

RESUMEN

Las actividades lúdicas y artísticas son una estrategia didáctica de alto valor educativo. Los juegos son actividades cercanas al alumno que le atraen e interesan además de que permiten un desarrollo de todas sus capacidades. Su uso en aulas de lengua extranjera es incluso más importante ya que los niños aprenden divirtiéndose. Esto hace que sientan un mayor interés por el nuevo idioma que están aprendiendo así como por su cultura.

Este proyecto trata de afianzar la idea de que el uso de actividades lúdicas y artísticas en el aula es beneficioso. Para ello se exponen juicios de psicólogos y otro tipo de especialistas en este tema y se detallan las ventajas y características del juego. A su vez, se incluyen dos estrategias didácticas en las cuáles el uso de juegos es adecuado. Además, éste proyecto incluye las características que debe tener un juego para ser educativo y poder introducirse en el aula.

Finalmente, se incluye una propuesta didáctica en la que se exponen cinco actividades que pertenecen a la tipología de actividades lúdicas y artísticas. A través de éstas se obtienen una serie de conclusiones que reafirman el adecuado uso de dichas actividades en el aula del área de inglés en la etapa de Educación Primaria.

ABSTRACT

Hands-on and artistic activities are teaching strategies with high educational value. Games are familiar to the students so they interest them and draw their attention. In addition, games help them to develop all their skills. Their use in foreign language classes is even more important because children learn through having fun. That fact makes them feel interested in the new language and the culture related to it.

This project tries to reaffirm the idea that the use of playful and artistic activities in class is beneficial. To reach such a conclusion, opinions of psychologist and other scholars are exposed and the advantages and characteristics of games are detailed. In addition, two didactic strategies in which the use of games is adequate are included as well. This project also includes the characteristics that games need to have to be educational and to be able to be introduced in class.

Finally, a didactic proposal which contains five playful and artistic activities is included. Through them, some conclusions are obtained. They reiterate that the use of these activities and games in the subject of Foreign Language in the Primary School stage is useful, essential and the results are positive.

KEYWORDS

Hands-on activities, artistic activities, games, teaching strategies, communicative skill, working through projects, working through tasks.

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1. INTRODUCTION

One of the best methods of teaching used by primary school teachers in the classroom is educational games. Games are highly motivating activities for children and help them to learn through having fun. The typology of games and hands-on activities is wide, which means that they can be applied in multiple teaching situations. Two things have to be taken into account; firstly, all the activities must achieve an educational objective and secondly, children have to learn carrying them out.

Games have been used to teach since the ancient societies. They are crucial for the development of young kids and they can be considered the first step to boost creative minds which give the students the opportunity to express by themselves. Games help children to create non-real situations and to develop a new world in their minds. Playful and artistic activities contribute to the cognitive and emotional development of the kids as well as to improve their motor abilities. Furthermore, games facilitate the freedom to imagine, create and explore the new world in which children are starting to interact.

Therefore, games are not an easy task. It is the teacher's responsibility to create educational games suitable for the group of students through which they learn not only the contents of the units but learn to interact, express and to relate with other people. The teacher has to promote the learning process and the pupils' development through games. The activities must help the students to explore and experiment their reality always taking into account the individual differences of every individual who form the group of the class.

2. JUSTIFICATION

I consider this topic very interesting and important. As I see it, doing this project will be very useful for me as a future teacher. Since I read that this topic was offered as a final project, I decided that I wanted to work on it. I have always thought that games are crucial for the student's education and I wanted to investigate and learn more about it.

It is my fourth year at university and along my whole degree I have been the responsible of teaching a workshop called "Playing with English". I have taught this workshop in two different schools. My first year and experience was in a school of Soria named "La Arboleda". After the first year, I chose a different school from Soria where I have carried the workshop out for the last three years of my degree. The school is called "Infantes de Lara" which includes the British Council Curriculum. Along my four years teaching it, I have always worked with students of different ages who belonged to Primary School stage. That wide variety of students made my work a little bit harder because their levels were very different.

My experience working on it has been extremely satisfactory and I think that I have learnt a lot from this workshop. Despite that, it has not been until the last year that I chose and applied the adequate activities in it. Before this year, I did not get that my student liked the activities that I prepared and the chosen games did not really motivate them. The experience of work, allow you to improve and finally be able to apply your ideas more efficiently and to achieve the objectives that you had proposed at the beginning of the year.

From the first year of my degree, I have been conscious that games are a very good teaching strategy and the best way for the students to learn. Games are attractive for kids and make them feel motivated and pay attention along the whole activity. But, how can we get the students to learn and play at the same time? Are all the games appropriated?

When talking about games or enjoyable activities, it is thought that they are activities to make the students have fun without any special purpose or aim. The use and application of games in a class is much more complex than most of the society think. They are not simple games; their correct practical application entails a process of

creation and adaptation so that the students are able to develop and achieve specific targets as well as to learn the required contents through them. Educational games are effective only if they are carried out adequately.

The teacher has an important role regarding to games. Firstly, the teacher is the person who has to include hands-on activities while programming. Secondly, the selected games must help the students learn. Thirdly, the teacher plays a passive role and it is the student who has to talk, interact and communicate with their classmates. The pupils have to argue, explain their ideas and learn to work in groups. One of the more frequent errors is that some teachers act as the motor of the games and become the protagonist of them.

This project will be very useful for me as a future teacher. During my teaching practices, I have attended English classes with excellent tutors who applied an active methodology and who have been an amazing example for me. Their main aim with the students is to develop their communicative skills so that they can get the linguistic levels established by the Common European Framework step by step. When children get to year sixth of Primary School Education, the European Framework says that they should have acquired an A1 English level. To do that, these teachers usually include hands-on and artistic activities through which children feel the necessity to communicate using the second language. Teachers use a lot of games, songs, riddles, crafts, etc. to teach the contents of the curriculum attractively for the students.

Those teachers have been a great example for me and they are an important motivation and reason because I chose this project. I would like to be an English teacher capable of motivating my students' continuously in class and I can learn a lot through them.

The use of hands-on and artistic activities learning a second language is crucial. Children need to feel attracted by the language since they are very young and need to love what they are learning. They need to realize that they do not stop learning and every day they are more able to understand and use the second language. Games and hands-on activities have a deep influence on those factors. They enhance a positive attitude to the language and therefore, to the culture which speak the language.

This project will help me to learn how to use hands-on and artistic activities properly in class, to being able to plan and include them in my units and even to create new ones according to the objectives, contents and skills established by the Organic Law of Education for Foreign Languages subjects.

3. OBJECTIVES

Through the following Project it is expected to achieve a list of objectives focused on the developing and learning of the communicative skill. The reference of this project is a group of students of second cycle of Primary School who study English at school for eleven hours a week. They study four subjects in English: English, Science, Drawing and Painting and Physical Education. They study English for five hours, one hour each day; they also have four hours of science and one hour of drawing and painting. The students' schedule includes three hours of physical education as well, just one of these three hours is taught in English.

The project will include a proposal of tasks and projects in which hands-on and artistic activities are used. Through them, children will be enable:

- To develop the communicative skills through hands-on and artistic activities.
- To favor the appreciation and positive attitude to the learning of a second language.
- To feel the necessity of communicating using a second language avoiding the fear of making errors or mistakes.
- To learn playing.
- To appreciate the use of a method that uses hands-on activities as the motor to learn the English language.
- To discover creative possibilities to build up, form or create their own games.
- To develop social skills through an approach to the different cultures and to feel regard, respect, tolerance and curiosity about the English culture. In

addition, to learn about the most significant dates, festivals and parties celebrated in those countries.

- To use verbal and non-verbal language to communicate.
- To interact with their classmates respecting the value of tolerance and to accept the possible differences between them. To help their classmates and to have an open and respectful attitude towards them.
- To respect the games rules.
- To keep always an active and participative attitude in the classroom.

