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Grado en Educación Primaria

TRABAJO DE FIN DE GRADO

*LITERATURE AS A METHODOLOGY TO TEACH
ENGLISH IN PRIMARY SCHOOL: THE WITCHES BY
ROALD DAHL*

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A mi familia y amigos, por todo el apoyo recibido

Abstract

The current high requirement for English language skills calls for an educational system that integrates the process of teaching and learning the language, leaving behind the so-called traditional methodologies or those that teach it exclusively based on writing and grammar.

This project aims to show English teachers in Primary Education a more recent and practical methodological perspective of teaching the English language. It also seeks to encourage primary students in Spain to read in their second language (SL), i.e. English and to improve their SL in a different and more creative and fun way.

In order to do so, a classroom intervention has been proposed based on the children's fantasy novel *The Witches* by Roald Dahl (1983) and by practising a combination of three teaching methodologies, namely, Total Physical Response, The Communicative Approach and Project-based Learning.

Keywords: English, second language teaching, Primary Education, children's literature, Krashen.

Resumen

La demanda actual de conocimientos de inglés exige un sistema educativo que integre el proceso de enseñanza y aprendizaje del idioma, dejando atrás las denominadas metodologías tradicionales o las que lo enseñan exclusivamente basadas en la escritura y la gramática.

El objetivo de este trabajo es mostrar a los profesores de inglés en Educación Primaria una metodología reciente y práctica para la enseñanza de la lengua inglesa. También pretende animar a los alumnos de Educación Primaria a leer en la segunda lengua de una forma diferente, creativa y divertida.

Para ello se ha propuesto una intervención en el aula basada en la novela fantástica infantil *Las Brujas* de Roald Dahl (1983) y en la práctica de una combinación de tres metodologías de enseñanza, como son, la Respuesta Física Total, el Enfoque Comunicativo y el Aprendizaje basado en Proyectos.

Palabras clave: inglés, enseñanza de la lengua extranjera, Educación Primaria, literatura infantil, Krashen.

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1. INTRODUCTION

Nowadays there is a growing demand for an educational system that integrates the process of teaching and learning a foreign language, for example, English, leaving behind the so-called traditional methodologies or those that teach it exclusively based on writing and grammar.

In the present project, I aim to show English teachers in Primary Education a more recent and practical methodological perspective of teaching the English language. This project also seeks to encourage students to read in their second language (SL), i.e. English.

In terms of children's language learning, so far, many theories have been put forward which try to capture the process from different perspectives (Krashen, 1982, 2003, 2004, 2013; Vygotsky, 1979; Bronfenbrenner, 1979; Piaget 1936, 1952, 1975; Skinner, 1938, 1974; Freud 1920; among others).

Special mention has been given to the following three theories in this project which will serve as the theoretical guideline.

Skinner (1974) proposes the theory of Behaviourism which explains the role played by environmental influence on children's language learning.

Piaget's theory of Cognitive Constructivism (1936, 1952, 1975) acknowledges the active role of humans in the construction of knowledge.

Krashen (1982, 2003, 2004, 2013) puts forward six hypotheses about SL acquisition, one of each being the Reading Hypothesis which states that the more we can read in a SL the greater our vocabulary will be.

On the other hand, many teaching methodologies which focus on different aspects have been developed in order to facilitate the process of SL learning (e.g. the Direct Method, Project-based Learning (PBL), Total Physical Response (TPR), the Audio-lingual Method, the Communicative Approach, Content and Language Integrated Learning (CLIL), etc). The following three methodologies will be discussed in detail which provide the methodological guideline for the present project.

On the one hand, TPR, which is developed from the concept of first language acquisition, gives importance mainly to oral comprehension. On the other hand, the Communicative Approach aims to use language as an instrument of communication and emphasizes the learning and the practice of linguistic structures and vocabulary; the important point is not that students know the structures and vocabulary but rather the

active use of them. Last but not least, the notion of PBL lies in the idea that language learning takes place through the resolution of different tasks related to each other and with a purpose in that language.

In the present project I, will propose a classroom intervention by practising a combination of these three methodologies in order to create interest in the students and motivate them to learn a SL.

The present project is organized as follow. In chapter 2, the objectives of the project will be addressed. Chapter 3 is concerned with the justification of the topic chosen in this project. Chapter 4 and chapter 5 establish the theoretical bacgriounnd and the methodological backround respectively which will serve as the guideline to develop my classroom intervention. Chapter 6 deals with the disign of the English Curriculum for Primary Education established in the Real Decree 126/2014, of February 28th, which will be taken into account in the planning of my classroom intervention. Keeping in mind the three fundamental parameters in language teaching and learning, i.e. the students, the Educational Law and teachers, in chapter 7, I am going to make an educational proposal based on the fantasy novel *The Witches* by Roald Dahl (1983); the proposal aims to teach the 5th grade primary school students English childedren's literature and also to develop the students' different competences. The final chapter presents the conclusions drawn from the present project and from the proposal that I put forward in the previous chapter.

2. OBJECTIVES OF THE PRESENT PROJECT

The aim of the present project is to show English teachers in Primary Education a more recent and practical methodological perspective for the teaching and learning of English as a SL by taken into consideration the competencies of the Degree in Primary Education to achieve.

More specifically, the objectives that I have established and I am going to achieve in the present project are:

- To highlight the importance of children's literature as a main resource to teaching English in Primary School.
- To encourage students to read in their SL.
- To make a didactic proposal based on the tale *The Witches* (Dahl, 1983) and to develop a new approach to the creation of activities by experimenting with a combination of different methodologies and conducting innovative assessments.

- To take advantages of the student's abilities such as curiosity, creativity, memory or self-improvement to support learning.
- To emphasize the process of developing imagination and creativity during the process of learning a SL.
- To encourage curiosity in the process of English learning and to promote the value of the English culture.
- To identify the positive and negative factors concerning the motivation for learning a SL to achieve a better result of English learning.
- To apply co-evaluation to assess the students and to focus on their needs and positive elements referring to the SL.

3. JUSTIFICATIONS

3.1 The topic of the present project

Two subjects from the last year of my bachelor's degree, namely, *English Literature* and *Children's Literature* have helped me to get my bearings in the present paper. Both of them have helped me to find a way of teaching a SL based on literature.

A recent growing demand for an educational system that integrates a process of teaching and learning a SL can find its evidence in different official documents such as the curriculum design established by the governments: foreign language learning, and more specifically, English learning, is one of the main objectives in the teaching in Spain and that in many different countries. This demand has been initiated by globalisation, in which English, being the third most spoken language in the world, has become a reference language in international communication.

Given the importance of the English language, the education system must provide all the facilities for its acquisition and learning, mastery and enjoyment. At this point, one of the most interesting interventions we can find is through literature. In this way, we will encourage reading and at the same time, give a context to its learning: one of the most important part in the present project is the active use of the language in a communicative context through the literature. As it is specified in the Decree 26/2016 of July 21st: "the main objective of the Foreign Language area is the active use of the language in a communicative context". Teachers must understand the importance of the use of the foreign language in the interventions that are carried out.

During the last year of my degree, my study has been focused on two subjects: different teaching methodologies and bilingualism, in which I have learned that over the

years, the methodologies used for the teaching process have changed. Currently, the most recommended methods that are being implemented in classrooms are the Direct Method, TPR, the Communicative Approach, PBL and CLIL. Even though they focus on different perspectives, the common point lies in language learning and communication in the language taught.

