Teaching strategies in CLIL approach: A reading activity about "The Colour Monster"

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Abstract

This article deals with the outcomes of a Content and Language Integrated Learning (CLIL) lesson in English about Shared Reading of an adaptation, by the teachers, of the book "The Colour Monster" by Anna Llenas. The session was carried out with second graders from a state school in Gràcia (Barcelona) and coteaching was adopted as a pedagogical methodology. Different strategies of Classroom Interactional Competence (CIC) are analysed to determine which of them are useful and work out in this reading activity as well as the benefits that Shared Reading contributes to students' comprehension.

Keywords: reading comprehension, Content and Language Integrated Learning (CLIL), Classroom Interactional Competence (CIC), interaction strategies, coteaching.

Introduction

The importance of learning English has become popular in recent years as society is faced with an increasingly more multilingual environment and English is used as a common language in many fields. Sometimes the learning of English in schools is not achieved as a result of the lack of students' motivation, the methodology used, and the classroom students' diversity, among others. In order to address these issues, this paper analyses the effectiveness of the CIC strategies through coteaching and the implementation of the *Shared Reading* to promote meaningful and long-term learning.

Bearing this in mind, in this article, two primary teachers aim to share with other teachers which strategies were used to implement a CLIL reading activity to students from second grade. For this reason, this paper is going to:

- Assess the comprehension of the students in the reading activity by using a methodology called *Shared Reading* through coteaching.
- Explore the effectiveness of the teachers in employing their set of CIC strategies to help the students understand the reading.

<div align="center">**Theoretical Framework**</div>

Classroom Interactional Competence

This article takes into account the Classroom Interactional Competence (CIC), which is defined as "teacher's and learner's ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p. 158). According to Walsh (2006), this term can be divided into the following teaching strategies:

- The use of **learner-convergent language**, which consists in catching others' attention and making oneself understood with the use of language support and non-verbal strategies (visual aids, gestures, facial expressions, gaze…).
- The facilitation of **interactional space** makes possible the active participation and learners' contributions thanks to:
  - Wait time.
  - Eliciting good questions.
  - Creating opportunities to ask questions.
  - Promoting freedom.
- The '**shaping**' of learner contributions in a safe environment helps learners to use an appropriate language thanks to modelling, paraphrasing or repairing students' productions with the use of linguistic strategies: synonyms, tone of voice, clarifications...

These strategies are relevant in the learning process in CLIL classes to ensure learners' comprehension, participation and improvement of the language expressions. Mercer (1995) also suggests some other actions that teachers use to make themselves understood (Escobar Urmeneta, 2012; Escobar Urmeneta & Evnitskaya, 2013):

- Repetitions and reformulations.
- Facial expressions and body movements.
- The use of L1 should not be banned in a foreign teaching-learning classroom.
- Visual support like diagrams, pictograms, maps, pictures…
- Paraphrasing by using synonyms and shorter sentences to emphasize the main information.

- The teacher moves across the classroom to show closeness to all students.
- 'We' statements to involve students.

Coteaching

Coteaching is a pedagogical strategy in which two or more teachers collaborate in the same class throughout the teaching-learning process of the learners to offer them higher quality attention (Escobar Urmeneta, 2020). According to Cook and Friend (1995), coteaching consists of "two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space" (p. 2).

Escobar Urmeneta (2020) extends the modalities established by Friend et al. (2010) in two more models of coteaching: complementary teaching and co-supporting learners. The other models of coteaching are one teach, one observe; station teaching; parallel teaching; alternative teaching; team teaching; and one teach, one assist.

In the practical lesson, the teachers carried out the following modalities of coteaching:

- **Team teaching.** In this modality, both teachers lead together the session with the same roles and responsibilities in the classroom.
- **Co-supporting learning.** Students work on their own and both teachers go around the class to help students and guide their learning.

Reading Steps and Strategies

When children are *learning* to read, it is important that they initially develop some reading strategies in the context of familiar or comprehensible input. For this reason, the teacher's role is relevant because, as it is said in Gibbons (2015), a very basic principle of good teaching is to go from students' previous knowledge to the knowledge we want them to learn.

