FACULTAD DE EDUCACIÓN DE PALENCIA

UNIVERSIDAD DE VALLADOLID

PLAYING IN ENGLISH IN THE PLAYGROUND AT BREAK TIME

JUGAR EN INGLÉS EN EL PATIO ESCOLAR A LA HORA DEL RECREO

TRABAJO FIN DE GRADO

EN EDUCACIÓNPRIMARIA

MENCIÓN LENGUA EXTRANJERA: INGLÉS

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ABSTRACT

The objective of this final degree project, which is aimed at the bilingual section of An Elementary and Primary Education School, is to increase students' oral communicative competence. Its purpose is to improve skills such as listening, attention, comprehension, and expression in English through the development of games in different spaces of the playground during the breaktime.

The premise from which this final degree project starts is that students should feel interested and motivated to learn the foreign language (from now on FL) in both a natural and enjoyable context. A context in which they use the English language to learn while, at the same time, they learn more about this foreign language.

As part of the development of this work a qualitative investigation has taken place using a questionnaire and the teacher's direct observation during the break time to know what kind of games are preferred by students and if they would be interested in performing them in this FL.

The results obtained are studied and analysed with the objective of a guided break with a planning of varied games. This educative proposal aims to promote bilingualism and improve the oral acquisition of that part of English which does not need as much instruction as the learning of its grammar. The project evaluates the educational potential that the playground and the breaktime have to make the students improve not only their oral linguistic skills in this FL, but also the individual and collective skills that they need to develop the proposed games.

KEYWORDS: bilingual section, oral communicative competence, skills, qualitative investigation, direct observation, questionnaire, directed break and bilingualism.

RESUMEN

Este trabajo de Fin de Grado dirigido a un centro de E. Infantil y Primaria con sección bilingüe, tiene como objetivo aumentar la competencia comunicativa oral mejorando habilidades como la escucha, la atención, la comprensión y la expresión en inglés realizando juegos en los diferentes espacios del patio durante el tiempo del recreo.

La premisa de la que se parte es que los estudiantes sientan interés y motivación por el aprendizaje de una LE en un contexto natural y divertido utilizando el inglés para aprender al mismo tiempo que aprenden esta segunda lengua.

 En el desarrollo de este trabajo se realiza una investigación cualitativa utilizando un cuestionario y la observación directa del docente durante los recreos para saber qué tipo de juegos prefieren los estudiantes y si les gustaría realizar juegos en esta LE.

Se estudian y analizan los resultados obtenidos para programar un recreo dirigido con una programación de juegos variados. Esta propuesta educativa pretende potenciar el bilingüismo y mejorar la adquisición oral del inglés que no precisa de tanta instrucción como el aprendizaje de su gramática. Se valora el potencial educativo que tiene el espacio del patio y el tiempo del recreo para que los estudiantes mejoren no solo las habilidades lingüísticas orales en esta LE sino también las habilidades individuales y colectivas necesarias para la realización de los juegos propuestos.

PALABRAS CLAVE: sección bilingüe, competencia comunicativa oral, destrezas, investigación cualitativa, observación directa, cuestionario, recreo dirigido, bilingüismo.

INDEX

1-INTRODUCTION

Nowadays, we live in a globalised world in which the communicative competence in a foreign language (in this case English) is a requirement demanded by the society we live in in order to permit students to be able to participate in different plurilingual and multicultural contexts.

It is a task of the school, through the teachers who work there, to help and prepare students to live and work in a world characterised by mobility.

The Organic Law 8/2013 of December defines that what is needed to improve the quality of education is:

> The command of a second language or even a third one has become a priority in education because of globalization in the world we live in, and at the same time, it is shown as one of the main points in which our educational system is lacking. The European Union emphasises the promotion of bilingualism as an inalienable objective for the development of the European project. The law strongly supports multilingualism, increasing the efforts to enable students to be able to fluently control at least one foreign language, whose level of oral, writing and reading comprehension and expression result crucial to improve students' employability and professional ambitions, supporting the curricular incorporation of this second language for this reason. (LOMCE, 2013. My personal translation).

The DECREE 26/2016, of the 21st of July, establishing the regulation of the curriculum and the implementation, evaluation and development of Primary Education in the Community of Castilla y León, reflects on page 34,465 that improving the communicative competence in a foreign language is an exigence of our society due to the progressive internationalization of the relationships between the different countries in the world. The curriculum values the knowledge of a foreign language as a necessary instrument of communication.

The objective of the different methodologies used is that students obtain a good communicative competence in different significative social contexts, one of them possibly being the break time. In students' break time, there is the chance to stimulate and maintain the motivation in the learning of this FL due to the fact that students find themselves in a more pleasurable and less formal environment than in the classroom. Students can be more active, behave more spontaneously and be more autonomous and creative during the performance of the proposed games, which have the objective of awakening their curiosity. In this way, the children themselves feel more responsible for their own learning, by trying to obtain a good result in the games.

Teachers must choose active methodologies supported by cooperative learning. According to several investigations developed, playing is a natural learning method and it is useful for

developing the use of oral skills in this FL. The student is always playing and learning if the planning of the games is attractive and interesting for them.

The oral competence that students reach is reflected in the fluency that they obtain when there is an interaction with their classmates while they play in the different spaces of the playground during the break time. During these interactions they associate the grammar and social structures of this FL to the actions that they perform.

In the design of a proposal of games in the spaces of the break with the aim of making a greater use of this foreign language and improvement of the oral skills, it is important to highlight the benefits that the researchers Martha Llengeling and Casey Malarcher (1997:42) emphasise (Juan Rubio & García Conesa, 2013):

- Affective benefits. These games stimulate the creative and spontaneous use of a foreign language, promoting communicative competence while being motivating and fun.
- Cognitive benefits. With the use of these games, vocabulary and grammar expressions are reinforced and increased thanks to the communication that is needed to perform them.
- Dynamic benefits. The students are the players. The teacher is a guide who stimulates participation, supervising the cohesion between the members of each group. The cooperation and healthy competition in the different games avoid frustration.
- Benefits of adaptability. The proposal of the games to be performed will consider the age, level and interests of students.

As future teachers, we must always take into account that the learning of a foreign language goes together with the acquisition of cultural knowledge. Sociocultural and sociolinguistic aspects must go together to support and stimulate the use of this FL both inside and outside of the classroom.

2- COMPETENCES RELATED TO THE DEGREE

After having read the Guide for Teachers of Primary Education published by the University of Valladolid, I would like to refer to the fact that the development of professional competences will promote the achievement of the objectives stated in the final degree project.

The competences that I will highlight will be both general and specific ones, as I have studied the speciality of Foreign Languages, English. Both types have been very helpful in the undertaking of the planned educative proposal and in the investigation developed to collect the necessary information.

2.1- General competences of a teacher

I. Develop the capacity to recognize, plan, undertake and value good teaching-learning practices, critically analyzing the decisions made in different educational contexts.

II. Have the ability to gather and interpret essential data derived from observation in educational contexts so that they can then judge its relevance in proper educational practice.

III. Be able to communicate information, ideas, problems and solutions to both specialized and non-specialized audiences, developing oral skills in both the Spanish Language and the foreign language; as well as developing interpersonal skills to work cooperatively as part of a group.

IV. Have acquired learning skills to be able to undertake subsequent studies autonomously and begin research activities, showing both creativity and innovation in the exercise of their profession.

V. Undertake an ethical commitment to achieve a comprehensive education, guaranteeing equality between men and women, as well as equal opportunities while taking into account student diversity, the promotion of democratic values and the assessment of human rights.

2.2- Specific competences of a teacher

I. Know the main teaching trends in the teaching of foreign languages to children, along with their application in the different contexts and at the different levels established in the curriculum.

II. Know the Primary Education curriculum and the development of the curriculum within the field of foreign languages.

III. Be able to stimulate positive attitudes and openness to linguistic and cultural diversity in different educational contexts.

IV. Encourage the development of both metalinguistic/metacognitive and cognitive skills essential in the acquisition of the new language, through activities of play in environments outside the classroom and close to students.

V. Plan the teaching process – the learning of a foreign language, selecting and elaborating teaching strategies with different games and materials, always keeping in mind the diversity of students.

The competences being mentioned appear in this document (Memoria Grado de Primaria)

Memoria Grado de Primaria. Facultad de Educación de Palencia (pp. 27-30; pp. 44-45)

3- OBJECTIVES

3.1- Objectives of the degree in primary education

The fundamental objective of the degree is to train professionals to teach the educational stage of primary education, equipping them with the capacity to prepare and monitor the pedagogical proposal established in Article 16 of the Organic Law 2/2006 of May 3.

The Objectives of the degree in primary education for the speciality in a foreign language: English, according with this subject programme, are:

I. To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the assessment criteria and didactic knowledge around the teaching-learning methods and the learning of each one of them.

II. To design, plan and evaluate the teaching- learning methods, individually and collaborating with other teachers and professionals in the centre.

III. To design, plan, adapt and evaluate teaching- learning processes, taking into account the diversity of the students in the centre, collaborating with other teachers and professionals in the centre.

IV. To deal effectively with the language learning situations in multicultural and plurilingual contexts.

V. To design and regulate learning areas in contexts of diversity, always considering gender equality as well as respect for human rights, which conform the values of citizens´ education.

VI. To encourage coexistence outside of the classroom, performing group activities to improve sociability and cooperation between children, contributing to the pacific resolution of possible conflicts which may appear.

VII. To stimulate and value the effort, constancy and personal discipline of the work developed by students.

VIII. To understand the organization of Primary Education schools and partially how they work.

IX. To recognise that teachers must continue training and adapting to the scientific, social and pedagogic changes that society demands.

X. To assume the educative dimension of the teaching function, fomenting democratic education for an active citizenship.

XI. To reflect on the different strategies to innovate and improve the teaching role in different educative contexts of the school.

XII. To acquire habits and skills for both autonomous and cooperative learning, promoting them between students.

3.2- Objectives of the final primary degree project

The objectives that must be achieved with this final degree project related to the speciality in a Foreign Language (English), according to the planning of this subject, are:

I. To increment communication in English, which will lead to an improvement in the oral interactions which take place in this language.

II. To deal effectively with the language learning situations in multicultural and plurilingual contexts.

III. To reinforce and improve the comprehension, expression and oral interaction in English through play.

IV. To understand and use the basic sociocultural and sociolinguistic rules of English culture.

V. To stimulate students' creativity and imagination to develop games, always attending to student diversity.

VI. To design, plan and evaluate games to make significative cooperation between students.

VII. To make students, through the practise of the proposed games, discover the need to open their school to the environment, to different social realities and to the progress of culture.

3.3- Objectives in the proposal "Playing in English in the playground at break time"

The main aim of this proposal is to increase and improve students' use of the FL through the educative environment of a bilingual school, its playground and the development of social games which use the FL.

