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LEARNING THROUGH JOLLY PHONICS IN EARLY YEARS IN A BILINGUAL SETTING.

Aprendiendo a través de Jolly Phonics en Educación Infantil en un marco bilingüe.

TRABAJO FIN DE GRADO
EN EDUCACIÓN INFANTIL. MENCIÓN LENGUA INGLESA

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ABSTRACT

The present academic work shows a theoretical didactic proposal focusing on the teaching literacy in English language in a classroom of children from the second level of Infant Education, through the Jolly Phonics method. The proposal is contextualized in the project called "We are going green" developed along the university studies, integrating in the planned lessons one of the aims of the project which is: to develop a the recycling, mentality.

Key words: Second language, English, literacy, Jolly Phonics, recycling.

RESUMEN

El presente trabajo académico presenta una propuesta didáctica teórica centrada en la enseñanza de la lectoescritura en lengua inglesa en un aula del segundo ciclo de Educación Infantil, a través del método "Jolly Phonics". La propuesta está contextualizada en el proyecto "We are going green", desarrollado durante los estudios universitarios, integrando en las sesiones planteadas uno de los objetivos del proyecto: el desarrollo de una mentalidad de reciclaje.

Palabras clave: lengua extranjera, inglés, lectoescritura, Jolly Phonics, reciclaje.

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1. INTRODUCTION

Nowadays the acquisition of a second language is something essential in our society. Language can be a barrier to communication because sometimes the understanding or translations are not exactly equivalence, so there is always a loss of information. This is why the solution is using a same language for communication between different groups of people. Currently is English the one that gets that position.

Due to that reason, all the educative community started to include the English learning in Spain as the main foreign language , leaving behind any barriers in terms of language with the rest of the world, increasing the notion of inter-culturality and globalization that are presented in the society. In addition the advantage of starting to learn English from early years, make the process more effective and wide the possibilities for our learners, to increase their knowledges in both languages as Cummins (2000) stated: "Conceptual knowledge developed in one language helps to make input in the other language comprehensible" (Cummins, 2000, p.2-3). Of course, the work with phonics will increases their possibilities to do it, because since the beginning of the learning they are able to understand all the phonemes and sounds as a native will do.

This work also answers the competences given for this specific degree in Infant Education, being able to acquire the enough knowledge to guide a class of children along the objectives and goals purposed by the current laws. To do it we should relate all the education theories with the practice, to find the ideal ones for our group of pupils, finding the best of all of them in an atmosphere that enhance the learning and living together. In addition, working with children between 3 and 6 years old makes us to be a starting model for their future, in which we should be able to make them grow as autonomous and cooperative children.

Being specific with the objectives of the mention, English language, through this work is showed how an Infant Education teacher is able to express both in an oral and written way in the second language. And how through a designing proposal is able to manage with the different theoretical sources, applying them into the practice, dominating the basis of the bilingualism in Infant Education.

If we observe the competences that a CLIL teacher should have, we can highlight in this case the ones that are related with the present work. The first item to deal with is the idea that the teacher uses the language as a way to communicate or transfer information to the children, that along the teaching practice they are able to use the target language to communicate too. This is done through the creation of a design that expects to achieve the main goals of the project. This achievement will be modified depending on the way that close topics are worked with them, fulfilling in this way the student's interests and motivations. Hence, in the proposal the teacher has in mind which are the most appropriate contents for pupils, in order to develop an autonomous learning. With the relation with the "We are going green" project the teacher also guides the children in developing cultural awareness in relation with the environmental topic.

Therefore, along the present academic work are developed the general and the specific objectives linked to the didactic proposal, followed by a justification about the main reasons to develop it, and why it is done in a second language. After that it is shown the theoretical aspects that have been used to support the work enhancing in this way the connexion between the theory and the practice. Finally, the theoretic methodology and design is presented followed by hypothetical results and a brief conclusion to end with the work.

2. OBJECTIVES

Next are established the objectives of the present academic work. The main objective is the development of literacy skills through synthetic phonics in a second language, in this case, English.

But we can also highlight other general objectives:

- To deal with the concern nowadays the society has, regarding the acquisition of a second language.

- To join the method Jolly Phonics with the project "We are going green" developed along the Infant Education university studies.

- To promote good attitudes and values as the recycling mentality in the pupils.

- To use Jolly Phonics as a motivating and ludic method to implement in a class.

- To develop a theoretical didactic proposal to put into practice the method.

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3. JUSTIFICATION

It is frequently known that the learning of the four basic skills, listening, speaking, reading and writing, is a fundamental element in the acquisition of languages. Firstly we try to develop our native language through the obvious opportunities of learning we have in a real context. Since we are babies our knowledge of the world is continuously increasing little by little, what is true is that we have an innate capacity to do it, so the younger we are the better we acquire the new information given. This is why we should give a central importance to the acquisition of new languages in the Infant education. This work is linked with a class in Infant Education which is the root of all the learning process and the initiation of certain routines, in this case related with the second language acquisition.

Within the Infant education we should take into account between the three stages the differences regarding the communicative competence objectives in each stage. The ideal sequencing is going from the oral skills listening-speaking to the written ones, reading and writing, as we do in the first language. So regarding the second language learning children should be able to complete activities and tasks starting the construction of the communicative competence.

Therefore the selection of the method Jolly Phonics is because of the full learning process that it provides. Theoretically it is a method for learning reading and writing skills, but its flexibility allows to work with other aspects, for instance the relation with the "We are going green project" developed by a group of students, including the author of the present academic work, in the Infant Education Degree in the University of Valladolid, Faculty of Education in Palencia, in the mention of English language teaching.

