality, it is not something easy. When it comes to applying multimodality to literacy, various meanings and perspectives emerge. As Siegel and Panofsky (2009) contend, multimodality is related to the semiotic perspective. Regarding this perspective, Djonov et al. (2021) take as a reference Halliday's theory of language as a social semiotic (1978) and in order to talk about critical multimodal literacy, we have to go back to that theory of language, Systemic Functional Linguistics (SFL). SFL conceptualises language as a tool of social interaction and communication meant to serve three key metafunctions: ideational, interpersonal, and textual. The ideational one builds experiential patterns and logical relationships between them; the interpersonal deals with social relationships and attitudes;

and the textual one constructs cohesion and coherence. SFL theory has inspired other frameworks for analysing other modes of communication other than language; a case in point is Kress and Van Leeuwen's (2006) visual grammar, applied to the analysis of multimodal texts.

Talking more deeply about visual perspectives, and, in particular, about images in picture books, in *Reading Images. The grammar of visual design* written by Kress and Van Leeuwen (2006), these authors present the idea that visual structures also have meaning and are able to offer particular interpretations of our diversity as society. In this book, the authors suggested that there are two types of visual literacy in books for young learners, the 'old visual literacy' and the 'new visual literacy'. Felten (2008) defines visual literacy as "(...) the ability to understand, produce, and use culturally significant images, objects, and visible acts" (p.60). In Kress and Van Leeuwen's (2006) view, 'old visual literacy' consists in supporting the fact that visual communication has been subordinated to both oral and written language and in which images have come to be considered as unstructured replicas of reality. On the other hand, the concept of 'new visual literacy' supports the idea that spoken language coexists with forms of visual representation and is independent of visual representations that are well structured and not seen as more or less faithful duplicates of reality. After reading about these two concepts, this dissertation personally supports the one of 'new visual literacy', considering the point of view of the coexistence of language and visual representation that usually appears nowadays in picture books for the young ones.

With all of the above in mind, teachers and educators in early childhood contexts must use images and multimodal texts more than only written texts. Young learners will focus their attention on colourful images, on gestures that their educators and teachers make when they present the stories and texts, on the voice changes that they make while presenting the texts and on any other semiotic resource of use for them. For this reason, to implement critical thinking in young learners' classrooms and make them realise the importance of diversity and inclusion, education professionals should be using picture books in order to make their students capable of understanding the things that critical literacy supports. To that end, young learners have to be provided with picture books that aid them to make those cognitive processes that are needed to understand social justice, the roles of society and how language works through this type of books.

2.5. L2 acquisition and the use of critical literacy in a CLIL context

This dissertation discusses the concept of critical literacy, diversity, and inclusion inside the classrooms of early childhood education. Nevertheless, to talk about the ideas above and implement them in the Spanish early childhood education classrooms, teachers and educators must first know how a second language is acquired and what kind of processes and characteristics education professionals must take into account.

Quoting Halliwell (1992) word for word, the authors Habibi and Sofwan (2015) exposed that “young learners do not come to the class of language empty-handed; they have already had well-established instincts, skills and characteristics which help them to learn another language” (p. 2). This idea demonstrates that children have the necessary skills to acquire a second language if they are provided with the right methods and education professionals consider characteristics that they already have. Some of these characteristics are outlined by Reilly and Ward (1997) in their research. These authors argue that, to teach a second language to noticeably young learners, teachers must take into account their characteristics. They propose that it is significant that young learners obtain individual attention from their educators and teachers as much as possible to be provided with enriching vocabulary while they are playing, working or drawing during lessons. In addition, they also mention the idea of the attention span, which is related to providing students with different topics, materials, and activities that they really enjoy and are familiar with in a brief period of time, avoiding at all costs lengthy tasks and explanations. Furthermore, they also consider the “silent period”, which is a term in which the students of these early ages go through. The “silent period” can be defined as the interval of time that a learner goes through when they are processing the information that they are obtaining before they manage to formulate words in the second language to which they are exposed. Teachers should not put pressure on children to formulate words if they are not ready; otherwise, this will make them not want to speak. Some good ways to encourage these students to start producing some words include using repetitive songs, choral work, games and rhymes.

However, the question here is: how are young learners capable of acquiring a second language? It is now well established from the studies by Spada and Lightbown (2006) that there are four significant perspectives that explain how young learners acquire a L2. Those perspectives are the behaviourist, the innatist, the cognitivist and the sociocultural ones. In

each of the perspectives of the acquisition of a second language there is something of excellent quality that must be implemented and taken into account throughout the teaching-learning process. From a behaviourist perspective, people are said to learn through imitation, practice, and reinforcement, habitually a positive one. If teachers and educators implement these features in their lessons, the young learners will have the chance to acquire the second language that they are being exposed to. Years ago, when teachers and educators were using only this perspective to teach and learn a second language, they used to leave behind the context and the purpose of studying that language, which led to the emergence of other perspectives and methods. For instance, the innatist perspective emerged with the ideas of Chomsky (1965). This author supported the idea that society has an innate knowledge of Universal Grammar which enables young learners to acquire the language of their environment during a critical period of development. In addition, within the same perspective, Stephen Krashen (1982) proposed five hypotheses that explain how learners acquire knowledge about a second language which are extremely useful inside the classroom. One of these hypotheses is called the Acquisition or Learning Hypothesis, which states that students will learn better through an unconscious exposure to language. The next hypothesis is named the Monitor Hypothesis and explains that the smallest changes happen when language rules are used consciously for correction. The following hypothesis is called the Natural Order Hypothesis which supports the idea that the easier structures are not always the first to be acquired, that is to say, the most difficult things may be learned earlier because those structures of language are present in the vocabulary of their day to day. Another hypothesis is named the Comprehensible Input Hypothesis which is related to the fact that the language that the young learners are being exposed to has to be comprehensible and a step beyond their knowledge to activate their cognitive skills. This hypothesis is significant in the process of teaching-learning of a L2 because, if the teachers do not provide comprehensible input to the students, they will not be able to acquire any information about the second language that they are trying to learn. Finally, the last hypothesis, the Affective Filter one, shows how positive feelings have a positive effect on language acquisition. Following this perspective, the cognitivist perspectives emerged taking into account the cognitive processes that our brain is able to produce. One of these cognitivist perspectives mentioned by Spada and Lightbown (2006) is called Information Processing. In summary and focusing the perspective within the lessons, this relates to the importance of understanding the meaning of the contexts as a whole, that is to say, it is not necessary to understand all the words to know the meaning of the message that is provided. Another perspective of cognitivism that appears

in the book written by Spada and Lightbown (2006) is named Connectionism. As same as before and also focusing on the Connectionism perspective in the lessons, this is related to the idea of Nick Ellis (2002-2005) who advocates that exposing young learners to –‘chunks’ is an easier way to acquire language. In addition, there are three hypotheses in this perspective named Interaction Hypothesis, Noticing Hypothesis and Processability Theory. The Interaction Hypothesis supports the idea that a second language is acquired through conversational interaction, comprehensible input and working towards mutual comprehension. Evelyn Hatch (1978), Michael Long (1983), Merrill Swain (1985) among other authors, between the 70s, 80s and 90s, established that learners have to produce some language that the interlocutor can understand to test their ability and limits in their L2 production, which was called comprehensible output. Richard Schmidt (1990, 2001) on the other hand, suggested in the 90s and 2000s the Noticing Hypothesis, suggesting that something cannot be learned unless it has been noticed. In addition, the Noticing Hypothesis argues that comprehensible input is not conducive to improving language knowledge unless the young learner is aware of a particular feature that is being exposed. In addition, they will have to focus their attention to activate the intake, ending up in comprehensible output of their acquired vocabulary. Finally, the Processability Theory with the ideas of Pieneman (2003) argues that young learners do not simply transfer features from their L1; they develop certain processing capacities in the L2 before they can use their knowledge of the linguistic system. This is where the interlanguage emerges. This concept can be explained as the process that learners execute when they use rules and hypotheses from the L1 and gradually replace them with hypotheses of how the L2 works. Concluding with these perspectives that explain how young learners can acquire an L2, the final one is called the sociocultural perspective. Vygotsky (1962) explained that the process of development happens through interaction among individuals. This author also argued that the cognitive skills are interwoven with the linguistic ones and proposed the Zone of Proximal Development (ZPD). The ZPD refers to the difference between what a student can accomplish without help and what he/she can achieve with guidance and encouragement from a supportive partner. This perspective supports the idea that young learners acquire in a better way a language through learning by talking, peer learning and cooperative learning.

Once it is clear how young learners are capable of acquiring a second language, the idea of implementing CLIL in the classroom to provide the young learners with suitable methods to be able to acquire a L2 is one of the best ways to carry out linguistic competence, critical

thinking and consequently, critical literacy. CLIL stands for Content and Language Integrated Learning and quoting Marsh (2002) word by word, the definition that this author proposed was that CLIL is “an approach ... that may concern languages; intercultural knowledge, understanding and skills; preparation for internalisation and improvement of education itself ” (p.10). In addition Temirova and Westall (2015) state that it can be defined as well as “a pedagogical approach in which language and subject area content are learnt in combination. The generic term CLIL describes any learning activity where language is used as a tool to develop new learning from a subject area or theme” (p. 217). Coyle et al. (2010) in their book *CLIL: Content and Language Integrated Learning* explained that CLIL can be a form of convergence, which makes this approach an excellent tool to work on any topic, concept or idea in the classroom. McDougald (2016), considering the ideas of Marsh (2002) and Coyle et al. (2010), among others, with his investigation about the ideas of these important authors explains that the motivation is a significant aspect to take into account when teachers and educators implement CLIL in their lessons. In addition, other aspects to consider that authors such as Marsh (2002) and Coyle et al. (2010) expose in their research, are the natural use of language and the opportunity to increase content knowledge through this pedagogical approach.

Regarding the first steps of CLIL, we have to talk about Marsh (2002) and keep going to Coyle and Hood (2010). These authors proposed a combination framework related to four Cs which are Content, Cognition, Communication, and Culture. This framework was created to allow students to experience significant learning, use the language to solve problems, develop critical and cognitive skills and raise an extensive vision of the world in which they live. These ideas are related to the ones that critical literacy possesses about social awareness and justice. If CLIL and critical literacy are implemented inside a classroom at the same time, young learners can be provided with critical knowledge of their environment. In addition, they also would be able to acquire a L2 with critical thinking skills and as Darvin et al. (2020) posits, if teachers and educators create spaces to challenge beliefs, values, gender roles or any other theme, CLIL will offer the opportunity to introduce new perspectives to understand the positive aspects between integrating content and language. Furthermore, the interrelationship presented by the concepts of CLIL and critical literacy are diverse. Taking into consideration one of the four Cs of the CLIL framework, specifically the one of Culture, interventions such as the one of Rodríguez and Puyal (2012) state that if in the CLIL lessons the education professionals teach the diversity of the environment and the intercultural

competence they will already be putting into practice another of the four Cs of CLIL, which is Cognition. If these two Cs are unified, teachers and educators will create students who will be critical of their environment and who will be capable of critically analysing spoken and written texts, as critical literacy advocates. In order to see the correlation between the 4Cs of CLIL, carrying out this, the teachers will also be implementing the Cs of Content and Communication. Furthermore, applying the four Cs as an integrated way in the lessons, young students will be exposed at the same time to a greater learning to achieve critical thinking and an excellent acquisition of their L2.

3. Proposal

This dissertation proposes an educational intervention proposal related to early critical literacy. This didactic intervention will compare popular tales and innovative books in order to provide young learners with the necessary skills to acquire critical literacy in the first educational stage of their studies.

3.1. Analysis of diversity in old fairy tales and in innovative books

It is well known that old fairy tales are not as inclusive as books that have been written in the last twenty years. The issue of diversity and inclusion is something that we as a society have been taking into account more than in the 20th century. This becomes evident if a comparison is made between visual representations and language in old fairy tales and in innovative books. Since this dissertation tries to encourage children in the early childhood education stage to develop critical literacy, a simple analysis will be presented based on the comparison of three traditional books and three innovative ones. The traditional fairy tales that will be analysed are *The Ugly Duckling* (Appendix 1), *The Beauty and the Beast* (Appendix 2) and *Cinderella* (Appendix 3). On the other hand, the innovative books that will be examined are *Our Diversity Makes Us Stronger* (Appendix 4), *My Shadow is Purple* (Appendix 5), *This Girl Can Do Anything* and *This Boy Can Be Anything* (Appendix 6).

As the investigation about critical literacy, diversity, multimodality, visual literacy and inclusion revealed, depending on the words or images chosen, one thing or another will be represented. In addition, we already know that depending on the picture book chosen, it will be promoting different values, points of view and role models and sometimes these ideas will not be as inclusive as they should be. For this reason, before offering stories and books to the

young learners, teachers and educators must carefully analyse the values, gender roles, social justice and other significant things that these stories present. If teachers are presenting only stories such as *The Ugly Duckling*, *The Beauty and the Beast* and *Cinderella*, the young learners will only acquire inadequate gender roles that put women in an inferior role to men's, that present beauty as the greatest quality in someone and thus excluding the diversity of other bodies and appearances and underestimating people with fewer resources only because of their purchasing power. In this dissertation, one of the questions under discussion is why teachers and educators should be using these old fairy tales, if they can improve and develop critical thinking and inclusion by employing innovative books that aid young learners to become competent in critical literacy. Provided that books like *Our Diversity Makes Us Stronger*, *My Shadow is Purple*, *This Girl Can Do Anything* and *This Boy Can Be Anything* that are more inclusive and integrate diversity, appropriate gender explanations and proper values such as self-acceptance, social justice, self-esteem, tolerance and respect, teachers should have as a reference books that promote these ideas to foster a more inclusive future society.