Wallace (1992) suggests dividing the planning of a reading activity into three sections: What the teacher will do before the reading, what the teacher and the children will do together while the reading is going on and, finally, what the teacher will do after the book or text has been read (Gibbons, 2015).

Referring to pre-reading activities, they mainly enable students to develop knowledge in relation to the *overall* meaning of the text, and they prepare them for potential language, cultural, and conceptual difficulties. Furthermore, pre-reading activities activate their prior knowledge and support them in order to make predictions about the text (Gibbons, 2015). In the session, both teachers elicited students' previous knowledge about the main vocabulary and

characters of the story. The proposed activities were dynamic and engaging in order to motivate pupils and immerse them in the story.

When students have some idea of the genre and content of what they will be reading thanks to pre-reading activities, Gibbons (2015) claims that, during the reading, teachers should model good learning strategies and engage readers actively with the text. They should also set up a context for helping learners understand how to read more effectively themselves. During the session, one teacher took the role of reading the story while using some strategies such as body gestures, facial expressions, tone of voice, repetitions, synonyms, asking for predictions and hypotheses ('What do you think comes next?'), doing actions of the verbs and verifying the students' comprehension by asking questions, among others. The story was projected on the interactive whiteboard, in which the words that are referred to colours were highlighted with the corresponding colour. At the same time, the other teacher was showing pictures related to the story. She stuck them with the vocabulary on the blackboard as a language support reminder. During this part, the students were sitting on the floor making a circle. During the reading, students also repeated some parts of the text in order to establish interaction with them.

Gibbons (2015) refers to after-reading activities as a starting point for new learning. These activities give students an opportunity to respond creatively to what they have read. Students are also engaged in the knowledge of the text by transferring activities that represent the information in a different form. Students were expected to match some sentences with the pictures and put them in order. This activity allowed them to verify their predictions and it was done in cooperative groups of four students, therefore all students were able to participate bearing in mind their pace of learning. After this task, they played a board game related to the story. In both activities, teachers moved around the classroom providing help to students, reminding them of the language support they had, giving positive feedback and repairing students' productions.

Shared Reading

Shared Reading occurs in the classroom when reading is done jointly between the teacher and the students. According to Parkes (2000) "*Shared Reading* is a step between reading aloud and children doing their own reading" (as cited in Honchell and Schulz, 2012, p. 59). As it is said in Button and Johnson (1997), carrying out a *Shared Reading* allows children to enjoy literacy and to develop strategies to become competent readers. As reported by Fountas and Pinnell (1996) and cited in Reading Rockets (2009), in *Shared Reading* children learn

critical concepts of how it works, get the feel of learning and begin to perceive themselves as readers.

According to Reading Rockets (2009), *Shared Reading* allows students to enjoy materials that they may not be able to read on their own, as well as ensuring that all students feel successful by providing support to the entire group. While reading, students act as a group and because of that, they help each other. Moreover, novice readers learn about the relationship between oral language and printed language. *Shared Reading* also assists students in focusing their attention and learning where to look at and it supports them as they gain awareness of symbols and print conventions while constructing meaning from the text. It also enables students to make connections between background knowledge and new information and helps them develop concepts about print and phonemic connections, and what is more important, increases comprehension.

Context

The lesson was implemented in a state-funded Primary school located in a middle-class district in central Barcelona. There were 25 learners involved in the lesson (14 boys and 11 girls) whose age was between six and seven. They had been learning English for three years and according to the Common Europe Framework of Reference (CEFR), they are learning to achieve the A1 level. The predominant language of the students was Catalan, but three of them had a different mother tongue, which were German, Arabic or French.

As for the Linguistic Project, the main aim is that students should be able to communicate at both oral and written levels at the end of Primary, as well as understand oral and written productions in real situations. For this reason, English as a foreign language is introduced from I4 through oral inputs such as songs, tales, games and stories. Students start CLIL in Year 1 in Arts and Crafts. In addition to this, the school offers English as an extracurricular activity. During the implementation of this session, coteaching was used for a specific purpose, the main project of Module 2 of the Master's degree in *Teacher development for Foreign Language Education* in Universitat Autònoma de Barcelona.