The project is the ideal one to mix with a method of teaching literacy. Children will be also able to develop certain attitudes to live in our current society, especially regarding a topic that concerns all of us that is the following of the three Rs, recycling, reducing and reusing. Children will learn through the connexion between both topics, what it will be funnier and easier for them.

In addition, Jolly Phonics is one of the most used methods nowadays in Britain schools. It is true that the method is the ideal one for the English language, because of the way that the language is, in terms of that each letter has associated different sounds, being different in this way from Spanish that is a syllabic language. But the real fact is that the best way to learn a new language is making the similar process as the native peoples does, taking into account the strengths or weaknesses that as a Spanish we have, regarding some possible pronunciations overall.

The main problem comes when we decide to start with a method like that, due to the unknown point to start. In the present document a theoretical proposal is purposed for a group of 4 years old. This group has had some previous contact with the method the previous year, but the starting point will be this school year. The own method gives us a list with the order of the phonemes that should be started with. It goes from the simplest to the most difficult ones, as in this case are the phonemes /m/ and /d/, as well as the letters that represent them: m and d.

It is also important to highlight the theoretical approach of this project in the practical parts. All the conclusions, results are only part of hypothetical situations according to our experience given through the training periods.

So the real important fact is to have the enough tools and resources as future teachers, to know a variety of methods, approaches to implement in our classes, taking into account all the factors that could change our teaching method, like the school, families, children, the rest of teachers among others, being prepared to face any kind of situations. This is not something odd because in order to increase the second language knowledge and use, as well as the cultural aspects in its original territories, Spanish Minister of Education and the British Council, in 1996, signed The Bilingual Project between the Spanish Minister of Education and the British Council. In the Spanish/English Infants Integrated Curriculum came of the Bilingual Project (2012), we can highlight the importance given to the introduction of literacy skills. It is explicitly mentioned that the synthetic phonics helps them in an effective acquisition and a balance development of literacy skills.

4. THEORETICAL FOUNDATION

4.1 METHODS OF TEACHING LITERACY

The main aim of the following lines is giving a description about the different types of methods that are used to develop literacy skills.

The analytic or global method is the first one to be described. The method's finality is the teaching of reading and writing, through the words and the sentences without the necessity of paying attention to the smallest units. Only at the end the kid will be able to recognise the letters and the syllables that formed the words. They do it because since the beginning they start to associate the full word to a picture, so they do not need to know what the real meaning is of every single letter separately, and they keep in their memories this association word-picture. This is why it is very common to see the classrooms full of flashcards of the language used, and with signs in every single object used in their daily lives.

One of the types of the analytic method is the global method. This method is based in the syncretism or syncretic perception or global which was the terminology defined by Ovide Decroly (1907) when he created the institution "École pour la vie par la vie" (Escuela para la vida mediante la vida).However, before it, the analytic methods were applied with the words of Édouard Claparède (1920). The syncretism is a psychologic function of children where they perceive things and objects without being able to difference between the whole and its units. So, the thing or the object is a whole that cannot be divided in units or parts.

In practical words, we should teach children words close to them, and they will be able to recognise them even when we give them in different contexts. So according to Peña González (1992), these are the steps to follow in a class:

A conversation between the pupils and the teacher. After it, the children would state some sentences related with the conversation.

All together a sentence will be selected to work with it. It will be written in a piece of paper and stuck on the wall.

Day to day, the number of sentences will increase, and the kids will be aware of the similarities and differences of them

The analysis of the kid is going on, and he will be able to form new sentences using words seen in the rest of them.

It can be highlighted one method inside the analytic ones which is called lexical method mainly developed by Glenn Dorman (1964), and it is based in the close context for children too. A selection of words will be the generating words, the closest ones to them, and thanks to their decomposition the children will be able to form new words.

On the other hand we have the synthetic method. It is the method based in the smallest units of the language which are the letters and the sounds, to get bigger units as syllables, words, sentences, texts… going from the simplex to the complex, considering the letters and the sounds the easiest, and the words and the sentences as the most complex. So through this method the children start to memorize and internalize the letters and the sounds, being able with practice to link all of them forming words and sentences.

We can find three different types within the synthetic method which are:

Alphabetic method

Syllabic method

Phonetic method

Alphabetic method is based on the memorization of all the letters of the alphabet. Firstly it is worked with the vowels and after it with the consonants. Once all the letters are known, it starts with the mixture of all of them, associating consonants and vowels forming syllables and words.

Syllabic method is based on the teaching of syllables, through the reading and writing, in order to form words. Through the skill of handwrite, children should acquire the pronunciation of them in a mechanic way, dividing clearly in the reading overall at the beginning, the words in syllables.

Phonetic method is based on the teaching of the reading skill through the phonemes that form the language. It is thought that the correct pronunciation of the words is acquired pronouncing the sounds of the letters and not their names. It is started with the teaching of the sounds and, after it, they are combined in syllables and words. In the following section the most famous phonetic method is going to be detailed.

4.2 JOLLY PHONICS

ORIGINS OF THE TECHNIQUE

Jolly phonics is a method of teaching of reading and writing in the foreign language, English. It uses the synthetic phonic of teaching the letter sounds, so the pupils understand the way to use them in reading and writing. It can be used both in Primary and in Infant education.

The origins of the method come from the United Kingdom. The method was tested over a period of time at a school in Suffolk by Sue Lloyd who starts to use, develop and improve the method.

Before this point, reading was learnt through the understanding of words without the separation of the letters, what caused that some children struggled remembering words to read or to write. So they decide to split the words up, and teach first the sounds separately, what proved to be much successful in the pupils, and even the ones who weren't able to do it well, their problems became smaller.

