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Main ground in the design of a pluricultural approach to Foreign Language Learning at Early Years (0-3)

**Fundamentos pluriculturales en el diseño de
Aprendizaje de Lengua Extranjera en Edades
Tempranas (0-3)**

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ABSTRACT

In this project all the steps for creating this space are explained, from the choice of space to use it. Throughout this project you will see the context in which it is made, the theories that we have based taking into account the characteristics of the children and what their concerns are, taking into account the development of language. And finally all the effort that supposed the design, the choice of materials and the creation of the space itself. Finally, you can also find an example of different cultural activities carried out in school.

The transformation of a cultural space, from a space that was in disuse, has been a big challenge since no member of the school community (students, teachers or family) was used to have something in that space until they gradually use it. Starting with the parents, they feel involved in the corner. Immediately they understood his meaning, it is passing even serve as connection between families and classroom work through the material created.

RESUMEN

En este proyecto se explican todos los pasos para la creación de este espacio, desde la elección del espacio hasta la utilización del mismo. A lo largo de este proyecto podrás ver el contexto en el que está realizado, las teorías en las que nos hemos basado teniendo en cuenta las características de los niños y cuáles son sus primordiales inquietudes, teniendo muy en cuenta el desarrollo del lenguaje. Y finalmente todo lo que supuso el diseño, la elección de materiales y la creación del espacio en sí mismo. Por último, también podrás encontrar un ejemplo de diferentes actividades culturales llevadas a cabo en la escuela.

La transformación de un espacio cultural, desde un espacio que estaba en desuso, ha supuesto un gran reto ya que ningún integrante de la comunidad educativa (alumnado, profesorado o familiares) estaba acostumbrado a que en ese espacio hubiese algo, poco a poco su uso ha ayudado a que toda la comunidad, comenzando por los padres se sintieran involucrados en el rincón. Enseguida entendieron su significad, pasando incluso a servir de conexión entre las familias y el trabajo de aula a través del material creado.

KEY WORDS

Early Years (2 year old), cultural area, Foreign Language and cultures, pluricultural and plurilingual education approach, Language Acquisition

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1. Introduction

The cultural aspects of a language are essential. It should be integrated into the teaching of a foreign language; as the cultural heritage that society gets in the past, is essential in the development of their language. It should be incorporated in the teaching-learning process of socio-cultural factors of the countries that speak the language. Effective communication will require a knowledge of the culture to which is connected a language that is given a peculiarity and a character, distinguishing it from the others.

Knowledge of other languages helps to promote understanding between peoples and understand the historical and cultural heritage they bring. The language has been transformed and changed throughout history. New terms were created, others have stopped using and even some languages have disappeared.

At present, the management of language and communication skills in a foreign language is insufficient for understanding it. We must take into account the cultural and historical factors of the countries where the language is spoken. You have to understand the whole factors, in order to, understand the peculiarity and the character that has a language, as distinct from the others.

To understand the context in which language is situated, it needs to incorporate in the teaching-learning process the cultural and historical factors that determine the language.

Con respecto al ámbito profesional, el conocimiento de una lengua extranjera es un instrumento de comunicación necesario y básico que favorece la movilidad de las personas. Además, hay que tener en cuenta que todos los ciudadanos de los países de la Unión Europea tienen derecho a fijar su residencia en cualquier estado de la misma, y para poder integrarse como miembros de pleno derecho en los procesos sociales de la comunidad en la que se establezcan es necesario tener una cierta competencia en otras lenguas para poder comunicarse. (Morales 2000: Cap. VI)¹

¹ Competence in foreign languages is valued as a personal enrichment that contributes to social success, being a medium to acquire new knowledge. In general, it is considered that language learning gives people greater linguistic ability and increases cognitive ability, improves knowledge of the mother tongue and develops communication skills. (Meno 2004: 31)

En general, se considera que el aprendizaje de lenguas da a todos los individuos, y especialmente a los más jóvenes, una mayor habilidad lingüística e incrementa su capacidad cognitiva, mejorando su conocimiento de la lengua materna y desarrollando su habilidad comunicativa. Además, al dar a conocer la historia y la cultura en la que se ha desarrollado una determinada lengua vamos a ayudar a familiarizarse con las peculiaridades de la misma a nuestros alumnos. (Sagredo 2005:7)²

² It is generally considered that language learning gives all individuals, especially the younger ones, greater linguistic ability and increases cognitive ability, improving their knowledge of the native language and developing their communication skills. In addition, to publicize the history and culture that has developed a specific language; we will help our students to familiarize with the features of it.(Sagredo 2005:7)

2. Objectives

This research has been conducted and carried out in an Early Year classroom. It aims at achieving a number of objectives considered basic and should be present in our daily teaching practice.

- Analyzing the context and plan properly educational activities.
- Designing, organize and evaluate disciplinary and interdisciplinary work in diverse contexts.
- Collaborating with educational activities that occur in the environment and families.

It aims at achieving a number of specific objectives for the teacher who will design the project:

- Giving meaning to the corners that create in the school so that there is a working proposal and included actively in our classroom.
- Creating age-appropriate materials and which meet the specific objective of each one.
- Realizing, as teachers of English, the importance of creating a culture of that country in the classroom, creating a comfortable atmosphere.
- Being able to create in our students a pluricultural/plurilingual mind

It aims at achieving a number of specific objectives for the project design:

- Evaluating the context in which we conducted teaching practice, in this case, a school in 0-3 years.
- Evaluating the possibilities presented by spaces of the school, to give a particular use.
- Using methodologies that the school is based to establish its line of work.
- Providing assessment tools to identify the possibilities to transform the school into a bilingual setting, as well as analyzing the strongest areas already developed.

It aims at achieving a number of specific objectives of the cultural area:

- Searching the daily interaction of students with families.
- Finding a way to display work carried out in the classroom in a context.

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 an Early Years school.

It is based on the design and creation of a cultural space in an Early Years school. This space is design in order to develop a range of competences which are described below.

The choice of space, project design, choice of materials and the creation of space are the main points that have been carried out in school. All these steps have been developed for the student. The student has to be aware of time passing, differ among cultures and integrate all of them as one in their daily lives.

A space in the center, so that students can move mentally in time and geographical within the space, is created. Students can see over time using the timeline. Students moved in geographical space through the representation of Spanish culture and English culture.

The student is able to, through the magic that the teacher transmits, remember all the activities during the course and to mentally travel anywhere in the world. The magic that the teacher transmits students is very important because it will be the fundamental axis for the performance which will be the essence of the change of a space into a new area in the school.

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

Competencies in order to develop the cultural space:

- Understanding and promote cognitive, social and personality development from birth to the first years of compulsory education.
- Promoting the incorporation of the children in a functional learning of a foreign language.

Competencies in order to develop the language in the early years:

- Knowing the language development at the stage of early childhood education and design didactic strategies, aimed to enrich communication skills.
- Knowing the linguistic fundamentals, psycholinguistic, sociolinguistic and didactic of the learning of languages and be able to assess their development and communicative competence.

- Promoting the use of body language to get a better expression, respect your work, and develop social skills.

