FACULTAD DE EDUCACIÓN DE PALENCIA

UNIVERSIDAD DE VALLADOLID

Studying our environment through English in Infant Education. Adapting CLIL to COVID-19 situation in rural schools.

Estudiando nuestro entorno con la lengua inglesa como lengua ambiental en Educación Infantil. Adaptación AICLE a la situación educativa por el COVID-19 en un centro rural.

TRABAJO FIN DE GRADO EN EDUCACIÓN INFANTIL

(MENCIÓN EN LENGUA EXTRANJERA, INGLÉS)

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RESUMEN

En el presente Trabajo de Fin de Grado se presenta un proyecto dedicado a Educación Infantil. En el cual se trabaja la introducción del inglés, como lengua extranjera, mediante el desarrollo de un proyecto destinado al conocimiento del entorno natural de los niños y niñas, especialmente dedicado al aprendizaje del crecimiento de diversas plantas y a la sensibilización sobre el cuidado del planeta. Además, se incluye la influencia del COVID-19 y los problemas derivados de la pandemia, mostrando así dos maneras diferentes de trabajo, como son la presencial y la telemática, y las consecuencias que produce en los alumnos pertenecientes a un colegio rural.

Palabras clave: Educación Infantil, lengua extranjera, inglés, conocimiento del entorno, COVID-19, aprendizaje por proyectos, AICLE, aprendizaje experiencial y aprendizaje en casa.

ABSTRACT

In this work, a project addressed to students in Infant Education is presented. It shows the introduction of English, as a foreign language, through knowledge of the natural environment of children, specifically the growth of different plants and environmental awareness. Also, the influence of COVID-19 and the problems that arise from the pandemic, show us two different ways of working, face-to-face and telematic, and the consequences that it produces to children who study in a rural school

Keywords: Infant Education, foreign language, English, knowledge of the environment, COVID-19, project learning, CLIL, experiential learning and home learning.

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1. INTRODUCTION

The document shows here consists of a project dedicated to the knowledge of the environment of children in Infant Education, especially the growth of different plants through experiential learning and observation of these. Besides, this will help us to introduce English as a foreign language using CLIL.

Subsequently, with the sudden arrival of COVID-19, different problems arise that affect the way the project is carried out since the classes go from being face-to-face to telematics, and in the context of children, who live in a rural area and not all have optimal conditions to carry out the work. Therefore, we have finished developing the project online, in the way that best suits all children.

For the development of this unit, certain research has been carried out, based on various sources, to develop a unit suitable for children and the situation, in which we must highlight the importance of learning at an early age of Science and the foreign language, as shown below, some theories admit the development of this knowledge, help the child's cognitive development and understand the world around them. Besides, the unexpected situation that arises from the COVID-19, means that we have to adapt our work to the home of each student and therefore, it has been important information about this way of working.

With this proposal and concerning the theoretical foundation, we should highlight Project Learning, Content Language Integrated Learning (CLIL) and Experiential Learning as the fundamental methodologies of this project. With Project Learning what has been achieved is to carry out an integrated global approach in which there are different perspectives, where the student is the center of learning. Through the use of CLIL, English begins to be part of the classroom not as an object of study, but as a vehicular language, integrating it even more in the daily life of children. The third methodology is Experiential Learning, it is presented through the observation, analysis and reflection of the students about their environment. They live in a rural area where they can find a place full of natural elements, therefore the introduction of this way of work in their life is going to be a great step for them to explore and ask their self-questions about the natural environment.

1.1. OBJECTIVES OF THE BACHELOR'S DEGREE IN INFANT EDUCATION

As objectives of the title of Teacher of Infant Education and to prepare ourselves for teaching as trained professionals, the following must have been acquired:

1. Analyze the context and properly plan the educational action.
2. Act as a mediator, promoting coexistence inside and outside the classroom
3. Prepare curricular documents adapted to the needs and characteristics of the students.
4. Design, organize and evaluate disciplinary and interdisciplinary work in contexts of diversity.
5. Critically apply information and communication technologies in the classroom.

1.1.1. BASIC TRAINING MODULE

1. Understand the educational and learning processes in period 0-6, in the family, social and school context.
2. Know the developments in the evolutionary psychology of childhood in periods 0-3 and 3-6.
3. Ability to know how to promote the acquisition of habits around autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of norms and limits, symbolic and heuristic play.
4. Know the pedagogical dimension of interaction with peers and adults and know how to promote participation in collective activities, cooperative work, and individual effort.
5. Ability to identify learning difficulties, cognitive dysfunctions and those related to attention.
6. Promote in students learning related to non-discrimination and equal opportunities. Promote the analysis of school contexts in terms of accessibility.
7. Design and organize activities that promote the values of non-violence, tolerance, democracy, solidarity and justice in students and reflect on their presence in the contents of textbooks, teaching and educational materials, and audio-visual programs in different media technology for students.
8. Foster coexistence in and out of the classroom and address the peaceful resolution of conflicts.

9. Ability to know how to meet the needs of students and know how to transmit security, tranquility, and affection.

10. Reflect in a group on the acceptance of norms and respect for others. Promote the autonomy and uniqueness of each student as factors of education of emotions, feelings, and values in early childhood.

1.1.2. Didactic-disciplinary module:

1. Promote interest and respect for the natural, social, and cultural environment.

2. Know the language and literacy curriculum of the early childhood stage, as well as the theories on the acquisition and development of the corresponding learning.

3. Express themselves appropriately in oral and written communication and be able to master techniques to promote their development through interaction.

4. Encourage the development of oral and written communication skills.

5. Know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure its correct evolution.

6. Encourage habits of the approach of children towards the initiation of reading and writing.

7. Know and understand the processes from orality to writing and the various registers and uses of the language.

8. Recognize and value the proper use of verbal and non-verbal language.

9. Know the linguistic, psycholinguistic, sociolinguistic, and didactic foundations of language learning and be able to assess their development and communicative competence.