3.2 Connection between the present project and the competencies of the degree in Primary Education

The Article 16 of Organic Law of Education (L.O.E) 2/2006 of May 3rd establishes the main aim of the degree in Primary Education, i.e. to achieve “adequate training in profesional teachers to face the challenges of the educational system and to adapt their teaching to the new training needs and to carry out their functions under the principle of collaboration and teamwork”. During the elaboration of this work, this aim has been paid a lot of importance.

Regarding the competencies of the Degree in Primary Education to achieve, the most relevant competencies to this project are classified as follow into two categories namely, the general competencies and the specific competencies related the foreign language teaching.

General competencies

The most relevant competencies to this project are:

- To encourage reading and critical commentary on texts from the various cultural domains contained in the school curriculum.
- To stimulate and value effort, constancy and personal discipline in students.
- To be able to reflect on the meaning and purpose of educational practice.
- To acknowledge, understand and master methodologies and strategies for self-learning.
- To know and understand the characteristics of primary school students, their learning processes and the development of their personality in different contexts.
- To identify and plan the resolution of educational situations that affect students with different abilities and different learning rates.
- To know the psychological, social and linguistic foundations of student diversity.
- To know and apply innovative experiences in primary education.
- To be able to use effective information search procedures, both in primary and secondary information sources, including the use of computers for online searches.

- To know the technological aids that contribute to improve the learning conditions and the life quality of the students.

On the other hand, taking into account my role as an English primary school teacher. I would also like to address the specific competencies in foreign leaning teaching.

Specific competencies in foreign language teaching

- To understand the basic principles of language and communication sciences.
- To know the cognitive, linguistic and communicative bases of language acquisition.
- To acquire literary training and to know children's literature.
- To promote the development of oral language through literature as an element of learning to communicate in a foreign language.
- To progressively develop communicative competence, through the integrated practice of the four skills in the foreign language classroom.
- To be able to plan the teaching-learning process of a foreign language by selecting, conceiving and elaborating teaching strategies, and materials as well as organizing different types of activities according to the diversity of the learners.

4. THEORETICAL BACKGROUND

In this section, I am going to present different views on education as well as child development and the acquisition of the SL. These theories help us to better understand the development of our students and to find the best methodologies for them.

4.1 Behaviourism

Skinner came to the study of psychology after reading the book *Behaviourism*, by John B. Watson (1925). Inspired by Watson's theories regarding conditioned reflexes to emotional behaviour, Skinner searched to expand his studies by including the behaviour of normally functioning organisms in their environment. In behaviourism's views, organisms can manipulate and control their environment by their responses to it. Terming this behaviour "operant conditioning" (Skinner, 1938; Martín Bravo & Navarro Guzmán, 2015, p. 24), it implies both positive and negative reinforcements and punishments (Skinner, 1938, 1974), which are explained as follow:

- Reinforcement refers to a process by which certain behaviour is strengthened while increasing the chances of it being repeated again. Positive reinforcement is the one

that which tries to maintain a pleasant situation while negative reinforcement serves to avoid a negative outcome or aversive stimulus.

- Discipline refers to a process by which unwanted behaviour is weakened.

When Skinner began his research, he created a simple mechanism to observe and record the rates of operative response to different reinforcement stimuli, and to manipulate the reinforcement program to test the effects on behaviour. This mechanism, called *Skinner's box* (Skinner, 1948), became an essential part of the author's ongoing research.

Educators should keep in mind the fact that what is a punishment for one child can be reinforcement for another. Therefore, it must be handled properly so as not to break the chains of stimuli-responses.

4.2 The Constructivist-cognitive view

Piaget (1952, 1975) supported children's cognitive self-construction abilities. The author's biological training background together with his interest and studies in psychology have helped him to establish his unique theory about cognitive development: it occurs from two processes, namely, adaptation and equilibrium: human's intellectual growth is a process of adaptation and adjustment to the world.

Adaptation implies changes in the organization of cognitive structures all along the child's development process. In other words, it involves the child's building new mental structures through direct interaction with the environment in order to meet situational demands.

It involves two important sub-processes: assimilation and accommodation. On the one hand, assimilation refers to the process of applying previous concepts to new concepts; that is, the individual transforms new information from the external environment so that it fits into the individual's existing ways of thinking. On the other hand, accommodation refers to the alteration of cognitive patterns or the creation of new ones to deal with aspects of the emerging reality, which means that the individual transforms the existing ways of thinking as he/she acquires new information and experiences. In the intellectual act, it is the creative part.

Equilibrium refers to the natural tendency of the organism to balance between self and the world. It occurs when an individual's mental schemata manage to deal with most new information through assimilation. A structure is defined as "being in cognitive balance" when it correctly assimilates objects, having previously accommodated to their characteristics. Piaget views equilibration as the force which drives the learning process and

moves development along since we do not like to be frustrated by nature and will seek to restore balance by mastering the new challenge, which is realised through the process of accommodation. Once the new information is acquired, the process of assimilation with the new schema will keep going on until we need to make an adjustment to it again.

Piaget (1936) tries to apply his theory to education. For him, intellectual development is conceived as a continuous process of organization and reorganization of structures, which are in constant equilibrium. These range from sensorimotor intelligence to formal intelligence. It should be emphasized that, for Piaget, although intellectual development is a continuous process, the results are not.

Piaget's theory of cognitive development (1936) suggests that children move through four different stages of intellectual developments which reflect the increasing sophistication of children's thought. These stages are presented chronologically as follow:

Stage 1: The Sensorimotor Stage: between 0 and 24 months.

Stage 2: The Preparational Stage: from 2 to 7 years.

Stage 3: The Concrete Operational Stage: from 7/8 to 11/12 years.

Stage 4: The Formal Operational Stage: from 12 years onwards.

It should be pointed out that the ages and the levels of the different periods presented above should be regarded as a general guideline since considerable differences can be observed among individuals from children who do not reach the end of the developmental sequence to children who reach an earlier or later stage to others. There is also the possibility of a return to an earlier stage of thinking.

In this paper, I am going to focus on Stage 3: The Concrete Operational Stage as it is the Primary Education stage. In this stage children begin to think logically about concrete event; they begin to be able to make use of logical principles to solve problems presented in the physical world. This stage is centred around the rules that are now governing the child's logic and thinking.

The most important rules are *identity*, *reversibility* and *compensation* (Piaget, 1936), which can be defined as follow:

- *Identity* refers to the understanding of the idea that each object has an identity that does not change though some characteristics of it are altered.
- *Reversibility* refers to the understanding of the idea that some objects that have been changed can be returned to their original state. This is mental operation used by children.

- *Compensation* refers to the understanding of the idea that changes in one dimension can be compensated by changes in another dimension.

Many infants are capable of classifying objects and finding a name for these classifications, but this does not mean that they can operate on their representations. This means that even though young children use concept words, it does not mean that they have the logical property of concepts.

The concrete operations allow a thought beyond the perceptive characteristics of the objects and phenomena, building logical relationships organised in logical-mathematical structures, which allow a child to understand that even if some apparent transformations occur, some object properties are invariable.

It can be said that concrete operations are mental operations, which are actions performed by the mind, or, to be more specific, a set of related actions that form an integrated whole. A mental operation has a set of properties that depend on and are necessary for the others.