Specific competencies that we want to develop through the cultural space:

- Being able to promote respectful behavior with the natural, social and cultural environment. (In the project talking about the tree and the respect of the culture)
- Being able to design, implement and evaluate activities and materials that encourage children's creativity. (In the project talking about the mystery box and the environment that the teacher creates in order to develop curiosity and creativity)
- Being able to design learning activities for new forms of artistic expression from various materials in order to encourage creativity. (In the project talking about the mystery box and the environment that the teacher creates in order to develop curiosity and creativity)

4. Theoretical foundation

The present project is based on the work dealt at a very new Early Years center of education. This center is a 0-3 year old Nursery school. It is necessary to take into account, in order to develop the project, the way that the school acts every day. The school is based on a combined methodology uses a constructivist line based on the experiences of children in order to achieve the children maximum language learning potential. Verbalize their actions and continually put words where kids still say single syllables, the teachers recite them what they are doing. This will be discussed in the next section.

As a Primary school Teacher I have learned to analyze foreign language acquisition process as a clear sequence of stages, where the role of the teacher as mediator is quite clear, even more, we plan our instruction following what seems to be stages L1 (1st language acquisition) process. This time as an Infant Education teacher, my primary objective would be comparing the sequence and strategies being used at these ages, as well as identifying the differences in teachers 'mediation. At this level L1³ (First language) and FL⁴ (Foreign language) are achieved almost simultaneously, but we might wonder

Do young children learn in the same way L1 and a FL the way?

Could we identify clear stages in children development FL y L1?

4.1. Main principles in the Nursery School Learning Approach

The nursery school philosophy establishes three pedagogical principles in which they will develop their practice:

- At this age the child has a great capacity to learn at all levels: sensory, motor, cognitive, creative, emotional, and social.
- Everything they learn is very important for their development and acquisition of new learning.
- The child wants to learn and need to learn.

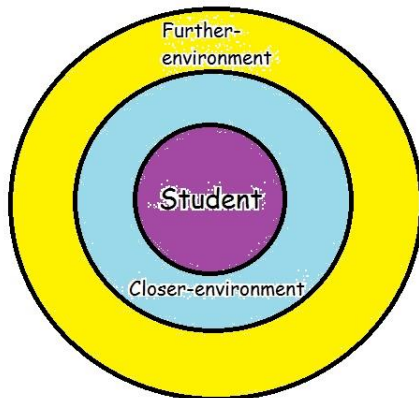
³ We will use this abbreviation from now on, as Littlewood said in his book Littlewood, W. (1984). *Foreign and second language learning: Language acquisition research and its implications for the classroom*. Cambridge University Press.

⁴ we will use this abbreviation from now on, as Littlewood said in his book Littlewood, W. (1984). *Foreign and second language learning: Language acquisition research and its implications for the classroom*. Cambridge University Press.

The nursery school also establishes some methodological aspects, but the ones that it is take into account during this project are:

- Global approach.
- Individualization.
- Routines of everyday life.
- The game.
- Meaningful learning.
- Experiential and discovery learning.
- Security and trust: space for living.
- Organization of space: materials and time.
- Relationship with family.
- Cooperative group-work in childhood.

As a summary, children between 0 to 3 years old scaffold their learning basing new experiences on their prior learnings, giving meaning to the different new steps, integrating everything they learn within a holistic conception of the world.



They are learning how to walk and improve their movements, how to interact with others and with the environment. We can define the learning of our students as a big circle with three circles more little in it. In the center we can find our student. At the first stages of development children are involved with the learnings placed in the first circle. It means that they will learn how to walk and keep simple

interactions as a way to communicate; they will also start realizing about their feelings and how to manage them. Learning involved our student in the second circle is the one that involved the closer-environment: the interaction with others. It means that they will learn how to interact with others, the interaction with gestures and using language. The learning that involved our student in the third circle is the one that involved the further-environment: the interaction with the environment.

4.2. Children Language learning. Perspectives

As it could see before, learning a language will involve the first circle of knowledge in which we learn everything about us. We have to take into account what there are the stages of language acquisition in children.

4.2.1. Stages of language acquisition in children

Language acquisition is one of the many aspects of human development that take place during childhood. Even in special circumstances all children learn how to speak.

In the early seventies, some authors as Campbell and Wales (1970) defined the language acquisition as "the process by which the child achieves fluency in their native language" recent studies on language acquisition begins claim this as a reflection on what the child knows, becoming an influence to set their thinking, so the child's knowledge of language allows us to observe their mental abilities and studying how they speak, we know what the child knows.

In a wide sense, language is considered today as a tool through which the human body is able to develop its potential. Language is the testimony to the human need to communicate and in turn communication is the framework in which language develops.

Currently it is becoming more accepted Halliday and Hymes's theory, considering that language plays a definite role in the socialization of humans being essential in their learning. The organization in the structure of language reflects a change of the same functions from its origins to fully developed adult forms. (The evolution of Linguistic paradigm can be seen in Breen, M. P. (1990). Paradigmas actuales en el diseño de programas de lenguas. *Comunicación, lenguaje y educación*, 2(7-8), 7-32. 1st part evolution of the communication concept)

The different stages will settle by the most important authors will help us to determining the steps to follow to design the program.

- **THE NEWBORN (0 to 6 months)**

At this early stage, oral emissions in its various manifestations (crying, howling, chirping ...) are biologically related with sensations and physiological states such as hunger, pain, discomfort... The intention of these sounds is evident. The range of sounds at this stage is varied, going from crying to cooing through other less distinct sounds. There is a real interpersonal communication that occurs before the development of the word. It is a

transition period before the development of babbling and first words; others attribute a specific purpose to them. They assume that exploratory vocalizations satisfied the curiosity in the articulatory apparatus in which the child would find some pleasure.

I use as a teacher then a simple, repetitive language as Littlewood said. The actions, which I done with the baby, I will go verbalizing. There will be no moments of silence. It is important that the baby becomes more familiar with the language as it says in paragraph 4.2.3. We will practice the same in English, ie, at specific times as diaper changing or songs either eating will be in both languages.

- **THE BABBLING STAGE (6 to 10 months)**

After the vocalizations stage, starts the babbling stage from 6 to 10 months.

Studies on the acquisition of the native language, has special emphasis on the stage following the first 5 or 6 months. It is a period characterized by a rich talking without an order and an energetic talking without rule. There are a variety of interpretations, which have both linguistic and psychologists, about the linguistic intentions that the adult see in the child at this stage. The start of babbling is an issue of physiological maturation. It happens around the same age in all children. All children babble in the same way. It is a kind of "vocal gymnastics" that allows to explore all the possibilities in the articulatory apparatus. In addition, exercise the ear to distinguish productive sounds. With the combination of sounds, give origin to the first sequences of sounds emitted by the child. Social reinforcement and imitation play a role in the development and growth of language and babbling. It is characteristic of this stage words emission easily identifiable with a stable pronunciation. However, should not be considered as such because of the sporadic nature of their issue, the contexts in which they appear and diffuse meaning they possess. He went from babbling to first words, represents a change in the articulation of language, from the practice of a game until the planned and controlled language. The first words are built on syllable nuclei repeated several times. For example, ma, ma, ma; pa, pa, pa; ta, ta, ta etc...