10. Be able to transmit functional learning of a foreign language to children.

11. Be able to face language learning situations in multilingual and multicultural contexts.

12. Know children's literature and develop strategies for the approach of children to both oral and written literary text.

13. Know and know how to properly use resources to encourage reading and writing.

14. Promote the acquisition of the necessary foundations for literary training and especially for children's literature.

15. Be able to develop didactic proposals that promote musical perception and expression, motor skills, drawing and creativity.

16. Be able to promote sensitivity regarding plastic expression and artistic creation.

17. Know the foundations and fields of action of the different forms of artistic expression.

1.1.3. The Module of Practicum and Final Degree Project.

1. Acquire practical knowledge of the classroom and its management.
2. Being able to apply the processes of interaction and communication in the classroom, as well as mastering the social skills and abilities necessary to foster a climate that facilitates learning and coexistence.
3. Be able to relate theory and practice with the reality of the classroom and the center.
4. Participate in the teaching activity and learn to know how to do, acting and reflecting from the practice, with the perspective of innovating and improving the teaching work.
5. Be able to regulate the processes of interaction and communication in groups of students from 0-3 years old and 3-6 years old.

1.2. OBJECTIVES OF THE FOREIGN LANGUAGE MENTION

1. Be able to express yourself orally and in writing in English (level C1)
2. Design, elaborate and evaluate didactic proposals that use reading animation and dramatization in the approach to English in Infant Education
3. Know the fundamentals of multilingualism and multiculturalism in the design of Bilingual CLIL programs in Early Childhood Education
4. Know and apply the didactics of communicative competence in its different components: linguistic, sociolinguistic, and pragmatic competence
5. Master the foreign language (English) curriculum in Infant Education
6. Know the main methodological currents of teaching foreign languages and their application to learning English at the different levels established in the curriculum.

2. OBJECTIVES

2.1. MAIN OBJECTIVE

The objective of this Final Degree Project, as indicated in the official guide, is to establish a relationship between theoretical and practical training in Infant Education Degree and, therefore, to develop a project in which Infant Education children experientially approach the sciences in an experiential way, thus understanding the environment that surrounds them and the natural phenomena that occur around them, connected with the use of a foreign language, in this case, English, which will function as a vehicular language. To carry out this integration of Science content and the use of a foreign language as a vehicular language, we will rely on the use of Content Language Integrated Learning (CLIL) and Experiential learning, considering the CEFR (Common European Framework of Reference for Languages)

2.2. SPECIFIC OBJECTIVES

In order to achieve the main objective of this work, the following specific objectives must be acquired:

- To deepen in the aspects corresponding to the acquisition of the foreign language English.
- To make proposals for the teaching of the English language through Science following the premises established by CLIL, at the beginning of the Primary Education stage.
- To establish clear grounds for the acquisition of English language in the early stages of education, following a globalized and natural way at the same time that we promote its use, respect and tolerance of the new culture.
- To apply a methodology based on experiential learning in which observation and experimentation determine and strengthen the acquisition of knowledge in children
- To respect the different learning rhythms, adapting the project to all students.
- To promote the child's individual development and autonomy, as well as respect for their peers, empathy, and solidarity. Fostering group work.
- To create suitable materials for children's work as well as a safety development and usage of ICTs when working online.
- To develop, improve and use ICT skills and implement them in the project

3. THEORETICAL JUSTIFICATION

3.1. THE TEACHING OF FOREIGN LANGUAGES

Nowadays, one of the most significant features in Education is that globalization is present in our daily life. We live in an interconnected world, from which we can highlight the continuous movement of people who travel to different countries for different reasons, such as participation in different educational forms, job search, to learn about other cultures, for leisure, and many other common activities of our daily life.

This continuous migration from one country to another has a clear reflection in our schools and classrooms where we can easily find multilingual and multicultural places, causing communication problems to arise, since we have to face languages that we, children and also pupils, do not know or cannot handle. This fact recommends as convenient offering people the opportunity to include communicative skills from very early as part of their learning curriculum, in order to develop plurilingual and pluricultural competences (a reference to CEF). As the English language became the language of globalization, in almost all the schools this has been the language selected to provide the bases for children to develop their first steps in the development of foreign language competences. So that current social demands have affected educational institutions and have achieved a consensus for the development of communication skills in Foreign Languages.

As we are in search of learning to communicate in foreign languages, it is important that we bear in mind that communicating is not only lexical, phonological, and grammatical elements. Communication encompasses verbal, non-verbal linguistic resources, and paralinguistic forms of meaning construction. Therefore, to learn a language according to Widdowson (1979) we cannot separate "usage", language skills, from "use, communicative ability. To achieve foreign language competence, we need to develop values and attitudes towards culture and its language.

To develop communication in the field of education, a consensus has been reached among the European Community to create the *Common European Framework of Reference for Languages: Learning, teaching, evaluation, on which our Official Curriculum is based.*

This CEFR has as its main objective to unify the way of learning and teaching foreign languages in Europe so that we can find common premises in FLL: transparency in its teaching and international cooperation.

In order to achieve communicative competence in a foreign language, CEFR presents general competences with which to acquire it:

- *Declarative knowledge (to know):* academic and experiential knowledge
- *Skills and know-how (to know to do)*: here are skills and abilities, ability to develop procedures
- *'Existential' competence (knowing how to be)*: attitudes towards ourselves and towards others, values, and norms.
- *Ability to learn (know how to learn):* predisposition and ability to discover new things

3.2. THE INTRODUCTION OF A FOREIGN LANGUAGE AND SCIENCE IN INFANT EDUCATION

Many studies affirm that bilingualism favors cognitive development, such as McLaughlin (1984, p.214) says that: "It seems clear that the child who has mastered two languages has a linguistic advantage over the monolingual child. Bilingual children become aware that there are two ways of saying the same thing"

3.2.1. THE IMPORTANCE OF LEARNING ENGLISH AT EARLY AGE

Many studies have been carried out over time on language acquisition, for example Chomsky (1965) tells us about the innate ability of people to acquire a language, which would be found in our genetics, known as *Language Acquisition Device (LAD)*. These studies have evolved into learning a foreign language and wanting to find out when is the best time to learn it.

