



Facultad de Educación de Palencia

UNIVERSIDAD DE VALLADOLID

PROPUESTA DE TÍTULO:

**THE IMPLEMENTATION OF ROUTINES IN EARLY YEARS FOR THE
ACQUISITION OF ENGLISH AS A SECOND LANGUAGE**

**LA APLICACIÓN DE RUTINAS EN EDADES TEMPRANAS PARA LA
ADQUISICIÓN DEL INGLÉS COMO SEGUNDA LENGUA**

TRABAJO DE FIN DE GRADO

GRADO EN EDUCACIÓN PRIMARIA:

MENCIÓN EN LENGUA EXTRANJERA (INGLÉS)

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RESUMEN

Las rutinas son parte del día a día de las personas; desde que nacemos, adquirimos rutinas que nos ayudan a tener una organización y seguridad en lo que hacemos. Como en la vida real, estas ventajas que las rutinas ofrecen al ser utilizadas, pueden aplicarse para la enseñanza de un segundo idioma.

Las rutinas en las clases de inglés tienen el propósito de resolver determinadas necesidades comunicativas de una manera cómoda y sin presiones para los estudiantes. Para satisfacer las diferentes necesidades de comunicación que surgen en la clase a través del idioma inglés, se presenta una propuesta que consiste en un banco de rutinas.

El diseño del banco de rutinas se ha inspirado en una serie de teorías con el fin de crear un recurso que ayude a establecer rutinas de inglés en el aula que ayuden a la adquisición cómoda y placentera del idioma inglés sin amenazas.

Palabras clave: Inglés, rutinas, Segunda lengua, adquisición, comunicación.

ABSTRACT

Routines are part of everyday life as people; since we are born, routines are acquired that help to have an organization and security in what is done. As in real life, these advantages that the routines offer when used for the teaching of a second language.

Routines in English lessons are intended at times to solve determinate communicative needs in a comfortable and free way for students. In order to satisfy the different communication needs that arise in the class using the English language, the proposal presented consists in a bank of routines.

The design of the routines bank has been inspired by a series of theories in order to create a resource that will help to establish routines in English the classroom that help the comfortable and enjoyable acquisition of the English language without threats.

Key words: English, routines, Second language, acquisition, communication.

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1. INTRODUCTION

During the process of acquiring the mother tongue, children do not receive explicit information about grammatical aspects, since it is an unconscious learning that children acquire successfully without effort. The mother tongue is acquired being immersed in it, interacting. Children come into contact with the language they are learning and put their brain to work to get and apply the necessary information to help them put into practice the rules of that is a distinguishing approach. This has to be the form of work that has to be followed in the teaching of a second language, although obviously the difficulties are greater, the best form of work is already known.

The teaching of a second language, in this case English, is to apply the appropriate linguistic stimulus to each moment in the school so that the pupils can understand the programmed activities and that English becomes a familiar language that emerges in the most everyday situations of the school in a natural way and taking into account that, as Moon (2000) says, the teacher is probably the only English reference that the students have:

The different contexts in which children can learn English affect the quality and quantity of language input which children get. In a foreign language situation, children will depend almost entirely on the school environment for input, so you as their teacher, may be the only source of language, which makes your role in children's language learning very important. (p. 14)

It is fundamental that the students use their own skills and intuition to solve the linguistic problems that are presented to them, thus finding themselves the reason for their mistakes and understanding them. As teachers, students must be given value and let them know that they are able of solving their own doubts, showing that they have the knowledge and that they only need to use them correctly.

As important as the above, is having the ability to generate a good attitude towards the acquisition of English, valuing, as teachers, motivation, interest, participation over the capabilities or knowledge that students have. As well as projecting to the students an image of English in which they are shown that the acquisition of that second language will endow them with the ability to communicate with other people or as Daniel Cassany (1994) states:

But not all school situations where this occurs are situations of linguistic immersion, since one of the central characteristics of these programs is in which the new language is not taught / acquired as a goal in itself, but as an instrument to do other interesting things and motivating. (p. 30)

In order to meet all the premises exposed above and provide the students with motivation, security and autonomy to learn a second language; this work focuses on the implementation of Routines in the classroom for the acquisition of the English language.

2. OBJECTIVES

This proposal is focused on the routines in the classroom for the early year's acquisition of a second language; it is intended to achieve the following objectives:

- To discover the need for the use of routines in class in early years and facilitate the implementation of them to the teacher.
- To analyze the impact on students of the use of routines in class and its benefit in the acquisition of the second language.
- To identify the different types of routines that can be applied depending on the each needs of a specific moment.
- To reflect and evaluate the progress made in their communicative competence and in the progressive development of their autonomy thanks to the routines.
- To have a bank of routines accessible, classified according to the needs and the abilities that arises in the teaching of a second language in Primary Education.

3. JUSTIFICATION

The topic chosen to develop this work has been the using of routines in the context classroom for the acquisition of a second language, English. Routines are a great resource for teaching and acquiring a second language; facilitate the task to the teacher and provide the student with useful tools to develop their communication skills in English. Through the routines students acquire habits, vocabulary, cultural and behavioral aspects in a relaxed and free of threats, which help students to acquire the language in a meaningful way.

3.1 RELATION WITH THE PRIMARY EDUCATION DEGREE

Competences

The Real Decreto 861/2010 of July 2, which modifies the Real Decreto 1393/2007, of October 29, which establishes the organization of university studies, mentions a the basic competences that the student must acquire during the study of the degree in Primary Education. The theme chosen for the proposal aims to demonstrate the development of several general and specific competences that are exposed below.

3.1.1 General competences

Students should:

- Know how to apply their knowledge to their work and vocation in a professional way and possess the demonstrated competences through the elaboration and defense of arguments and the resolution of problems in their area of study.
- Have the ability to gather and interpret essential data to make judgments on issues of a social, scientific or ethical nature.
- Be able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.
- Developed learning skills to undertake subsequent studies with autonomy.
- Develop an ethical commitment in its configuration as professionals, a commitment that should promote the idea of integral education, with critical and responsible attitudes; guaranteeing the effective equality of women and men, equal opportunities, universal accessibility for people with disabilities and the values of a culture of peace and democratic values.