<p style="text-align:center">Methodology</p>

The Implementation of the Task

The reading activity presented is based on the book "The Colour Monster" by Anna Llenas (2016), a storybook for kids that describes the story of a sweet little monster who needs help from his friend in order to understand his own feelings. In this book, the emotions that the monster experiences are connected to different colours. The text from the book was adapted in order to make it closer to a CLIL activity by adding the concept of colour mixing.

The reading approach used to ensure students' understanding and comprehension of the story was *Shared Reading*.

The reading task cycle consisted of the following activities:

- Pre-reading activities:
  - Why are we dressed up in colourful clothes?
  - What do you think will appear in the story? What won't?
- While-reading activity:
  - Let's read the story of "The Colour Monster"!
- Post-reading activities:
  - The story is all mixed up, like the Colour Monster's feelings! Can you put it in order?
  - Let's play a board game about "The Colour Monster".

Pre-reading Activities

The warm-up activity was focused on activating the students' previous knowledge about feelings and colours. The teachers were dressed up in colourful clothes according to their feelings that day. There were also different colour balloons in the corners of the class, so students were invited to move to different spaces of the classroom according to how they were feeling at the moment. As a result, the context for the reading activity was set, and the students were ready to start guessing what the story was about. After that, teachers introduced some statements (Figure 1) about different topics. Then, the children guessed whether they were part of the story or not. After making predictions about the content of the story, students were prepared to read and find out if their expectations were confirmed.

Figure 1.

Guessing some statements

While-reading Activity

Two teachers carried out the reading part. While one of them read the story out loud to the students, the other supported the reading by showing images from the monster and from the colours and feelings (Figure 2). At the same time, the adapted story text was projected on the interactive whiteboard and students repeated what the teacher was reading. Both teachers used non-verbal language to make themselves understood as well.

Figure 2.

Language support (visual aids)

Post-reading Activities

At the end of the session, two wrap up activities took place. Once the book was read out loud, so as to check students' understanding of the story, they had to put four sentences in order to make a summary about what they have read. Furthermore, they had to match the images with the written text (Figure 3).
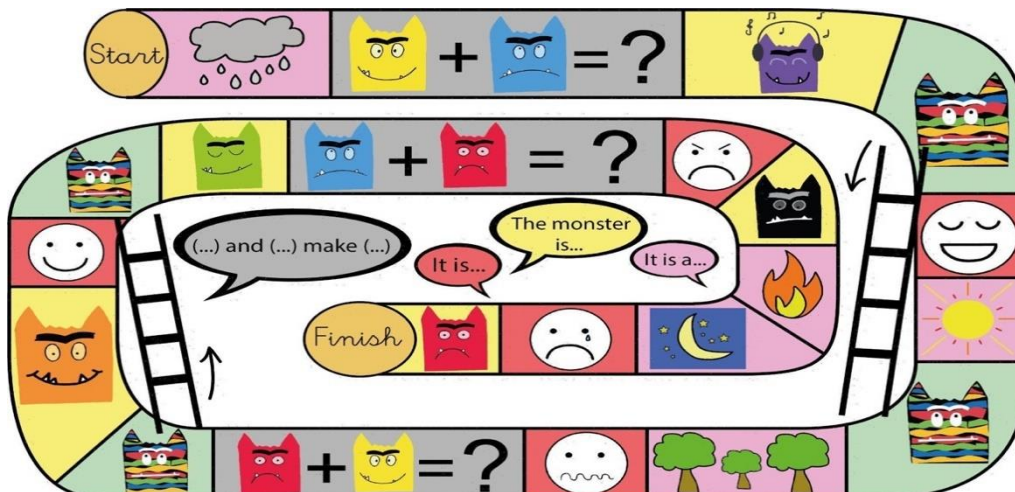
Figure 3.

After reading activity

Finally, the last activity consisted in playing a board game (Figure 4) about the colour monster in groups of four. Students had to discuss what was in each square of the board game (feelings, colours, words of the story, colours mixture…). For instance, pupils were expected to generate sentences such as "The monster is sad", "The monster is purple" and "Yellow and blue make green", among others.

Figure 4.