After research, Krashen, Long and Scarcella (1979) found that children do not progress as fast as adults at the beginning of learning, but children achieve a better long-term result. For this reason, Dulay, Burt and Krashen (1982) proposed to use the critical period in psychological evolution for the teaching of new languages at an early age.

Within the acquisition of a foreign language at an early age we can find various benefits in contrast to a monolingual child, in general, a child who begins to study a foreign language earlier may develop, in the future, the mastery of that language, but we can also find advantages such as:

- Children in Infant Education stage are in an egocentric state so that another foreign language can help them broaden their points of view. Having contact with another language helps them acquire social sensitivity so that they can adapt to different communication situations. In different studies, Cummins and Swain (1986) show that children develop more attention when listening and adapting to the level of understanding. We should also mention that managing to develop different points of view makes the child acquire divergent thinking and, therefore, develop creativity more.
- Another benefit associated with early years language acquisition is the benefit of achieving a nearly native pronunciation since they have more opportunities to develop it correctly. In addition, a new language offers them the possibility to reflect on the language code.
- It can also favour a greater cognitive development, since when a child learns a foreign language, they acquire certain skills to be able to use that language, such as concept formation. Piaget states that by exposing the children to a new situation, their cognitive development is stimulated and produces new ideas and knowledge.
- In addition, learning another language helps the children increase their self-esteem since as we have said it helps to develop new points of view, makes the children reflect on the code and acquire new skills related to the use of the language. All this allows the child to "learn to learn", it enables him to have a self-assessment and to be aware of learning.

3.2.2. THE IMPORTANCE OF LEARNING SCIENCE AT EARLY AGE

Sciences are found in the official curriculum of Castilla y León from Early Childhood Education, with the area "knowledge of the environment", where we find content related to the discovery, understanding and representation of everything that makes up the reality and the environment of the child, that is to say, the experiences that the student has with the environment around him.

To follow this area, we must offer children to experiment with the environment and create awareness of its care. Therefore, we will have to provide them with the opportunity to make them carry out certain experiences and events that may favour a scientific attitude towards knowledge.

Students need experimentation simply because they are going to internalize their experience as their own, they are going to build their knowledge. In addition to generating scientific knowledge since they need observation, interpretation, they will obtain ideas and expectations, what could be called hypotheses and they will conclude.

Children at this age start from certain notions that they have previously acquired, which will influence the new experiences that we propose in the classroom.

Acher (2014) talks about "a gradual and increasingly complex participation in modelling[1] practices can begin before Primary Education, as long as the challenges of incorporating into the models the productive ideas that students have to this model are assumed. age when they try to make sense of the natural phenomena in their hands" This type of model promotes the ability of children to produce ideas about natural phenomena.

For all the above, the project that I propose below is based on children experiencing, observing, interpreting, developing their ideas, as well as sharing them with the rest of the class, and finally being able to develop a conclusion. All this related to the world around them, especially knowing the world of plants, understanding their environment, and giving answers to questions that may arise in relation to Science.

3.2.3. CONNECTION BETWEEN A FOREIGN LANGUAGE AND SCIENCE IN THE INFANT EDUCATION CLASSROOM

We have seen how to introduce a foreign language in Early Childhood Education, in this case, English, and how Science should be implemented in this same classroom. But now we need a connection between the two since what we want to achieve is a globalized and complete education. To achieve this connection, we are not going to focus only on the study of the

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[1] Modelling method: it is a research instrument of material or theoretical nature, created to reproduce the object being studied. Modelling is precisely the method by which abstractions are created with a view to explaining reality (Gastón Pérez, 1996)

language itself, but we are going to use it as a vehicle language. We want to develop a communicative competence as a particular subject the knowledge of Science.

To use English as environmental language, we will give great importance to non-verbal language, context, and interaction in the classroom.

- In addition to the fact that the teacher will support his/her speech with non-verbal language to reinforce his/her message, we will consider whether the children decides to use this type of language to communicate, respecting their period of silence at all times. We don't want children to make mandatory productions. We care that the student feels prepared to make productions in another language and that he is giving meaning to what is around him, especially related to Science.

- The context of the development of the connection between language and Science has to be secure, trying to make children feel comfortable to start communicating in a language which is not the one they are used to using. We must recreate a context in which Science is part of their day to day, for example, the introduction of natural materials to the classroom. Obtaining a safe, comfortable place and with the elements of which we want to acquire knowledge and can experiment around, it will be much easier for the child to make a connection between language and the concept of Science.

- Language has a social nature, on which learning is based. In the classroom we are going to find two types of interaction, student-teacher and student-student. As for the first interaction, when an adult talks to a child they acquire a type of language called "caretaker speech", that is, they adapt their language so that children can understand them better. According to Littlewood (1984) the characteristics of this type of language are:
    - They tend to speak more slowly, with exaggerated intonation and in a clearer way
    - Shorter phrases are used
    - Use of fewer verb tenses
    - Use of a more specific and less varied vocabulary
    - Many repetitions are performed
    - They talk about things close (here and now)

Even children are able to adapt their language depending on whom they are talking to.

Regarding the interaction between students, highlighting the possibility of learning among equals, we find that Colomina and Onrubia (2005) make mention of a series of mechanisms that appear in the classroom:

- In the classroom, divergent points of view usually arise between the interaction between students, which can provoke the rethinking of concepts.
- Mutual regulation can be given through a language, that is, language is a mediator between children and directs the process of shared knowledge construction.
- Furthermore, thanks to this interaction, a feeling of motivation, affection and solidarity among children arises.

3.3. LEARNING AT HOME

Given the current situation, in which schools remain closed by COVID-19, students will live the last part of their school year studying from home and, as the effectiveness of this experience is crucial to successfully face the next school year.