3.1.2 Specific competences

a) Basic training module

Learning and development of personality

- Know and understand the characteristics of primary school students, their learning processes and the development of their personality, in familiar social and school contexts.
- Know, value and reflect on the problems and demands posed by the heterogeneity in the classrooms, as well as know how to plan practices, measures, programs and actions that facilitate attention to the diversity of students

Society, family and school

- Select and use information and communication technologies in the classrooms that contribute to student learning, achieving communication skills through the Internet and collaborative work through virtual spaces.
- Know and understand the role of education in today's society, taking into account the evolution of the educational system, the evolution of the family, critically analyzing the most important issues of society, seeking mechanisms of collaboration between school and family.
- Promote personal training by facilitating self-knowledge, promoting coexistence in the classroom, the promotion of democratic values and the development of attitudes of respect, tolerance and solidarity, rejecting all forms of discrimination.

b) Disciplinary didactic module

Teaching and learning languages

- Use language as a tool at the service of communication and understanding of reality while developing the skills and abilities necessary for the interpretation and creation of literary texts.

c) Module of Practicum and End of Degree Work

- Know, participate and reflect on the practical life of the classroom, learning to collaborate with the different sectors of the educational community, relating theory and practice.

d) Optional model: English language

- Communicative competence in Foreign Language according to the European Reference Framework for Language, advanced level C1.

- Plan what is going to be taught and evaluated in relation to the corresponding foreign language, as well as select, conceive and elaborate teaching strategies, types of activities and didactic resources.

4. THEORETICAL FOUNDATION

The intervention proposal aims to carry out the teaching / acquisition of the language from a communicative approach, so that the students are able to solve problems with the support of the teacher and taking into account the needs and abilities of the students. The development and subsequent implementation of this proposal is based on the theories below summarized.

4.1 THE NATURAL APPROACH

The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrel. This theory defends a naturalistic language acquisition based on the communication skills; the ability to communicate with native speakers without worrying about grammatical accuracy. The natural approach establishes that the comprehension precedes the production and that this emerges with the acquisition process progresses that must take place in an environment as stress-free as possible (Krashen and Terrel, 1981).

It is fundamental to approach the second student as something natural, a way of communicating. "Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning" (Krashen and Terrel, 1995). The classes must represent the communicative reality that awaits the students in the real life and this must be worked on following the natural development of the language in the students not forcing them, but grateful to participate in their measure.

4.2 ZONE OF PROXIMAL DEVELOPMENT

The term "Zone of proximal development" was originally developed by Vygotsky. This theory focuses on the difference between the child's capacity to solve a problem by his/her own, without help and the resolution of that same problem with assistance; the difference of action between these two situations is what is called the zone of proximal development.

Vygotsky gives great importance to learning mediators; these mediators that are introduced by the teacher, at first help the student to develop the task that is not able to perform alone, then, the student will have developed the ability to perform the task and the mediators will gradually disappear until that the student can work independently.

This theory linked with the Scaffolding area, because it talks about that the teacher provides the appropriate scaffolding so that the student can "climb" safely and without threats these scaffolds that represent the acquisition of a second language.

4.3 MULTIPLE INTELLIGENCES

Howard Garner's theory of Multiple Intelligences is based on the existence of seven different intelligences: visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic and logical-mathematical.

This theory holds that each person has the ability to perform specific tasks and that they are all intelligences, not just the logical-mathematical. Gardner (1991) explains that believing in a single intelligence means believing that the brain has only one "computer"; if it works well, you will be good at everything, but if it fails, you will be out of the educational system. However, the theory of multiple intelligences defends that within the brain "we have independent computers" and each one is in charge of one thing.

Based on this theory, it is a need for teachers to internalize that the brains of students work in different ways and, as Gardner (2011) states:

If you want to learn something, whether skiing, selling or calculating, there is no reason why everyone should learn in the same way. The best guide should be the teacher, who cares and asks: Why do not you learn in this way?, tell me how you like to learn, show me what you have learned in a way that has been comfortable for you... the question is to discover how a person learns, discover their passions, which are very important and use all human and technological resources let them help us. (min. 11:32)

4.4 NON-VERBAL LANGUAGE

Almost 75% of the information obtained in a communicative process is obtained from the non-verbal language and in the process of teaching/acquiring a second language, this data is increased especially in the younger ages. The non-verbal language are all those gestures, facial expressions, movements, tone of voice, use of the space, among others, that send messages to the listener and make the message more easily understood and meaningful.

Proxemic is the science that studies the use of space in which the communicative process takes place; the distance between the participants and it meaning, Kinetics study the non-verbal coding systems of body activity and Semiotics is the science that study the signs and symbols in a communicative situation and their function.

In the process of teaching / acquiring a second language, the use of non-verbal language is essential since it establishes an affective bond, help to catch the attention, externalizes sensations and emotions and, what is more important, helps in the comprehension of messages.

5. PROPOSAL

5.1 CONTEXT

The following action proposal has been designed and put into practice in a public school in the city of Palencia offers Infant Education and Primary Education and has two lines with a multicultural situation. It is a non-bilingual center so the only subject that is taught in a foreign language extend area of English language. To balance the hours of English, the center, in its Project of autonomy, has decided to students have one hour per week of the subject of English, thus having three hours per week of this subject in Primary Education.

It is important to emphasize, the involvement of English specialists teachers, who each year devote time to prepare celebrations of many traditions coming from the culture of English-speaking countries as Halloween, Easter or Saint Patrick's Day, establishing these celebrations as traditions for the students of the school.

This proposal is specifically aimed to the two groups of Year one, who are 6 and 7 years. Both classes have 18 students with a majority of boys. The students have a great willingness towards the English language, thanks to the work of the English teacher; pupils show a great participation during the lessons.

This level was chosen due to way of working established in first year of primary education, since the sessions are full of routines due to the need of scaffolding that students require at these ages.

5.2 METHODOLOGY

The methodologies that have been applied in this proposal to satisfy the needs of the students all of them are aimed at a natural acquisition of a second language, as opposed to learning methodologies:

- **Specific space.** To carry out the English it is find a specific space is arranged in the classroom; students refer to relate this space to a place where they speak English and work in a certain way.
- **Use of English language.** The teacher is a model; English is the only language used by the teacher, even outside the classroom, not only to teach, but also to greet or resolve conflicts. The students establish a direct relationship between the teacher, the language and the way they work together.

