FACULTAD DE EDUCACIÓN DE PALENCIA
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MOTOR GAMES WITH PSYCHOMOTOR SKILLS TO ENCOURAGE BILINGUALISM IN THE KINDERGARTEN CLASSROOMS

JUEGOS MOTORES CON HABILIDADES PSICOMOTORAS PARA FOMENTAR EL BILINGÜISMO EN LAS AULAS DE EDUCACIÓN INFANTIL.

TRABAJO FIN DE GRADO
EN EDUCACIÓN INFANTIL

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Abstract

This TFG (*Trabajo de Fin de Grado*) was designed for 4-year-old children in a class of Infant Education. This document includes the theoretical basis from several well-known authors and my own experience gained during my internship from February 14th to May 21st, 2018.

Motor games are used as a mean of learning a second language and as a stimulus for motor development while using a bilingual methodology in the practical didactic proposal with CLIL (Content Language Integrated Learning).

The benefits that English motor games have on students in early childhood education are noteworthy. They help children in their development of a second language and show a fundamental role in the field of integration. Therefore, English motor games should be promoted in kindergarten schools.

Keywords

English, Motor Games, Second Language (L2), Content and Language Integrated Learning CLIL

Resumen

Este TFG (Trabajo de Fin de Grado) fue diseñado para una clase de 4 años de educación infantil. Este documento incluye las bases teóricas de muchos autores conocidos y mi experiencia durante las prácticas de fin de carrera que fueron del 14 de febrero al 18 de mayo del 2018.

Se han usado juegos motores como medio de aprendizaje de una segunda lengua y como estímulo para el desarrollo motor utilizando una metodología bilingüe en la propuesta didáctica con AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras).

Los beneficios que los juegos motores en inglés causan en los estudiantes son notorios. Estos ayudan a los niños y niñas en en el desarrollo de una segunda lengua y muestran un rol fundamental en el ámbito de integración. Para ello, los juegos motores deberían ser fomentados en las aulas de educación infantil.

Palabras clave

Inglés, Juegos Motores, Segunda Lengua, Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE)

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1. Introduction

The early childhood stage is one of the most important periods in the educational system. In that stage children develop their physical and mental capacities. Nowadays there are many new pioneering methodologies where the development of children is carried out in an appropriate way.

The elaboration of the practical didactic proposals with CLIL (Content and Language Integrated Learning) is based on Molero (2011), Fernández Barrionuevo (2017), and Ramos and Ruiz Omeñaca (2011).

This TFG shows that through psychomotor exercises or motor games, the students can communicate and verbalise properly in a foreign language.

This proposal aims to help other teachers to carry out this kind of activities in their classrooms, promoting a global, meaningful and attractive learning in Infant Education.

2. Basic Skills

The next section outlines the basic competences that I would like to develop with this final degree project, collected from the memory of the study plan of the teacher's degree in Early Childhood Education from the Valladolid University (*Real Decreto 1393/2007):*

2.1 Competencias generales:

1. Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio –la Educación-. Esta competencia se concretará en el desarrollo de habilidades que formen a la persona titulada para:

- Ser capaz de reconocer, planificar, llevar a cabo y valorar buenas prácticas de enseñanza-aprendizaje.

2.2 Competencias específicas:

Potenciar en los niños y las niñas el conocimiento y control de su cuerpo y sus posibilidades motrices, así como los beneficios que tienen sobre la salud.

Ser capaces de transmitir a los niños y niñas el aprendizaje funcional de una lengua

extranjera.

Ser capaces de utilizar el juego como recurso didáctico, así como diseñar actividades de aprendizaje basadas en principios lúdicos.

Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica, con la perspectiva de innovar y mejorar la labor docente.

Todas las competencias, incluidas las propias de cada materia, se reflejarán en el Trabajo Final de Grado que compendia la formación adquirida a lo largo de todas las enseñanzas de currículo.

Objetivos de la mención de Lengua Inglesa en Educación Infantil

Ser capaz de expresarse oralmente y por escrito en Inglés (nivel C1).

Conocer los fundamentos del plurilingüismo y del pluriculturalismo en el diseño de programas Bilingües CLIL en Educación Infantil.

Dominar el currículo de lengua extranjera (inglés) en Educación Infantil.

3. Learning Goals

With the completion of this TFG the main general objective of this TFG is is to use an innovative methodology to encourage bilingualism by means of motor games with psychomotor skills.

The main specific objectives of this TFG are:

To support a teaching way between English and psychomotor skills.

To value the importance of the projects in the classrooms.

To promote CLIL (Content Language Integrated Learning) didactic methodology through motor games.

4. Justification

The class where I was doing the internship was very active. This was taken on board for the proposal, so that the children could move and learn at the same time using motor games and songs in English. In this TFG we provide evidence to relate the development of psychomotor skills with the learning of a second language.

I abstained from reducing all activities to being purely motor-based, as motor skills are reinforced and integrated throughout the entire child education program. My proposal aims to go beyond motor-based skill acquisition by integrating additional content, such as learning a second language.

My practical experience at the Public School in the metropolis led me to create this project. I would like to acknowledge the second grade tutor as her assistance was instrumental in helping me realize this project.