Furthermore, carrying out this project I will try to achieve a series of aims which will favor my figure as a future teacher. Those are:

- To know the best way of introducing hands-on and artistic activities in the class regarding to the methodology, aims, working groups, scheduling, etc.
- To be able to motivate my students through activities and to get that they do not only have fun, they learn through having fun.
- To learn to work through tasks and projects always taking into account the general contents and objectives of the English Subject in Primary School.
- To know didactic strategies so that the pupils can develop their communicative skills, as well as activities that favor their development and learning.
- To be able to make grow inside my students positive attitudes towards this culture and language. To get that they feel interest and admire them.
- To be aware of the attitudes that I have to avoid in class so that my students do not feel inhibited and they try to use the second language.
- To distinguish the typologies of games and to be able to apply them depending on their use (development of the communicative skill, oral or writing expression, etc.)

- To recognize what games are more adequate depending on the student's age, level and characteristics

4. THEORETICAL FRAMEWORK

4.1 HISTORY OF THE SECOND LANGUAGE TEACHING

The teaching of a second language in a class is not recent. The best method of teaching a second language has been searched along hundreds of years. Many methods, teaching strategies and resources have been proved to get bet results teaching English. The methods used in class to teach English change depending on the time and epoch and also on the skills considered principal to learn by the students.

The approach which appeared in the 60s and 70s of the XX Century regulates the teaching of a second language in schools nowadays. It is called “Communicative approach”. This one came from the principles developed by Noam Chomsky which were completed by Dell Hymes some years later. Hymes created and encouraged the term “communicative skills” in 1971. Its principles and characteristics were established in that moment. From that moment, teachers always tried to use a method and a teaching process based on the developments of that skill.

Other remarkable individuals defended the communicative approach as well. Some examples are the sociolinguistic John Gumper, the philosophers John Austin and John Searle and the British linguistics John Firth and Halliday. In addition, Christopher Candlin and Henry Widdowson also supported this new approach.

The main aim of the communicative approach is that students develop the communicative skill. All the pupils must be able to use and communicate using a second language. Hymes refers to communicative skill as a group of abilities and knowledge that people of a society must achieve if they want to interact and understand each other.

The term “communicative skill” has been completed and re-elaborated many times since 1971. Canale and Swain boosted one of the more extended models in 1980. They divided the skill in a group of sub-skills. Canale increased them three years later, adding some more. These sub-skills are included in: Communicative Approach in Foreign Language Teaching. A Challenge for Open and Distance Teaching – Learning Systems (Luzón y Soria). They are four:

- Grammar skill: To dominate the linguistic code.
- Sociolinguistic skill: To relate the social context and the communicative situation that is taking place.
- Discursive skill: To know the connections between the elements of message a in a text.
- Strategic skill: To control the verbal and non-verbal strategies in order to dominate the communicative situation.

The introduction of the communicative approach has supposed a change of the method used in the society to learn a second language. Nowadays, it is more important that the student learn to use the language in social contexts.

4.1.1 The methods

As a result of the variety of ways of teaching a second language in the society along the history, nine main teaching methods can be differentiated. The methods are linked to a historic moment and depend on the ideas which took preference in them. The methods had to make up for the shortages of the previous methods and to improve the educational and learning process.

Miguel Ángel Martín Sánchez (2009) in his work *Historia de la metodología de enseñanza de lenguas extranjera* refers to the concept of method as “La manera de conseguir un resultado determinado”. He thought that if the educational method was used and applied correctly, then the results will be positive; meanwhile if teachers choose an incorrect or inefficient method, the result will be a failure of the didactic process.

The first teaching method of a second language is *The Prussian Method* also called *Traditional Method*. It was born in XVIIIth century but it was not completely developed until XIXth century. This method takes the teaching of Latin as a reference. The American teacher Sears was its developer and he included the method in his book *El método ciceroniano o prusiano para la enseñanza de los elementos de la lengua latina*. It focused on the learning of the modern languages and it based in two main

aspects: Grammar and translation. The main aim was that the students were able to read, understand and translate the literature of one language into a different one. It used mainly memorization and the deductive analysis of the grammar. The *Prussian Method* is very old and its main deficiencies are the oral expression and comprehension.

After the *Traditional Method*, a didactic that gave more importance to the oral and linguistic elements was promoted. That new method was called *The Direct Method*. The grammar was put away meanwhile the dialogues, the vocabulary and the oral interactions got importance. This method had a lot of advantages, but some disadvantages could also be recognized on it. For example: children learnt and trained oral situations in class which they would never face in a real situation, or the mimic explanations of the teachers were not useful to teach the abstract lexical.

The Audio Oral Method developed by Fries in the XXth century was the third one use to teach a second language. This one backed up on the structural and audio-lingual methods. Children learnt repeating a model continuously. This method gave great importance to the grammar structure and the memory learning.

Neither the traditional method nor the audio-oral one would fit in a teaching process based on the use of games as the main teaching strategy. Both are teaching methods based on written and memory activities that give no importance to the oral part.

On the other hand, there are more recent methods such as the *Situational Method*, also known as *Oral approach* or *Situational teaching of the language*. It was developed by Palmer, Hornby and Pittman between 1930 and 1960. Its main objective was that the students achieved a perfect grammar through an inductive method.

During the last third of the XIXth century, new approaches to learn a second language appeared. New theories and ideas were created. They were included in the period called *The cognitive revolution*. Some of them stand out:

- a) *Total physical response (TPR)*: It was developed by Asher in EEUU at the end of the XXth century. The method considered that the procedures and stages to learn a second language are the same ones that children use to learn their mother language since they are babies. It takes the constructive principles of stimulus-answer (Piaget) as a reference. The

main elements of this method are: the hearing comprehension, the meaning of the words and the grammar; all of them taught through an inductive way.

- b) *The Natural Approach*: Elaborated by Terrel and Krashen in 1983, it remarks that the immersion into a second language is more important than being capable of writing it correctly. The scholars are the main elements of this method and they have to produce sentences using the second language all the time. The grammar is reduced to the minimum and that barely explained to the children.
- c) *Suggestopedia*: The psychologist and psychiatrist Lozanov elaborated the bases of this method. He gave importance to the context which surrounded the educational learning process. The students have to feel relaxed and to be concentrated in order to assimilate the contents deeply. To get that calm atmosphere, Lozanov used music on the background, candles and a good decoration for the class. This method is mainly based on the dialogue and children learn through the interaction with the teacher.
- d) *The Communicative Approach*: It appeared in the seventies of the twentieth century. Its origin comes to face the structural methods which were being used in the school to teach a second language. In this method, the student is the protagonist and the main objective is to learn to interact with other people in real situations. It is based on the use and functionality of the language out of the class. Children must know how to answer two questions: “What do we study a second language for?” and “Why is it so useful?”
- e) *The silent way*: This is the name of a new method of language teaching. It was devised by Caleb Gattengo in 1963. Its main characteristic is the fact that the teacher must be in silence along most of the process of teaching while the students are encouraged to use the language as much as possible. It is necessary that the students gain autonomy because they play an active role during the teaching process. Memorization and repetition is avoided and children practice their communicative skills in

useful contexts. The teacher requires a lot of material, such as color charts or other physical objects. In addition, the learning process is facilitated by situations in which children can create, imagine and think or by the problem-solving technique.

As it has been said above, the first methods exposed were not adequate enough to include the use of hands-on and artistic activities in them. On the other hand, the methods which appeared through the *Cognitive Revolution* allow the teacher use a hands-on methodology and games in class. Games help to enhance the oral skills because most of them are created to facilitate the interaction and communication between the players. In addition, games can also be used to learn vocabulary or to improve grammar and writing skills. That is why a teaching process that included “hands-on activities” as a main source of teaching would be easier to be included in any of the last teaching methods.

The teaching process through hands-on and artistic activities through which children relate with each other, talk think and interact between them; is recent and current. Therefore, it coincides with the use and implementation of these last methodologies in class. Nowadays, it is very important to increase children´s oral skills and following the communicative approach. The game is a very important pedagogic resource and teachers make the most of it in class.

4.2 THE COMMUNICATIVE SKILL

As it is expressed in the book *Área de Lenguas Extranjeras* written by Ministerio de Educación y Ciencia “La posibilidad de comunicarse en una lengua constituye una necesidad en la sociedad actual”. This factor has influence deeply the teaching of second languages. Nowadays, the Foreign Language subject has established the consecution of three main objectives.