Given the current situation, in which schools remain closed by COVID-19, students will live the last part of their school year studying from home and, as the effectiveness of this experience is crucial to successfully face the next school year. For this reason, it is important that families know and consider certain factors when going with their children in the development of their learning. Therefore, and taking into account the methodology developed for this project, the following guidelines are proposed:

- Routines: For R. Driekurs (2003) "The routine gives a feeling of security. The established routine gives a sense of order from which freedom is born. "(P. 249).

  These repetitive actions provide children with a temporary indicator and provide them with security, since it provides them with the knowledge of what they always have to do. Furthermore, it facilitates cognitive uptake, since they enhance students' cognitive processes.

- Safe space: Herrera (2006) affirms that "a learning environment is a physical and psychological environment of regulated interactivity where people come together for educational purposes" (p. 2). Children need a specific and safe place where they can work and develop their knowledge so that they are not afraid to make mistakes and express their ideas freely.

- Television: on many occasions, routines have been lost and schedules are marked by television. We must be careful since according to Alfonso Gutierrez (1990) The influence of television on children's lives decisively conditions family and social interaction, children do not rest enough to stay watching television and the content they offer can affect the development of personality. In addition, now we must add other digital platforms and devices, such as mobile phones, very present in the lives of children. For this reason, we must take care that the contents are sponged by the children and the number of hours.

4. RESEARCH AND PROPOSAL DESIGN

This proposal consists of a unit designed to be carried out during Practicum II, of the Degree in Infant Education, in a rural public school. In which we have found an unexpected situation, which has led us to have two different contexts and must adapt our methodology to the new situation.

4.1. CONTEXT

On the one hand, at the beginning of the development of the project we find the context of a public school located in a village near Palencia; a place where live about 770 people and tourism has great importance, as the Camino de Santiago crosses this place. In addition, the Canal de Castilla is an important point of the town.

The center has an educational offer from Infant Education and Primary Education, they also have a Kindergarten service offered by the town hall, which is located in the same building as the previous ones.

The fact that the school is in a small town means that there are not many children enrolled there and, therefore we find a single line and several grades are together in the same class. For example, in Infant Education, 3 years old and 4 years old are together in the same a class and in 5 years old we only have seven children.

This school has a bilingual section in the Primary Education stage, but from Infant Education, they are part of the bilingual culture with the participation in different activities, such as Saint Patrick day or Halloween. This is a bilingual, inclusive school with level 4 in the application of Information and Communication Technologies, thus the classrooms are equipped with computers, projectors, and interactive whiteboards.

This project is designed to be developed in the 5-year-old classroom, in which we have said that it only has seven students, but with very different learning rhythms. To face this, the project is designed to work all together and in groups, so that they can learn and help each other. Although the main theme is learning about plants, their life cycle, their parts and what happens to them when they lack one of the essential elements, I also want to develop the group feeling and the importance of helping others and being helped. In addition, we want to initiate children in the foreign language, English, including it as part of our daily life.

These children belong to a rural area where many of the parents are engaged in agriculture and ranching, in addition, tourism and commercial sector are also quite important. The class is multicultural, in which two of the students do not have Spanish as their mother langue, although they speak it with some problems when it comes to reading-writing and letter recognition.

On the other hand, during the development of the project we found a different context, with the advance of COVID-19 the schools had to close and the situation of our class changes. Our seven students live in a rural area, so not all of them have internet access or items like printers. Children with their responsive learning rhythms also had the problem of not having many means to continue with their school development. Nevertheless the development of the project continues in a different way. Taking advantage of the fact that the school has a good relationship and good contact with families, that it was equipped, certified with ICTs 4 and worked beforehand with applications such as Class Dojo in which both students, teachers, students and families were involved, it has been easier to continue with the systematized work that the students had already been acquiring.

4.2. METHODOLOGY

To carry out this proposal we have used different methods such as CLIL, Experiential Learning and Cooperative Work. In addition to following a globalizing approach present in project learning.

4.2.1. PROJECT LEARNING

To begin with, we must understand that this didactic proposal is a project, therefore it has a global approach, where children have to learn from an integrated and diverse perspective. This implies that the project will seek to work in all areas together, for this, we develop interdisciplinary activities, where the student is the learning centre and the teacher is a guide in the process. Collaboration, participation and help from the whole group are important for acquiring knowledge.

Maldonado (2008) talks about project learning as a relevant teaching strategy for the educational experience, in which it is globalized and develops individual responsibility and group work.

Furthermore, we can say that we are going to give this type of methodology a constructivist approach, because we want children to be the protagonists of their own learning, the teacher being only a guide in the process.

In addition, the project starts from "Prior Learning", the learning that students had on the subject, thus forming the basis for meaningful learning.

As we have previously explained, our project has two parts, the face-to-face in the school and, because of the COVID-19, telematic teaching. In this second part we wanted the children to continue with their routines acquired during the project, being the protagonist of their learning and adapting their group work, so that not only do they share their experience with their peers, now the family has a role to play, most important in performing this.

4.2.2. CONTENT LANGUAGE INTEGRATED LEARNING (CLIL)

The CLIL method consists of teaching content using a foreign vehicular language. In the case of this project, the contents we teach focus on plants and the vehicular language is English.

David Marsh, University of Jyväskylä, Finland (1994), describes it as: "*CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.*"

In this methodology, language is complemented with non-language, which causes the context itself to be the object of learning, thus creating a basis for its learning. Different authors such as Lasagabaster (2009) claim that it can reduce anxiety about learning a language and can motivate students.

We must emphasize that our class is multicultural and two of the children do not have Spanish as their first language. This is a disadvantage when working online CLIL, when some of the parents do not have Spanish as their main language and they may have problems when working with children.

4.2.3. EXPERIENTIAL LEARNING

David A. Kolb believes "learning is the process whereby knowledge is created through the transformation of experience" (1984, p. 38) [1].