English stimulates communication and helps boosting the development of broader thinking. This is a fundamental aspect to convert the information they receive into useful knowledge.

I have carried out this project by relating English with psychomotor skills. This is more than an interesting challenge. Nowadays languages are fundamental; both for the present and for the future.

It is also a very motivating project for me since the sport is something that is present in my day to day, together with the English language and culture. Furthermore, I have been living in English speaking areas some time throughout my life.

I have chosen this kind of proposal due to the incongruity I have seen around the world. The children learn their mother language, but they have limited access to new languages, even though they learn them easily. However, they are simply not invited to learn them. This provides another reason for my TFG proposal: to make English accessible for many children.

Nowadays we live in a different world, much more global; where the command of several languages is "almost" essential not only for traveling, but also for working. Learning a second language is a privilege that most children should have.

One of the Field (2002) investigations evidences that bilingualism with motor games transforms the organization and structure of the brain. According to this, by learning more than one language, our network of neurons is organized differently than a monolingual brain.

Learning English by playing motor games helps the children to expand their linguistic competence in a more fun and entertaining way, as they have to interact with the language they are learning.

Motor games are also profitable because they encourage kids to get together with other children, in order to enjoy and practice the language in a different way. This helps children to improve their social skills and to express themselves better linguistically.

According to the integrated curriculum, using games is good to learn English. As Amin et al. (2012) say:

> Games allow children to actively develop listening skills and give all the children the opportunity to speak out aloud in a non-threatening atmosphere. As whole class games function best when taught and played in very controlled settings, the children have to pay special attention to both the teacher and their peers. As children are keen to participate and play important roles in games, they are generally eager to listen and ready to collaborate.
>
> Play circle games which require the children to speak out aloud to the rest of the class or to chant a repetitive phrase in unison e.g. "working together we can do it!" or singing all together the same English songs in our routine in the proposal.
>
> Play circle games which require the children to describe and guess.
>
> Play games which require the children to remember and recall vocabulary taught using arte- facts, props, images or their imagination.
>
> Play games using picture dice and dominoes, or using cards to match pairs or opposites etc. Children name the items/concepts as they play.
>
> According to Games, Music and Movement; I am going to mention some of the points the integrated curriculum says:
>
> Children love to and perhaps more importantly, need to move. T.P.R. (Total Physical Response)/action games and music and movement activities allow children to exercise their listening skills and still be in motion at the same time. Children have to pay special attention to instructions and language concerning time, space, position and the quality of their movements.
>
> Explore moving on different body parts e.g. "Good morning song" (Annex 1)
>
> Explore different ways of travelling e.g. jumping, running, hopping… in the main activity during the fifth session.

Explore movement quality and rhythm e.g. moving like animals, like the teacher during the songs.

It is very important to play games using prepositions and regularly sing and move to a variety of action songs. (pp. 43-44)

During the IE stage, most of the activities has the motor development of the students as a transversal element. For this reason, we empower it through motor games.

Since the teachers are a role model for students to follow; we should try to promote active learning in the children through attractive activities. These activities will be the ones that I will present in my didactic unit proposal.

5. Supporting Theories

This section is theoretical in nature and will detail the necessary requirements to achieve the project aims. It will also expand on the background for my didactic proposal.

5.1 Physical education methodological proposals for English projects

The proposal of Gómez and Matienzo (2014) is a bilingual methodological suggestion. It consists of different resources that teachers can carry out at P.E. (Physical Education) classes in a foreign language; in Infant, Primary and Secondary levels.

This kind of proposal helped me to create my own resources for the kindergarten classrooms. Indeed, Gómez and Matienzo (2014) tell the history of bilingual methods. They introduce the teacher in a context to understand the suggested proposals and also to expand them. As a result, they analyse different teaching units and sessions in English and Spanish.

Regarding to methodology, Gómez and Matienzo (2014) assure that is advisable to carry out P.E. with bilingual models. In the same way, this methodology should be used during the classes and planned to take into account the abilities of the children (their level of English, lexical work).

Regarding the activities, Molero (2011) explains that these proposed activities in a foreign language are determined by the student´s level of English. Therefore, it is essential to take this into account to facilitate the student's understanding of the activities, always starting with simple games and, later on, increasing the difficulty.

Gomez and Matienzo (2014) use Fernández (2013) resources, who has designed a website www.pectil.es, where he shows applications and resources from his own experience. He has posted and recorded videos on his website explaining and exemplifying different bilingual sessions. The author suggests the following recommendations:

- The teacher has to speak slowly, repeating both words and phrases so that the student assimilates them better.

- You have to be aware whether the children understand the explanations, or the words used during the session.

- When the children do not understand something, the teacher has to translate it or use a lexicon adapted to the level of the students.

- The explanations have to be short and straightforward. They also must be divided into parts to know if they are understood.

- The games have to increase in difficulty progressively. The design of Didactic Units is carried out by comparing these in English and in Spanish.

- There is a great variety of models. There is no typology of Didactic Unit in Spanish or English, in each language some aspects predominate more than others.

- The differences that exist between the Didactic Units in Spanish and English are because the second one uses different vocabulary.

- Finally, the Bilingual Didactic Units have to be complemented with things from the two Didactic Units, both Spanish and English.

