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FINAL DEGREE PROJECT

DEVELOPMENT OF THE READING SKILL THROUGH A PROJECT-BASED LEARNING IN A FOREIGN LANGUAGE

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Abstract:

In the following project, it is possible to find the development of a Project-Based Learning to develop one of the most important basic skills that the Spanish curricula requires in the Primary Education, the reading skill.

Through this work, it is possible to establish the necessary parameters to develop reading skill and the possibility of its implementation in a real context, such as a Primary school, with the results of the project, the problems took place in the class and the possible improvements.

Key words:

Reading skill, Primary Education, Project-Based Learning, reading comprehension, curricula objectives, motivation.

Resumen:

En el presente trabajo, es posible encontrar el desarrollo de un método basado en proyectos para desarrollar una de las competencias básicas que exige el curriculum español para la educación primaria, la competencia lectora.

Gracias a este trabajo podemos establecer unos parámetros para desarrollar la competencia lectora y la posibilidad de su puesta en práctica en un contexto real, como es el de una escuela de educación primaria, con los resultados obtenidos, los problemas que han surgido y las posibles mejoras.

Palabras clave:

Competencia lectora, educación primaria, método basado en proyectos, comprensión lectora, objetivos del curriculum, motivación.

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1.- INTRODUCTION

In the following research, the people who read it could find the development of a project design for two students during their training period in a school to develop the reading skill in a group of children of the third cycle of Primary Education.

The project was developed in the English language, so its establishment was a little bit difficult due to the English level of the children and the level of demotivated they had.

The job is divided in different parts: introduction, justification, theoretical foundation, project design and conclusions.

In the different parts, I have tried to express what are my learning, the bases of project design, the realization of the project and the conclusions about the put into practice of the project at school.

The main objective of this research is to found the different factors teachers need to take into account if they want to develop the reading skill.

As a result of those factors, I proceeded to put into practice a Project-Based Learning which pretended to develop the reading skill in a real school with real children.

To do that, I relate how was the project puts into practice, the problems I could find and the improvements I will make if I have the chance to do a similar project in a school.

With this project, I want to demonstrate that it is possible to establish a connection between the training period and the final degree job.

2.- JUSTIFICATION

2.1.-RELATIONSHIP THERE IS BETWEEN MY TRAINING PERIOD AND MY FINAL DEGREE WORK.

In this project, I want to reflect the connection with my training period.

The main objective I had when I chose to connect the two things, was to put into practice a project in a real context with real children and with that, conclude the success or disaster of the project I thought before to stay in a real school.

At the beginning, the project which my training pair and me planned was situated in an idyllic context, in a bilingual school with children who can produce the basic skills in a foreign language, but then we had to change it because the reality was so different.

I chose to make my research about the reading skill because I wanted to put into practice at school a project in which I could develop that basic skill due to is one of the most important objectives children have to develop in the Primary Education, but I wanted to do it in a foreign language to observe how children develop that competence in other language.

During my training period I could put into practice a Project-Based Learning to develop the reading skill in a foreign language, so that allows me to explain in the following project how was the process, the problems, the results and the possible improvements.

If I could not put into practice the project in a real school, the result of this research will be very different due to you do not know the real efficiency or not of one project.

Thanks to my training period, this project is based on real situations and results that took place in a public rural school with children of the third cycle of Primary Education.

2.2.- RELATIONSHIP WITH THE COMPETENCES OF THE DEGREE.

In the white book of the degree in teaching in the first volume, we can find the competences according to the common competences to all the teachers and also the particular competences according to the foreign language teachers.

In relation with the common competences, in my opinion, in this training period in which I could implement the project to develop the reading skill, I developed the following competences:

➢ *Ability to understand the complexity of the educational process in general and the teaching-learning in particular,* because I took into account the difficulties children had during the process of the project and I did some modifications to help them.

➢ *Respect the cultural and personal differences of students and other members of the educational community,* because when I did the teams work, I thought in the different levels children had in the English language, to do a great teams work.

➢ *Design and development of educational projects and units which can adapt the curricula to the social context,* because in the project design we adapted the use of some basic skills in the environment of the children, we connected the theory with the practice.

➢ *Ability to promote the independent learning of students to get the objectives and contents of the educational level, developing strategies that avoid exclusion and discrimination,* because the role of the teacher in the project I made was like a guide, children created their own learning working all together.

➢ *Ability to prepare, select or make materials and use them in specific frames of different disciplines,* because I gave children the examples of the news my training pair and me did using the structures and the topics we wanted to work with.

➢ *Ability to use and incorporated appropriately into teaching and learning activities the information and communication technologies (ITCs),* because children used the computers, their blogs and a tablet to record the TV News.

➢ *Participate in research projects related to teaching and learning, introducing innovative proposals aimed at improving the quality of education,* because the use of a

Project-Based Learning in that school was an innovation project that children had never experienced.

➢ *To have a realistic image of herself, acting according to her own convictions, take responsibility, make decisions and play down the frustrations,* because I recognized the problems I had when I was teaching and tried to correct them.

➢ *Compromise of promoting the academic performance of students and their school progress, as part of a comprehensive education,* because we tried children developed their basic skills as the Spanish curricula demands taking into account the diversity of children there are in their class.

In reference to the specific competences, I developed the following:

• *Having full communicative competence and a good linguistic (phonetic, phonological, grammatical and pragmatic) and socio-cultural knowledge in the foreign language that is taught,* because I am study the degree with the English mention and that are the basic skills. Sometimes I am too much grammatical with the children and I have to improve it.

• *Having a enough communicative competence, at least one other EU language (English, French, German, Italian, etc..) Or other countries (Arabic, Russian, Chinese, etc..),* because I can communicate in the English language with other people.

• *Select and design educational material from children's literature in the foreign language and from the media as the audio / visual press and written,* because in this project we used the different kinds of media to work with the children.

• *To promote the development of oral language and the written, paying special attention to the use of new technologies as elements of long-distance communication,* because in this project we use the ITCs to develop it, and children had to do different activities related with the oral and written skills.

• *Being able to stimulate the development of skills in order met linguistic / met cognitive and cognitive for the acquisition of the new language through relevant and meaningful tasks and proximity to students,* because we develop an innovation method of teaching in which children talked about the topics had happened around them.

• *Progressively develop the skills, general and communicative and linguistic, of the students through the integrated practice of the four skills in the FL classroom,*

because we tried to develop in the children the reading skill when they had to read the news, the writing skill when they had to write their own news and the oral skill when they had to give reasons about the topic they wanted to talk in the news.

- *Being able to plan what will be taught and assessed, as well as the selection, design and develop teaching strategies, types of activities and classroom materials,* because in my period training I selected all the resources, materials, activities, the evaluation and the teaching method I used.