Mental operations have certain limitations. Therefore, the mental actions through which relationships and classes are formed are directed to a perceptive medium. Moreover, they never move as far from a mental reorganisation, from something that can, in turn, be physically rearranged. These limitations are what Piaget calls "specific operations", as he says in the genesis of logical thought "... specific operations consist only in a direct organization of immediate data" (Richmond, 1970, p.68).

It should be considered that it is in Stage 4: The Formal Operational Stage in which a child can represent an imaginary reality through abstract symbols.

4.3 Krashen's hypotheses of learning a SL

Krashen illustrates the ideal relationship between the different areas that influence language teaching methodology, as demonstrated in Figure 1 (Krashen, 1982, p.4).

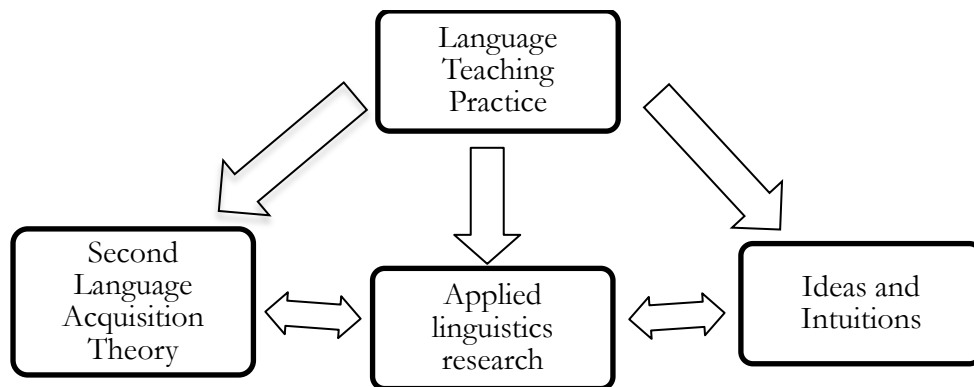


Figure 1 *Krashen's Ideal World*

According to Krashen (1982), we can develop the language ability in two different ways, learning or acquiring the language. The acquisition implies the subconscious knowledge acceptance, which the brain used for communication; this is the natural process used for developing native languages.

However, in the present project, I am going to focus on SL learning on which Krashen (1982, 2003, 2004, 2013) has proposed six hypotheses, namely, the Acquisition-learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, the Affective Filter hypothesis and the Reading hypothesis. These hypotheses offer us some insight of the challenges that might arise during the language learning process.

4.3.1 The Acquisition-learning Hypothesis

The Acquisition-learning Hypothesis (Krashen, 1982) might be the most important hypothesis. According to the author, there are two different ways of developing the language ability.

The first way is through language acquisition, which assimilates the process of developing the ability in a mother tongue. It is a subconscious process. Learners are not aware of the fact that they are using the language for communication. They are not conscious of the rules of the language being acquired, but they could correct grammatical errors.

The second way is through language learning, which implies a conscious acceptance of knowledge. The grammar and the rules are taught to the learners and the learners are

aware of process. Krashen points out that this is the result of formal language instructions (Krashen 1970, 1982).

4.3.2 The Monitor Hypothesis

The Monitor Hypothesis, which is illustrated in Figure 2 (Krashen, 1982, p.16), involves that learning and acquisition are used in a particular way.

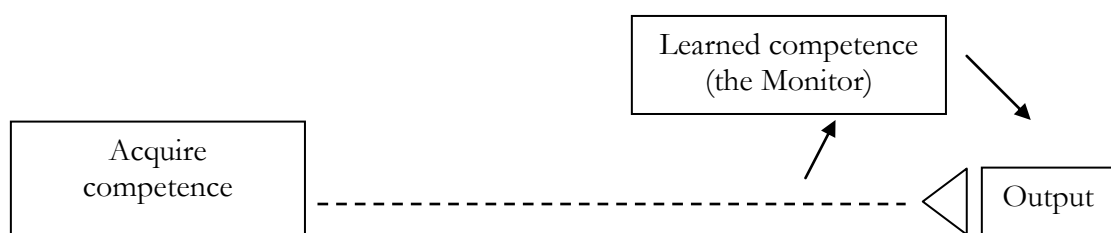


Figure 2 *Scheme of the Monitor Hypothesis*

Acquisition initiates our utterances in a SL and is responsible for our fluency. Learning only functions as a monitor to inspect and correct errors. This process, which is termed self-correction, can happen before or after the learner producing the output.

The acquisition system is the one that initiates fluent speech while conscious learning is available only as a monitor, which can sometimes disrupt the acquisition system before or after the utterance is produced since it forces the learner to slow down and focus on accuracy as opposed to fluency.

To apply the language rules consciously, the learners need to meet the following three conditions:

1. Spend time to think about the conversation and use rules.
2. Focus on form or think about correctness.
3. Know the rule and be able to use the language structure.

Therefore, conscious learning plays a limited role in students' SL performance within the Monitor hypothesis.

4.3.3 The Natural Order Hypothesis

According to Krashen (1982), learners acquire parts of a SL in a predictable order although this order could differ from the one of first language acquisition. This hypothesis suggests that the natural order of acquisition occurs independently of deliberate teaching; as a result, teachers cannot change the order of a grammatical teaching sequence.

4.3.4 The Input Hypothesis

This hypothesis is important in both the theoretical and the practical aspects. It tries to explain how we learning a SL: Krashen (1982) suggests that SL acquisition occurs when learners receive comprehensible input which refers to messages that they can understand. It should be pointed out that the term “comprehensible input” focuses on the meaning of the message and not the form as the Input Hypothesis asserts that the learner acquires a SL first by going for meaning and, as a result, he/she acquires the structure.

While the Monitor Hypothesis suggests that the acquisition system is central and the learning system is peripheral, the Input Hypothesis establishes a necessary condition to allow learners to progress in their SL: the comprehensible input should be one step beyond the learners’ current language ability.

4.3.5 The Affective Filter Hypothesis

The Affective Filter Hypothesis, as demonstrate in figure 3 (Krashen 1982, p.32) determines how a number of “affective variables” may facilitate the SL acquisition process.



Figure 3 *Schema of Affective Filter Hypothesis*

The results of the previous studies have confirmed that a variety of affective variables are related to success in SL acquisition. Most of these studies can be divided into the following three categories (Krashen, 1982, p.31):

- Motivation: learners with high motivation generally do better in SL acquisition.
- Self-confidence: this factor together with a good self-image tends to result in better performance in SL acquisition.
- Anxiety: low anxiety, whether measured as personal or classroom anxiety, seems to be conducive to SL acquisition.

The Affective Filter Hypothesis suggests that during SL acquisition, extralinguistic variables, and to more specific, emotional variables, may facilitate or impede the process.

Krashen (1982) points out that these variables do not impact SL acquisition directly but rather facilitate or impede input from reaching the language acquisition part of the brain.

The Input Hypothesis together with the concept of Affective Filter defines in a new way the language teaching.

4.3.6 The Reading Hypothesis

The Reading Hypothesis (Krashen, 2003, 2004, 2013) states the importance of reading in class to increase the students' knowledge of their SL and their vocabulary in it. The hypothesis claims that reading is a form of comprehensive input and will result in the acquisition of literacy-related aspects of language. It should be pointed out that in order to make this hypothesis effective, we should practice it in real-life contexts.