All these resources helped me during my internship with the English activities and at the time of carrying out this project.

5.2 Learning projects in the classrooms

According to Pascual Arias (2014), a learning project in the stage of Early Childhood Education is a process of knowledge construction. It starts from the interests and previous ideas of the students, to carry out a method of search and discovery of new concepts.

With my proposal I try to adapt the learning process to the needs and maturational rhythm of the students, following a few guidelines from Pascual Arias (2014).

A learning project also allows the inclusion of families and the educational community in the process. Therefore, we are talking about learning a second language (L2) based on sharing, discovering and reconstructing knowledge in a collaborative, free and supervised way.

Projects promote the autonomy and the integral development of the students. Projects encourage the relationship and respect among equals, as well as the inclusion and collaboration of families and the rest of the members of the educational community.

Through the projects, Nisbet and Bermejo (1998) want to reflect the importance of the questions "what do we know?" and "what do we want to know?".

Let's say that the projects deal with a more real methodology. In this case, it can be said that it is a globalised methodology, although each topic is interleaved with a

project. It is not about projects as such since children do not choose them. They would be projects in the case that we decided specific topics, and we offered them to the students.

It is a constructivist methodology; in literacy, it goes from the word to the syllable and from the syllable to the letter. The method also tries to work or plan activities to cover all multiple intelligences. We do not forget that we will focus on English language and physical education or psychomotor elements.

It is essential to highlight the useful role of the teacher of a L2 when organising the classroom and the routines that are used daily. Fluency is necessary when using the language, as well as an appropriate vocabulary when working. The expressions that are used reinforce the learning of the L2 thanks to its use in real communicative situations.

It is worth mentioning that the program "Content and Language Integrated Learning" (CLIL) is explained with the use of any L2 in the classroom. This program becomes a great instrument that helps to learn new content and at the same time, to practice a foreign language. In order to achieve the objectives that are proposed and to carry out the activities, the motivation of the teacher is necessary and also the coordination with the other teachers of the centre.

When it comes to the educational models, there is no project typology in Spanish or English. In each language, some aspects predominate more than others. Bilingual projects have to be complemented with things from both Spanish and English.

5.3 Content and language integrated learning (CLIL)

The CLIL didactic methodology consists of the introduction of English as a teaching instrument. It is the one I will be using in the practice according to the school´s own methodology.

The introduction and the importance of bilingual physical education emphasises the English-Spanish union. This associates the language with the action, allowing children to deduce the orders without possessing total command of the language.

The methodology that uses English in psychomotor classes and P.E. as a new language for children is quite common nowadays. The use of English in a physical education class makes a connection between motor action and spoken language.

Ramos Calvo and Ruiz Omeñaca (2010) show how P.E. and psychomotor skills are an ideal area in which to promote the understanding and development of languages. This is due to the fact that during the psychomotor sessions, there is a strong relationship between language and actions. It encourages children to acquire and develop vocabulary more quickly and effectively.

In addition, these activities are proposed to improve the social and affective development of the students, which in turn has a relationship with learning and the use of languages.

Therefore, we can observe how P.E., specifically the union of psychomotor actions and languages, has a distinct advantage in the reinforcement of learning, as it relies on the continuous learning loop of language-action-interaction.

5.4 Fundamental principles of learning a second language.

According to Rascón (2015), it is worth mentioning the fundamental principles of learning a L2. I consider very important to carry them out as part of my didactic proposal:

- Children actively try to construct meanings, and for that, the teachers will help them.
- In order to develop correct learning, it is necessary to teach them effectively thanks to the teachers´ strategies.
- Language development is based on interaction.
- If we want children to learn the language properly, we must ensure that the lessons develop the necessary skills to speak the language.

5.5 Multiple intelligences

Over the years, the definition of intelligence has been changing. However, as human beings we are born with a series of innate talents, if we work and develop them, we can become really brilliant.

The Multiple Intelligences Theory was created by the American psychologist, professor and researcher Howard Gardner.

Gardner (1987) claims:

Recognizing and developing all forms of human intelligence, and gaining an appreciation for their specific combinations is of utmost importance in the delivery of effective teaching methods. We are all different, greatly as a result of

our own distinct intelligence combination. Gaining an understanding of these will maximize our opportunity to tackle the complex challenges that we face in this world. (p.67)

Collected from the subject "*Fundamentos de la Educación Corporal en Educación Infantil*", the eight intelligences displayed by Howard Gardner are the following ones:

Figure 1*: Multiple Intelligences. López (2017)*

For Gardner all these intelligences are equally important, however, for many years at school, the same importance has not been given to some as to others, which is one of the reasons that deprived individuals of equal opportunities in the educational system. The student whose intelligence is mathematical or linguistic, will have more options to shine than the one who has other types of intelligence, and will also be more socially recognized in their work.

This idea is so deeply rooted socially that if we were asked who is smarter; if a footballer or a mathematician. We would tend to say that the mathematician, however, for Gardner would only have different types of intelligence.

This theory helped me to understand that each child is different and therefore has a different way of learning and acquiring knowledge. With the proposal activities, I considered who is good in English, who is good in balance, who is good in orientation…

When I introduced the theory proposed by Gardner in the classroom, I was offering to the students an individualized attention.