- *Use body language and drama techniques and as communicative resources,* because the final task of the project consisted children had to act in the TV News.

- *Assess students' prior knowledge and needs, introducing different strategies for each level / type of students and the characteristics of the educational context*, because in the project we did activities to know what were the previous knowledge children had about TV News and adapted the news to the context in which children live.

Those were the competences I think I could develop during my training period.

3.- THEORETICAL FOUNDATION

3.1.- PROJECT-BASED LEARNING:

A Project-Based Learning is a learning method in which the activities are based in real cases of the daily life which involve to the students in a motivation and interest of the students.

The activities of a Project-Based Learning treat to solve a problem teachers can detect inside the classroom, like reading problems or language problems, and also treat to answer questions. In these kind of activities, teachers work with daily life topics that children can find outside the classroom.

A good Project-Based Learning teaches children to develop some important skills that are not working a lot in the school like organization skills, presentation skills, time skills, communication skills, research skills, reflection and self-assessment skills, leadership skills and group work.

Normally, a Project-Based Learning is done by children groups who work all together to get a common goal. The efficiency of the children will be assess individually and takes into account the final result and his quality, the comprehension of the job contents and the contributions children make to obtain the final task during the project.

With a Project-Based Learning, children can put in common their opinions and ideas about the topic, they can take decisions to get the outcome of the project and they can debate with their group mates to obtain the best result.

According to Francisco J. Pozuelos Estrada, Trabajo por proyectos en el aula: descripcion, investigacion y experiencias; a Project-Based Learning can divide in some categories:

• **Students:**

Children are one of the most important parts in the development of a Project-Based Learning. In this method, the students' role is essential.

In this kind of project is normal that children work in groups but teachers have to take into account that outside the classroom most of the students are alone and make their homework alone, so it is probably that only inside the classroom children can realize a group job. For that reason, all the task teachers demand to do in groups have to take place in the school timetable not outside.

Sometimes, to work in groups or in pairs is very hard for the children because they are used to work individually and when the teachers ask for a group task, students can feel uncomfortable, so teachers cannot underestimate those fears.

To get that a Project-Based Learning has success, it is necessary that children see that it is a project that they decide to do not that the teachers force to do it, so the teachers' job is to be a guide in the process and help children to develop the skills teachers want to work with.

Also it is necessary that the topic of the project will be interesting for the children. If students like the topic, the motivation will be major and they involve themselves more in the task.

Like children work in pairs or groups, teachers have to take into account the people who can or not work together and the different students' level to do a correct groups job.

• **Teacher:**

In this kind of method, the teacher role is a person who participates actively in the project, is a coordinator to control all the children know what are they task and what they have to do every moment, is a person who observes, monitors and evaluates the process but always doing in a second line. The teacher has to develop the correct strategies to obtain the maximum result of the task in every lesson and he has to be prepared to the possible setbacks that could happen in a classroom, so teacher needs to know what are the students doing every moment and if children are making a progress in the project or not. Teacher need to monitor everything to get the correct develop of the project.

Teacher also needs to take account the previous knowledge of each children about the topic they are going to work in the project to establish the correct objectives and to pay more attention to the children who have less knowledge about the theme.

At the end of the project, the teacher has to evaluate not only the result also the process to make a correct evaluation and taking into account all the factors have affected during the process.

• **Democracy:**

In this way, the teachers and the students have to see the teaching and the learning like a dialogue which involve the two parts.

To develop correctly a Project-Based Learning is necessary that teachers select a topic and then, they have the capacity to induce children to think about the different characteristics of that topic. The theme has to be something related with the children reality and with this, children will think that the project is something they can use outside the school and something that they choose with the help of the teachers, they do not see the topic like something imposed. Children have the freedom to talk about whatever they want in reference to the topic, they can express themselves without scary.

With the democracy all the people included in the project have a role. Children have the opportunity to choose which the role is they want to do in the project and the teachers can advise but they never can impose the roles. Children have to feel comfortable with the job they are developing inside the project. This is the project democracy.

• **Context:**

In a Project-Based Learning the context is so important. The context is the environment in which children live, so it is something necessary to take into account.

Depending of the context in which children participate, the previous knowledge children have about one topic will be different. It is not the same the environment of a rural school than a city school, so the context of the children is not the same. For that reason, in a Project-Based Learning is necessary to be conscious about those gestures.

When teachers take into account the context, it is possible open the school to the outside, this means, the families, the school community and other children of the school can take part in the project because they live in the same environment than the children who are participating in the project, so those people can help children and then they can see the final result. This helps to have a nicer relationship between the school and the rest of the society.

• **Resources:**

Nowadays, the ITCs are a very important resource that is normal to use in all the schools. When teachers prepare their classes with a Project-Based Learning they have to know what are the different resources they can use and if it is possible to use the ITCs because this is a motivation to the children. It is a motivation because ITCs is something that children are used to use in their daily life, so if teachers implement these kind of resources, children feel comfortable because is something they know how to use and they love to do it. They prefer to use a computer than a notebook, so teachers have to prepare something didactic in which children can use the ITCs.

According to the project teachers want to develop, children can use other kind of resources, not only the ITCs, for example they can use some books of the school library, newspapers, magazines, films, interviews with families or other people, etc. but always with the guide of the teachers.

• **Diversity:**

Diversity is a concept that means each child is different and has his own needs, weaknesses and main points.

All the pupils have different characteristics and those cause that the work rate is not the same for all the children.

When a teacher proposes a Project-Based Learning in which children have to work in groups, he or she has to take into account that students need one guide to follow it and the teacher has to be that guide who helps children when they need or when they feel lost.

If in the classroom the teacher can find different learning levels, she or he has to be able to make groups in which all the pupils feel they can contribute in the project.

Children have not to feel like there is one leader in their group and they have to do everything the leader wants. For this reason, teacher has to be careful with the groups he or she does and he or she has to get that the groups will be heterogeneous, with children with different skills and levels and in which children feel comfortable to give their opinions and ideas to develop the project. Children have to feel that they are able to do whatever they propose, they have to trust themselves and the teacher has to reinforce this self-concept children have. If teacher gets this, the diversity will be integrated correctly in the project.

• **Theory and practice:**

In a Project-Based Learning is important that students see that the project they are realizing is useful for them. To see that, in the project is necessary to establish the relation between the theory and the practice. If children are conscious that the things they are learning at school, "the theory", they can use it outside the school in their daily life, "the practice", the motivation and the interest of the students will be higher than if they are not aware.

When teachers propose a project to do in the classroom with the children, teachers have to teach children that everything they learn and use at the school, then, they can use it outside because they live in a society and the school is a small society that prepares children to live in community with the rest of the people.

• **Integrated curricula:**

In a Project-Based Learning the curricula is also presents. When the teachers prepare a project, they have to take into account the curricula due to they have to develop the objectives and the skills that appears in the curricula at the end of the school year.