5. METHODOLOGICAL BACKGROUND

In this section, I am going to address three teaching methodologies, namely, TPR, the Communicative Approach and PBL, which will serve as the methodological background for the development of my own methodology in my classroom intervention.

5.1 Total Physical Response (TPR):

The TPR method was created by Asher (1969, pp. 3-17). This method, which is developed from the concept of first language acquisition, gives importance mainly to oral comprehension.

Through TPR we can reduce the learning anxiety by making the learning process fun. The teacher is the director of the activity, managing the students' behaviour, while the students are imitators of the model, which is either the teacher or an element of the teacher.

The features of the teaching-learning process are:

- The teacher gives orders by performing them together with the students.
- The students can demonstrate their understanding as they carry out the order alone.
- After responding to the oral orders, the students learn to read and write the orders.
- Once the order has been given and carried out several times, the students can be asked to repeat the word or phrase that the teacher says.
- Students can use their mother tongue or a foreign language.
- The aim is to acquire the language.
- Emphasis is placed on vocabulary and grammatical structures.

The most effective way to work with this methodology is sitting the students in a circle. It is a way to have a greater possibility of giving orders towards the students.

TPR can be used to teach and practise many aspects, for example:

- Vocabulary connected with actions
- Tenses: past/present/future and continuous aspects
- Imperatives/Instructions
- Storytelling

5.2 The Communicative Approach

Like many other methodologies that we can find throughout the history of education, this method aims to use language as an instrument of communication. It emphasizes the learning of linguistic structures and vocabulary. The important point is not that students know the structures and vocabulary, but that they know how to use them.

Considering that communication is a process, the use of a SL must have notions of the forms, meanings and functions of it. Therefore, the main objectives of this method are:

- To make the students competent in communication.
- To enable the students to use their SL in different social contexts.
- To enable the students to negotiate the meaning with the interlocutors.

According to Morrow (Johnson & Morrow, 1981), truly communicative activities must bear the following three features:

1. Information gap: exchange of information in a speech on a topic that the interlocutor knows about but the receiver does not. This means that, if both interlocutors already have the same information about a topic before the exchange takes place, this exchange is not really communicative.

2. Choice: the speaker's choice of what he/she will say and how he/she will say it. This means that, for example, in a classroom, if the exercise is strictly controlled and that the students can only say something in a single way without any other choices, this exchange is not communicative.

3. Feedback: the possibility for the listener to answer. Morrow (Johnson & Morrow 1981) points out that true communication always bears a purpose. Therefore, a speaker can evaluate whether his/her purpose has been achieved based on the information he/she receives from the listener. If the listening does not have an opportunity to offer the speaker such feedback, the exchange is not communicative.

For communication to take place, these three features above must be fulfilled. Furthermore, it is also important that the communication is initiated in a voluntary way. That is, all the interlocutors are willing to participate in it.

The Communicative Approach has the following features:

- Use of authentic materials.
- Activities carried out in small groups.
- The teacher as the initiator of the activity.
- Demonstration of the usefulness of the language to motivate the students.
- The four skills being worked on simultaneously through the speech.
- The SL as a substitution of the mother tongue to demonstrate that this is also an instrument of communication.

5.3 Project-based Learning (PBL)

The notion of PBL lies in that SL learning takes place through the resolution of different tasks related to each other and with a purpose in the language. By practising this methodology, the results of SL learning can be observed in a short term.

Some of the features of PBL are:

- There is a consensus of the idea that language is a mixture of changing elements that must be taught and learned.
- The background information shared by shared by the students is known and considered.
- The contents to be taught are considered.
- Learners are aware of what they learnt and what they are going to learn.
- Learners are able to take the initiative, make decisions and value what is useful and good.

6. THE ENGLISH CURRICULUM FOR PRIMARY SCHOOL

As we can read in the introduction of the English Curriculum established in the Royal Decree 126/2014 of February 28th, special important should be paid to the motivation and the instruments of teaching and learning a SL as well as the direct exposure to it. This is caused by the growing demand for learning a SL in the society since it is necessary to have enough knowledge of it in order to continue the studies or later for the incorporation into the labour life. Also, the keys of individual character praise the value of SL learning. Moreover, the results of some previous research have revealed that learning

foreign languages at an early age, at the cognitive level, leads to better performance in other skills.

In addition, being exposed to a SL and its culture promotes the appropriate development of an individual's social and civic competences, providing him/her with an open and positive view towards people with different cultures, beliefs, languages or values.

With the reference of the Common European Framework for languages, the basic curriculum for Primary Education focuses on two aspects: comprehension and production in oral and written texts. Therefore, the curriculum includes the following blocks, which can be found in the Royal Decree 126/2014 of February 28th:

Block 1: understanding oral texts

Block 2: production of oral texts: expression and interactions

Block 3: understanding written texts

Block 4: production of written texts: expressions and interactions

There are different sections in the curriculum: first, the methodological orientations which show, how the teachers should give the lessons in the specific subject, in this case, English. This section gives importance to the teachers' role as an adviser and requires him/her to carry out activities and tasks for active learning in accordance with needs; after that, the "common contents to all the blocks" appear which include contents relating to the socio-cultural and sociolinguistic aspects, as well as the relationship among the two aspects, the assessment criteria and the learning standards.

6.1 Methodological approaches

The Primary Education elements are developed to achieve an affective communicative competence in different social contexts covering all types of oral and written speeches. This is achieved through the development of four communicative skills which can be found in the European Framework of Languages: Listening, Speaking, Reading and Writing.

The teaching-learning process needs to start from the rigorous planning of the objectives to be developed. These objectives are proposed based on the content, the evaluation criteria, the learning standards as well as the necessary resources and teaching methodology at each moment during the process.

In a SL classroom, the main objective is to achieve the active use of the language in different communicative contexts. Therefore, the teacher should try to use this language continuously during the lessons, and as the consequence, the students are granted a more

active and autonomous role. The teacher will then be able to design cooperative tasks and projects that are most conducive to the use of the SL in the classroom, taking into account the curriculum and the needs of the learners.

For language learning as a whole to take place, cultural aspects which encompass the socio-cultural and sociolinguistic aspects must be taken into account. For this reason, certain unspecified but valuable attitudes, such as the respect for other languages and cultures, should be developed in language teaching.

One of the main strategies to bring students closer to the language is through reading, especially in the first stages of education. This is not only a matter of encouraging individual reading but also of encouraging reading at a high level by both the teacher and the students. This strategy will let us learn the sounds of the letters, groups of words or the syllables.

One of the didactic resources that we must take into account for the teaching of a SL is the Information and Communications Technology (ICT), since it not only provides material resources, but also gives a great number of interaction possibilities to favour oral and written expressions.

Besides, it is very important to consider the proper way how the teacher corrects the students' errors. He/she must let the students have the freedom to make mistakes and gradually enable them to correct themselves, as communication does not imply accuracy in pronunciation. If the teacher avoids continuous correction and the search for perfection, he/she will avoid the loss of confidence of the students in their abilities, as Krashen (1982) proposes.

Finally, evaluation is something that must also be taken into consideration. To do so, we must first understand thoroughly the different types of evaluation and their different features: self-evaluation, co-evaluation or portfolio, oral and written tests either through papers, projects or exams. This knowledge will help the teacher evaluate the students in the most proper way and therefore, help them in the acquisition of competences.

