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Developing the competence “Learning to learn” through challenges

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ABSTRACT

The objective of this project is to make children aware of their learning process. All of this is done with the aim that students develop in the autonomy. We propose the use of a technique: the assessment for learning. Is assessment for learning based on content? It must differentiate between evaluation and assessment for learning. It could define the assessment for learning as the achievement of learning processes, in which the students have to know the steps they have to follow when they are learning. In the practical case of this project, students have to get some challenges. Throughout this process, the teacher has an important role before, during and after the activity. Before the activity the teacher highlights the attitudinal aspects of students. The teacher will highlight these issues through repetition. During the activity the teacher creates a routine. The teacher asks students to search in their own thinking in order to analyze the challenges better. After the activity, once the students achieve the challenges, the teacher returns to highlight other areas where they can improve. So that the student has achieved the previous challenges, they will want to consider some new. It is a circle in which they are constantly repeating these same steps. Finally, this project proposes to go a step further and pass of some altitudinal challenges to content challenges.

RESUMEN

Lo que pretende este proyecto es hacer conscientes a los niños de su proceso de aprendizaje. Todo esto se hace con el objetivo de que el alumno desarrolle una mayor autonomía. Para ello se propone el uso de una técnica: la autoevaluación. ¿La autoevaluación está basada en contenidos? Hay que diferenciar entre evaluación y autoevaluación. Podríamos definir la autoevaluación como la consecución de unos procesos para que los alumnos sepan los pasos que tienen que seguir a la hora de aprender. En el caso práctico de este proyecto, los alumnos tienen que conseguir unos retos. Durante todo este proceso el profesor tienen un papel importante, tanto antes, como durante y después de plantear esta actividad. Antes de la actividad el profesor resalta los aspectos actitudinales de los estudiantes. El profesor resaltarán estos aspectos mediante la repetición. Durante la actividad el profesor crea, de la tarea, una rutina haciendo que los alumnos busquen en su propio pensamiento para que ellos analicen que pueden mejorar. Después de la actividad, una vez conseguidos los retos, el profesor vuelve a resaltar otros aspectos en los que pueden mejorar. De tal forma que el alumno al haber conseguido los anteriores retos va a querer plantearse unos nuevos. Es un círculo en el que constantemente se van repitiendo estos mismos pasos. Para finalizar, este proyecto propone dar un paso más y pasar de unos retos actitudinales a unos retos de contenidos.

KEY WORDS

Learning process, learning to learn, assessment for learning, evaluation, routine and challenges.

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1. INTRODUCTION

The end of the XX century brought deep transformations in Europe, one of the leading ideas concentrated on creating a feeling of citizenship, linked to the development of new lines in the Language Policy through the design of the Common European Framework of Reference. What was initially created as an Economic Union assumed deeper transformations. It started giving importance to commercial movements between countries and borders were removed. Later on, the European Policies ended up with the agreement on the Common Reference Levels to provide common criteria for evaluation and assessment of language achievements. Each country has, at least, a different language, the recommendations of the Language Policy Division were thought to continue provide a new idea of plurilingualism and pluricultural understanding among people, it meant the assumption of a new conception of learning Foreign Languages, where the command of the five linguistic skills, go hand in hand with pragmatics as well as communication skills.

This change of perspective was based mainly on the need to interact with people. Every human beings, from birth, is a social being. Thus, communication is the most important resource for learning. In fact, it is communication, which distinguishes humans from animals. An example of this is the Vygotsky's theories about the language. Language plays an important role in education. You will find this theory explained more extensive in section 3.2.2. Therefore, this new perspective offers a difference between acquiring and learning a language. We should start with the definition of these two terms:

The fact of learning a language is based on the acquisition of linguistic structures and skills based on the command of a speaker of the language code. But the process of acquiring has been studied from different perspectives and sciences, with quite different outcomes. From the field of Sociolinguistics, the act of acquiring a language is part of the concerns of "everyday language" or the language that we need to communicate and interact with others. It requires from every participant to understand as well as being understood in a language, either native, environmental or foreign language.

Council of Europe has provided a perspective concentrated on language usage including pragmatics among the elements required (see CEFR), we can also identify it in the items used to describe competence in the Common Levels of Reference. We can see the great emphasis given to the regulatory function, as the Council of Europe offers recommendations which will provide the different country Education Ministries with legal frameworks to develop their laws or rules from them. We cannot forget that it is a

framework, which also provides the methodological guidelines. In the case of education has the LOE, another frame of reference established for Spain. And finally, the nearest education law published in the BOCYL, by which establishes the minimum contents in each cycle Infant and Primary Education.

This framework of reference regulates education in Europe, defining through the recommendations, the type of education that is searched Europe. One of those essential changes concentrates on establishing the basis for language learning linked to the development of thinking skills, where basic competences as: “Learning to learn” or “Independent learners” the key competences in Education. Therefore the first step in our research will deal with the analysis of this theoretical framework, to identify its pedagogical premises, to follow with a comparison with our local law in order to appreciate the nexus among the different guidelines and become aware of our real task as teachers, responsible of the practice.

2. OBJECTIVES

This research is conducted carried out the Primary classroom. It aims to achieve a number of objectives considered basic and should be present in our daily teaching practice.

- Know the curriculum of Primary Education, the interdisciplinary relationship between the minimum contents, evaluation criteria and didactic knowledge to teaching and learning procedures.
- Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and school professionals.
- Deal effectively with situations of language learning in plurilingual and pluricultural contexts. Encourage reading and critical analysis of texts of different scientific and cultural domains contained in the school curriculum.
- Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching and promoting democratic education for active citizenship.
- Assess individual and collective responsibility in achieving a sustainable future.
- Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning among students and promote it.

3. JUSTIFICATION

Any active teacher may find this project interesting. It is a practice-based project. It is a planned project, developed and implemented in a Primary classroom.

It is based on the analysis of the basic competence that we find it in the curriculum only mentioned. We see from the results that this competence well worked and with clear activities, it could significantly improve the daily practice of teachers in the classroom. Besides offering our students a comprehensive education, in the future can stand up for himself in daily life.

Being able to see how these students become more autonomous and independent in their work is very satisfying. Plus they will be aware of their own learning and the steps that have to be giving order to achieve certain goals.

This project has also been designed and implemented to develop a set of basic competencies named below:

- Knowledge of the contents to be taught, understanding their singularity and specificity of their didactics.
- Ability to analyze and to question the concepts of education and curricular proposals.
- Ability to prepare select or building materials and use them in specific frames in different disciplines.
- Design and development of educational projects and programming units for adapting the curriculum to the sociocultural context.
- Ability to promote independent learning of students in relation to the objectives and contents of their educational level.
- Participate in research projects related to teaching and learning, introducing innovative proposals for improvement the quality of education.
- Ability to take the need for ongoing professional development through self-evaluation of their own practice.

Below you can find specific competencies, related to the LE teachers:

- Knowing the mainstream of teaching a foreign language, teaching to children and their application into the LE classroom, at various levels established in the curriculum.

- Being able to stimulate the development of skills in order to get students used to exercise metalinguistic, metacognitive and cognitive techniques for the acquisition of the new language through relevant and meaningful tasks and proximity to students.
- Develop the above-mentioned competences in a progressive way, so as general and linguistic and communicative competences are part of our students' techniques through the integrated practice of the five skills in the LE classroom.

4. THEORETICAL FOUNDATION OF THIS PROJECT

It will reflect specificity on the most important aspects of daily practice in the classroom. It will be seen as the language is the fundamental axis of education, besides discovering what is the internal processes occurring within our students' minds when they are learning. To end up with the analysis of the reasons supporting the project itself, looking for its theoretical grounds.

4.1. THE SCHOOL

This project is developed in a CLIL school. What does this mean in terms of language? Most schools have a profile CLIL. Those who still do not, are trying to include it. The CLIL School offers other subjects, apart from English, taught in a Foreign Language, in our case: English. Due to this fact, the English Teacher assumes the instruction of the subjects: English, Arts and Crafts and Science using the Foreign Language as a mean of instruction.

In all subjects is used a primary language. Set in Spain and in the CLIL School, in which the project was carried out, the languages used are Spanish and English.

This project has been carried out within the scheduled timetable, included during the periods of English Language, with a methodology in mind and using the verbal and nonverbal language as a part of the project.

These two aspects are very important in the primary classroom. When using non-verbal language, for example, exaggerating facial expressions or gestures that accompany the concept of the word used, you get students to pay more attention to what the teacher is saying. Besides generate them a curiosity. Many of them imitate the teacher in his or her gestures, in order the teacher can see they understand.