At this juncture, the idea of this dissertation is to analyse and exemplify the differences between the vocabulary and visual representation of old fairy tales and innovative books to help teachers and educators to visualise the change evident between them. It should be noted that this analysis will not be for the young learners; it is intended for teachers and educators in order to make them more critical when choosing picture books and old fairy tales that they employ and apply in their lessons or on their storytelling.

Analysing in depth the language used in *The Ugly Duckling* (Alperin and Eastland, 2017) we can focus on the fact that the title of the book does not include diversity at all. Only with the word “*ugly*”, the reader can already know that the protagonist of the story does not follow the beauty canons established by society. If we focus on the story, this fairy tale narrates the story of a Mother Duck who lives on a farm. One morning her eggs began to hatch, and all the animals congratulated her on the beauty of her ducklings. They describe those ducklings as “*soft*” and “*fluffy*”, that is to say, adjectives with positive connotations. But there was one egg left and that duckling was described as having “*funny*” feet, “*wobbly*” wings and “*bumpy*” beak, that is to say, adjectives which are related to some kind of mockery. In addition, the first impression that the other animals had about him was that he was “*strange*”, “*ugly*” and “*clumsy*”, again, adjectives with negative connotations. However, Mother Duck

loved him as much as the other baby ducks, but he seemed to just not fit in. They simply did not accept him for being different from the rest, so much so that his own family described him as “noisy” and “messy” and told him not to come back with them. They left him behind alone for the winter and when the spring came again, he went to a lake. He heard someone there and he was too embarrassed to show himself because he thought he was so ugly to be in front of anybody. There was a beautiful swan who told him to come out but again, he described himself as “ugly” and “funny looking”. It is something normal that he felt like this if everyone told him that he was ugly; as such, he felt insecure with good reason. But the words of the swan helped him to come out, as she told him that “I won't laugh. I don't mind how you look” and those words helped him to go and swim. At that moment he realised that he was “beautiful”, and he was a swan. Beauty gave him security, but that is something that for me does not sound as good as it could be. The moral of this story tells us not to judge others by their outer beauty but by their inner beauty, but if we only give normative people the opportunity to come out of hiding, we will never achieve an inclusive society. That is one of the reasons that this fairy tale is not as inclusive as it pretends to be.

Now, we are going forward to analyse in depth the language used in *The Beauty and the Beast* (Disney adaptation; Tittlebaum, 1999) and the roles that the characters have. This fairy tale began in winter, with a party in a castle, when suddenly a beggar offered a rose to the prince of the castle in return for shelter from the cold. First of all, the winter and the cold automatically represent sadness, which is reinforced through the image of a beggar. But the Prince refused to accept the rose, having a superior role towards the beggar, denying the help that that poor human needed. This is the first page of the book, and the role of the prince is arrogant, impolite and callous. This is not the type of behaviour that we want young learners to acquire. Continuing with the story, the beggar turned out to be an enchantress and put a curse on the prince and the people who were in the castle, thus turning him into a beast for his behaviour and the other ones into enchanted furniture. The curse will only be broken earning true love from someone else and he had until the rose's last petal fell to achieve it. A few years passed by, and a beautiful and intelligent girl named Belle was living in a village near the castle with her father. One day, her father was preparing himself to go to a fair but, unfortunately, he and his horse got lost in the dark forest. The adjective “dark” expresses a negative connotation making the reader feel fear and sadness as well as a forest, which is represented as a mysterious place. Luckily, he found an old castle and went inside to take refuge from the dangers of the forest, but his horse got lost. Once he was there, he discovered

that the people were enchanted furniture and a huge beast lived there with them. Unexpectedly, the beast appeared and took him to the dungeon. At the same time, when Belle was alone at the village, a man called Gaston ordered her to marry him. Indeed, he “*ordered*” her to marry him without considering her needs and in a bully tone. That is another role or behaviour that we do not want young learners to acquire. We just cannot order someone to do something. Reasonably, Bella refused to marry him. Afterwards, the horse of her father appeared alone and Belle rode with him again to the forest to find her father. Soon, she saw the castle and she came to find her father in the dungeon. The beast showed up and she told him to take her instead of her father. Again, this role of a submissive woman who goes out of her way to make men feel good is something we do not want to promote inside the classroom. So, her father let her stay instead of him, which is an irresponsible act for an adult. The beast was treating Belle unkindly, and she was afraid of him but thanks to the enchanted people of the castle she went downstairs to have dinner. When she finished, she went to a room where the enchanted rose that kept the spell of the beast was. The beast shouted at her for being there, which made Belle run away from the castle and put herself into the dangers of the dark forest. Suddenly, she was going to be attacked by a pack of wolves and the beast appeared, saving her. This is a typical performance of fairy tales, with a lady in danger who waits for the men to save her. We do not want to promote that. We want to promote girl power as well as boy power. Besides, if the beast had not scared Belle, she would not have left the castle. This teaches us that we should not treat others badly if we care about them. After that incident, Belle and the beast become friends, because he saved her from danger, a role that we explained why we do not share. Moreover, she was there with him against her will. Afterwards, the beast prepared a private ball and tried to remember his prince manners. Then, he asked Belle if she was happy there, but why would she be happy if she wasn’t without her father and prisoner in a castle? Well, against all odds, she said that she was happy, but she was missing his father. Suddenly, the beast showed her a magic mirror, in which she could see what she most wanted. She saw her father sick in bed and, with a sad and a little manipulative tone, the beast told her to go with him. Belle interprets this as a kind act, but on closer inspection, it sounds more like an act of control. While Belle was with her father, Gaston showed up with all the village to take to an asylum Belle’s father because he told them that she was in danger in the castle with a Beast. Nobody believed Belle’s father until Belle showed them the beast through the magic mirror in order to save her father from the asylum. That was an incautious act because now all the village went to hunt the Beast. Once all the village was in the castle, Gaston went to fight the beast but sadly, he could not face his

strength and ended up falling off the balcony. The Beast collapsed in Belle's arms and while she was crying because he was hurt, she told him that she loved him. At Belle's words, hair and claws disappeared and a human being appeared thanks to Belle's true love. He was not a beast anymore, he became a prince again and all the enchanted furniture became people again, too. In my opinion, the gender roles and the values of this book are not great for developing the right values and equal gender roles in the young learners. However, it can be implemented in the classroom to develop critical literacy skills by asking children to spot inappropriate behaviours, which will later be visualised with the educational intervention that is proposed.

Finally, the last fairy tale that is going to be analysed is *Cinderella* (Elliot, 2005). The language and roles that we can observe in this fairy tale are quite similar to the previous story. In the version of Cinderella's story of the Pat-a-Cake editorial, the writers began explaining that once upon a time there was a girl named Cinderella living with her "mean" stepmother and her two "silly" stepsisters. Why do fairy tales always represent stepmothers and stepsisters as something bad, mean and awful? It is well known that nowadays there are many kinds of families, and our students probably have a stepfamily; these types of unfavourable adjectives attached to words like *stepmother* or *adoptive family* can cause children to identify this type of family as something bad. We do not want that to happen, and teachers should promote diversity in all aspects. One day, an invitation to go to a ball arrived from the palace. Cinderella asked her stepmother if she could go as well to the ball and the stepmother told her that she was not allowed to. This behaviour puts the role of the stepmother in a very bad place, representing her as bad, which is not faithful to reality. Even though Cinderella was not allowed to go to the ball, she was making beautiful dresses for her stepsisters. She was so upset that she began to cry. Suddenly, a glittering fairy appeared and told her that she should go to the ball. Afterwards, to make that possible, the glittering fairy did her magic and turned a pumpkin into a carriage, some mice into horses, a big rat into a coachman and her ragged clothes into a glittering dress with glass slippers. Cinderella was feeling like in a dream. The glittering fairy warned her that the magic would disappear at midnight and Cinderella went to the ball. Once she was there, people were looking at Cinderella and gasping in wonder until the prince saw her too and thought that she was the most beautiful girl that he had ever seen. They danced, talked and twirled but suddenly it was midnight. Cinderella felt the magic disappear while she lost a glass slipper. Here is where I have a problem with the behaviour of Cinderella. Why did she go away? Why did she not stay and show the prince her real self?

Maybe with honesty, their relationship could work better, and the story would not teach kids that it is okay not to be honest. Continuing with the story, the prince followed Cinderella, but he only found the glass slipper. For that reason, he set out to find the most beautiful girl he had ever seen thanks to that shoe. The next day, the prince took the glass slipper and went to every home of the kingdom, but no girl could fit into the shoe. The last house that he visited was Cinderella's. The stepmother and stepsisters tried the shoe on, but it did not fit either. The prince, hopeless, asked them if any other girl lived there and at that moment Cinderella appeared, with the disapproval of her stepfamily. She sat down, put on the glass slipper and it did fit. The prince had found his princess and proposed to her right there. This behaviour is something strange because in real life people do not get married overnight and the only thing that this promotes is an unreal love in future generations. Besides this idea, Cinderella agreed to marry the prince and they lived happily ever after while her stepmother and stepsisters were "annoyed" and were not happy for her. Again, this makes students see foster families or stepmoms as a bad thing, which is not true and is not what we as teachers want to promote within the classroom.

Regarding the visual representation of these three old fairy tales, thanks to choosing revised picture books and not the original ones, it can be seen that the images that are displayed are quite contemporary and not as old as the stories themselves are. However, although these illustrations are made in this century, if we focus on the colours used in the stories, we will see that dark colours are always represented as something evil, mysterious or even scary and related to the characters that the reader should consider bad. On the other hand, bright colours such as blues or yellows are related to the good characters of the story. For example, in *The Ugly Duckling*, the protagonist is grey, and the other little ducklings are yellow, representing that the one who has the problem is the darkest one. This is, to some extent, closely related to the idea of internalised racism that all of society possesses. This same thing happens in the clothes of the characters of *Cinderella*. The stepmother and the stepsisters are usually represented with dark clothes, giving them in that way the evil role. The ragged clothes of Cinderella are grey and black too and when she turns into a princess her dress is white. The dark and white synergy between the bad thing and the good things is something that happens quite often in fairy tales. Giving the last example, in *The Beauty and the Beast*, the forest is described as dark, giving that place a mysterious and horrific significance, intertwining the dark with dangerous and bad things. On the other hand, the castle is bright and colourful,

giving that space a meaning of home, warmth and protection. Once again, the synergies between the bad and the good, the dark and the light, the black and the white.

Turning now to the chosen innovative books, we are going to analyse in depth *Our Diversity Makes Us Stronger* (Cole, 2021) and hopefully visualise a little more diversity and inclusion. First of all, in the cover of the book, we can already see children of different skin colour, different religion and different motor skills. This is an ideal representation of our diversity as a society. Thanks to book covers like this one, young readers can at least see their values and their physical appearance represented. Starting with the story *Our Diversity Makes Us Stronger* starts with a little boy that does not like his glasses. He feels that being different from others is “scary” and “new” and he asks himself if he should hide them instead of wearing them because he is afraid of what others will think about the glasses. On his way to school, Nick finds a friend who got new braces. She is excited to wear those braces because it is something healthy for her teeth. Afterwards, she told Nick that she likes her new glasses. At that moment Nick realised that maybe they are not as bad as he thought, and *diversity is of value* and *we all are different in some special way*. Then, Nick and his friend were walking through the park and the more Nick looked around, the more he understood that we all have our differences. No matter your skin tone, your type of hair, the God you pray to, the food you eat or the sport you play, all of that is diversity and he accepts that. While the protagonist of this book is narrating this, the visual representation connected to those words is very strong. You can visualise a kid in a wheelchair playing with a ball, people of dark skin, a girl with a hijab and some Buddhist people enjoying themselves in the park. The representation in this picture book amazes me. Keeping with the story, a boy appears dancing ballet and explains that he does not like football and what brings him happiness and joy is dancing. This is an example of breaking gender roles. Football is not only for boys and dancing ballet is not only for girls. There are some values that a teacher should promote inside the classroom to contribute to the acquisition of gender equality in the future. Another girl shows that because of her accent she sounds different from others, but other people have to think that her language is different too. This is an ideal example of language diversity. Another boy told the reader that he cannot hear very well but that is not a reason for not making plans because sign language helps him to make them. This is another excellent example of language diversity. All the characters say that they are all *different* and that makes them *unique*, which in my opinion is an ideal synonym of different. They keep talking about how enriching their differences are and, if we were all the same, the world would be a boring place, but definitely

with so much respect. This book is an all-inclusive representation of everyone; they keep telling the reader that no matter what your profession, your dreams or your wishes are, you are worth it. After telling us all of this, Nick and his friend consider the different ways we feel. No matter how different we are, we all have the same, a heart. Maybe when you are upset or sad, you call your mum or your dad. Maybe other people take refuge in their beliefs and read their sacred books such as the Quran or the Bible. And for those without parents, maybe a friend is their support person. Here, we can see diversity of religion represented and the visual representation on those pages also show the reader the diversity of appearance that people could have. The book ends by stating that if your skin colour is white, black or brown, if your personality is chatty, polite or shy, if your hair is blonde, brown or curly, it doesn't matter, as *all our differences are welcome in the world*. At the end of the story, Nick is at school, with his big glasses and proud of who he is and what he looks like. He sends the message to the readers that they should love everything about themselves regardless of our differences between other people. We should love and accept ourselves and others because *our diversity makes us stronger*. As for the use of the language and the visual representation that this picture book offers to the young learners, this is a book that in my opinion has to be included inside an early childhood education classroom because it promotes equality, diversity, positive roles, good values, self-acceptance and of course, inclusion. This is one of the best books to implement in our lessons to make our students aware of all the differences that we have as a society.