Sue Lloyd, the founding author of Jolly phonics, and Chris Jolly, the owner and founder of Jolly Learning Ltd in 1989, started to work together in the creation of the nowadays method called "Jolly phonics" and the book used to develop the method, "The Phonics Handbook". Fortunately the book was set in a discussion on a British programme, having a great beginning.

The method has been worldwide spread, apart from the United Kingdom and the Republic of Ireland. In the beginning Chris Jolly initiated the expansion in the US, with an adaptation for American English. The success has reached unthinkable limits, because it has been adopted for many countries to be present in their states schools,

Once we have seen a brief summary of the origins, let's concentrate on the methodology that it is used in the method.

JOLLY PHONICS STAGES

Initially we have to be clear differentiating between the 42 different sounds we can hear in the English language, and the only 26 letters that are used to represent them, despite the association between them is essential in the method, they have to be able to link the sounds with the grapheme, through drawings, songs, tales that reinforce it.

The method is divided in 5 stages:

Learning the Letter Sounds

Learning Letter Formation

Reading (Blending)

Identifying the Sounds in Words

Tricky Words

In the following lines it is explained the main features of each stage.

Learning the letter sounds.

This is the first stage of the method. It is the introduction of the new routines to the kids. As I have mentioned before the English language has 42 sounds that are introduced along this stage. The recommendation to introduce sounds is one sound per day, because after nine weeks of daily work they will be able to at least, recognise the sound and the letter between the rests of them. So they will be competent to read and write most of the words since the end of the learning the letter sounds stage.

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1.  s, a, t, i, p, n
2.  c k, e, h, r, m, d
3.  g, o, u, l, f, b
4.  ai, j, oa, ie, ee, or
5.  z, w, ng, v, oo, oo
6.  y, x, ch, sh, th, th
7.  qu, ou, oi, ue, er, ar
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Picture 1. Letter groups

The letters are organized in studied letter groups, because it goes from the simple to the more complex ones, taking into account some similar sounds that can be confused by the kids, and they are in different groups, as can be seen in the image, for instance the 'b' and the 'd'.

Sounds with two letters are called digraphs or blends; the difference is that the first ones represent just one sound, but the blends are two or more sounds. However, in the stage "4". Identifying the sounds in words" are explained the different sounds that can acquire this digraphs and blends.

One of the premises of the method is that the letters must be taught by his sound and not by his name. For example, the letter s, which is the first one as can be shown in the picture 1, should be name as 'sssss' and not as 'ess'. The sounds should be present through stories, flashcards, association picture-sound, writing skills… they will be able to recognise easily the letters and the sounds if they react recognising fast them, so if they are used to the pronunciation of the letters, they will be able to say it in the same way when in the future they see them included in a word.

Another aspect to take into account is the participation of the parents in the process of learning. Pupils will bring home a jotter called 'sound book'. As soon as a sound is worked on school, a paper with the sound is stuck in the next clean page, in order to practice it at home too, in this case with their parents. The small book should be half

cut, as can be seen in the picture. The inclusion of rewards as gomets, sticks or stars will make the motivation of the kid increase.
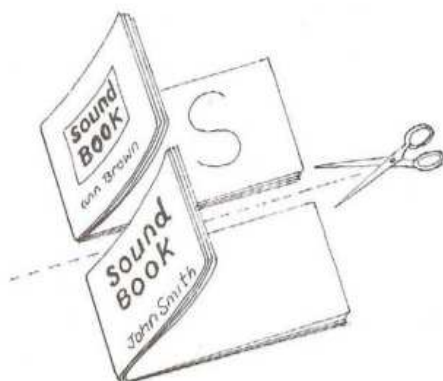
Picture 2. Example of the 'Sound book'(Retrieved from the Phonics Handbook)

The sense of having two halves of the book, is to be able to play the pairs game with the book, both at home or in the school. It is a good game for developing memory and reasoning, and of course the learning of the letters. It is played as the common way of the game.

Other activities can be also done like:

1. Reading Words. The best way to do it is to start with simple and regular words. Children start to join the sounds together and not read them separately.

2. Building Words. It is done with simple words. The pupils should listen to the word and the sounds that are included in it. After that they need to pick up the letters to make up the word. The self-correction is part of the game because they will be able to blend the letters and pronounce the word. In the beginning some help will be needed but gradually they can do it by themselves.

As we are going to be a real class, not all the pupils presumably will get everything at the same rhythm, this could be for a number of reasons, as it is mentioned in the Handbook of Sue Lloyd:

"1. The child may have a poor memory for letters and words.

2. The child's attendance, for some reason, is limited.

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3. The child's concentration is weak.

4. There is little individual help given at home." (Lloyd, 1998, p.16).

So as a way to work it out, the handbook suggests doing it with a box, which will be full of the sounds that the kid is able to recognise. So as soon as he is able to identify another sound, it will be included in the box. Again, the rewards are so important to encourage them.

At the end of this stage, the pupils should be able to identify and know the letter sounds. As soon as they see them they can pronounce the sound associated to this letter.

Learning letter formation

The main aim of this stage is getting the skill of holding the pencil correctly, in order to write in a paper.

So the pencil hold should be clear since the beginning of the stage, we have to leave our pupils clear, that the correct grip is with the thumb and the index finger, the middle finger is in charge of not leaving the pencil falling down, and the other two are tucked away. The hand should be resting in the table accompanying the movement of the thumb and the index finger.

One of the most important factors is the role of the teacher who should introduce the formation of the letters in the following ways:

1. The teacher shows the formation on the board.

2. The teacher shows the formation in the air, taking care when facing the children that the letter is formed the correct way round for the children. The children watch and then imitate, saying the sound. They do this several times.