1. The acquisition of communicative skills
2. To sound natural while using a second language
3. To teach to communicate in a second language

From the 90s, it was given a major importance to the development of the communicative skill of the students. When children finished their primary school education, they should be able to communicate in a second language. The educational method which had been used until that moment was not useful to get that aim. Both, the teachers and the educational entities realized then, that the method based on learning and improving grammar skills had to change.

Niveau Seuil created *The Functional and Communicative Approach to language teaching* in France which was in the school in the nineties. This approach focuses on developing communicative skills so that the students are able to interact with people from other cultures. . “El aprendizaje de una lengua extranjera debe ir más allá de un enfoque meramente funcional, ya que una lengua es expresión de toda una cultura, una forma de entender y codificar la realidad y de organizar las relaciones interpersonales. Debe introducir a los alumnos en las características más relevantes del contexto social y cultural” (*Área de Lenguas Extranjeras*, Ministerio de Educación y Ciencia).

The Ministerio de Educacion y Ciencia expresses in its book *Área de lenguas extranjeras*, page 14: “La finalidad curricular de ésta área no es enseñar una lengua extranjera, sino enseñar a comunicarse en ella. Implica y explica adoptar un enfoque basado en la comunicación y orientado a la adquisición de una competencia comunicativa”. This skill is divided into five sub-competences:

- Grammar skill
- Discursive skill
- Socio-linguistic skill
- Strategic skill
- Socio-cultural skill

Children need to dominate all these sub-competences completely to have a total develop of their communicative skills. Teachers try to achieve and develop all of those children’s skills in class through images, dialogues, songs and also using typical expressions and vocabulary of the second language.

Teachers should be able to create communicative situations within the classroom. Those ones must integrate contents to improve oral but also writing communication. For example: Teachers can create oral activities which can be expressed into written activities after that. Or just the opposite, firstly to plan writing activities from which discussions and debates can be done.

One of the most important elements to develop children's communicative skill is the fact that they must talk and express using the second language. Therefore, teachers must take into account that all the planned communicative situations have to be close to the students. They need to have two more characteristics; they have to be easy and include sociocultural aspects. Through those situations, children will have to communicate as real foreigners.

The method "question-answer" is the teacher's favourite one to use in a class. The teacher proposes close questions that pupils have to answer using English. These type of activities do not favour the students' learning. They do not let them express freely neither use the language creatively. The book *Área de Lenguas Extranjeras* written by the Ministerio de Educación includes in its page 91 a series of activities which spark the development of the communicative skill in class. Those are:

- Continuous exposition of the students to the second language
- Oral comprehension activities
- Activities based on audition and perception through children's bodies
- To localize the situational, linguistic and extra linguistic elements
- To look for different information: global, essential or specific
- To elaborate hypothesis
- To give advantage to oral and writing comprehension

The book *Área de Lenguas Extranjeras* (Ministerio de Educación y Ciencia) proposes a **methodology** to be used in class in order to develop the communicative approach. It expresses a list of aspects which must be taken into account when introducing a method based on raising the children's communicative skills.

1. To work and make habitual expressions which create the necessity of an immediate answer. The interaction between the speakers must be fast and momentary. It can be worked in pairs or groups.
2. To favor the use of brief conversations whose aim is to interact and communicate.
3. To learn to communicate using typical gestures and comments of the language. Children will know them through videos, activities made in class through their own experiences. Pupils will start talking in small groups and the conversations will be short and easy. After a while, they will be able to communicate in groups expressing their own thoughts and opinions. Every student need to have personal initiative to use the second language.
4. The teacher has to teach “discursive markers” to the students. These are frequently used by foreigners and learning and using them will help them to talk as a real English speaker.
5. Monologues must also be boosted in class through activities which motivate the students to communicate using the second language. Teachers can make use of different resources such as riddles, jokes or stories. Children would have to narrate or retell them. Role games are also useful to promote monologues.
6. Body-language can never be forgotten. They are very important along the process of oral learning. Mime, gestures and intonations always have to go with the oral expression.

In addition, Hammer in 2001 expressed that other aspects must be taken into account no matter what kind of activities is planned:

1. To adequate the topics and activities to the common interests of the students
2. To vary the topics and activities continuously
3. To generate children’s interest for certain topics. It can be done through images, pictures, videos, tales or artistic representations.

4. To provide the necessary information when the topic is new or unknown.
5. Curricular adaptations.
6. To control the impulsiveness using punishment if there are serious errors.
7. To use social, affective or dynamic reinforcement to treat children's hyperactivity.
8. To develop the student's metacognition.

The variety of students that there exist in a class nowadays is wide. That fact force the teachers to use a methodology which takes into account the verbal and non-verbal aspects of the communication process. Furthermore, teachers need to have a great number of resources which permit them carry out a great variety of tasks and activities with the students in order to favor their progressive autonomy.

The playful aspect must be taken into account when planning the activities. That element entails a high degree of gratification and enjoyment as well as a high motivation to do them. In addition, a variety of resources is frequently associated with success; it entails that every student can find the activity which better fit their characteristics, knowledge and abilities. All these facts are really important while learning a second language because the use of hands-on and creative activities brings a higher implication and learning. (*Área de lenguas Extranjeras*, Ministerio de Educación).

4.3 THE ROLE OF THE TEACHER

Teachers need to master some aspects when teaching a second language and when developing the students' communicative skill through games, hands-on and artistic activities.

On the one hand, the teacher's attitude to the students is very important. Positivity is an essential factor. Teachers have to encourage the students continuously to express, interact and communicate using the second language. In addition, teachers have to avoid destructive critics because they can origin a negative attitude of the kids towards the new language. The children's experience using the second language since being infants

will have a great influence on their attitude towards the new language. That is why teachers always have to encourage the students and help them when finding any difficulty. The teacher has to achieve that the students feel self-confident and capable of using English without fear of being rejected or made fun of.

On the other hand, the role of the teacher is not to present the contents to the students but to be the creator of the activities of any typology (group or individual) so that they can carry them out and learn through them. Therefore, the main role of the teacher is to organize and guide the students along the process of learning. He has to favor that all the pupils participate actively, interact and gain importance doing the games or hands-on activities.

One of the most important aspects taken into account by teachers of a second language is how to treat the students' errors and mistakes. Two typologies of failures can be distinguished in English learning process: mistakes and errors.

- **Mistakes** are usually random errors that a learner do but which are not extremely important because children usually make them while because they try to use the language in a higher level. These mistakes are usually self-corrected when children get to the level.
- **Errors** refer to the student's competence and show that the learner's system is incorrect.

Teachers do not have to correct the formal errors, called mistakes. That can make the students hate the new language. The importance has to go to the children's fluency and their effort to express in English. On the other hand, teachers must pay attention to the student's errors and they have to correct them through positive reinforcement. Children are able to understand their own errors and also to correct them. An important aspect is never to stop a child when he is speaking in English and makes an error because that can affect them deeply. It is much more important that they make an effort to speak English than their errors and mistakes while talking.

Regarding to the activities chosen by the teacher, the student's prior knowledge has to be assessed in order to program and adequate the activities to their level and awareness. In addition, it is also important the students' progression using the language so that adjust the tasks to a determined difficulty level. Teachers never have to force the

students to talk in English. When pupils feel confidence enough to use it, they will speak in English and they will improve very fast.

“Lo más importante no es lo que el docente dice en el aula, ni la información que pone a disposición de los estudiantes. Lo más importante es, sin duda, lo que consigue que sus estudiantes hagan” J.M. Goñi Zabala, 2005:78

4.4 GAMES

El comportamiento lúdico es universal, pertenece a todas las personas. Es un símbolo de humanidad sin prejuicios, bandera de paz y lazo de unión entre gentes diferentes. El juego es respetuoso, solidario. Tan sólo busca la recompensa de un gesto o una sonrisa como contenido mínimo de comunicación. No necesita pasaporte ni entiende de idioma, bandera o moneda porque no tiene fronteras. El juego es como una bandera con todos los colores, como una moneda común, como un idioma internacional. Hace que se entiendan los niños, adultos y viejos de manera inmediata sin ningún otro vínculo de comunicación, porque nace de la bondad humana. (Paredes, 2003, p.121).