The objectives to be achieved with this proposal are the following:

I. To increase communicative competence (both auditory and oral fluency) in the FL for the communication of ideas, feelings and emotions during the performance of the proposed games.

II. To manage students' emotions during and after the carrying out of the suggested games.

III. To increase their responsibility, autonomy and other social skills by performing cooperative group games in a foreign language (English).

IV. To reinforce with the games, contents implemented in the classroom related to the subjects of Literacy, Natural Sciences and Arts and Crafts.

V. To value the effort of the students in the use of the lexicon and grammar structures of the FL during the proposed games.

VI. To create games for the use and development of communicative strategies in this FL which do not create a fear of failure in the student.

VII.   To make students recognise and value the FL as a communicative instrument in different contexts.

4- JUSTIFICATION

The current pluricultural context makes it necessary that students start learning a foreign language from the youngest ages.

In Castilla y Leon, most of the schools with a bilingual section work in English as it is one of the most used languages in the world.

My second internship took place in a state school with the category B. I. T. S. (bilingual, inclusive, technological and secure) since 2016. In this school, which is situated in Palencia, Spanish is used as the main language.

The methodologies used promote an active and communicative learning in the FL, but they are mostly focused on the classroom.

With this project we intend to extend the use of the FL into a different context, specifically into an attractive one for students like the playground. In this place students can obtain a relative but significative linguistic immersion while having fun.

The use of play as a learning methodology will increase the use of the FL as students will be more attentive to the explanations and rules which they need to follow to perform the proposed games. This will lead them to act in a spontaneous way, without fear to fail.

The use of games during the break has much educative potential because students continue learning the FL with the activities designed for knowing, making, being and living together respecting the diversity of their classmates while they continue interiorising values like tolerance and respect which will help them in their personal growth in society.

Different opinions about the possibilities and use of the spaces in the playground will be considered. For example, in Rodríguez, Hernández y Peña (2004, p.458) in (Castillo Leal & Miguez Hernández, 2017) the opinion is stated that, according to teachers, the playground has different uses depending on the student's sex. Boys play football and therefore need more space, so they tend to occupy the centre of the playground. On the other hand, girls usually do physical activities on the outskirts of the playground. In Carbonel (2001, p.96) in (Martinez Muñoz, 2002), the idea is referred to that in many education centres there exist many different areas and possibilities which could be used to improve students' learning process in fields such as self-confidence, self-determination and responsibility while they participate in both planned and spontaneous group activities.

Why are the playground spaces used for the design of the games in English?

- Because the desired aim is to enhance the communication and prosocial behaviour using the FL.
- Because the teaching- learning process in the classroom is too focussed on the cognitive affairs, it does not develop to the same extent the creative skills that the children show in other contexts where they are calmer and more motivated. The playground gives us a space to improve students' fluency in this FL.
- Through games, students have the chance to experiment, discover and develop their own personal way of thinking, increase their intellectual capacities, reinforce the vocabulary and grammar structures worked in the classroom, learning simple contents that could appear through the performing of the proposed games.

The benefits that the games provide are analysed attending to the linguistic skills that improve the communicative competences in the FL, as well as aspects related to empathy, inclusion, motivation and diversity, all of which are contemplated in the educative responsibilities of the centre.

The educative proposal designs a list of games to be undertaken in different spaces during the break, detailing the objectives to be reached, the time needed to perform each one of them, the equipment needed, rules to comply by, as well as other needs to ensure a good fulfilment and experience on the students' part with them.

5- THEORICAL FOUNDATION

5.1-Discussions about bilingualism and the bilingual person

The development of my internship in a bilingual state school led me to focus my final degree project on how to increase the communication in the foreign language (English, FL) in different spaces, not only in the classroom, but also outside it. The use of the foreign language in these non-classroom contexts improves its acquisition and use, something necessary in our current society to take advantage of the many social, personal and economic opportunities being bilingual brings with it.

The Cervantes Virtual Institute emphasizes two different ways children can become bilingual. The first is through simultaneous infant bilingualism, in this way the child acquires two languages at the same time, before reaching the age of three. The second is through sequential bilingualism, which consists of the successive learning of two languages, the first language learnt is the child's first language and the second, after the child reaches the age of three, becomes the child's foreign

language. This foreign language can be developed in the child through both formal and informal contexts, an example of the former being found in the school. This second form of bilingualism is the type which is currently found in all the students at the school where I did my internship.

The positive benefits on a child's academic, personal and social abilities that being bilingual has, has been demonstrated in several research projects undertaken by not only Ellen Bialystok (2001) but other cognitive and developmental psychologists as well.

When learning a foreign language at school, children need to learn both the wide variety of language that they use among themselves and the variety that is used in academic contexts also. In Patsy & Spada (2016), Jim Cummins called the former of these two varieties of language acquired by children BICS (basic interpersonal communication skills) and the latter CALP (cognitive academic language proficiency). Characteristics of the two varieties overlap to a certain extent, but there are key differences, in the range of vocabulary that each requires and also in the way information is expressed in them.

According to Cummins (2000), students find it easier to learn the BICS variety, the variety based on the informal language that students use in their everyday interaction with each other, than the CALP one. The aim of my proposal is to help students develop their skills in the foreign language during the breaktime, complementing the acquisition of the foreign language in their formal lessons.

Students outside the context of the classroom will tend to focus on the importance of communication, on the correct exchange of information, more than grammar constructions. As teachers, we should search for the possibility for students to practice communication more than just grammatical perfection.

The definition of bilingualism has changed over time, it is not static. The following quotes and references from different authors, demonstrate the evolution of this concept (Bermúdez Jiménez & Parra, 2012):

For Bloomfield (1933), bilingualism means a speaker's ability to fluently speak in two languages, just as a native speaker of either would do.

- Weinreich (1953) affirms that bilingualism is the practice of using two languages alternatively in a context where bilingual people are involved.

- Mackey (1976) points out that bilingualism is the attribute of a person or a population that makes use of the power of two languages without limitations in the use of one language rather than the other.

- Siguan (1986) says that bilingualism is only reached when a person obtains a similar competence in the foreign language (FL) as they possess in their mother language. The person can use, with the same level of effectiveness, either of the languages according to the context they find themselves in.

- Lam (2001) defines bilingualism as the phenomenon of proficiency and communication in two languages.

According to what Siguan said, we understand that what characterizes a bilingual person is the ability to use two languages at the same level and also the ability to use one or the other during the same thought process or in the same communication act depending on the context.

It can be seen that the definitions of bilingualism continue advancing and becoming more flexible, no longer emphasizing the idea that a bilingual person must be equally competent in both languages. This idea is showed in Grosjean's definition (Grosjean, 2010, p. 4) "bilinguals are considered those people who use or are able to use two or more languages in their daily life".

Focusing on the bilingual education offered by the school where I took my internship, it should be noted that the school complies with the provisions of ORDER EDU / 6/2006 of January 4, which regulates the creation of bilingual sections in schools supported by state funds. Here, teachers use English to teach contents in non-linguistic areas (Natural Science and Arts and Craft) using the CLIL (Content and Language Integrated Learning) methodology.

Coyle, Hood and Marsh (2010) state "CLIL not only promotes linguistic competence, it also serves to stimulate cognitive flexibility. The different horizons and paths of thought that result from CLIL, and the effective constructivist educational practice it promotes, can also have an impact on conceptualization (literally, how to think), enrich the understanding of concepts and expand the resources of the conceptual mapping, which allows a better association of different concepts and helps the student to advance towards a more sophisticated level of learning in general".

Trying to avoid a radical proposal of bilingualism as that which is found in a person who dominates perfectly both languages, we can define a bilingual person according to the reality we are living in, where bilingualism is an instrument that favours communication between people in a globalised world.

The educational policy dictated by both the central government and the regional one of CyL state the need to teach contents using FL in the classroom and other complementary activities. Moreover, I find the idea of its usage in the playground would serve to promote and amplify this bilingualism. Although this social context is not entire bilingual, due to the fact that there is a predomination of the L1 (mother language), the playground can be used for the development of

the FL in a more informal way by performing several games that require social and cooperative work. This leads to the students practising this FL from another perspective.

It should be noted that an individual will be more bilingual depending on their greater use of that foreign language, leaving aside how much knowledge of grammar and vocabulary a person has. Despite this, we must highlight having more knowledge in this foreign language will lead to less difficulties when establishing bilingual relations.

In conclusion, the word bilingual or bilingualism could be defined as the ability and use made of a foreign language to establish satisfactory interpersonal relationships in different educational contexts.

5.2- How we acquire a foreign language

We should start by emphasising that age is a very important factor in this topic. After having mentioned in the previous section the different definitions of bilingual, it is now important to distinguish between two terms: that of acquisition of a language and that of learning it. Langdon (2011) thinks that learning a language is a process which is developed inside the classroom, while acquisition will be obtained in any context and in a more natural way.

Reading Langdon, we have the chance to deduce that acquisition is an intuitive process, which does not precise instruction; that is to say, a person can become bilingual and understand and speak a foreign language in an unconscious and spontaneous way, similar to the way in which the mother language is acquired.

However, the learning of a foreign language is a conscientious process, which requires a certain level of learning in the classroom, and it implies studying structures, specific vocabulary, and grammatical rules.

As a conclusion, we can say that educating bilingual students in a natural way, in which there is more focus on oral expression, will facilitate their learning of this foreign language. This learning process, which progressively will be enriched with the learning of its grammar, will not only be taught to them in the classroom. Using English while playing in the playground, will serve to motivate students in the acquisition of this language.

5.3- Oral communication (comprehension and expression)

Developing the communicative competence, students will progressively acquire the FL, which is an objective for all bilingual schools.

This communicative competence is defined by the linguistic anthropologist Dell Hymes (1967, 1971) in (Celce-Murcia, 2007) as: "The ability to know when to speak, when not and what to speak, with whom, when, where, in what way".

Hymes (1971) (Centro Virtual Cervantes, 2021) argues that it is necessary to consider not only the notions of linguistic competence, but also the notions of sociolinguistic competence (the rules of use appropriate to each context) to explain the acquisition and use of language according to the context in which the communicative act takes place. For Hymes, the structure of language and its acquisition depend on the context.

It is important to note that when we refer to this competence, we will consider it as listening and speaking using this FL.

Students are required to have sufficient ability to understand others and for other people to understand them. To achieve this, language immersion must start from an early age (Early Childhood Education), because the brain has more plasticity and understands this foreign language more naturally since it has been building its mother tongue in the same way.

Less effort will be needed by students to learn this FL. They will acquire the English language, developing both its vocabulary and grammar structures, in a similar way to which they do their L1. Therefore, to develop the use of the FL outside the class and so, improve bilingualism, it is necessary to know which activities favour this communicative competence.