3. The children are each given a Sound Sheet which includes an example of the letter(s), with the formation indicated by arrows and numbers. A line is provided for the children to practise on.

4. While the children are colouring and writing on the Sound Sheets, they can take turns to feel the formation in the Finger Phonics books. (Lloyd, 1998, p.20)

This approach will make easier the understanding of the differences between the letters. They have to be aware since the very beginning that not all the letters have the same size, and even there are special features in certain letters, such as the letters which have a stick over the line for example: 'b, d, f, h, k, l and t', and the letters which have a tail below the line, for instance 'f, g, j, p, q and y'. Moreover not all the letters start from the first line, such as 'b, h, I, j, k, l, m, n, p, r, t, u, v, w, x, y and f' differentiating them from the categorised in Jolly phonics as "caterpillar letters", which are the ones that start like a 'c', for example: 'a, d, o, g, q'.

Generally it is taught the small letters before the capital ones, because they are going to be easier to learn for them because they are the same size, and all of them go down the line except 'C, G, O, Q'

Finally taking into account that we are learning a language, we cannot leave our pupils in the teaching of letters in itself, but the joined up writing is essential to keep going in the process. It will improve their fluency both in writing and in orthography; in the end it is really useful because many of the letters have a joining tail, so it makes to our pupils join the letters in a natural way. The best moment to introduce it, is when the digraphs are being taught.

So at the end of this stage, children should be able to have the enough skill to hold the pencil, and start to be fluent in terms of handwriting skills, being neat and proud of their works.

Reading (Blending)

This is the third stage of the method. At this point the children should be able to automatically associate the letter with the sound. To achieve that skill it is necessary to review frequently the flashcards with the sounds. Besides, they also need the skill to emphasise the word in the correct syllable, which should be always in the first sound, for instance in cat, the 'c' is the letter emphasised.

In other words, blending is the reading of all the letters learned all together, saying and making the word, as everything, they will improve their skill with practice, due to the necessity of it.

The technique starts with the teacher reading phonetically words with no more than 3 sounds, that the kids should guess it. For instance Lloyd (1998), gives some examples such as "cr-a-b", "st-a-m-p", "fl-a-g". This is a progressive skill, so the teacher will be increasing little by little the rhythm and the speech. There are some possible ways to develop this skill, but here it is seen one of the examples.

> Initially the blending of words is done with the sounds being called out aloud. Gradually the children are encouraged to blend silently in their head. This promotes fluency for reading. One exciting way for developing this skill is for the teacher to do only the actions for a word. For example, with the word 'pig' the teacher does the actions for the letter sounds, in this case puffing on the finger for the 'p', wiggling fingers on the nose for the 'i' and spiralling hand downwards for the 'g' sound. The children try and work out the word and either write it down or tell their teacher. As a change, a child can pretend to be the teacher and have a turn miming the sounds for a word. . (Lloyd, 1998, p.24)

When the process is going according to the expectations, it is a good moment to start with the introduction of storybooks. Maybe, the kids are not going to be confident to read the books by themselves at the beginning, but soon with the help of the parents and the teacher their motivation will be higher, enjoying independently soon with the reading of tales. This technique should be initially started with as Lloyd (1998) mentioned, with "books to read from reading schemes". The pattern of this kind of books is the repetition of easy words that along the book or the sequence of books are increasing their level of difficulty. It is recommended to present the irregular key words before reading to assure the completely both understanding and the correct pronunciation of them.

So at the end of this stage the kids should be fluent blending words. Once the skill is acquired the new goal is the comprehension and understanding of the stories being able to combine both skills.

Identifying the sounds in words

The main ability to hear the sounds in the words it is called by (Lloyd 1998) as the "phonological awareness", which is based in identify the sounds after the speaking and listening being able to write them in the word. For example in a simple word as "dog", they should be able to identify the three different sounds, so if they do, they will be able to write it correctly. Once again it is recommended start with simple words with three clearly differentiated sounds.

One of the most useful way to do it is to associate each sound to a part of the body, for example in "hot", we can associate the 'h' to the shoulder, the 'o' to the elbow and the 't' to the wrist, so when we say the word we slide our hand around all the parts of the arm associated.

In the Phonics Handbook of Sue Lloyd (1998) are given some examples of initial blends, final consonant blends, words with initial consonant blends and words with final consonant blends to practice along all the stage.

The independent writing is developed with the complete acquisition of identifying sounds in words. The important fact is that at the beginning the children will literally write what they say for example: mie mumi poot mie book in mie scool bag (my mummy put my book in my school bag), however, this is something that will be improved with the reading and writing practice along the years.

So at the end of this stage, they will be able to hear the sound in regular words and to write the letter that relate to the sounds.

Tricky words

Tricky words are those irregular ones that are used in English to "trick you". The tricky part is the fact that those words have regular and irregular sounds, so following the method the tips given along the method it is impossible to pronounce them well, so the solution is work them apart, learning them literally by heart.

4.3 THEORIES OF LANGUAGE ACQUISITION

In the following lines it is shown some of the main theories of language acquisition, developed by different authors who has influenced so much in education.

The first author is Lev Vygotsky (1934). Vygotsky's language acquisition theory is essential to develop in our pupils a second language, in this case English. It is important to select carefully the discourse in English which we will use and then we have to repeat it many times in order to pupils integrate that discourse, as a part of their verbal thought.