Another example of an innovative picture book is *My Shadow is Purple* (Stuart, 2022) and it will be analysed in depth as we did with the other ones. On the cover of the book, we can already see a boy, but his shadow is purple. The protagonist of the book begins the story telling the readers that his father has a blue shadow, and his mother has a pink one. He explains that shadows only can be one thing or another, that is to say, blue or pink. But his shadow is none of them, he has something different, his shadow is purple. The illustrations on the page where he is explaining this are very colourful and he has a happy face telling these things, he does not seem upset to be different, which is something positive for someone who is feeling like the character of the story. Later on, he keeps telling the readers that his shadow likes to play with everything, with things that girls like and the things that boys like. He dances with the pink shadows and plays football with the blue ones. For that reason, their friends think that he may be a little confused, but he explains that he is not, because the thing that he loves the most is that he has not to choose between the two activities that he loves.

This can be an ideal example of gender diversity and explains very favourably that no matter what you are feeling, you are you. Afterwards, the protagonists keep explaining that people tell him that only blue shadows can be strong, but he doesn't understand why they keep saying that, because his mom is very strong, and she has a pink shadow. On the other hand, he explains that people say that only pink shadows can be loving and caring but he is again surprised about this because his father is blue, and he is loving and caring. This is a great example of gender stereotyping, saying that only women are loving and sensitive and only men are strong is something that is not true. We know that men can cry and be sensitive and women can do anything that they propose. That this is embodied in a book makes the little ones understand that the marked gender roles are only set by society because we are all capable of anything no matter whether you are a girl or a boy. After this, the protagonist keeps asking the reader why he cannot choose all the things that he likes because he thinks that choosing fun activities and things to do is the best for him. But something happens. His school will celebrate a dance ball. He is ready to rock. His parents make him a beautiful costume. His mum made a skirt, and his dad made a suit and they put it all together. He was feeling very cute. Once he was at the ball, everything was blue or pink and he felt a little bit out. He is purple, where is his place? Blue shadows told him to go with them and at the same time the pink ones did too, but he doesn't feel blue or pink, he is purple, he is both and he doesn't want to reject either one or the other. The teacher in the ball, with a non-inclusive point of view, told him to choose but he doesn't understand why he has to. Since he did not want to reject his principles, he left the ball. But at that moment, one school friend screams "my shadow is yellow" and he knows that blue fits him, but he was scared to tell others. Now he is not afraid anymore and joined the protagonist in his group of different shadows. They ask if anyone else wanted to join them and surprisingly different school friends did. One had a brown shadow, another had a red, another had a silver one, another a green one and another one had an orange shadow. At that moment, the teacher and the kids realised that each shadow is different and there's no trace of shame about that. They are all *unique* and *special* and no colour is stronger or weak. No matter your colour, you should be able to have a good time. This story has a beautiful inclusive moral. It teaches the young learners that they should accept and embrace the differences that their classmates have. Regarding the visual representation of this picture book, it is quite noticeable that there is a diversity of appearance in the characters since we can see different ethnicities, skin colours, different body types and hair styles, making this book a good tool to delve into and show appearance diversity in the classroom.

Finally, the last innovative books to be analysed are *This Girl Can Do Anything* and *This Boy Can Be Anything* (Stansbie and Quintanilla, 2022). These two books go together because the writer, very adequately, examines the two gender roles that we have internalised as a society in different books. It would not be appropriate to choose only one and leave the other out, so both are included in order to make everyone feel represented. Starting with *This Girl Can Do Anything*, this narrates the story of Ruby. She knows what she wants, representing power, strength and freedom. In addition, she also has a clear idea of what she is and what she is not and nothing can stop her. She is an artist. She likes to try new things like flying with a skateboard, cooking, running, dressing up their parents, jumping on the sofa, dancing with her dog, reading books and playing pirates. She has a lot of energy, but the time to go arrives too. At that moment she knows exactly what she wants, and it is a good night kiss from her parents. This is a short story that tells young girls that they are capable of anything and encourages them to do the same as Ruby does. It also has strong messages which are repeated by Ruby which are “nothing is going to stop me” and “I know what I want”. This is an empowering book for young girls to acknowledge their value and make them feel strong and capable of anything that they want. This is a strong message that, as a teacher, I will love to see in a classroom. Continuing with *This Boy Can Be Anything*, this picture book narrates the story of Billy. He is ready for anything. He has a lot of imagination. He can be an engineer, but also a superstar. He loves shiny, bubbly, wibbly and smelly things, but mostly he loves cuddly things. He is ready for action, but not all the time. There are days that he is a little bit more sensitive, and he needs to cry. There is no problem crying because boys cry and feel too as girls do. He is kind. He likes to play with mum and dad. He likes to relax until it’s time to be busy and plays with his cat, with his construction games, jumps with his toy jumper, plays pirates and pretends to be a plane. He has a lot of energy, but the time to go arrives too. At that moment he is ready for anything, and it is a good night kiss from her parents. As well as Ruby, Billy represents a role of a boy who can do anything, even showing his emotions, which is something stigmatised and related to women. These actions show young boys that they can be sensitive and strong at the same time and there is nothing wrong with showing their emotions. For these reasons, these books are very powerful to encourage young learners, girls or boys, to do anything that they love. Now, regarding the visual representation in these books, it is remarkable that the colour scale is something innovative and rarely seen because the pages change from one colour to another while the story is being told, that is to say, the first page is all blue, the next one red, the next yellow and so on with other colours. In my

opinion, this makes the reader focus more on the actions than on the images, and with such a positive and embracing message that it has, I think it is a good grabbing technique.

Knowing now the gender roles, values, social justice, diversity and inclusion that these seven books that we have analysed have or lack, it is time to propose an educational intervention that helps young students to be able to gradually develop early critical literacy.

3.2. Storytelling. Educational intervention in early childhood education

Regarding all the information that we have gathered from three old fairy tales and three innovative books, it is time to propose an educational intervention to implement this knowledge. To do that, we are going to propose some activities related to *storytelling*. As Wright (1995) and Brewster and Ellis (2002) argued, telling a story is not the same as reading one. With storytelling, the person who is telling the story is narrating it by heart. If you choose to do storytelling, you must focus on the students' faces and make eye-contact while you look at them and not at the picture book. Storytelling is to bring a story alive, with movements, puppets, captivating children's attention pointing to the pictures of the book, modulating your tone of voice, adding facial gestures, mime or any kind of dramatic effect to make the experience even more interesting for the young ones. Nevertheless, Wright (1995) and Brewster and Ellis (2002) also argued that telling stories and not reading them has some little disadvantages that we must consider, which are making mistakes in our English and having to know the story well enough to be able to perform it the best we can. Although these disadvantages appear when doing storytelling, if we work very well on our ability to tell stories, the advantages for the little ones are many more and on which we must really focus. For that reason, to aid young students to be able to gradually develop critical literacy, the following educational intervention proposed by this dissertation will be presented as a storytelling project.

3.2.1. Educational intervention project “*Travelling with books through critical literacy*”

3.2.1.1. Contextualization

We are going to imagine that this project will be implemented inside a classroom. The students in this class are between five and six years old. They are in the last stage of nursery

education, in the 5-year-old class. The group comprises ten girls and nine boys, making up a total of nineteen students.

The language level in the group is not very high, although they are already able to understand some vocabulary and chunks in the L2 because they have already been exposed to the language for almost three years. For that reason, we can tell that the group is motivated to do those kinds of activities in the L2, because they seem very interested in doing them.

In this group we can find some cultural diversity. All of them are from Teruel, where the school is situated, but some of their families are from other parts of Spain. We have a specific case in which the family of a student is from Portugal and another who is from the United States. For that reason, the culture from which their parents come is also part of their daily life and we want to embrace that cultural diversity.

3.2.1.2. Timetable fit

This will be a six month project where the young learners will develop their literacy skills at the same time that they acquire critical literacy and critical thinking skills. This project will be named “*Travelling with books through critical literacy*” and the proposal involves looking at one book per month.

The project will start in October 2023 and end in March 2024. In October, we will implement the storytelling about *The Ugly Duckling* and then we will implement activities to work on the book throughout the month. In November, we will implement the storytelling about *Our Diversity Makes Us Stronger* and again, we will implement activities to work on the book and this time we will compare these two books to make the students realise the differences between them and the values, gender roles, diversity and inclusion that one book has and the other doesn't. The same will happen with the other books. In December we will implement the storytelling about *The Beauty and the Beast*. In January we will implement the storytelling about *My shadow is purple*. In February we will do storytelling about *Cinderella*. And to finish the project, we will do the storytelling of two books, *This Girl Can Do Anything* and *This Boy Can Be Anything*. We can visualise it better in the following timetable.

2023

October							November							December						
L	M	T	W	T	F	S	L	M	T	W	T	F	S	L	M	T	W	T	F	S
25	26	27	28	29	30	1	30	31	1	2	3	4	5	27	28	29	30	1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30	1	2	3	25	26	27	28	29	30	31
30	31	1	2	3	4	5														

Book of the month:
THE UGLY DUCKLING

Book of the month:
OUR DIVERSITY MAKES US STRONGER

Book of the month:
THE BEAUTY AND THE BEAST

2024

January							February							March							
L	M	T	W	T	F	S	L	M	T	W	T	F	S	L	M	T	W	T	F	S	
1	2	3	4	5	6	7				1	2	3	4						1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24	
29	30	31	1	2	3	4	26	27	28	1	2	3	4	25	26	27	28	29	30	31	

Book of the month:
MY SHADOW IS PURPLE

Book of the month:
CINDERELLA

Books of the month:
THIS GIRL CAN DO ANYTHING-THIS BOY CAN DO ANYTHING


As we can observe in the timetable, each book will be implemented in class for about one month. For this reason, the pre-, while- and post- activities proposed for each book will be separated in different weeks throughout each month.

3.2.1.3. Project objectives

GENERAL OBJECTIVES
At the end of this project, the students will:
Be able to produce comprehensible output related to the fairy tales and innovative books that we have been working with.
Acquire some early critical literacy skills thanks to the proposed questions and activities
Understand and use the vocabulary in relation to the fairy tales and innovative books that we have been working with.
Be aware that books have messages that teach us things like important values, social justice and appreciation of diversity.

3.2.1.4. Project sequence

TASK 1		
ACTIVITY	THE UGLY DUCKLING	
PRE-ACTIVITY		
TIMING	30 minutes	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the vocabulary of the fairy tale <i>The Ugly Duckling</i>. - To match pictures with the words in English. - To produce comprehensible output about the vocabulary. 	
MATERIALS	A computer, a projector, interactive whiteboard.	
STEP-BY STEP	Procedures	Teacher Talk
	<p>To introduce this project, we will start with the fairy tale <i>The Ugly Duckling</i>. To do that, we will do a pre-activity in which the cover of the book will be presented to the students with the question “<i>What can you see?</i>” in order to ask them what they can say about the cover. In addition, some vocabulary will be explained in the interactive whiteboard with words and some images. (Appendix 7)</p> <p>We will not give them all the vocabulary in order not to reveal all the story and keep the intrigue for the next activity, the storytelling.</p>	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? I hope you are all having a good time. - Are you ready to start with an activity? Yes? Let’s do it! - This is the traditional fairy tale <i>The Ugly Duckling</i>. Do you know what it is about? What can you see on the cover? Are there any volunteers who can tell me something about it? You can explain yourself in Spanish. - Okay, I know that you don’t know these words in English so, before we know the story of this fairy tale, shall we learn some vocabulary related to the book? Yes? Let’s do it! - Well, now, we are going to see some flashcards about vocabulary that appear in the story. For example, do you know what a duck is? no? Let’s find out. - Okay, now, who wants to repeat the words after me? Shall we do it all together? Okay, let’s do it all at once. Ready? - Repeat after me: duck; duckling; pond; laugh; ugly; beautiful; farm; swan. - Well done guys! Now you know some vocabulary that will appear in the story. You did very well repeating after me. But you know what? It’s time to do it by yourself. - Come on Emma, it’s your turn! - Now Leo, the next word please! - I’m so proud of you guys, you did an amazing