This methodology is characterized by its experiential learning cycle, which is made up of four elements:

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

On the one hand, the first two points are about understanding and understanding, while on the other hand the last two points talk about transforming the experience. That is to say, with concrete experience we acquire information that helps us to reflect and develop abstract concepts. Afterwards, we carry out tests to verify our ideas, with which we have more information, thus returning to experimentation.

This project was based on children acquiring their knowledge through experience and experimentation, from exploring their environment through a "Nature Walk", such as planting the seeds and observing them.

We want to take advantage of the fact that these children live in a rural area, surrounded by fields and where family members are farmers, who know a lot about the natural world. For this reason, we want them to know their environment and explore them as much as possible, since the current situation has led to time slots and restrictions to ensure people's health.

4.3. OBJECTIVES OF THIS UNIT

These objectives that I present below have been based on the curriculum of Early Childhood Education in Castilla y León, therefore I have divided the objectives according to the areas present in the curriculum.

In addition to developing these general objectives, we can find specific objectives for achieving the general ones.

4.3.1. KNOWLEDGE OF YOURSELF AND PERSONAL AUTONOMY:

This area is aimed at children developing their identity, acquiring autonomy, personal care, improving movement control and building social relationships.

- To carry out activities that require coordination, manipulative skills, and expression with their subsequent classroom care habits.
  - To perform manipulative tasks with confidence and a certain skill, such as writing, the use of paint and brushes, the use of glue, knife cutting, spreading ...
  - To experiment with paints and brushes to express knowledge, emotions, ideas
  - To take part in the cleanliness and order of the classroom

- To show interest in different activities and act with care and responsibility, always with respect for others and equality
  - To show helpful and collaborative attitudes, sharing their learning with others
  - To work with interest in the different activities
  - To carry out clean and orderly work
  - To have responsibility and follow routines when carrying out telematic work

4.3.2. KNOWLEDGE OF THE ENVIRONMENT:

The objectives referred to in this area refer to the discovery, understanding and representation of everything that makes up the reality and environment of children:

- To understand and follow sequences, which require waiting time, in relation to plants
  - To understand the stages of seed growth
  - To identify the materials needed to plant a seed

- To know some plants, their characteristics, and the elements they need to live
  - To match different seeds and their respective plants
  - To differentiate parts of plants
  - To distinguish the basic elements that plants need in order to live

4.3.3. LANGUAGES: COMMUNICATION AND REPRESENTATION

This area refers to all forms of communication (oral, written, plastic ...) which allows interaction with others, representation and expression of thoughts, feelings, and experiences.

- To use and value written, oral and artistic expressions as an instrument of communication.
    - To respect turns when speaking.
    - To listen to others
    - To use written language as a means of expression and recording of information

- To understand and respond, verbally and non-verbally, to oral productions in a foreign language, associated with usual classroom tasks and with abundant visual support
    - To recognize a wide range of words: key language related to the topic
    - To understand instructions given in another language
    - To respond verbally and non-verbally to oral productions in English

4.4. PROPOSAL DESIGN

As mentioned above, it is aimed at Early Childhood Education, specifically for the 5-year class. This project will take place in March, before the start of Spring.

We must emphasize the Easter holiday period begins on April 3 and ends on April 13, hence the project will not take place at that time.

This project, as we explain later, has two very different parts: one classroom-based and the other telematic. The division of this project has been the cause of adaptation to the new situation caused by COVID-19. In addition, he highlighted with the evolution of this, in terms of children's permission to leave home, the project has also adapted to these conditions.

For this, 5 face-to-face sessions are developed in which they begin to work with plants: their growth, the elements that are needed to plant, in addition to developing awareness for their care, knowing different plants ... by introducing a foreign language English. Subsequently, 3 weekly sessions will be held. Mondays, Wednesdays, and Thursdays. They all follow the

common thread of bringing children closer to their environment, getting to know the world of plants, and raising awareness about caring for the environment.

4.4.1. PROJECT AT SCHOOL

1.º LESSON, "WHAT DO WE KNOW ABOUT PLANTS?":

We begin by drawing a brainstorm on what we know about plants on the board. Then we asked some questions: What plants can we find in the schoolyard? What do plants need to grow? and some more questions that the children suggest.

Subsequently, we carried out a "Nature walk" in the schoolyard, to answer them and propose new hypotheses.

When we return to class, we complete the diagram with the children's answers to the questions and what they have discovered.

2.º LESSON, "THE TINY SEED":

In this session, we work with Christie Matheson's book "The Tiny Seed."

First, we played the game "Simon says" to delve into the language used by the book when making movements ("Press", "Wiggle", "Rub", "Tap", "Clap", "Wave hands") . Later, we will work with the different parts of the book, such as the cover, the title ... so that the children try to find out what the book is about, what elements are going to appear ... Next, we read the story all together, doing the movements that previously we have practiced with the game "Simon says".
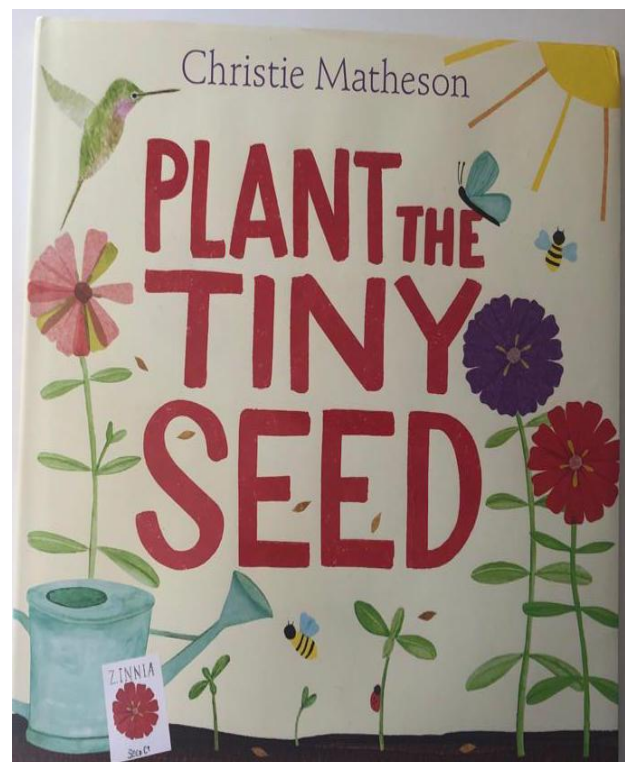
Between all of us, we differentiate the stages that the seed goes through until it becomes a flower. Subsequently, we will distribute each of these stages to each child, which they will have to draw.