4.2. LANGUAGE AND THOUGHT

In the 5th chapter of the Common European Framework of Reference we can find this definition of language and communication awareness:

The language use, involving knowledge and understanding of the principles according to which languages are organized and used, enables new experience to be assimilated into an ordered framework and welcomed as an enrichment. The associated new language may then be more readily learnt and used, rather than

resisted as a threat to the learner's already established linguistic system, which is often believed to be normal and 'natural'. (p.107)

The associated new language, in this case, it is the English. Clarifies that the knowledge of the language is to understand the principles by which that language is organized. So, this same document in the 2nd chapter, we can find this defines approach the language as:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. [...] The language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (p.9)

This text shows a clear working methodology in the classroom. Talk of developing of skills and abilities. Students should be able to develop their linguistic abilities divided into the five skills. These five skills are: reading, writing, speaking, listening and interaction. In addition the students have to be aware of their learning; they have to value their effort.

4.2.1. HOW A CHILD LEARN?

The practice of the project in the school is based on all these aspects listed above. So this form of work leads to the analysis of basic skills. It is needs to know how to work with basic competences.

The new Education law, also called LOE, determines the kind of education that the teachers must follow. This kind of education is oriented to develop skills and abilities in the classrooms. Before that law, the law defines the Education as an acquisition of knowledge that the student must get. This change offers a step from "learn" to "learning to learn".

Nowadays teachers must offer students an integral education. They have to be able to develop the tools, the strategies, the skills and the abilities to develop their long-life learning competences. Once the student has this knowledge, he or she has to be aware of the process that he or she had followed to get this knowledge and these competences. This is what it is called the Learning to learn competence that you will see in the section 3.2.3.

In the first place, the Common European Framework of Reference established the next 8 key competences that they are the ones that the teacher has to develop with the students in all the subjects to contribute to create citizens of the current society.

Communication in the mother tongue, Communication in Foreign Languages, Mathematical competence and basic competences in science and technology, Digital competence, Learning to learn, Social and civic competences, Sense of initiative and entrepreneurship and Cultural awareness and expression.¹

In a second place, in 2006 it is approved a new Education law in Spain, which determines this basic competences in our curriculum. In this new education law appear, as innovative, eight basic competences; instead of appearing only skills and abilities. The eight basic competences are named as:

Competencia en comunicación lingüística, Competencia matemática, Competencia en el conocimiento y la interacción con el mundo físico, Tratamiento de la información y competencia digital, Competencia social y ciudadana, Competencia cultural y artística, Competencia para aprender a aprender, Autonomía e iniciativa personal.²

In this project we are going to focus only in one competence that is learning to learn but we will see it in section 3.2.2.

4.2.2. THE COGNITIVE PREMISES SET IN THE PRIMARY CURRICULUM

Talking about the competence learning to learn, Vygotsky in his book *Mind in Society*, 1978, defines the Learning process as:

“Learning is more than the acquisition of the ability to think; it is the acquisition of many specialised abilities for thinking about a variety of things.” (Vygotsky, 1978)

Vygotsky was a cognitive theorist. All cognitive theories are based on rescue the prior knowledge that the student has. These theories describe two types of knowledge: declarative knowledge which is able to extend our knowledge with new information and

¹<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:EN:NOT>

²http://noticias.juridicas.com/base_datos/Admin/rd1513-2006.html#anexo1

relate them to prior knowledge, and procedural knowledge which is what allows us to know how to do something.

This is why relating to the procedural knowledge; Vygotsky established his theory about the zone of proximal development (ZDP) as a useful construct for language learning. It can be defined as follows:

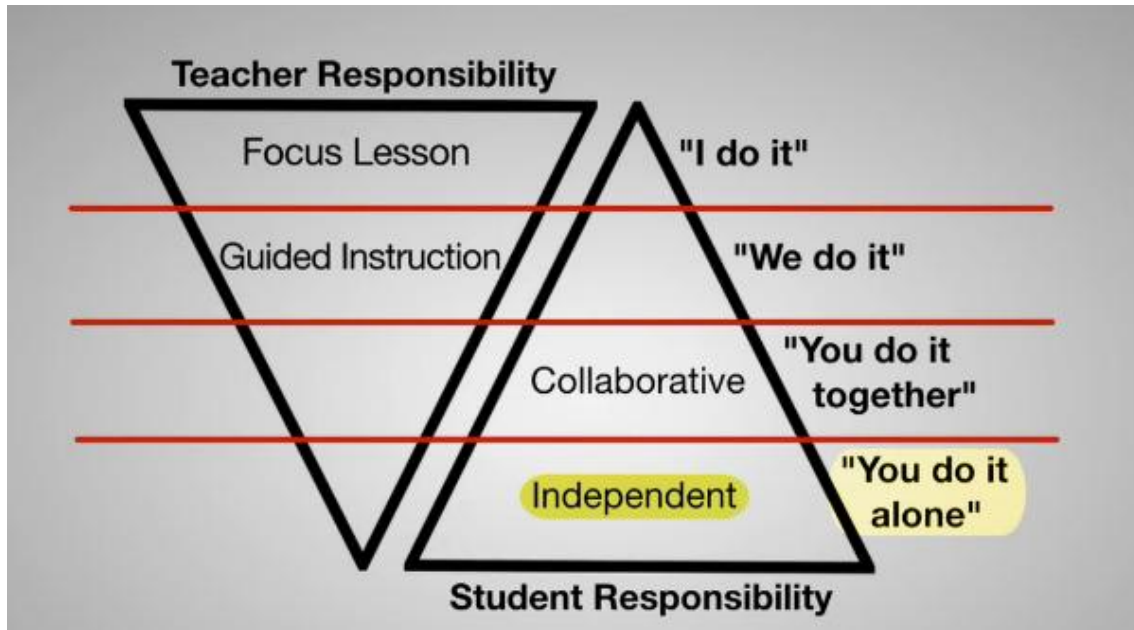
“Is the distance between the actual development levels as determined by Independent problem solving and the level of potential development as determined through problems solving under adult guidance or in collaboration with more capable peers.” (Vygotsky 1978)

This theory talks about how the student learns following the cognitive premises. So it would set a first part in learning in which the teacher takes full responsibility for the lesson. This is the time in which the student has little responsibility in their own learning. The teacher has to introduce the task to complete.

In the second part, the teacher had presented the task. Now the whole group passed to make some examples together. These examples help students to understand better the steps that they have to follow for complete the task.

The third step is done in smaller groups. They try to do the task together. Students draw a common premises they should continue to carry the task successfully.

In the fourth step, the student is fully responsible for their own learning. All the previous steps have helped them to realize how to do the task. In this step each individual student makes his own task.



The teacher has to perform all these steps each time he or she introduce a new task in the classroom. In this way the student will routinize the steps they have to take to complete his learning. The student will be able to recognize these steps, and that is when the students develop the basic competence learning to learn. The teacher makes the student responsible for their own learning.

4.2.3. FOCUSING ON THE COMPETENCE: LEARNING TO LEARN

You can find many definitions of the competence learning to learn. Taking the definitions that the official documents give us, about this competence we can define a way to work in the classroom.

The Common European Framework of Reference defined the “Learning to learn” competence as:

"Learning to learn" in the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs; identify available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to built on prior learning and life experiences in order to use and apply knowledge and skills in a variety of

contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.³

In the annex 1 of the RD 1513/2006, in which the key competences are established, we can find the definition of the competence learning to learn:

Aprender a aprender supone disponer de habilidades para iniciarse en el aprendizaje y ser capaz de continuar aprendiendo de manera cada vez más eficaz y autónoma de acuerdo a los propios objetivos y necesidades.

Esta competencia tiene dos dimensiones fundamentales. Por un lado, la adquisición de la conciencia de las propias capacidades (intelectuales, emocionales, físicas), del proceso y las estrategias necesarias para desarrollarlas, así como de lo que se puede hacer por uno mismo y de lo que se puede hacer con ayuda de otras personas o recursos. Por otro lado, disponer de un sentimiento de competencia personal, que redundará en la motivación, la confianza en uno mismo y el gusto por aprender.⁴

After these definitions we can see four main lines in which the teacher can focus in:

- The student has to be able to work in groups and individually.
- The student has to be aware of their own abilities in order to complete a successful learning process.
- The student has not to give up with his or her work; they have to overcome the obstacles.
- The student has to make connections between the knowledge and the context and culture where they live in.

The student has to be aware of what he knows and what he has to learn; but mainly the student must be aware of the process that he must follow to learn. Students must have a clear goal to which they want to achieve and the teacher is established from the role of guide, guiding students to reach their goals.

In this process also influences the motivation and self-esteem. So that, if the goal obtained, is one that we are not looking for; we must analyze the process, see which step has failed and re-raise the process until succeed.

³<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:EN:NOT>

⁴http://noticias.juridicas.com/base_datos/Admin/rd1513-2006.html#anexo1

4.2.4. ASSESSMENT FOR LEARNING

Most people think that tests and exams are examples of assessment, but those are certain examples of “Assessment of Learning” techniques. Assessment for learning, also known as classroom assessment, is different. Here we have a table in which you can see the difference between these two concepts.