The characteristics that communicative activities must meet are:

- To have a communicative intention to facilitate participation in the activity.

- To have a focus on the content of the messages and the transmission of meaning.

- To consider various aspects of language (forms and meanings).

The main characteristic of the communicative approach is that it focuses on the interests, needs, abilities and learning styles of students. The teacher is the promoter of models and stimuli to guide students to discover their own strategies; that is, the teacher is the apprentice's assistant, guiding them through autonomous learning (Martínez Rebollo, 2014).

5.4- The playground

5.4.1- Definition

There are many authors who have defined the words break time (Arias, 2018). Pellegrini and Smith (1993) define it as: "a moment of rest" for children typically out of the building" (Chaves Álvarez, 2013). Dussel & Southwell (2010) coincide, affirming, "the break is a part of the

pedagogic space and its purpose is to give students the necessary rest to make the teaching and learning process productive and significative". Elviño (2007), says that: "the playground is normally considered a residual time between periods of work; however, it offers a potentially fertile territory to deploy activities of play and games which impulse new learnings and values" (Arias, 2018).

Though there are many definitions, from my point of view this last one is the most suitable for the didactic proposal that I have in mind to develop.

We shall start by remembering the etymology of the word playground, translated into Spanish as "recreo", which comes from the Latin word "recreare", because it refers to the capacity of creating or producing something new in a pleasurable and enjoyable way. During the break, different actions of children can be appreciated, they show both individual and collective skills, samples of creativity, moods, etc, all of which are some key aspects of the educative field.

After having contrasted and analysed the term more deeply, the break time could be integrally defined as a fundamental period of the school day, a period which integrates several important elements such as: play, recreation, expression, communication, experience and social interaction, so favouring the integral education of students.

5.4.2-Benefits of the break time

The spontaneity and freedom that can be observed in students when they are performing any game and the relationships being built among them during it, mean the break must be considered significative.

There are many benefits to highlight:

- Sociability: in the break time, students interact freely manifesting their affectivity, their social abilities, and their empathy towards their fellow schoolmates. It is in the playground where students cooperate, negotiate and solve conflicts.
- Rest: this is an important benefit because after a sedentary working period, students accumulate energy and cognitive and emotional tension, which are liberated during the break.
- Physical development: the games and activities that students develop make them improve their musculature, coordination and motion. They also prevent problems such as obesity, thanks to the movement that games and activities involve.
- Cognitive development: With games and activities, students' creativity is stimulated and also their vocabulary improves.

- Emotional development: the break time is when students manifest their emotions in a natural way. We can observe situations of integration, trust, spirit and even peer rejection. The stimulus among the established relationships in the playground will have an influence on a student's personality, this being reflected in their amount of self-confidence.
- With games, students will learn methods to deal with stressful situations.
- Cooperative learning: with the games that students develop during the break time, they will collaborate and cooperate in order to reach a common objective. In this way, they will improve their ability to work as part of a team.

We can say that the break time is a context where the use of the FL can provide many benefits for learning. This is due to the fact that the games and activities that require speaking English for students to interact naturally and involuntary among themselves, encourage them to forget their fears of using English, a situation which is usual inside the classroom.

5.4.3-Educative potential of the break time

After having demonstrated the large number of benefits that can be achieved thanks to the break time, the goal of acquiring the foreign language in a significative and contextual way has been brought closer.

German Eiviño (2007) says there is a great possibility to use activities and games to stimulate students' learning and their acquisition of values during the break time.

To say the word "break" leads us to think of a disconnection from the activities developed in the classroom, both for students and teachers. However, that is not so. One of the benefits of the break time is the improvement of sociability among students. Being sociable facilitates teamwork and that is why we can propose that the break should not only be considered as a rest space. The playground can become a pleasant and useful learning space, being effective despite the short time students spend in it.

The games that will be proposed must be adapted to students' needs, being pleasurable for the students who they are aimed at. These games will not be like the activities that they usually do in classrooms. The main objective to achieve through these games is to make children become familiarised with the idea of playing while eliminating their fear of making mistakes.

It is important to highlight that the main role of the teacher will be to guide students, the teacher must try to achieve that the games performed turn out to be significative for students' learning.

We must also have in mind that the design of games for the break time should also include knowledge acquired inside the classroom, letting all those participating express themselves using the FL. In this way students reinforce their knowledge without experiencing that fear of producing wrong answers which we have previously mentioned.

If all these ideas are considered when putting the proposed games into practise, students will learn in a different and enjoyable way through playing. A significative learning process that perfectly complements the learning process inside the classroom will take place. As Benjamin Franklin said: "Tell me and I forget. Teach me and I remember. Involve me and I learn".

5.5- Games in the playground

5.5.1- What are games?

It is very difficult to establish a single definition of what games are, because there are many different types of behaviour that characterize them. So, it is easier to recognize what they are than define them.

We can say that games are universal, and they can be found in all cultures. Games have evolved, but many of them have stood the test of time.

Games are also said to be playful activities that produce pleasure and are played for the leisure of each one of the players. Furthermore, games can be played at any age.

Playing is a natural learning method, innate and universal. It plays a very important learning and socialising function, so it is indispensable for children's evolutionary development.

Games are essential for a good physical, intellectual, affective, social and emotional development at all ages. It permits people to develop skills and knowledge. Thanks to the games, children are able to interact with their equals, with their environment and other cultures, discovering feelings, emotions and sensations while they are growing up. Therefore, the games are fundamental to allow children to structure their own personality, know their environment and be adapted and live in it.

Playing games improve creativity, imagination and socialisation and it also helps to build a critical and constructive spirit. In fact, it is a necessary activity for people to be able to fulfil their integral development.

Huizinga (1990) in (Gallardo-López & Gallardo Vázquez, 2018) defines it as "a free occupation which is developed inside a temporal and spatial limit, according to some compulsory rules also freely accepted". It is an action that has its own purpose, being accompanied with a feeling of tension and happiness and the awareness of "being otherwise" different from ordinary life.

For Viciana and Conde (2002, p.38), "the game is a fundamental way of expression and communication, of motor, cognitive, social- affective, sexual and social development for excellence" (Gallardo-López & Gallardo Vázquez, 2018).

Considering all the information from the authors mentioned above and others, we can conclude that games let children to interact with reality, being determined by intrinsic factors that cause pleasure to those who perform it. With games, children are able to learn, they develop their creative and socioemotional capacity. Definitively, games stimulate capacities and skills in children that will let them grow and develop as human beings. Pedagogy considers it a fundamental tool of education. It values the way of educating the child through games, especially in Infant and Primary Education, to transmit concepts, values and diverse knowledge, for example contents of a foreign language such as English.

5.5.2- Features of the concept of game

Referring to the ideas mentioned by Landazabal & Azumendi (2006) about cooperative games and their benefits in education, the following terms can be defined:

Pleasure: it is one of the words that defines games, sometimes being accompanied by the words smiles and laughter. However, on other occasions, the use of the word pleasure in its definition is only accompanied by the idea of a positive attitude.

Freedom: this is a fundamental psychological feature of the game. The child must feel free to choose whether he or she plays a proposed game or not. Playing must be a voluntary action but complying with the behavioural features of the character interpreted in the case of being a symbolic game. If it is a group game, the child must comply with its established rules.

Process: the game itself has a purpose. It can be said that a game is only authentic and really a game, if the people that play it have intrinsic motivations and not intrinsic purposes, because otherwise it can become a tool or a way to obtain something, losing the characteristic of a game.

Having intrinsic motivations does not mean that the player who performs games does not attempt to do it well, because children when they play usually want to perform well to feel satisfaction and increase their self-esteem.

Action: playing is doing, and the game implies an active participation of the players, both in a group and an individual game.

Fiction: this is an essential feature, especially at certain ages. According to what Piaget refers to as the preoperational subperiod, at the age of 6-7 years, fiction has a huge importance in the

symbolic games, with the typical expressions imagine I am…? These symbolic games can predominate during all Primary Education.

In the symbolic or fictional games, the child can show opposition to a real situation and escape the rules that are imposed on it. Therefore, the child will feel free in that fictional games, following the rules and norms which he or she finds suitable.

Seriousness: children are very concentrated while they are playing because they are very interested in what they are doing, making an effort to do it well. Games are a context where natural learning takes place. For students, games are something similar to a job in an adult. With games, children build their personality and they obtain a feeling of pride when they do it well, the same as adults when they perform a job or task well. So, their good performance in games improves the child's self-esteem.

Effort: games sometimes require an effort. There are even some games that need more energy than a compulsory activity. Games can help children to concentrate and they have to make an effort while they are performing it. These values play a part in their education to become adults.

5.5.3- Classification of games

Remembering ideas about the classification of games and the benefits of them (Navarro Guzmán & Martín Bravo, 2015), can be classified according to several criteria, such as the space in which they are developed (indoors or outdoors), the objects and materials used, the way to play them (individually, in pairs, in groups).

However, other classifications of games exist, such as the one made by Martinez Criado in 1998:

- Exercise games (balls, skipping rope, hoops, etc…)
- Persecution games (hide and seek, catch, etc).
- Performance games (cars, other materials needed to simulate situations of ordinary life)
- Games of rules (dominos, ludo)
- Drama games (games which involve wearing costumes)
- Creative games (materials to make constructions)

Piaget's is the most accepted classification of games among infant development psychologists. In this classification, games and its development coexist and go together. The different types of games change at the same time as the motor, communicative, social and cognitive development of children do. The kinds of games according to Piaget are:

- Exercise games.
- Symbolic games.

- Games of rules.
- Construction games.

The games proposed to be implemented in my final project are varied:

The symbolic games that Piaget considers appear from the second year of a child's life are characterised by simulation, imagination and they become more complex as the development of the child progresses.

Later in the child's life collective symbolism appears, this is to say, group games appear, and it is here when socialization games start. In this kind of games, there are roles and the characters perform different actions, which can be fictional, or of animal characters, etc. The child empathises with the interpreted characters and with the other members of the group. The progressive domain of the language makes it possible that these games will become more complex as the child grows.

After the symbolic games, the games of rules appear between the age of 7 and 11, and continue in adulthood.

According to Piaget, the games of rules is divided in four stages: motor, egocentric, cooperative and codification. Following this classification, my target group of students will be situated between the third (cooperation) and the fourth one (codification).

These students consider the rules of each game intangible, and they usually discuss when some of their classmates do not understand or obey them. However, they are also aware that they can change some of the proposed rules to develop games when a majority consensus is reached.

Both in symbolic games and games with rules, it is possible to use materials also used in exercise games (hoops, balls, skipping rope…).

5.5.4-Benefits of play in education

Following the revision done by Garaigordobil (2003), playing has positive effects on the aspects related to the cognitive, social and emotional-affective development of the child.