Board game

While doing this activity, students were encouraged to use the language support and frames, such as relevant vocabulary related to the story, written on the game board and on the blackboard (Figure 2) so as to obtain help in building intelligible utterances. The game board has different background colours. Each of them is connected to the same colour speech bubble. Thanks to this support, every student knew how to produce the appropriate sentences in each square.

Description of Data Collection, Data Manipulation and Data Analysis

The methodology used to carry out the analysis presented in this article is called sociocultural discourse analysis which, according to Mercer (2005), is based on a sociocultural perspective on the nature and functions of language, thinking and social interaction. From this perspective, language is used as a cultural and psychological tool for getting things done. Referring to Mercer's (2010) ideas, language is also used to combine intellectual resources with the aim of performing a common task, in which information is shared, social interaction takes place, and is also a collection of ideas among partners.

According to Mercer (2005), discourse analysis is a methodology that involves the analysis of spoken and written language. In this paper, this methodology has been chosen to analyse spoken language, concretely, episodes of talk in a social context among teachers-students and students-students during a CLIL reading activity to check pupils' understanding.

The sociocultural discourse analysis described in this article has been focused on interaction in L2 (English) among teachers-students and among students of 2nd grade, concretely, in group activities during a CLIL reading class. The data collection techniques are qualitative and direct because data analysed in this paper has been obtained from classroom observation and has also been extracted from the transcripts of the video-recorded session. The data that has been taken into account is the students' spoken English regarding their reading skills and strategies during the session, the use of the teachers' CIC strategies and the benefits obtained from the coteaching and shared reading.

Results

The following excerpts from a video recording were selected in order to analyse the outcomes of the lesson. The transcript conventions can be found in Appendix 1.

Excerpt 1 Analysis: Pre-reading Activity

Teacher 1 (T1) starts the session with an activity about making predictions, in order to pre-teach the vocabulary. She emphasizes some words related to the content of the storybook, like "family of monsters" or "monster" by changing the intonation, rhythm and pitch of the voice while saying it (line 1). Moreover, T1 also shows facial expressions and emphasizes language that the students should use by giving them the correct structure as language support for speaking purposes (lines 18, 19 and 20). T1 also asks for attention by saying some key vocabulary words louder.

While doing this activity, teacher 2 (T2) shows pictures of the predictions they are making to ensure comprehension (lines 6 and 14). At the same time, non-verbal language (gestures in this case) is used to make input comprehensible and to support the students' contributions (line 15).

Excerpt 1: Before Reading.

1. **T1:** Do you <u>think</u> that in the story there is a <u>family of monsters</u>? (2')
2. **S1:** No...
3. **S2:** No
4. **SS:** NO
5. **T1:** No, there isn't. Hands up if you think that in the story there is a <u>family of monsters</u>! ((*Raising her hand*)) (3')
6. **T2:** ((*Shows a picture of a family of monsters*)).
7. **T1:** No one? Ok, and… ((*smiles*))
8. **T2:** ((*Sticks a picture of a family of monsters in a cross column*)).
9. **T1:** Do you <u>think</u> that in the story there is a <u>monster</u>?
10. **SS:** Yes, no, no, yes...
11. **T1:** Who thinks that in the story there is a <u>monster</u>? (4')
12. **SS:** Yes
13. **T1:** Raise your HAND if you think that in the story there is a <u>monster</u> ((*raising her hand*))
14. **T2:** ((*Shows a monster's picture*))
15. **SS:** ((*Raise their hands*))
16. **T2:** ((*Sticks the picture in a tick column*))
17. **T1:** Ok, waw ((*surprising face*)) ... Can you REPEAT with me? I <u>think that</u>
18. **SS:** I <u>think that</u>
19. **T1:** <u>there is</u>
20. **SS:** <u>there is</u>
21. **T1:** a <u>MONSTER</u>