Assessment of learning	Assessment for learning
Checks what has been learned to date.	Checks learning to decide what to do next
Is designed for those not directly involved in daily learning and teaching.	Is designed to assist teachers and students.
Is presented in a formal report.	Is used in responding to student work and in conversation
Usually summarizes information into marks, scores or grades	Usually detailed, specific, and descriptive feedback in words and in relation to criteria that has been set.
Usually compares the student's learning with either other students or the 'standard' for a grade level.	Usually focused on improvement, compared with the student's 'previous best' and progress toward a standard.
Does not need to involve the student.	Needs to involve the student (the person most able to improve the learning)

5

In order to develop learning to learn competence, it is necessary to develop an activity related to the assessment for learning. It is the way to make the child aware of the learning process that they will be followed. Gradually the student will become more aware and increasingly autonomous in their work.

4.2.5. ASSESSMENT FOR LEARNING AND CHALLENGES

This project places strong emphasis on learning through competencies. To develop this project it has decided to choose the competence of learning to learn to see how the teacher should analyze the competencies. Which options can be found to develop it in the classroom and finally, through which activity the teacher must develop it.

This process of going through the different steps leading to self-awareness is discussed in this work, it could be done with the eight competencies that it found in the curriculum, but it would become an impossible work to be handled by a pre-graduate student. Nevertheless, it is very important to be aware of the following links among them:

⁵ http://www.connect2learningresources.com/assessment_for_learning_tr_tjb.html

The competencies are strategies by which the teacher must guide their practice. The teacher is responsible for the daily practice in the classroom, so that the teacher is responsible for the development of the student.

Having analyzed the competence to be developed, the teacher chooses the strategy that he or she will follow. For this project we have chosen to use the Assessment for Learning as a strategy to develop this strategy.

Finally, within this strategy, the teacher must specify which tasks should be performed in the classroom. For this project it has chosen to do some challenges. What are the challenges?

The students have to dare with those challenges that they have decided to assume and set on a written format. They have to try to get it. The teacher has to guide the student.

Initially the teacher has an important role. The teacher has to make students aware of the internal process that they are carrying and how they are changing their attitude to perform. You can see this whole process in the section 4 of this project, called methodology.

For all it is very important to use the language that it will be discussed in the next section.

4.3. THE ROLE OF LANGUAGE IN EDUCATION

As seen in the introduction, the language within the last 10 years, has obtained great significance in our society. Indeed, one could say that is the fundamental axis by which all schools are governed today.

It uses language to communicate with people. There are many ways to communicate, for example, at the same level (i.e. adults with adults or children with children) or at different levels (i.e. an adult with a child). The latter is the most common case in the classrooms.

In the following sections we will see how it affects the language in our daily practice and all the factors involved in communication. Also we will define a kind of language with all the premises we need focus on the project. How do we use language to routinize the project (challenges)?

4.3.1. SOCIAL LANGUAGE

The project has been developed in a school with children but we cannot focus only on learning in the classroom. We cannot forget that we live in a society; an environment in which students actively interact, an environment in which the student learns every day. So that inside the classroom also should be learned from society and interact with it.

Our first analysis will concentrate on the definition of the terms widely used in the three⁶ documents: multilingualism, multiculturalism, plurilingualism and pluriculturalism. The framework defines the society as multilingual and multicultural. The European Union is trying to separate as much as possible of the union of American states, which are based on a union of language and culture part of commercial and economic. So, being a union of different countries obviously is a union of different cultures and different languages, which are to be, retained each of them.

Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. [...] the plurilingual approach emphasizes the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. (Common European Framework of Reference p.4)

In this definition of plurilingual education, it is defined that the student does not keep in strictly mental compartments. All knowledge must be connected to each other, thereby; it will create a common topic for the student to receive a cognitive learning.

As we saw in the section 3.2.2. cognitive theories are based on rescue the prior knowledge that the student has. Namely it is not intended that the student stored the knowledge in separate compartments. It is intended connected all the knowledge topics.

In a primary classroom, where the subjects taught in the English language are: Arts and Craft, Science and English, our first intention has been linking topics which are related between all subjects. Meanwhile the student is practicing in Science, they take texts and language from English, without forget complete the information with sketches, drawings, or different Craft.

For example, if the common topic is "the materials". In Science it will work with all the materials we can find, classify and analyze them according to their characteristics. In English the student will study the clothes. The clothes are made of different materials.

⁶Quote her the 3 documents: CEFR, LOE, CyL Curriculum

They can complete the information with descriptive labels text and they can make a passport of travels classifying the clothes they are going to wear in each one. In Arts and Craft they handle different materials; it will be presented in the classroom.

This is an example of how not to compartmentalize the education of children in insulated and unconnected boxes. Now, you might ask: what happens when the teacher pass to another topic? The teacher always tries to relate the topics, based on student's prior knowledge.

For example, with the topic "the jobs", at first, it seems that is unrelated, but instead, the teacher asks students to check out this previous knowledge in a short time: for classifying the materials that each people use in their job or using a similar text type than the previous topic.⁷

In the previous sections we have discussed the meaningful learning and competencies learning. Are these two types of learning equal? We talk about the same?

Meaningful learning is a concept that is related to the knowledge the student has and the ones which the student connected, that is, the new knowledge scheme that will allow the integration of new learning on their prior knowledge. It also requires a reflection on those learning connections that the students did on the previous knowledge.

The competencies have to do with the skills acquired in this last phase of meaningful learning, with the experience of knowing how to use the learning acquired to develop their everyday lives with the demands that they produce.

With the obligation the teachers have to empower students to solve all the difficulties that are presented... Only then, they can speak of true learning and skills development.

Vygotsky proposes his Sociocultural Learning model, through which he argues that learning and personal development interact, considering learning as a factor of development. In its learning model, the context becomes the main part and the social interaction becomes the engine of development.

He argues that cognitive skills and ways to structure the student thinking are not determined by genes. They are, rather, the result of individual student development in accordance with the social customs in which it develops.

⁷ Anexes 1, 2, 3 and 4

Consequently, the environment in which the child develops and his personal history, are important factors that it will determine your thinking. For Vygotsky there is a fundamental relationship between thought and language.

In the process of student cognitive development, language plays a central role in determining how the child will learn to think. Language is not only an expression of the knowledge acquired by the child, but has an essential role in the formation of thought and character of the student.

4.3.2. OUR PRACTICE SUPPORTED BY OFFICIAL DOCUMENTS (ELP)

Drawing on previous theories, the goal of language teaching is modified. The objective pursued is to develop all language skills equally so the schools will have to encourage the learning of these skills, such that the student can develop within a plurilingual and pluricultural competence. The objective that has to pursue teaching in schools is to be able to provide students some language skills, then the student, when you finish your education can learn alone through acquired skills that enable develop throughout lifelong.

The Council of Europe's language programmed has been designed to produce tools to be used by all members of the language teaching profession in the promotion of plurilingualism. In particular, The European Language Portfolio (ELP) provides a format where language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognized. For this purpose, CEF does not only provides a scaling of overall language proficiency in a given language, but also a breakdown of language use and language competences which will make it easier for practitioners to specify objectives and describe achievements of the most diverse kinds in accordance with the varying needs, characteristics and resources of learners. (Common European Framework of Reference p.5)

The European Language Portfolio established common reference levels of language proficiency.

Finally, one should be careful about interpreting sets of levels and scales of language proficiency as if they were a linear measurement scale like a ruler. No existing scale or set of levels can claim to be linear in this way. [...] This is because of the necessary broadening of the range of activities, skills and language involved. This fact of life is reflected in the frequent presentation of a scale of levels with a

diagram like an ice cream cornet – a three-dimensional cone which broadens towards the top. Extreme caution should be exercised in using any scale of levels to calculate the ‘mean seat time’ necessary to meet particular objectives (Common European Framework of Reference p.17)

So here, set the parameters through which one learns a language and the main purpose is established Portfolio ⁸use as:

The Portfolio would make it possible for learners to document their progress towards plurilingual competence by recording learning experiences of all kinds over a wide range of languages, much of which would otherwise be unattested and unrecognized. It is intended that the Portfolio will encourage learners to include a regularly updated statement of their self-assessed proficiency in each language. It will be of great importance for the credibility of the document for entries to be made responsibly and transparently. (Common European Framework of Reference p.20)

Due to the importance of language in education, the Common European Framework of Reference makes a document called ELP. Students in this ELP can see how they progress in the language level. Therefore this ELP provides the common reference levels of language proficiency. In the ELP these levels are easily written for the students understand them. The student will independently assess whether this target it has been achieved or not. That will be explaining later in section 4, called methodology.

4.3.3. A DIFFERENT COGNITIVE PERSPECTIVE TO BE APPLIED IN THE FOREIGN LANGUAGE CLASSROOM (BRUNER)

Following the cognitive theories and talking about language in education, Bruner's theories will help us to understand the internal learning processes of the student and the steps that the teacher must take into account when he or she is planning instruction.