6.2 Objectives of teaching the English language in primary school

According to the Decree 26/2016, of July 21st, in which the curriculum of Castilla y León is established, the following objectives must be taken into account when planning a teaching project in English as a SL:

- To grasp the global meaning and extract specific information from oral texts.

- To produce simple oral messages relating to regular classroom activities in communication situations with the teacher and with other students.
- To understand and use the linguistic conventions used by English speakers in everyday situations (e.g. descriptions, expressing tastes and preferences, etc.).
- To connect the meaning of the SL with its pronunciation and graphic representation as well as to recognize and reproduce the rhythmic and intonation aspects of the English language.
- To read simple texts related to classroom activities and experiences to extract global or specific information.
- To produce short texts on familiar topics for students, respecting the basic rules of the written code.
- To recognize and appreciate the communicative value of the foreign language and one's ability to learn to use it, encouraging an attitude of understanding and respect for other languages and cultures.
- To use previous knowledge and experience of the mother tongue in learning the foreign language and progressively develop autonomous learning strategies.
- To create in the children the necessary confidence so that they can feel comfortable in the study and use of the English language.
- To develop in children the desire to want to use and learn the language while maintaining a positive attitude and, as a result, to promote the motivation to learn English.
- To demonstrate to students that learning English can be interesting, motivating and meaningful.
- To involve students so that they can work on a wide range of uses of English in different situations.

6.3 Contents

The contents that will be worked on in the present project which are specified in the Decree 26/2016 of July 21st are:

Common contents:

Socio-cultural and sociolinguistic aspects:

- Social conventions (i.e. greetings and goodbyes)
- Rules of courtesy and registration (i.e. “How are you?”; “You are welcome.”).
- Customs and celebrations.

- Values; beliefs and attitudes (interest in and respect for cultural differences in English-speaking countries).
- Appreciation of the SL as a communicative instrument.

Communicative functions:

- Establishment and maintenance of communication.
- Regards, farewells, introductions, apologies, thanks, invitations.
- Description of people, activities, places, objects, habits, plans.
- Request an offer of help, information, instructions, objects, permission.
- Expression of ability, taste, preference, opinion, agreement or disagreement and feeling.
- Narration of past and recent events.

Syntactic-discursive structures:

- Expression of logical relationships: conjunction (and); disjunction (or); opposition (but); cause (because).
- Affirmative sentences; Yes (+ tag).
- Exclamation (What + noun; How + adjective; exclamatory sentences).
- Negative sentences; No (+ negative tag).
- Interrogation (Wh-questions; yes-no questions).
- Expression of time: past, present and future.
- Expression of aspect: punctual, durative, habitual, inchoative, terminating.
- Expression of the modality: factuality, capacity, need, obligation, permission and intention.
- Expression of existence: entity and quality.
- Expression of quantity: (singular/plural; cardinal numerals up to four digits; ordinal numerals up to two digits; quantity; degree).
- Expression of space: (prepositions and adverbs of location, distance, motion, direction, origin and arrangement).
- Temporal expressions: points, divisions and indications.
- Expression of mode: Adverbs of manner.
- Expression of preferences: verb + gerund (like, love, hate, dislike).

High frequency oral and written lexicon (reception and production):

- Personal identification.
- Activities of daily life.
- Work and occupations.

- Free time and leisure.
- Food and catering.
- Continents, countries and flags.
- ICT.

After the common contents in the Decree 126/2014 of February 28th there are specific contents of the skills.

Block 1: Understanding oral texts:

Comprehension strategies:

- Mobilization and use of previous information about the task type and the topic.
- A distinction of types of comprehension (general meaning, essential information, main points).
- Formulation of hypotheses about the content and the context.
- Reformulation of hypotheses from the understanding of new elements.
- *Sound, accent, rhythmic and intonation patterns*
- Approach to the rhythm and sound of the language through rhymes, strings, tongue twisters, songs, riddles, cartoon series.
- Use of some phonetic aspects of rhythm, accentuation and intonation for the comprehension of oral texts

Block 2: Production of oral texts: expression and interaction

Production strategies:

Planning

- Understanding the message clearly, distinguishing its main idea or ideas and its basic structure.
- Adaptation of the text to the addressee, context and channel, applying the appropriate register and structure of discourse to each case.

Execution

- Expression of the message with clarity, coherence, structuring it adequately and adjusting, if necessary, to the models and formulas of each type of text.
- Readjustment of the task or message, after assessing the difficulties and available resources.
- Support in previous knowledge.
- Compensation of linguistic deficiencies through linguistic, paralinguistic or paratextual procedures.

Linguistic

- Modification of words of similar meaning.
- Definition or paraphrasing of a term or an expression.

Paralinguistic and Paratextual

- Signalling objects, using deictics or performing actions that clarify the meaning.
- Use of culturally relevant body language (gestures, facial expressions, postures, eye or body contact, proxemic)
- Use of extralinguistic sounds and conventional prosodic qualities.

Sound, accent, rhythmic and intonation patterns

- Use of some phonetic, rhythmic, stress and intonation aspects for the production of oral texts.

Block 3: Understanding written texts

Comprehension for understanding:

- Mobilization and use of prior information on task type and topic.
- Reading for the comprehension of narrative or informative texts, in different supports, adapted to the linguistic competence of the students.
- A distinction of types of comprehension (general meaning, essential information, main points).
- Formulating hypotheses about content and context.
- Reformulation of hypotheses based on the understanding of new elements.

Graphic patterns and orthographic conventions:

- Recognition of basic orthographic signs and frequently used symbols.
- Association of spelling, pronunciation and meaning from written patterns, known oral expressions and establishment of graphical-sound analytical relationships.

Block 4: Written text production: expression and interaction

Production strategies:

Planning:

- Mobilization and coordination of own general and communication abilities to effectively perform the task.
- Localization and appropriate use of linguistic or thematic resources.
- *Implementation*

- Expression of the message clearly according to the models and formulas of each type of text.
- Readjustment of the task or message, after assessing the difficulties and available resources.
- Support in previous knowledge.

Graphic patterns and spelling conventions:

- Use of basic spelling signs and frequently used symbols.
- Writing words that are always capitalized.
- Association of spelling, pronunciation and meaning from written patterns, known oral expressions and establishment of analytical relationships between spelling and sound.

6.4 Competencies

The Decree 126/2014 of February 28th contains the competencies of the curriculum some of which will be worked on in the present project. The competencies that are developed through different activities, allowing the students to progress in their SL towards learning are:

1. Linguistic communication.
2. Mathematical competence and basic competences in technology.
3. Digital competence.
4. Learning to learn.
5. Social and civic competences.
6. Sense of initiative and enterprising spirit.
7. Cultural awareness and expressions.

7. PROPOSAL

7.1 The topic

The fantasy novel *The Witches* by the British writer Roald Dahl (1983) has been chosen to develop the present teaching proposal and to plan the different classroom activities.

The novel contains 21 chapters and a special initial note. The story is set partly in Norway and partly in the UK. In the novel, people all know about the presence of witches, even if they cannot recognize them. Witches do not wear black hats or fly on their broomsticks; instead, they appear to be normal ladies who lead an ordinary life. However,

in reality, the witches seek to kill human children. In the book, the witches are holding their Annual Congress to organize the most vicious plan ever: to kill all the children. The main character, an orphaned boy together with his grandmother who is a retired witch hunter, find out about the evil plan and will try to stop it during their summer holidays.