I use as a teacher then a simple, repetitive language as Littlewood said. The actions, which I done with the baby, I will go verbalizing. There will be no moments of silence. It is important that the baby becomes more familiar with the language as it says in paragraph 4.2.3. We will practice the same in English, ie, at specific times as diaper changing or songs either eating will be in both languages.

- **THE HOLOPHRASTIC STAGE (10 to 18 months)**

In the period from 10 months to 18, most of the vocalizations emitted by the child are sentences of a word or a single element (mom, dad, baby ...). Grammatically little can be said about them, and that words such as "papa" would be out of place to speak of it as subject or object of a sentence. Semantically analyzing the meaning contained is not easy, when extracted from the context in which they occur, the meaning is generic and imprecise. From a phonic perspective, the productions are quite regular and stable, they consist of one or two syllables, and syllables are almost always formed by the sequence consonant - vowel. At this stage, as in the later development of language, verbal comprehension is above verbal production. Passive vocabulary is superior to the asset. The first words, including names of objects or events featured in the children's world. The vocabulary extension before the appearance of the phrases is about 50 words. The increase in the vocabulary in this step is performed at a fast pace.

I as a teacher, taking into account the earlier stages, gradually, while babies progress in their development of language, my language will change. At this stage I verbalize gestures that babies are made. Students beginning to be more skilful when walking and interacting with the environment, so I put language to those actions. Furthermore, in English always use the same phrases, no change of structure. In this way, we will provide recognition of the same.

- **THE TWO-WORD STAGE (18 to 24 months)**

From the 18 to 24 months, the child goes to say a word to the combination of two elements. These first sentences are formed by simple words of everyday life (the closest things to him). This stage is an evolution from the sentences of a word to the child's speech after two years. The child develops fast in learning grammar. The words still cannot be considered perfect yet, but have a different degree of complexity.

Children at this age are beginning to transmit single words mixed with babble. The task as a teacher is to repeat those giving them meaning and complete sentences with words missing. The teacher continue verbalizing the actions that the children do.

Furthermore, in English always use the same phrases, no change of structure. In this way, we will provide recognition of the same.

- **TELEGRAPH TO INFINITY (24 to 36 months)**

There does not seem to be any “three-word sentence” stage. When a child starts stringing more than two words together, the utterances may be two, three, four, or five words or longer. The words in a “sentence” are not strung together randomly; from a very early stage, children’s utterances reveal their grasp of the principles of sentence formation.

These first utterances of children which are longer than two words have a special characteristic. Usually, the small “function” words such as to, the, can, is, etc, are missing; only the words which carry the main message –the “content” words– occur. Children often sound as if they were reading telegrams, which is why such utterances are called “telegraphic speech”. For example: “Cathy build house”; “No sit here”; “Car stand up table”. As children acquire more and more language, or more closely approximate the adult grammar, they not only begin to use function words but also acquire the inflectional and derivational morphemes of the language. There seems to be a natural order of acquisition of morphemes. It seems that the suffix –ing is the earliest inflectional morpheme acquired. Eventually all the other inflections are added, along with the syntactic rules, and finally the child’s utterances sound like those spoken by adults.

Teacher repeat the phrases that children’s say wrong, teacher said it with emphasis on badly structured words, besides continuing verbalizing gestures and actions that they perform.

Furthermore, in English, teacher try to get the routines in a phrases, ie, always use the same grammatical structure and always ask the same; in addition, to the questions provided in the same order. It is the time when we begin to give them a cultural context to activities, as can be seen in the methodology section.

4.2.2. Learning and acquisition of a second language

As we compare a child’s acquisition of his mother tongue with the learning and acquisition of a second or foreign language, it becomes evident that the processes and theories involved seem to be, at least to a certain extent, parallel. Other aspects, on the other hand, keep less similarity, as it the case with the stages that children go through.

The learning progression does not take place in a linear way, by successive appropriation of the different subsystems implied, but rather by a global approximation which in the initial stages implies a considerable simplification and an exclusion of peculiarities that are not perceived as essential. Progress consists then in a continuous process of completing, polishing and enriching this global apprehension of the new communication system. Thus,

the teaching and learning of a foreign language should not be viewed so much in terms of a series of elemental units of content which are perfectly apprehended before proceeding to the next, but in terms of a communication system which is globally elaborated and whose complexity and communicative potential increases in a progressive form.

It should be pointed out that the information processing mechanisms often work efficiently even when the student is not producing utterances. During the first moments in the learning of a foreign language, there are often silent periods during which the student does not produce at all. This silence, however, cannot unmistakably be interpreted as a lack of learning; it often covers an intense activity that cannot be directly observed and which sometime in the future, will let him produce utterances which reflect the internal representation that he has built during those silent periods. If we accept that creative construction can take place without generating an immediate production, we will have to admit that receptive activities specific comprehension competencies can be developed, but also, what is not so evident, the general communicative competence that is behind every linguistic system.

The above explained makes clear that the process of language learning is complex and that this process takes place in a personal and distinct way for each individual since the strategies which let the subject receive and transform the input he receives are always used in a particular way.

4.2.3. Second language acquisition in early years

During the first two years, neurons adapt to any pronunciation that the child hear. The conditions of communicative interaction in this stage are more favorable to the acquisition of language by the perceptual and cognitive conditions. Recent studies reinforce this latter position, checking that very young children can master not only an extensive vocabulary but also two different grammars, using the proper sequence of words, pauses and gestures characteristic of each language. (Nicoladis, E., Mayberry, R. I., & Genesee, F. 1999)

What this research shows is that babies do not discriminate the phonetic details of the languages, but prosodic information (ie, intonation, rhythm ...) that have each language. This precocity in speech perception assumes that children up to 6 months may be developing any language and culture associated code.

The children of a particular country, if their parents speak the language of that country, only speak in the language of the parents. These children will be monolingual.

If because of family circumstances, children are immersed in bilingual environments; that far from being a problem, can promote the global development of the child. However, the experiences of learning from several languages could be grouped into two categories: simultaneous bilingualism (two or more languages at once) and successive bilingualism (the languages are learned in successively)

Far from being a problem bilingual education has been proved to be a way to enrich the child environment. Initiatives as Piccolingo helped to get those new theories to the families (Piccolingo Project from the Council of Europe)

Simultaneous bilingualism: a child with parents of different nationalities, which simultaneously receives information from two different languages. Learn two or more languages at once is more costly for the child and the learning of the language could delays initially and have lower verbal fluency in one language and slows reading and other language skills.

Successive bilingualism: a child immediately after birth talk to their parents in a language the child to incorporated into the school speaking another. Children at three years, progressively acquire another language (children know their native language and incorporated into another language) seems to take about a year to get a similar domain from the native language to the new language domain.

As seen in the previous items this is the perspective of the teacher, which leads us to the design of a cultural program.