Vygotsky divided the learning of a language in different steps which have several sort of speech. Public speech is the exchange communicative between two or more people. Private speech is the internal speech, when the people talk aloud to themselves. Vygotsky believed that children who engaged in large amounts of private speech are more socially competent than children who do not use it extensively. Inner speech means speak with yourself. Inner speech is not an internal aspect of talking, it is a function in itself; and finally verbal thought which the way of thinking is, due to your own culture. Language also plays a central role in mental development. Vygotsky gives great value to assist children to develop strategies rather than intellectual capacities. That's why encouraging people to draw their own experience, to talk to each other about it, to write about it and even to talk to themselves about it, enables them to move towards the independent learners.

Following with Noam Chomsky (1970) and his theory of language, it is developed the notion that everybody born with an innate capacity to learn and speak a language. So since we are children, we are able to have learning capacities to assimilate communicative and linguistic structures. He developed "The Universal Grammar Theory" in which he stated that all the languages used by human beings have common elements in their structure, so this is why the acquisition of the language in the childhood is based on the recognition of these common elements that are the root of any language. In addition Chomsky claimed that the children have an innate skill to understand the language grammar, something that develops with their experiences and learnings. As Chomsky (1970) stated: "It's perfectly obvious that there is some genetic factor that distinguishes humans from other animals and that it is language-specific. The theory of that genetic component, whatever it turns out to be, is what is called universal

grammar". So the children will find an innate capacity to learn a second language, English, to communicate with others being aware of its importance nowadays.

Finally and following Jerome Bruner's theory of language (1975) in which he stated language is the most important tool for cognitive growth. Bruner has provided a further useful idea for language teaching in his notion of formats and routines. These are features of events that allow scaffolding to take place.

According to Bruner we have seen how classroom routines, which happen every day, provide opportunities for language and cognitive development. The context and the familiarity of the event provide an opportunity for pupils can predict meaning, intention and guess what will happen after that. Routines allow the children to actively make sense of new language from known experience and supply a space developing language skills. In our work we have set several routines that it will take place every day, to ensure the proper functioning of the class.

As Bruner(1975) claimed: "Grasping the structure of a subject is understanding it in a way that permits many other things to be related to it meaningfully. To learn structure in short, is to learn how things are related". So along the project the children will be able to relate the literacy skills with close topics to them, which give us the simple enough words to work with.

5. METHODOLOGY AND DESIGN

5.1. METHODOLOGY

Total physical response (TPR) is the approach in which, listening comprehension should be developed as it is with children learning their native language, before any active oral participation from students is expected. Furthermore, it is based on the belief that skills can be more rapidly assimilated if the teacher appeals to the student's kinaesthetic-sensory system. The approach, developed by James J. Asher (1969), uses oral commands that students carry out to show their understanding. This understanding is best achieved through movement of the student's bodies because it can be used to manipulate student's behaviour and guide them towards understanding through action. TPR represents a useful set of teaching ideas and techniques that can be integrated into other methodologies. The main aim is to develop the idea in which we relate the movement of the body, or certain parts of it, to acquire skills based on the repetition and the practice, as we can do in some activities in the project.

The beginning of the research about non-vernal language started by Charles Darwin (1872) with the publication of his book "The expression of the emotions in a man and animals", but it was not until the research of Adam Kendon, Albert Scheflen, and Ray Birdwhistell (1955) when they analyzed a film using a method called context analysis. It means that they started to focus in aspects that maybe go unnoticed, as the clothing, gestures, adapters (hand-movements manipulating an object or the own person), symbolic gestures with conventional meanings, the distance between the speakers, the importance of the eye-contact… Teachers should be taken into account that all of their actions are perceived easily by the children. Having clear and practice all these skills will allow us to work easily and having under-control a class of 4 years old.

The task-based learning is a pedagogical method based on tasks. There are many authors who have worked and investigated on this method. We have defined task as an activity in which pupils have a clear goal to achieve, pupils are the centre of the learning process because they are autonomous in doing the task. David Nunan (2014) defines seven clear principles that are basic for the elaboration of a task- based approach, being one of them the scaffolding. Teachers have to give the pupils the necessary support in

order to achieve the learning goals. The amount of materials that the teacher gives to the pupils at the beginning is bigger than at the end of the learning process, because those materials or learning mediators help pupils to create a mental scheme where they assimilate processes and knowledge. When pupils have assimilated new knowledge the different supports that the teacher had given them have to disappear little by little. In the project it is done a final task in the last lesson that mix the skills worked before through the activities, the practice of all of them will give them the enough tools to be able to complete the task in an autonomous way.

It is also followed the significate learning developed by David Ausubel (1963). The connexion between the prior experiences and information with the new ideas or knowledge is the key point of this way of learning. It is known that children work better with very close topics to them in which they have enough tools to make easier the process. They are completely aware about the consciousness of the three Rs plan, so if they have never had experiences on it, it is also a way to enhance them in this topic

Another example is the motivation we want to give our pupils differentiating between intrinsic and extrinsic motivation. The first is referred to the motivation that comes from within the student without the necessity of rewards; the innate capacity for the kids for learning is what determines their real motivation and regarding the acquisition of a second language will give the children an extra point; on the other hand the extrinsic comes from praise, recognition or a system of rewards. It is based in the idea of positive or negative reinforcements given to the kid. Know what, when and how to motivate them orientates the children to reach the goals.

As part of our project we can also include the way children will be able through the practice to self-correct their activities and works. For instance James McMillan and Jeff Hearn (2008) stated: "Students need to self-assess to know when they are learning, how much effort they must expend for success, when they have been successful, when they are wrong, and which learning strategies work well for them" (McMillan and Hearn, 2008, p.44). If they are able to correct themselves since they are young, it will help them to appreciate their strengths or weaknesses in the topics given.