With a Project-Based Learning, teacher can integrate the contents of the curricula in a funny way to the children, creating more motivation for the children.

With one project, children have not got the feeling that they are learning in the moment, they do the project because the use of the normal resources like the textbook are relegated to a second line.

At the end of the project, children are aware that they learn some theory and how to put into practice in their real life, in a funnier and nicer way than with other kind of strategies, "the traditional strategies".

If teachers take into account these categories, the Project-Based Learning has a lot of possibilities to be a success.

3.2.- THE SPANISH CURRICULA (LOE):

One of the most important things that all the teachers have to be present is the Spanish curricula due to they teach in Spain.

In this project, I specially put my attention in the reading skill, so I look for all the information about this skill that we can find in the Spanish curricula.

According to the LOE, Educational Organic Law, of the 2006, there is the following information related with the reading skill.

In the Preliminary Headline, in particular in the first chapter in which talks about the principles and the purposes of the education, in the second article about the purposes we can read:

"The Spanish educational system will guide to the achievement of the following purposes:
a) The full development of the personality and skills of students.
d) Education on individual responsibility and merit and personal effort.
f) The development of students' ability to regulate their own learning, trust their skills and knowledge, and to develop creativity, personal initiative and entrepreneurship.
g) Training in the respect and recognition of the linguistic and cultural plurality of Spain and multiculturalism as an enriching element of society.

j) Training to communicate in an official and co-official language, if any, and in one or more foreign languages."

These purposes are in general for the Primary Education, but here we can find some characteristics about the skills children have to develop in this stage. Reading these purposes, people can start to think that the reading skill will have an important character in the curricula.

In the third chapter, in the sixth article, appears a definition about the curricula and in that definition you can read the words "basic skills" and in this case, the reading skill is a basic skill.

The definition is the next one:

"For the purposes of the provisions of this Law, it is understood by curricula the set of objectives, basic skills, contents, teaching methods and evaluation criteria for each of the formal provision of this Act."

Inside the law, it is also possible to find in the First Headline: the teaching and their planning, in special, in the second chapter which talks about the Primary Education, the general principles of this stage and are the following:

"1. Primary education is an educational stage which comprises six academic years, which will be studied usually between six and twelve years old. 2. The purpose of primary education is to provide all children with an education that enhances their personal development and their own welfare, acquire basic cultural skills to speaking and listening, reading, writing and arithmetic and develop social skills, work and study habits, the artistic sense, creativity and emotions. 3. Educational action at this stage will assure the integration of different experiences and learning of students and adapt their working patterns."

In those principles, it is possible to read that the reading skill is a basic competence which is necessary children develop in this stage.

In the same chapter, but in the article seventeenth, talk about the objectives of the Primary Education. In those objectives appear that children have to develop the reading skill in their own language and also in a foreign language.

"Primary education will help develop in children the skills to enable them:
b) Develop habits of individual and team work, effort and responsibility on the study as
well as attitudes of self-confidence, critical sense, personal initiative, curiosity,
creativity   and   interest   in   learning.
e) Know and use appropriately the Spanish language and, if any, the official language
of   the   Autonomous   Community   and   develop   reading   habits.
f) Acquire, in at least one foreign language, skills to enable them to express and
understand simple messages and function in everyday situations."

In the nineteenth article of this chapter, the theme which talks about is the
educational principles.

"2. Without prejudice to specific treatment in some of the areas of this stage, reading
comprehension, oral and written expression, audiovisual communication, information
and communication technologies and values education will be worked in all areas.
3. To promote the habit of reading will be a daily time devoted to do it.

In these principles are evident that the curricula is very worried about the development
of the reading skill and the comprehension of the text children read; due to the reading
is the base to develop the other skills.

As I have said before, the reading skill appears in the curricula as one of the
most important skill, for that reason, the next point talks about the reading skill due to
that is the main point of my job and it is one of the objectives that my training pair and
me tried to develop in our training period.

3.3.-READING SKILL:

One of the most important objectives in the curricula of Primary Education is the
development of the reading skill, for that reason in my training period I tried to use
some techniques to develop these skills in the children.

First of all, it is necessary to give a definition about what are the reading skills.

According to María Jesús Pérez Zorrilla (2005) in the magazine "Education", the reading skills are the next one:

In this article, the author told us that in the middle of the XX century, some specialists in the reading skills, educators, pedagogues and psychologists considered that the reading was the result of the decoding, but in the last period, this concept has changed. Nowadays, the reading skills are considered as the specific application of procedure abilities and cognitive strategies. This change is due to the different advances in the study of the cognitive skills.

In that definition the author can also say that the level of comprehension of one text is equal to the creation, modification, elaboration and integration of the different structures there are in a text. In this sense, the inference process is so important in the reading skills.

For that reasons, it is important to considerer that there is an interaction between the reader and the text. With this perspective, the reading skills are conceived as a process in which the reader uses some important keys that the author of the text gives him to understand the meaning of the text and with the previous knowledge reader has about the topic of the text he can to infer about the meaning that the text wants to communicate, because when the background knowledge is higher, the reader has more knowledge about the meaning of the words, about how to make a prediction and elaborates some inferences in the reading.

With that information, the author concludes that the reading skill is a process in which the reader makes a meaning in his interaction with the text thanks to his previous knowledge and the ideas that the author of the text wants to communicate.

After this introduction about what are the reading skills, now I am going to talk about the process and the necessary factors to develop this skill.

In this process there are many different stages: create a correct context; the students' level; the correct materials; the correct text; reading objectives; the assessment of the reading comprehension; development of the reading strategies.

- **Create a correct context:**

One of the most usual questions that every teacher asks himself is what can I do to improve the reading skill in the children? With this question, the main idea is started to think in the environment teacher can create to develop the reading skills not only to think in the capacity that children have to read a text.

Jesús Alonso Tapia (2005) in the magazine Education affirms that one of the keys to teach and develop the reading skills in the children is create a comfortable environment in which children can practice the reading.

To create this space, it is indispensable to take account that the reading is a process basically individual, so the environment is a very important step due to help children to connect their previous knowledge with the information they are reading in the text.

The space in which children read has to be a place in which they feel comfortable and in which they could find everything they need in the moment of the reading like a dictionary to look for some words they do not understand.

The space could not be the same place in which children make other kind of activities related with other school activities, so it is recommendable that children have a reading area in the classroom in which they could read different texts or books without pressure. This place needs to have a correct lighting, so it will be better if this area is situated near to the windows or under a good light focus. If this is not possible, the most common solution is to use another place like the library or the computer room, to prevent that children could connect the reading with one activity that they are obeyed to do it at school. The library and the computer room are nice for the reading because children do not use a lot at the school, so this helps children to connect the reading with something funny and different. The correct place helps to create a motivation to read, so it is so important to create this motivation when children are going to read. But not only the place and the environment is important to motivate children to read, in the next points, the topic about the motivation, will be talking about it.