The student lives in a society. How is the student's reality? It depends on the primary course in which the teacher is, from the youngest to the oldest, the student initially simplify reality in order to manage more easily. This reality is simplified, and the more you advance in age, is becoming more complex, but never without reaching the real reality. They only have 12 years when they leave Primary School.

⁸<http://www.oapee.es/documentum/MECPRO/Web/weboapee/iniciativas/portfolio/portfolios-validados-esp/primaria/castellano/pelbiografiaprimaria.pdf?documentId=0901e72b8000449f>

Bruner defines three steps of representation of reality: the first is the Representation of Action, the Iconic Representation and Symbolic Representation, defined from simpler to more complex.

For example, if the teacher asks the students to make a representation of reality, for read a story, then we are faced with the Representation of Action. Another example is when students in Science, experiment with clay or with different materials to see if they are resistant or flexible.

When the teacher introduces flashcards in the classroom, either by letter, drawing or both at once, the teacher is using the Iconic Representation. The student is looking to follow another step in their knowledge. Everything that above the student has manipulated and experienced has a concept and a given name at this stage.

The third and final step is when the student is able to join the two previous steps. the student join the concept and image of reality and they give a description of it. In this step the language becomes very important. It is the most complicated step. It is when the student has to verbalize their learning.

All these steps above define the practice of teaching. Define a working structure, with steps and a clear methodology. These are the steps that it has been followed in this project.

4.3.4. NARRATION AS A LINK BETWEEN TECHNIQUE AND TASK.

When babies still do not have the ability to talk, they interact with others. Babies are able to communicate at their way. They use always the non-verbal language. This non-verbal language allows the mother or another adult guess what the baby needs all the time. It can see an example of this in this video:

https://www.youtube.com/watch?v=b-rZsbOxs_o

Here you can see like the child turns his gaze to get what he wants. Is a set of non-verbal signs that the mother interprets perfectly.

Through this mechanism, which Bruner called SSLA (Support System Language Acquisition), is determined that language acquisition is a dialogue between the mechanism of acquisition of a child and adult assistance services.

When the child is older, but without talk yet, he or she use other techniques in order to get the attention from the adults to get what they want. This is where the adult assistance

services is most evident. The adult repeats the child over and over again the word of what he is saying. So, the child who is learning to speak keeps the concept of the object.

For example, when you walk through a park and see a child with his mother. The child is picking up a stone, shows it to the mother and gives to her. The child repeats this several times. And then he or she does the reverse. The child takes the stone from the hand of the mother, he or she show to his or her mother and throws it down. Throughout this process the mother is repeating to the child the word "stone" in different ways. She repeats phrases like: Where is the other stone? Yes, the stone! Oh, another stone!

Because of that, the child knows that the object is called stone. Gradually he or she try to reproduce the word. The mother will continue supporting the child in the reproduction of the word, saying constant words of encouragement. Finally the child recognizes the stone and knows how to name it.

The same happens in the classroom. The teacher would act in this case as the mother. When we have new situations or new words that children do not know, teachers repeated continually the word and students imitate it. Until this imitation becomes student's knowledge.

When the student is in the classroom, the next step to follow with the students is go through the communication and learning: verbalize their learning.

Reviewing the above, it find that the first step is to manage the object, then the student name it and finally he or she give a concept. These concepts range from less to more complexes, depending on the student's age.

In the last step, the most important thing is to know how verbalize their learning. It's not easy to be able to explain a concept to a classmate and it is harder that the classmate understands it. First it must be clear about all aspects: how I want to say (well organizing information) and then be able to tell it.

Make that internal process of thinking is something where the children can have trouble and teachers must help students to do it. The teacher can start explaining little things, therefore in this way they get used to it every time and finally they apply less effort for do it.

4.4. CLASSROOM LANGUAGE

4.4.1. ROUTINES AND LANGUAGE AWARENESS

In communication, the non-verbal language is just as important as the verbal language. When we interact with a person it could be said that 80% of communication is based on non-verbal language. Only 20% of communication is verbal language. Without forgetting this fact, in the primary classroom use at least 90% of the communication will be a non-verbal language between the student and the teacher.

Some examples of this would be when the teacher gives them the turn to speak. Then if the students are answering wrong, then the teacher does something with his throat like a cough or a sign with the hand. This sign make the student rectify in their answer. The gestures that join to the words big and small, makes a clarify idea in the student about what the teacher is saying.

In the video shown below, students are older than those studied for this project, but it can appreciate the non-verbal language of the teacher and the reaction of his students.

<https://www.teachingchannel.org/videos/reinforcing-learning>

The students also use non-verbal language to communicate with the teacher, for example, when they are stuck in a task and need help, when they are confused or when they are paying attention.

So besides, the teacher uses other techniques to get their attention. The use of flashcards in the classroom is a visual technique; the colour of the flashcards can draw a lot of attention. It can be made with cartoons or realistic drawings. In addition, a written word may accompany the draw. Another type of flashcards in which there is no drawing and it have only letter.

There are lots of games to interact with flashcards, from point to the correct one, to say the vocabulary as fast as possible. Most of the games involve movement.

In addition there is also the verbal language, which is also an important factor in our classrooms. The use of techniques such as repetition, or using different rhythms of voice makes from English the most entertaining hour.

As you have seen above with the concept of "stone" when the student discovers new vocabulary, the child will not know what their concept. The teacher through repetition achieved that the student is able to reproduce.

The different rhythms in the voice make the student pay more attention to one moment in the classroom than others. The tone of voice is different when the teacher wants the student repeat something or answer to a question, and when the student just have to listen.

All of these factors make an English lesson more engaging and entertaining for a child who has only six years.

4.4.2. FROM TECNIQUE TO ROUTINES.

Reviewing previous theories views in points and starting from the cognitive approach. The theories of Vygotsky and Bruner are complementary.

Vygotsky's theory says that the student lives in society and they learn from it. Cognitive theories generally speak of significant learning and the relationships between content. Bruner's theory says that children learn the concept of the object before first manipulated it and after they give it a definition.

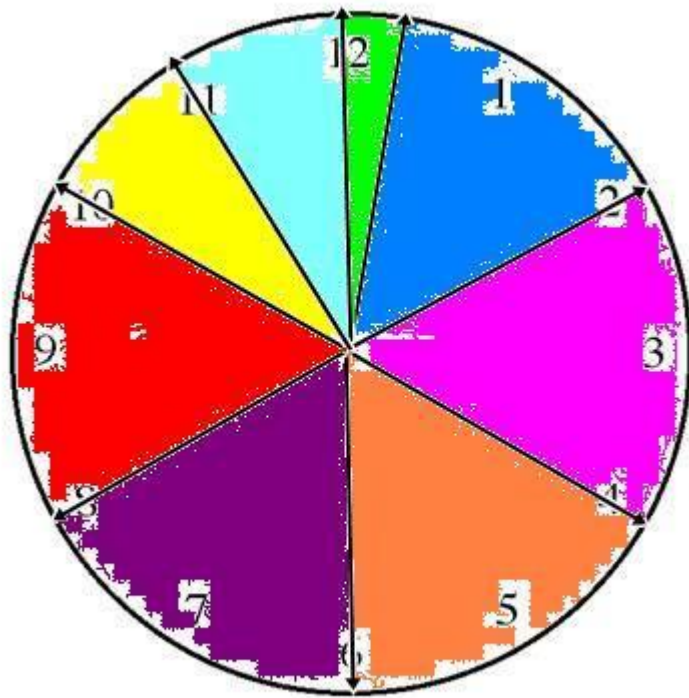
In summary, when a teacher prepares a lessons he or she must consider the following techniques: the society in which they live, the neighborhood and the type of students you have in the classroom, that the topics of learning are linked together and the steps student's development are: first manipulate new objects, then give them a concept and finally a description.

4.4.3. TIME – CONTROL AND CLASSROOM ROUTINES.

According to anything previously seen the English teacher has a clear outline of how to schedule their lessons. How to split the time? Three days a week there is an hour of English. Four days a week of Science. One day a week of Arts and Craft.

The English teacher can divide the lesson according to the outline principles above; that consist in divide time into routines. That is, you draw a circle, making reference to the class time. The routines within this time could be divided as:

This is one suggestion that we make for develop this project:



- 2 min of greetings!
- 10 min with the date and the weather.
- 10 min playing with flashcards
- 10 min for teacher explication
- 10 min working in groups
- 10 min working individual
- 5 min verbalizing their learning
- 5 min of goodbyes.

As we can see it follows the cognitive principles of thought processes. Routines are very important actions within the student learning. They do it to have a fixed habit of action. This also allows increased learning, because students are willing.