Through Gardner theory, everyone can have the same opportunities, avoiding frustration and boredom with certain content. It will eventually generate a remarkable decrease in school failure, because according to this theory, all students end up finding their place and developing their skills within the school environment.

In brief, it is important for teachers to know the different intelligences and how to work with them in order to be able to respond to our student's needs.

6. **Proposal Design**

6.1 Center Context

The public school where I did my intership was created in 1861 and it is located in Palencia, province belonging to the Community of Castilla y León.

Palencia has a population of approximately 79,137 inhabitants. The population of the center comes mostly from families living in the outskirts. The center is surrounded by public facilities and services such as: the Carcavilla park (former cemetery), the National Police, Bus and Train Station, the Palencia municipal pavilion, heated swimming pools area ...

Center of double line; public and bilingual Spanish - English (British Council).

The Public School is characterized by the British Council program. It is a preferential center for students with specific educational support needs; especially students with motor disabilities, such as cerebral palsy.

To attend these needs, the center has a series of specialists such as: a nurse, a physiotherapist, and two educational technical assistants (ATE); it also has specialists in Hearing and Language and Therapeutic Pedagogy.

6.2 Pre-Proposal Observations: (Proposal justification)

There was a pre-proposal observation period before the programming and development of the proposal. Below are the observation points covering psychomotor and English lessons:

- A low predisposition of the students to the English lessons.
- Students participated frequently in the motor activities.
- Students did not speak well the second language.
- I thought about using the preferences from the students, for the later proposal creation.

6.3 Methodology

The methodology applied in the project will be the same methodology that the children are using in class. This is a management methodology where exercises and the performing of them will be indicated.

Depending on the type of tasks, most activities will be under a structured method while other activities will let the individual to be more self-independent, like in the initial warm-up song.

The proposal methodology will be linked with the CLIL didactic methodology which consists of the introduction of English as a teaching instrument.

The goal of these activities is to acquire skills and interact in English with their peers, stimulating spontaneity. The teacher must prepare the necessary materials, supervise the activity and motivate the children, as well as specify the time and the space of each activity.

In all types of teaching, I will apply a methodology that works with the content to achieve the previously proposed objectives, taking into account the age of the students and their psycho-evolutionary development. I will apply the fundamental principles of meaningful learning, globalizing perspective, and game while promoting an environment of affection and trust.

In this case I consider using motor games in English as a method that encourages cooperative work and develops multiple aspects of their intelligence. Exploring the different aspects of their intelligence, as discussed in the theoretical component of this project, is the key to being able to offer each student a personalized teaching experience, based specifically on their individual characteristics.

The methodology used in these activities will have English as their focal point. My methodology will involve CLIL to teach motor games and motor songs in English. It will be a global, participatory, formative and active methodology.

7. Proposal Goals and Contents

In this section there are learning goals and contents from the Infant curriculum related to the proposal.

Collected from the Royal Decree 1630/2006, 29th of December, which establishes minimum teaching requirements for Infant Education. Decree 122/2007, 27th of December, by which the curriculum of the second cycle of Early Childhood Education in the Community of Castilla y León is established.

Table 1: *Learning Goals and Contents*

OBJETIVOS ÁREA 1	CONTENIDOS ÁREA 1
I. CONOCIMIENTO DE SÍ MISMO Y AUTONOMÍA PERSONAL	I. CONOCIMIENTO DE SÍ MISMO Y AUTONOMÍA PERSONAL
- *Conocer y representar su cuerpo, diferenciando sus elementos y algunas de sus funciones más significativas, descubrir las posibilidades de acción y de expresión y coordinar y controlar con progresiva precisión los gestos y movimientos.* - *Tener la capacidad de iniciativa y planificación en distintas situaciones de juego, comunicación y actividad. Participar en juegos colectivos respetando las reglas establecidas y valorar el juego como medio de relación social y recurso de ocio y tiempo libre.* - *Realizar actividades de movimiento que requieren coordinación, equilibrio, control y orientación y ejecutar con cierta precisión las tareas que exigen destrezas manipulativas.* - *Descubrir la importancia de los sentidos e identificar las distintas sensaciones y percepciones que experimenta a través de la acción y la relación con el entorno.*	- *Descubrimiento del valor de la amistad. Participación y disfrute con los acontecimientos importantes de su vida y con las celebraciones propias y las de los compañeros.* - *Progresivo control postural estático y dinámico.* - *Coordinación y control de las habilidades motrices de carácter fino, adecuación del tono muscular y la postura a las características del objeto, de la acción y de la situación.* - *Descubrimiento y confianza en sus posibilidades de acción, tanto en los juegos como en el ejercicio físico.* - *Valorar la importancia del juego como medio de disfrute y de relación con los demás.* - *Actitud positiva y respeto de las normas que regulan la vida cotidiana, con especial atención a la igualdad entre mujeres y hombres.* - *Utilización adecuada de espacios, elementos y objetos y colaboración en el mantenimiento de*