- **Children level:**

According to Jesús Alonso Tapia (2005), not all the children have the same lexical level, so this means that not every child has the same difficulties or easiness to read and understand a text.

In this level of comprehension there are different steps.

-The first one is the identification of graphic pattern. In this step, children identify these patterns which are the letters that make up the words. Thanks to this identification, children are able to recognize the meaning of the words immediately. The reconnaissance of the letters and words are done with fixations. When children or the rest of the people read a text, use the fixations to interpret the general meaning of the text without finishing with the reading of the same. When children make this step, they dedicate more time with the words like nouns, verbs, adjectives and to the words that are so long and which are not familiar to them. With words like articles, pronouns, prepositions and conjunctions, children spend less time when they have to make the fixations. To help children with the identification of the graphic patterns, the teachers or the authors of the text have to take account that the kind of letter they us when they write the text is very important because not all the typology of letters have the same easiness to be understanding for the children; for example this king of letter, Times New Roman, is easy to read but others like "Vivaldi" (Vivaldi) have not got the same easiness.

When the inspection of the graphic patterns is not easy, the reader has to spend more time in each fixation. The consequence of that is, like there are a limit number of elements children can pay attention, if they spend more time in the identification of the graphic patterns, then they have less time to do other operations, like recognize the meaning of the words or to understand the sentences which are necessary to integrate their meaning in a general representation of the text and they do not pay the same attention to those operations.

-The second step is to accede to the meaning of the words by the exploration of the lexical. In this step is normal to think that the reader has in his mind a dictionary that helps him to decipher the meaning of the words. One of the facts that make that possible

is the number of vocabulary children know and their speed to access that vocabulary, this speed depends of the familiarity children have with the topic of the text and with the terms use in the same. In recent investigations is normal to talk about the context in which the words appear in the text due to restrict the possible meanings of the new words could appear in the text. If the reader is a learner or is only pay attention superficially, it is less probably that the reader can be able to use the information text gives him before to understand one word than other reader with more experience.

-The third step to develop the level of comprehension of the children is to analyze the syntactic relations. When children read a sentence, they can deduce the word that appear after other, for example, children know that after one article they have to put a noun, so when they read a text they do this connection. Thanks to establish this relationship between the words, children can deduce the meaning of some words because they enclose the possibilities due to a noun can only be a person, an object or an animal.

To recognize the syntactic structures, children have to be able to divide up the sentences and establish the hierarchical syntactic relations that there are between the elements of the sentences. To recognize those syntactic structures, the reader uses different keys like the order of the words, the function of each word, the meaning of the words he knows and the punctuation signs. This syntactic relation helps to the comprehension of the text when children do not understand the meaning of one word.

-The fourth step is the construction of the meaning of the sentences. Understanding the lexical in a text is not enough to understand it, for that reason it is necessary to know and integrate the meaning of the different clauses form it. In this sense, one of the most influential authors is Walter Kintsch who said that the reader build the meaning in cycles or parts. Each cycle is a sentence. In this way, the reader connects and integrates the representation he builds in each cycle with the previous one. In each cycle, the reader builds different kind of ideas and he realizes inferences. The grade of comprehension the reader can reach depend to the different ideas and inferences children do. This step is divided in three parts: integrate the meaning of the sentences in cycles; the integration of the text, proposal text; and final construction of the situational model.

- Integrate the meaning of the sentences in cycles: according to Kintsch, children create different ideas in each cycle that children must integrate in a coherent group.

The consequence of this is that one part of the information stays inside the children and the rest will be lost. If the information stays or not depends to the connection children establish between the ideas of the different cycles and the interest that the information has for the children. The problem appears when this integration is not correct due to children have difficulties to understand the cycles or the most interesting idea for the children is a secondary idea that is not really important for the general meaning of the text. When children finish with a sentence or cycle, the process starts again in the next cycle. Children have to add the new ideas they extract in the new cycle with the general ideas they had about the previous cycles. With this process, children establish a thematic progression that helps them to the comprehension of the text.

- The integration of the text, proposal text: when one text is so long, the reader has to apply the previous step, to integrate the meaning of the sentences in cycles, to get a general idea of the text. In this general idea has to be integrate in a coherent and simply way the different ideas appear into the text. In expert readers, this integration is very easy and they do it automatically, but in the inexperienced readers, they have to apply different strategies to simplify the information. Those strategies were described by Kintsch and van Dijk and are the next: select the correct ideas and give up the not important ideas which are not necessary to understand the text; replace some ideas for one general idea which appears in the text; and finally, build an idea that summaries the meaning of the rest. The use of these strategies is the last thing children get because they have to think about the information appears in the text. To apply those strategies depend also of the familiarity of the contents of the text because children can use their previous knowledge or not and the other way about the strategies depend is the knowledge of the children about the way in which the text are organized, this means, the type of text, narrative, expositive, sequence, reason-effect and argumentative. Sometimes it is difficult to the children identify the type of text because the authors mix different structures of diverse text in only one. The normal is that children do not know the different kind of text but when they read the different examples, they are able to establish a relation with the different characteristics of each
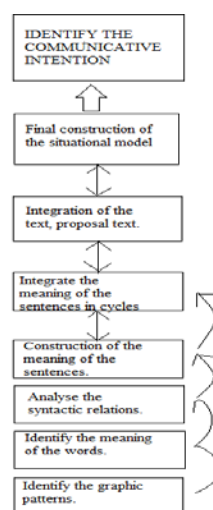
text and then they can recognize the text and the meaning of the same one.

- Final construction of the situational model: to understand a text it is not only necessary the previous part about the proposal text, it is also necessary that children orientated themselves in the verbal meaning of the context of their experience. This context has space and temporal notions that children can see and connect with their emotions.

When they connect this kind of context with the topic of the text they are reading, it is called mental model or situational model. This model is constituted by dynamic representations that change while children read the text. Those representations start with the singular, the concrete and the things children can see, situated in a space-temporal context. Without a minimum representation of this model, children cannot understand correctly the meaning of the text; even they have built a good proposal representation.

To create the mental model correctly depends of the knowledge and experiences children have and use when they read the text. Children use their own experience to understand the meaning of the text, so this situation makes that in the same text, children can have many different interpretations about it.

At the end of this process, children will be able to identify the communicative intention in a text.

Picture 1: Psychological process uses in the reading and comprehension of one text.

- **Select the correct text:**

According to the text of the OCDE 2006 PISA (2006) Marco de evaluacion, there are two different kinds of text, the continuous text and the discontinuous text.