<u>In the cognitive field:</u> the child learns while he or she plays because this lets them experiment with new situations. The child has the chance to do something either correctly or wrong by applying the knowledge that he or she has to solve the problems that appear. While children are playing, other functions are put into operation, for example:

- The thinking process is developed and their capacity to solve problems increases.

- Games stimulate their attention and memory because in the correct performance of a game the following aspects must be considered:
  - The situation of each game.
  - The process.
  - The rules.
  - The symbolic games improve cognitive decentration, increasing creative capacity, imagination and the development of abstract thinking.
- Games need communication and this makes the development of the language used easier (combining words, using different grammar structures…).

In the affective-emotional field:

- Games are beneficial to escape from real life, to have fun and release tensions from situations that produce stress.
- Games stimulate the child's emotional balance as he or she has the chance to assimilate difficult experiences and at the same time control the anxiety that this provokes.
- Thanks to the use of games, the child continues learning different techniques to resolve conflicts. For example, in contexts where group games are developed, the players must make decisions and reach agreements by consensus, even when the opinions of the members are not the same.
- When a child plays, it increases their feelings of self-esteem, empathy and positive emotionality at both an individual and a group level.

In the social field:

Games are very important as a socialization tool. The different kinds of games have intrinsic qualities that improve infant socialization.

- Performance or representation games (symbolic, fictional):
  - They improve communication cooperation among children, increasing their knowledge of the social world of adults.
  - They favour self-knowledge and stimulate moral development, respect towards the behaviour of others and the child's acceptance of the role that they are assigned.
- Games of rules:
  - They are social activities with explicit rules accepted voluntary by agreements reached and established among players (Garoz and Linaza, 2006).
- Social and cooperative games:
  - In this kind of games, all the members collaborate to reach a common goal.

- There is communication and interaction among the members to achieve a good result.
- Prosocial behaviours increase.
- Negative social conducts decrease (aggressivity, apathy, shyness…)
- All the players have fun and learn from their experiences.
- The skills of each child is taken into account, the children learn to share and have confidence in what the rest do.
- There is a feeling of unity, the success is shared among the members.
- The child's self-confidence is developed as all of them have something to contribute to the group or team.
- The desire and effort that children show in games to obtain a good result, makes them do their best despite the difficulties they may face.

6- DATA COLLECTION METHODOLOGY

To develop this project, a qualitative investigation has been carried out because it is necessary to know how children play in different spaces during the break time. The data obtained are descriptive, being collected in a natural context, the playground of the school. This data gives us significative information for the educative proposal, which will be developed later in this piece of work.

This project is an investigation where the subjective perception of the investigator (the teacher) regarding the performance observed in students, as well as the opinions of the members of the sample from the investigated group are all considered.

The qualitative investigation is flexible, adapted to different scenes, which in this case are the spaces of the playground.

According to Denzin and Lincoln (2005) "By definition, the qualitative investigation is open, far from any standardizing action which attempts to impose a single approach,", as it is shown in the book Metodología de la Investigación (Gómez, Roquet, & Catalunya, 2009).

6.1-Sample group characteristics

The investigation took place during my Practicum II in a bilingual state school of the capital.

The population investigated is a sample of 22 students, 10 boys and 12 girls from year 4 of Primary Education.

It has been worked with them inside the classroom and also supervising their break time. This let me know their nature, their behaviour in different situations, their intellectual maturity and their spontaneity when they expressed themselves orally in their mother language (Spanish), the vehicular language used in the school as well as in the foreign language, which is used in subjects such as Literacy, Natural Sciences and Arts and Crafts.

One student of the sample stood out for their high cognitive capacities, but their behaviour was disruptive, because this student disobeyed behavioural rules outside and inside the classroom, making their intrapersonal relations with classmates difficult. In the playground, this student found it difficult to integrate in the games developed, but the rest of the group always ended up accepting them.

The age of the students in the sample is between 9 and 10 years, situated according to Piaget in the subperiod of the concrete operations (attending to the kind of games that they develop), with preference by the games of rules and a clear social dimension.

6.2-Instruments for the investigation

The tools used in the investigation have been the direct and interpretative observation by the investigator and a questionnaire made by me (Annex I) that was answered by each student.

Thanks to my observation, the division of the playground into different spaces is understood. It is separated into space 1 (circuit), space 2 (labyrinth) space 3 (large field) and space 4 (back side, lateral).

The investigator appreciated if the students of the sample group played in the corresponding space during the time permitted for the break time. It was also checked if they made adequate use of the gaming materials, what their preferable space to play was, what the most used materials were, the games that they practised the most, the interaction among their classmates while they were playing, checking for values like friendship, empathy, mood control, emotions, etc.

Moreover, the investigator observed that the communication in English, although the school is a bilingual centre, was not used in any of the games performed in the break time, except for only a little in the games of rules.

The free games (choosing what they want to play) was the most practised: individually, in pairs and sometimes in small groups.

The practise of cooperative games in big groups was not observed. Some students found it hard to interact with their classmates in the games and some others got bored in some parts of the games.

The questionnaire was useful to know the individual and objective opinions of the students of the sample, about the games that they perform during the break and their desire to play different games.

The questionnaire had eight sections, which asked:

- What is your genre?
- Do you prefer to play alone or in a big group during the break time?
- Which games and activities do you play during the break? Why?
- What are your favourite spaces to play in the playground? Why.
- What is your favourite game? Why?
- Would you play traditional group games (ludo, skipping, hide and seek, etc) speaking in English (with the teacher playing a supporting role and sometimes participating)?
- Would you like to play new games in English in group (Wolf and Shepherd, escape room, thread of words, with the teacher playing a supporting role and participating?
- Do you think you will enjoy playing traditional group games remade in English, with the teacher playing the role mentioned before?

The last three questions were planned so that the necessary information could be obtained to plan a series of games with which the students could get a progressive bilingual formation through the practise of them.

6.3-Procedures

The direct observation and the questionnaire are developed with a specific group to obtain the necessary data to develop the educative proposal with more detail. The study group is already known to the teacher as the children who belong to it work inside the classroom with the presence of said teacher. In this way, the teacher is able to contrast their attitudes in the classroom with those they show during the break time.

A previous coordination among the teachers who taught subjects in FL was undertaken to discover if the oral expression and comprehension during the activities developed inside the classroom was fluent or the students needed support through the use of their mother language.

The information obtained by the teachers was useful to design the proposal of games which will be developed in this project later. The vocabulary and syntactic expressions introduced in the subjects taught in English could be reinforced, using them in the games that will be programmed during the break time.

The length of the time of observation in the centre was thirty minutes per day during three weeks before the State of Emergency was declared due to the Covid 19 pandemic.

The questionnaire was developed through the virtual platform Teams and Microsoft Forms. The chance of developing a break with both new and familiar games which have been modified, in a situation where the teacher or investigator will act like a guide and also like a participant on some occasions (using always English) had also been previously commented in the class.

The questions were posted in Spanish for the students to understand them better and to encourage them to participate. It was also taken into account that the possible doubts that could appear would only be solved through the chat of the school's online teaching platforms the lessons at that time were being taught online.

6.4-Results of the questionnaire

Despite having developed the questionnaire using the mother and vehicular language that the school uses; student participation was low. This fact contrasts with the wide variety of opinions that the students gave in class about the topic of the survey during the three weeks that I worked with them in my Practicum II.

One of the possible causes of this could be the fatigue caused by all the tasks they had to do during the term using an online platform like Teams. We must not forget that the online teaching that has taken place due to this pandemic is something that students were not used to work with, and they have found it hard to understand and manage the different resources available to them.

Another possible explanation could be a lack of motivation because it was not clear at that moment when students would return to schools and have the chance to play in the different spaces of the playground as they had done before.

Revising the answers to the questions made, it is observed:

A1- Answer one

The percentage of girls who answered to the questionnaire is higher than that of boys. Girls show a higher interest to perform new games during the break.

A2- Answer two

In this question, boys and girls coincide, saying that they prefer playing in groups. This point clearly shows the good interaction that exists among the students, without which it would be impossible for them to successfully participate in group games.

A3- Answer three

As this is an open question, there is a wide variety of answers. Despite this fact, games like hide and seek and catch (or tag). The games where the body moves releasing energy accumulated during the inside lessons are the most popular. These games must follow some rules to be performed correctly. The students' preference for group games with rules indicates a good level of socialization among them.

A4- Answer four

This is an open-answer question, which is very related to the proposal of investigation as it shows us information about the spaces that students enjoy the most. The wide range of answers results positive for the development of a proposal of varied games.

A5- Answer five

The trend of the group for learning through games is observed, being one of their answers "to investigate about the animals for learning things".

A6- Answer six

In this question, playing traditional games in English is proposed. Eighty percent agreed with this proposal.

A 7- 8- Answer seven and eight

In this question the participants support was unanimous, 100% of the students' agreed with it. It is clear that they want to try new games. They are motivated, receptive and ready to play in English. In this way, it is possible to improve their bilingualism outside the classroom and in fun contexts such as those of the different spaces in the playground.

6.5- Reflections after the investigation

Now that the explanation of the process of investigation has finished, an analysis of the results will be developed along with a description of the tools used to carry out the analysis. Moreover, the author's explanations about the break, the game and the use of English in different contexts will be valued with the objective of progressing in the bilingual formation of students in school.

After this investigation, the decision is made to design an educative proposal whose objective is working on games performed in English in different spaces during the break time. The answers to the questionnaire will help to plan, modify and innovate these games.

The timing of each game will be taken into consideration, along with the diversity of students, the objective being to make all of them participate. There are also other elements to consider. The

benefits that games, as a natural learning method, can provide students both at an individual level (improving their self-esteem and self-concept) and at a social one (interacting with their classmates and controlling their emotions when they win or lose). These games also aim to increase cooperation and reduce competitiveness through their practise.

The expectation is to improve the Oral Communicative Competence in the FL in a spontaneous way, boosting interaction between students.

The idea of developing educative breaks some days of the week with the participation of the teacher as a guide in the different spaces of the playground, will facilitate a linguistic immersion in which it will be easier and more comfortable to communicate using the FL, which, in turn, will lead to an improvement in fluency.

7- EDUCATIONAL PROPOSAL: PLAYING IN ENGLISH IN THE PLAYGROUND AT BREAK TIME

The educative environment in which my educational proposal takes place is the playground, having in mind its different spaces and the time that the break lasts. The intention is to know students' attitudinal behaviour, in formal, non- formal and informal education.

Play will be the main feature and it will serve for the recreation and expression in English of all the games that will be planned and developed.

The proposal intends to show a characteristic design of a playground which could not be developed because of the suspension of the presential lessons triggered by the Covid-19 pandemic.