Playing is an activity that everybody practices since they are born and along their whole lives. They are activities with rules and targets but their main characteristic is that people have fun doing them. The use of hands-on and artistic activities is very important in schools because, like Tortolero (2008) expresses in *Uso del juego como estrategia educativa*, these activities help to satisfy the psychological, social and pedagogical necessities of the people. In addition, they also help to develop abilities, knowledge and skills to improve the students' scholar and personal behaviour.

On the other hand, the magazine *The Teacher's magazine: Fun with games. Educational games for everyone*, number 40, page four; maintains that games are relevant for the kids' development. They help the students develop the creativity which is essential to create new situations, express and to keep amused. Children create a new world through games. In addition, games contribute to the children's cognitive and affective development as well as the motor one. Games make the freedom to imagine, create and explore easier. That is when representations and changes of role appear. People are able to understand good behaviors, to share, cooperate and collaborate through playing. It is the teacher's responsibility to promote the consecution of all these

aspects written above always taking into account the individual differences between the students.

Elia Tortolero (2008) makes reference to important philosophers, such as Jean Piaget or Lev Vygotsky in her article *Uso del juego como estrategia educativa*. They also made reference to the importance of games in children's development within their theories, such as:

- Piaget (1956) verbalized that games are part of the children's intelligence. Young children represent the reality, in which they are progressively incorporating, through games. Games' origin and evolution are conditioned by the children's symbolic, sensorio-motor abilities and their capacity to think and argue.

Piaget relates three different structures of the games with the evolutionary stages of the human thought. These are: "game" as a simple task, "symbolic game" which is the most abstract and fictitious and "regulated game" in which some aspects like cooperation, collaboration, communication and arrangements are included.

- On the other hand, Vygotsky (1924) thinks that games come from the people's necessity to interact and relate with other people and with their environment. For him, games have social characteristics such as its nature, origin and bases. This philosopher believes that the importance of games is its social characteristic because that allows people to relate with others, cooperate and change roles. In addition, Vygotsky also makes reference to the "symbolic game". He says that children use normal objects and change objects' meaning into their imagination.

Vygotsky thinks that games are essential in the children's growing process because those allow them progress from immature attitudes to more mature ones. He considers enjoyable activities the key element which better contribute to children's development if they fulfill two objectives: the reinforcement and learning of the relations between them and their environment.

Vygotsky's theory makes mainly reference to the classes in which the interaction and communication between the students take place. It also refers to the classes where children are encouraged by teachers to express both orally and through writing.

Even if every psychology has different ideas about games; they all agree with the fact that games improve the children's psychological, pedagogic and social development.

4.4.1 Characteristics of games:

All the games share some characteristics that differentiate them from other activities.

The next list of characteristics of games can be found in the reference: Jiménez. (2006). *La importancia del juego*. Digital Magazine "Investigación y Educación", volumen III.

- It is free and it is not conditioned by external events.
- It is a way of expression. Games give the students the opportunity to express their interest, motivations, attitudes, etc.
- It is a way of motivation which leads to pleasure.
- Children participate entirely in this activity.
- Games require of determined sceneries, environment and attitudes.
- They are linked to other elements such as creativity, problem solving or the development of role games and the linguistic skill.
- It must exclude the competitive aspect and include the collaborative one.

4.4.2 Using games in a Second Language class:

Hands-on and artistic activities are a fundamental resource used in the teaching-learning process of a second language. Nowadays, a lot of teachers do not still include this kind of activities in their classes. That can be because of two different aspects: Firstly, because their application entails a great effort and secondly because the teacher may use a traditional methodology which does not allow space to the use of games in class. Teachers have to learn to design hands-on activities and to include them in their programs after that. The activities must be educational and linked to the curriculum. Games can be powerful tools for the teachers. They can be used to break with the students' embarrassment and inhibition while getting an effective teaching and learning process.

Hands-on activities are used in second language classes to fulfill a principal objective: that children develop their communicative skill. The games' central structure favors participation, communication and to make decisions, which means to interact continuously with other people. As it is expressed by Chamorro and Prats in their article *La aplicación de los juegos a la enseñanza del español como lengua extranjera (1990)*, games must accomplish a double target: nonlinguistic and linguistic (they have to act like vehicles to activate the language). The communicative approach defines "didactic-games or playful-educational games" as activities which represent a real context and favor the necessity of using the language and vocabulary achieving a hands-on and educational aim. It means that games enhance the knowledge and language development. On the other hand, Andreu and García stand out that "los mecanismos lúdicos deben influir sobre los procesos de enseñanza-aprendizaje de modo similar a como actúan en la lengua global".

4.4.3 Advantages of games

The advantages of the use of educational games to learn a second language are highly numerous. That fact encourages teachers to include them in their classes. Chamorro and Prats (1990) in *La aplicación de los juegos a la enseñanza del español como lengua extranjera*, sum up the advantage of the use of games in a second language class into the next list:

- Games supply an opportunity of real communication.
- They stimulate the use of communication and increase the motivation degree. In addition, when communicating, it becomes necessary an immediate answer.
- They assist a relax environment of positivity and exchange. The Curricular Plan provided by The Cervantes School remembers that a relax and motivational environment facilitates a higher application of the activities.
- They also provoke children´s participation. All of them are involved in the game.
- The teacher barely intervenes and he plays the role of a guide.
- These activities include curricular contents.
- The games´ structure allows the students to use the new language in a flexible way.
- They recreate a wide variety of contexts which help the students learn different linguistic register.
- Teachers can use games: To check the students´ prior knowledge, to see if they have learnt the new contents or to identify the pupils´ difficulties and necessities.

Another main aspect of the use of games in class is their capacity of motivating the students. Motivation is an essential factor to improve the teaching-learning process. Getting a continuous motivation from the students is a hard, difficult task. Every student is motivated in a different way; their preferences and taste are very different and some activities work really well with a determinate group of students but they do not work at all with a different one. Teachers try to actualize and look for new teaching techniques to keep the students´ motivated. Artistic and hands-on activities are one of their main choices to get that aim.

The interest of learning a second language and being competent using it is growing among the society. The use of games and hands-on activities in a class helps to avoid

apathetic situations. In addition, they enhance a special interest to learn the second language and its culture among the students.

The use of hands-on and artistic activities in class contributes to liven up the English classes and children participate actively during them. Games also favor the learning and incorporation of new knowledge in the students' minds. When children have fun through leaning they learn things deeper. Games are especially useful to develop children's linguistic and communicative abilities which regarding to the Primary School Curriculum to the learning of a foreign language, it's the principal objective.

Although the advantages of games are obviously numerous, there also exist some risks when incorporating games in class. Some games can have a low educational value or they cannot accomplish the students' learning. Games have to be used as educational tools and not just a way of enjoyment. Weiss (1993) expressed "Los juegos en la clase no deben ser considerados como simples actividades para terminar una lección o como recompensa para un grupo de estudiantes que ha trabajado bien". Furthermore, competitive games competitive games should be excluded. If they are done many times, children will feel tired of them.

Besides that, if the competitive games are used as individual games, they stand out the individual differences of the players. Another disadvantage is that the class has to be very good arranged and the groups of students need to have an adequate number to its proper fulfillment. Teachers can also find difficulties controlling the class if the groups are very big or their behaviour is not the expected one.

4.4.4 Considerations for putting it put into practice:

The Teacher's Magazine: Fun with game. Educational games for everyone, multiple authors. (October, 2012), 40, (pp 4-5); expresses that practical considerations must be taken into account when introducing games in class:

- Sometimes activities require class reorganization. For example: moving the tables to make small groups or to arrange chairs and tables to make a U form.