- **Multiple intelligences.** Each routine must take into account the abilities of each student, which means all of them must be a great variety of ways of working. Programming taking into account the multiple intelligences does not mean that each routine has to take it into account to offer, but is necessary insert routines that make in order to develop their different abilities.
- **Realia.** The use of elements of daily life as resources for teaching a second language helps students acquire the oral strategies necessary to interact in a real communication situation, that is, helps children to use their learning in the real life context.
- **Use of body.** The students and the teacher work and acquire English using the movement of their bodies; the body helps to make sense of what happens and what it is said, and more when working with students who are beginning to acquire a second language.

5.3 OBJECTIVES

- To use the English language in the most usual environments or situations to think, learn and integrate content, as well as to regulate behavior and solve problems following, in each case, the established rules.
- To facilitate the oral intervention of the students, generating a comfortable atmosphere that encourages an active participation and confidence in oneself.
- To establish a structure during the lessons that helps to differentiate the different moments of those in order to facilitate greater participation and conscience of the work.
- To acquire useful concepts and know their correct application in different contexts to establish conversations in real situations.

5.4 ROUTINES

Following, a set of routines are presented which are applied when teaching of a second language, in this case, English language. The proposed routines are classified into eight groups according to the different needs that can arise during the teaching process. Each routine has its objectives specified, the time it takes to put them into practice, the space and resources needed and the implementation in the classroom.

It should be noted that requires a process of introduction, that is, the realization of a routine is a progressive process. The introduction of these routines should begin at the beginning of the course and it will be a difficult task; at the beginning, the teacher will be the one who establish the times of implementation and their meaning and they will be the ones who will be able to put these routines into practice, thanks to the prompt of the teacher and even independently, without the help of a prompting, whenever necessary.

Classroom management

The following routines are linked to classroom management of the class. Through them, pupils will learn how to appropriate behavior, as well as the use of verbal forms that show respect towards the rest of classmates and teachers. Thanks to these routines students are able to recognize appropriate and inadequate behaviors and they are able of transforming them. In some cases, the own students are those that carry out these routines instruction of the teacher just feel they have the need.

- Class attendance

Objectives:

- To be aware of who is in or out the school.
- To acquire vocabulary needed in a real situation.

Time: 20 seconds per student at the beginning and at the end of the school day.

Resources: Mediator of a house and a school with the names of both places and the words “in” (next to the school) and “out” (next to the house) and pictures of all the students in the class.

Location: A walk.

Implementation: When the students arrive to school, they take their photo and place in the right place and at the end of the school day they put their photo back into “house”.

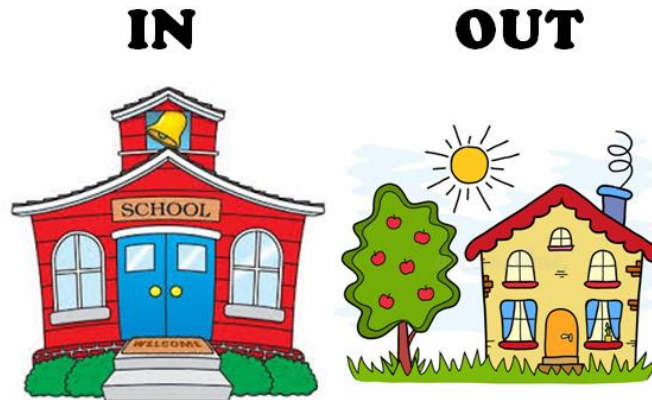


Figure 1: Attendance resource

- Stand up and sit down

Objectives:

- To stand up or to sit down on a carpet quietly.
- To acquire habits to a particular situation.

Time: Playing the sentence used for this routine takes 3 seconds, but during a session this structure can appear several times.

Resources: Tables or carpet.

Location: At the table, on the carpet.

Implementation: When necessary, the teacher says "Stand up..." or "Sit down..." in a low but clear voice while raising or lowering the palm of the hand and the students answer "quietly" in the same tone.

- Toilet

Objectives:

- To control the students who go to the toilet.
- To acquire expressions to communicate in everyday situations.

Time: Expressing the required sentence in this routine takes about 6 seconds, although it can be repeated several times in a session.

Resources: No materials.

Location: This routine is carried out during the session, so the students are sitting on the carpet or at the desks and move to the closest toilets.

Implementation: Students raise the hand and ask “*Can I go to the toilet, please?*” and then the teacher will answer “Can you control for a minute?” In the lower courses of Primary Education, reproducing this sentence autonomously is impossible for them, so the teacher must reproduce it previously so that the student can say it and start internalizing it.

- Silence

Objectives:

- To create a quiet atmosphere.
- To acquire a group awareness.

Time: Playing the sentence used for this routine takes 4 seconds, but during a session this structure can appear several times.

Resources: No materials.

Location: Any location where the lesson is taking place or when moving from one place to another.

Implementation: When necessary, the teacher says “If we are not in silence...” putting the index finger in front of the mouth and the students answer “Bye, bye the surprises” making the gesture of goodbye with a hand.

- Disturb

Objectives:

- To be aware of inappropriate behaviour.
- To solve conflicts.

Time: Playing the sentence used for this routine takes 4 seconds, but during a session this structure can appear several times.

Resources: No materials.

Location: Any location where the lesson is taking place or when moving from one place to another.

Implementation: When required, the teacher addresses the student with a serious voice saying “Can you stop, please?” adding the name of the student and the student answer “Yes, I can”. The sentence performed by the teacher is usually used by the students when a mate is disturbing them.

- Raise the hand

Objectives:

- To control the participation.
- Acquire habits of respect toward mates’ opinions.

Time: Playing the sentence used for this routine takes 4 seconds, but during a session this structure can appear several times.

Resources: No materials.

Location: Any location where the lesson is taking place or when moving from one place to another.

Implementation: When necessary, the teacher says in a quiet voice “Raise your hand if you want to talk” following this rhythm: “*Raise/ your hand/ if you want/ to talk*”. Students will join the teacher and say it at the same time.

- Behaviour ranking

Objectives:

- To manage the students behaviours.

Time: Perform the action takes 4 seconds, but during a session this action can appear several times

Resources: Mediator of a ranking from number zero to ten with clips with the names of students on them.

Location: A wall.

Implementation: When a student shows good participation or good behaviour, the teacher place the student’s clip up in the ranking and congratulates. Instead, when students have bad behaviour, challenge or disrespect the teacher or their mates, the teacher place the student’s clip down, making student know.