This proposal is aimed at Primary students, more precisely for year 4 students. It is based on games and it is supported by several reasons which endorse the benefits that games have for providing children with a progressive linguistic immersion, playing outside the classrooms using English.

7.1-The school

The school where I developed my Practicum II and I carried out my proposal is a State line 1 school. There are 3 levels in Infant Education and 6 levels in Primary Education.

Both the implementation of the bilingual programme and teachers' coordination are aimed at the integral formation of the students and work together to facilitate a greater use of the foreign language in their daily life.

Every year, this school has a linguistic-immersion experience that lasts a week. Last year, it was supposed to take place in Espinosa de los Monteros, but it was cancelled due to the Covid-19 pandemic.

The foreign language curriculum is integrated with the Spanish language one, taking into account both Spanish and British study plans.

Developing an interest in English literacy is a fundamental aspect for the teachers, who use phonic methodologies from early ages.

After having experienced some weeks teaching in this centre, I could observe that English communication was almost totally reduced to the classroom, despite the fact that there are displays around the school related to English activities and spaces connected with this foreign language.

It is true that some events related with English culture (such as Carnival, Halloween, Saint Patrick´s day, the Indonesian Week, the Jumpers Day take place there, but the use of the FL in an immersive experience outside the classroom was not observed at all.

7.2- Description of my proposal

Keeping in mind the previously commented definition of bilingualism and taking advantage of both the educative and social impact that the use of games has during the break time, it must be highlighted that these games are designed to be put into practise the use of English at their foundation.

The games will be varied, intelligently designed and adaptable to enhance both listening comprehension and the capacity of concentration and attention.

Some of these games will be popular games, their rules being already known in the children's mother language. This will facilitate their performance, although the rules will be explained in English before the games are performed. Other games will be newly created ones, games that try to stimulate children's curiosity to understand and practise them.

The games will try to instil a positive attitude in students, which will help them to communicate with their classmates in English while they are playing and having fun in the playground.

7.2.1- Control in the group games

It must be considered that children's attitude is not the same every day or in all games. Despite being games, each child may experience different emotions when playing them, have different abilities to perform them, etc.

We must take into account children's different characteristics, because it is common to find the following types of profiles within the same group:

• Shy children.

• Quiet children.

• Children with different periods of attention, which are mostly short.

• Children who generally get tired faster.

• Children who do not consider the proposed games attractive.

Children should be reminded of the rules and content of the games frequently because they can be easily forgotten due to students' intermittent attention.

With games we have the advantage of being able to mix actions where active participation and periods of attention are required. In this way, we involve all types of profiles of children as participants in each game (extroverted, shy, self-confident children, etc) because games will instil in the children a positive attitude to learn.

7.2.2- Teaching English through games

If we consider that at the proposed age the students' level of attention is still very limited, the games will have to be varied and participatory, so that they will not get bored easily.

Each proposed game will be balanced, without being too exciting or boring. A suitable rhythm is sought to balance the mood of the participants. It consists of planning games that are neither too easy nor too difficult, avoiding boredom if they are too simple or frustration if they are too difficult. Either of these cases would lead to students abandoning the games.

A crucial aspect to take into account when developing the games will be the vocabulary and expressions previously worked in the classroom (the formal context) which accompany the physical movement involved in the practising of the games. Both will be reinforced without the students finding the experience boring, they will acquire them unconsciously while gradually practising their use in the foreign language in different contexts and situations.

The teacher will always be flexible with the scheduled games. There should be variety to select one spontaneously in some cases and in others, the teacher will invite the students to choose from the proposed games without them feeling obliged to do so.

Through the games, the communicative competence to develop will be oral expression and listening. By speaking with simple words and short sentences, the student will gradually progress,

and they will be able to express themselves through longer and longer sentences and questions, increasing their vocabulary with the words that appear during the developed games.

Although the games are developed in teams, cooperation will be more relevant than competition. Non-stressful games are planned, where everyone has a role as participants. Mutual help and cooperation will be taken into account. Everyone is expected to enjoy themselves and control their emotions. The motto will be "the important thing is to participate".

During the execution of the games, instead of saying "that's wrong", the teacher will use positive reinforcement if a child behaves inappropriately when an action is carried out. The expression "thank you" is something that they must internalize and share in all the group games which they develop.

To have realistic expectations in the results of the development of each game is vitally important, a perfect pronunciation is not the goal. The objective is to improve children's fluency and also their desire to express themselves in English. During the games, children must experience a joyful sensation while learning, without ever feeling an obligation to have to do the tasks, like in the classroom. In this way, English will not be considered difficult and boring by them. Correcting some mistakes made will be considered as a way to continue trying to accomplish the proposed steps of the games to reach a good result.

7.3- Main achievements of the proposal

With the development of the proposal the intention is to introduce a change into the rhythm of the break time that is developed in the centre.

Having reached an agreement with the children, we will play in English in the spaces that we have designated. The games will be practised once a week during the break-time timetable corresponding to the students in year 4.

The intention is that the children acquire English in a fun way, and not only through the learning of its grammar in the classroom. Working the children's listening and attention skills, their oral fluency in English will be improved in a progressive and generalised way, because they will need to use the FL to perform the proposed games.

There are students who tend to be more introvert, with difficulties to express their opinions, feelings or thoughts in the classroom. In this way, if the games look attractive, they will try to use this FL to express ideas and share their thoughts with their classmates while they are performing it.

With this proposal, bilingualism is worked in a real situation as is the break time and it is expected that it could result beneficial for students from the early ages, with games adapted to the psychological maturity of each stage and year.

Through the games, the intrapersonal and interpersonal relationships of the students will be improved because they must interact to play the games that they choose. Furthermore, students will learn to control their emotions, another objective, by following some suitable rules in the proposed games. Every game must stimulate in them the willingness to practise it, but it must never leave them with a feeling of frustration if the games are not finished, nor must it leave them over-excited if they win at the end.

The proposed games will contain vocabulary and expressions previously worked in the subjects of English, Natural Sciences and Arts and Craft in order to reinforce and implement the contents already introduced formally in the classroom. To do this, the teacher planning the games will have spoken previously to the teachers who teach those subjects to be informed about what the students are currently studying.

7.4-Who are the beneficiaries of this proposal?

The students of year 4 will find that playing games in English is an enjoyable experience. The new knowledge taught in the games will be positive for them due to the fact that they will be acquiring a wider cultural and personal enrichment.

The teachers who teach subjects in English will see how the students reach the proposed objectives of the different implemented contents of the curriculum faster because they will perform the proposed activities easier if their communication in English is more fluent.

The students from other levels in the centre will feel curious and they will observe how their schoolmates have fun playing in English. This in turn will lead to a greater willingness to participate in the games. Ultimately, this will lead to a change in students' attitude about the FL; it will no longer be seen only as a subject, but also as a useful language to develop different, fun games.

The families will also benefit with this proposal because their children will work the subjects taught in English with more interest.

7.5-Timing

Playing games is the base of the proposal. It should be implemented during all the school year as oral communication in English needs time to obtain significative results.

This proposal must be adequate for the length of the centre's break time (half an hour) during the third term of the school year, coinciding with the development of the Practicum II. An agreement is reached with the students of year 4 to develop the proposal once a week, rotating through the different spaces in the playground.

The centre has an established timetable of the break, where each level has a specific space assigned to avoid conflicts.

8- PARCTICULAR DESIGN OF EACH GAME DEVELOPED*** (ANNEXES)

8.1-Planification and development of a sample game

Name of the game	**BASKETWORD**
Place	**SPACE 1 (CIRCUIT)**
Materials	Tyres, baskets and basketballs.
Objectives	- To improve the use and expression of English. - To improve the communication. - To respect rules and turn taking. - To enjoy with the game and exercise.
Contents	Vocabulary (nouns, adjectives and verbs) in English.
Timing/Duration	20 minutes
Organization	Two teams with eleven players in each one.
Rules	Speaking Spanish is not allowed. Each five calls of attention, the team will lose one point of its score.

	- The person who is answering could not be helped.
	- The turn of each team and the participation of all the players will be respected.
	- Listening while somebody is answering without disturbing and keeping an appropriated level of noise to be able to hear the answers.
	- We do not disturb the other children.
Development	The class will be divided in two teams of eleven players each one. Some tires (6 or 7) will be settled in zig zag in front of a basket. The players, one of each team, will be situated behind the row of tires. We will give a basketball to each participant. Each round, one player will receive a basketball and try to dunk. For that, they will be asked by a director to say a word (it can be a noun, verb or adjective, depending the turn), trying to find the one with more letters. In this way, as many letters it will have, more tires could each participant jump in in order to dunk more easily. Once the first round has ended (throwing the ball by turns), we will continue with the next rounds. The team with more points when all the players have participated will be the winner. Each dunk counts as one point.

OTHER ASPECTS TO HAVE IN MIND	In this game, students with any diversity that involve difficulty to practise the game could occupy the position of director. They could choose the category of word to say and count the letters each word said have checking the movements of the rest of the players.

Source: Javier de la Parte

9- EVALUATION

The evaluation of this proposal will be formative. Teachers' direct observation will be the main tool to help them be aware of students' advances or difficulties during the practise of the established games. This will permit the teachers to be able to make any convenient changes to enable all the students to enjoy playing in English.

Three kinds of evaluation will be developed:

- Initial/first assessment: this permits teachers to have some previous knowledge of students' level of oral expression. This can be carried out by speaking with the teachers in charge of the subjects in English and observing how students communicate among themselves in the FL while performing some activities programmed by the centre.
- Continuous assessment: during the practise of the games, students' progress in English and their difficulties in using the FL are observed. This process lets teachers make some corrections if it is necessary.
- Final assessment at the end of the term: a final evaluation takes place to check if students have reached the proposed objectives in each of the games programmed in each different space. Here, it can also be checked if the use of English during the breaktime has led to a positive reinforcement of the oral communication in this FL inside the classroom.

Different competences are evaluated:

- The linguistic communicative competence: students' progress in communicating in English orally will be observed, as well as their improvements in listening and attention skills and any increment of the vocabulary and expressions adequate for their level in this FL.
- Social and civic competence: each student will be in contact with their classmates, collaborating and respecting turns during the practise of the games. Coeducation will be favoured as the groups will be mixed. Students will also learn to accept victory and defeat

after playing each game and reach the understanding that the main thing is to have fun with the practising of it.

- Competence in conscience and cultural expressions: students will be discovering features of the English culture through some of the developed games.

No test will be undertaken to evaluate the improvement in students' level of vocabulary or grammatical constructions after the practise of the games.

Learning a FL requires time, and this is why the positive experience gained by students in the practise of the games, an experience which makes them more willing to participate actively in future games will be more valued than the game's result. It is vital that students acquire confidence in their ability to express themselves in English in order to improve their communicative fluency, which is a fundamental objective in a bilingual centre.