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22.   SS: a MONSTER
23.   T1: Okay, can you repeat it again? (2')
24.   T1: I think that there is a monster
25.   SS: I think that there is a monster
26.   T1: and I think, that there isn't ((movement of a finger representing
           "no"))
27.   SS: and I think, that there isn't
28.   T1: a family of monsters.
29.   SS: a family of monsters.
```

Excerpt 2 Analysis: While-reading

T1 starts the *Shared Reading* of "The Colour Monster" and she generates motivation (line 30). After realising that the answer has a low tone, she interacts with students (line 32) waiting for a more enthusiastic answer (line 33). T1 asks for meaning during the reading to ensure comprehension (line 36) by pointing at the word "feelings". She waits four seconds, but no one can answer the question. Therefore, T1 repeats the sentence using the synonym "emotions" and emphasising it (line 38). A student (S) translates the word in Catalan by saying "*Ah, emocions*" (line 39) and showing that he has understood and at the same time facilitating the comprehension to other classmates. During the excerpt, T1 uses synonyms of the difficult words (lines 40, 64), she establishes a clear relation between vocabulary and language support (lines 40, 43, 45, 46, 64) and she makes use of non-verbal language to ensure comprehension (lines 45, 52, 55, 57, 69). While T1 reads the story, the role of T2 is very important because she provides language support that facilitates comprehension (lines 41 and 44). T1 promotes the students' participation (line 46, 52) by making them repeat and act out some sentences from the story (lines 47, 49, 53). It is seen that students understand T1 and T2 because they answer properly when the teachers use strategies to promote the CIC. From the script, it can also be seen that T1 and T2 provide positive feedback to learners (lines 50, 51 and 73).

T1 asks students to predict what would happen in the story, but firstly no one answers (line 58). T2 helps T1 to make themselves understood (lines 59 and 60) and finally students answer the question demonstrating their understanding (lines 61 and 62). After that, T1 asks students to predict again (lines 66 and 73) and they answer quickly (lines 67, 74, 75, 76 and 78).

As it is seen, some other evidence that shows that students are understanding the reading is the attention they show by being silent, the active participation and the interaction when the teacher asks questions.

Excerpt 2: While Reading.

30. **T1:** The COLOUR MONSTER! That's the book that we are going to <u>read</u>
    today. Are you READY?
31. **SS:** Yes
32. **T1:** What? ((*Putting the hand on her ear*))
33. **SS:** YES
34. **T1:** Let's start and check if our answers are correct! So...
35.   (...)
36. **T1:** ((*reading the story*)) That's because your feelings are... Do you
    understand this word? ((*Points feelings and repeats the word of
    feelings*)) (4')
37.   [No one answers]
38. **T1:** ((*reads again the story*)) That's because your emo::tions,
    <u>EMOTIONS</u>... That's because your feelings, EMOTIONS... are all mixed
    [in the power point slide from the book says "stirred together"].
39. **S:** Ah, <u>emocions</u>!
40. **T1:** I know! You can separate your <u>emotions</u> [in the slide says feelings]
    and put each one in its own jar ((*pointing at a jar from the
    language support*))
41. **T2:** ((*showing the jar and pasting on the blackboard*))
42.   (...)
43. **T1:** This is <u>HA::PPINESS</u> ((*pointing at the language support*))
44. **T2:** ((*showing the yellow colour monster*)).
45. **T1:** It shines ((*body language*)) yellow ((*showing the own jumper that
    is yellow*)), like the sun ((*pointing at the language support*))
46. **T1:** Can you repeat with me? It shines ((*body language*)) yellow ((*showing
    the own jumper that is yellow*))
47. **SS:** It shines ((*body language*)) yellow ((*showing the own jumper that
    is yellow*))
48. **T1:** like the sun ((*pointing at the language support*))
49. **SS:** like the sun ((*pointing at the language support*))
50. **T1:** <u>Excellent</u>! Let's do it again
51. **T2:** Good job, <u>brilliant</u>!
52. **T1:** It shines ((*body language*)) yellow ((*showing the own jumper that
    is yellow*)), like the sun ((*pointing at the language support*))
53. **SS:** It shines ((*body language*)) yellow ((*showing the own jumper that