7.2 The context

The context of the present teaching proposal is set for a group of twenty-eight primary school students at the fifth grade. The students are considered to have normal development; that is, they all progress at an ordinary learning pace that agrees with their age.

7.3 Objectives

This teaching proposal aims to:

- Motivate the students to learn English through reading.
- Teach the students different expressions of time, aspects and quantity.
- Improve the students' speaking and reading skills.
- Encourage the students to read in their SL.
- Promote creativity in the students.
- Increase the students' interest in and respect for the cultural differences in English-speaking countries.
- Encourage students to formulate hypotheses about the content and context.

7.4 Methodology

In this classroom intervention I am going to use PBL (as discussed in section 5) as a method to encourage reading and learning as well as to promote creativity in the students.

When carrying out the classroom activities, I am going to apply the Communicative Approach (as discussed in section 5) in order to help the students to work with all the different language skills.

Last but not least, I am going to practice TPR (as discussed in section 5) to encourage vocabulary learning and to develop the students' speaking and listening skills.

7.5 Contents

In accord with the curriculum design established in the Decree 26/2016 of July 21st which is discussed previously in section 6.3, the contents of the present proposal are divided into five parts:

The common contents include the Socio-cultural and sociolinguistic aspects, Communicative functions, Syntactic-discursive structures and High frequency oral and written lexicon (reception and production).

The specific contents include the following four blocks:

Block 1: Understanding oral texts set by Comprehension strategies and Sound, accent, rhythmic and intonation patterns.

Block 2: Production of oral texts: expression and interaction set by Production strategies and Sound, accent, rhythmic and intonation patterns.

Block 3: Understanding written texts set by Strategies for understanding and graphic patterns and orthographic conventions.

Block 4: Production of written texts: expression and interaction set by Production strategies and graphic patterns and spelling conventions.

7.6 Intervention

The intervention consists of fifteen sessions; each session lasts fifty minutes. All the sessions contain activities which are related to the final task of the intervention. Assessment will be carried out based on the students' performance in the classroom activities and in the final task. A rubric will be used for the assessment.

The intervention is divided into three different stages: before reading, during reading and after reading.

7.6.1 Timing

The timing within the schedule is as follow:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Session 1: Presentation			Session 2: The author	Session 3: The Boy
Session 4: Witches			Session 5: The Meeting	Session 6: The Recipe
Session 7: Reading Day			Session 8: What's happening?	Session 9: Chapters
Session 10: The Plan			Session 11: Things	Session 12: Readers
Session 13: The End			Session 14: Film	Session 15: Film or Book?

Table 1 *Intervention schedule*

7.6.2 Sessions

A detailed description of each session is presented as follow:

SESSION 1: Presentation
<p>Activity 1: What happens?</p> <p>The teacher walks around the classroom while acting strangely. Before presenting the book, the teacher asks the students what they think about the witches, their appearance, the clothes they wear, etc.</p> <p>The students discuss their answers in groups; they then make a conclusion about the existence of witches.</p>
<p>Activity 2: The book</p> <p>After eliciting the conclusions of Activity 1 from the students, the teacher reads an old paper in which extracts of the book are written (Appendix 1).</p> <p>The students listen carefully to the teacher.</p>
<p>Activity 3: Qualifier</p> <p>The teacher asks the students to write at least three adjectives that define what they think the witches in the book are supposed to be like.</p> <p>The teacher elicits answers from the students and shares them in class.</p>

SESSION 2: The Author

Activity 1: Who is Roald Dahl?

The students are divided into groups of four. They should look for information together about the author of the novel Roald Dahl and his other publications from different resources. After that, the students create a lapbook with all the information they have found.

SESSION 3: The Boy

Activity 1: Reading

The students read out the chapters “My Grandmother” and “How to Recognise a Witch”.

Activity 2: Drawing

The students draw the characters mentioned in the two chapters that they read in Activity 1 on a piece of paper and then share their drawings with the rest of the class.

The students then describe orally the characters based on their own drawing and based on what they read in the two chapters in Activity 1.

SESSION 4: Witches

Activity 1: Recognise a Witch

After reading at home the chapters “The Grand High Witch” and “Summer Holidays”, in class, the students write on a worksheet (Appendix 2) about how to recognise a real witch.

Activity 2: Read the different things to recognise a witch.

The teacher asks the students the question “Why the summer holidays in Norway were changed to the coast of England?”

The students discuss the question in groups. The teacher elicits answers from the students in class.

Activity 3: Pets

The teacher gives out a worksheet (Appendix 3) and asks the students what animals appear in the chapter “Summer Holidays”. The students write their answer on the worksheet.

The teacher then asks the students to talk about whether they have any pet as well as their opinion and attitude about pets.

After the discussion in class, the students complete the worksheet on their own.

SESSION 5: The meeting

Activity 1: Witch Mask

The students paint and cut the mask of a witch in class.

Activity 2: Act as a witch

Following the teacher’ instructions, the students do a role-play activity and act as a witch of the book by using the mask that they have made in Activity 1.

Activity 3: The Meeting

The teacher puts a big card on the blackboard (Appendix 4) to create the environment set in the book.

The students read out the chapter “The Meeting”. During the reading the students have to move their arms.

SESSION 6: The Recipe

Activity 1: Summary FLF

After reading the chapter “Frizzled Like a Fritter” at home, the students are going to write a summary about it in their notebook under the teacher’s supervision.

Activity 2: Reading chapters

The students read out the chapters “Formula 86”, “Delayed Action Mouse-Marker” and “The Recipe”.

Activity 3: The Recipe

After reading the chapters in activity 2, the teacher gives out a worksheet (Appendix 5) and asks the students to invent a recipe and explain what it is for.

The students write their answer on the worksheet.

SESSION 7: Reading Day

Activity 1: First Chapter

A student reads out the chapter “Bruno Jenkins Disappears” while the rest of the class walk around the classroom.

Activity 2: Next

The teacher asks the students to read out the chapter “The Ancient Ones” while touching a partner’s nose.

Then in pairs the students work on an orally summary of the chapter. After that the whole class make a summary together and write it on the board.

SESSION 8: What’s happening?

Activity 1: Walking

After reading the chapter “The metamorphosis” and drawing a picture about it at home, the students walk around the classroom to see all the pictures on the wall.

Activity 2: Bruno

The teacher asks the students to read the chapter “Bruno” on their own and write a summary of it.

Activity 3: Hello

The teacher asks different students to read out the chapter “Hello Grandma”.

After that, the teacher asks the students to write a letter to a family member to tell him/her about this chapter of the book.

SESSION 9: Chapters

Activity 1: The Mouse-Burglar

The students read out the chapter “The Mouse-Burglar” and write down the complex vocabulary in their notebook.

After that, the students ask the teacher questions about the vocabulary. The teacher explains the vocabulary asked by the students to the whole class.

Activity 2: The Jenkins

The students read the chapter “Mr and Mrs Jenkins Meet Bruno” and make notes of the new words. Then they have to look them up in the dictionary to find their definitions.

Activity 3: Chapters' Summary

The students make a summary of the two chapters.

SESSION 10: The Plan

Activity 1: Looking for Differences

The teacher gives out a worksheet (Appendix 6) and asks the students to look for seven differences between the two images and then describe the scene.

Activity 2: In the Kitchen

The students read the chapter “In the Kitchen” and make a glossary.

SESSION 11: Things

Activity 1: Read it

The students read out the chapter “Mr Jenkins and His Son”.