4.3. How to develop a pluricultural/plurilingual mind in our student.

With the development of this process, we want to get the child to have an open mind when it comes to learning other languages and other cultures. We cannot forget that human beings are social beings and we learn the language to communicate with people, as previously seen in the previous section. However we cannot forget that all these communication situations develop in a certain context and under suitable circumstances. What can change us as educators to create a plurilingual and pluricultural student?

4.3.1. The learning process of the reality (Bruner)

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

How is the student's reality? It depends on the course in which the teacher is, from the youngest to the oldest (0 to 3 years old), 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.

Bruner defines three steps of representation of reality: 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 experiment with clay or with different materials to see if they are resistant or flexible. When the teacher introduces flashcards in the classroom 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 students 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.

- **The Support System Language Acquisition by Bruner**

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:



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 are 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 tries 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 going 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

⁵ https://www.youtube.com/watch?v=b-rZsbOxs_o

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.

4.3.2. The learning process of the language (Vygotsky)

The social interaction is very important in order to develop the language in our students, and language plays an important role in how children learn to think, because thinking comes through language. Language is not only a way of expression, but it plays an essential role in shaping the thinking.

One of the most important contributions about the relationship established between thought and language is the Vygotsky's theories. He notes that in the development of both, comes from different roots in the child's speech development and it may be established with certainty a pre-intellectual stage and intellectual development in a pre-linguistic stage, up to a certain point in time, the two are in separated lines, independently one to another. At one point these lines meet and then the thought becomes verbal.

The author says that rational and intentional transmission of experience, and thought to others, requires a code which is human language. He also indicates that the verbal thought is in the inner aspect of the word, within its meaning.

About the importance of the language into the schools, Vygotsky said that there are different states in the development of language; the next four states are interlaced one by one:

- **Public speech:** it is the verbal communication that implies two or more speakers. It is being able to stand in front of people and express fluent, clear, and organized thoughts.
- **Private speech:** all those words, sentences... that need to be expressed verbally; it is the intermediate stage in the transition from public social communication to private self-direction.

- **Inner speech:** acts as a mediator of self-awareness, self-consciousness, and self-knowledge. It has the format of instructions inside human minds without speaking loud.
- **Verbal thought:** the more complex and abstract state. It is the pre-intellectual state in the language development and a pre-linguistic state in the thought development; it is the highest level of language.

In relation to the design of these, we can say that we must take into account the language used in them because the language has to be adapted to the age and needs of the students who is dedicated.

4.3.3. The learning process of thinking (Thinking skills)

Everyone in our head we form a representation of the world around us and along life we were building and understanding it. Villarini (1997) defines thinking as:

El pensamiento es la capacidad o competencia para procesar información y construir conocimiento, combinando representaciones, operaciones y actitudes mentales en forma automática, sistemática, creativa o crítica para producir creencias y conocimientos, plantear problemas y buscar soluciones, tomar decisiones y comunicarse e interactuar con otros, y, establecer metas y medios para su logro (Villarini, 1997).

The same author says that humans have three levels of mental functioning; automatically, systematically or by metacognition, this occurs when we dedicate ourselves to examine our own activity and thinking process, undergoing operations analysis, previous concepts and attitudes.

But this raises a question: Can we teach thinking? Everyone comes with it, although we are not aware, but think critically. Effectively, yes it can be developed. Then what you want of the teaching-learning process is to train thinking skills for the complete development of thought.

Thinking skills are those elements required for critical comprehensive development, to learn how to learn. From another perspective, thinking skills can be understood as those cognitive skills that the person, by nature, can acquire through the teaching-learning process. In this second sense, it is necessary for education to seek the full development of thinking skills.

Fisher (1995) said “Learning is best developed through a ‘thinking skills’ approach, which aims to teach children not only what to learn but how to learn.”

4.3.4. 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. How it affects the language in our daily practice and which factors are involved in communication.

- **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 CEFR document: 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 apart 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)

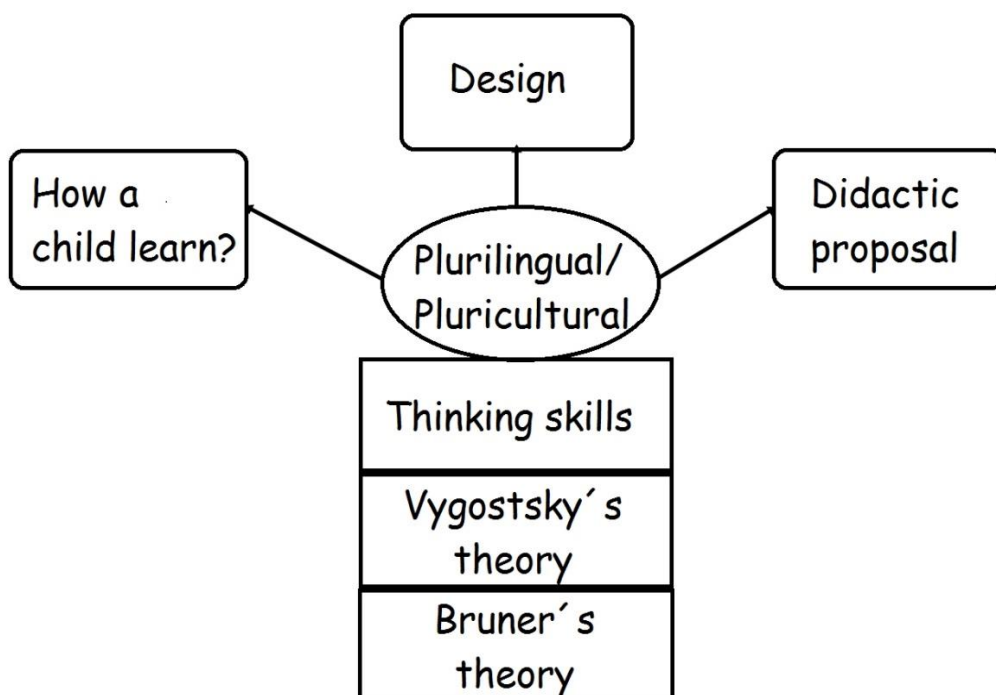
In this definition of plurilingual education, it is defined that the student does not keep in strictly mental compartments. All knowledge must be connected to each other, thereby; it will create a common topic for the student to receive a cognitive learning.

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.

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.

4.3.5. Conclusions.

At this point I will summarize all the points above, so I will explain why these theories and relations between them. For that, you must first observe this image which I will go explaining below:



In the center circle you can find plurilingual/pluricultural word. As explained in section 4.3.4, we want the student to have a plurilingual/pluricultural mind. The circle symbolizes the student and how we seek to be his language learning. The student is the center of all our teaching. Everything that teachers do in school is done thinking that the student is the main reason. So, my project could not be less. The student is the center, because it is the creator of his own learning.