    is yellow*)), like the sun ((*pointing at the language support*))
54.   (...)

55.	**T1:**	this is sadness ((*represents a sad face*)). It is gentle like a blue rainy ((*represents with the hands the rain*)) day. Sadness can make you cry ((*represents a crying face*)). It can make you feel alone ((*turning away movement*))
56.	**T1:**	But if you are sad, I'll hold your hand.
57.	**T1 and T2:**	((*hold their hands*)) (8')
58.	**T1:**	What do you think it is going to HAPPEN <u>now</u>? (4') We have... ((*pointing at the blackboard*))
59.	**T2:**	Two colour monsters: <u>YELLOW</u> and <u>BLUE</u>
60.	**T1:**	What's next?
61.	**S3:**	red
62.	**SS:**	RED
63.	**T1:**	red? Let's see::
64.	**T1:**	ooh... This is anger. It is <u>red</u> like <u>fire</u>, it is <u>red</u> like <u>fire</u> ((*pointing at the language support*)). [The slide says this is anger. It blazes red like fire].
65.		(..)
66.	**T1:**	What do you think is the next colour? What will be happen?
67.	**SS:**	Gree::n
68.	**T1:**	Let's check it.
69.	**T1:**	((*represents and reads the sentence with body language*)) This is fear. It is black like the night and hides in shadows like a scared cat. Do you know what a <u>shadow</u> is? Shadow? (4') No?
70.	**T1:**	I cannot show a shadow, bu::t when it's the sun there's a <u>shadow</u>, a DARK thing...
71.	**S4:**	una ombra!
72.	**T2:**	YES, that's a <u>shadow</u>.
73.	**T1:**	Well done and... What's next?
74.	**S5:**	Pink
75.	**SS:**	Pink
76.	**S6:**	Green
77.	**T:**	LOUDER please?
78.	**SS:**	Green, pink!

Excerpt 3 Analysis: After-reading.

After *Shared Reading*, T2 asks students to put the story of "The Colour Monster" in order. T2 repeats the instructions several times and checks understanding by using the non-verbal language technique called "thumbs up/down" (line 79). While giving the instructions, T2 shows students an example of how to match the sentences with the pictures and also how

to put them in order (line 79). In order to check the answers, T2 asks students to show them to the rest of the class, as a way of visually checking the correct sequence of events in the story (lines 100 and 102). Once this is finished, T2 reminds students that all the answers to the activities are stuck on the blackboard so as to help them remember and understand everything (line 109).

Excerpt 3: After Reading.

79. **T2:** What are we going to do <u>now</u>? Each of YOU, each <u>table</u> ((*pointing at the tables*)) has FOUR sentences here and four PICTURES ((*showing them*)). <u>Four</u> sentences and <u>four</u> pictures. This is about the <u>story</u> of the <u>colour monster</u>. You have to match each sentence with a picture ((*providing an example*)) and put them in <u>order</u> of the story. So, we have <u>sentences and pictures</u> and we have to match them and put them in order. Yes? Is it clear? ((*thumbs up*))

80. **SS:** YES

81. **T2:** Do you understand?

82. **SS:** Yees.

83. **T2:** If you don't understand some word you have information on the blackboard ((*pointing at the language support*)) and if not we will help you. You can <u>start</u> in groups!

84. [students start the activity in groups of 5]

Group 3:

85. **T2:** Did you put it in <u>order</u>? Or just the pictures and the sentences?

86. **S3:** ((*changes the order*))

87. **T2:** okey, well done. <u>Read</u> it again and check the order.

88. **S7:** ok

89. (...)

Group 2:

90. **T1:** Could you read please the first sentence?

91. **S1:** A girl helps the monster to organise the feelings.

92. **T1:** mmh a girl... what about the picture?

93. **S2:** changes the picture and the order.

94. **S1:** Yes

95. **T1:** excellent! Read it again and check. Great great!

96. (...)

97. **T2:** Students, one, two, three…

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98.    T1: Silence
99.    SS: PLEASE
100.   T2: Now let's correct the story... Show me your first sentence, the
            first one, please! ((shows 1 finger)). Like this ((shows a
            sentence))
101.   T1: Can you show us?
102.      [Some students start showing the sentence]
103.   T2: Ok, first one..
104.      [All groups show the answer]
105.   T2: Can anyone read the sentence? Does anyone want to read?
106.   S5: The colour monster feels confused.
107.   T2: Well done, excellent! The colour monster feels confused. Check if
            you have it right (3')
108.   T2: Ok, the second one... Can you show it? ((shows a sentence)) (5')
109.   T1: ((sticks the answers))
```