A practical example, Greetings! When the teacher come into the classroom give students good morning and they answer the teacher. Imagine it is the third hour after break and that the students are tired. Would be normal start the class after saying good morning? We cannot forget that children are 6 years old.

So the English teacher knows that English in a subject in where the student have to pay more attention, so the teacher makes a welcome routine in which all the students sing together a song and dance. When the song ends, all students are ready to listen.

The following routine would be the date and weather. It depends on the age you are, the teacher or the students will make this routine. For this project, the teacher writes in the blackboard the date but the students have to say it. The same happens with the weather.

The teacher always use the same language for introduce a routine. For example, the teacher always ask the same structure with the date, or use the same phrase to indicate that it is time to work together.

Always use the same phrases, and let the student know what it is asked at all times. This, the first few months of the school year, when the teacher is creating these routines, it is a bit more complicated. But if you follow a fixed structure and fixed gestures then the student will routinize those actions.

In conclusion, seen that the language and culture influences positively our lives, we must be able to create an interest in active learning in the minds of students. For that students need to be aware that learning is a process consisting of a set of steps designed to obtain the final learning. Besides teach students to do research of specific information using all kinds of materials available to them in their daily lives. It needs to create students with a general interest in certain aspects of knowledge and life.

This is what we are going to see in the project: the steps to create a routine in the classroom developing the learning to learn competence.

5. METHODOLOGY USED IN THE PROJECT

5.1. ANALYSIS OF THE CHARACTERISTICS OF THE CONTEXT

This implementation takes place in a public school located in the centre of Palencia. It is a very well considered school, and recently added to the group of Bilingual CLIL schools. The project described has been implemented with year one of the first stage of Primary Education. This group has been chosen at random, but with the clear idea to find out the main premises we should consider when setting the first steps of a wide project. With a quickly observation, you can realise of this group's main features:

- There are students who have just passed the Infant Education; for that reason you have to take note which routines had acquired during those three years.
- Their ability to concentrate in the same task is for short time.
- They are not careful with their own work.
- They perform with little autonomy, claiming continued support by the teacher.

All these factors along with others, who will name later, are those who have made this project so meaningful. Even because this project has focused on the hours of English as they were: Science, English and Arts and Crafts.

As previously research objectives have been appointed, in order to be a good teacher is necessary to make investigation in the classroom. This project has been developed for a month. During this month completes the circle of teacher's investigation, in which, first becomes a needs assessment then the project is designed and after implementing it is analysed.

5.2. ANALISYS OF THE NEED ASSESSMENT

At the moment, when it begins to do the research, students already have learned routines and working with a very clear methodology, based on this, we analyze the resources used in the classroom. The first thing we find is a textbook, as in all Primary classrooms today.

But how do we know that the textbook provides answers to all our needs? The first thing the book offers us is a closed planning with an order of units and an order of lessons which must base your practice. Once produced a simple complete unit analysis, you can see that the resource pays no attention to real needs of the curriculum by fixing some parameters.

The curriculum sets out eight basic competences, of which, two of this are always more difficult that appear in the given planning, because they are quite subjective and not supply

the given parameters. There are “learning to learn” and “independent learner”. As already explained in previous sections the student develop these skills in a socially and culturally, preparing for adult life. By following a few basic guidelines:

- The acquisition of the curricular contents of the stage.
- The development of basic organizational habits.
- Achievement of an adequate degree of autonomy.
- Basic self-social behaviour.
- The development of thinking skills and strategies to apply in any situation effectively and use.

In the learning process the child has to get to the complete training, with the parameters set in the different official documents which mark the basic competences that all individuals have to reach through their training in the school. The whole process is that, we as teachers, we must help and guide students in their learning. A meaningful learning, as Vygotsky said, makes the student work going gradually from the supervised activity to the independent activity. All this is now a big role in our classrooms.

Vygotsky analyses the process by which the student must pass from education begins until it ends, the student may have acquired all the highlights (targets) that was previously said So that, the burden is always on the learning process, instead of in the end.

During the learning process of the individual always going to tend to the routinization of actions until the most important individual step, which is the verbalization of learning. During this process Vygotsky shows us how to work with students, so that we must guide them from share activity to independent activity, better known as the zone of proximal development.

Among all these steps of the process always have to appeal to different resources that help us in practice. The most common and most used is the textbook. A textbook that we analysed previously is not always a good guide. If you think for a moment how the student's mind works and how they learn, you will see that it has nothing to do with the fixed structure of the textbook.

In the first place, always learn better if we talk about familiar topics, of topics that are closest to us and use regularly. The book in this case trying to bring the topics to students' close environment but does not always succeed.

In addition, each unit goes a vocabulary, a story, some grammar exercises, a phonetic and after the abstract. Almost always with this order, it is impossible for children to learn something when they do not have a fixation on a particular subject for over two lessons. Learning requires a systematization and routinization, which being applied at short intervals requires a smooth transition among techniques and topics. If you change the theme from one lesson to the next, students get lost and the goals you are looking for cannot be achieved.

Besides, the resource has no examples in which the same text structure is used. In each section text types are changed, so that the student does not even understand, interpret, or reproduce the text meaningfully.

Apart from all these factors, it is very important how you use the textbook. The textbook can be used as data collection or as a resource. How to differentiate from each other? It depends a lot from the perspective the book is being analysed. It can be analysed from the perspective of the teacher or the students'. If the teacher uses the book as a resource, that is to say, if after having removed the students' knowledge use more resources for learning among all, and thereafter, when it is passed from the share activity to the individual activity exercises can be done as a review book and check if they have acquired the knowledge or has not been so. The students would use the textbook as data collection. In contrast, if the teacher uses the book as a collection of data, which means that, the textbook becomes a resource for students. In practice it would mean after a short explanation from the teacher, students through the exercises in the book will be able to learn, using this main resource.

5.2.1. THE TEXTBOOK AS A RESOURCE

The English book: Incredible English Kit, in their project for the first cycle of primary education contributes to the basic competences in this way (quoted of the programming literally):

- Linguistic competence throughout the materials using language as a tool for oral and written communication that develops through listening activities, vocabulary building and basic knowledge of phonetics.
- Learning-to-learn competence; students will develop skills and strategies to use at a later stage in the learning process in all fields of knowledge such as audiovisual observation, memorizing through repetition, concentration and reflection over one's own work, the capacity to make choices and to state one's own opinions,

methodical organization through routine and discipline in study habits to achieve goals.

- Data processing and digital competence, using skills for searching, processing and communicating. To that effect, each unit will include the following sections:

Audio CDs including tracks of all the songs, stories and oral comprehension activities.

Incredible English Kit DVD including eight chapters of cross-curricular work.

Websites for both teacher and students containing downloadable and interactive materials (www.oup.com/elt/incredibleenglishkit)

- Interpersonal, social and civic competence. The learning of a language implies acknowledging a series of features and cultural facts connected to its speakers. All stories and situations in the book reflect these facts.
- Cultural and artistic competence. In our Project, students will exercise this competence through the completion of different assignments and artistic and craft activities so they know about the people and culture of the countries where the foreign language is spoken.

Specifically in the given unit while this project was being developed, the guide book show the relationship with the competencies in this way:

- Linguistic competence; throughout the unit using language as a tool for oral and written communication through listening activities, vocabulary building and basic knowledge of phonetics (Look and say. Then listen and find, Listen and sing the song CB p. 59, Act, AB p. 61)
- Learning-to-learn; students reflect and enhance their personal initiative opinion on different aspects y and learn to manage their resources through different learning techniques learning about and choosing their favourite activities of the unit or using the Picture Dictionary.
- Interpersonal, social and civic competence since learning a language implies knowledge of facts and cultural traits associated with the speakers of the same and can be exercised in parallel to the unit.
- Cultural and artistic competence

Draw a picture of yourself in your best clothes (AB p. 60).

Make a mobile with weather pictures. (CB p. 65).

Study the representation of atmospheric conditions in art (CB p. 64)

If we only look at the competences that in this project have been implemented, we will see that for every unit does the same with them. We assume the book proposes one way of working these competences. Analyzing what is written:

- Learning-to-learn competence; students will develop skills and strategies to use at a later stage in the learning process in all fields of knowledge such as audiovisual observation, memorizing through repetition, concentration and reflection over one's own work, the capacity to make choices and to state one's own opinions, methodical organization through routine and discipline in study habits to achieve goals.

The book is saying that students independently, so that means that without any guidelines established by it, must enhance their personal initiative. It also must manage their resources through different learning techniques, neither of which are established in the book. Both competencies are developed at its best, choosing the activity book that they liked more in that unit and completing drawings dictionary.

Analysing only this paragraph of the 88 pages that the guide book has programming for all the lower primary, we see that not only does not answer your own questions, but it presupposes a number of previous knowledge and skills acquired, a six-year student has not yet acquired.