The first one, the continuous texts, is compound by a number of sentences which are organized in paragraphs. Those paragraphs can be in a highest structure as a section, a chapter or a book. The continuous texts are classified by the text type. These text types are organized according to their contents and also according to the author's intentions. These types of text are the narration, the explanation, the description, the argument, the instruction, the document and the hypertext.

The second one, the discontinuous text, can classify in two forms. One hand, it is the perspective based in the formal structure, this is taken of the work of Kirsh and Mosenthal. In this way, the texts are classified according to the way in which the lists are organized to elaborate the different kinds of discontinuous texts. This form is good to understand the similarities and the differences between different types of discontinuous texts. In the other hand, the other method of classification is founded in the normal descriptions of the texts form. This is the method that PISA uses to classify the discontinuous texts. According to this form to classify the discontinuous texts, there are these types of texts: pictures and graphics, tables, diagrams, maps, forms, informative papers, advertisements, coupons and certificates.

The normal thing is that the texts children read are the continuous texts because those appear in all the text books and are the books children can find in the school library. The discontinuous text are less used in the school, children only work with some of them in special chance.

The most important to select correctly a text is to know the preferences of the children when they read, because if they have previous knowledge about a topic due to they read something about it before or if the text is talking about something that is interested for them like their city, they favourite football team, etc. the motivation in the children will be higher than with other kind of text. So teachers and families have to know their children to choose the correct text.

- **Reading objectives:**

When children read, they do not always do it in the same way. Children change their strategies according to the reading objectives because the objective of the text determines how children have to read the text. Although people say that there is the same number of objectives than people who read, in the last years they were created a list of classifications using diverse rules. One of the classifications more used is the list that Solé (1992) Estrategias de lectura, realizes. This classification is the following:

- Read to obtain precise information.
- Read to follow the instructions.
- Read to obtain general information.
- Read to learn.
- Read to revise the own work.
- Read for pleasure.
- Read to communicate on text to the rest of the people.
- Read to practice the reading aloud.
- Read to demonstrate that you understand the text.

Not all these objectives have been treated at schools, but with planning and with different situations which contribute to read with different purposes and uses, at school is possible to work all these objectives.

- **Reading assessment:**

According to Mª Jesús Perez Zorrilla (2005) to realize a correct assessment, it is necessary to consider which the objectives of the reading are because the process to assess depends of them. The assessments that the INECSE (Instituto Nacional de Evaluación y Calidad del Sistema Educativo) have done, try to do a general assessment in which it is evaluated the system, not the children, and the results help to take decisions as how to distribute the resources at schools, the description of some educational situations, create new school programs, etc. these kind of decisions need the obtaining of general information about how is the group, not a child individually. To do

this correctly, the test or tests have to apply to children with different levels of ability, it is necessary diverse groups, for that reason, the tests need to have different levels of difficulty adapt to all the children.

This way to assess is based in the use of extends of the result. In this form to evaluate, the comprehension of the reading is the result of the interaction between the reader and the text and focus on the final result of the reading, not in the process. In this kind of assessment is normal to use a short text with some questions related with the same.

The use of this form to evaluate, suppose a restrictive view of the reading skills which are not according with the actual theories.

Other model to assess the reading is the evocation or free memory. This kind of assessment is the result to ask to the children that read a text and then, they remember the text. It is one of the processes more use to check the information acquisition. Children have to write an abstract about the text they read before. The accuracy and precision with they reflect the text they read, it is the comprehension test due to the production of a write text involves the comprehension of the same.

This process has the advantage that it is easy to put into practice, but the disadvantage is difficult to explain correctly the text children write. In this way, there was not too much agreement between the authors.

The results obtain by the children in this kind of assessment can provide information about the organization and about the storage capacity inside the mind of the children. Also this assessment can give information about the strategies children use to recover the information of the text.

This assessment does not allow confirming anything about the comprehension of the things children do not remember. This deficit in the evocation can be the result of an incorrect interpretation of the text children read.

Other problem with this type of assessment is that with this test, teachers and authors accept that when children remember something is because they understand it

before, but some studies about the verbal learning have demonstrated that the humans have a big capacity to remember material without meaning.

In other way, this kind of assessment requires that the reader uses production skill, oral and writes, and it is known that there are many differences in the children's capacity to use those skills.

The assessment of the comprehension is influenced by the level of comprehension of the person who evaluates the text children wrote. This could be a problem because the children have to understand the text and then they have to be able to explain what they understand about the text clearly to the person who evaluates can understand it. This is a chain composed by three links: the interpretation of the person who evaluates the test, the interpretation of the children and the level of comprehension of the children. These three links have to be the same and this is the most significant limitation.

Other type of assessment is the survey questions. This is a variety of the free memory test. The surveys questions consist in realize a number of questions to find the information the reader could store after read the text.

The use of this kind of assessment presents some problems. The first one is that there is not a method which allows generating the appropriate questions. The second one is that the uses of those questions do not make a guarantee that the reader put all the information he or she pick up to the text. The last problem is that this method spends a lot of time and sometimes it is not possible to use much time in the assessment of the comprehension of one text at school.

Other method to assess the reading skills is the open questions. This type of assessment allows obtaining different information in comparison with the information that it is obtain with the free memory and with the survey questions. With this method, the processing of the accumulate information is not memory like in the others.

In this kind of assessment persists the problem that children need to use their production strategies.

The questionnaire is other type of assessment. This method leaves of the assumption that, like it is impossible to observe directly the reading comprehension, it is necessary to ask children that realize some job which indicates the level of comprehension of the text. This job consists in reading a text and then, asks some questions about the same. There are different kinds of questionnaires with different questions. In each questionnaire, children develop a different ability.

Other assessment is the use of true or false items. This method has the advantage that it is not necessary the use of production abilities. However, this evaluation presents other problems.

The first one is that when teachers mark this test, it is necessary to delete the possibility that children get right answer by luck (this possibility is a fifty per cent). The luck factor is not easy to delete because teachers do not know why children respond correctly or not.

In this kind of test, the reader has to do a pairing process which is determinate by the characteristics of the question, this means that, when the question structure is the same that the structure of the text (the words are the same), the process does not have too much difficulty for the children. When the structure is not the same, the reader has to change the store information in his or her mind or the question to answer correctly.

Other problem is when the structure of the question is the same than the structure of the text, but the information of the question is false. If children do not pay attention, they can respond incorrectly.

This method has minor diagnosis value although allows to sample a big number of material in a short period of time, and this is an advantage.

The validity of this method is higher when the evaluations have an administrative or descriptive character.

The last method to assess is questions with many alternatives to answer. This is one of the most used methods of assessment. This type consists in giving to the children a short text followed by a number of questions with the possible answers.

Children have to choose the correct answer between the possibilities they have.

One of the advantages of this method is that it is possible that a big number of children realize that test at the same time and also the luck is a factor which is not very probably with those kinds of questions.