- Great clap

Objectives:

- To encourage participation.
- To recognize the effort.

Time: Make the move used for this routine takes 4 seconds, but during a session this structure can appear several times.

Resources: No materials.

Location: Any location where the lesson is taking place.

Implementation: When required, the teacher says “Great clap for (name of the student/group)” and the students and the teacher clap at the same time with this rhythm: 2 slow slaps, 3 quick slaps and students direct the palms of their hands to the awarded person/people.

- Time out

Objectives:

- To control overexcitement in the students.

Time: 1 minute.

Resources: No materials.

Location: Any location where the lesson is taking place.

Implementation: When necessary, the teacher says in a loud and clear voice “Time out” and place a hand in horizontal and the other in vertical forming a “T”, then the student keep complete silence. It is convenient to continue this routine with a relax routine.

Position and space changes

In this group of routines that will be used to indicate or modify the corporal positions of the students are explained. These routines are aimed the acquisition of the positions that students should be in the different moments of the lesson and in the different places. In addition, there are routines referred to the displacement from one place to another. With this type of routines, our students, besides internalizing an adequate behavior, will acquire basic spatial concepts.

- Around the mat

Objectives:

- To move students to a specific place.
- To place students in a circle.
- To see all the students.

Time: Singing the song of this routine takes 15 seconds, but it can depend if it is necessary to repeat it several times.

Resources: A carpet.

Location: A space on the class in which the students can sit down around a carpet.

Implementation: The teacher gets into the class, starts to sing with a quiet voice “Everybody around the mat, around the mat, around the mat. Everybody around the mat, sitting on the floor”. While teacher is singing, she sits in a chair on the carpet and indicates with a finger the shape of the circle pointing to the carpet. The teacher stops singing the song when all the students are sitting down the carpet.

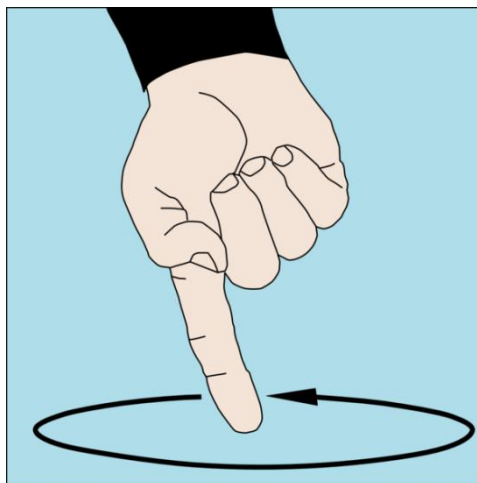


Figure 2: Movement of “Around the mat” routine

- Indian position

Objectives:

- To sit in a comfortable way.
- To keep an adequate position during the class.

Time: Playing the sentence of this routine takes 7 seconds, but it can depend if it is necessary to repeat it several times.

Resources: No materials.

Location: A carpet, a place to sit on the floor.

Implementation: When students are in a circle and they are sitting down the carpet or are still standing up, the teacher starts saying “Indian position, Indian position. Auu, auu” and the students say it at the same time. The pupils sit down on the carpet while they say “Indian position” and they make light touches on their bent legs and when they say “Auu, auu”, they make a light touches on the lips. The teacher and the students stop singing the song when all the students are sitting down in Indian position. Teacher can use the expression “Indian position” without a rhythm, in a real context to ask student to sit down properly.



Figure 3: Indian position

- Make a circle, open the circle

Objectives:

- To place the students in a circle.
- To rearrange the circle position after an activity.

Time: 10 seconds.

Resources: No materials.

Location: A carpet, a place without obstacles.

Implementation: When necessary, the teacher sings “Make a circle (x4)” and the students hold the hands of the mates and form a circle. If it is necessary to open the circle, the teacher sings “Open the circle (x4)” with the same rhythm like with “Make a

circle”. This sentence can be sung with many different rhythms. The teacher stops singing the song when the circle allows everybody a clear view.



Figuree 4: Children making a circle

- Can you move?

Objectives:

- To sit in a comfortable way.
- To keep an adequate position during the class.
- To express the need for space.
- To make some room.

Time: Playing the sentence of this routine takes 7 seconds, but it can depend if it is necessary to repeat it several times.

Resources: No materials.

Location: A carpet, a place without obstacles.

Implementation: When required, the teacher or the students ask with song “Can you move, move, move a little bit, bit, bit?” in a kind way, indicating with the hands the place where the student has to move.

- In, on, under, behind and next to

Objectives:

- To move to a specific place.
- To place objects and spaces in the classroom.
- To know the basic spatial vocabulary.

Time: 10 seconds.

Resources: No materials.

Location: Any location where the lesson is taking place.

Implementation: The teacher sing with energetic voice “Show me your fist, fist, fist, fist (x2)” showing a hand in a fist, then the teacher says “On, under, in, behind, behind, behind, next to, next to” while indicates with the other hand the places that is saying; placing the hand on the fist, under, in side, behind and next to the fist. The students make this structure at the same time than the teacher.

- Walking, walking

Objectives:

- To move from one place to another quietly and in order.

Time: 10 seconds.

Resources: No materials.

Location: Any location where the lesson is taking place.

Implementation: When the students are standing up, the teacher sing in a quiet voice “Walking, walking. Walking, walking. Very good, very good” while stepping on the site carefully and indicates the way with the hand.

Responsibilities

The following routines that are presented are known as Responsibilities routines since they are routines that are carried out every day and there is a student responsible for carrying it out. In the performance of these routines the whole class intervenes through their active participation because the student in charge needs their help. This type of routines helps students to acquire more concrete concepts, such as days of the week or variations in weather. These routines have a set time during the week and during the lessons, they are not spontaneous depending on the events that arise. In all these routines, the responsible students wear an identifying element (a medal, a cap...), because it motivates them when developing their function and they feel protagonists.

- Translator

Objectives:

- To refresh the last lesson concepts.
- To emphasize previous concepts.
- To establish conversation with students.
- To acquire the simple questions structure.

Time: 5 minutes every day.

Resources: Translator medal.

Location: Any location where the lesson is taking place.