- The games demonstration and put into practice is more effective than a theoretical explanation. The showing can be helped with the resources which will be used during the activity such as flashcards, drawings, photocopies, etc. It is also very important the objective that children will achieve doing the activity.
- The games preparation and demonstration can last for long. It is indispensable that children play more than once when games are finally prepared and understood. The more times children play, the more skilled they will be and the more they will like the game. In addition, the teacher must be capable of thinking about more than one game in which children can use the resources which they have prepared.
- Teachers do not have to correct children's mistakes and errors while playing. If it is necessary, after finishing the games, he can organize a feedback to treat the most important aspects and mistakes. Teachers have to focus on the students' communicative skills, fluency and their improvement using English.
- Children also have to participate expressing their ideas and suggesting new games and activities. They can also prepare new ones.
- The teacher will be the guide during the games. Teachers only have to help the students, walk around and check if they have understood the rules and obey them. They must also take care of the students' behaviour.

4.4.5 Cooperative learning

Cooperative games are the most adequate ones to develop the students' basic skills, such as: learning to learn, citizen and social, etc. But above all, games develop the linguistic and communicative skill (Hirst y Slavik, 1990).

“El aprendizaje cooperativo es una forma de trabajo grupal que se basa en la construcción colectiva del conocimiento y el desarrollo de las habilidades mixtas” (García y Marín, 2012). The students get better results including a high level of

attainment through cooperating and collaborating with their classmates. In addition, these two actions entail significant learning for the kids. (Gil, Alias y Montoya, 2006).

These collaborative tasks are very interesting because they fit together with hands-on and artistic activities. Furthermore, these activities involve all the components of the class, who usually participate actively.

When collaborative activities are made in class, teachers usually split the group into smaller groups of students. The teacher selects the students depending on certain aspects for example: randomly, to make heterogeneous groups or to for groups of interest. All the students know the tasks and the objective that they have to achieve. They all work together to get that aim. Along the whole process, children have to communicate, express and contribute with their ideas. That is when children put into practice their abilities to use the second language. Besides that, collaborative tasks provide the opportunity to appear values such as respect or comradeship. Furthermore, they help the students to respect other's ideas or to put themselves in their classmates' place. These values and behaviors do not appear in common games; they just belong to cooperative games.

Here there is a list of cooperative games which can be included into class. They focus mainly on the communicative approach.

- Guessing games
- "Information gap" games
- Searching games
- Puzzles
- Matching games
- Classification games
- Selection games
- Role games
- Association games

- Exchange games
- Simulations

The idea is to work on the communicative aspects of the new language through all these types of games.

4.5 WORKING METHODS

My didactic proposal focuses on different sessions in which I have used two different methods depending on the tasks and the objectives. Those methods are: Working through projects and through tasks.

They are two recent teaching strategies with many pedagogical advantages. Nowadays, they are being included and used in many schools of Spain. A brief explanation of both methods is included in this point of the project. That reaffirm that both methods can be introduced in a second language subject because they boost both the basic skills' development and the communicative skill.

4.5.1 Working through projects

This method is becoming very popular in the schools. It ends up with the current educational necessities and above all, this method help to achieve the basic skills. Ramiro (2012) gives a definition about it and he says that working through projects “consiste en enfocar actividades individuales y en equipo, relacionadas con el aprender a aprender juntos”. Furthermore, Greenleaf in 2006 assured that working through projects, the students cooperate and collaborate accepting responsibilities in order to solve and face the different challenges that the activities involve.

This new methodology requires teachers with specific characteristics. They have to be very active and imaginative; they need to have a lot of original ideas and be capable of making the teaching process dynamic and innovative.

The book *Área de Lenguas Extranjeras* written by the Ministerio de Educación declares that working through projects has a series of characteristics:

- The chosen task has to be long and the topic must interest the students.
- All the tasks done in class will take the students to a final task, which will be the result of the previous ones.
- The project's length can be between a month, a term or even a whole cycle.
- The project must be a creative work that allows the students to experiment.
- It can be done in any educational year. It will depend on the students' level and characteristics as well as on their tastes and preferences. Projects also depend on the assigned length and the available materials.
- Their use in class favors the development of all the skills and objectives of the Primary School stage. Working through projects stimulates the cooperation, imagination, auto-discipline and the personal work' assessment, etc. Above all, projects give advantage to improve the "learning to learn" skill. When the project is over, the student has to feel proud of having participated and contributed to a common project.
- Some steps must be followed to its correct consecution: Firstly, the topic has to be chosen, secondly, the teacher and the students need to look for materials about it. After that, cooperation is required as well as layout. Finally, the project has to be presented.
- The main objective of the project is to establish a union and proximity between both cultures.
- When choosing the topic, it is necessary to take into account the Cross Curricular Subjects. The students already have a base knowledge of the topic.
- Working through tasks is recommendable when the class group is heterogeneous. Children with a high level of English can use the language while helping other kids who has a lower level than them.

4.5.2 Working through tasks

Nunan (1989) defines this task as “toda unidad de trabajo en el aula que implique a los alumnos en la comprensión, manipulación, producción e interacción en un lengua extranjera”. The main characteristic of this method is that it presents communication in a global way interrelating its elements to reality.

The teacher uses the final task as a reference point for planning the rest of the activities. From that final task, the teacher will design the activities to complete and reach the final goal. Manuel Vázquez López includes in his essay *Aplicaciones prácticas del enfoque por tareas* that the teacher is the person who supply the students with the necessary tools and materials to overcome the planned objectives. Therefore, children become the motor of their own learning.

This methodology uses mainly two different types of activities:

- ❖ Learning activities: They are carried out before the communication activity because they facilitate its put into practice.
- ❖ Communicative activities.

The book *Área de Lenguas Extranjeras* of the Ministerio de Educación verbalizes the positive aspects and main characteristics of this method. All of them encourage teachers to include this methodology into their programs. The positive aspects are.

- Students are conscious of the importance of their daily work.
- Children opine about the possible tasks that they can do. They also assess the tasks which will help to change and improve future ones.
- Continuous use of the foreign language.
- The teacher organizes and facilitates the tasks to the students. Teachers just play the role as guides of the activities.
- Children become conscious about errors and mistakes. They realize that making mistakes is usual and normal but that help them to learn more.

On the other hand, the characteristics of the method “Working through tasks” are:

- The reasons of the project's realization must be clarified.
- The reference point to select the contents is the student's prior knowledge.
- The tasks provide the necessity to communicate orally and through writing.
- The students use the language which they already know.
- Students will work the new language through an interpersonal way; that consists of meaning and it is systematic.
- A lot of activities will be based on problem solving.
- Children will have to find out more information apart from the one provided by the teacher.
- The students will have to interact and make decisions.
- The tasks' results will be shared by the classmates as well as the problems or difficulties which they have had along its execution process.

4.5.3 The negotiation process

Both the “working through projects” and “working through tasks” need a **negotiation process**.

Nowadays, children are the central elements of the learning process. That fact affects deeply the teaching strategies used by teachers in class. For example, these two new methods have been recently introduced.

As it has been written above, the main aim of learning a second language is that children learn to communicate using this second language. If children have to learn through communication, then the planned activities and topics need to cover that necessity. Therefore, children need to collaborate while choosing the topic of the projects and tasks. The dialogue between teachers and students must be constant, flexible and fluent.

Before starting the negotiation process, the teacher needs to have done a didactic proposal. That will be put in common and some decisions will be made over them. The

negotiation will never affect the general objectives of the subject and it will be different depending on the school year of the students. Only the partial aspect of the proposal will be negotiated if the students are in the second cycle. However, if the students are in the third cycle, then they can opine about the topics, materials, the kind of activities that they will carry out and also about the arrangement of the class. It is very important to write down all the accepted aspects of the negotiation. The steps of the negotiation are:

- An initial negotiation is done during the first days.
- When the units, projects or tasks are over, there must be a period of critical reflection.
- The teacher will adjust the initial negotiation.
- The results of the year will be assessed in a final agreed.

It is frequent that children use the mother tongue when doing the first negotiation processes. The last negotiations, which are usually done at the end of the year, are done using the second language. In addition, interviews are usually used to fulfill the negotiation process.

5. DIDACTIC PROPOSAL

My didactic proposal includes five activities which I have carried out with my students during my workshop along the year 2012/2013. The workshop “Playing with English” is done in Infantes de Lara Public School. This school has the British Curriculum so children start learning English from the first year of Kindergarten. They are taught by foreigners from UK and USA so they recognize different accents. During the Primary stage, children study three subjects in English which are Science, Drawing and Painting and English.