With this type of assessment is possible to confirm that when children choose one answer, they are using some strategies to obtain the information they are looking for.

One of the disadvantages of this method is that only one answer is considered correct, but recently studies show that it is possible that a creative reader goes farther to the normal convictions of the text and extracts inferences that will be incorrect if it is only one correct answer. This problem makes that doing a test of this type is not easy.

In other way, when teachers apply and assess the results of this test, it is necessary to take into account that children use some strategies related with the problems resolve which are not necessary to the reading comprehension. Due to this reason, the evaluation can have a bias.

In all the methods in which children have a questionnaire, it is also necessary to take into account that the results depend if children have the original text when they answer the questions or not.

- **Develop of the reading strategies:**

According to the Plan de lectura de Asturias (2007), the strategies that participate in the reading process are large and complex. Due to their relevance in the development of the reading skill and in the school learning, this is a process which teachers have to treat in the different educational steps and in all the subjects.

The most common reading strategies take place before the reading, during the reading and after the reading.

• Before the reading:

It is necessary to delimit the reading objectives: what, why and for what read. The answer could be to have fun, to discover new aspects about one topic, to learn, etc.

There are to specify the concrete jobs that teachers want to develop during and after the reading.

Develop concrete expectations before the reading of the text using the title, the pictures, the topic of the text, etc.

Activating the previous knowledge in relation with the topic and the type of text with simple questions that help children to remember what they know about the theme.

Identify the structural organization using linguistic signs, opinions of other people, etc.

• During the reading:

It is necessary to use the correct strategies and abilities according to the objectives and the text teachers choose before.

Children need to recognize quickly the words that appear in the text.

It is necessary to connect and integrate the information of the text with the previous knowledge.

Making inferences based on the previous knowledge.

Reformulating and checking the reading hypothesis.

Identify the main ideas and the secondary ideas.

Assess and control if children understand the text while they are reading it.

Create a general idea of the text.

• After the reading:
Check if the objectives were achieved.

Summarize the text to obtain the general idea.

Analysing the comprehension level and solve doubts to assist the reading.

Relate the text with other topics.

Stimulate the personal interpretation.

Analysing and value the different reading aspects like the ideas children put in common, the situations that take place in the text, the main characters, etc.

It is not easy to establish a didactic process to facilitate the teaching and learning of reading skills, so the planning is the most completed and used possibility to develop correctly the reading skills.

4.- PROJECT DESIGN

4.1.- INTRODUCTION:

This introduction is going to be used to explain the importance of the project I made in my training period using a Project-Based Learning with the objective to develop the writing and the reading skill, but in this case, I focus on the reading skill.

As I have said before in the previous points, this project was developed in the context of a classroom and in that place is where children learning the basic skills. My training pair and me developed a Project-Based Learning because we wanted children could see that the theory and the practice is not separated, this means that, we wanted children learnt useful theory which they could after put into practice in their daily life.

The used of a Project-Bases Learning helped us to get a better motivation for part of the children due to they were not used to use this kind of methodology and with that motivation we can develop the reading skill in a different way that children liked and appreciated. In the project, I focused on the development of the reading skill, but also, my training pair and me developed other basic skills like the team work, the effort to get the final task, the responsibility to do a good job, to have interest and curiosity in their learning and to have self-confidence because they have the feeling they can do a great task. These are objectives that appear in the Spanish curricula.

With the Project-Based Learning children involved more in the realization of the task and in their own learning, and this imply that the final result will be better and will have more benefits for them than if we used a traditional methodology.

As I have said in the previous points, with a Project -Based Learning children felt that the project is of them because they gave the ideas about what could they do in the project and how they were to do it and the figure of my training pair and me were the teachers who guide the work of the children and helped them when they needed but did not impose any topic.

Once we started with the project, we announced that the final task wanted to develop a basic skill, in this case, the reading skill but in a different and funny way.

4.2.- SCHOOL CONTEXT

The school in which I implemented the project, is a public rural school situated in a village of Palencia called Fuentes de Nava.

This is not a bilingual school, so they only follow the Spanish curricula.

It is a small school with only around seventy students totally, so this make that the children learning in a family environment with an individual attention, so that imply that the quality of the teaching and the implication of the children and teachers are better than in other places.

At the school we can find Infant Education, children with ages between three to six years old and Primary Education, with children with ages between six and twelve years old. Those children are not only from Fuentes de Nava, there are children of the nearest villages around Fuentes.

The organizational school structure is divided in five units, one for all the Infant Education (all the children are together in the same class because they are thirteen students), one for the first cycle of Primary Education (first and second course are together in the same class and they are thirteen), two units for the second cycle (one it is for the third course which has seven students and the other is for the fourth course which has sixteen students) and one for the third cycle (fifth and sixth course are together in the same class and they are nineteen).

At the beginning, the project was designed to the first course of Primary Education, but once we were at the school, we changed our design and adapted to the third cycle of Primary Education.

This change was due to in the third cycle, children were demotivated in reference to their learning and my training pair and me could see that they had some shortages in the basic skills, especially, in the reading skill.

These facts were which helped us to decide to make a Project-Based Learning with the objective to develop the reading skill.

In the third cycle we could find children with different levels of learning due to in this class are together the children of fifth and sixth course. In total, there are nineteen students in the class.

Inside of each course, there are also children with different levels, so that means that the diversity was a main factor in the development of the project and my training pair and me had to take into account when we thought the project design.

4.3.- PROJECT DESIGN

The project was developed during my training period, so I could imply it at the school with real children and in a real context.

That project was an adaptation from the Syllabus design my training pair and me made in the first term at the university.

The project was called "What is in the News?" and was developed with the children of the third cycle of Primary Education since the last week of April until the end of my training period, the second week of May, that means, that the project had a duration of six sessions, although at the beginning, my training pair and me planned four sessions, but at the end, we planned other two sessions to get a correct development of the project.

In that project about the news, principally, we wanted children developed their writing and reading skills in a foreign language like is the English. For that reason, we chose a topic that children knew and in which they could use something that they liked like the ITCs to get more motivation.

In each lesson, my training pair and me planned a subtask children had to realize to get in the final session the final task, film their own "TV News".

The project was carried out in the computer room of the school, two times per week. As I have said before, in the point in which I make reference to the reading skill, the context in which children have to read is very important. In our project, this context

was the computer room and that environment achieved some of the main points to create a correct context.

In that space children felt comfortable because it was not their normal class, so thanks to that, students could connect the project they were going to develop with a different and entertaining activity. Those helped to create a comfortable atmosphere in which children wanted to work.

In the computer room, children could also find everything they needed to read a text in other language and looked for the words they did not understand used the ITCs, because they could use the computers to search in online dictionaries. Children preferred to use that kind of dictionaries instead of paper dictionaries.