Almost all the editors, in their books are required to explain their contribution to the basic competences. But this does not mean that teachers can find inside the textbook a clear answer. The teacher, as good knowledge of the law, knows how to work on competences, and after analysing the error predispose us to analyse the process of the project implemented in the classroom.

5.3. DESIGNING THE PROJYECT

In a given classroom, at a specific moment of the school year, it saw what was being done in the classroom; some possible improvements were detected, in accordance with the law as already discussed above. Once the needs are identified start designing a project.

When a project design has started, the first thing that we had to be clear on, are certain questions that after finishing the design and implementation, we get the answers. The questions asked to implement this project were:

Which is the starting point? How can you do? What previous preparation (the teacher) must be taken into account? What is going to get there? What language will be used for this? Where will be placed? Which classroom space we have? What colour of cardboard? What direction should bring this? What colour will be the challenges? Will they put the challenges themselves? What should the teacher do? In which times should be done? Why students initiative? Why teacher initiative? When should reassess?

It is start from an initial proposal by which is to complete the training, talking about competences level, of our students. With all this in mind the project was taking shape. So, once detected the problem of the book and discovered that the book does not provide answers to all questions of curriculum, is passed to a higher level which analyzes aspects which does not cover in the curriculum. In this case, it gets closer to take care to all the basic competencies so, searching for the topic that we want to focus. The answer to this question at the time was the desire completes the training of students with the competencies "learning to learn" and "independent learners".

How you can reach that? So in summary the curriculum says of the competence "independent learners" is that the individual throughout their schooling, have to get the capabilities (skills) needed to function in adulthood in a society and a culture. You must have the skills to look after yourself. It has to have worries for knowledge and that at the same time can learn self-taught, because it has enough tools to do so. This last part corresponds to the competence of "learning to learn" that both complement each other perfectly. In order to develop such competencies into the individual there are many forms. There are many strategies and many forms of give classes in order to achieve the development of the differences competences. For this particular project was implemented about developing as introductory challenges, as they are more attitudinal. All of this and the previous work are the basis for the later implementation of self-assessment and the use of targets in the classroom, as a way of working.

The Cambridge dictionary defines the challenge as: a situation that test someone's abilities. They are individual and thoughtful individually after being shared with the rest. What is being sought to propose these challenges is:

- Those children are aware of their learning.
- Establish clear guidelines for self-evaluation.
- Routinize the actions.
- Be able to verbalize their learning.

5.4. IMPLEMENTATION

Like everything else, to the point where the children have to write the challenges requires constant preparation by the teacher. This preparation is the most important in order to initiate this process. Expressions fixed continuous to all students about things that could be improved, making them aware, with a very simple language, what you expect from them. These continuous phrases provide motivation to the students, but they must be well targeted to be well used to take effect.

With the continuous repetition that is sought is that when proposing challenges, they know what their weaknesses and strengths points, so that the challenges get out of them. They have to have the feeling that they themselves proposed the correct challenge without the teacher's help, so to be becoming more independent. That's when it becomes clear the systematization of the work of the teacher who previously had to be.

The first time that children are asked to think of a challenge, the teacher guiding them has to go. For good reflection must be:

Create an environment of trust in which students can feel comfortable telling their faults and virtues. Close your eyes.

While the students close their eyes, the teacher will motivate them. It means that the first thing they think is in the virtues that they have and the virtues they demonstrate daily in the classroom. Incite them to think of the positive features that all teachers mentioned about them, both in the classroom as well as at home when doing homework. Before the students open their eyes, repeat to them it has to be something that everyone can see, so that everyone can have examples to refuse if that challenge is one that you did or one that you have to try to improve.

When they have thought, the next step is always verbalize what they have learned, or in this case, the thought, so that in a collective manner they will be saying their strengths. Repeating the process invites students to close their eyes again, but this time they are going to think about a defect. A defect they have, and they know it; a defect in which the student agrees to try to improve with all his strength.

Here the teacher must be very careful and pay attention to several factors that are going to give, as such, the shame of rejection, the rest of the group laugh at what a student just said, etc... The factors are many and varied that may arise at the time but as before there has

been a previous observation, many of them can get to deduct and prevented before they occur.

Returning to children, with eyes closed student think in a defect that they can try to improve and after all they open their eyes. When they have thought, the next step is always verbalize what they have learned, or in this case, the thought, so that in a collective manner they will be saying their weakness.

It is a time where students show their insecurities, and show real challenges that they want to improve. But as with any person, is saying something bad about himself, so that, the teacher has to create an atmosphere of trust. Discover the weaknesses of the partner, working with such young children, rejection or clashes may arise between them. We must conduct an observation to control these potential negative aspects of practice. In this part the teacher is continually repeating motivational phrases.

We had to create a space in which students take it as reference when it comes to remember the challenges. This space should be a place in the front of the classroom. It is intended that the student will see it continually. Moreover, the teacher is able to refer to the challenges pointing to them on the blackboard during lessons. So, these gestures allow the students to remember the challenges and the teacher does not have to interrupt the general systematization of the lesson continually remembering the individual challenges. Through repetitive gestures and continuous observation of the poster, allowed students the routinization of this new technique.

It chose to use a card-sized DNA-4 to put it challenges. There's a whole background behind the design decisions of any learning mediator, from the colour, the size, to the letter and vocabulary used.

For this project, the poster was a bright colour, which highlight with green background of the blackboard in the classroom. Besides the challenges that students wrote were made in a bright colour but for highlighting inside the cardboard.

The challenges were written by students, so it felt when writing them as their own. It was like signing a contract.

The cardboard, being located in the front of the classroom as mentioned above, allows students greater visibility, and that students fix their look on it every time they take a quickly look at the blackboard.

Both the colour of cardboard of challenges and the cardboard of individual student, never be or red or green. Students have associated these colours to failure and success accordingly. So, in order to try to get away as much as possible the good appreciations and the bad ones, it tries to avoid those colours. In the case of this project, the challenges cardboard was in striking orange and for the individual challenges was in striking yellow.

After orally present the challenges, now it writes on a card. Students will be those who stick their challenges on big cardboard.

The fact of giving them colours let them write it themselves and stick it on the cardboard and remember doing that with gestures.

A part of all formal aspects of the materials used in the project, it must highlight a much more important: language. The language that is to be used continuously with children and keywords are going to allow their routinization.

It is important, as has been said before, in the previous step in which the teacher constantly repeated over and over strengths and weaknesses of the students during their lessons. It must be simple sentences, short and vocabulary adapted to the age of the students. Likewise, like when it is working the different text types in the classroom, based on repetition and the systematization of structures, the challenges will also have a fixed structure: "My challenge is:".

The teacher never has to say anything negative. They are younger students who need a lot of moral support. At this point comes in the Goleman's emotional intelligence theory. It is very important to be careful and not play with the emotions of a young child. To avoid this it is never going to mint negative terms like: "you have not got it", "You did not do it" and "This is not well". It will always aim to use terms like "what we can improve", "what we're going to try to get" and "that's what we have to paid more attention". As Littlewood said, the teacher always has to take care of our caretaker speech.

Once we have all the design of the intervention, It is necessary to define the most important part: the time. At what time it will do, how much time is going to take from the lessons in my practice... many questions that at first may seem very difficult to answer yourself. The curriculum in which is established the minimum content for each course includes basic competences. The book used in the classroom, as previously seen, also argues that there must be a time dedicated to these two basic skills to carry around for the whole project. In turn, in its program, the book leaves no time to implementation it in the

classroom. So by not being in the times of each unit in the programming of the book, you would have to adjust the times of lessons and look for times between them. During this project, students use a one-hour lesson to inquire about their personal challenges and expose the rest of the class. Also set these challenges requires a reevaluation of the same continuously. Always setting where time may be. This adjustment occurred during the last five minutes of the lesson, twice a week. In this project, students starting from scratch. It was the first time students were asked for their opinions on specific issues and always providing evidence. An evidence that required a continued observation by the student, an exhausted observation by the teacher and especially a self increasingly aware yourself whether you're doing right and what you're trying. At this age it is very easy to see the failure classmates, but not so easy to see it in you. With this we are doing critical students with themselves. To know value and recognize their strengths and weaknesses, to try to improve everything that can and may be aware of their progress. There comes a time when most students have gotten their challenges. At that time, the teacher, make to students who need new ones, realise about it. As these challenges have already achieved, now it is time to find a new one. The teacher reveals that the challenges needs to being reviewing. The next day the students are those who ask to review it. The teacher will be asked to remove those who have done and put some challenges that they can improve. The teacher takes advantage to using another hour of a lesson, assess the challenges. It has to be something that is visible, so that individually they will assess their challenges. If the student believes that he has achieved, it gets a colour sticker, if the student believes that getting although this does not get every day, it gets another colour sticker.

As it is said before, the colors of the stickers can never be or red or green, because they are associated with positive and negative connotations.