Finally due to the lack of "subjects" as we commonly know them from the Primary Education, one of the methods which are followed in the Infant Education is the work

by projects, which consist on work with topics that are going to be interesting and motivating for our children, basing on the significant learning mentioned previously. In this case the project will be the so mentioned "We are going green".

5.2. DESIGN

Context

The following programming is centred on Infant Education and more specifically, on the second year of the stage, 4 years old.

The design is planned to carry out in an urban state school situated in the outskirts of the city. It follows the Bilingual Project between the Spanish Minister of Education and the British Council, being in common words a British school. All the groups are involved in the bilingual education since they were young so at the end of the primary school they are not only in a monolingual education in their official language. The project has some hours devote to the English language, around 6-7 hours a week in Infant education. In addition, as part of our school programmes we can find the Reducing-Reusing-Recycling plan (RRR) of matter and sustainable development. In this program we will find the bins divided in three parts for the different wastes: plastic, organic and paper. The bins will be in each classroom and in the playground too. It also has a common space where children and adults will throw away the batteries (recycle). Caps of bottles are collected too, in favour of rare diseases (reuse) and social learning. Moreover, pupils will be thinking about using less water, less energy by turning off lights, use ICTs to reduce the use of paper… The toilets have some mediators to remember they have to turn off lights, close the taps and through the paper into the paper bin (reduce).

In 4 years level we will work with the topic of sustainable development, being aware of the environmental problems we have nowadays. In our class there will be a responsible that controls if his/her partners through the things in the correct bin, who is called Recycling monitor.

The school has available a re-build building, so the classrooms are suitable for a huge amount of pupils. There are two groups per range of age, from the first to the third course of Infant education. In general the families have a medium-low economic level, which influences in the school.

The class has 24 pupils in total, 10 boys and 14 girls. The behaviour of the class is in general quite good, and there are only a couple of kids that stand out over the rest in certain moments of the day. It is a group very active when they are asked to do any kind of activities so in general the participation is high; moreover they like to do activities that imply movement, body activity, what allow them to grow both physically and intelligently. They are good listeners too, so they can focus their attention during reasonable periods of time what makes easy for the teacher to work on different kind of topics.

The class is quite homogeneous, although not all the pupils have the exact same rhythms of learning, but in general they follow the same pattern.

In addition there are two pupils with specific needs. One of them is a boy with a motor disability, luckily the school is perfectly adapted to pupils with this specific needs. The other one is a girl who comes from Chile, she is new this year in the school but her adaptation should be good, because of the similarity of the native language, moreover we are in the English lessons, a subject which is not new for her, so she can follow the rhythm of the class normally.

Regarding the classroom organization, the children are organized in four circular tables, with six children in each one. This allows them to be able to work in different groupings in the same table. As well it also enhances the socialization aspect, because it is the teacher, the person who manages to select places where the kids are going to be seated. She can also change their places in a periodic way, for example every week or every unit. In this specific unit, they are going to be organized in the same way.

We can also find some relevant areas that are going to be relevant in the developing of the sessions, as it is explained in the project, "We are going green":

As in most of the classes we have a space reserved for the teacher. We have a table with many drawers and a shelf where he can keep his material and all necessary things that he will use to plan the lessons. He also has a laptop that is connected with the whiteboard.

A big red line painted in the floor opposite the door. Because we want that before children go into the classroom they make over this line one line, when they make the

line they also have to be in silence or they cannot go in. So, it is an easy way to control them and set the same routine when they enter in the classroom, to be prepared to face the Jolly Phonics learning.

One of the most important areas for this project is the meeting area, because it is the place where most of the activities will be done. It consisted on a big carpet, a whiteboard, a cupboard of cushions and the Skippy's house. The important fact of the big carpet is his puzzle shape. This allows the pupils to respect the other's space when they are sitting down. In addition all these pieces can be moved to other spaces of the class to work individually or joined each other to work in different groups. To make the meeting area comfortable for them we have a cupboard with cushions to be used when the teacher consider it necessary.

The recycling bins are linked with our school programme, so we have a bin with three parts: one for plastic (yellow), other for paper (blue) and other for organic waste (black). We want that our pupils develop ecological awareness because nowadays recycle is an important way to take care of our planet and if our pupils recycle when they are young they will recycle in the future. The school has a program based on recycle and all bins are divided into the three explained parts.

And finally we are going to have different areas called corners that are associated to the different topics worked in class. One of them is the English area where it is going to be stuck everything we do in class. It is placed next to the blackboard, so it is very useful for our lessons, to reinforce or extend the language.

In the annex 1 it is shown the picture of the classroom design.

Didactic proposal

General aspects

The following didactic proposal is prepared to follow the Jolly phonics method. The proposal is developed for classes of 30 minutes three days per week; but in the class is included the method "Jolly phonics" learning to read and write in a different way. Along the year, a sequence of letters following the method is developed. In this case we are immersed with the letters m and d, so we are developing seven lessons, three lessons of 30 minutes per letter and the last one to work on both letters as a final task. We take

into account the relationship with the "We are going green" project, relating overall the language used in the unit, with the specific vocabulary in the project.

Routines

Coming to the meeting area from the racks. The teacher sits on the meeting area and takes Skippy, which is the puppy of the class, and then he attracts the attention with Skippy and makes pupils to come to the meeting area. After, when all pupils are in the meeting area, we start to say Hello to Skippy, with the Hello Skippy song.

In this case Skippy, the puppet, is the connection between the class and the jolly phonics learning. When the puppet appears in the class they will already know that we are going to work with phonics, because an interaction between Skippy and the kids starts. Skippy asks the kids about what are the letters and the sounds they are learning now or what are the activities they did in the previous lesson. After it, he can also introduce the new phoneme, if it is the case that day is the first one.