After the end of every game, a file (a sheet) will be filled in so as to evaluate what the result was and to understand the kind of games that students prefer. It will be valued if the games are found to be motivational, interesting and educative.

A group rubric of evaluation will be developed to know students' behaviour and attitude during the development of the games, and to see how they have interacted among themselves.

GROUP EVALUATION TABLE

	Yes	No	Sometimes
We have participated equally and in an active way.			
We have collaborated with each other during the games.			
We have taken advantage of the breaktime to play games in English without fear of failure.			
We have had a positive attitude towards improving our oral communication in English.			
We have respected the established rules.			
Each member of the group has responsibly put into practise their established role.			

The materials used have been respected.			
There has been an interest to overcome the mistakes made during the games.			

Source: Javier de la Parte

SHEET TO EVALUATE THE DEVELOPED GAMES

Name of the game:	
Space where the game took place: Time:	Type:
Have all students participated? Has the game worked well? Have the expressions in English been adequate for the students' level? Has the vocabulary used been adequate? Has a positive attitude been observed while practising the game? Have the students communicated in English during all the game? Has there been a comprehensive communication in English? Have the students enjoyed the space where the game has been developed? Have all the objectives been achieved?	Evaluation: Yes No Sometimes
Observations:	

Source: Javier de la Parte

10- CONCLUSIONS

The development of this project has allowed us to verify that bilingualism has not got a universal definition, but it is a multidimensional phenomenon that must be explained considering psycholinguistic and sociological parameters.

The psycholinguistic parameters that have been taken into account to develop this work have been the students' age, their communicative competence and the cognitive organization that they possess in their vehicular language and in the foreign language (English).

Regarding the sociolinguistic parameters, the context in which the students use the FL and the importance that it is given in relation to the vehicular language are emphasized, always valuing the students' effort to use the vocabulary and grammar structures in this foreign language.

Speaking about bilingualism, it is recognised that the acquisition and learning of a FL are different processes, but they end up being synonymous words because what is sought is that students will be able to manage two linguistic codes: the code of their mother language and the code of their foreign one. Knowing two linguistic systems will permit them to have more knowledge and so, build a wider vision of the world and understand the multicultural world in which we live better.

In this piece of work, paying attention to the age factor, an early bilingualism is addressed and also the sequential bilingualism inside of this process, where the student progressively acquires this foreign language (English) throughout Primary Education.

During the development of this project, it is deduced that students must not only learn the language of one culture to be bilingual. They must also learn the features and characteristics of that culture. The performance of games and the celebration of some events help in the acquisition and learning of a language.

Due to the research done, it is deduced that the limitations in the learning of a FL are more related to the circumstances in which this is experienced than with the human capacity to learn it.

A bilingual person progressively acquires linguistic communicative competences, as well as sociolinguistic and pragmatic ones to be able to live in a globalised world and make use of a foreign language in different contexts.

Games are the main character of the didactical proposal designed in this project because they can be used in all the stages of people's development and in all cultures.

The knowledge of different kinds of games is necessary to be able to adapt them to students' psychological maturity. The benefits that games provide at a cognitive, affective- emotional and social level, favour the development of that bilingual capacity that all students have inside them.

With the development of these games, the intention is that students express their ideas, feelings and emotions using this FL.

Regarding Communicative Language Teaching, Ellis (Ellis, 2003, p. 27) states "the CLT aims to develop the ability of learners to use the language in real communication". Continuing with what Rod Ellis said, the spaces of the playground during the break time will favour the oral communication in English because when an activity is developed, in this case games in a fun context, comprehension is better and the conversation in this foreign language is embraced and favoured, putting into practise what has been learnt, and achieving a significative learning.

This proposal needs the guide and orientation of the teacher to programme these guided games in English, to stimulate creativity and emotion in students to make them think and communicate in English unconsciously, and, in this, way develop the communicative and linguistic potential of their brain.

M. Siguan (1976, p.13) expresses "what characterizes a bilingual person is that they use one or another language that they own directly, without needing to translate into the other language to think or communicate".

A good planning in the short space of time which the break lasts, will result beneficial for students because they will experience themselves how their comprehension and expression in this FL will improve. It will result attractive for them because they will not perceive it as an activity imposed by the teacher.

It must be taken into account that each student has his or her own rhythm of thinking, working, playing, etc. The teachers must be able to modify some features of the programmed games to attend to the diversity of students, adapting them to their individual rhythm of learning and the acquisition of this FL.

The development of this didactic proposal has the intention that the oral communication in English reinforces contents previously studied during the subjects implemented in English inside the classroom. The use of vocabulary and syntactic structures through the playing of games in this FL, will favour a progressive linguistic immersion in this foreign language.

Thanks to this proposal, it is confirmed that the break, a time of rest and fun, is a context with a great educative value because, playing in English, students improve their linguistic skills in this foreign language, and they learn to appreciate their individual and collective skills by practising cooperative games in teams. Students socialize because they interact among themselves, learning to control their emotions both while they are playing and when the games end.

It must not be forgotten that the practise of the games stimulates values such as empathy, solidarity, cooperation, equality, responsibility, etc., in students. These values are necessary to acquire the social and civic competence that they need to be model citizens and to live in society.

In short, this didactic project has the objective to improve the communicative competence in English, which is very important in the field of new technologies. It contributes to the formation of bilingual students, giving them access to a better working future and also a wider open mind, which will facilitate intercultural interactions.

10.1-Viability of the proposal

The practising of games in English in the different spaces of the playground is a viable proposal because with the performance of these games the use of the foreign language is incremented. Playing outside the classroom in the FL, students experience a progressive linguistic immersion and also motor, cognitive, affective and social benefits that the development of the games provides.

This proposal can be applied to all the levels of Primary Education from year 1 to year 6, keeping in mind the contents of the curriculum for each year and students' psychoevolutive features.

It is known that in the globalised world that we live in, bilingualism is fundamental and a person who uses both their first language and English from an early age has greater possibilities of being bilingual.

My proposal admits modification, allowing it to be adapted to different situations that could appear due to the fact that any educative centre has different spaces that can be adapted to different games, as well as having break time and bilingual teachers.

10.2-Limitations of the proposal

This educative proposal is designed to be implemented in every bilingual school centre. The first one in experiencing its execution would be bilingual state school in which I performed my period of internship.

Finally, I would have been like to point out that the proposal could not be put into practise due to the extraordinary situation that was experienced in 2020 due to the pandemic of Covid-19.

We must bear in mind the level of communication in this foreign language (FL) and the rhythm in students' learning of hearing and attention skills, which are different in every individual. In order to help the students with more difficulties, the games must be adapted. The teacher can

assign different roles to permit all the students to participate and avoid the frustration of feeling left out.

This educative proposal finds limitations if we consider teachers' schedules, due to the fact that the planning of games in English increases their amount of daily work as it is a game directed by them.

All the teachers of the centre must support the proposal by consensus. The centre must organize the turns of the break with bilingual teachers in those days that the games will be practised.

10.3-Forward reflection

The implementation of this proposal will be focused on experience the improvements that can be done in the proposed games as well as evaluating the benefits that communicating in English outside the classroom and in a fun context provides students. The oral expression and fluency that students acquire in this FL will be evaluated, checking if it benefits their work in the classroom.

Another aspect will be understanding the more frequent difficulties of some students when they express themselves orally in English. These observations will serve to adapt and modify some syntactic expressions used in some games.

When the school year returns to normality, this innovative proposal will result attractive because it will serve to make students recover their interest in the use of English while playing during the break time. Furthermore, through the designed games, they will recover their abilities of socialization as during the practise of cooperative games they work as a team interacting among themselves.

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ANNEXES

QUESTIONNAIRE
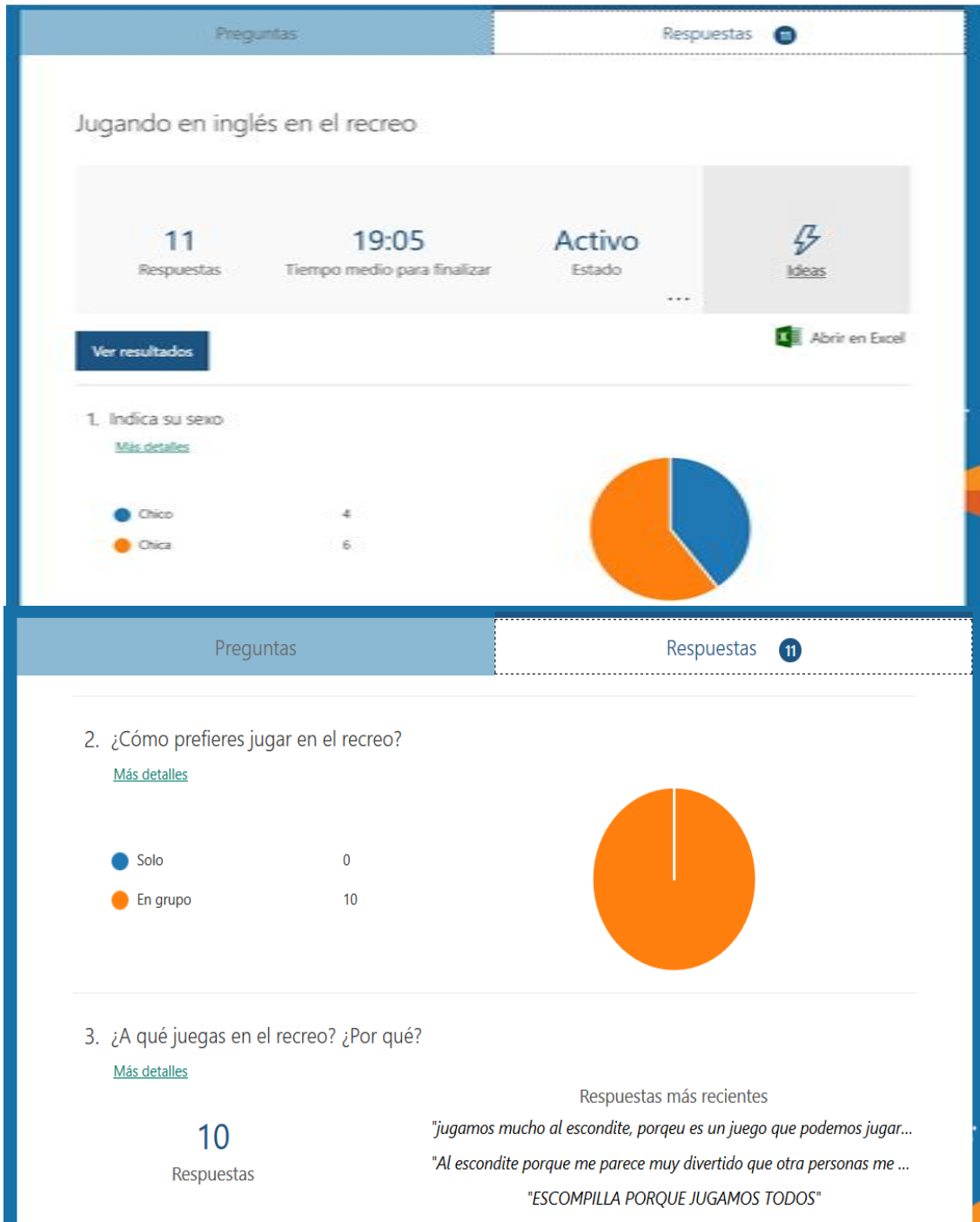
4. ¿En qué espacios del patio prefieres jugar?¿Por qué?