The fact that each student put a sticker, both those who have managed to systematize that attitude and improve it, to those who are trying to improve it, is due primarily emotional intelligence. Our students are only six years old children, so if you say negative things, it will impact them. We should be very careful with the way you deal with this fact in your lessons. During this project there were cases that the student had achieved all the challenges, but at the same time the student was not willing to get new challenges and cases in which a student has achieved all challenges and has a great willingness to set new ones.

In addition to cases in which put the right sticker will be a hard decision, in case you had got or was getting, their classmates only saw the negative and not the effort that this

student had done to try. Also, if you look at the language used during the whole reevaluation of the challenges is always very positive. Asked placed great emphasis on: you get the challenges? Or are you trying? The teacher should never say anything negative to them as you have not done or you have not got ... all this kind of vocabulary is going to try to fend off the children's comments. That the teacher has to be continually repeating the same phrases quoted above.

Summary:

The starting point is the elaboration of a mediator, which has a design in which is going to put the challenges and a reflection on where it should be located within the classroom. At this moment the human factor starts to become important. The teacher systematized certain behaviors, which upon reflection is believed that the student must improve, and continuously repeated. Never use negative language, always positive. Considering the specific vocabulary to be use for a child of six years. After the teacher does not stop to repeat it in the classroom, students have to reflect on their strengths and weaknesses; will quickly be aware of which one should improve. We cannot forget this important step. What is do next is that two days a week for 5 minutes, each student will perform individual and personalized self-assessment of the challenges he has achieved and those that are still in process of getting. With all of this, there comes a day when you should put new challenges. They are aware of the process that this has led them, how much they have tried to get those challenges. Cannot be forgotten that each student tried it. At that point of reflection there are some who have achieved and others not.

Once they have explored the self-assessment mode, in this case with individual challenges, it would be a good time to move to the targets. Those can be per lesson or per unit. Students, who have systematized this dynamic, it will be much easier now evaluate themselves in terms of content. *You know? Or you have to learn?* This further improvement proposal also responds to the basic competences "learning to learn" and "independent learners". This would be a step in the learning of the individual. It has gone from attitudinal challenges and easily observed, to systematize how to work with self-assessment. Once they would be able to see and check if they know some contents that are taking place in the classroom, or they could learn more about this topic. When we talk about content in the classroom are pretty subjective things that require an adaptation of the language, so that the student can understand and assimilate as their own

6. CONCLUSIONS

This group of students were not previously used to working on Assessment for Learning. So this project is focused on the challenges; specifically the attitudinal challenges.

At first when challenges were introduced, the students took some time to getting used to working in that way. Until, as we have seen in section 4, the teacher creates the routine on the student. Every day, the teacher makes the routine in the classroom. In the time, happens to be something that students did not understand to something that they ask to do it in the classroom.

Also in section 3, we have been spoken of ELP, which establishes the levels for the students can perform following these portfolio's premises. In this portfolio it is valued the advances in language content.

This project implementation has only taken place along the last month. So with more time it could have been further progressing in this line of action by adding more and more difficulty each time.

I am referring to the beginning of the usage of the ELP in English lessons. It allows the student to know that the learning process is taking place. In addition to knowing the goal they want to reach. These small steps, which were reflected in the ELP, allow students to see their progress. This serves as motivation to continue learning.

We have to distinguish between targets offered by the ELP and targets that can be used in Science. This subject is based on content that is not typical of language learning, but is taught in English.

So, in conclusion, the progress of this project in a classroom could be done in two ways. In one hand, English whose the main pillar is the progress in the language, and in the other hand, Science whose the main pillar are the minimum content of Science through learning in English.

For the two cases the teacher would be working with the Assessment for learning as a strategy and the competence of learning to learn. It can develop in varied ways.

As we have seen throughout this project, students actively develop their learning. Being aware and participate in their own learning process. Being able to rectify the mistakes and to recognize the successful.

7. REFERENCES IN THE PROJECT

7.1 OFFICIAL DOCUMENTS

Competencies that teachers get to develop this project are a selection of which are named on this page:

ANECA (2005). *Libro blanco. Título de grado de magisterio. Vol.1.*

http://www.aneca.es/var/media/150404/libroblanco_jun05_magisterio1.pdf

Key competencies in the European framework of reference:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:EN:NOT>

Annex I of the Spanish current education law that established the key competences in Spain:

http://noticias.juridicas.com/base_datos/Admin/rd1513-2006.html#anexo1

In this book you can find the items in the curriculum related between them:

Van Lier, L., & Van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy and authenticity*. London: Longman.

7.2. COGNITIVE THEORIES OF LEARNING

Here we find a difference between the meaningful learning and learning through competencies:

<http://acogidayel2.blogspot.com.es/2011/02/aprendizaje-significativoaprendizaje.html>

In this book Vygotsky establishes his learning theories:

Vygotsky, L. S. 1978 *Mind in Society*, Cambridge, MA: Harvard University Press

In this video you can see the learning theories of Vygotsky in practice:

<https://www.teachingchannel.org/videos/improving-teacher-practice>

In this book you can find a relationship between all the linguistic theories:

Díaz, C. G., Jeremías, J. M. V., & Trigueros, C. A. (2002). *Didáctica de la Lengua extranjera en la Educación Infantil y Primaria*. Síntesis.

7.3. TEACHING WITH ASSESSMENT FOR LEARNING

On this page you can see a box, by which it is established the differences in the languages in schooling.

http://www.coe.int/t/dg4/linguistic/LangEduc/LE_PlatformIntro_en.asp

But concretely, language as a subject:

http://www.coe.int/t/dg4/linguistic/LangEduc/boxd1-subject_en.asp

But concretely, language in other subjects:

http://www.coe.int/t/dg4/linguistic/LangEduc/BoxD2-OtherSub_en.asp

Anne Davies wrote a definition of assessment for learning:

http://www.youtube.com/watch?feature=player_embedded&v=t8vUF90eZPs

Anne Davies wrote a definition between assessment for and of learning:

http://annedavies.com/assessment_for_learning_tr_tjb.html

7.4 RESOURCES FOR USE IN CLASSROOM

On this website you can find information about the portfolio at European level:

<http://elp.ecml.at/>

On this website you can find information about the portfolio at Spanish level:

<http://www.oapee.es/oapee/inicio/iniciativas/portfolio.html>

This is the text book that the students used in classroom. It is the book that in the project is analyzed:

<http://www.oupe.es/es/ELT/Primary/incredibleenglishkit/Paginas/incredibleenglishkit1.aspx>

7.5 READINGS THAT HAVE ENRICHED THE PROJECT

Black, P. (2004). *Working inside the black box: Assessment for learning in the classroom*. London: Granada Learning.

Black, Paul; Harrison, Chris; Lee, Clara; Marshall, Bethan and William, Dylan (2003). *Assessment for Learning- putting it into practice*. Maidenhead, U.K.: Open university Press.

<http://oro.open.ac.uk/24157/>

<http://www.mcgraw-hill.co.uk/html/0335212972.html>

Stiggins, R. (2002). Assessment for learning. *Education Week*, 21(26), 30.

Gardner, J. (Ed.). (2011). *Assessment and learning*. SAGE Publications Limited.

Lightbown, P. M., Spada, N., Ranta, L., & Rand, J. (2006). *How languages are learned* (Vol. 2). Oxford: Oxford University Press.

8. ANNEXES

- 8.1. TEMPLATE OF SCIENCE, NUMBER ONE.**
- 8.2. TEMPLATE OF SCIENCE, NUMBER TWO.**
- 8.3. TEMPLATE OF SCIENCE, NUMBER THREE.**
- 8.4. TEMPLATE OF ENGLISH**

About the unit/ Where this unit fits

What is it made of? This is the tenth unit in the book.

8th April 8th May. I am going to develop this unit four days a week during 4 weeks.

This unit is thinking to match with English: New clothes.

I am going to develop the unit together and they are going to complement to each other.

They are going to learn how to identify the materials, which objects they can make with the materials and also if they are able to recycle, reuse or reduce.

They are going to explore the different properties that the materials experiments with water, if we push or pull it...

They are going to register all their new knowledge in the book and in different sheets.

Prior Learning

There are not any units about the materials in the science book.

That is why I am going to use their knowledge. They live in the world, so they use all the materials in daily live.

Language used in the unit

Key words about materials and properties of materials.