This circle (our student) is held by three important pillars. These pillars are what create the plurilingual/pluricultural student's mind. Bruner's theory explains how student see, kid understand and memorize the knowledge of reality. We are based on Bruner also to explain some language theory. Bruner provides a theory of the language of second languages, seen in the following paragraph 4.3.1. The next pillar is establishing what must be the teacher-student relationship (in terms of language). This theory explains as speech development and how must be the language of the teacher. The teacher's language is very important in creating knowledge because it is transmitting every feels through language. And finally, the last pillar that we found is thinking skills. We can also say that it is the way in which students develop the scientific method. So, theories that support the educational practice to create a child with plurilingual / pluricultural mind, are based on: how the kid understand the reality, how the teacher has to speak and how the teacher takes into account the stages in the development of the speech to develop their practice. Finally, influences how children, with the above two factors, develop the scientific method as a way of exploring and understanding the environment.

How to develop teaching practice considering all these theories? In the picture you can see how three arrows come out from the central circle. The first arrow we will find different theories of how the children can learn a language, the second arrow is directed towards the design of our cultural corner and the third arrow to the didactic proposal we make for the cultural corner. These last two points we will see in the 5.1. and 5.2. section below

5. Methodology.

In this part of the project you can see which items follow in order to develop the development of the culture in the classrooms and the cultural space that its create in the school. First you can find the process of the design and finally an example of some proposals to follow in the classroom.

5.1. Designing the project.

5.1.1. Initial proposal

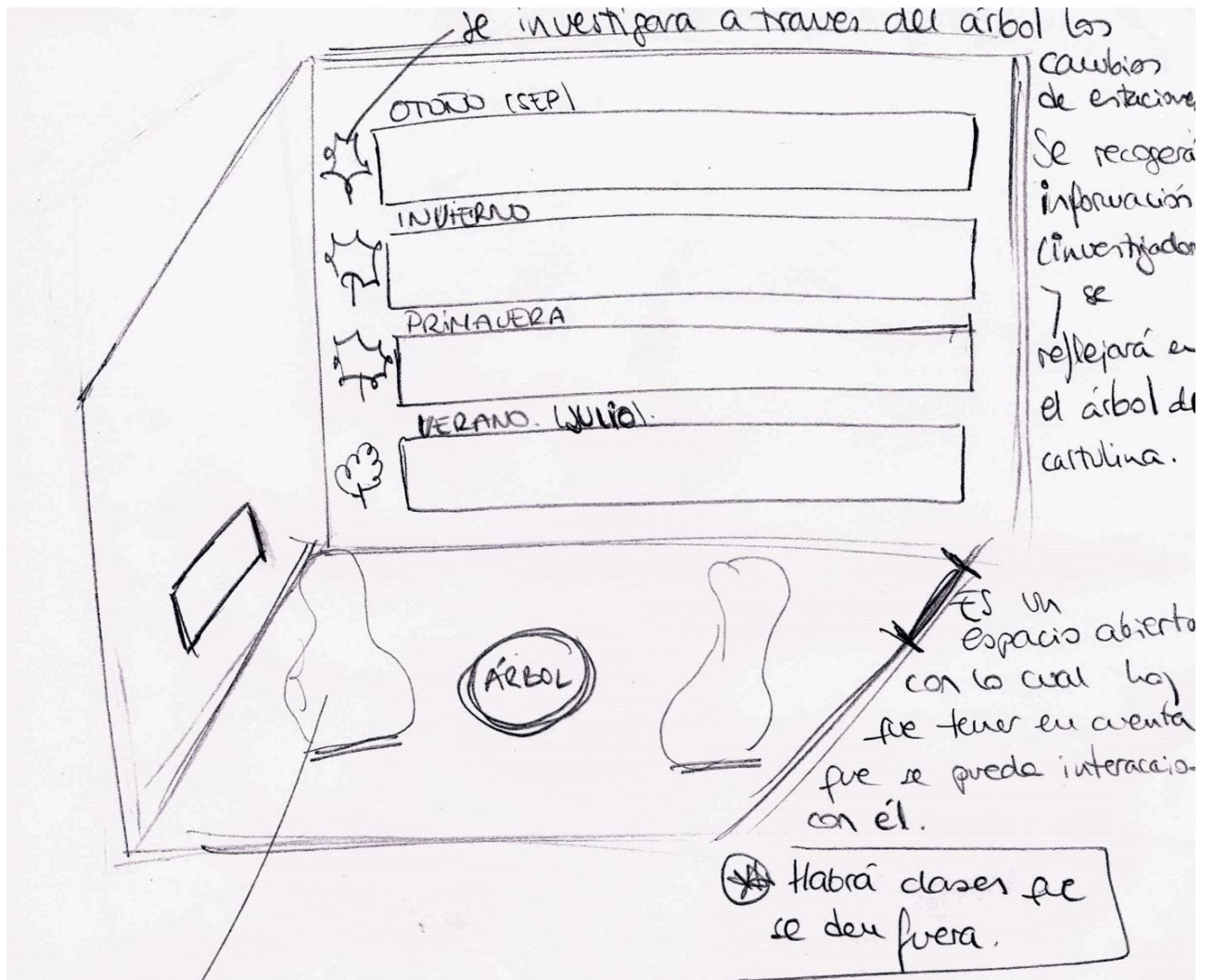
The principal made me an initial proposal. He asked me to create a cultural space. He suggested me to put it in a space outside of the school. It is a rectangular space. It is quite small because it also has a tree in the middle. All around are windows. Having windows has visibility from any corner of the entrance.

At first I did not want to create the space there. It cost me making me the idea. It was a storefront space. You could not cover the glass, otherwise, there was not visible what I had in space. The back wall had little visibility because of the tree. Having overcome the problem of space, I set out to make a design.

DESIGN

Then imagination began to work, as you can see in the picture. It was very important that all the ideas we talked about at the meeting, and that were emerging, were reflected in some way. So, I made a drawing taking into account all factors that appear in space.

As you can see in the picture, some figures appear made of a specific material resistant to rain, also displayed a timeline on the wall. The timeline will be characterized by changes in the tree and the sequence of activities during the course. The walls do not appear in the drawing are because they are windows that cannot be used. As shown in the design was taken into account the tree that there are in space, but only on the surface of the floor.



⊛ se podrán poner figuras de poliespan que tengan que ver con la fertiudad que se está trabajando.

Serán figuras con las que se trabajará y tendrán que tener relación, nunca serán figuras que no se utilicen.

⊛ también se podrán utilizar los maderos que se tienen con el agujero de las caras.

DRAWBACKS

Once the design was finalized, a number of problems arise. These problems were related to the use of one or other materials. It was an area without roof. With the school, located in Villamuriel, that it would rain it was very likely. The materials had to be adapted to these circumstances.

The following week, it rained so much that we decided not to do so immediately there. Everything that had planned, rain resistant materials, saw that it would be impractical.

The timeline would made by sheets. These sheets were to be covered with lining. They were going to be glued to the wall with zeal. The first problem was the rain. The second drawback was the wall. The wall was rough, freshly painted and with many outgoing surface. It was not smooth and it was not going to be possible to glue the sheets with zeal.

The tree was also a drawback. At first it was thought that even if it was the tree in the middle, things that were going to put on the wall would look good. Then I realized that, given the width of the tree, the visibility was not going to be good. It was only as an option, the use of the floor.