The workshop was done every Tuesday for an hour from October 2012 to the last Tuesday of May 2013. I taught it in the music class whose main deficiency was that I we could not use the new technologies. On the other hand, its main advantage was that there is a big and spacious classroom which allowed me to prepare games and groups of different typologies.

The group of students who joined the workshop was not numerous. I had a total of seven children in class who belonged to the second cycle of Primary School (third and fourth year). All of them have been educated in this school since the first year of kindergarten so their English level is medium-high. When I prepared the workshop’s lessons, I took into account the Organic Law of Education for the second cycle of Primary School in the subject of foreign language.

I have used two different methodologies creating my activities: “working through tasks” (these lessons could last for an hour or two); and “working through projects” (the maximum length has been a month). All the activities proposed in the workshop have the same typology; they are games or hands-on and artistic activities. During this workshop, I have not tried to do a didactic unit focused on a specific and contextualized topic. I have tried to reinforce the children’s knowledge about some units which they had already studied in class such as the animals or the fruits.

I have tried to achieve one main objective apart from the ones of every activity. The main which I have tried to get along all the lessons is that the children lost their fear to speak in English and that they used it as much as possible, that means, to develop the student’s communicative skill. Most of the activities focused on developing their writing and oral expression.

In the next table I sum up all the contents, objectives and assessment criteria which are included in the Ley Orgánica 2/2006 de 3 de mayo of Education for the second cycle of Primary stage of the Foreign Language subject. They will be used in the didactic proposal included in this project below.

Second Cycle – Foreign Language

OBJECTIVES

1. Escuchar y comprender mensajes en interacciones verbales variadas, utilizando las informaciones transmitidas para la realización de tareas concretas.
2. Expresarse e interactuar oralmente en situaciones sencillas y habituales que tengan un contenido y desarrollo conocidos, utilizando procedimientos verbales y no verbales y adoptando una actitud respetuosa y de cooperación.
3. Escribir textos sobre temas previamente tratados en el aula y con la ayuda de modelos.
6. Valorar la lengua extranjera, y las lenguas en general como medio de comunicación y entendimiento entre personas de procedencias y culturas diversas y como herramienta de aprendizaje de distintos contenidos.
7. Manifestar una actitud receptiva y de confianza en la propia capacidad de aprendizaje y de uso de la lengua extranjera.
8. Utilizar los conocimientos y las experiencias previas con otras lenguas para una adquisición más rápida, eficaz y autónoma de la lengua extranjera.
9. Identificar aspectos fonéticos, de ritmo, acentuación y entonación, así como estructuras lingüísticas y aspectos léxicos de la lengua extranjera y usarlos como elementos básicos de la comunicación

CONTENTS

Bloque 1: Escuchar, hablar y conversar

- Escucha y comprensión de

Bloque 2: Leer y escribir

Bloque 3: Conocimiento de la lengua

Bloque 4: Aspectos socio-culturales y conciencia intercultural

<p>mensajes orales, instrucciones y explicaciones.</p> <ul style="list-style-type: none"> - Producción de textos orales usando estructuras trabajadas previamente o a través de dramatizaciones. - Muestra interés por expresarse oralmente en actividades individuales y de grupo. - Desarrollo de estrategias para apoyar la comprensión y expresión oral usando el contexto visual y no verbal y los conocimientos previos sobre el tema. - Valoración de la lengua extranjera como instrumento para comunicarse. 	<ul style="list-style-type: none"> - Lectura de textos en soporte papel para desarrollar una tarea. - Uso guiado de lectura deduciendo el significado de palabras y expresiones no conocidas. - Escritura de textos propios. - Interés por el cuidado y presentación de textos escritos. 	<ul style="list-style-type: none"> - Identificación de aspectos fonéticos, ritmo, acentuación y entonación de la lengua. - Interés por utilizar la lengua extranjera de forma correcta en situaciones variadas y posterior reflexión sobre su aprendizaje. - Uso de habilidades y procedimientos como repetición y asociación de palabras y expresiones con elementos gestuales y visuales. - Aceptación del error como parte del proceso de aprendizaje. - Confianza en la propia capacidad para aprender una lengua extranjera y valoración del trabajo cooperativo. 	<ul style="list-style-type: none"> - Conocimiento de costumbres en países donde se habla la lengua extranjera. - Actitud receptiva hacia personas de otra lengua y cultura distinta. - Reconocer similitudes y diferencias entre países de habla inglesa y el suyo propio. - Conocimiento de días especiales de otras culturas diferentes de las que hablan inglés.
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ASSESSMENT CRITERIA

- Participar en interacciones orales en situaciones de comunicación predecibles: Escuchar, respetar el turno de palabra, pedir permiso, pedir objetos cotidianos. Uso del lenguaje en situaciones cotidianas: rutinas, hábitos, representaciones, así como que se tendrá en cuenta su actitud en las intervenciones.

- Captar el sentido global e identificar información específica en textos orales sobre temas familiares y de interés.
- Leer y captar el sentido global y algunas informaciones específicas de textos sencillos sobre temas conocidos y con una finalidad concreta.
- Escribir frases y textos cortos.
- Usar formas y estructuras propias de la lengua extranjera incluyendo aspectos sonoros, de ritmo, acentuación y entonación en diferentes contextos comunicativos de forma significativa.
- Usar estrategias de aprender a aprender como pedir ayuda. También la adquisición de cierta autonomía en el uso espontáneo de formas y estructuras sencillas y cotidianas.
- Valorar la lengua extranjera como instrumento de comunicación con otras personas y mostrar curiosidad e interés hacia las personas que hablan la lengua extranjera.
- Identificar aspectos de la vida cotidiana de los países donde se habla la lengua extranjera y compararlos con los propios: diferencias y similitudes en tradiciones, comidas, festividades, horarios, etc.

(*) Debe tenerse en cuenta que al ser un taller de libre elección al cuál los niños asisten para aprender inglés divirtiéndose, no se realiza una evaluación basada en notas sobre el alumno. La profesora utiliza el método de la observación para reconocer si los alumnos han superado los objetivos que se habían propuesto y si la clase ha funcionado como se había planeado. Por lo tanto, la valoración de los alumnos se basa principalmente en observar la clase ver si los alumnos consiguen los objetivos propuestos así como si han mejorado su competencia comunicativa a lo largo del curso.

BASIC SKILLS

A través de la propuesta didáctica los alumnos desarrollarán las siguientes competencias básicas:

- *Competencia en comunicación lingüística:* A través de juegos y actividades que favorezcan la expresión oral y escrita de los alumnos.
- *Competencia de aprender a aprender:* Se tratará de que los alumnos desarrollen una autonomía e iniciativa personal y pierdan el miedo a

utilizar el segundo idioma. Las actividades irán enfocadas a que ellos mismos sean los artífices de su propio aprendizaje.

- *Competencia social y ciudadana:* La característica principal de los juegos y actividades realizadas es que son grupales. Favorece que los alumnos se relacionen entre sí y tomen decisiones y debatan utilizando el segundo idioma. Este tipo de actividades acrecienta el sentimiento de respeto y tolerancia por los compañeros. Por otro lado, también hace que valore otras culturas, así como su propia lengua.
- *Competencia cultural y artística:* Muchas de las actividades han ido dirigidas al desarrollo de la creatividad y las capacidades artísticas de los alumnos, a través de la realización de murales, creación de dibujos, invención de historias, etc.

5.1 Activities

I include here the five activities which I did with my students. A series of final conclusions about games, hands-on and artistic activities are exposed at the end.