Before the end of the lesson Skippy comes to the class again to finish it, in order to thanks them for the big effort done along this period of time. Moreover Skippy also says goodbye to us with the song "The goodbye song for Children".

In the following lines it is developed the seven lessons of the didactic proposal:

Lessons

Lesson 1: phoneme "m"

First, we are going to show to the children the flashcard of the "m", stuck in that very moment on the board, at the same time we pronounce the phoneme and encourage children to say it out loud with us. Once they have identified the grapheme "m" with it sound (phoneme), we are going to include the gesture of rubbing our tummies while pronouncing the phoneme. Our aim is for them to associate the three elements: the grapheme, the phoneme and the gesture, in order to help them to remember.

Then we listen to the Jolly Phonics song of the phoneme "m". Its title is "The mum and the dad make many meals" and it uses the tune of the well-known song "The wheels on the bus". The lyrics are:

The mum and the dad make many meals

/mmm/! /mmm/!

The mum and the dad make many meals

/mmm/! /mmm/!

In the assembly we will listen to the song twice, first the teacher is going to perform as example rubbing his tummy each time the song says "/mmm/!". Then while listening to the song the second time the teacher is going to encourage children to rub their tummies every time they hear the phoneme /m/ in the song, acting himself as example too.

Then, we try to infer information, after the meal time they already know that they have to recycle the waste, cans, bottles, papers… to take care of the environment, so, we have the physical containers made in class in a previous lesson of the "We are going green project", and some flashcards done with possible wastes to recycle in the class. The flashcards are designed with the written word in English and the picture, but we are going to put more emphasis on the words that include the "m" phoneme, such as meat (organic), mango juice advert in paper (paper), melon juice (carton)... Using these resources, as a whole group, we are going to decide in which container each waste should go.

Lesson 2

We start with the review of the phoneme 'm', so the flashcard of the letter is stuck on the board, so we do the /mmm/ sound. In this moment the teacher draws into the board letters m with chalk, so they need to erase the letter following the shape, some of them are in the board, while the rest are in their places being asked to raise their index finger and try to draw in the air the letter m.

We listen to the song, associating the sound with the gestures when it sounds.

After the initial activities we give them a worksheet to practice with the skill of handwriting. At the top of the paper, they have some shapes of the letter m, in different sizes, with that they have to fill with their pencils following the shapes. The letter 'm' is included in the words we saw in the previous lesson.

Under them they have a blank space in which they have to write the letter m, as they have been practising.

At the end of the lesson we are doing a recycling activity. They are given a worksheet with different things to recycle, so they have to cut the papers and introduce the small pictures in the containers. To keep going with the acquisition of the language, we are going to do it in pairs, to check the understanding of the words.

Lesson 3

We have some of the flashcards related with the unit "We are going green" and some others, that are related with the sound, as map, meal, meat, miss, mom, May, month, mouth, my, man, summer, menu, swim… as a whole group we show them the flashcards at the same time we read the words, focusing in the pronunciation of the m sound.

Firstly, we stick the flashcards around the class and we ask them to point to the… when they are pointing to the flashcards they have to say the word aloud.

Then we are working in groups of four. We give them a cardboard with the images shown in the flashcards, with a space under them, to fill with the names that are in a box, so when they get one they just need to stick it under the image with blue-tack, making an association image-word. They are doing it in turns. Each turn will consist in

take a paper from the box, read it aloud, and stick it under the image related. Once they have done it, the next person is ready to take his turn.

At the end of the lesson, the teacher will check as a whole group all the cardboards, reading them aloud. We will ask them to put their thumbs up if it is correct, or thumbs down if it is incorrect.

We will stick their final works in the English corner.

Lesson 4: phoneme "d"

First, we are going to show to the children the flashcard of the "d", stuck in that very moment on the board, at the same time we pronounce the phoneme and encourage children to say it out loud with us. Once they have identified the grapheme "d" with it sound (phoneme), we are going to include the gesture of beating the hands up and down as if we are playing a drum while pronouncing the phoneme. Our aim is for them to associate the three elements: the grapheme, the phoneme and the gesture, in order to help them to remember.

Then we listen to the Jolly Phonics song of the phoneme "d". Its title is "See me play on my drum" and it uses the tune of the well-known song "This Old Man". The lyrics are:

See me play on my drum

Playing drums it lots of fun,

With a /d/-/d/-/d/-/d/

/d/-/d/-/d/-/d/

See me play upon my drum!

In the assembly we will listen to the song twice, first the teacher is going to perform as example playing drums each time the song says "/d/". Then while listening to the song the second time the teacher is going to encourage children to play drums every time they hear the phoneme /d/ in the song, acting himself as example too.

Then we start with an active activity in which the pupils start to move around the meeting area while they are listening to the song and as soon as the teacher says "stop" they have to freeze in the place they are, in the wall are going to be stuck some flashcards related with the "we are going green" project and with previous ones as, dad, day, dance, do, dessert, danger, drum, so once they are completely stop they have to point to the flashcard selected by the teacher. After it, we do a role reversal, and they are the ones who select the flashcard to be pointed by the teacher and the rest of their partners.

Lesson 5

We start with the review of the phoneme'd', so the flashcard of the letter is stuck on the board and we do the /d/ sound. In this moment the teacher draws into the board letters d with chalk, so they need to erase the letter following the shape, some of them are in the board, while the rest are in their places being asked to raise their index finger and try to draw in the air the letter d.

Then, we listen to the song, associating the sound with the gestures when it sounds.