Más detalles

10

Respuestas

Respuestas más recientes

"*en todo el patio, porque hay mas sitio para esconderse y para estar s...*"

"*me gusta más los soportales te puedes esconder mejor*"

"*LATERALES PORQUE HAY ZANCOS*"

5. ¿Cuál es tu juego favorito?

Más detalles

10

Respuestas

Respuestas más recientes

"*es investigar animales para aprender de ellos*"

"*el escondite*"

"*LOS ZANCOS Y ESCOMPILLA*"

6. ¿Jugarías en grupo a juegos tradicionales (parchís, comba, escondite inglés,etc) hablando en inglés? (Teniendo al profesor como apoyo y participando)

Más detalles

| ● Sí | 9 |
| ● No | 1 |

7. ¿Te apetecería jugar en grupo y en inglés a juegos nuevos (wolf and sheperd (lobo y pastor), scape room, thread of words (rosco de palabras)? (El profesor ayudando y participando)

Más detalles

| ● Sí | 10 |
| ● No | 0 |

8. ¿Crees que te divertirías jugando en grupo a juegos tradicionales reinventados en inglés? (Con el profesor apoyando y participando)

Más detalles

| ● Sí | 10 |
| ● No | 0 |

DESIGN OF GAMES

Name of the game	**ROAD TO ANSWER**
Place	**SPACE 1 (CIRCUIT)**
Materials	Painted circuit on the ground, tires and a list of questions in cardboards.
Objectives	- To review contents learned in the classroom. - To improve their oral communication (comprehension and speaking) - To respect their mates and the rules of the game.
Contents	Vocabulary and structures worked in the Classroom (illnesses, places around the city, daily routines, sports…)
Timing/Duration	20 minutes
Organization	Two teams with eleven players in each one.
Rules	- Speaking Spanish is not allowed. Each 5 calls of attention, the team will lose one point of its score. - The person who is answering could not be helped. - The turn of each team and the participation of all the players will be respected.

	- Listening while somebody is proposing a question without disturbing and keeping an appropriated level of noise to be able to hear the answers. - To start respecting the signal given (one, two, three, go!) - To respect the starting turn randomly chosen throwing a coin (heads or tails). - We do not disturb the other children in the playground.
Development	The class will be divided randomly in two teams of eleven players on each one. They will play by turns, participating intermittently one member of each team. The director of the game (teacher and players of both teams depending the situation) will give the chance to the participant to choose between two known topics by them (the questions will be previously selected and written in cardboards and will be read and raised by the people who occupies the role of director). The participants will choose between one of them and answering the question proposed quickly, for example: "Can you name two water sports?". "What is the name of the place where the trains arrive?". While this happens, the player of the other team will try to run as fast as possible the circuit settled before. The mistakes will not be penalized when somebody answers. Everybody could try several times giving the answers they want. Both players will start to answer and run since the signal stablished "one, two, three, go!".

	If the player that is answering guess the correct answer before the opponent has arrived to the goal, the point will be for him or her; and if it the runner arrives faster, the point will be for him or her. The members of each team that participate will be turning and rotating each round, some of them answering and other running. The first team that get 10 points will win.
OTHER ASPECTS TO HAVE IN MIND	Any students who have any kind of diversity that involves difficulty to play could occupy the role of director or coordinator. For example, if we have somebody with a leg or arm injured could be the director, as well as children with movement difficulties. They will be asking and purposing topics to the players and checking that nobody helps the others to answer.

Name of the game	**BASKETWORD**
Place	**SPACE 1 (CIRCUIT)**
Materials	Tyres, baskets and basketballs.
Objectives	• To improve the use and expression of English. • To improve the communication. • To respect rules and turn taking. • To enjoy with the game and exercise.
Contents	• Vocabulary (nouns, adjectives and verbs) in English.
Timing/Duration	20 minutes
Organization	Two teams with eleven players in each one.
Rules	• Speaking Spanish is not allowed. Each five calls of attention, the team will lose one point of its score. • The person who is answering could not be helped. • The turn of each team and the participation of all the players will be respected.

	• Listening while somebody is answering without disturbing and keeping an appropriated level of noise to be able to hear the answers. • We do not disturb the other children.
Development	The class will be divided in two teams of eleven players each one. Some tires (6 or 7) will be settled in zig zag in front of a basket. The players, one of each team, will be situated behind the row of tires. We will give a basketball to each participant. Each round, one player will receive a basketball and try to dunk. For that, they will be asked by a director to say a word (it can be a noun, verb or adjective, depending the turn), trying to find the one with more letters. In this way, as many letters it will have, more tires could each participant jump in in order to dunk more easily. Once the first round has ended (throwing the ball by turns), we will continue with the next rounds. The team with more points when all the players have participated will be the winner. Each dunk counts as one point.
OTHER ASPECTS TO HAVE IN MIND	In this game, students with any diversity that involve difficulty to practise the game could occupy the position of director. They could choose the category of word to say and count the letters each word said have checking the movements of the rest of the players.

Name of the game	**RESCUING OUR NEW PET**
Place	**SPACE 2 (LABERINTH)**
Materials	One cardboard with the quizzes, papers with clues, the circuit drew in the ground, an old blackboard, a dice, an icon to count boxes and the hidden pet.(a toy)
Objectives	- To improve and practise the use of English (speaking, listening and reading) - To review and reinforce contents learnt. - To work in groups respecting the rules and their mates. - To acquainted to solve quizzes to solve a riddle. - To infer answers and discover objects using the orientation and common sense.
Contents	Vocabulary of the daily routines, subjects, illnesses and pains.
Timing/Duration	25 minutes
Organization	The whole class, participating by rounds and turns.
Rules	Speaking Spanish is not allowed. Each 5 calls of attention, the team will lose one point of its score.

	- The person who is answering can be helped. - The turn of each team and the participation of all the players will be respected. - There will only be 3 attempts for each quiz. - The drawing boxes must be respected. - Listening while somebody is answering without disturbing and keeping an appropriated level of noise to be able to hear the answers. - We do not disturb the other children when we are searching for the object or playing the game.
Development	The main aim of this game consists in finding the hidden object in the playground. For that, there are some clues that are codified by number codes. To get them, each children must throw the dice by turns and count in the drawing structure as many numbers as the dice shows, situating there the piece or toy that will be given to them as reference.
	In each number there will be a different kind of quiz: a riddle, a pictionary or a question. (The questions and other quizzes can be read by the teacher or any voluntary)The topics will be diverse but the most will be related with the contents learned about illnesses or pains, subjects and routines. If they solve properly each quiz, they could receive and accumulate clues. If not, we will continue throwing the dice. There are only three attempts for each question. The person who throw the dice can ask for advice to the group before answering. There will be twelve numbers, twelve quizzes. The spaces called rest, dungeon and prison will count as a lost turn, while the space called sky will serve to unlock one number that has not appeared yet. When we arrive to the sky, the trail must be started again

	from the first place or box Once they have already earned all the clues, they must collaborate in order to organize and follow them to find the pet hidden in our playground.

Annexe (quizzes and clues)	1. Wow! I´m so tired. I have worked a lot this morning, played a lot during the break and I have some homework to do. I´m packing my backpack because ……(I´m going home).
	
	    a. Clue: don´t look for me in all school, I´m in the playground with you.
	
	2. Mime. Guess the action I´m doing. (get up)
	
	    a. Clue: I can see trees from here.
	
	3. Pictionary drawing a doctor looking for the tooth, and the patient crying. (toothache)
	
	    a. Clue: can see people entering and leaving the school from here.
	
	4. Today is my worst day of the week. Science is not bad, and I enjoyed a lot at English but at the hour of the exam it was horrible…I did it well, but not at all! I wanted to have a ten but… the problem was that I have a problem with the problem (maths)
	
	    a. Clue: I wish I could see people playing football from here… I love the big court of the school but is too far for me.
	
	5. Mime. Guess an action I´m doing. (get dressed)
	
	    a. Clue: yes! I love cars and I can hear them each morning! The pity is that I can only see ways of transport or vehicles that almost don´t make noise, even when they park.
	
	6. Pictionary: drawing (have breakfast)
	
	    a. Clue: I like the climbing wall, but I don´t have it in the wall near me.

7. I met my friends all the afternoon, speaking and playing tennis. At the end of each game, we drunk some water. It was a cool sensation to recover from the hard exercise and sweat, but suddenly my cough was horrible. I think that I was better, but the next day the doctor said to my dad "be careful and look after him, he has a…." (cold).
   a. Clue: I like colours, green, yellow, red, purple… no! The reality is that I hate purple, and every day and every hour, I have to see that colour… It is my doom.
8. Mime: (English)
   a. Clue: There are two on my school, but the other is so far from me… I would like to see children entering and leaving the school from both sides!
9. Pictionary: (go to bed)
   a. Clue: I´m near two corners but one it is invisible… there are many bushes to see it clearly!
10. Our hidden pet can´t see children doing this action but… it can see one action before that one. Remember! 5 meals per day and you will be healthy!
    a. Clue: Yes! I see many children doing the action you guessed. Some of them are standing up, running, but I counted more children sited in the stairs yesterday.
11. Mime: (earache).
    a. Clue: I´ve waiting all the time here, sitting on the grass.
12. Pictionary: (art).
    a. Be careful to catch me! There are branches everywhere!

OTHER ASPECTS TO HAVE IN MIND	If there is any children with some difficulties to play, he or she could occupy the role of referee helping the teacher to propose some quizzes (drawing, guessing..) and controlling that the rules are obeyed by everybody.

Name of the game	**PARCHIS GAME**
Place	**SPACE 2 (LABERINTH)**
Materials	Big dice, ludo board drawn on the ground and a mask.
Objectives	• To be able to play mixing the classic rules with some modifications speaking English all the time. • To respect their mates and the rules of the game
Contents	• English structures, expressions and instructions.
Timing/Duration	20 minutes
Organization	Five groups of four players on each one and two more being "the killer planes"
Rules	• Speaking Spanish is not allowed. Each 5 calls of attention, the player will be sent to the origin box. • The turn of each team and the participation of all the players will be respected. • The drawing boxes of the board must be respected. • Listening while somebody is counting without disturbing and keeping an appropriated level of noise to be able to hear the instructions.