The floor was full of stones. The stones in the floor, keep the moist for long. The materials used on the floor could cover with plastic so it does not get wet. The only plastic surface covered would cover up the top of the material. The bottom surface would be touching the moist. Finally, it ended up getting ugly and the space will look ugly, without interest by the people.



5.1.2. Final proposal

After all the drawbacks seen in the previous section, we started looking for another space. It thought of the space in the dining room's windows. It was roofed and rain can avoid. Was discarded because it would cover the landscape children see meanwhile they eat and take away a lot of light into the dining room. The main objective in order to find the space was the direct interaction with parents with the activities what children was done in the classroom.

Finally an inner rectangular space was raised. It had little light but parents went there to meet with the children. We fulfilled the main objective, which parents could see what we had done in the classroom; students would be excited and could interact with what had been placed there.

DESIGN

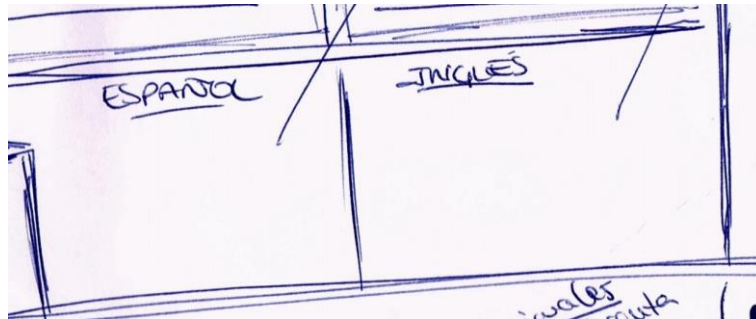
Before the change of the space, imagination began to work, as you can see in the picture. It was very important that all the ideas we discussed during the meetings, and that were emerging, were reflected in some way. So, I made a drawing taking into account all factors that appear in space.

As you can see in the picture, the timeline will be in the window of the lunchroom. The changes in the tree will appear in our own tree made of white polystyrene as you can see below. We can also differentiate between the Spanish culture and the English culture. Depending on what students will be learning at the moment, in this part of the space, parents will interact with the materials according to the topic their children are working. After all, I have to add to the planning the passageways to enter the lunchroom and out to the backyard, as it will explain in the drawback part.

STEP BY STEP

- **Spanish and English culture**

Detail photo, taken from the design:



Wall space was used. It was already divided into two sections through a few frames. This division was used to differentiate cultures. I printed flags from the main English-speaking countries and Spanish and covered with lining. It was stuck to the wall. When the space began to work, I realized that it needed a visual differentiation. It had to be more apparent from the use of flags. So the color differentiation was proposed as Maria Montessori said to be. Yellow color to the Spanish culture and green to English culture was placed. Vinyls were used for this separation. It stuck the vinyl to the wall with a spatula to avoid bubbles.

Ítem	Spanish and English culture
Material	Yellow and green vinyl, flags of countries (Spain, Great Britain, Ireland and USA)
Funtion	Differentiate the cultural events that take place in a culture and in another.

See that there are many events performed at a time but celebrated differently (Each country with different customs). Students have to open the mind to new cultures and new customs and being able to understand the world as globalism, as a whole.



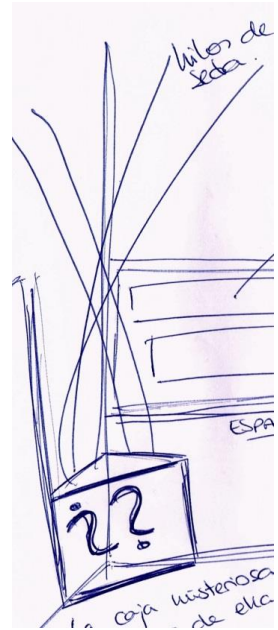
In this picture you can see the Spanish space. You can see the yellow vinyl and Spain Flag in the corner. In the right part of the picture you can see the beginning of the green square. This square corresponds to the English culture. As can be seen, the wooden frames naturally separate the space..

○ **Mystery box**

Detail photo, taken from the design:

To make the mystery box, the main material used was a cardboard box. In the warehouse there were many boxes. I used one of them. It did not fit in the corner, as it was proposed in the design. The box was not as big as to cut it in half, making a triangle. Finally the whole box was left in the corner.

I choose the purple color to paint the box to stand out on the green and yellow of the back, as explained above. The box has a big question mark on the front. This question was painted in orange.



Finally, the main objective of this box is that it could come out silk thread from a hole, with objects related to the topic you are working. For this, it could be possible to make a cut off in the top of the box. From this cut, teacher was going to be able to come out the silk threads with the specific objects.

Ítem	Mystery box.
Material	Cardboard box. Purple and orange paint. Silk threads.
Funtion	Create interest and excitement in children about the topic.

The main objective of the mystery box is to create and promote the interests of children. From this box will come out a silk thread. These silk threads will carry glue objects related to the topic treated. It can work in two ways: first pulling the strings with the work done in the classroom, the second pulling the strings by which we create interest and then explore in the classroom on the topic. In either ways seeks to create an atmosphere of mystery.

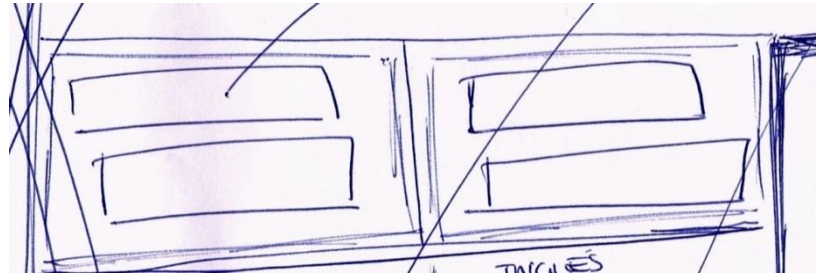


This atmosphere of mystery that will try to search elicited by teacher. The teacher creates this environment for students to be motivated. The teacher is the main architect of this space. The teacher will have to tell a story, or to revise (first choice) or create a hypothesis generating and establishing mysteries (second option) on what you want to work..

○ **Timeline**

Detail photo, taken from the design

In the picture you can see the glass lunchroom. The design was proposed to put four different colored cardstock. The space was



divided into four pieces according to the four seasons. The design was raised like that. In fact, it could not be set because the room had little light, it was overwhelming. The corridor has a roof structure that was used to put the timeline there.

The roof structure was covered with a red card to simulate a line, and then placed the main pictures of the activities. Posters were identified with the name of the cultural feast. The Spanish festivities were written in Spanish and in yellow (like the Wall of Spanish) and English festivities were written in English and in green (like the Wall of English). When the posters were raised up, the color yellow of the letter did not stand from the card and could not be read. It had to change the color of the poster into blue.

Ítem	Timeline
Material	Cardboard, lining, photos and silk thread.
Funtion	View time through activities in the classroom.

The change did not change the main function of this space. The space worked from September to July; so that in September will be empty meanwhile along the course would be full. They will be completing with cultural activities throughout the year in the classroom, both the Spanish cultural activities (with photos and posters identifying its color) and the English cultural activities (with photos and posters identifying its color).