The stages should be divided so that:

1. Plant the seed and water it
2. The plant gets sunlight
3. Rainwater falls on the plant
4. Throw out snails and earthworms
5. A flower grew on the plant
6. The seeds are scattered
7. There are many plants and flowers

These drawings will be made in our "Booklet", in addition to being collected in it, they will be used to make a "display".

3.º LESSON, "THIS ARE OUR PLANTS":

Firstly, we review those seen in previous sessions. Later, we know the seeds that we are going to plant, their plant and the uses they have. Next, we will play. We will play the pairs game with the images of the seeds and the plants, in a large group and then they will be reduced.

In the booklet, we make the presentation of the plant and the seed that each child will take care of.

There will be 3 different groups, each one will take care of a different plant. Each group will take care of two equal plants, one that will receive sunlight and one that will not.

4.º LESSON, "THE PARTS OF OUR PLANTS":

We begin with a brief review of all of the above. In this session we will present the new book, non-fiction, with which we will work in class. In this session we will use "Let's Get Gardening" from the Royal Horticultural Society to learn about the parts of plants.

Later we will work with the booklet to observe the parts of what will be our plants.

<u>5.º LESSON, "OUR FANTASTIC POTS":</u>

This day we will dedicate to making 6 pots and 6 markers, 2 pots and 2 markers per team. There will be 3 teams of two children each, except one of which will be three children.

The pots will be made with recyclable materials (plastic bottles). It will have a provision that allows plants to self-water, since we do not want to waste the water. The pots can be decorated outside with paint.

How to make a 2-Liter SIP (sub-irrigated planter)

In addition, we will make markers that help us distinguish the plant that we have planted and whether it has sunlight or not.
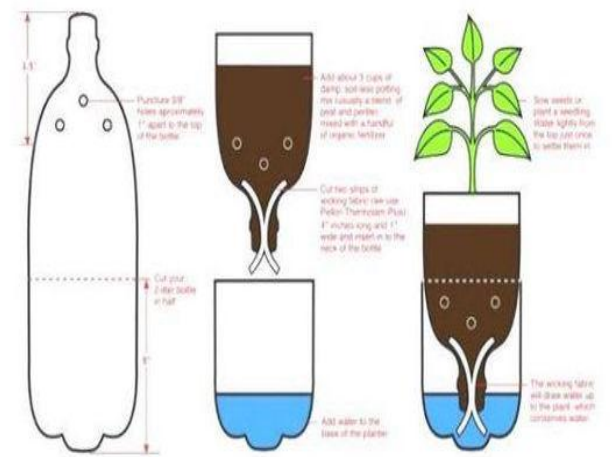
CHANGE IN THE PROJECT

After having planned this unit and arrived at this part, an unforeseen event arises: COVID-19 causes the schools to close. This turning point means that everything I had proposed for my project cannot be developed in a school right now, but in this situation one question arose, How could this project continue in the new situation? Based on the context in which these students find themselves, I decided to transform the work.

Consequently, now we find a project divided into two parts, the first classroom-based and the second, virtual that is developed thanks to the help of the family and thanks to the school for having previously worked on ICTs with students and families since they used applications like Class Dojo for communication.

As we have already seen the face-to-face part, from now on the virtual project is presented.

4.4.2. PROJECT AT HOME

To keep working this at home, PowerPoints are sent out every week with what to do and a letter, in PDF format, to families thus they know what they need to do to help the children. I have chosen this type of format because considering the context of the children, not all of them have computers, printers or a good internet connection, so this project aims to reach all children without any restriction. In this way, PowerPoint and PDF for families can be opened on both computers and mobile devices.

The work will be carried out three times a week: on Tuesdays with the reading of a story, the book will be read in a video that will be attached to the PowerPoint, the idea of the books is that they begin with the books in Spanish with the inclusion of words in English and that little by little they are added more until finishing reading a book completely in English.

On Wednesdays and Thursdays, activities related to plants and care of the environment will be carried out.

The character that will go with us throughout all the activities is "Little Green", a monster that has previously appeared in books and children also relate to English as a foreign language. This monster will be in charge of explaining to the children what they have to do.

FIRST WEEK AT HOME

To start with work at home, Little Green will explain to the children what the project consists of. To do this, he will tell the children that he is in school and is in charge of taking care of the plants and the small garden he has and that they can help him.

For this activity, on the day they were informed that the brain was going to close, all the children were given the pot they had decorated, another plastic pot without painting the ground to plant the two pots and some seeds. Since we had three groups, each group will plant a different one.

The activities for this week are:

- Tuesday, 17th of March of 2020: read the book "We Plant a Seed" (A Troll First-Start Science Reader) by Sharon Gordon.

As this week we are going to plant the seeds, the book explains how to do it, their evolution and the wait for their growth

- Wednesday, 18th of March of 2020: Make another self-watering pot.

  For the experiment, we need two pots since in one we will put the seeds that will receive sunlight and the other that will not receive light. For this, in this activity, they will only have to decorate the missing self-watering pot.

- Thursday, 19th of March of 2020: Watch the video "Bean Time-Lapse - 25 days | Soil cross-section" and plan the seeds.

  First, they will see a video that shows how the seed evolves over the days and thus understand that waiting is necessary.

  Then with the materials, we have given them, each group will plant a different type of seed: oregano, parsley, and chamomile. Consequently, children see that each aromatic plant has different functions and they can make different recipes.