		<p>job.</p> <ul style="list-style-type: none"> - That's all for today. See you in the next lesson okay? And please don't forget these important words because in the next lesson we will do storytelling about this book, <i>The Ugly Duckling</i>, and you will see these words. - Bye Bye my little butterflies.
INTERACTIONS	The teacher will work with the whole class.	
WHILE-ACTIVITY		
TIMING	1 hour	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the context of the book. - To remember the previous vocabulary related to the book. - To recognise some vocabulary related to the story and match the pictures with the correct word. - To produce comprehensible output answering questions. - To be able to listen actively to the storytelling. 	
MATERIALS	The book <i>The Ugly Duckling</i> and some puppets of different characters of the book.	
STEP BY STEP	Procedures	Teacher talk
	<p>To continue with Task 1, we will do a storytelling of the fairy tale The ugly duckling <i>The Ugly Duckling</i>. Apart from using our voice, gestures, and movements, we will use some puppets of the protagonists of the story. (Appendix 8)</p> <p>We will tell the kids to sit down in a circle and we will sit in front of them. While we are telling the story, we will ask the students questions to make them aware of the things that we want to work with them during this project.</p> <p>The book that we have chosen to tell this traditional fairy tale is the next one:</p> <p> The Ugly Duckling - Give U...</p>	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? - Are you ready to start with this activity? Yes? Let's do it! - Do you remember the last activity that we did together? Yes? Please Claudia, tell us what you remember. - Well done, Claudia. She just reminded us that we learned vocabulary about this book, <i>The Ugly Duckling</i>. - I can see that you guys remember more or less the vocabulary, well done! So, if you remember it, let's start, shall we? - Okay, are you ready? I need you to focus on the story, on my voice, on my gestures and movement, alright? Let's get into it! - Once upon a time.... <p><u>While reading the story</u></p> <ul style="list-style-type: none"> - Why do you think they named this little duckling "ugly"? Is it something good or bad? - Is it good to make fun of others' appearances or differences? - Why are the other ducklings laughing at the ugly

		<p>duckling? Is it something that we have to do?</p> <p>- He is feeling good or bad for being treated like that?</p> <p>- Should we treat people like that?</p> <p>- Now that the ugly duckling is no longer ugly and he is now a beautiful swan, do you think that he is more valuable than before because he is now beautiful? So, if it's not like that, why do they tell us that in the book?</p> <p>- Do you think that the protagonist should be treated well while he was ugly and now that he is beautiful?</p> <p>- Are you going to treat people the same no matter what they look like, right?</p> <p>- Well, this was the storytelling. Did you enjoy it? I hope so. In addition, I hope you learned that we have to treat all people the same way, no matter whether they look different from us. Okay?</p> <p>-That was all for today. See you in the next lesson, okay? We will do another activity related to this book, so you have to remember it.</p> <p>- See you later alligators.</p>
INTERACTIONS	The teacher will work with the whole class.	
POST-ACTIVITY		
TIMING	30 minutes	
OBJECTIVES	<p>- To be able to remember some scenes of the book and put them in order.</p> <p>- To be able to provide comprehensible output about putting the images in order.</p>	
MATERIALS	Worksheet, felt-tips pens, crayons.	
STEP BY STEP	Procedures	Teacher talk
	<p>The last activity of this task is the post-activity. In this part of the task, the students will have to be able to put in order some scenes of the book. First, they will write their names and the date. Then they will put those images in order. To finish, they will have to colour the images with felt-tip pens, crayons. (Appendix 9)</p>	<p>- Good morning, everyone! How are you today?</p> <p>- Are you ready to start with this activity? Yes? Let's do it!</p> <p>- Today we are going to finish Task 1 with a worksheet. This worksheet is going to be individual and each one of you has to complete it alone, okay?</p> <p>- Well, does everyone have their worksheet? Yes? Okay. So please, first of all write your name and the date, thank you.</p>

		<p>- Did everyone write their name and the date? Okay, let's keep going.</p> <p>-You guys can see that there are six images, right? Well, you have to put in order the scene, that is to say, you have to visualise what happened before and what happened afterwards. If you need some help, you can call me. Let's start.</p> <p>- Did you finish doing that? Well, whoever has finished can colour the images with felt-tip pens and crayons. You can use your imagination as well!</p> <p>- Well done guys! You all did an amazing job with this worksheet and also in the two previous activities about <i>The Ugly Duckling</i>. We have finished our first book of the project "<i>Travelling with books through critical literacy</i>" and I am so proud of your work. The next book that we are going to work with is <i>Our Diversity Makes Us Stronger</i> but we will do that in the next lesson, don't worry.</p> <p>- See you soon!</p>
INTERACTIONS	The students will work individually at their tables.	

TASK 2		
ACTIVITY	OUR DIVERSITY MAKES US STRONGER	
PRE-ACTIVITY		
TIMING	30 min	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the vocabulary of the book <i>Our Diversity Makes Us Stronger</i>. - To match images of the vocabulary with the words in English. - To produce comprehensible output about the vocabulary. 	
MATERIALS	A computer, a projector, interactive whiteboard.	
STEP-BY STEP	Procedures	Teacher Talk
	To introduce this task, we will start with an innovative book called <i>Our Diversity Makes Us Stronger</i> . First of all, we will do a pre-activity in which the cover of the book will be presented to the students with the question " <i>What can you see?</i> " in order to ask them what they can say about the cover of the chosen book. In addition, some vocabulary will be explained in the interactive whiteboard with words and some	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? I hope you are all having a good time. - Are you ready to start with an activity? Yes? Let's do it! - This is an interesting book, it is called <i>Our Diversity Makes Us Stronger</i>. Do you know what it is about? What can you see on the cover? Are there any volunteers who can tell me something about it?

	<p>images. (Appendix 10)</p> <p>We will not give them all the vocabulary in order not to reveal all the story and keep the intrigue for the next activity, the storytelling.</p>	<p>You can explain yourself in Spanish.</p> <ul style="list-style-type: none"> - You know what “strong” means? Who can tell me something? - And “diversity”? What does it mean? - Okay, I know that you don’t know these words in English so, before we know the story of this book, shall we learn some vocabulary related to the book? Yes? Let’s do it! - Well, now, we are going to see some flashcards about vocabulary that appear in the story. For example, do you know what braces are? no? Let’s find out. - Okay, now, who wants to repeat the words after me? Shall we do it all together? Okay, let’s do it all at once. Ready? - Repeat after me: diversity, glasses, braces, skin colour, hijab, football, ballet, wheelchair. - Well done guys! Now you know some vocabulary that will appear in the story. You did very well repeating after me. But you know what? It’s time to do it by yourself. - Come on Izan, it’s your turn! - Now Valeria, the next word please! - I’m so proud of you guys, you did an amazing job. - That’s all for today. See you in the next lesson okay? And please don’t forget these important words because in the next lesson we will do a storytelling about this book, “Our diversity makes us stronger” and you will see these words. - Bye bye my little butterflies.
INTERACTIONS	The teacher will work with the whole class.	
WHILE-ACTIVITY		
TIMING	1 hour	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the context of the book <i>Our Diversity Makes Us Stronger</i>. - To remember the previous vocabulary related to the book. - To recognise some vocabulary related to the story and match the pictures with the word. - To produce comprehensible output answering questions. - To be able to listen actively to the storytelling. 	
MATERIALS	The book <i>Our diversity makes us stronger</i> ; flashcards.	


STEP BY STEP	Procedures	Teacher talk
	<p>To continue with Task 2, we will do a storytelling of <i>Our Diversity Makes Us Stronger</i>. Apart from using our voice, gestures, and movements, we will use some flashcards of the vocabulary that appears in the book. (Appendix 11)</p> <p>We will tell the kids to sit down in a circle and we will sit in front of them. While we are telling the story, we will ask the students questions to make them aware of the things that we want to work with them during this project. We will also ask them to pay attention to the words we are saying because each time we say a word that they have previously learned in the pre-activity, they will have to raise the corresponding flashcard. This flashcard will be presented in front of them and the student who knows how to identify it first will be the one to pick it up.</p> <p>The book that we will read can be seen on this link:</p> <p>▶ Our Diversity Makes Us Str...</p>	<p>- Good morning, everyone! How are you today?</p> <p>- Are you ready to start with the lesson? Yes? Let's do it!</p> <p>- Today we are going to do storytelling. Do you like storytelling? Yes? Lucky me, lucky you!</p> <p>- Do you remember the last activity that we did together? Yes? Please Pablo, tell us what you remember.</p> <p>- Well done, Pablo! He just reminded us that we learned vocabulary from this book, <i>Our Diversity Makes Us Stronger</i>.</p> <p>- I can see that you guys remember more or less the vocabulary, well done! So, if you remember it, let's start, shall we? But first, can you see the flashcards that are on the ground? Well, when I am telling the story, these words will appear so when you hear the word that matches the image, you have to raise it, do you understand it? Yes? Well done!</p> <p>- Okay, are you ready? I need you to focus on the story, on my voice, on the words that I will say, on my gestures and movement, alright? Let's get into it!</p> <p>- Our diversity makes us stronger.....</p> <p><u>While reading the story</u></p> <p>- Why do you think this boy doesn't like wearing glasses? Would you make fun of him? I hope not.</p> <p>- Is it good to make fun of others' appearances or differences?</p> <p>- Look, his friend has braces, and she is proud of that? Don't you think so? Would you say something to her for wearing them?</p> <p>- He is feeling good or bad after talking with his friend? Why?</p> <p>- As they say, do you think we are special in some way? Yes, right?</p> <p>- Look at these pictures and the people that are in it? Are they different? Is it something bad being different from each other?</p> <p>- Should we treat people equally and respectfully?</p>

		<ul style="list-style-type: none"> - Can boys dance ballet and girls play football? Yes, right? - Look how many types of diversity appear in the images, how beautiful right? - Look at what the story is telling us, we can be anything that we want! Is it not cool? - Do you know that we do not feel the same as well? Maybe you are more sensible than others or more active, but that makes you also unique, am I right? - Remember guys, no matter what you look like or what your personality is like, all of our differences are part of this world, don't you think so? - Do you think that we should be treated well no matter what? - Are you going to treat people the same no matter what they look like, right? - Well, this was the storytelling. Did you enjoy it? I hope so. In addition, I hope you learned that we have to treat all people the same way, no matter whether they look different from us. Okay? - Do you remember what happened in the story of <i>The Ugly Duckling</i>? Did they accept the ugly duckling for their differences? They didn't, right? And what example should we follow? The one in <i>The Ugly Duckling</i> or the one in this book? - I hope you follow the example in this book, because we are unique with differences and with our diversity. - That was all for today. See you in the next lesson okay? We will do another activity related to this book so you have to remember it. - See you later alligators.
INTERACTIONS	The teacher will work with the whole class.	
POST-ACTIVITY		
TIMING	1 hour	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to produce a drawing about themselves. - To be able to understand that everyone is unique. - To develop their artistic skills. - To be able to provide comprehensible output about their drawing. 	

MATERIALS	Worksheets, felt-tips, crayons, pencil, rubber, big continuous paper, adhesive tape.	
STEP BY STEP	Procedures	Teacher talk
	<p>Finally, in the post-activity, we are going to propose a drawing activity. The young learners will have to draw themselves to observe that we are all unique and different and it is not something bad if we have our differences. First of all, they will write their name and the date. Then they will have to draw themselves. Later on, when they finish their drawings, they will have to colour the worksheet. And finally, when all of the students finish their drawing, we will create a class mural called “We all are different” and we will place it on the wall to make them realise that each one of them is unique and special and that we embrace diversity. (Appendix 12).</p>	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? - Are you ready to make a drawing about yourself? You have to draw everything about yourself, remember that we have eyes, noses, mouths, ears, some people have glasses, others have long hair, short hair, etc. Okay? - Think about how to draw yourself and let’s start! - But first, you have to write your name and date with a pencil and then make the drawing in pencil too. When you finish, please let me know. - Did you finish? Well done! You look amazing in that drawing. Now you can paint it with crayons and felt-tip pens. - Did you finish colouring? Okay, I will place it on the mural, thank you! - Look at this mural guys! It is unique because there is a lot of diversity in it, right? I love it! Do you like it? Of course, you like it. - Well now that it is finished, let's place it on the wall to remember that we all are unique and we have to respect each other no matter what they look like. Good job guys! - Well done guys! You all did an amazing job with this worksheet and also in the two previous activities about <i>Our Diversity Makes Us Stronger</i>. - We have finished our second book of the project “<i>Travelling with books through critical literacy</i>” and I am so proud of your work. The next book that we are going to work on is <i>The Beauty and the Beast</i> but we will do that in the next lesson, don’t worry. - See you in the next lesson!
INTERACTIONS	The students will work individually at their tables and then with the whole class.	

TASK 3	
ACTIVITY	THE BEAUTY AND THE BEAST
PRE-ACTIVITY	

TIMING	30 min	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the vocabulary of the fairy tale <i>The Beauty and the Beast</i>. - To match pictures with the words in English. - To produce comprehensible output about the vocabulary. 	
MATERIALS	A computer, a projector, interactive whiteboard.	
STEP-BY STEP	Procedures	Teacher Talk
	<p>To introduce Task 3, we will start with the fairy tale <i>The Beauty and the Beast</i>. To do that, we will do a pre-activity in which the cover of the book will be presented to the students with the question “<i>What can you see?</i>” in order to ask them what they can say about the cover. In addition, some vocabulary will be explained on the interactive whiteboard with words and some images. (Appendix 13)</p> <p>We will not give them all the vocabulary in order not to reveal all the story and keep the intrigue for the next activity, the storytelling.</p>	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? I hope you are all having a good time. - Are you ready to start with an activity? Yes? Let’s do it! - This is the traditional fairy tale <i>The Beauty and the Beast</i>. Do you know what it is about? What can you see on the cover? Are there any volunteers who can tell me something about it? You can explain yourself in Spanish. - Okay, I know that you don’t know these words in English so, before we know the story of this fairy tale, shall we learn some vocabulary related to the book? Yes? Let’s do it! - Well, now, we are going to see some flashcards about vocabulary that appear in the story. For example, do you know what a castle is? no? Let’s find out. - Okay, now, who wants to repeat the words after me? Shall we do it all together? Okay, let’s do it all at once. Ready? - Repeat after me: beauty, beast, castle, furniture, village, rose, prince, forest. - Well done guys! Now you know some vocabulary that will appear in the story. You did very well repeating after me. But you know what? It’s time to do it by yourself. - Come on Sofia, it’s your turn! - Now Daniel, the next word please! - I’m so proud of you guys, you did an amazing job. - That’s all for today. See you in the next lesson okay? And please don’t forget these important words because in the next lesson we will do storytelling about this book, <i>The Beauty and the Beast</i>, and you will see these words.