At the end of the school term, the teacher will go to the space with students. All will sit in line in order to see well the timeline. They will review the activities made throughout the course with the intention of acquiring the notion of temporality.

○ **Tree**

Detail photo, taken from the design



The tree has been the biggest element from all the space. It has been the one that concentrated the hardest work. It was a hard time deciding what material to use. At first I thought painting the wall directly, but in the end I decided to use material instead painting the wall. The second option was to buy a brown cork to stick in the wall and using pins to stick the items that will be added to the tree according to the seasons. Finally, in the store there had a white thick cork. I used that to make the white cork tree. The first thing I did was mark the outline of the tree on the wall. I marked in the cork the outline that I mark in the wall previously. Cork had marks where I had to start cutting. I cut the cork with a cutter. Once I cut all the pieces I had to go over the borders so that it should not remain imperfect. When the pieces were cut, I highlighted in the cork. To make the relief I used the cutter, but finally I had to do it by hand because it was more natural. When I finished the relief I started painting. I paint the tree with brown color, when it was dry I hit it in the wall. I was gluing all parts of the tree to the wall. Finally, I paint with darker and clearer brown shades.

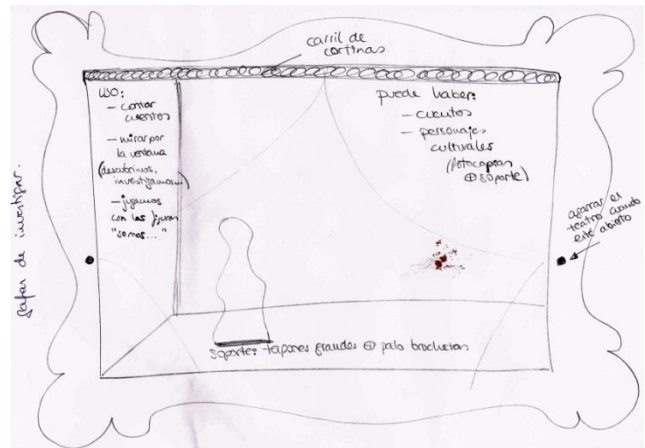
Ítem	Tree
Material	Cork, cutter and brown paint.
Funtion	See how the passage of time affects our nature. Observe and analyze atmospheric changes.



This tree method is actively used whenever there is a change of season. Students observe for several days the changes happening in the backyard. For example, when autumn arrive in the town students will see that the backyard is flooded with dry leaves. Teacher will have two options to performed, the first option may be directly collecting leaves in the backyard and stick it with pushpins on the tree; the second option is to draw leaves with its forms and then they have to cut them and paste them into the tree. Students will do it with all seasons.

○ Theatre window

Detail photo, taken from the design



A window was used for the theater. First I made the window frame. In the design you could see that I wanted to do an antique frame. I use yellow vinyl so the effect I was looking for was achieved. I had a problem in

the realization of the framework: to make the design on vinyl you do need to make it backwards. You design on the back of the vinyl and hit to the wall for the colored part. In our case nothing happened because the sides could be reversed, so that the piece that was supposed to put up turn and put in down. Same thing happened on right and left sides. It was a problem that was solved easily. Finally, I wanted to use fabric on the top of the frame and in both sides, which pretended to be the theater curtains. I got the fabric easily. I cut them; I sewed them and placed them in the window. Once finished, I realized that fabric was too transparent and it could not produce the theater effect.

Ítem	Theatre window
Material	Yellow vinyl, fabric and pushpins.
funtion	It is a space that served as a link with the reading plan. From that window the teacher can tell stories.

This window has a lot of depth. Many materials can be put there. That window will be used to put books or puppets. Everything the teacher put there will have relation to the topic that in the cultural corner are working. It is very important that everything is related. If



everything the teacher offers the students have a sense, the relationship between knowledge and resources provide students a context for learning.

This space will be used in large group or in small groups. Students sit around the window to see how the teacher tells a story. The teacher can also interact with the puppets; the used of the curtains avoid the visible hand movements.

DRAWBACKS

As seen in the previous pages, the design features with a hall to the school lunchroom and a hall to the backyard. These two elements were added after finishing the design and while I was making the changes in the cultural space.

Below I will explain a bit how these spaces would consist in the cultural space.

○ Hall to the school lunchroom

Detail photo, taken from the design

Students pass daily through the cultural space to go to the lunchroom. Every day there was a lot of noise in that area. So I decided to do this to influence students into and out of the lunchroom.

I was looking for a concrete space in which students can pass through, in which students have limited movements. To achieve this, in this case, I drew in the floor a river using vinyls. The design had stones and goldfish.

The main objective was to make the river a game for children. Each day teacher told a story, for example, they had to cross the river by jumping from rock to rock, or jumping fishes... at the same time you favor the motor skills, you introduce a game to go through the lunchroom.



○ Hall to the backyard

Detail photo, taken from the design

Students pass daily through the cultural space to go to the backyard. Every day there was a lot of noise in that area. So I decided to do this influx of students into and out of the backyard, funny.

I was looking for a concrete space in which students can walk through, in which students have limited movements. To achieve this, in this case, I drew in the floor a path using vinyls. The design had stones and animal footprints.



The main objective was to make the path a game for children. Each day teacher told a story, for example, they had to cross the river by jumping from rock to rock, or jumping animal footprints... at the same time you favor the motor skills, you introduce a game to go through the backyard.

5.1. Implementation: didactic proposals.

5.1.1. Activities performed

We have seen above the theoretical basis on which this project is based. We have also seen how gradually the space has been transformed. In this section we see how children react to everything previously proposed. Then you will find an example of how several cultural activities worked in the classroom. In the following section you can find a way to collecting data from the activities and in the next one, the created routines to work with the corner will be explained.

Pancake

Objectives:

- Understand and manipulate the different ingredients to make and decorate a pancake
- Know how to follow a recipe that contains pictures of food and numbers
- Knowing a little the tradition of this day in the English-speaking countries.

Contents:

- Culinary pancake recipe from images and numbers.
- Traditions Pancake Festival.

Activities:

Pancake activity was performed only in one day. That same day I presented to the students the recipe. I read the recipe and then was asking questions about it to the students. Students still cannot read thus support the recipe with pictures and numbers, and then divided them into three groups. The three groups performed the same activity: to make the recipe. Each group had a bowl and the ingredients needed to follow the recipe. First add all the ingredients to the bowl and then all students amassed the dough with their hands. When the mass was more or less dense, students washed their hands. All students with clean hands seated at the tables. We gave them a cooked pancake on a plate. Had to take

several pieces of fruit and put over the pancake. There was red fruit: strawberry; there was green fruit: kiwi and finally there was bananas. Students decorated pancakes with lots of color. Finally one by one we wrapping pancakes and it were taken home for lunch.

Evaluation:

- Be able to follow a recipe adapted.
- Follow the tradition of pancake
- Make our own Pancake.

Improvements:

If I had to do this activity again, I divide it in two days. You can learn much more food than the hurry let us. in future I would make an activity making the mass, then I would take it into the kitchen and the cook the next day would bring us cooked (in order to see the real process) and another day, I would eat some fruit to taste and decorate the pancake.