SECOND WEEK AT HOME

The activities for this week are:

- Tuesday, 24th of March of 2020: read the book "How Do You Know It's Spring?" (Rookie Read-About Science: Seasons) by Lisa M. Herrington

  Spring starts on March 20, therefore, it is important to see the new elements that appear in it. After reading the book, children should look out the sale and try to recognize some of these elements.

- Wednesday, 25th of March of 2020: Write the recipe: Paninis (Parsley)

  In order for the children to see the different purposes that an aromatic plant has, we are going to create a simple recipe and the first step is to write the recipe, which will be as a template in PowerPoint. If it cannot be printed, an adult can copy the template onto a sheet of paper to make it easier to complete. With this recipe we will work on the ingredients that are necessary, the utensils and the steps to follow.

- Thursday, 26th of March of 2020: Cook the recipe, eat it and evaluate the recipe.

  The recipe that we will cook today is Paninis, we want the children to work their autonomy and motor coordination through the kitchen. In addition to being interested in healthy food.

  After making the food and eating it, the children will have to evaluate the recipe.

THIRD WEEK AT HOME

- Tuesday, 31st of March of 2020: read the book "Seeds Go, Seeds Grow" by Mark Weakland.

  With this story children can see the different seeds that exist.

- Wednesday, 1st of April of 2020: Write the recipe: Vegetable cream (Parsley)

  In order for the children to see the different purposes that an aromatic plant has, we are going to create a simple recipe and the first step is to write the recipe, which will be as a template in PowerPoint. If it cannot be printed, an adult can copy the template onto a sheet of paper to make it easier to complete. With this recipe we will work on the ingredients that are necessary, the utensils and the steps to follow.

- Thursday, 2nd of April of 2020: Cook the recipe, eat it and evaluate the recipe.

  The recipe that we will cook today is a vegetable cream, we want the children to work their autonomy and motor coordination through the kitchen. In addition to being interested in healthy food.

  After making the food and eating it, the children will have to evaluate the recipe.

FOURTH WEEK AT HOME

The activities for this week are:

- Tuesday, 14th of April of 2020: read the book "Miss Spider's Tea Party" by David Kirk.

  To delve into English culture, we are going to reproduce the famous English tea through the recipe, first we are going to read a book about it.

- Wednesday, 15 of April of 2020: Write the recipe: "English tea" (chamomile tea and healthy cookies)

In order for the children to see the different purposes that an aromatic plant has, we are going to create a simple recipe and the first step is to write the recipe, which will be as a template in PowerPoint. If it cannot be printed, an adult can copy the template onto a sheet of paper to make it easier to complete. With this recipe we will work on the ingredients that are necessary, the utensils and the steps to follow.

- Thursday, 16th of April of 2020: Cook the recipe, eat it and evaluate the recipe.

The recipe that we will cook today is a chamomile tea and healthy cookies, to recreate the English tea, we want the children to work their autonomy and motor coordination through the kitchen. In addition to being interested in healthy food.

After making the food and eating it, the children will have to evaluate the recipe.

FIFTH WEEK AT HOME

The activities for this week are:

- Tuesday, 21st of April of 2020: read the book "Growing Vegetable Soup" by Lois Ehlert

This book helps us to know more vegetables, their seeds, how they are planted, the tools, how they are cut and how they are cooked to make a vegetable soup.

- Wednesday, 22nd of April of 2020: Class video-call.

This day I wanted to carry out a video call so that the children in the class meet again to talk a little about what they were doing at home and also, teach themselves how their plants were growing and show their record sheets.

- Thursday, 23rd of April of 2020: Class plants

Yesterday we saw how the plants of the others were, therefore they had to draw how they would all be in class.

SIXTH WEEK AT HOME

The activities for this week are:

- Tuesday, 28th of April of 2020: read the book "Planting a Rainbow" by Lois Ehlert

  Continuing with planting plants, we will cover the colours and different flowers.

- Wednesday, 29th of April of 2020: Explore the environment and gather information about what they have seen in the town.

  Starting on March 26, the Government gave the possibility for the children to go out for a short walk, so taking advantage of this, they had to explore the surroundings of their town and observe plants and animals, and then complete the explorer sheet.

- Thursday, 30th of April of 2020: How are they alike?

  In this activity they should compare the schoolyard in the first session, the plants of the entire class and what they have seen. Draw a picture of it.

SEVENTH WEEK AT HOME

The activities for this week are:

- Tuesday, 5th of May of 2020: read the book "Hey Water" By Antoinette Portis

  This book helps us see the importance of water in our lives and all the places where we can find it.

- Wednesday, 6th of May of 2020: Do we recycle?

  With this activity they will write what they can do at home to recycle and they will have to sign it, as if it were a contract.

- Thursday, 7th of May of 2020: How to save water?

  With this activity they will write what they can do at home to save water and they will have to sign it, as if it were a contract.

EIGHTH WEEK AT HOME

The activities for this week are:

- Tuesday, 12th of May of 2020: read the book "Why Should I Recycle?" (Why Should I? Books) by Jen Green

  This book teaches us how important it is to recycle, the uses that we can give to recycled materials and that helps us save money and take care of the planet

- Wednesday,13th of May of 2020: Make posters to raise awareness about caring for the environment.

  Last week we set out to work at home and take care of the environment. Now we are going to make posters to raise awareness.

- Thursday, 14th of May of 2020: Stick the posters around the town

  Taking advantage of the children's walk, they will stick the posters they have made for the town.

NINTH WEEK AT HOME

The activities for this week are:

- Tuesday, 19th of May of 2020: read the book "The Earth Book" by Todd Parr

  With this book kids learn that by doing little things we can help the environment and care for the Earth.

- Wednesday, 20th of May of 2020: Compare and contrast our plants

  To finish this project, we will compare the plants that have received light and those that have not. We will draw the differences and write that we see differently.

- Thursday, 21st of May of 2020: Conclusions

  Reviewing the work ,we did the day before and the registration sheets, the children will write because they believe that this has happened and how they could have solved it.

To finish, as an evaluation of the project, they will write and draw what they liked the most and the least.