		- Bye bye my little butterflies.
INTERACTIONS	The teacher will work with the whole class.	
WHILE-ACTIVITY		
TIMING	1 hour	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the context of the book <i>The Beauty and the Beast</i>. - To remember the previous vocabulary related to the book. - To recognise some vocabulary related to the story and match the pictures with the word. - To produce comprehensible output answering questions. - To be able to listen actively to the storytelling. 	
MATERIALS	The book <i>The Beauty and the Beast</i> and some puppets of different characters of the book.	
STEP BY STEP	Procedures	Teacher talk
	<p>To continue with Task 3, we will do a storytelling of the fairy tale <i>The Beauty and the Beast</i>. Apart from using our voice, gestures, and movements, we will use some puppets of the protagonists of the story. (Appendix 14)</p> <p>We will tell the kids to sit down in a circle and we will sit in front of them. While we are telling the story, we will ask the students questions to make them aware of the things that we want to work with them during this project.</p> <p>The book that we have chosen to tell this traditional fairy tale is the next one:</p> <p> Beauty and the Beast Read Aloud Stor...</p>	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? - Are you ready to start with an activity? Yes? Let's do it! - Do you remember the last activity that we did together? Yes? Please Mateo, tell us what you remember. - Well done, Mateo. He just reminded us that we learned vocabulary about this book, <i>The Beauty and the Beast</i>. - I can see that you guys remember more or less the vocabulary, well done! So, if you remember it, let's start, shall we? - Okay, are you ready? I need you to focus on the story, on my voice, on my gestures and movement, alright? Let's get into it! - Once upon a time.... <p><u>While reading the story</u></p> <ul style="list-style-type: none"> - What do you think? The prince did a good or a bad thing? - Would you have helped a person who is in trouble? - Does the dark forest scare you? And if the forest wasn't dark, Does it scare you as well? - Are you scared of the beast? Why? Because he is big, has claws and a lot of hair or for something else? - Do you think that the beast is feeling good or bad for being like that?

		<ul style="list-style-type: none"> - Why is he threatening that poor man like that? Maybe it is because he is not feeling good, right? - Should we treat people like that and talk to them in that tone? - Did you see how Gaston talked to Belle? Can we talk like that to another human being? Of course not. - Do you think Belle is feeling good being there alone and without her father? So, the beast is doing something wrong right? - Now The beast is a person. Do you think that Belle's love saved him? Well maybe but remember that what he did was something wrong with her. Moreover, we have to know how to forgive others. - Are you going to treat people the same as the beast did? No, right? I hope you will not do that. We should treat people with respect no matter what. - Well, this was the storytelling. Did you enjoy it? I hope so. In addition, I hope you learned that we have to treat people well, okay? - That was all for today. See you in the next lesson. We will do another activity related to this book so you have to remember it, okay? - See you later alligators.
INTERACTIONS	The teacher will work with the whole class.	
POST-ACTIVITY		
TIMING	30 minutes	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand how they have to do the activity - To develop their artistic skills. - To be able to provide comprehensible output about the activity. 	
MATERIALS	Worksheets, crayons, felt-tips pens, pencils.	
STEP BY STEP	Procedures	Teacher talk
	The last activity of this task is the post-activity. In this part of the task the students will have to be able to colour some of the characters of the story but in a different way. The images are divided into many pieces and each piece has a number. Each number matches the colour indicated at the top of the worksheet. Then, the students have to colour each piece paying attention to	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? - Are you ready to start with the last activity related to the fairy tale <i>The Beauty and the Beast</i>? Yes? Let's do it! - Today we are going to finish Task 3 with a worksheet. This worksheet is going to be individual and each one of you has to complete it alone, okay?

	<p>the number and colour. We will see in the final result if Belle, The Beast, the rose and the candle are coloured correctly.</p> <p>But first of all, they will write their names and the date and then they will have to colour the images with felt-tips and crayons that the worksheet tells them. (Appendix 15)</p>	<ul style="list-style-type: none"> - You can choose between these four pictures of the characters of the book. Which one do you want? - Well, does everyone have their worksheet? Yes? Okay. So please, first of all write your name and the date, thank you. - Did anyone write their name and the date? Okay, let's keep going. - You guys can see that there are a lot of pieces, right? Well, you have to look up in the worksheet which colour is the number that the piece has. For example, the number four in this one is blue, so you will have to colour all the number fours in blue, is that clear? - If you need some help, you can call me. Let's start. - Did anyone finish? Let's keep focused then. - Well done guys! You all did an amazing job with this worksheet and also in the two previous activities about <i>The Beauty and the Beast</i>. - We have finished our third book of the project "Travelling with books through critical literacy" and I am so proud of your work. The next book that we are going to work on is <i>My Shadow Is Purple</i> but we will do that in the next lesson, don't worry. - See you soon!
INTERACTIONS	The students will work individually at their tables.	

TASK 4		
ACTIVITY	MY SHADOW IS PURPLE	
PRE-ACTIVITY		
TIMING	30 minutes	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the vocabulary of the book <i>My Shadow Is Purple</i>. - To match images of the vocabulary with the words in English. - To produce comprehensible output about the vocabulary. 	
MATERIALS	A computer, a projector, interactive whiteboard.	
STEP-BY STEP	Procedures	Teacher Talk
	To introduce Task 4, we will start with an innovative book called <i>My Shadow Is Purple</i> . First of all, we will do a pre-activity in which the cover of the book will be	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? I hope you are all having a good time. - Are you ready to start with an activity? Yes? Let's

	<p>presented to the students with the question “<i>What can you see?</i>” in order to ask them what they can say about the cover of the chosen book. In addition, some vocabulary will be explained on the interactive whiteboard with words and some images. (Appendix 10)</p> <p>We will not give them all the vocabulary in order not to reveal all the story and keep the intrigue for the next activity, the storytelling.</p>	<p>do it!</p> <ul style="list-style-type: none"> - This is a book called <i>My Shadow Is Purple</i>. Do you know what it is about? What can you see on the cover? Are there any volunteers who can tell me something about it? You can explain yourself in Spanish. - Okay, I know that you don’t know these words in English so, before we know the story of this book, shall we learn some vocabulary related to the book? Yes? Let’s do it! - Well, now, we are going to see some flashcards about vocabulary that appear in the story. For example, do you know what a shadow is? no? Let’s find out. - Okay, now, who wants to repeat the words after me? Shall we do it all together? Okay, let’s do it all at once. Ready? - Repeat after me: shadow, purple, toys, strong, sensitive, school dance, skirt, suit. - Well done guys! Now you know some vocabulary that will appear in the story. You did very well repeating after me. But you know what? It’s time to do it by yourself. - Come on Lucia, it’s your turn! - Now Monica, the next word please! - I’m so proud of you guys, you did an amazing job. - That’s all for today. See you in the next lesson, okay? And please don’t forget these important words because in the next lesson we will do a storytelling about this book, <i>My Shadow Is Purple</i> and you will see these words. - Bye bye my little butterflies. See you next lesson!
INTERACTIONS	The teacher will work with the whole class.	
WHILE-ACTIVITY		
TIMING	1 hour	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the context of the book <i>My Shadow Is Purple</i>. - To be aware about the diversity that exists in our society and that it is something good. - To remember the previous vocabulary related to the book. - To recognise some vocabulary related to the story and match the pictures with the correct word. - To produce comprehensible output answering questions. - To be able to listen actively to the storytelling. 	


MATERIALS	The book <i>My Shadow Is Purple</i> .	
STEP BY STEP	Procedures	Teacher talk
	<p>To continue with Task 4, we will do a storytelling of the innovative book <i>My Shadow Is Purple</i>.</p> <p>We will use our voice, gestures and movements. We will tell the kids to sit down in a circle and we will sit in front of them. While we are telling the story, we will ask the students questions to make them aware of the things that we want to work with them during this project.</p> <p>The book that we will read can be seen on this link:</p> <p> My Shadow is Purple REA...</p>	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? - Are you ready to start with the lesson? Yes? Let's do it! - Today we are going to do storytelling. Do you like storytelling? Yes? Lucky me, lucky you! - Do you remember the last activity that we did together? Yes? Please Teresa, tell us what you remember. - Well done Teresa! She just reminded us that we learned vocabulary from this book, <i>My Shadow Is Purple</i>. - I can see that you guys remember more or less the vocabulary, well done! So, if you remember it, let's start, shall we? - Okay, are you ready? I need you to focus on the story, on my voice, on the words that I will say, on my gestures and movement, alright? Let's get into it! - My shadow is purple.... <p><u>While reading the story</u></p> <ul style="list-style-type: none"> - Do you think that we are only pinks and blues as the protagonist is telling us? Let's find out! - Look, his shadow is not these two colours, is being different something bad? - Look, he is playing with all the toys! Do you think that there are toys for boys and toys for girls or anyone can play with everything? - He is feeling good dancing and playing football? Why should he only do one of these activities? - Boys can be sensitive and girls can be strong, right? Look at this picture if you don't believe it! - Look at the character, he is wearing a skirt and a suit at the same time, don't you think that this is super cool? What do you think about that? - No, poor boy, the teacher is making him choose between the two shadows, but we know that he is not like that. Is the teacher being nice to him? Should she let him be himself no matter whether he doesn't fit in?

		<p>- Oh, he chose to leave because he doesn't want to pretend that he is not what he is. Would you do the same?</p> <p>- Look! One of his friends is supporting him and he is saying that his shadow does not fit into the two that are being imposed on them either. They are not alone!</p> <p>- Look at what the story is telling us, we can be different and anything that we want! Is it not cool? We are unique and at the end of the day we have different shadows and all of them are beautiful.</p> <p>- Do you think that we should be treated well no matter what, right?? I hope so.</p> <p>- Well, this was the storytelling. Did you enjoy it? I hope so. In addition, I hope you learned that we have to treat all people the same way, no matter whether they look different from us, okay?</p> <p>- Do you remember what happened in the story of <i>The Beauty and The Beast</i>? Did they accept the beast for looking different? They didn't, right? And what example should we follow? The one in <i>The Beauty and The Beast</i> or the one in this book?</p> <p>- I hope you follow the example in this book, because we are unique with differences and with our diversity.</p> <p>- That was all for today. See you in the next lesson, okay? We will do another activity related to this book, so you have to remember it.</p> <p>- See you later alligators.</p>
INTERACTIONS	The teacher will work with the whole class.	
POST-ACTIVITY		
TIMING	30 min	
OBJECTIVES	<ul style="list-style-type: none"> - To develop their writing skills. - To remember vocabulary related to the colours. - To be able to produce a drawing about something that they like. - To be able to understand that everyone is unique. - To develop their artistic skills. - To be able to provide comprehensible output about their drawing. 	
MATERIALS	Worksheets, felt-tips, crayons, pencil, rubber.	
STEP BY STEP	Procedures	Teacher talk
	The last activity of Task 4 is the post-activity.	- Good morning, everyone! How are you today?

	<p>In this part of the task the students will have to be able to write what they think their shadow looks like, that is to say, they will have to write a colour which they identify with, for example, they will write blue, white, purple, green, etc. Then they will have to write something that they like to do or some activity that appeared in the book such as football, dancing, trains, glitter, etc. After writing the sentence “I like.....” they will have to draw the thing that they write.</p> <p>First, they will write their names and the date. Then they will have to write in the first gap and then in the second one. To finish the activity, they will have to draw and colour the thing that they put in the second gap. (Appendix 17)</p>	<ul style="list-style-type: none"> - Are you ready to start with the last activity related to the book <i>My Shadow Is Purple</i>? Yes? Let’s do it! - Today we are going to finish Task 4 with a worksheet. This worksheet is going to be individual and each one of you have to complete it alone, okay? - You will have to write a little bit, okay? - Well, does everyone have their worksheet? Yes? Okay. So please, first of all write your name and the date, thank you. - Did anyone write their name and the date? Okay, let’s keep going. -You guys can see that there are two gaps, right? The first one says “The colour of my shadow is..” And in there you have to write what colour you think your shadow is. In the second one, it says “I like...” and there you have to write an activity that you like, like the character of the book told us, okay? Everything clear? - If you need some help, you can call me. Let’s start. - Did anyone finish? Let’s keep focus then. - Well done, guys! You all did an amazing job with this worksheet and also in the two previous activities about <i>My Shadow Is Purple</i>. - We have finished our fourth book of the project “<i>Travelling with books through critical literacy</i>”. I am so proud of your work. The next book that we are going to work on is <i>Cinderella</i> but we will do that in the next lesson, don’t worry. - See you soon!
INTERACTIONS	The students will work individually at their tables.	