Activity 2: What things...?

The teacher asks the students the question “What things couldn't you do if you were a mouse?”

The students first write their answer in their notebook and then share it with the rest of the class.

SESSION 12: Readers

Activity 1: The Triumph

After reading the chapter “The Triumph” at home, the students write a list of vocabulary and a summary of the chapter.

Activity 2: Read Out

The students read out the chapters “The Heart of the Mouse” and “It’s Off to Work We Go!”

Activity 3: Groups

The teacher divides the students into groups of four. And then the teacher asks the students to change the plots in one of the chapters that they read.

The students discuss the answer with their group members.

The teacher then elicits ideas from the students and share them with the rest of the class.

SESSION 13: The End

Activity 1: Glossary

The teacher asks the students to make a glossary of all the complex words they have found in the book and of those that have been explained in class.

Activity 2: Ordering

The teacher gives out a worksheet (Appendix 7) and asks the students to order the scenes as in the book.

SESSION 14: Film

Activity 1: Watching a Film

The students watch the film *The Witches* (Roeg, 1990) which is a cinema adaption of the book with the teacher except the end of it.

SESSION 15: Film or Book?

Activity 1: Film Watching

The students watch the end of the film *The Witches* (Roeg, 1990).

Activity 2: Discussion

The teacher divides the students into groups of four and asks the questions “What do you prefer, the book or the film?” “Are the plots of the book and those of the film the same?” “Are there any adaptations in the film?”

The students first discuss their answers in groups.

The teacher then elicits the students’ opinions, share and discuss them with the rest of the class.

7.6.3 Evaluation criteria

According to the Decree 26/2016 of July 21st, in which the curriculum of Castilla y León is established and the implementation, evaluation and development of Primary Education in Castilla y León are regulated, the following evaluation criteria are set:

Block 1: Understanding oral texts

The student should

- know and be able to apply the most appropriate basic strategies for the understanding of the general meaning, the essential information or the main points of the text.
- identify the general meaning, essential information and main points in very short and simple oral texts in the SL, with simple structures and frequently used lexicon.
- identify basic, concrete and significant sociocultural and sociolinguistic aspects of daily life, living conditions, interpersonal relations, behaviour and social conventions, and to apply the knowledge acquired to a proper understanding of the text.
- value the SL as an instrument of communication and as a learning instrument.
- show interest and respect for the speakers of the foreign language.
- recognize the most common meanings associated with the basic syntactic structures of oral communication.
- distinguish basic sound, accent, rhythmic and intonation patterns and to recognize the general meanings and communicative intentions related to them.

Block 2: Production of oral texts: expression and interaction

The student should

- know and be able to apply the basic strategies to produce very short and simple monological or dialogical oral texts.
- know basic, concrete and significant sociocultural and sociolinguistic aspects, and to apply the knowledge acquired about them to an oral production adapted to the context, respecting the most elementary communicative conventions.
- value their SL as an instrument of communication and as a learning instrument.
- show interest and respect for the speakers of the English language.
- participate simply and understandably in very short conversations that require a direct exchange of information in areas of immediate need or on very familiar topics, in a neutral or informal register, using simple and frequently used expressions and phrases.
- fulfil the main communicative function of the text.
- interact in a very basic way, using very simple linguistic or non-verbal techniques to start, maintain or conclude a short conversation.
- handle basic syntactic structures even if basic mistakes are still made systematically.

Block 3: Understanding written texts

The student should

- know and be able to apply the most appropriate basic strategies for the understanding of the general meaning, the essential information or the main points of the text.
- identify the subject, the general meaning, the main ideas and specific information in texts, both printed and digital format, very short and simple, in standard language and with a high-frequency lexicon, and in which the subject matter and type of text are very familiar, every day or of immediate need, provided that what has not been understood can be reread, a dictionary can be consulted and there is visual and contextual support.
- identify basic, concrete and meaningful socio-cultural and sociolinguistic aspects of everyday life, living conditions, interpersonal relations and social conventions, and to apply the knowledge acquired about them to a proper understanding of the text.
- value the foreign language as an instrument of communication and as a learning instrument. Show interest and respect for the speakers of the foreign language.

- recognize the most common meanings associated with the basic syntactic structures of written communication.
- recognise a limited repertoire of high-frequency written lexicon relating to everyday situations and common, concrete topics related to their experiences, needs and interests, and infer from the context and information contained in the text the probable meanings of words and expressions that are unknown.
- recognize basic orthographic signs and frequently used symbols and identify the general meanings and communicative intentions related to them.

Block 4: Written text production: expression and interaction

The student should

- know and apply the basic strategies to produce very short and simple written texts.
- know basic concrete and significant socio-cultural and sociolinguistic aspects and to apply the knowledge acquired about them to a written production adapted to the context, respecting the basic rules of courtesy.
- value their SL as an instrument of communication and as a learning instrument. Show interest and respect for the speakers of the English language.
- produce, on paper or in electronic form, very short and simple texts, composed of simple isolated sentences, in a neutral or informal register, using with the reasonable correction the basic spelling conventions and the main punctuation marks, to talk about themselves, their immediate environment and aspects of their daily life, in familiar and predictable situations.
- fulfil the main communicative function of the written text, using a limited repertoire of its most frequent exponents and basic discursive patterns.
- handle basic syntactic structures even if basic errors are still made systematically in, for example, verb tenses or in the concordance.
- know and use a limited repertoire of high-frequency written lexicon related to everyday situations and common and concrete topics related to one's interests, experiences and needs.

- apply graphic patterns and basic spelling conventions to write with reasonable accuracy short words or phrases normally used when speaking, but not necessarily with fully standardized spelling.

Based on the criteria above, several rubrics for evaluation are created which allow the teacher to evaluate the students individually according to their performance in individual tasks as well as in group tasks. The following evaluation sheet is elaborated.

(1 Never, 2 Rarely 3 Sometimes 4 More often 5 Always)

Student:					
Individual Assessment					
	1	2	3	4	5
He/she shows interest on the read.					
He/she achieves fluency in reading.					
He/she shows respect for his/her peers.					
Group Work					
	1	2	3	4	5
Respect: He/she has an excellent relationship with the members of his/her group.					
Collaboration: He/she shares and accepts the points of view of other classmates and is attentive to the difficulties of his partners.					
Responsibility: During the sessions he/she is not disturbed and he/she does not disturb his/her partners.					
Compromise: He/she is involved in the project, gives opinion and brings the materials to class.					
Oral Expression					
	1	2	3	4	5
He/she handles basic syntactic structures even if basic errors are still made systematically.					
He/she makes himself/herself understood in short and simple interventions, even if there are hesitations, repetitions or pauses to reorganize the discourse.					
He/she achieves fluency in speech.					
Comments:					

Table 2 *Student Evaluation Sheet*

Moreover, I have also elaborated a student self-evaluation form which allows the students to assessment their own progress.

Student:			
	YES	NO	COMMENTS:
You have learnt new vocabulary.			
You have learnt new structures of English language.			
You have improved your fluency in reading and speaking.			
Do you like the book?			
Areas for improvement:			
What did you enjoy the most?			