Implementation: At the beginning of the class, the student responsible wears the translator medal, the teacher calls the student responsible saying “Traaaans-laaaa-toooor” in a clear and quiet voice. The translator sits next to the teacher or on the teacher’s lap. Then, teacher asks Translator “Hooow are you today?” making a wave with the hand when saying “How” and the teacher provide the student with three different options: “Are you wrong? Are you fine? Or are you excellent?” (It is a good idea to change the options occasionally). After the student chooses the answer, teacher asks Translator: “And why are you wrong/fine/excellent?”, and provide the translator with three possible answers, in which one could be: “Are you excellent because English class?”. After that the teacher asks Translator: “Can you tell us what we have done in the last English class?”. The teacher helps the student to refresh the previous lesson tasks and encourage the student to continue. When the translator does not remember more aspects, the teacher asks the rest of the students and if they are right, teacher sits up positions in the ranking. Finally, the teacher asks for a great clap routine for the responsible.

It is a good idea to use the moment in which the students are refreshing what they have done in the last lesson to repeat some song, rhyme or game that can be useful.

- Date

Objectives:

- To know the date of the day.
- To acquire the week days, months and seasons vocabulary.
- To acquire the simple questions structure.

Time: 4 minutes once or twice a week.

Resources: Date Medal and Date circle.

Location: Any location where the lesson is taking place.

Implementation: At the beginning of the class the Date responsible wears the medal and takes the Date circle. The teacher calls the Date responsible with a funny voice

“Daaaate, da-da-da-daaaate”. The Date responsible sits next to the teacher or on the teacher’s lap. Teacher asks Date “What is this?” pointing to the Date circle and the student answers “This is a circle”. The teacher says “Finger up” and put the finger up and the students repeat and then, students and teacher sing while they make a form circle with the finger “Circle, circle, circle, position” students slap while saying “position” and start to sing all together “It’s Sunday and it’s Monday, it’s Tuesday and it’s Wednesday, it’s Thursday and it’s Friday and then the Saturday; days of the week (clap, clap)”. After that, the teacher asks the students “Is it Monday today? Yes, it is? Or No, it is not?” while the teacher is asking, the Date responsible move the arrow pointing to the day of the week that the teacher is saying and the teacher makes this question until the correct date. Then, the teacher says “Volunteers; someone who say STOP on (the correct day)”, the Date responsible choose the student and round the arrow until the other student say “stop” and the responsible asks “Is it (the day) today?” after the mate answer, if it is right, responsible congratulate the mate. Finally, the responsible, which the help of the teacher says with an energetic voice “Today is (day of the week)” and all the students repeat “(month)” all the students repeat it, “and (season)” and all the students repeat.

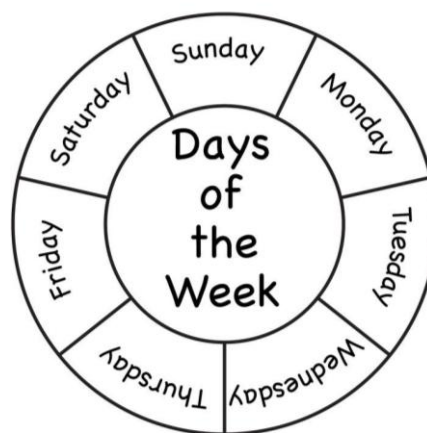


Figure 5: Resource Date circle

- Weather

Objectives:

- To know what is the weather is like.
- To acquire weather concepts.
- To acquire simple question structure.

Time: 4 minutes, ones or twice a week.

Resources: Weather medal and the weather circle.

Location: Any place where the lesson is taking place.

Implementation: At the beginning of the class the Weather responsible wears the medal and takes the Weather circle. The teacher calls the Weather responsible with a funny voice “Weeeeeather, weather, weatheeeeer”. The Weather sits next to the teacher or on the teacher’s lap. Teacher asks Wheater “What is this?” pointing to the Weather circle and the student answers “This is a circle”. The teacher says “Finger up” and put the finger up and the students repeat and then, students and teacher sing while they make a form circle with the finger “Circle, circle, circle” and teacher and students start to sing in a energetic way “What’s the weather like today? Like today? Like today? What’s the weather like today? Wheeen? Today, today, today”. The teacher asks the students “Is it sunny today? Yes, it is? Or No, it is not?” and the students answer. While the teacher is asking, the Weather responsible move the arrow pointing to the weather that the teacher is saying and the teacher makes this question until the correct weather. Then, the teacher says “Volunteers; someone who say STOP on (the correct weather)”, the Weather responsible choose the student and round the arrow until the other student say “stop” and the responsible asks “Is it (weather) today?” after the mate answer, if it is right, responsible congratulate the classmate. Finally, all the students sing “It’s a (sunny/cloudy/rainy/foggy/snowy), (hot/cold) day. (Sunny/cloudy/rainy/foggy/snowy), (hot/cold) day. It’s a (sunny/cloudy/rainy/foggy/snowy), (hot/cold) day. When? Today, today, today”.



Figure 6: Resource Weather circle

Welcome and farewell

- Hello song

Objectives:

- To acquire basic education habits.
- To activate the students.

Time: 1 minute, after the Responsibilities routines.

Resources: Microphone.

Location: Any location where the lesson is taking place.

Implementation: The teacher takes the microphone, stand up quietly and the students stand up. Teacher starts to sing the welcome some passing the students the microphone and making gestures related to the lyrics.

These songs should be energetic, full of movement to activate the students.

Some examples:

MORNING

Good morning boys/ Good morning girls/ Hello teacher/ Hey, hey, hey/ Good morning boys/ Good morning girls/ How is life today?

AFTERNOON

Hello, hello/ How are you?/ I'm fine/ I'm great/ How about you?

- Goodbye song

Objectives:

- To acquire basic education habits.
- To relax the students.

Time: 1 minute, at the end of the lesson.

Resources: Microphone.

Location: Any location where the lesson is taking place.

Implementation: The teacher is sit down and, after makes a relaxation routine, takes the microphone and sing in a quiet voice accompanying the song with gestures.

These songs should be calm to relax the students.

Some examples:

See you later my friend x3/ See you later oe oe/ oe! oe, oeee

Bye, bye English / See you soon/ The teachers and the pupils/ Are going to see the moon

Text books

The group of routines that follow are routines related to the use of textbooks in class. These routines will help to place students when working with books and perform written activities, as well as contribute to a better organization of materials. In addition, these routines facilitate the acquisition of vocabulary of basic school material.