Festival of St. Patrick

Objectives:

- Understand and manipulate the different elements that are part of the festival.
- Know the festival tradition.

Contents:

- Festival and Saint Patrick story
- Traditions of the day

Activity:

The festival of St. Patrick was planned for two days. The first day I did three working groups. Working in one group, students created a leprechaun mask. In another working group, students painted their hands, in order to put color to the rainbow of luck. And in a third group, the students placed their painted green hands doing a clover.

The second day, Students danced and sang in the classroom typical Irish songs. Finally, student dresses as leprechaun, came out to find the gold coins to the backyard. It was a very fun activity. Students loved the story of the Irish leprechaun. Students showed much interest

Evaluation:

- Find Coins
- Decorate the rainbow with different colors
- Make ourselves the guise of leprechauns

Improvements:

If I had to improve something, it would be the preparation of the mask. I would prepare the mask in a day apart. The mask is what took longer, because it was made to fit each student. All in all I'm very happy with how that activity came out. Students were highly motivated.

Easter

Objectives:

- Understand and manipulate the different elements that are part of the festival.
- Knowing a little the tradition of this day in the English-speaking countries.

Content:

- Traditions of the week of Easter.

Activity:

Easter was planned for two days. The first day I did three working groups. Working in one group, students painted a boiled egg. In another working group, students painted an egg in a cardboard. They used a water colors and straws. They put some water color and then with the straws they bow as hard as they could. And in a third group, the students glued cotton into a cardboard. In the cardboard there is a bunny painted.

The second day, teacher tell them the Easter story. The bunny that they have colored the other day, come to the school and make disappear the eggs that they made. Finally, students came out to find the stolen eggs to the backyard. It was a very fun activity. Students loved the story of the Easter bunny. Students showed much interest

Evaluation:

- Decorate the Easter eggs.
- Search the decorated eggs.
- Paint a rabbit and an egg with different materials.

Improvements:

I'm very happy with how that activity came out. Students were highly motivated. I wouldn't change anything of this activity.

5.1.2. Collecting data

The children from the school of Early Years cannot write yet. So what will be our way of collecting data? What will be our way to assess learning processes? The teacher will go slowly collecting the experiences children living thought taking pictures.

The teacher will take pictures daily when the children are doing the activity. The teacher will make general plans of how the activity works and detail plans of how students develop the activity.

The pictures are used to watch the progress of the activity and the improvement of one to another. For example, in a button activity we can see, at first, the face of concentration and effort of our student and three months later we see the ease with which it develops.

Also, the photos serve to teach parents what students do in school. I propose to make a term dossier. During the term, the topics will vary and the knowledge they acquire will increase; but the activities of gross and fine motor will always be the same, varying the context in which they undergo, that is, varying depending on the topic. This dossier will be organized by skills acquired. Teacher will explain in the dossier the evolution of this activity and it will be in the context in which it was carried.

In the cultural corner, these pictures will focused on the topic worked. They may be placed on the timeline of cultural corner. When the teacher go to cultural corner, students will memory of the cultural activities worked. see photos of them performing this activity also will help them remember.

Here we see three examples of pictures that will goes in the cultural corner, explained in the previous section.



5.1.3. Cultural corner routines

In order for the cultural corner work well I established guidelines for action on the elements composing the cultural corner. It was a new corner. Interaction was sought, thus, we need everyone to follow some basic routines for the proper functioning of the corner.

It is intended that all school teachers use that corner. Each teacher with their group will have their individual routines for action in the cultural corner, but they all have to support of in fantasy.

The use of fantasy in the corner is essential. Being a cultural corner, there must be the fantasy so that students can move through time and space. It is necessary that the teacher create that magic for students, and when they are talking in English ways they imagine they are in a school in an English town.

As a suggestion, I propose that the teachers create an atmosphere of mystery when the mystery box is used, a climate of scientific observers in the case of the tree and an atmosphere of magic when they move from culture to culture. All these factors are what create the fantasy in the space.

First for general mystery, using the mystery box, I would put students making a semicircle, leaving the box as visible as possible. This atmosphere of mystery that will try to search elicited by teacher. The teacher creates this environment for students to be motivated. The teacher is the main architect of this space. The teacher will have to tell a story, or for a revision (pulling the strings with the work done in the classroom) of the topic worked or for a hypothesis generating and establishing mysteries (second pulling the strings by which we create interest and then explore in the classroom on the topic) on what you want to work.

To build the climate of scientific observers when we go to transform the tree, use as a suggestion EVA goggles. These glasses would help us to transform scientific imagination. Once students suffered such a transformation, students will observe the environment and students will decide how to decorate the tree. All classes bring their materials to decorate the tree.

To create an atmosphere of magic when students move from one culture to another, as a suggestion, I routinely use a song. For example, every time we are going to move between cultures, we will close our eyes, sing a song while dancing and when we open our eyes we are already in elsewhere. When we move from Spanish to English culture the song will be

in English and vice versa. It is very important that the song can be done in both languages with the same gestures because students will associated the meaning with the action in Spanish and subsequently associate into English.

6. Conclusions

Use a space that was unused was a big challenge. Neither students nor teachers they were used to to have something in that space. It was hard to grow accustomed to it but finally they used it as planned.

When space was finished, I started to use it with students. Actively used with students for the Easter holiday and it worked very well.

All work carried out on Easter (rabbit and painted eggs) were exposed in the wall of English. Every time a student cross with his parents by the corner, the student go with his father to the drawings and explained what he had done, how he had done and why. For me, seeing how the child forces his parents to cultural space and explains to him what he has done so, it was a great personal satisfaction.

The last day we work with Easter, I exposed the eggs that the students had painted. The eggs were named in the bottom. I did a few nests where eggs were placed. Without warning to children, put them in the corner below the rabbit. My intention was that the students will carry on the egg home because we had already finished Easter. I don't advise students or parents that they could carry the egg. The eggs were in the cultural corner two days. Two days later I put a sign explaining that each student could take his egg. From that moment, the eggs were magically disappearing. Even a student who was on his way home, when he remembered the egg, he made his father come back to the school to collect the egg that was him.

All these anecdotes to me supposed facts that the corner works. At first the teachers and students cost them assume this new space. But we could not forget that it also It is aimed at interaction with parents. Involved in the corner has been what has cost less to parents. They immediately understood the meaning of cultural corner. There were moments in which the parents carried their children to the corner finding some explanation from the student about what they did

After all the process that led to make the cultural corner, from site selection to the workings of the same, I am very satisfied with my work. It was a very hard job to get. But

see what the objectives for this project is being success is a reason it works. What has cost has been to integrate the space in school life. At the time of year where we are, every teacher and every classroom have their performance rhythms. Many of these rhythms performance not allowed going out and interacting with the cultural corner. As a suggestion, I think this type of corners must be created in the beginning of the course. It must be integrated into the routine of every classroom. Thus, every classroom would be part of the cultural corner and, as the routine gets from the beginning of course, is easier to integrate into the life of the school and classrooms..

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