TITLE: Animals	
METHOD: Working through tasks	TIMING: 1 hour (1 session).
DEVELOPMENT OF THE ACTIVITY	
<p><u>Introduction:</u> The students name all the animals that they already know and one by one write them on the whiteboard.</p> <p><u>Development:</u> To use flashcards of animals and learn to pronounce their names properly. To see the differences between them attending to how do they walk, if they are aquatic or terrestrial; herbivores, carnivores or omnivores; wild or domestic. To make a diagram on the board with all the information completed by the students.</p> <p><u>Conclusion:</u> 3 games</p> <ul style="list-style-type: none"> - In pairs, one child has to imitate one animal using just gestures and the partner has to guess the animal. After that, they change roles. - Children walk around the class, when I say one animal; they have to do something which can represent the animal (gesture, sound, etc.) - “What do I have in my forehead?” Using the flashcards, the students get one card which must not be seen and put it in their forehead. He can see other people’s one. They must ask questions using two structures: “Am I... (colour, mammal, herbivore, etc.)?” or “Do I...(walk, swim, croak, bark, etc.)?” Their partners can just answer yes or not. If the answer is correct, they can ask a question again, if that is incorrect, they miss their turn. The objective is to guess what animal they have in their forehead. 	
OBJECTIVES	CONTENTS
<ul style="list-style-type: none"> - To pronounce the animals’ names properly - To learn new vocabulary related with animals - To be able to recognize the differences between animals - To classify animals - To represent animals through gestures 	<ul style="list-style-type: none"> - Names of the animals - The colours - Classification of the animals attending to their diet. - The sounds of the animals - The animal’s ecosystem

- To learn how to use the structures: “Am I...?” and “Do I...?”		
METHODOLOGY	MATERIALS	BASIC SKILLS
<ul style="list-style-type: none"> - Active methodology - Guided discovering - Learning through visual resources - The reference is the student’s prior knowledge - Activities in pairs and in groups - Dramatization 	<ul style="list-style-type: none"> - Whiteboard - Flashcards 	<ul style="list-style-type: none"> - Linguistic communication - Learning to learn - Social and citizen - Communicative - Discursive
These games could be included in a didactic unit about animals. This session can be related with two subjects: English and Science.		

TITLE: Fruits	
METHOD: Working through tasks	TIMING: 2 Hours (2 sessions).
DEVELOPMENT OF THE ACTIVITY	
<p>First session:</p> <ul style="list-style-type: none"> - <u>Introduction:</u> Using a book, to tell “Handa’s story” in which appears many fruit. They have to identify what is peculiar of the story and remember all the fruits which have appeared in it. - <u>Development:</u> To show them flashcards of some well-known fruits and learn to pronounce their names properly. To play the game “I like + fruit” in order to share out the flashcards. They have to colour them all. To draw more fruits which they know and make new flashcards. - <u>Conclusion:</u> To listen to the story “The Orangey”. When they hear the name of a fruit they must write it down in a piece of paper. After that we contrast the results and check in which part of the story they are said. <p>Second session:</p> <ul style="list-style-type: none"> - <u>Introduction:</u> To review the fruits vocabulary using the game “With my spy eye I 	

can see...”

- **Development:** To explain a game introducing new concepts about the fruits: shape (enlarged, round, oval), size (big or small), juicy, hard or soft, tasty (sweet or sour). To play the game “Guess what I have”. One person chooses a fruit and has to answer other people’s questions using just “yes or no”. The students have to ask using the structure: “Is it ... + adjective? “ They swap places when one guesses the fruit.

- **Conclusion:** To fill in a card with the characteristics of each fruit. Each pupil will complete one fruit helped by the classmates.

OBJECTIVES

- To learn the names of the fruits
- To learn the characteristics of the fruits
- To differentiate fruits attending to their characteristics
- To ask questions using the structure: “Is it + adjective?”
- To communicate in English
- To write the words related with fruits properly

CONTENTS

- Names of the fruits
- Characteristics of fruits
- Structure: Is it + adjective?

METHODOLOGY

- Active learning
- Cooperative and collaborative work
- Guided learning

MATERIALS

- Handa’s book
- Flashcards
- Card
- Whiteboard
- Paper

BASIC SKILLS

- Linguistic communication
- Learning to learn
- Social and citizen
- Communicative
- Discursive

These two sessions could be introduced in a Didactic Unit about fruits.

TITLE: Red Shoes		
METHOD: Working through tasks	TIMING: 1 hour (1session).	
DEVELOPMENT OF THE ACTIVITY		
<p>- <u>Introduction:</u> To tell the students what we are going to do. To show them flashcard of the characters of the story and the have to infer what the story will be about. To move around the classroom touching all the red elements.</p> <p>- <u>Development:</u> To provide them a photocopy with the story. To review all the vocabulary and clarify the unknown words. After reading the story using the images of the characters, to contrast the real story with the one that they had thought. To pick up all the stories and to explain them that they must pantomime when they hear the words: “pitter-patter”, nod, run, jump and kick off, wearing their shoes on their hands. To represent the story.</p> <p>- <u>Conclusion:</u> To play the role as a cobbler and design in a piece of paper one or more pairs of shoes. To create a book called “We are cobblers”; this includes all the pictures done.</p>		
OBJECTIVES	CONTENTS	
<ul style="list-style-type: none"> - To differentiate red elements - To understand the story - To differentiate remarkable words and to pantomime them - To create a pair of shoes 	<ul style="list-style-type: none"> - The colours - Vocabulary about the shoe shop 	
METHODOLOGY	MATERIALS	BASIC SKILLS
<ul style="list-style-type: none"> - Dramatization - Active learning - Discussions - Active participation - Working in groups 	<ul style="list-style-type: none"> - Images of the characters of the story - The story - White paper - Card 	<ul style="list-style-type: none"> - Artistic and cultural - Learning to learn - Social and citizen - Communicative - Discursive - Strategic

TITLE: Something unexpected	
METHOD: Working through project	TIMING: 4 Hours (4 sessions).
DEVELOPMENT OF THE ACTIVITY	
<u>First Session</u>	
<ul style="list-style-type: none"> - To invent three lines on a piece of paper taking as a reference the last word written by his/her classmate who wrote before him or her. To continue the story. - To create and make a drawing about the three lines written - To read all together the result of the story 	
<u>Second Session</u>	
<ul style="list-style-type: none"> - Students invent new paragraphs for the story so that it has a sense. To write in pairs new parts on a piece of paper and draw some images. 	
<u>Third Session</u>	
<ul style="list-style-type: none"> - After correcting their writings, children write their paragraphs in pairs on a card - To glue their paintings in it - To put all the cards together to make the story 	
<u>Fourth Session</u>	
<ul style="list-style-type: none"> -To debate and vote a title for the story. To make the letters and paint the title of the story. - To make the final book and read it all together. To leave it in the library of the school so that all scholar community can enjoy it. 	
OBJECTIVES	CONTENTS
<ul style="list-style-type: none"> - To make decisions and collaborate with their partners. - To respect other ideas and learn to work in groups - To use their imagination - To promote creativity - To collaborate actively in a group project - To share ideas and express themselves using English 	<ul style="list-style-type: none"> - Making complete sentences - Subject and verb agreement

METHODOLOGY	MATERIALS	BASIC SKILLS
<ul style="list-style-type: none"> - Working in pairs and working as a group - Use of talks and debates to make decisions - Discussions - Guided learning - Conciliatory 	<ul style="list-style-type: none"> - Paper - Four cards - Crayons and pencils - Scissors and glue - Whiteboard - Stapler 	<ul style="list-style-type: none"> - Writing and oral - Grammar - Socio-linguistic - Discursive - Artistic - Communicative - Social and citizen

TITLE: Red Riding Hood	
METHOD: Working through project	TIMING: 6 hours (6 sessions).
DEVELOPMENT OF THE ACTIVITY	
<u>First session</u>	
<ul style="list-style-type: none"> - To talk about the Story of Red Riding Hood. Children tell it with their own words. - To learn the unknown vocabulary of the story - Game to pantomime the sentences: “They are to eat/hear/smell/see you better” - Group activity putting in order images of the story reasoning their answer 	
<u>Second session</u>	
<ul style="list-style-type: none"> - To create a project all together gluing the images in a card and writing three lines about each image. - To provide the students with the story of Red Riding Hood and determinate the roles of each one. Each student read his or her character 	
<u>Third session</u>	
<ul style="list-style-type: none"> - To paint and colour the masks to represent the story - To have a look to the real story of Red Riding Hood and talk about its writer 	
<u>Fourth session</u>	
<ul style="list-style-type: none"> - To paint and make the rest of the materials to use in the play 	
<u>Fifth Session</u>	
<ul style="list-style-type: none"> - To read the story three times learning to pronounce the words properly and to use the tone of voice depending on the mood and the age of the character. - To set all the materials and represent the story. 	