- Book and page

Objectives:

- To report the work book and page.
- To help the students to focus on task.

Time: 20 seconds.

Resources: Textbooks.

Location: Any location where the lesson is taking place.

Implementation: When is necessary to work with a book, the teacher says in the same tone that is using the book and the page and then, the teacher says with a particular intonation, raising the tone “Pupiiiiils book, pupiiiiils book, page numbeeeeer 20”. this helps the students to remember the book and the page in which they will work because being a melody stays in their memory.

- Materials for the activity

Objectives:

- To infer the materials needed for each activity.
- To acquire materials vocabulary.

Time: 4 minutes.

Resources: Textbooks.

Location: Any location where the lesson is taking place.

Implementation: After having explained the activities that students are going to do in the book, the teacher asks what are the materials they need to do them. Then, teacher

asks one by one the materials that they need and when the student answers she gives the book.

- Pencil and rubber

Objectives:

- To have the materials ready when necessary.
- To start the activities at the same time.

Time: 10 seconds.

Resources: Textbook, pencil and rubber.

Location: Tables.

Implementation: When the students are sitting down with the textbook ready, the teacher sing with a rhythm, while put the arms up holding the pencil in a hand and the rubber in the other, “Take a pencil, take a pencil, take a pencil, take a pencil and a rubber, and a rubber, and a rubber, and a rubber”. The students take the pencil and the rubber and put their arms up with them.

- Point to

Objectives:

- To understand the task of the activity.
- To acquire the use of a word in several contexts.

Time: 1 minute.

Resources: Textbook, classroom places.

Location: Any location where the lesson is taking place.

Implementation: When an exercise of the book gives the order to point elements of an activity, the teacher reads the sentence and repeats the word "point", then says with a melodic intonation "Point to the window, point to the door, point to the sailing, point to the floor. Point to the nose, point to the computer, point to (name of a student)..." while points to the places that is saying.

- Finish at home

Objectives:

- To mark the end of a activity.

- To inform students about homework.
- To tidy up the materials.

Time: 5 seconds.

Resources: Textbooks.

Location: Tables.

Implementation: When the teacher wants to finish with the written activity and send it as homework but the students have not finished, the teacher raises the arms and says in a clear voice "finish at home" while joining the tips of her fingers forming a "house" when she says the word "home".



Figure 7: Gesture of a house for “Finish at home” routine.

Story time

- Blanket

Objectives:

- To differentiate moments during the class.
- To make special the reading time.

Time: 1 minute.

Resources: Blankets.

Location: A place in the classroom or in the playground without obstacles.

Implementation: When it is reading time, the teacher says in a quiet voice “Story time” and picks two volunteers to pick the blankets and extend them in the correct place. Then, the teacher give a book to each student and one by one they walk to the blanket, take of their shoes and sit down on it.

- Turn the page

Objectives:

- To keep students engaged in story.
- To collaborate in the reading moment.

Time: Playing the sentences of this routine take 3 seconds but it is repeated several times during reading time.

Resources: Book, story.

Location: Any location where the lesson is taking place; it is better a place without obstacles where the students can be sitting down.

Implementation: When the teacher is telling a story and showing it to the students at the same time, when a page of the story is finished the students say “Teacher, turn the page, please” and the teacher pass the page in order to read the next one.

- Stop teacher

Objectives:

- To appreciate reading.
- To guess the meaning of unknown words.

Time: Depends o the length and the difficulty of the text.

Resources: Story, text.

Location: Tables.

Implementation: Before reading a short story laugh, students read it individually and surround the words and structures that they do not know. Then, the teacher start to read the story slowly, with a clear and pronounced voice, the students say “Stop teacher” when teacher is in a unknown word for them and teacher helps students to infer the meaning.

Relax

These routines have the purpose of relaxing the class environment after a high intensity activity, as well as relax the students in a moment of exaltation and centre them toward a new activity. These kinds of routines are useful in the case the teacher wants to create intensity peaks during the lessons.

- Smell the flower, blow the candle

Objectives:

- To relax the students.
- To change the activity typology.

Time: 3 seconds. This routine can appear several times during the lesson.

Resources: No materials.

Location: Any place where the lesson is taking place.

Implementation: After finishing an activity, the teacher says slowly and in a quiet voice “Smell the flower, blow the candle” while placing a fist next to the nose like holding and smelling a flower and then, extending a finger and blowing it like a candle. This sentence can be repeated two or three times, depending on the exaltation level of the students.



Figure 8: “Smell the flower” gesture

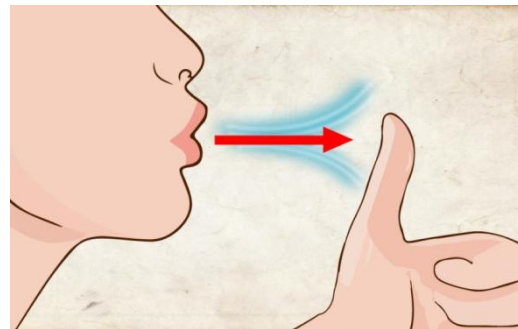


Figure 9: “Blow the candle” gesture

- Tip in

Objectives:

- To relax the students.
- To change the activity typology.
- To acquire face vocabulary.

Time: 1 minute.

Resources: No materials.

Location: Any place where the lesson is taking place.

Implementation: After finishing an activity, the teacher puts the hands up, move the fingers and says in a usual tone “Wiggle, wiggle, wiggle the fingers”, then, teacher says in a quiet voice “Tip in your forehead, tip in your eyes, tip in your cheeks, tip in your ears, tip in your mouth, tip in your chin, tip in your neck, again; tip in your chin, tip

in your mouth, tip in your cheeks, tip in your eyes, tip in your forehead, shampoo” while is touching with the fingers the parts of the face that is saying and finishing like is washing the hair, as funny aspect. The parts of the face that the teacher says can change in order to the students’ knowledge.

- Breathe in, breathe out

Objectives:

- To relax the students.
- To resolve conflicts.

Time: 5 seconds.

Resources: No materials.

Location: Any place where the lesson is taking place.

Implementation: When a students need to relax, the teacher extend the arms and says slowly and in a quiet voice “Breathe in, breath out” while move the hands up and down in front of the body trunk. Teacher gives a few seconds between breathe in and breathe out moments. This sentence can be repeated two or three times, depending on the exaltation level of the students.