TASK 5	
ACTIVITY	CINDERELLA
PRE-ACTIVITY	
TIMING	30 minutes

OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the vocabulary of the fairy tale <i>Cinderella</i>. - To match pictures with the words in English. - To produce comprehensible output about the vocabulary. 	
MATERIALS	A computer, a projector, interactive whiteboard.	
STEP-BY STEP	Procedures	Teacher Talk
	<p>To introduce Task 5, we will start with the fairy tale <i>Cinderella</i>. To do that, we will do a pre-activity in which the cover of the book will be presented to the students with the question “<i>What can you see?</i>” in order to ask them what they can say about the cover. In addition, some vocabulary will be explained on the interactive whiteboard with words and some images. (Appendix 18)</p> <p>We will not give them all the vocabulary in order not to reveal all the story and keep the intrigue for the next activity, the storytelling.</p>	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? I hope you are all having a good time. - Are you ready to start with a new activity? Yes? Let’s do it! - This is the traditional fairy tale <i>Cinderella</i>. Do you know what it is about? What can you see on the cover? Are there any volunteers who can tell me something about it? You can explain yourself in Spanish. - Okay, I know that you don’t know these words in English so, before we know the story of this fairy tale, shall we learn some vocabulary related to the book? Yes? Let’s do it! - Well, now, we are going to see some flashcards about vocabulary that appear in the story. For example, do you know what a glittering dress is? no? Let’s find out. - Okay, now, who wants to repeat the words after me? Shall we do it all together? Okay, let’s do it all at once. Ready? - Repeat after me: stepmother, stepsisters, glittering dress, glittering fairy, mean, ragged clothes, carriage, glass slippers. - Well done guys! Now you know some vocabulary that will appear in the story. You did very well repeating after me. But you know what? It’s time to do it by yourself. - Come on Noelia, it’s your turn! - Now Axel, the next word please! - I’m so proud of you guys, you did an amazing job. - That’s all for today. See you in the next lesson, okay? And please don’t forget these important words because in the next lesson we will do storytelling about this book, <i>Cinderella</i> and you will see these words. - Bye bye my little butterflies.





INTERACTIONS	The teacher will work with the whole class.	
WHILE-ACTIVITY		
TIMING	1 hour	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the context of the book <i>Cinderella</i>. - To remember the previous vocabulary related to the book. - To recognise some vocabulary related to the story and match the pictures with the word. - To produce comprehensible output answering questions. - To be able to listen actively to the storytelling. 	
MATERIALS	The book " <i>Cinderella</i> " and some puppets of different characters of the book.	
STEP BY STEP	Procedures	Teacher talk
	<p>To continue with Task 5, we will do a storytelling of the fairy tale <i>Cinderella</i>. Apart from using our voice, gestures, and movements, we will use some puppets of the protagonists of the story. (Appendix 19)</p> <p>We will tell the kids to sit down in a circle and we will sit in front of them. While we will be telling the story, we will ask the students questions to make them aware of the things that we want to work with them during this project.</p> <p>The book that we have chosen to tell this traditional fairy tale is the next one:</p> <p style="text-align: center;"> Cinderella - Give Us A Story!</p>	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? - Are you ready to start? Today we are going to do storytelling. Do you like storytelling? Yes? Lucky me, lucky you! - Do you remember the last activity that we did together? Yes? Please Marco, tell us what you remember. - Well done, Marco. He just reminded us that we learned vocabulary about this book, <i>Cinderella</i>. - I can see that you guys remember more or less the vocabulary, well done! So, if you remember it, let's start, shall we? - Okay, are you ready? I need you to focus on the story, on my voice, on my gestures and movement, alright? Let's get into it! - Once upon a time..... <p><u>While reading the story</u></p> <ul style="list-style-type: none"> - Why are the stepmother and the stepsisters mean? They are always like that in real life? Not, right? - Anyone have a stepmother or stepsisters? They are as nice as other people, right? So, why did they tell us that they are evil? Let's see. - Look at Cinderella's dress, it is ragged. But, does it mean that she is not beautiful or more valuable than others? - Look, a glittering fairy. She has turned Cinderella's old dress into a new and glittering one. But, does it mean that she is a better person now?

		<p>- We have learned that no matter what you look like you are valuable, right? Okay, I'm glad that you know that.</p> <p>- Oh no! Why did she go away? Why didn't she stay and show the prince her real self? Do you think that the prince will not accept her because she is poor? I don't know, but we have to be honest always.</p> <p>- Look, the prince found Cinderella! But don't you think that she had to be honest earlier?</p> <p>- Oh no! Her stepmother and stepsisters are upset because Cinderella and the prince are getting married. Do you think that if you have a stepmother she will act like that? I don't think so, right? I am sure that she will love you and support you because she is your family.</p> <p>- Well, this was the storytelling. Did you enjoy it? I hope so. In addition, I hope you learned that we have to treat people well and be honest with them, okay?</p> <p>- That was all for today. See you in the next lesson. We will do another activity related to this book so you have to remember it, okay?</p> <p>- See you later alligators.</p>
INTERACTIONS	The teacher will work with the whole class.	
POST-ACTIVITY		
TIMING	30 minutes	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to remember some scenes of the book and put them in order. - To develop their artistic skills. - To be able to provide comprehensible output about putting the images in order. 	
MATERIALS	Worksheet, scissors, glue, felt-tips pens, crayons, pencil.	
STEP BY STEP	Procedures	Teacher talk
	The last activity of this task is the post-activity. In this part of the task the students will have to colour some images related to the fairy tale. Once they colour those images, they will have to be able to put these scenes in the order of the book. But first, they will write their names and the date. Then they will have to colour the images with felt-tip pens and crayons. To finish, they will put those images in order. (Appendix 20)	<ul style="list-style-type: none"> - Good morning, everyone! How are you today? - Are you ready to start with the last activity related to the fairy tale <i>Cinderella</i>? Yes? Let's do it! - Today we are going to finish Task 5 with a worksheet. This worksheet is going to be individual and each one of you have to complete it alone, okay? - You will have to paint these images and then put them in order!

		<ul style="list-style-type: none"> - Well, does everyone have their worksheet? Yes? Okay. So please, first of all write your name and the date, thank you. - Did anyone write their name and the date? Okay, let's keep going. - You guys can see that there are four images in black and white, right? Well, you have to paint them and then put them in order. For that, you have to remember the story. - If you need some help, you can call me. Let's start. - Did anyone finish? Let's keep focused then. - Well done guys! You all did an amazing job with this worksheet and also in the two previous activities about <i>Cinderella</i>. - We have finished our fifth book of the project "<i>Travelling with books through critical literacy</i>" and I am so proud of your work. The last two books that we are going to work on will be <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i>, but we will do that in the next lesson, don't worry. - See you in our next lesson!
INTERACTIONS	The students will work individually at their tables.	

TASK 6		
ACTIVITY	THIS GIRL CAN DO ANYTHING - THIS BOY CAN BE ANYTHING	
PRE-ACTIVITY		
TIMING	45 min	
OBJECTIVES	<ul style="list-style-type: none"> - To be able to understand the vocabulary of the fairy tale <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i> - To match pictures with the words in English. - To produce comprehensible output about the vocabulary. 	
MATERIALS	A computer, a projector, interactive whiteboard.	
STEP-BY STEP	Procedures	Teacher Talk
	To introduce Task 6, we will start with two innovative books called <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i> .	- Good morning, everyone! How are you today? I hope you are all having a good time.

	<p>To do that, we will do a pre-activity in which the cover of the book will be presented to the students with the question “<i>What can you see?</i>” in order to ask them what they can say about the cover. In addition, some vocabulary will be explained in the interactive whiteboard with words and some images. (Appendix 21)</p> <p>We will not give them all the vocabulary in order not to reveal all the story and keep the intrigue for the next activity, the storytelling.</p>	<p>- Are you ready to start with an activity? Yes? Let's do it!</p> <p>- Today we are going to read two books. They are these ones, <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i>. Do you know what it is about? What can you see on the cover? Are there any volunteers who can tell me something about it? You can explain yourself in Spanish.</p> <p>- Okay, I know that you don't know these words in English so, before we know the story of this book, shall we learn some vocabulary related to the book? Yes? Let's do it!</p> <p>- Well, now, we are going to see some flashcards about vocabulary that appear in the story. For example, do you know what a skateboard or toy jumper are? no? Let's find out.</p> <p>- Okay, now, who wants to repeat the words after me? Shall we do it all together? Okay, let's do it all at once. Ready?</p> <p>- Repeat after me: skateboard, jump, cook, kiss, cuddly things, toy jumper, plane, construction games.</p> <p>- Well done guys! Now you know some vocabulary that will appear in the story. You did very well repeating after me. But you know what? It's time to do it by yourself.</p> <p>- Come on Lucas, it's your turn!</p> <p>- Now Bruno, the next word please!</p> <p>- I'm so proud of you guys, you did an amazing job.</p> <p>- That's all for today. See you in the next lesson okay? And please don't forget these important words because in the next lesson we will do a storytelling about this book. They are these ones, <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i> and you will see these words.</p> <p>- Bye bye my little butterflies. See you next lesson!</p>
INTERACTIONS	The teacher will work with the whole class.	
WHILE-ACTIVITY		
TIMING	1 hour	
OBJECTIVES	<p>- To be able to understand the context of the books.</p> <p>- To realise that they are capable of anything.</p>	

	<ul style="list-style-type: none"> - To remember the previous vocabulary related to the books. - To recognise some vocabulary related to the stories and match the pictures with the word. - To produce comprehensible output answering questions. - To be able to listen actively to the storytelling. 	
MATERIALS	The books <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i> .	
STEP BY STEP	Procedures	Teacher talk
	<p>To continue with Task 6, we will do a storytelling of the two books <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i>. Apart from using our voice, gestures, and movements, we will use some puppets of the protagonists of the story. (Appendix 22)</p> <p>We will tell the kids to sit down in a circle and we will sit in front of them. While we will be telling the story, we will ask the students questions to make them aware of the things that we want to work with them during this project.</p> <p>The books that we will read can be seen at these links:</p> <p> This Girl Can Do Anything  St...</p> <p> This Boy Can Be Anything from Usb...</p> <p> This Girl Can Do Anything, This Boy ...</p>	<ul style="list-style-type: none"> - Good morning everyone! How are you today? - Are you ready to start with the lesson? Yes? Let's do it! - Today we are going to do our last storytelling of the project. I know you like storytelling so let's begin! - Do you remember the last activity that we did together? Yes? Please Adriana, tell us what you remember. - Well done Adriana! She just reminded us that we learned vocabulary from the books <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i>. - I can see that you guys remember more or less the vocabulary, well done! So, if you remember it, let's start, shall we? - Okay, are you ready? I need you to focus on the story, on my voice, on the words that I will say, on my gestures and movement, alright? Let's get into it! - The first book that we are going to use is <i>This Girl Can Do Anything</i>. And then we will read <i>This Boy Can Be Anything</i>. - So this girl can do anything.... <p><u>While reading the story</u></p> <ul style="list-style-type: none"> - This girl can do anything.... - Look! This is Ruby, don't you think she is powerful and strong? She is capable of anything, the same as you girl! - Can girls use skateboards and jump on things? Yes we can! - She likes to do a lot of things, can you see her? Would you do the same as her, my little boys and girls? - Look! At the end of the day, she needs love, do you like the good night kiss as well? It is

		<p>something sensitive, but people are sensitive no matter whether they are a boy or a girl, right?</p> <p>- Okay, this was the first story. Let's go into the next one.</p> <p>- This boy can be anything.....</p> <p>- Look! This is Billy, he has a lot of imagination and he knows that he can be anything. Do you know that you also can be anything, right boys and girls?</p> <p>- Can boys love cuddly things? Yes they can love it! As well as you girls.</p> <p>- He likes to do a lot of things, can you see him? Would you do the same as him, my little boys and girls?</p> <p>- Look! At the end of the day he also needs love. We know that all of us need and like a good night kiss. He is more sensitive than Ruby, but we have learned that people are sensitive no matter if they are a boy or a girl, right?</p> <p>- Well my little ones, this was the last storytelling of this project. Did you enjoy it? I hope so. In addition, I hope you learned a lot of valuable things such as being more inclusive, respectful and open-minded.</p> <p>- Do you remember what happened in the story of traditional fairy tales? Did they accept the characters that looked or felt different? They didn't, right? And what example should we follow? The one in traditional fairy tales or the one in these innovative books that teach us to be respectful with others? I hope you follow the example of these books, because we are unique with differences and with our diversity and that makes a better society.</p> <p>- That was all for today. See you in the next and last lesson, okay? We will do another activity related to this book so you have to remember it.</p> <p>- See you later alligators.</p>
INTERACTIONS	The teacher will work with the whole class.	
POST-ACTIVITY		
TIMING	30 minutes	
OBJECTIVES	<ul style="list-style-type: none"> - To interact with their peers to gradually develop speaking and active listening - To be able to remember some vocabulary related to the book. 	