	ambientes limpios y ordenados.
OBJETIVOS ÁREA 2 *II. CONOCIMIENTO DEL ENTORNO*	*CONTENIDOS ÁREA 2* *II. CONOCIMIENTO DEL ENTORNO*
- Conocer algunos animales y plantas, sus características, hábitat, y ciclo vital, y valorar los beneficios que aportan a la salud y el bien- estar humano y al medio ambiente. *- Relacionarse con los demás de forma cada vez más equilibrada y satisfactoria, ajustar su conducta a las diferentes situaciones y resolver de manera pacífica situaciones de conflicto.*	*- Realización autónoma de desplazamientos orientados en su entorno habitual.* *- Los animales: acercamiento a su ciclo vital, hábitat, comporta- miento y necesidades.*
OBJETIVOS ÁREA 3 *III. LENGUAJES: COMUNICACIÓN Y REPRESENTACIÓN*	*CONTENIDOS ÁREA 3* *III. LENGUAJES: COMUNICACIÓN Y REPRESENTACIÓN*
- Expresar ideas, sentimientos, emociones y deseos mediante la lengua oral y otros lenguajes, eligiendo el que mejor se ajuste a la intención y a la situación. *- Utilizar la lengua como instrumento de comunicación, representación, aprendizaje, disfrute y relación social. Valorar la lengua oral como un medio de relación con los demás y de regulación de la convivencia y de la igualdad entre hombres y mujeres.* *- Comprender las informaciones y mensajes que recibe de los demás, y participar con interés y respeto en las diferentes situaciones de interacción social. Adoptar una actitud positiva hacia la lengua, tanto propia como extranjera.* *- Comprender y responder, de forma verbal y no verbal, a producciones orales en lengua*	*- Corrección al hablar en las diferentes situaciones, con repertorio de palabras adecuadas.* *- Interés por realizar intervenciones orales en el grupo y satisfacción al percibir que sus mensajes son escuchados y respetados por todos.* *- Reproducción de grupos de sonidos con significado, palabras y textos orales breves en la lengua extranjera, en un contexto en el que sean necesarios y significativos.* *- Utilización habitual de formas socialmente establecidas (saludar, despedirse, dar las gracias, pedir disculpas, solicitar ...).* *- Reconocimiento de palabras escritas en la lengua extranjera, presentes en su entorno.* *- Asociación de información oral a imágenes en*

extranjera, asociadas a tareas usuales de aula y con abundante apoyo visual.	*actividades de identificación y secuenciación, utilizando la lengua extranjera.*
- Demostrar con confianza sus posibilidades de expresión artística y corporal.	*- Iniciación en la utilización de medios tecnológicos como elementos de aprendizaje, comunicación y disfrute.*
- Escuchar con placer y reconocer fragmentos musicales de diversos estilos.	*- Aprendizaje de canciones y juegos musicales siguiendo distintos ritmos y melodías, individualmente o en grupo.*
- Participar en juegos sonoros, reproduciendo grupos de sonidos con significado, palabras o textos orales breves en la lengua extranjera.	*- Descubrimiento y experimentación de gestos y movimientos como recursos corporales para la expresión y la comunicación.*
	- Utilización del cuerpo en actividades de respiración, equilibrio y relajación. Posibilidades motrices del propio cuerpo con relación al espacio y al tiempo.

According to the curriculum and related to my proposal, these are the specific objectives:

- To awake the children interest by learning a language in an experiential way.

- To awake, increase and consolidate students' interest in English.

- To acquire motor skills and interact with English and their peers, stimulating spontaneity.

To sum up according to the curriculum and related to my proposal, these are the specific contents:

- Interest by learning a language in an experiential way.

- Consolidation and evolution from the students' interest in English

- Acquisition of motor skills and interaction with English and their peers, stimulating spontaneity.

8. Proposal introduction and development

I introduced my proposal the last two weeks of May. The unit was divided in 5 sessions (35 minutes per session): three sessions the first week and two sessions the second week. The lessons took place from 1:10 to 1:45pm.

I made my own proposal on English and Physical Education or psychomotor elements since they are very important contents that appear in the curriculum. Every session had a goal, and each session had its own distinct setting, in this case a different island. The last session represented the final island, where the "treasure" was located.

Proposal history: we are all in a boat that has just broken. Therefore, we have to go through different trials/tests to reach each island. A different trial/test was explained on each lesson. Regarding the practical part of my project, following Ortiz Calvo (2013), I divided each lesson in three parts: warm up, main part and cool down (relaxation).

For the proposal activities, I have helped myself with Flashcards (Annex 4, 5, 6 and 7). This Flashcards were collected from British Council (2018).

We will leave the main class for going to the specific psychomotor class which take us (3 minutes). Every session will be organised in the same way, forming a line and walk through the corridor. Before getting in the psychomotor class we will follow the routine below:

1st Greeting. Each pupil will say hello to the teacher (which is me) the way they want one at the time. For instance: clapping my hand, hugging me, smiling… That way all of them feel important at the time. (3 minutes)

2nd Hello song. Once we had all said hello to the teacher and we were all inside the class, we made a circle and sang/danced as a warm up. (Annex 1) (6 minutes)

3rd Main activity, each session had a different one. (13 minutes)

4th Clean up song to tidy up the class. (Annex 2) (3 minutes)

5th Time to relax, after moving for a while children had to relax for a bit. The five sessions were held with the students organised in pairs. With a tennis ball one of them had to roll the ball all over the body carefully from his/her couple during 2 minutes. After 2 minutes change the roles and during the last minute put the balls away. (5 minutes)

6th Bye-Bye song. To finish the session, we sang a different song. The teacher demonstrated the song first. Then it was repeated with the students following the movements of the song. (Annex 3) (5 minutes)

7th We made a line and come back to the class.