Excerpt 4 Analysis: Board Game

Some excerpts have been taken to analyse the moment when children were playing the board game. As for group 3, T2 (line 110) provides the structure of the language when she realises that the group is playing without taking into account the instructions explained before. Students (line 111) repeat the structure, but they continue playing without producing language (line 113). At this point, T2 waits. But seeing that the students are not using the language involved in the game, she decides to explain it again and reminds students where they can find the language support. Finally, they start using the language (line 117).

As for group 6, most of the students' interactions are in English (lines 118, 121, 123 and 124), even if there is a lack of full sentences (lines 118 and 121) and mistakes (line 124). We can realise that students are motivated because they show enthusiasm while playing (line 120). This evidence is also shown in the tone of voice used, the respect of the turns, the collaboration among them and the use of English (lines 118, 121, 123 and 124).

With regard to group 1, they are playing according to the rules (lines 125 and 128) and, although there is a student who does not do as it is expected, a classmate reminds her how to play properly.

Excerpt 4: After Reading (Board game).

Group 3:

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110.   T2: It is raining ((pointing at the language support))
111.   SS: It is raining.
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112.  T2: well done!
113.  SS: ((continue playing without providing language))
114.      [T2 waits and then explains again the game]
115.  T2: In each square you have to say what it is shown. For example, this
          one ((pointing at the square and showing where the language support
          is)) would be it is happy. Is it clear?
116.  SS: yes!
117.  S9: ((Rolls the dice and starts counting)) Un, dos i tres. It is a (2')
          SUN!
```

Group 6:
```
118.  S:   ((rolls the dice)) One, two, three, four and five... SUN!
119.  S7:  ((rolls the dice and puts the in the square))
120.  S10: què és, què és?
121.  S11: Happy!
122.  S6:  ((rolls the dice))
123.  SS:  One, two and three.
124.  S6:  Is the monster... happy!
```

Group 1:
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125.  S:  un, dos, tres... Calm!
126.  S:  Ho has de dir, mai ho dius!
127.  S1: jo també ho faré ((rolls the dice)).
128.  S1: it is.. Happy, happy, happy!
```

Discussion

The analysis carried out in the previous section illustrates that students understood teachers' instructions and the story thanks to the development of the CIC strategies and coteaching. The modalities of coteaching that were used by the teachers were team teaching and co-supporting learning. During the *Shared Reading*, both teachers lead together the session with the same responsibilities (team teaching) and when students were doing the activities in the after reading step, teachers helped students to complete the tasks (co-supporting learning). Furthermore, implementing shared reading helped students understand the story because they could answer the teachers' questions. Another evidence that shows that pupils enjoyed the story, and the activities is the involvement they have in participating when they are asked questions, their body position and facial expressions, the tone of voice when speaking and the

effort of using English, among others. In addition to this, as claimed by Fountas and Pinnell (1996) learners took a participant role that they probably could not have taken in case of reading the story alone (Reading Rockets, 2009).

As it has been shown, the before, during and after reading steps were taken into account (Gibbons, 2015). Furthermore, as Gibbons (2015) claims, pre-reading activities made possible the activation of learners' prior knowledge and to make predictions about the book. The while-reading step allowed students to acquire reading strategies and to be active thanks to interaction and the after-reading activities have shown hints that allowed the teachers to check pupils' comprehension.

As for the CIC (Walsh, 2006; see also Escobar Urmeneta & Evnitskaya, 2013), from the conversations that the excerpts above illustrate, it can be seen that teachers used a proper learner-convergent language because students understood them and, most of the time, interactions were in English. The comprehension was supported by the visual aids (lines 6 and 14) as well as gaze and body gestures. In addition to this, the explanations were short, and teachers used pauses to help students' understanding. Teachers also exaggerated the intonation of words (lines 1, 21, 28 and 38) and used facial expressions and body movements (lines 7, 17, 26 and 32) as well as repetitions and paraphrasing (lines 17-22 and 46).