Table 3 *Student Self-Evaluation Form*

7.6.4 Expected results

This classroom intervention may increase the students' interest in literature, which is one of the objectives of the intervention. This is because the topic and the activities of the present proposal are innovative and different from those that the teacher and the students are used to dealing with in an English classroom: firstly, the intervention is based on a children's fantasy novel which is attractive to the students; secondly, the topics, such as "pets" and "in the kitchen" are close to the real life; thirdly, the activities, such as "acting out" and "creating a different chapter", can stimulate the students' creativity and therefore, motivate them to actively participate in the activities.

The students' motivation depends on the time slots in which they receive the class and on the proposed activities. The most motivating activities are those in which they are in movement or they have prominence. Also, watching a film is a positive reinforcement because the students can see the differences between the book and the film and, as a result, their critical thinking is activated and then they can formulate their own opinions and share and discuss them with their classmates.

In spite of its attractive topics and activities, a challenge the teacher may face during this classroom intervention could be to encourage all the twenty-eight students to participate in the activities since it could be complicated to give the same attention to every student at the same time and that some students may need individualized attention from time to time. Therefore, it requires the teacher to have good class management skills.

8. CONCLUSIONS

From the theoretical framework of the present project, it can be observed that in order to achieve a satisfied result of SL teaching and learning in Primary Education several

aspects should be granted special attention and therefore, require specific working guidelines: the analysis of the students, the curriculum design and the teacher's work.

First of all, teachers must be prepared to analyse the needs and interest of the students, who are the main focal point of learning.

In the second place, teachers must pay attention to the Primary Education curriculum, especially to the objectives, contents, methodology and evaluation since they form the fundament of any activity planning.

Besides, teachers bear a mission of promoting and programming tasks and learning activities that are interesting, enjoyable and motivating for the students, based on interaction and communication, in order to encourage English learning.

The general purposes of the present project are to teach English in a different way by giving importance to the students and to motivate the students to read in a SL. In order to achieve them, I have developed a classroom intervention by taking into accounts the different theories concerning SL learning: Behaviourism (Skinner, 1938, 1974), the Constructive-cognitive view (Piaget, 1936, 1952, 1975) and the six Hypotheses of Learning a SL (Krashen, 1982, 2003, 2004, 2013).

The expected results of this project are that, at the end of the intervention, the students have acquired the different grammar structures and the vocabulary in a context as previously planned; also, they have improved their fluency both in reading and speaking; furthermore, their interest in literature has increased. Therefore, the objectives of the proposal have been achieved.

In conclusion, despite the fact that this proposal has not been put into practice in primary school classroom, I believe that the activities proposed in the present project have met these requirements established in the English Curriculum for Primary Education and could serve an example for English teachers in primary schools to teach the English language in an innovative and more practical way.

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APPENDICES

Appendix 1 *Extracts of The Witches (Dahl 1983)*

A NOTE ABOUT WITCHES

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.

But this is not a fairy-tale. This is about REAL WITCHES.

The most important thing you should know about REAL WITCHES is this. Listen very carefully. Never forget what is coming next.

REAL WITCHES dress in ordinary clothes and look very much like ordinary women. They live in ordinary houses and they work in ORDINARY JOBS.

That is why they are so hard to catch.

A REAL WITCH hates children with a red-hot sizzling hatred that is more sizzling and red-hot than any hatred you could possibly imagine.

A REAL WITCH spends all her time plotting to get rid of the children in her particular territory. Her passion is to do away with them, one by one. It is all she thinks about the whole day long. Even if she is working as a cashier in a supermarket or typing letters for a businessman or driving round in a fancy car (and she could be doing any of these things), her mind will always be plotting and scheming and churning and burning and whizzing and phizzing with murderous bloodthirsty thoughts.

"Which child," she says to herself all day long, "exactly which child shall I choose for my next squelching?"

A REAL WITCH gets the same pleasure from squelching a child as you get from eating a plateful of strawberries and thick cream.

She reckons on doing away with one child a week. Anything less than that and she becomes grumpy.

One child a week is fifty-two a year.

Squish them and squiggle them and make them disappear.

That is the motto of all witches.

Very carefully a victim is chosen. Then the witch stalks the wretched child like a hunter stalking a little bird in the forest. She treads softly. She moves quietly. She gets closer and closer. Then at last, when everything is ready...phwisst! ... and she swoops! Sparks fly. Flames leap. Oil boils. Rats howl. Skin shrivels. And the child dis-appears.

A witch, you must understand, does not knock children on the head or stick knives into them or shoot at them with a pistol. People who do those things get caught by the police.

A witch never gets caught. Don't forget that she has magic in her fingers and devilry dancing in her blood. She can make stones jump about like frogs and she can make tongues of flame go flickering across the surface of the water.

These magic powers are very frightening.

Luckily, there are not a great number of REAL WITCHES in the world today. But there are still quite enough to make you nervous. In England, there are probably about one hundred of them altogether. Some countries have more; others have not quite so many. No country in the world is completely free from WITCHES.

A witch is always a woman.

I do not wish to speak badly about women. Most women are lovely. But the fact remains that all witches are women. There is no such thing as a male witch.

On the other hand, a ghoul is always a male. So indeed is a barguest. Both are dangerous. But neither of them is half as dangerous as a REAL WITCH.

As far as children are concerned, a REAL WITCH is easily the most dangerous of all the living creatures on earth. What makes her doubly dangerous is the fact that she doesn't look dangerous. Even when you know all the secrets (you will hear about those in a minute), you can still never be quite sure whether it is a witch you are gazing at or just a kind lady. If a tiger were able to make himself look like a large dog with a waggy tail, you would probably go up and pat him on the head. And that would be the end of you. It is the same with witches. They all look like nice ladies.

Kindly examine the picture opposite. Which lady is the witch? That is a difficult question, but it is one that every child must try to answer.

For all you know, a witch might be living next door to you right now.

Or she might be the woman with the bright eyes who sat opposite you on the bus this morning.

She might be the lady with the dazzling smile who offered you a sweet from a white paper bag in the street before lunch.

She might even--- and this will make you jump--- she might even be your lovely school-teacher who is reading these words to you at this very moment. Look carefully at that teacher.

Perhaps she is smiling at the absurdity of such a suggestion.

Don't let that put you off. It could be part of her cleverness.

*I am not, of course, telling you for one second that your teacher actually is a witch. All I am saying is that she might be one. It is most unlikely. But--- and here comes the big "but"--
-it is not impossible.*

Oh, if only there were a way of telling for sure whether a woman was a witch or not, then we could round them all up and put them in the meat-grinder. Unhappily, there is no such way.

But there are a number of little signals you can look out for, little quirky habits that all witches have in common, and if you know about these, if you remember them always, then you might just possibly manage to escape from being squelched before you are very much older.

HOW CAN WE RECOGNISE A WITCH?



PETS

The mail character has two rats. Do you remember the names?

_____ and _____ .

Do you have a pet? _____ .

If yes, what animal? _____ .

What is the name? _____ .

Can you write pros and contras about have a pet?

PROS	CONTRAS

**STRICTLY PRIVATE
THIS ROOM IS RESERVED
FOR THE
ANNUAL MEETING
OF
THE ROYAL SOCIETY
FOR THE PREVENTION
OF CRUELTY TO CHILDREN**

Appendix 5 *Recipe*

Write a recipe and explain its application

INGREDIENTS:

RECIPE:

Appendix 6 *Looking for Differences*

Look for 7 differences between the two pictures and explain the scene.



Appendix 7 *Scene Ordering*

Order the scenes (1-7) as in the book.