	- To produce comprehensible output about the vocabulary.	
MATERIALS	Survey, stickers of the characters.	
STEP BY STEP	Procedures	Teacher talk
	<p>The last activity of this project and of Task 6 is a class survey about the activities that they like doing the most and that we can see in the stories of the books <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i>. (Appendix 23)</p> <p>To do the survey, they will have to choose between playing in the water, football, flying like a plane, jumping on the sofa, playing with construction games and using a skateboard. Once they have chosen the activity, they will have to stick the prepared stickers of the protagonist of the books on that activity and say “I like.... (and the activity)”. When everyone has chosen their favourite activity, we will see which activity was the most popular.</p>	<p>- Good morning, everyone! How are you today?</p> <p>- Are you ready to start with the last activity related to the books <i>This Girl Can Do Anything</i> and <i>This Boy Can Be Anything</i>? Yes? Let’s do it!</p> <p>- In addition, today is the last day of our project “<i>Travelling with books through critical literacy</i>”. Did you have fun? Yes? Let's keep having fun!</p> <p>- Today we are going to finish Task 6 with a class survey. To do that, you will have to pick up one sticker of the characters of the books, Ruby and Billy. Once you have the sticker, you will have to choose between these six activities that Ruby and Billy like to do.</p> <p>- Okay, which one will be the first? Emma? Let’s go then. Pick up a sticker. What activity do you want to choose? You can choose between playing in the water, football, flying like a plane, jumping on the sofa, playing with construction games or using a skateboard.</p> <p>- When you put the sticker, you have to say “I like...” and the activity that you choose. Is that clear to everyone?</p> <p>- Well done Emma! Next one!,</p> <p>- Well done guys! You all did an amazing job with this class survey. The activity that you like the most is.....</p> <p>- We have finished our last books of the project “<i>Travelling with books through critical literacy</i>”. I am so proud of your work. I hope you enjoy this project as much as I did. You did an amazing, wonderful and excellent job in each one of the activities.</p> <p>- Always remember, no matter what you look like, how you feel, in what you believe, you are valuable and diversity makes us stronger.</p> <p>- Have a good holiday, see you!</p>
INTERACTIONS	The teacher will work with the whole class.	

3.2.1.5. Problems and possibilities of the tasks

ANTICIPATED PROBLEMS	POSSIBLE SOLUTIONS
Some students may do things in less time than their peers.	We can have more materials related to the different books that we are working with. The students who finish earlier can do something and not just wait, for example, looking at a book or drawing something they liked from the activity.
Some students may not be motivated with the activities that the teacher will choose.	We can prepare extra material just in case for those students that get bored easily. We can have alternatives such as adding songs or just giving them time to relax in order to come back with a better behaviour.
The students may have problems doing some activities that are difficult for them.	We will observe the students while they are doing the activities. If they have any difficulty doing them, we will give them some extra help with an easier way to the activity or just providing them with more comprehensible input.
The students may not be ready to start the lesson because they are too tired or the opposite, too excited.	We can have a song for each situation like one song to relax them and another song to cheer them up.
Some students may not want to do the task.	In this situation we have to ask the students why they do not want to participate. Once we know the reason, we can ask them some things they like such as sea animals, their pets, cars, etc. To make them participate next time we will include some of their interests in the next sessions.

ADDITIONAL POSSIBILITIES	
Extra-speaking	If some of the students finish the individual activities earlier than their classmates, they can discuss if they like the book and the activities or not together. If they need to use the L1 to do it, they are allowed to use it, but they will have to use the vocabulary in the L2.
Video clip	If we finish earlier than expected, we will show the students some videos related to the books that we are working with.

Interview plus	We can do some interviews when the task is complete to know if they liked the books and the activities, if it was good for the students, if it was motivating, if they remember the vocabulary, etc.
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3.3. Methodology of the proposal

The methodology that will be followed in the project “*Travelling with books through critical literacy*” will be through process-based communicative language teaching approaches, concretely with content-based instruction and task-based instruction.

As Richards (2006) explained, content-based instruction (CBI) offers a coherent framework that can be used to connect and develop all the skills that language has. This point of view is something that we implement in the tasks that we created to develop early critical literacy skills. In connection with CBI, the ideas of Marsh (2002) and Coyle et al. (2010) about the teaching approach CLIL; are also integrated in the activities of the proposal. We can observe that in the synergy between the language and the content chosen throughout the project. On the other hand, task-based instruction (TBI) is also present in this dissertation. This is a methodology that can be considered as enhancing from a focus on classroom processes and states that language learning should be created from the right kinds of interactional processes in the classroom and the best way to create it is using designed instructional tasks rather than using a conventional syllabus focused on grammar. For that reason, this educational proposal is based on content and tasks, because we want to focus on meaningful and purposeful interactions between classmates who create collaborative meaning, who learn through negotiation of meaning, trying to improve saying things in diverse ways and using communication strategies and interactional skills to acquire the thing that they are learning. In addition, with task-based learning, we implement real world tasks by using real language and situations that will help the young learners in their future.

4. Conclusion

The main goal of this dissertation was to present and develop an educational intervention that promotes the adequate use of picture books to introduce critical literacy in early childhood education classrooms as a vehicle to acquire critical thinking skills, inclusive values and

English as a second language. Accordingly, I set three specific objectives that I wished to accomplish. Regarding those objectives, I may conclude that:

- After all the search carried out and the analysis of the Spanish legal framework, it is undoubtedly that diversity and inclusion are considered inside the Spanish classrooms. Due to the remodelling of the old Spanish Education Act, the new one, i.e., “Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil”, the concepts of diversity and inclusion are taken more into account which is positive and praiseworthy for the early childhood educational community and the education in general.
- Attempting to discover the importance of the introduction of critical literacy in early childhood education and the advantages and benefits it provides to achieve critical development at an early age was hard work. The small number of difficulties that have arisen throughout the investigation about critical literacy have been due to the scant information available on early critical literacy. However, after carrying out intensive information searches, it has been possible to present information related to the main theme of the dissertation.
- Regarding the last objective related to promoting and embracing the use of picture books that teach the young learners values of quality, proper gender roles, social justice and inclusive behaviours using techniques characteristic of critical literacy, I consider that the proposal of the project “*Travelling with books through critical literacy*” is a creative and innovative project that promotes the use of innovative pictures books that teach young learners the proposed things mentioned before. Furthermore, and personally, I can contemplate this project as a useful resource to initiate the young learners into critical literacy at the same time that they are acquiring English as their second language. I think it is a project designed in a simple way so that it can be put into practice without any difficulty. However, it can also be said that it may have room for improvement once we want to put it into practice, because everything can always improve. Nevertheless, I will introduce this type of project that I have created in my own classroom in my future as a teacher, because I just believe in the success of it.

Bringing this dissertation to an end, in my humble opinion, I believe that all of the people who are part of the educational community must follow the same direction in order to achieve an inclusive and diverse education with critical students. In order to achieve this, teachers and educators must continue to investigate and explore the infinite possibilities that exist in the educational world so that students have an infinite number of resources at their disposal that help them to be critical and the education provided to them is diverse, inclusive and of high quality. Thus, this dissertation can help to work on these aspects from a very early age and little by little develop those necessary skills to achieve a higher quality education.

To conclude, I would like to take this opportunity to bring the idea of implementing critical literacy in early childhood education. Despite the fact that it is something difficult to understand for young learners, it is true that if we adapt and create projects and tasks that aid to develop skills that are a little more complicated than normal for the young ones, I consider that with the appropriate resources, with enthusiasm, and perseverance, everything can be achieved.

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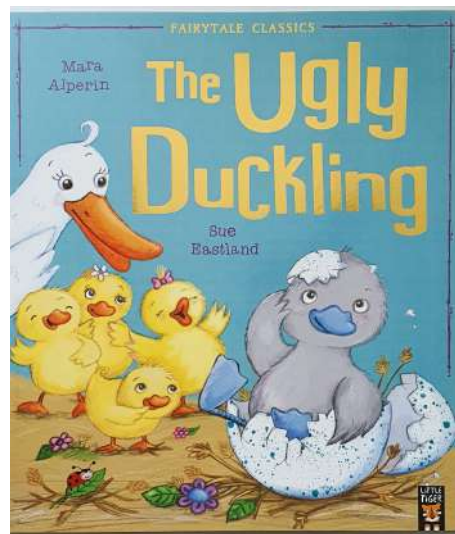
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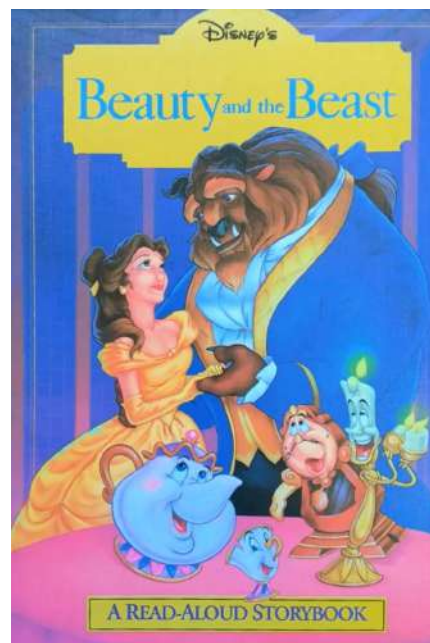
6. Appendices

Appendix 1: The cover of the book *The Ugly Duckling* and a link to YouTube of the book.



[▶ The Ugly Duckling - Give Us A Story!](#)

Appendix 2: The cover of the book *The Beauty and The Beast* and a link to YouTube of the book.



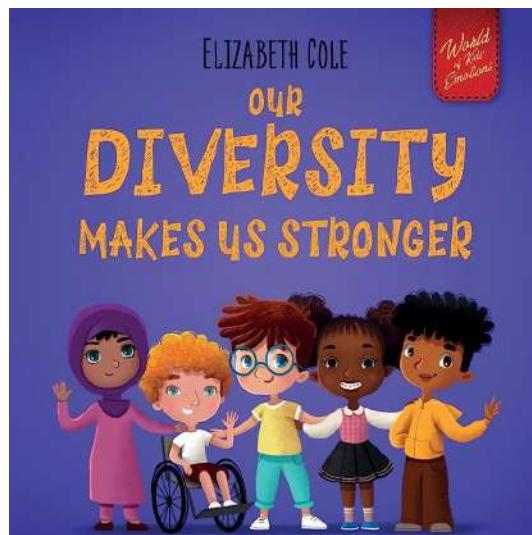
[▶ Beauty and the Beast Read Aloud Storybook](#)

Appendix 3: The cover of the book *Cinderella* and a link to YouTube of the book.



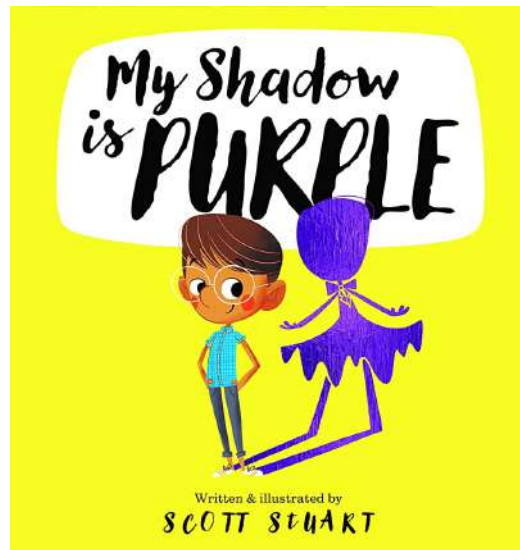
[Cinderella - Give Us A Story!](#)

Appendix 4: The cover of the book *Our Diversity Makes Us Stronger* and a link to YouTube of the book.



[Our Diversity Makes Us Stronger by Elizabeth Cole | Teaching Kids about Diversity an...](#)

Appendix 5: The cover of the book *My Shadow Is Purple* and a link to YouTube of the book.



[▶ My Shadow is Purple READ ALOUD Book with Music by Scott Stuart](#)

Appendix 6: The covers of the books *This Girl Can Do Anything* and *This Boy Can Be Anything*.