PLANT OBSERVATION:

From the first week at home, when they plant, we are going to carry out the daily observation of plants, the days that the project is done, in which we will collect information in our record sheets about plants that receive light and those that do not. First, the children should observe the weather and then how the two plants are, the one with light and the one without, that day.

For this they will work with a template like this, each day they will work a different column.

Day	Weather	Day	Weather	Day	Weather

4.5. EVALUATION

As we have seen, there are two parts, the face-to-face lessons and the activities at home, so it is necessary to differentiate them in evaluation.

4.5.1. ASSESSMENT OF LESSONS FACE-TO-FACE:

BEHAVIOUR CHART "GROWING CHART"

During this project we will place a chart in the class. In the last line of it, we will have the photograph of the child or a self-portrait of themselves, and the behaviour points will be placed in the rest of the chart. So, when they have good behavior they earn a point. We will call the graph "Growing chart" and it will have the theme of plants, so that for each point of behavior

they earn a piece of stem, so that the flower of behavior grows and becomes taller (See annexes 8.1.)

Points can be exchanged for privileges such as a hug from the class, a new pencil ...

STUDENTS SELF-ASSESSMENT:

At the end of the unit, children will carry out a small evaluation of the project carried out in class, since we want them to be the protagonists of their learning. In this way we can improve the application of other projects in the future.

For this, the children will have on paper the different lessons and and they will evaluate them using different stickers. (See annexes 8.2.).

STUDENTS ASSESSMENT:

After each lesson, the teacher fills in two tables, the first to check if the students get the objectives, so that it will be valued from 1 to 4, with 1 being "Need to improve", 2 "Could do better", 3 " Good work" and 4" Outstanding ". The second table is used to write comments about each child's work in that lesson (see example in annexes 2.3.)

TEACHER SELF-ASSESSMENT:

To evaluate the work and the project itself, three tables have been made: the first to evaluate the start of the project, the second to carry out in the middle and the third at the end to evaluate the entire project. The three will be evaluated from 1 to 5, 1 not fulfilled and 5 successfully completed. (See the tables in annexes 8.4.).

4.5.2. EVALUACIÓN DE LAS ACTIVIDADES TELEMÁTICAS:

It is difficult to make an evaluation of telematic activities, since not all children can carry out all activities, because they do not have the properly resources such as computer or good internet connection. Furthermore, we cannot observe the development of activities and, therefore, we must trust families. So, I think that a full evaluation and only based on seeing the final production, is not very effective.

5. CONCLUSIONS

The realization of this project has been complicated since we have found that in the middle of the work that was going to be done an unexpected situation has arisen, such as the closing of the school due to a pandemic, therefore we have had to redesign the work, adapt quickly to the new situation and adjust to the context in which the children live. Not everyone has a computer, printers or a good internet connection, since in rural areas where we are, the connection is not very good, and, in many families, it is not necessary to have these elements.

As for the work and the methodology, it has not been so complicated to adapt thanks to the fact that we have previously worked with the children who are part of the project, we have carried out 5 sessions prior to this change of context, and the children already knew what the way of working was like. The way of working was more systematic.

We must emphasize that we find a project dedicated to the observation and knowledge of their surroundings, for this reason, we have taken advantage of the rural area where they are located, and even more so when families are engaged in agriculture since the support is much greater for children's learning.

One of the great pillars for the education of children in families, but in this case even more since these are the connection between teachers and students, in addition to having become children's guides in the process of their learning. We should also be grateful that the school is certified with ICT level 4, because this has made families accustomed to contacting teachers through this means, for example with the use of the Class Dojo mobile application, which has easier the family-school connection

In summary, the conclusions that I can draw from this project is that although the context is not very favourable, we must learn to adapt to new situations that may arise. For this, it is very important to have a relationship with families and to follow routines in children's learning. In addition, as personal learning, and growth, I must highlight the development of ICT skills to carry out the project online.

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8. APPENDIX

8.1. BEHAVIOUR CHART "GROWING CHART"

GROWING CHART				
		🌼		
🌸		🌱	🌺	
🌱	🌼	🌱	🌱	
🌱	🌱	🌱	🌱	🌸
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👧	👦	🧒	👧	🐱

8.2. STUDENTS SELF ASSESSMENT:

SELF-ASSESSMENT BY _____	
ACTIVITIES	😀 😐 ☹
"WHAT DO WE KNOW ABOUT PLANTS?":	
"THE TINY SEED": Book	
"THIS ARE OUR PLANTS"	
"THE PARTS OF OUR PLANTAS"	
"OUR FANTASTIC POTS"	
WHAT DID YOU LIKE THE MOST?	
WHAT DID YOU LIKE THE LESS?	
WHAT HAVE YOU LEARNED?	

8.3. STUDENTS ASSESSMENT:

Example evaluation table from lesson 1 "What do we know about plants?"

Lesson 1, Objectives: "What do we know about plants?"					
Show interest and participate positively in activities.					
Respect turns when speaking					
Listen to others					
Recognize a wide range of words: key language related to the topic					
Understand instructions given in another language					
Respond verbally and non-verbally to oral productions in English					

Comments from Lesson 1: "What do we know about plants?"	

8.4. TEACHER SELF-ASSESSMENT

TABLE 1: Start of the project	Evaluation (From 1 to 5)	Observations
The objectives have been clearly and concisely formulated		
Attention is paid to children's interest		
Classes are planned flexibly, preparing activities and resources.		
The activities are adapted to the needs of the class.		

TABLE 2: During of the project	Evaluation (From 1 to 5)	Observations
Motivation and security moments develop in my class		
Attention is paid to the doubts and questions that appear in class		
Time is managed appropriately		
Different strategies and resources are used.		
The learning rhythms of the children are considered and the rhythms of the class are adapted to that		

TABLE 3: At the end of the project	Evaluation (From 1 to 5)	Observations
Motivation has been maintained throughout the project		
The proposed objectives have been largely met		
The previous tables have been considered to improve the project		
Notes		