- Emotions

Objectives:

- To relax the students.
- To differentiate own feelings.

Time: 1 minute.

Resources: No resources.

Location: Any place where the lesson is taking place.

Implementation: When necessary, the teacher puts a hand up and says “I aaaaaaam...” all the students repeat the words and the gesture, then, the teacher says different emotions “Happy, Sad, surprised, afraid, exhausted...” while pass the hand in front of the face changing the face gesture depending on the feeling that is saying. The teacher has to change the tone depending on the feeling.

Special occasions

The following routines presented are created for two special occasions that are so usual in the class and especially in the first levels of Primary Education. These routines have been created in order to introduce in the English class relevant aspects for the students lives. Moments like birthday or the fall of a tooth are going to appear in the lessons so it is a good idea if teachers introduce these aspects in the English culture class.

- **Birthday**

Objectives:

- To follow an English tradition.
- To focus the attention in a student.

Time: 2 minutes.

Resources: No resources.

Location: Any place where the lesson is taking place.

Implementation: When necessary, the teacher calls the birthday student and the student sits down on the teacher's lap. The teacher asks "*How old are you? One or two like a baby? 3 like Infant Education children? ...*" marking the ages (numbers) with the hands. Then, teacher asks the students "*Shall I pull the legs?*" and the students answer "No" or "Yes", teacher continues asking "*Shall I pull the arms?*", "*Shall I pull the nose?*" performing what is saying, and finally asks "*Shall I pull the ears?*" The teacher pulls the ears the correct times and starts to sing the "Happy birthday" song with all the students while making tickles to the birthday student.

- **Tooth fairy**

Objectives:

- To know an English tradition.
- To focus the attention in a student for a moment.

Time: 2 minutes.

Resources: Fairy puppet.

Location: Any place where the lesson is taking place.

Implementation: When necessary, the teacher takes the Fairy puppet, introduce the hand and says in high voice "Hello, I am the tooth fairy and I have a mission here today. Any teeth for me?" the student raise the hand and the teacher, through the Tooth fairy gives the student a chocolate coin. The student thanks the Tooth fairy. The

teacher has to act through the puppet all the time, making gesture, looking at the students, flying. Teacher has to treat the puppet as another person.

6. RESULTS

In order to analyze the proposal carried out in Year 1, based on the Routines for the acquisition of a second language, it is important to emphasize several aspects that have been observed during the implementation of the proposal and that once reflected can be presented as a results of the implementation:

First of all, one of the most remarkable aspects in the intervention was the existence of previously created **routines established** in the classroom opposite to the **routines designed and implemented for the first time** with the students. At the time when the proposal was put into practice, it was found that the students had already acquired many routines that they had internalized since the beginning of the course and in previous courses. This fact offered the advantage of being able to observe the functioning of different routines and the level of acquisition of the students, as well as the predisposition that the pupils had towards them. Working with previously implemented routines has the advantage that students have already **acquired the ability to perform the routine in a practically autonomous way**, however, one of the clear drawbacks is the fact to implement tasks that have not been designed by the same individual, that is , each person designs the routines in a particular way, knowing their own skills and ways of working, being much more complicated **to acquire the form of work of another person**, which on the other hand is which the students are already accustomed.

Talking now about the creation of **new routines**, it was first necessary to carry out a **work of observation and reflection**, since it was essential to know the previous knowledge, needs, abilities and tastes of the students in order to be able to program useful and appropriate routines to the context. In addition to taking into account all these factors for the creation of a new routine, there has to be **a need that this routine will cover**. There are occasions in which the creation of new routines, the new ideas that emerge and the desire for innovation make us forget the previously implemented routines, introducing new ones, forgetting the main objective of these, as their own name indicates, that the student internalize a certain routine for each moment during the lesson.

Another point to reflect is the **implementation of the new designed routines**. The most important aspect to highlight in this process was the **introduction** of the new routine, due to it was the most important and laborious moment; the first time a routine is presented, the teacher's act is fundamental, her verbal and non-verbal language and the appreciation of the pupil who has reacted as expected. The acquisition of a routine takes time so the routine will have to be carried out several times until the students acquire the procedure to be followed and the communicative

aspects to put into practice. In addition to the difficulty in introducing the new routines; on several occasions of the implementation of the proposal, the **instructions were too complicated, lacking meaning for the students** of its level. It is so important the **use of verbal and non-language in a correct way**; in the lower courses, it is essential to express oneself through **clear, simple and short sentences and instructions**, in addition to making good use of non-verbal language to help in understanding the explanations and avoid misunderstandings.

As one of the most satisfying results to highlight, it was the **process suffered** by the routines; from the moment in which a routine was introduced, as the students began to acquire it, then they internalized its meaning to finally be able to carry it out practically autonomously. When the student was familiar with a routine, an ideal situation happen in the class; the students are able to **run the class and become the protagonists** of the teaching / acquisition process of English. When the acquisition of a routine has reached its maximum expression, thanks to the relationship established between teacher and student, a **prompt** was enough for students to perform the routine independently, which demonstrates classroom management and the achievement of the goals of the routines.

Finally, taking into account the results collected after the implementation of the proposal, there would be **aspects that should be improved**; as the fact of creating routines that have a sense and a justified reason, not letting be carried away by the attractiveness of certain resources, as has already been mentioned previously. In addition, the creation of statements, explanations and instructions should also be worked on, becoming shorter and clearer, among others.

7. ANALYSIS OF THE SCOPE

The proposal focused on the routines applied in the classroom for the acquisition of the English language, was designed to be worked in a specific context, according to its own characteristics. These characteristics and the reflection of them have contributed to the satisfactory intervention but these could also be problems when putting this same proposal into practice in a different context.

Starting with one of the context's facilities, it should be highlighted the **freedom of action and support for the proposal** by the center and the accompanying teacher. The atmosphere of this school helps to create a stress-free feeling, in which to feel free to put into practice the ideas being supported. Being able to develop the proposal in an environment like this is a great benefit, since you can carry out all the ideas however complicated they may seem, knowing that you will have the support of the educational community.

Another of the facilities found in this context is **the way the teacher works**; his classes were focused on the acquisition of the language through a communicative approach that leaves aside the lessons focused on the learning of grammar. Due to this ideal situation, the class had already established routines and the introduction of new ones did not suppose any problem or inconvenience for the teacher.