The weakness of the computer room was the lighting because the shutters of the windows were broken, so we could not have natural light and the lighting of lamps was not so good due to was with fluorescent tubes.

Below, I am going to explain the different sessions and the activities we did in the project in order to develop the reading skill.

- **First session:**

The duration of the session was around one hour. In that session we explained to the children that we had to realize a new project in which they were going to participate all mixed (fifth and sixth grades together).

We also told them that the name of the project was "What is in the News?" and that we wanted to get that they could do TV News at the end of the project. We did that to focus to the children in which was the final task they were going to do. To clarify to the children what was TV News made for children, we showed a short video with TV News made for English children in a High School.

When we showed the video, children were scared because they thought they could not do something like that, but we explained that they could do it because my training pair, our tutor and I were going to help them in everything they needed to develop correctly

the TV News. With that conversation, children felt more confident and they showed a special attention for the project they were going to do.

After that, we did a brainstorming about the different topics children could find in the news, for that reason, we facilitated them different resources like newspapers, the web page of a TV informative and magazines. With that brainstorming, my training pair and me could see what was the previous knowledge children had about the news topics and we could make a first assessment about the knowledge children had.

At the beginning, children did not say anything, but when we gave them an example about a section of TV News, they started to participate because it was a topic they knew and they could talk about it. That was a motivation for the children.

Children gave some ideas about what they could find in the news and said examples like sports, traditions, culture, local news, international news, etc.

After they put in common all their ideas, all together made a selection of the most important topics they liked to talk about in their news. My training pair and me had the four topics we wanted children talked about in the news, so we induced children to choose the topics we wanted to work with but children had the feeling they had chosen the topics. The topics were: our school, sports, gossip and local news.

There, my training pair and me made the paper of the guide and we got children saw they had selected all the topics. With that, we got a good motivation and got involved children in the project.

Then, we asked children told us something they could say about the topics they had chosen. To help them, first we told them an example, and then they started to talk about the different topics. The topic they liked more was local due to they lived in different villages and they could explain a lot important events took place in their towns. There, children were using their previous knowledge to talk about something they could use in the project.

At the end of the lesson, my training pair and me made four groups in which there were four or five people. In each group, there were children with different levels because we mixed children of fifth grade with children of sixth grade. With that

distribution we wanted to encourage some of the objectives that appear in the Spanish curricula like *develop habits of team work, the effort and the responsibility, attitudes of self-confidence, critical sense, personal initiative, curiosity, creativity and interest in learning.* Inside each group, we put students with a normal level in English and pupils with a low level. Thanks to that, the team work worked better because the children with a higher level could help the others and all of them learnt and were conscious of their responsibility inside the group.

The groups were done according with the previous experience we had about how children worked in the previous English unit we taught them.

Once the groups were done, we told children that they had a task to do at home. The members of the group had to choose the topic they wanted to talk about in their news and thought the reasons about what they had chosen that topic. According with the reasons they gave us, they could write a news in reference with the topic they wanted or not.

With that exposition, the first lesson finished. The objective of that session was that children were interested in the project and create the motivation to develop correctly in the next sessions the project.

- **Second session:**

The second session started with the different groups giving their reasons about the topic they wanted to work with. When all the groups finished with the reasons, all together chose, democratically, the topic about each group was talking about.

After the choice, we gave to each group a text that we wrote with one example of one new related with the topic they had to work with.

We created those resources to adjust the text children had to read with their level. To do that, we took into account the different stages children do when they read a text. According with my previous explanation in reference to the children level in the point about the reading skill, my training pair and me made four text in which we talked about one local tradition, one important event at the school, a gossip related with people of the village and the last one in reference to the village's football team.

In the text we used a kind of letter children could read without problems (Tahoma) to get they could recognize immediately the words and could understand, first, the meaning of the words and then, the general meaning of the sentences. Thanks to children could read without problems the words; they did not spend a lot of time.

The kind of text we did, was a continuous text, how I explained in the reading skill point, because we did a narrative text in which we narrated an event and it was the easiest text for the children due to they were used to read that kind of text.

At the end of the text, there were some questions about the same to observe the comprehension children had about the text they had read before.

Each question had a different interrogative particle: how, what, where, when, why, who… With that we demonstrated to the children that all the information that appeared in the text was the answer of one of those questions.

We used the method of the questionnaire to assess the comprehension of the text because children had to answer some questions with the information they found in the text and according with the time we had to develop the project, it was the fastest assessment we could do.

Each group had a text, so one child of the group read aloud the text (the groups were separated in different parts of the classroom so one group did not disturb to the rest when it was reading and vice versa). When they did not understand the meaning of a word or a sentence, they asked my training pair, my tutor or me. We gave them the resource of an online dictionary and if with that help, they continued with the doubt, we helped to understand it with examples or definitions.

With the reading of the text and with the questions, the second lesson finished. The objective of that session was children were conscious of their level of comprehension in a foreign language in order to answer some questions and demonstrate that they understood the text, which is one of the reading objectives I mentioned in the point of the reading objectives inside the point of the reading skill.

- **Third session:**

    In the third lesson of the project, we restarted with the activity of the previous

day because there were some groups which could not finish answering the questions, so we gave them the text again they could finish.

Once they finished, we gave them the same text with the same questions, but with a modification. The questions were answered using the same structure they did, only with the necessary words, but in that new text, after the questions, there were the same questions with other answers. The structure of the answer was more complex, with more information and was not only words, was a sentence. We add those other kind of answers because our tutor told us that with one example like that; children understand better how they had to answer in order to make after their own text.

When children finished to see the new questions and understood how we did it, we explained that it was the moment in which they had to do the same, write the news which answer the same questions they answered before: how, why, what, etc. With that, the lesson finished .In that session, the objective was children understood how they had to write their own news, using the examples we gave them.

- **Fourth session:**

In that lesson, children started to write the news. They had the guide of the text we gave them in the previous lessons.

In that session, we focused more in the writing skill due to they had to write the new, but then, they had to read that new in the TV News they were going to film in the last lesson, so that was a previous step to develop the final task based in the reading skill.

Children wrote the news in the English blog they used in class. There, we could observe the big effort they made, because it was not easy to work with more people and write and understand a text in a language that was not their mother language, so children realized a great job. Thanks to the development of that project, we developed other of the objectives of the Spanish curricula *acquire, in at least one foreign language, skills to enable them to express and understand simple messages and function in everyday situations.*

If children had some doubts about how to express something, my training pair, my tutor and me helped them and explained them that they could not translate exactly because one word can have more than one meaning.

With the writing of the news, the fourth session finished. The objective of that lesson was to develop other basic skill, the writing skill.

- **Fifth session:**

In that lesson, children had to finish with the writing of the text. When they did it, they published their news in their English blog and there we could correct them some mistakes they had.