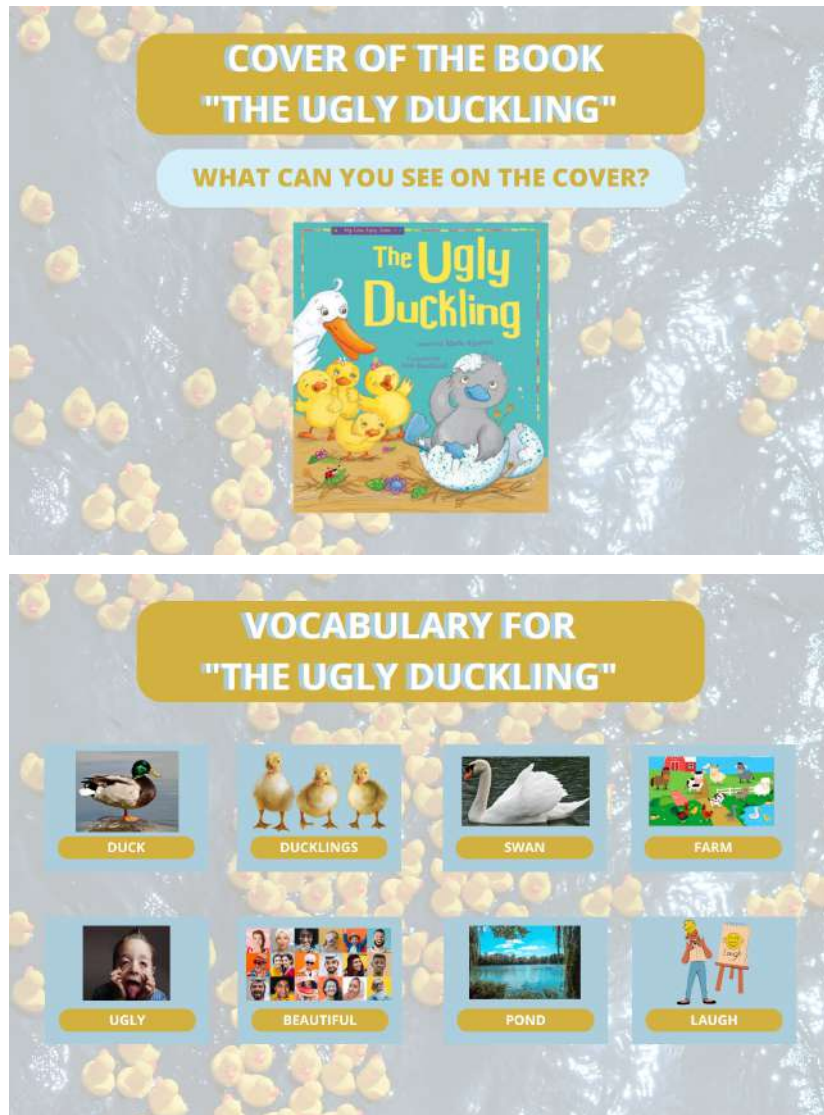


[▶ 📖 This Girl Can Do Anything 📖 Storytime Picture Book Read Aloud for Young Girls](#)

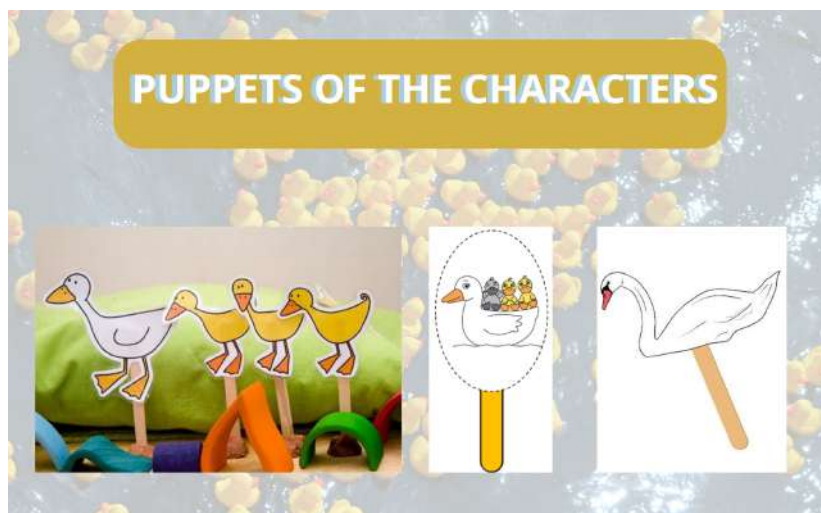
[▶ This Boy Can Be Anything from Usborne Books & More](#)

[▶ This Girl Can Do Anything, This Boy Can Do Anything - Usborne Books & More](#)

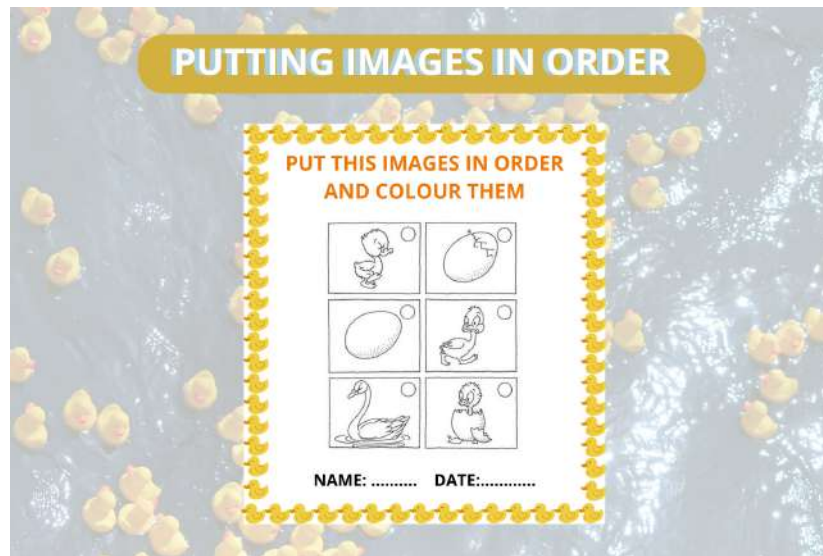
Appendix 7: The materials for the pre-activity of Task 1.



Appendix 8: The materials for the while-activity of Task 1.



Appendix 9: The materials for the post-activity of Task 1.



Appendix 10: The materials for the pre-activity of Task 2.



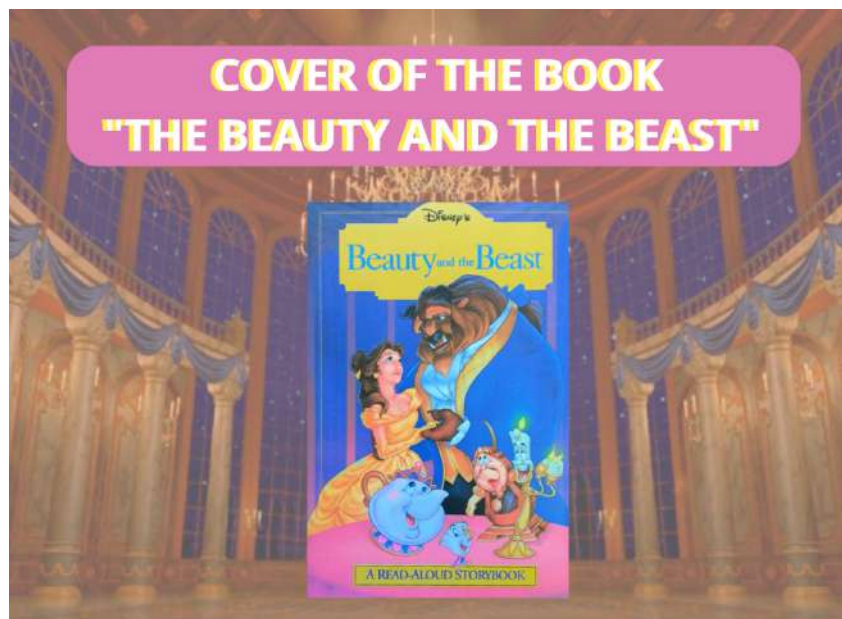
Appendix 11: The materials for the while-activity of Task 2.



Appendix 12: The materials for the post-activity of Task 2.



Appendix 13: The materials for the pre-activity of Task 3.





Appendix 14: The materials for the while-activity of Task 3.



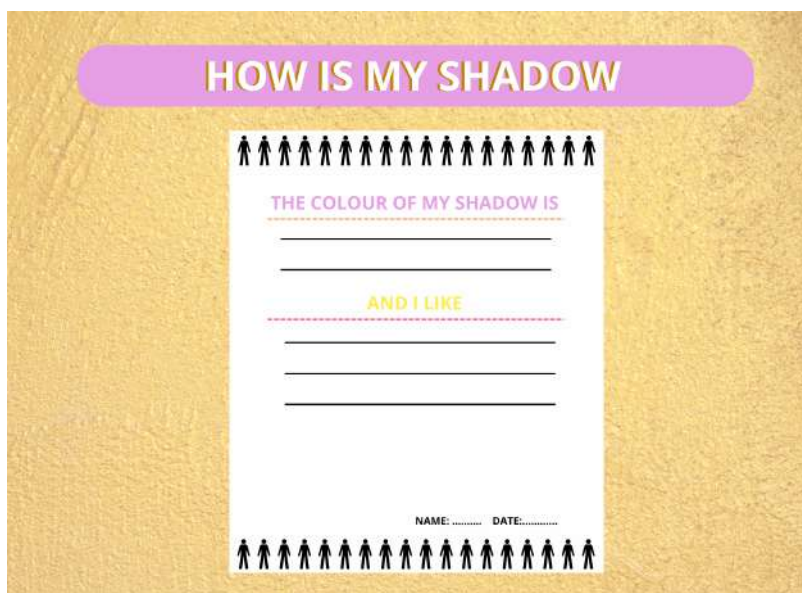
Appendix 15: The materials for the post-activity of Task 3.



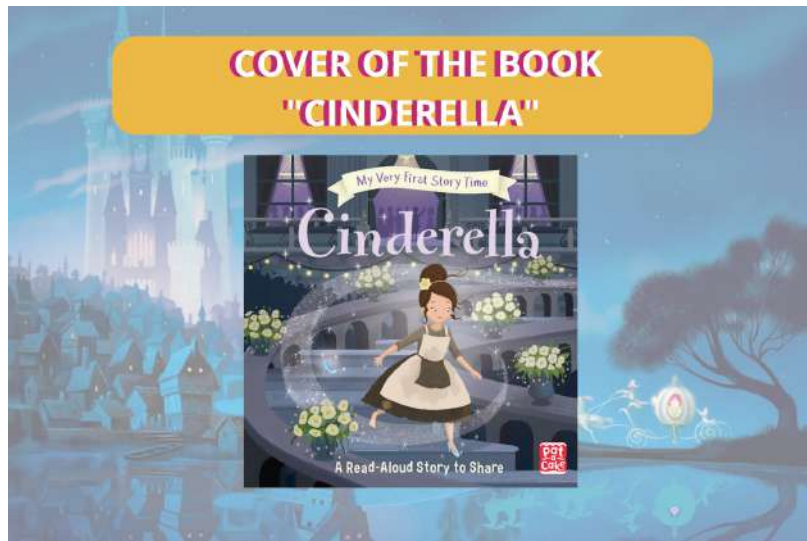
Appendix 16: The materials for the pre-activity of Task 4.



Appendix 17: The materials for the post-activity of Task 4.



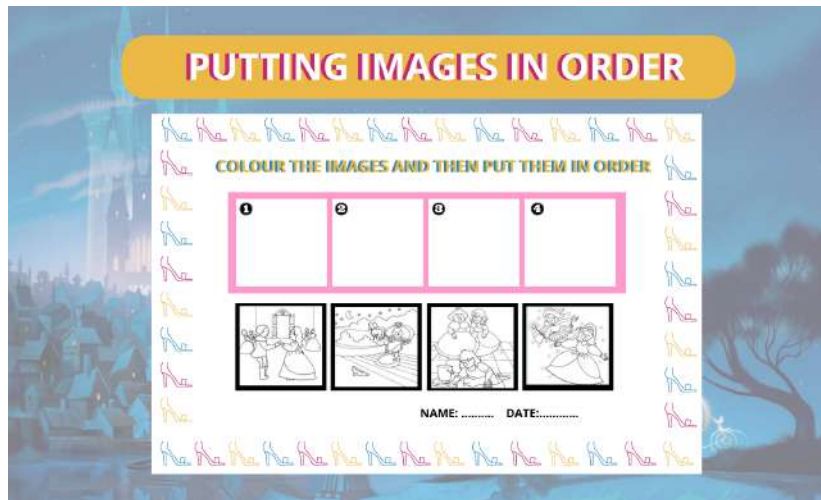
Appendix 18: The materials for the pre-activity of Task 5.



Appendix 19: The materials for the while-activity of Task 5.



Appendix 20: The materials for the post-activity of Task 5.

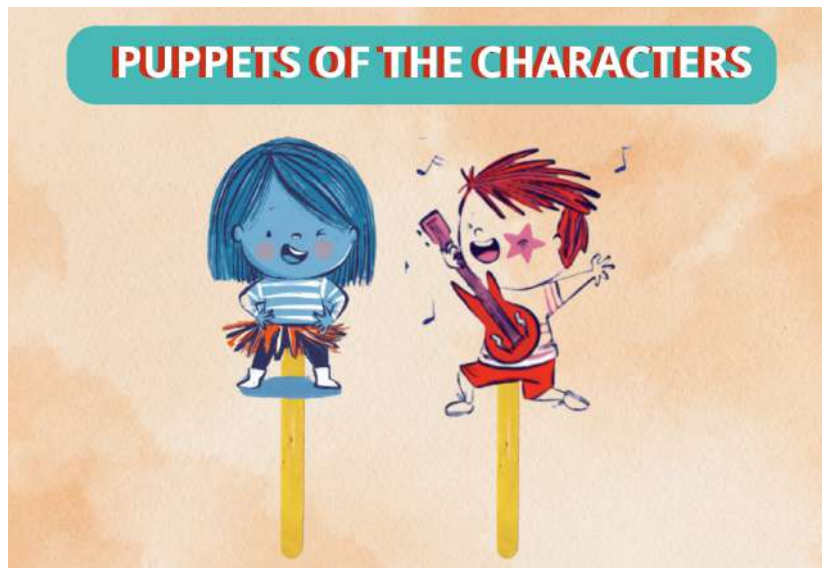


Appendix 21: The materials for the pre-activity of Task 6.





Appendix 22: The materials for the while-activity of Task 6.



Appendix 23: The materials for the post-activity of Task 6.