It should also be noted the disposition of classrooms with **spaces** large enough and without obstacles to allocate a specific space in the classroom for English area, where students can work in a different way and this facilitates both the teacher and the students the performance of the different routines and tasks.

After having commented on the facilities that this context contributed to the proposal, it is necessary to think about the limitations that this proposal would have if applied in another context. As previously mentioned, all the comforts offered by this context can become limitations in another center. A clear example of what is commented is the spaces; unfortunately not all centers have classrooms spacious enough to create alternative spaces within the classroom where students can work comfortably. So the distribution of the classroom or the implementation of routines should change adapting to smaller spaces and obstacles such as tables and chairs.

The level of difficulty of the routines constitutes another of the limitations of the proposal, since being a non-bilingual school, the level of knowledge of the students in English is not the same as that which could have the students of a bilingual school in the which a large part of the subjects are given in English. Therefore, the difficulty of routines should be increased by dealing with a bilingual context.

It is essential to highlight one of the great opportunities offered by this proposal to the various centers, an opportunity of great importance if one takes into account that there are many centers that lack resources. It is about the materials used to carry out the routines; they are practically nonexistent or of easy and economic acquisition. In this way the routines can be carried out without paying attention to the resources of the center.

Lastly, share the idea that as teachers, proposals should always be designed as adapted as possible to the context in which it is going to work, but it is also important to have the ability to modify these proposals in order to adapt to the reality of the students and the possibilities of the context.

8. CONCLUSIONS

Have the opportunity to join a school environment, observe, reflect and be able to act in it is a privilege that future teachers can enjoy in their internship period; through this experience, all the knowledge acquired previously at university is visualized and experienced.

Putting oneself in the teacher's shoes is the best way to understand this work and know the reasons for each decision; from the university it is utopian and distant to think about applying the theories of great authors, but when the moment of programming an intervention proposal like this one is presented, the previous knowledge makes sense.

The developing of the action proposal based on the routines for the acquisition of the English language, is inspired mainly by the previous experience of practices, applying thus to the proposal the theory of the Natural approach of Krashen and Terrel. If we look at the way the routines work and their objectives, it seen that the main objective pursued is to work from a communicative approach that develops the skills to communicate, without fear of being wrong and without focusing all the attention in the grammar rules. One of the fundamental aspects pursued with this programming is the need to create an environment free of threats, which allows the student to participate without fear of being wrong. The routines presented, of course, aim to make the students capable of producing, but in the process of implementing them the first objective pursued is the comprehension of them and its sense; it does not help to push the students to participate producing without knowing the meaning of what they do or why they do it. The vast majority of routines try to take advantage of common situations in the everyday of the class to create a communicative situation; in this way, students are interacting with their classmates through the English language to cover a need, while they acquire useful concepts in a natural way.

The fact of programming routines for the first year of Primary Education supposes that the introduction of the same ones becomes more complicated, since the students may not have the habit of them or they are not able to acquire the difficulty jump, besides that his level in the second language is not very high. For this reason all the routines have been designed thinking about a progression of them, that is, the teacher will be placing some scaffolds depending on the progress of the students so that they can continue in the acquisition of the routines and consequently, the language. When a routine is introduced for the first time, the students do not know the procedure to follow, the correct expressions for that situation, they do not know how to act. Therefore, the teacher has to act as a guide, an aid through which the students are able to do what by themselves would not be able, acquiring in this way the ability to

do it autonomously thanks to the mediators with whom the Professor has provided them and they will disappear. The routines are born with the aim of making students autonomous, giving them the ability to lead the class and be the true protagonists but to achieve this purpose, the teacher must first provide the students with the right help.

Another of the key inspirations in the programming of the proposal are the multiple intelligences; if the proposed routines are analyzed it is found that all the intelligences are worked. It is not necessary that in the same routine all the intelligences are worked, it is more, it would be practically impossible. The proposal has numerous routines which have been thought to be combined working most intelligences during a lesson, that is, if, for example, in a routine the corporal, musical and visual-spatial intelligence is worked on, in the following it should be employed a routine that works the interpersonal and logical mathematical intelligences. In addition, the tastes and interests of the children have been taken into account for the creation of the proposal; in cases such as the "Tooth Fairy" routine, the reality of children is satisfied.

Continuing with the analysis of the proposal and its application, we should highlight the great presence of nonverbal language throughout. In most cases, nonverbal language used by teachers is not premeditated, but spontaneously, accompanying the speech, but focus on this proposal is simple to look at the great influence that nonverbal language has on the realization of the routines and more if it is low courses in which most of the messages are given through the body, facial expressions, the use of space and tone of voice. To explain the implementation of each routine it has been necessary to specify the gestures, expressions, movements and intonations of each one.

One of the most relevant conclusions reached after having implemented the routines is the difficulty of introducing a new routine in the classroom; the students do not know their procedure, not the vocabulary used. Therefore, teachers must direct all their efforts to make students understand the meaning of routine, in addition to a continuous recognition towards students who correctly perform the routine and those who try to perform it. As has been mentioned previously, in this process of introducing new routines it is essential that the teacher act as a guide and help the student to progress and be able to perform them autonomously. During the implementation of the proposal, obviously, changes had to be made in certain routines since some did not adjust to the required level or did not work as expected; observing and taking note of the unfortunate aspects and modifying them.

Finally, as a reflection of the work done, it is important to highlight, as a weaknesses found in the proposal would be the number of routines that have not been invented during this process, if not assimilated from a context in which they worked well. Because the objective of the Routines is to establish some habits in the students, these could not be modified once the students had acquired the ability to carry them out. Another weakness that can be found in the proposal is the lack of a more visual or auditory resource for teachers to support the acquisition of routines that they can then carry out in the classroom. Changing to the strengths of this proposal, it must be highlighted the application of prior knowledge to the routines, having been created taking into account the multiple intelligences or the natural approach among others discussed above. In addition, for the realization of this proposal, the students have been protagonists at all times, designing according to their needs and tastes, so that the acquisition of the language is something enjoyable and fun for them. Another of the strengths of this proposal is the desire to create an environment free of threats, in which students feel free to participate without fear of being wrong; that the acquisition of the English language is for them a pleasant and enriching process.

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