Important Resources

Flashcards about materials
Flashcards about properties of materials
Properties of materials sheet
Where they come from? Sheet

Expectations

At the end of this unit all the children must	Recognize different types of materials: paper, plastic, wood, glass... Recognize the materials from different objects. Recognize the origin of the materials.
At the end of this unit most of the children should	Identify different types of materials: paper, plastic, wood, glass... Identify the materials from different objects. Identify the origin of the materials.
At the end of this unit some of the children could	Express the differences between the materials like: paper, plastic, wood, glass... Express the difference between the materials from different objects. Express the origin of the materials.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	Recognize and identify different types of materials.	Be able to recognize and identify different types of materials.	Use the object to present the materials and the flashcards. I will have the materials. They student have to touch them.	Flashcards about materials.
2	Recognize and identify the origin of some daily use objects.	Be able to recognize and identify the origin of some daily use objects.	With the help of the student's knowledge we are going to draw where the materials come from?	Sheet with all the materials and the object from where the materials come from?
3	Express the origin of some daily use objects.	Be able to express the origin of some daily use objects.	Using a worksheet, we are going to write where the materials come from? They are going to use the same sentence that they are going to learn through the sheet.	Writing sheet.
4	Recognize and identify different types of materials. Express the origin of some daily use objects.	Be able to recognize and identify different types of materials. Be able to express the origin of some daily use objects.	Book: Page 110, 111, 112, 113 and 115.	Book

About the unit/ Where this unit fits

What is it made of? This is the tenth unit in the book.

8th April 8th May. I am going to develop this unit four days a week during 4 weeks.

This unit is thinking to match with English: New clothes.

I am going to develop the unit together and they are going to complement to each other.

They are going to learn how to identify the materials, which objects they can make with the materials and also if they are able to recycle, reuse or reduce.

They are going to explore the different properties that the materials experiments with water, if we push or pull it...

They are going to register all their new knowledge in the book and in different sheets.

Prior Learning

There are not any units about the materials in the science book.

That is why I am going to use their knowledge. They live in the world, so they use all the materials in daily live.

Language used in the unit

Key words about materials and properties of materials.

Important Resources

Flashcards about materials
Flashcards about properties of materials
Properties of materials sheet
Where they come from? Sheet

Expectations

At the end of this unit all the children must

Recognize the importance of recycling for the environment.
Recognize the importance of reusing for the environment.
Recognize the importance of reducing for the environment.

At the end of this unit most of the children should

Identify the importance of recycling for the environment.
Identify the importance of reusing for the environment.
Identify the importance of reducing for the environment.

At the end of this unit some of the children could

Express the importance of recycling for the environment.
Express the importance of reusing for the environment.
Express the importance of reducing for the environment.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	Recognize and identify the importance of recycling for the environment.	Be able to recognize and identify the importance of recycling for the environment.	Take different materials; see if they can recycle it and where. Make a picture about it.	Draw sheet with all the containers and the materials that fix on it.
2	Recognize and identify the importance of reusing and reducing for the environment.	Be able to recognize and identify the importance of reusing and reducing for the environment.	Explore other possibilities for the materials like reuse and reduce. Give them some reusing examples in the classroom. They have to make their own.	Express the way to transform one material in other thing (reuse)
3	Analyse the film, using the proper criteria saw in the last lessons.	Be able to analyse the film and try to answer the questions given before.	"The Lorax" film	
4	Express the importance of recycling, reusing and reducing for the environment.	Be able to express and discuss about the importance of recycling, reusing and reducing for the environment.	Earth Day: we make a gymkhana with different activities for get seed from the Truffula's trees (from "The Lorax" film)	All the activities in the gymkhana, they are designed for make a review of all the things that we saw. Complete a Lorax sheet for review the film.
5	Recognize and identify the importance of recycling, reusing and reducing for the environment.	Be able to take care of the environment.	Book: Page 116 and 117	Book

About the unit/ Where this unit fits

What is it made of? This is the tenth unit in the book.

8th April 8th May. I am going to develop this unit four days a week during 4 weeks.

This unit is thinking to match with English: New clothes.

I am going to develop the unit together and they are going to complement to each other.

They are going to learn how to identify the materials, which objects they can make with the materials and also if they are able to recycle, reuse or reduce.

They are going to explore the different properties that the materials experiments with water, if we push or pull it...

They are going to register all their new knowledge in the book and in different sheets.

Prior Learning

There are not any units about the materials in the science book.

That is why I am going to use their knowledge. They live in the world, so they use all the materials in daily live.

Language used in the unit

Key words about materials and properties of materials.

Important Resources

Flashcards about materials
Flashcards about properties of materials
Properties of materials sheet
Where they come from? Sheet

Expectations

At the end of this unit all the children must	Recognize the significant characteristics of some materials. Recognize the properties of some materials. Recognize the use of different materials according to their properties.
At the end of this unit most of the children should	Identify the significant characteristics of some materials. Identify the properties of some materials. Identify the use of different materials according to their properties
At the end of this unit some of the children could	Express the significant characteristics of some materials. Express the properties of some materials. Express the use of different materials according to their properties

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	Induce what can happen with the material using the prior learning.	Be able to induce what can happen with the material using the prior learning.	Complete "I think" sheet. They have to guess what will happen with the materials if we make different things on it.	Flashcards about properties of the materials. Complete the "I think" sheet.
2	Recognize the characteristics and properties of some materials.	Be able to experiment what happen with the material.	Complete "I see" sheet. They have to prove and see what happen with the materials if we make different things on it.	Flashcards about properties of the materials. Complete the "I see" sheet.
3	Recognize the characteristics and properties of some materials.	Be able to experiment what happen with the material.	Complete "I see" sheet. They have to prove and see what happen with the materials if we make different things on it.	Flashcards about properties of the materials. Complete the "I see" sheet.
4	Recognize the characteristics and properties of some materials. Express the use of the materials according to their properties.	Be able to recognize the characteristics and properties of some materials and express the use of the materials according to their properties.	Book: Page 114, 118 and 119	Book
5	Recognize the characteristics and properties of some materials. Express the use of the materials according to their properties.	Be able to recognize the characteristics and properties of some materials and express the use of the materials according to their properties.	Book: Page 120 and 121. All the workbook	Book

About the unit/ Where this unit fits

New clothes. This is the eighth unit in the book: Incredible English kit.
 8th April 8th May. I am going to develop this unit two days a week during 4 weeks.
 This unit is thinking to match with Science: What is made of...?
 I am going to develop the unit together and they are going to complement to each other.
 They are going to learn the name of the clothes and then the materials for what is made of each clothes. We are going to do a passport of travels for distinguish between the clothes in the beach, in the mountain... and the proper materials we will use. They have to use the sentence: "I am wearing..."

Prior Learning	Language used in the unit	Important Resources
They have not developed in Science one unit related with clothes. I supposed that they know the name of some because it is a transversal theme. You cannot forget talk about some clothes. Also they talk about some names of clothes during Infant Education.	Key words about clothes. Express their selves talking about what they are wearing. I am going to develop the relation between different themes. They have to figure out what is the connection and in which way they have to connect the materials in that case.	Flashcards about clothes. Flashcards about materials. Passport of travels.

Expectations

At the end of this unit all the children must	Become familiar with clothes key words. Recognised the materials we use for make clothes.
At the end of this unit most of the children should	Use a proper weather vocabulary Identify clothes. Identify different materials for different clothes.
At the end of this unit some of the children could	Identify the proper weather vocabulary and match with the clothes you can use. Identify the proper clothes vocabulary and match with the material you can use.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	Become familiar with clothes key words.	Match the picture with the concept and the word.	Discover the name of the different clothes through flashcards. Book CB page 59, 62 AB page 58, 59	Used the book for check if they understand the main key words.
2	Identify clothes. Recognised the materials we use for make clothes. Choose using a proper criteria with material with which clothes I am going to use.	Use proper criteria using the weather, the place, the clothes and the materials that we choose.	Review flashcards clothes. Think with material we can use for made clothes. Complete passport of travels: beach.	Use the passport of travels to check if they are able to connect the different themes. Also see the progress between the first and the last.
3	Identify clothes. Recognised the materials we use for make clothes. Choose using a proper criteria with material with which clothes I am going to use.	Use proper criteria using the weather, the place, the clothes and the materials that we choose.	Review flashcards clothes. Think with material we can use for made clothes. Complete passport of travels: jungle.	Use the passport of travels to check if they are able to connect the different themes. Also see the progress between the first and the last.
4	Identify clothes. Recognised the materials we use for make clothes. Choose using a proper criteria with material with which clothes I am going to use.	Use proper criteria using the weather, the place, the clothes and the materials that we choose.	Review flashcards clothes. Think with material we can use for made clothes. Complete passport of travels: mountain.	Use the passport of travels to check if they are able to connect the different themes. Also see the progress between the first and the last.

5	Identify and write clothes words	Match the picture with the concept and the word. Make the relation with the exercises.	Book: AB page 62, 92, 93	Used the book for check if they understand the main key words.
6	Listen to a story Create an alternative story Join a rhyme	Recognised and identify the clothes key words.	Book: Story: CB page 60, 61; AB page 61 Song: CB page 63; AB page 63	Used the book for check if they understand the main key words.
	Identify and write weather key words Identify paintings from descriptions	Be able to match the weather key words with the clothes that we can use for this weather.	Book: CB page 64, 65 AB page 64 Review AB page 101, 103	Used the book for check if they understand the main key words.