When we corrected the four news children had done, we gave each children the new they wrote in order to finish with the development of the reading skill and prepare the final task of the project, the film of the TV News.

We explained children how they had to read the news and to clarify how they must do it; we put a video similar to the video we put in the first session.

Children were reading in groups the news and my training pair and me were in the different groups listen to the children and helped them in the pronunciation of some words. It was so difficult for the children due to normally they did not read in English with the correct intonation.

A few minutes before the session finished, we told to the children that they could practice at home the reading of the news because the next day they we filmed the news.

With that, the lesson finished. The objective of the session was to develop the reading skill focused in how children read aloud, not only in the comprehension as we did before.

- **Sixth session:**

That was the last lesson of the project and here took place the final task.

In that lesson children had to choose who were going to participate in the film, who was the news readers to present all the news and the journalist who explained the specific news.

At the beginning, nobody wanted to do it, but then some children started to volunteer to be the news readers. At the end, all of the children wanted to participate except two children, so we respected that because we wanted that children felt comfortable with the activity they were doing.

When we had all the people who went to participate in the TV News, they revised the news they were going to read with our help, while our tutor was preparing the set in which children were to present the news.

When the set and the children were prepared, the recording started. We filmed with the tablet of our tutor and while some children were reading the news, the rest of the class was in silence respecting their classmates.

There were a lot of nerves but at the end, all the children were satisfied with the result of the project and with the TV News they could do.

The reading of the news was correct in the majority of the cases, some children due to the nerves or the absence of reading habit, had some problems.

With the help of our tutor, the news were edited in the context of a real TV News, with the music and the subtitles.

4.3.1.- Result of the project:

The result of the project can watch it in the web page of the school. With that, children could share with the rest of the school community and with their families the project they had been done at school.

This is the school web page in which we can watch the TV News:

http://ceipsanagustin.centros.educa.jcyl.es/sitio/index.cgi?wAccion=news&wid_news=32

With this Project-Based Learning used to develop the reading skill, we had gotten that children read text which motivated them because they were related with their

experiences. We had also gotten that children see the reading like something funny that help them to add information to the previous knowledge they had about a topic or to learn about other topics.

With this project, we helped children to lost some of the scary they had when they read a text in English.

4.3.2.- Problems in the development of the project:

The most important problem we found when we developed the project was the time.

At the beginning, our project had duration of four sessions, but we had to readapt the lessons due to children spent more time in some activities that we thought were easiest for them.

We had also to re-adapt the sessions because every two weeks the library-bus came to the school and children went to take some books to read at home. The library-bus coincided with one of the lessons we had prepared with the project, so in that case, we lose the half of the class time.

Another problem was that children did not know how to write correctly the news, so maybe we should do more activities about how to write a text before students had to write one. In that case, my training period and me did not do those previous steps children needed.

The last problem I could find was that children did not pay attention when teacher read a text or a story of the book or when they had to write one exercise because they felt they could not do it. Children used that pretext to do not do the homework or to read in class. That was due to they had a low level of self-confidence and they had adopted the habit of do not implicate in their learning. With that project we tried to change the concept they had about them and teach them they can do everything they want. With the final result they were conscious that we were right when we told them that.

4.3.3.- Improvements in the development of the project:

One of the improvements with more relevance was that we could connect the project with other subjects if we had talk with the rest of the teachers. For example, to preparer the set with the correct decoration we could talk with the Arts teacher and asked if she could help us in her classes to prepare it. Another example was with the Music teacher, in the Music classes children could choose the music they wanted to put in their news.

If we had done that, we had connected different subjects in the same project and children could see that it was a real school project than they could develop in different subjects with other teachers.

Other improvement I made now will be to give children more examples about news to get children read more examples and write better their news. Only with one example is not enough if they are not used to do these kind of thins at school.

The evaluation of the project need more point of view, because we only based in the questionnaire children answer to assess their reading comprehension and with the observation of the teachers were there. If I could do again, I will take into account the assessment children make about the project and I will do a new questionnaire to check if they will have improved the reading comprehension or not.

I also use other assessment method. After put into practice the project, while I was doing this job, I read in Richardson, Morgan & Fleener (2009) that there are an alternative assessment. An example of that alternative assessment is the VGLA (Virginia Grade Level Alternative, 2006), which allows students demonstrate their knowledge using other kind of assessment, using the portfolio. That method facilitates the good teaching, enhance learning and obtain better results in the students.

The portfolio makes that students have a more active role in their learning. Thanks to the portfolio, students put inside the portfolio some examples of their own learning, with that, children make a self-assessment and they are conscious about their own learning.

If I could, I used the portfolio to help children to be conscious about their learning.

5.- CONCLUSIONS

To conclude with this final job, in this part of the job I am going to talk about the conclusions I have taken out about the development of the project in the school.

The first conclusion is that the teaching model a teacher uses in a rural school with few students is very different to the teaching model teachers can use in a city school.

I can talk about that because the last year during my training period I was in a city school with twenty seven children per class and this year I had nineteen children in the third class cycle. This difference allows that teachers can meet better the children they have in class. When a teacher knows his or her pupils, teacher can plan a kind of activities which motivated more the children due to there are activities related with their likes and dislikes and with the context in which they live.

If the teacher knows the preferences of his or her students is because, most of the times, there are not many children in the class, so that helps to do the classes more interactive due to all the children can participate in the same activity and the resources as for example the computers, are enough to all the children and they do not have to share the computer with others, and that is impossible in the majority of the city schools.

The relationship between teacher and student is familiar, so that helps to the confidence children have in the teacher was bigger than in other situations.

Other conclusion is that when a teacher does not have high expectations with a group of children, the teaching and the learning is worst. At the beginning of my period training I lived that situation because the third cycle was the most complicate and

children were demotivated, so that feeling got infected me and I went to the first lessons without motivation. That situation changed when I talked with my tutor and my training pair and conclude that if I thought children could do something they thought the same and the classes will be different. I made that change and at the end, the third cycle was one of the classes I like more to teach.

With that situation I could check that if a teacher believes in his or her students and in his or her teaching model, the answer of the children will be better than in other situation.

The last conclusion is that if all the school involves in the realization of a school project, the result is better than in other times due to the motivation of the children is higher.

I could see that when at the school there were some important events like the book day. In that school project all the children participated with the decoration of the school and at the end of the day, the children of the second and third cycle read some books to the first cycle and Infant Education children. In that activity I could see that children were motivated due to they felt important because they had to do something to the smaller children, they were teaching and they loved that.

If in the school was possible to realize more projects like that but not only related with a special day, realize a project that connect the different subjects of the different courses, the motivation and the learning of the students will be fantastic.

To conclude I have to say that for me was very interesting to put into practice a project that my training pair and me design, and the result of that work was very satisfactory and I am happy with the children interest for the project.

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