8.1 MAIN ACTIVITY FIRST SESSION:

Learning goals

    - To discover the concept of up and down.

    - To experiment with balance and cooperate with each other.

Learning contents

    - Up and down

    - Balance (psychomotor skill)

Learning outcomes

    - At the end of the lesson the students will be able to differentiate the concept of up and down.

    - At the end of the lesson the students will be able to experiment with balance and cooperate with each other.

Assessment criteria

    - Distinguishes the difference between up and down.

Materials

    Benches

    Activity - *BANCOS SUECOS.*

In groups of 6 (as they are already separated by colour groups in class; red, green, blue and yellow). They will have to go from one side of the class to the other walking only on the benches. They will use the benches as a way to cross the water and go to the other side of the class (the other island). They will cross one by one, so if one is crossing the other 5 are helping; that way we promote cooperation with each other. We will work the balance and the team work. Our motto will be: "Working together we can do it!"

8.2 MAIN ACTIVITY SECOND SESSION:

Learning goals

- To discover the progression of the movement. Slow to fast.
- To acquire the action of a jump.

Learning contents

- Slow and fast
- The action: to jump

Learning outcomes

- At the end of the lesson the students will be able to discover the progression of the movement; slow to fast.
- At the end of the lesson the students will be able to discriminate when the teaches says jump.

Assessment criteria

- Realizes the progression of the movement; slow to fast.
- Play actions when he/she listen to them (jump, run…)

Materials

Ropes

Activity - *LA MAREA ESTÁ AGITADA.*

In groups of 6 again. For example, the green group will be moving the ropes as if they were snakes and the red group has to jump without stepping on them. If someone steps on them, he/she will have to do it again. Once the red group has finished jumping, they will exchange the positions with the green group. Same performance for the yellow and blue groups. They will do it a few times. The teacher will gradually increase the speed of the ropes. The children will start very slow and will finish doing it very fast.

8.3 MAIN ACTIVITY THIRD SESSION:

Learning goals

- To share with others and value the effort of everyone.
- To differentiate the different shapes and colours.
- To recognise simple actions.

Learning contents
- Shapes (Annex 6)
- Actions (Annex 5)

Learning outcomes
- At the end of the lesson the students will be able to value everyone's effort.
- At the end of the lesson the students will be able to discriminate simple shapes and colours.
- At the end of the lesson the students will be able to recognise simple actions.

Assessment criteria
- Distinguishes the different shapes and verbalise them
- Play actions when he/she listen to them (Run, walk, hop…)

Materials

Ropes, guiding flashcards (Annex 4, 5 and 6),

Activity – Let´s find our island!

In a big circle along the class. The teacher will form big shapes with ropes in the middle of the circle on the floor. The groups will be separated by their own colours all along the class mixed; for example, a person from the red group can be next to a person from the blue one. The shapes will be formed with ropes on the floor and the teacher will explain the activity showing the kids the different flashcards with colours, actions and shapes.

The teacher will pull a specific colour flashcard saying the colour she is showing to the kids. For example: The red group run to the square. (Annex 4, 5 and 6). The teacher will intercalate the different colours, actions and shapes.

8.4 MAIN ACTIVITY FOURTH SESSION:

Learning goals
- To keep balance over the plastic blocks.
- To promote symbolic game by learning colours.
- To acquire names from new animals.

Learning contents

- Balance (psychomotor skill)
- Colours
- Animal names

Learning outcomes

- At the end of the lesson the students will be able to keep balance over the plastic blocks.
- At the end of the lesson the students will be able to participate during symbolic games.
- At the end of the lesson the students will be able to acquire animal names.

Assessment criteria

- Recognises the colours and verbalise them
- Verbalise the numbers

Materials

Plastic blocks/bricks and poles.

Activity CROSS THROUGH THE TORTOISES/TURTLES

In groups of 6, they will form 4 lines and they will have to cross the ocean without touching the water and the turtles will help them. The turtles are actually plastic blocks/bricks which they normally use in the psychomotor skills classes. The blocks will be close enough for them to step on without requiring large jumps or difficult manoeuvres. They all have a connection pole in their possession, performing the role of an oar, allowing them to touch the water and facilitating crossing from turtle to turtle. At the end of the activity they all have to say the number of the blocks of each colour they have stepped on in total. For example:

I will ask: How many green blocks have you stepped on?

The pupil will say: 5 green blocks.

I will ask: How many yellow blocks have you stepped on?

The pupil will say: 3 yellow blocks.

I will ask: How many red blocks have you stepped on?

The pupil will say: 2 red blocks.

8.5 MAIN ACTIVITY FIFTH SESSION:

Learning goals

- To discriminate different actions.

- To classify animal movements.

- To Increase difficulty in the game.

Learning contents

- Actions (Annex 5)

- Animal names and movements

Learning outcomes

- At the end of the lesson the students will be able to discriminate different actions.

- At the end of the lesson the students will be able to classify animal movements.