After it we are going to do a competition, and in two groups we are trying to say as much as possible words with the letter d. So we ask them if they can stick words starting with this letter that we can find in a box, in a part of the blackboard. We make a review of some of them pronouncing them focusing in the /d/ sound.

Then we give them a worksheet to practice with the skill of handwriting of the letter d. The shape of the letter is formed by spots in different sizes. In the other side of the worksheet we can find the words we saw in the previous lesson, but without the letter d, so they have to complete the word, at the same time we ask them to say aloud the word.

Linking the letter d with our project, we are going to create a sentence related with it that is going to be stuck in the class. To create the sentence we need their collaboration because in groups of four they are going to form the letter d with their bodies. So the

sentence will have the photo of them forming the letter, being part of it, and the rest of the sentence is printed in papers. They are 24 pupils so every four will form one of the six letters d we have, we can see now the full sentence:

"Day to day, we are in danger because we damage the Earth if we don't recycle, reuse or reduce".

As it can be seen in the example, the only thing we will need is to stick the photo of our pupils forming the d shape.

r e   u c e

Lesson 6

Firstly we listen to the song "See me play on my drum" to start with the lesson and to focus them on what we are going to do.

Then we are going to read the sentence we created the previous day, and it will be already stuck in the wall. Focusing in the sound of the letter highlighted. The first time, everybody know in which word they are included, and it is the word that they have to pronounce whereas the teacher says the rest of them In the second time making a small rap with the teacher's rhythm all together sing with the sentence.

After it we are going to play a bingo game, so they are going to have a worksheet with different words, including the picture and the written word. So as soon as the teacher says the words they have to put a counter over it, so the first one covering all the words is the winner. As a reward the winner can be the person who says the words in the next

round. Before the activity the teacher explains the activity with the help of the whiteboard in a visual way as he usually does.

Finally they are going to interact with Skippy commenting about the two letters m and d making a general review of the words learned along the unit, using the flashcards.

Lesson 7: Final task

Firstly we are going to listen to the two songs, to make see them that we are going to work with the two phonemes. At least they will know the association gesture-phoneme and the most of them will know part of the lyrics of the song.

Then we read them the following story that mix some of the words used along the unit, focusing on the /m/ and /d/ phonemes.

Skippy has a new friend, she is a girl, and her name is Dacy. Her dad's name is Mark and her mother's name is Diana (The teacher writes all the names in the board, underlining the m and d). *Diana is four years old as all of you. She likes to dance, playing drums, learn Spanish and swim in summer* (The teacher makes the action encouraging them to do it too). *After the meals Dacy always helps her mother Diana to recycle. She puts the mango juice advert* (showing the flashcard)… *in which container? The blue (paper), the yellow (plastic) or the black (organic)?* (We wait for their answer), *the part we don't eat from the melon* (same action and question), *and the orange juice carton?* (Same action and question). *She likes to do it because she loves the Earth, and to reduce all the possible damages against it.*

Dacy is starting to learn how to read and write. She is working on the letters m and d, the same as all of us. Along all the letters we are going to meet her, and know more adventurous with her.

Finally in pairs they have a small magnetized white board to work with. So the activity starts with the teacher saying a word and repeating it, so they have to try to write the word in the whiteboard with the magnetized letters needed, which they have at their disposal, while the teacher is saying it. Once they have done it the self –correction is automatically because they have to blend the letters and pronounce the words; they can

check or correct the mistakes. The words will be: (name, mango, melon, reduce, do, meals, drums, Dacy, Diana and Mark). After it, we will check if they are able to write without the help of the magnetized letters two simple words as dad and mom, that will be shown in the small whiteboards. At the beginning the teacher's help is necessary so he would go around the groups checking their understanding.

6. RESULTS

Due to the theoretical orientation of this work the results of this practice are hypothesis of how this project could be developed in an ideal way.

The main problem of the present work is that the method is developed to work with native speakers rather than foreigners, because its difficulty in some of the sounds and the language used. This is why it could be an aspect to take into account to start with the sounds that are easiest for Spanish people, not following in this way the premises given.

Furthermore, despite being a theoretical proposal I am completely aware of the lack of adequate materials to complete it. Materials related with the activities of Phocis and with the project, "We are going green".

To acquire literacy skills is a challenge for early learners at the beginning in their mother language. Therefore, acquiring literacy skills in a foreign language will even be more challenging. That is why the teacher has the task to develop adequate activities that will help the pupils in their practice and comprehension. It is expected that through the lessons presented that aim will be successfully fulfilled. However, only when it will be carried out in a real classroom we will know if it has been appropriate for them.

7. CONCLUSION

As a conclusion I would like to highlight the important point of the academic work, which has been the study of the main characteristics of the Jolly Phonics method whose main aim is to develop literacy skills in children through the association and learning of the sounds and letters, everything carried out in English language.

Despite being purposed on the origin only for native speakers, the method can be applied in Spanish classrooms as it is frequently seen, although the method is developed with their respective alternatives and variables. In fact the best way to acquire a language is through a completely immersion in the sociocultural context, so partially it is done with this method.

It is considered as an effective model for the approach and initiation of Infant education children, to literacy skills in a language, the possibility of the method to avoid or correct other's education difficulties. based on the learning of grammar aspects. Thus, it is confirmed that through the Jolly Phonics method it is not only addressed the phonics development, but also children are motivated to recognise reading as a ludic action through which imagination and creativity are developed. It also constitutes a way to practice pronunciation, by means of the use of songs and stories as resources that help to memorize sounds, reading and writing of words, beneficiating literacy practices.

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9. Annex

Annex 1

Classroom design