Regarding the interactional space, teachers achieved an atmosphere of confidence by praising the contributions (lines 50, 57, 73, 95 and 107). Teachers made possible the participation and understanding by allowing waiting time for students to come up with an answer (lines 36 and 57). Moreover, teachers ensured anticipation (lines 5 and 13) by making predictions (lines 60 and 66) and making gestures to make themselves understood (lines 53, 79 and 100). In addition to this, teachers used "we" statements to involve everyone (lines 30, 34 and 60). The hands-raising strategy was also used to make predictions (lines 5 and 13).

Concerning the form of learner's contributions, teachers accepted contributions using non-verbal language (lines 7, 17, 26, 45 and 57), they accepted translations from learners in L1 to understand the L2 (lines 39, 40 and 71) and scaffolded students' contributions (lines 5 and 72). Teachers also promoted the use of English in the classroom (line 115).

In summary, both teachers put into practice several strategies during the lesson to make themselves understood which are summarised in the following figure:

Figure 5.

Strategies that worked in "The Colour Monster" Shared Reading

Strategies to make oneself understood
● Use of gestures.
● Adapt the gaze to different types of information.
● Changes in intonation.
● Speed regulation when talking.
● Fluency.
● Repetition of instructions.
● Language support reminder.
● Provide help.
● Guide students through the different activities.
● Use synonyms with difficult vocabulary.
● Provide definitions to concrete vocabulary.
● Use of reformulation strategies.
● Make pauses to ensure students' understanding.
● Provide examples to emphasise concepts.

Conclusions

After carefully analysing the outcomes of this activity, it can be said that the following goals have been achieved:

1) To assess the comprehension of the students in the reading activity by using a *Shared Reading* methodology through coteaching.
2) To explore the effectiveness of the co-teachers in employing their set of CIC strategies to help the students understand the reading.

In relation to the first goal, having two teachers in class helped students with the story comprehension; this was thanks to coteaching that contributed to the accomplishment of this goal. Implementing the *Shared Reading* methodology led to an increase in comprehension, as the teacher modelled the reading. This fact made possible that, on the one hand, the students

had a model of reading, and, on the other hand, an interaction was established that promoted motivation towards the story and active participation of the pupils. In addition to this, some benefits *of Shared Reading* are the improvement of vocabulary and the development of phonological awareness skills in English.

Coteaching allowed teachers to shape students' contributions and to use language support in a proper way to help them understand the story. While one teacher was reading the story by using different techniques such as the CIC strategies, the other was showing visual aids as language support to help students with the vocabulary and some English expressions. Although this support worked as a reminder of all the words that were being learned, it has been found that regarding speech, students were only producing single words (lines 121 and 125). In order to make them produce more elaborated answers, teachers should have put more emphasis on linguistic structures or give them the language support on a paper. Thereby, students would have had the information in a more organised, clear, and accessible way whenever they wanted.

As for the second goal, teachers used a wide variety of strategies to make themselves understood. The ones that they used the most were the visual supports, which were there for the students during the whole session. Referring to speech, exaggerating intonation, repetitions, saying words louder or emphasising some of them were strategies that were being used constantly to highlight the important vocabulary and to make students know which words were more important. What is more, teachers also provided students with some linguistic structures to help them speak and express themselves. Furthermore, some non-verbal language strategies were used during the session with ensuring comprehension as the main objective. All these strategies were very effective, as evidenced by the scripts. Thanks to them, students could understand, mainly, the instructions for each activity and they made an effort to discuss in English being on-task with active participation.

To sum up, this paper shows the benefits of coteaching, *Shared Reading* and CIC strategies in a Foreign Language classroom. These three elements contribute to attend to diversity and motivate students throughout a reading activity by helping them understand it. This article examines one session in a school where coteaching is not used regularly. Furthermore, the sample of participants in the study is small. Nevertheless, would the CIC strategies be enough to ensure students' comprehension during a CLIL reading activity? The answer to this question relies on future studies.

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Appendix

Appendix A

Transcription conventions

T1 Teacher 1

T2 Teacher 2

Sx Student X

SS Students (class)

WORD louder

Word emphasis

Wo::rd elongated vowel

(3') pause in seconds

[word] comment from transcriber

((*word*)) non-verbal language

(...) omitted transcript because of lack of relevance