Assessment criteria

- Characterizes the animal's actions

- Play actions when he/she listen to them (Jump, run, stomp…)

Materials

Guideline flashcards (Annex 8).

Activity – LET´S FIND THE TREASURE!

Once they are in the final island, they will find a few animals along the island and they will have to act like them. Let´s all be animals. We will work with actions and they will move throughout the classroom. I will use flashcards to help them visualising the animal and the action (Annex 7). Once they have played being all the animals, they will have to look for the hidden treasure. The teacher will increase the speed and the rhythm. The treasure will be related to my farewell. This was my final session with them as I was finishing my internship. Treasure picture (Annex 8). The actions and animals to be taught are the following:

Climb	Monkey	Walk backwards	Crab
Hop	Kangaroo	Stomp	Elephant
Run	Lion		

Fly	Eagle	Walk	Penguin
Creep	Snake	Jump	Frog
Swim	Fish		

9. Results

9.1 Assessment

Assessment is a controversial topic. In the first place, for the student's evaluation I made a template of items (assessment criteria) for each child. This provided an individual evaluation. It helped me to see the learning rhythm of each student, to check what things have improved, and to observe possible problems that have not been previously detected.

In addition to this, the general result of these tables will serve to make teachers reflect on whether their implementation has been adequate or not. If it has not been adequate, the implementation should be improved. For example: if most of the children have not been able to recognise the colours and verbalize them; it means that this activity has not been the most appropriate to achieve that goal. Maybe it was not adequate for their age, or perhaps it has not been implemented in the best way, etc.

In conclusion, we will evaluate the teacher and the classroom scheduling, taking into account the skills, competencies, performance and effectiveness. The aim is to achieve a global, continuous and formative evaluation.

Table 2: *Assessment Criteria*

	Recognises the colours and verbalise them			Plays actions when he/she listen to them (Jump, run, stomp…)			Distinguishes the different shapes and verbalise them			Characterizes the animal's actions		
	NI	A	M	NI	A	M	NI	A	M	NI	A	M
PUPIL 1	x			x				x			x	
PUPIL 2		x			x			x				x
PUPIL 3		x			x			x		x		
PUPIL 4		x			x		x				x	
PUPIL 5		x			x			x			x	
PUPIL 6			x			x		x			x	
PUPIL 7			x			x		x				x
PUPIL 8		x				x	x				x	

NI: Needs Improvement   A: Acquired   M: Mastered

Tabla 3*: Assessment Criteria*

	Verbalises the numbers			Distinguishes the difference between up and down			Realizes the progression of the movement; slow to fast			Shows actions when he/sings the songs		
	NI	A	M	NI	A	M	NI	A	M	NI	A	M
PUPIL 1	x			x				x			x	
PUPIL 2		x			x			x				x
PUPIL 3		x			x			x		x		
PUPIL 4		x			x		x				x	
PUPIL 5		x			x			x			x	
PUPIL 6		x			x			x			x	
PUPIL 7		x			x			x				x

NI: Needs Improvement   A: Acquired   M: Mastered

9.2 Proposal Conclusions

By completing the project of this TFG, I wanted to show that through psychomotor skills, I can get students to communicate in a foreign language. After being working with the class for a month I saw some needs/limitations in the group related with learning a L2. The students were very active and did not have many predispositions to English.

Through physical exercises, I found a way to introduce it. Working physically helped them and they felt attracted to the language and being more participative in the English classes. It has been an easy way to introduce English contents such as colours, numbers, animals, shapes, actions…

The realisation of this proposal has allowed me to go deeper into the organization and planning of activities related to the teaching of a second language.

The contents introduced in the proposal represent a mean to improve the quality and equity of the education system.

Thus, to be able to develop these contents in the students I want to reflect and reformulate the teaching methods. Moving from "knowing" to "knowing how to do" and

from "learning" to "learning to learn" so that children can develop in a effective and autonomous way.

One day a friend of mine said "One child, two languages, infinite possibilities". That is why I decided to choose the English speciality as my degree and I try to keep it as a personal motto.

10. TFG Conclusion

This project has been both an enjoyable and interesting way to develop the knowledge acquired during the last year of my degree. It has enabled the practical application of theories and concepts studied throughout the course, such as those by Ramos (2006). As a summative assessment, it has allowed me to independently identify, analyse, modify, apply, trial and evaluate a range of methodologies that are integral to my role as a child educator.

This has all been made possible thanks to the steady development of basic skills and the careful scheduling and completion of the previously established objectives.

I have come to the conclusion that working with motor games in a L2 is an effective way of teaching that contributes to the development of basic competences and the learning of curriculum contents in a global and meaningful way.

The basic competences I have selected from the curriculum have guaranteed a high level of teaching efficiency throughout the implementation of this TFG.

Our curriculum contains regular references to the importance of incorporating psychomotor skills, motor games and the learning of an L2 as a way of improving learning retention.

Our strategy, coupled with our principal objective, which is to use an innovative methodology to encourage bilingualism by means of motor games with psychomotor skills, has been successful. We have dug into the characteristics, different type of motor activities and methodologies that can be utilized to promote good teaching practice. I have demonstrated the importance of introducing an innovative methodology incorporating both physical education and CLIL elements.