Sixth session

- To play a board game called “Find the game to Granny’s house”

OBJECTIVES

- To promote children oral and writing expression
- To read the dialogues pronouncing and using the right tone of voice
 - To dramatize the story
 - To play the role of a character
 - To express their ideas and feelings in a second language
 - To encourage the students’ artistic skills
 - To see the differences between the real Red Riding Hood story and the adapted ones

CONTENTS

- Red Riding Hood adapted story
- Red Riding Hood real story
- Parts of a play

METHODOLOGY

- Dramatization
- Guided learning
- Active participation
- Collaborative and co-operative learning
- Use of hands-on activities and activities to express themselves
- No memorization
- Conciliatory

MATERIALS

- Image of Red Riding Hood
- Images of the story
- Three cards
- Crayons and felt-tips
- Masks of the characters
- Elastic Band
- A basket
- A red cloak
- Flowers
- Board game, dice and counters

BASIC SKILLS

- Social and citizen
- Learning to learn
- Linguistic communication
- Artistic and cultural

5.2 The observation record

As I said before, all these activities were really made in a workshop. Children join this workshop to learn English through funny activities and not to be assessed. That is why I did not make any exam to my students.

I do not include the assessment criteria in any of the above activities because I did not need them. I did not have to assess my students and give them a final mark. In spite of that, I had an observation record which I used at the end of the class to assess the students through the lessons. The observation record was individual for each child and let me know the progress of their learning as well as the abilities which they were improving and developing. In addition, that provided me the opportunity to realize what kind of activities suit my group of children better and if I had to change the typology of the activities for the next session.

The items are related with the general objectives written at the beginning of the project, but it focuses deeper on the specific object “developing the oral skill”. They are also related with the basic skills which they are supposed to develop through every activity. It can never be forgotten that my main aim being the teacher of this workshop was that my students improved their language and communicative skills as well as losing their fear to use English in public.

The items of the observation record are marked from 0 to 5, being 0 the minimum and 5 the maximum. If I considered my students to have achieved that item completely, I wrote a 5. On the other hand, if I thought that they did not have got the aim totally, I had to choose among the other four numbers depending of their effort and attitude doing the activities.

Comparing all the observation records at the end of the year, I can say that my students have improved a lot. It can be seen preferably in the communicative items. While at the beginning my students did not get high numbers, the last observation records show how they are finally eager to talk and communicate. They finally answered me using English and they made a great effort for not talking in Spanish.

The observation record which I used is the next one:

ITEMS	MARK (0-5)
Has he/she used English to communicate?	
How much English has he/she used?	
Has he/she used non-verbal language during his/her explanations?	
Has he/she answered my questions using English?	
Has he/she used English while playing with other students?	
Has he/she used complete sentences talking in English?	
Has he/she understood my questions, explanations and instructions?	
Has he/she understood how the activity works?	
Is the pronunciation adequate and comprehensible?	
Has he/she used the contents taught properly?	
Does he/she need help from his/her classmates while communicating?	
Has he/she had initiative during the activity?	
Has he/she collaborated and interacted with his/her classmates?	
Has he/she completed the activity?	
Was the activity made properly?	
How has he/she collaborated building up the activity?	
Has his/her attitude been positive toward the activity?	

6. CONCLUSIONS

The execution of the workshop “Playing with English” has allowed me to acquire a great experience to teach a class. During these four years I have learnt to work with children of all ages and above all, to be aware of the way in which the students work best together. The teacher always has to prepare more material than the one expected to be used in a session. As well, all the activities and games must be adapted to the level, characteristics and abilities of the students. It is also very important to take the students’ preferences and tastes into account. Through the years and the hours spent with the students, teachers learn to recognize all that.

This workshop has given me the opportunity to know and recognize the importance of the use of games in a class. Games are educational activities of great efficacy which make the students feel highly motivated. They participate actively in class when the contents are taught through hands-on and artistic activities. The use of games in a class must allow the students learn through having fun; games are made to enhance learning.

But not all the games are the same. Some are much more enjoyable and effective than others. Those factors are easy to recognize. Teachers just need to look at the students’ faces or their attitude in class to realize that it is time to change the activity or to choose a very different game. Such social cues let you know that the type of activity used with that group does not work at all. Teachers can use the “trial and error” method in order to discover the kind of games which suit their group best. That means to carry them out in class to see their degree of efficacy and effectiveness.

The workshop has helped me realize that students prefer new and original activities which they do not usually do during their ordinary classes. Some examples could be to create a book in which all the group participates or to perform a fairy tale in which they are the main characters of the activity. Children prefer activities in which they get involved, activities in which they have to prepare the materials in order to use them at the end; Children love feeling like the protagonists. That is why the teacher has to be the guide of the class, preparing the required materials and eliciting the idea of the activity. The students will create the rest. In addition, children are able to adapt the teacher’s ideas and to use them in a different way. If that happens, the teacher has to be sure that the objective of the activity does not change.

I have to say that I agree with all the advantages of the games which are included above in this project. It is a resource with infinite uses and which brings active and significant learning. When children learn through having fun, they remember the contents better and longer. Hands-on activities provide the students the opportunity to manipulate and touch which lead them to a significant and deep learning.

In addition, hands-on and artistic activities are very useful to develop children's communicative skills. Most games require that the pupils need to interact and communicate with others. That is the moment in which they have to use the second language. There are many times that children make mistakes and errors while talking, but that doesn't really matter. The important aspect is that the students lose their fear and embarrassment to use another language in public and they dare to speak in English in front to other people. Teachers have a very important role regarding that aspect. They neither have to correct the children's mistakes continuously nor remind them of all their mistakes. Teachers must have a positive attitude with the kids, encouraging and reinforcing them positively along all the activities.

Through the workshop, I have also realized that every kid is unique and they all have different preferences and personalities. Their personalities have a very strong influence regarding the use and learning of a new language. For example, I use English all the time in my workshop, both while explaining the activities and while talking with the kids. All my students are sufficiently able to understand me and to answer me using English, or at least to try to do it. A curious aspect is that children in the third year of Primary always answer me using a second language until they do not know a word and they ask me the meaning always using the structure: "How do you say...?". On the other hand, the students in the fourth year feel more embarrassed when they have to use English and they try to avoid using it all the time. That is probably because they have not had the same tutors at school and the methods and teaching strategies used to teach them English were different. Or because when children are younger dare to use new expressions without the fear of making an error; they are braver.

Therefore, the children's learning and development of their abilities and skills will depend above all on their attitudes towards the language. If they accept and try to use that language, they will learn a lot, but they will not learn if they do not try.

This project has provided me the opportunity to support my thoughts about the use of games and hands-on activities in class. I knew in advance that using them in a second language class was positive because they have lots of advantages, I did not know their significance though.

From my point of view, the execution of this project will be very useful in my future. I want to be a dynamic language teacher and through this project I have learnt how to include these types of activities best in my class. In addition, I have also learnt different kind of methods to use in class (working through projects and working through activities). Even if I used them in my workshop since the beginning of the year, I did not know all their advantages and characteristics. Nowadays, and after having evaluated and read about these two methods, I am more aware of them and I could use them best in my class taking the most of them.

Furthermore, games are a tremendous resource in a second language class given its ability to improve the students' communicative skills. The first aim of the Ministerio de Educación y Ciencia is that children learn to communicate in a second language. Games influence positively on this objective. Besides that, hands-on activities attract the students and that influence on their attitude towards the new language. Games, playful and artistic activities make the students learn through having fun and enjoy themselves.

To sum up, this project has given me a wide knowledge of the use of games in class. I know that I will use all this knowledge in a hopefully, close future. I hope all teachers would know about the positives aspects of using hands-on activities in class; these activities are not generalized yet. Most teachers think that they are a waste of time. On the other hand, I considered them very important and efficient. Children learn best though having fun and through activities which they feel close to them. Teachers never have to forget that our students are still young and games attract their attention. That is why we should change any game into an educational one, before introducing it into our class. Learning has to be fun.

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