I found the project methodology very interesting, and for this reason I considered it important to discuss these projects in the classroom. This was brought about by the need to find an alternate method for the teaching of the second language. During my internship, one of the students suggested I incorporate motor games in order to make the English language classes more fun, and I decided to focus my proposal around this suggestion. I aimed to encourage the students' desire for learning through this method.

By focussing on motor-game theory and knowledge, I found different strategies to teach the students effectively. This led me to invoke my next objective: to support a teaching way between English and psychomotor skills. By developing psychomotor skills, we assist the children's development in a holistic way, by encouraging full-body learning, and thereby creating well-rounded individuals.

Finally, I believe it is extremely important, and ultimately beneficial, to apply these types of methodologies in Child Education, as it enables us to identify, analyse and improve our delivery as future teachers. This in turn, facilitates the tailoring of our approach to target the development of our students, factoring in their capacity for learning and their individual personalities. We can therefore conclude that our third and final proposal objective has been accomplished.

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Annex 1: Good Morning Song

Good morning, good morning.
How are you today?
Good morning, good morning.
I'm happy let's play.

Good morning, good morning.
How are you today?
Good morning, good morning.
I'm happy let's play.

Stretch up, stretch down.
Spin your head, turn around.
Move your shoulders, up and down.

Stretch your arms and turn around.

Good morning, good morning.
How are you today?
Good morning, good morning.
I'm happy let's play.

Good morning, good morning.
How are you today?
Good morning, good morning.
I'm happy let's play.

Yeah, let's play!

Annex 2: Clean Up Song

Clean up clean up, everybody let´s clean up.

Clean up clean up, put your things away.

Clean up clean up, everybody let´s clean up.

Clean up clean up, put your things away.

Annex 3: I am so Happy Song

(Chorus)

Naa, naa, naa

I'm so happy

Oh, so happy

Dance/Sing with me

(2x)

(Verse 1)

Clap, clap, clap your hands (kids repeat)

Stomp, stomp, stomp your feet (kids repeat)

Swing, swing, swing your arms (kids repeat)

dance everybody and sing with me! (kids repeat)

(Chorus)

Naa, naa, naa

I'm so happy

Oh, so happy

Dance/Sing with me

(2x)

(Verse 2)

Jump, jump, jump around (kids repeat)

Touch the sky and touch the ground (kids repeat)

Shake, shake, shake your hips (kids repeat)

I know a song, and it goes like this! (kids repeat)

(Chorus)

Naa, naa, naa

I'm so happy

Oh, so happy

Dance/Sing with me

(2x)

(Breakdown)

Clap, clap, clap your hands

Stomp, stomp, stomp your feet

Swing, swing, swing your arms

dance everybody and sing with me!

Jump, jump, jump around

Touch the sky and touch the ground

Shake, shake, shake your hips

I know a song, and it goes like this!

(Chorus)

Naa, naa, naa
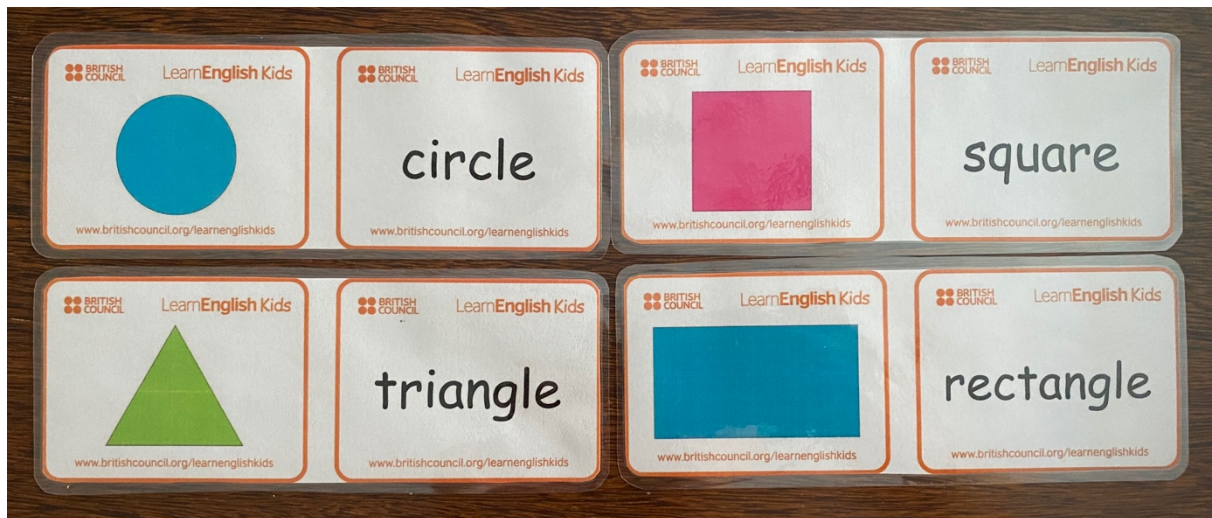
I'm so happy

Oh, so happy

Dance/Sing with me

(4x)

Annex 4: Colour's Flashcards

Annex 5: Action´s Flashcards

Annex 6: Shape's Flashcards

Annex 7: Animal's Flashcards

Annex 8: Treasure!