	• We do not disturb the other children when we are playing the game. • Children must be honest when are touched by the killer plane, who must do their function without looking or changing the selected trajectory.
Development	We will divide the class in five groups of four players in each one. The classic rules of the ludo will be used but adding some modifications. There will be two people who are the killer plane. They will be situated one on each side of the square of the ludo. Each 5 turns, they will close their eyes and rotated to become disoriented. After this, they will be asked to select a direction without looking and they will open their hands and go across the square touching what they have in their direction. The people touched will be sent home, after hearing the phrase "I hit you" from the killer plane. The team who get two of their members in the middle box will be the winner. The expressions used during the game will be all in English. Example: • I ate you. • Go home! • I arrived! • I win! • I touched you!.

OTHER ASPECTS TO HAVE IN MIND	The children with any kind or diversity, which prevent them to play the game, will occupy the position of referee checking if the rules are obeyed and if some of the players are touched or move illegally in each movement.

Name of the game	**WOLF AND SHEPHERD**
Place	**SPACE 3 (BIG FIELD)**
Materials	
Objectives	- To play respecting rules and their mates. - To reinforce vocabulary learned before. - To use English expressions to delimit actions, improve their oral expression and comprehension.
Contents	English structures, expressions, vocabulary and instructions.
Timing/Duration	25 minutes
Organization	The group of sheep, one wolf and one shepherd.
Rules	- Speaking Spanish is not allowed. Each 5 calls of attention, the player will be caught or lose one of their recruits, depending the role they occupy. - The turn of each team and the participation of all the players will be respected. - The drawn lines of the field must be respected without crossing them.

	- Listening while somebody is telling something without disturbing and keeping an appropriated level of noise to be able to hear the instructions. - We do not disturb the other children when we are playing the game. - Children must be honest when are touched by the wolf, who must do their function without being honest too. - The English expression must be used. If not, their actions will not have value.
Development	The court will be divided in 3 zones (from left to right). - The zone of the sheep. - The zone of the wolf. - The zone of the shepherd. The biggest part of the class will stay in the side of the sheep. One person selected randomly will be in the middle of the court, being the wolf. Another person will be on the other side, being the shepherd. Each member of the sheep will be named in different ways, giving those names of animals, food or whatever they decide. Each one will have to memorize its own name. The shepherd will have a list with the names given, but not with the person who represent each name. The shepherd will have to ask for three names each time, saying "My next sheep will be….(name). The shepherd could put a cross near the names that have been already used to control the game better.

	On the other hand, the wolf will have to catch the sheep while they are crossing the field to join the shepherd, saying "I bit you and now you are injured". The player bitten must be stopped without moving from that position. They can be saved if the shepherd run to touch them saying "you, came alive". If the wolf catches the shepherd in that movement, the wolf wins the game. The game ends when all the players are injured or alive with the shepherd.
OTHER ASPECTS TO HAVE IN MIND	The children with any kind of diversity, that prevent them to play, will act like referees checking every movement not allowed, having the power to penalised the action in agreement with the teacher.

Name of the game	**THE JUMP ROPE GAME**
Place	**SPACE 3 (BIG FIELD)**
Materials	The comb.
Objectives	• To reinforce the pronunciation and oral expression. • To use English to delimit actions and repeat structures as songs and number counting. • To play respecting rules and their mates. • To combine movements with hearing expressions (rhythm).
Contents	• English expressions, instructions and structures settled.
Timing/Duration	25 minutes
Organization	Two people moving the comb each round and the rest entering individually making pairs during the game. (Rotating roles in a cyclical way each round).
Rules	• Speaking Spanish is not allowed. Each 5 calls of attention, the player or pair will be declassified. • The turn of each team and the participation of all the players will be respected. • The space dedicated to the game must be respected.

	• Listening while somebody is counting without disturbing and keeping an appropriated level of noise to be able to hear the instructions, singing the song and respecting the moment when the jumper select the pair being in complete silence to not have problems and be confused. • We do not disturb the other children when we are playing the game. • The pair that moves the comb is changed each time a pair finish counting, rotating in an organized way.
Development	Two children will be moving the comb. All of us will be singing the song " I like coffee, I like tea, I like (name of a player) to jump with me". In this way, the player who is moving the rope say the name of a player who start jumping in the comb. This first player will have to repeat the same structure, choosing other of their mates to jump with him or her. In addition, count each time they jump to do it as many as possible. Moreover, every three jumping times they will do it in a different way the first two jumps they will have to jump with both legs, then only with the left foot, the next three with the right one, and we start again). The children that enter in the rope will be the ones who move the rope for the next round. Everybody should supervise which mates are already in pairs and ready to jump for the next rounds; as this is a cyclical game. The class support the children singing at the same time and all the time until the moment when the person says the name of his new pair, and they must count both with the class again as numbers as they can. The 6 pairs with the highest amount of numbers achieved with pass to the final round, where we will repeat the process until there will be a unique winner pair.

OTHER ASPECTS TO HAVE IN MIND	The children with any diversity could be registering the points that each pair do and checking if they are doing their movements well.

Name of the game	**STEAL THE SPORT**
Place	**SPACE 3 (BIG FIELD)**
Materials	The comb.
Objectives	- To use and understand English structures such as questions, answers and sentences with English contents, reinforcing them. - To improve oral expression and motivate for the use of English. - To remember and associate English contents with images. - To be ready and coordinate to act after a stimulus or signal. - To have in mind the importance of sociality respecting all the elements of the game respecting rules. - To develop healthy habits practising sport as running.
Contents	- Vocabulary about sports. - Structures as questions and answers related with the contents.
Timing/Duration	20 minutes
Organization	Two teams with eleven players each one and one coordinator.

Rules	• Speaking Spanish is not allowed. Each 5 calls of attention, the team will lose a flashcard, being returned to the centre.
	• The turn of each team and the participation of all the players will be respected.
	• The space dedicated to the game must be respected, following the lines drew in in the ground.
	• We do not disturb the other children when we are playing the game.
	• Push the opponents or hit them is banned.
	• The English structures must be used completely to receive a flashcard for the team.
Development	They will be divided in two teams with eleven players in each one. There are two sides delimited by lines in the ground, and each team will be in one of them. Each person of the team will be designated with a number from one to eleven, and the same in the other team. In the middle of both sides there will be some flashcards with images of activities related with sports. There will be a director, in this case the teacher, who will say for example "number 4, do you like to play…tennis?
	Then the numbers have to run and catch the flashcard, come to its field without being touched by the player of the other team and answer properly the question (completely) to earn a point.
	If the other player touches the opponent player, the point goes for the other team if it answers the question well.
	The game ends when all the flashcards are in the fields of the teams, and the team with more flashcards wins.
	The structures used for the director will be varying each round, asking:
	• Do you like to play basketball, number 4?
	• How often do you play tennis, number 6?

	- Will you play football next weekend, number 8?
	- Are you good at swimming, number…?
	- Do you.., number 2?
	If the person who catches the flashcard arriving to their field or touching their opponent doesn´t answer using the correct and whole structure, their point will not be for any one and the flashcard will be returned to the centre.
	(For example, for the question " will you play football next weekend?", the answer will say "Yes, I will play football next weekend", being avoid saying only bare answers like "yes or no".
OTHER ASPECTS TO HAVE IN MIND	Children with some diversity that prevent them to play will be checking if all the players obey the rules and say the correct structures in each case, reaching a register of the players that occupy each number not to cheat.

Name of the game	**THREAD OF WORDS**
Place	**SPACE 3 (BIG FIELD)**
Materials	Masks, ball, hoops and a cardboard with the options of questions and answers for the player of the centre.
Objectives	• To use and understand English structures such as questions, answers and sentences with English contents, reinforcing them. • To improve oral expression and motivate for the use of English. • To obey the rules and respect the other players.
Contents	• Vocabulary and expressions learnt in class. • Structures as questions and answers related with the contents acquired.
Timing/Duration	25 minutes
Organization	The whole class making a circle and one player being on the centre and rotating each round depending on the situations.
Rules	• Speaking Spanish is not allowed. Each 5 calls of attention, the player will be eliminated. • The turn of each player and each participation will be respected.

	- The space dedicated to the game must be respected (hoops positions, without going out). - We do not disturb the other children when we are playing the game. - Throw badly the ball during the first action of each turn is banned. - The list of words or vocabulary must be respected. New words can be proposed to the director after saying anything.
Development	All the class is situated in a circle (each player in one hoop) while one person chosen randomly is the centre, also in a hoop. The person in the middle will have a mask and a ball in the hands. This person will turn on until hearing the word "stop" said by the director or coordinator. In that moment, he or she will point to the front with the arm and take off the mask. The pointed player will catch the thrown ball to be saved and occupy the centre position, but this player will be submitted to a truth or dare challenge to be centre. The player of the circle will have the chance to decide between both (truth or dare). The centre player if dare is chosen, can ask him or her to translate a known word from Spanish into English and vice versa (the words will be related with the content learnt in class and it will be written in a cardboard to make it easier for the player to ask and answer not using other controversial words). There can also be proposals to change or chose other words, but always asking to the director before. In case of truth, the centre player will be the person who do an affirmation and the player of the circle will say if it is right or wrong. Example: "is mouthache the word which correspond with "dolor de muelas" in Spanish?" and the other player will say "no, it is toothache". If the player of the circle is the winner, he or she will have the chance to eliminate the centre player hitting he or she with the ball and occupying the centre position (if the centre player dodge the ball, this player will occupy the position of the circle) and leaving to the opponent occupy her or his

	place. If the player of the centre wins, the circle player will be eliminated and we will pass to the next turn, keeping the centre position. When the time is up, the person who is in the centre will be the winner.
OTHER ASPECTS TO HAVE IN MIND	The children with any diversity could suggest ideas of words to the player of the centre and check if the ball is thrown in the correct way. They can also check if the rules are obeyed and nobody helps the others to answer.

Name of the game	**RED LIGHT, GREEN LIGHT.**
Place	**SPACE 4 (BACK SIDE, LATERAL)**
Materials	Stilts and cardboards with the colours.
Objectives	- To use and understand vocabulary and structures related with the places to visit, reinforcing contents learned. - To value the games of the English culture. - To respect their mates and the rules given. - To develop the coordination and balance contributing to their health. - To acquire some knowledge about traffic rules, understanding how important the vial education in our society is. - To keep responsibilities in the guidance of the others. - To improve oral expression and motivate them for the use of English.
Contents	- Vocabulary and expressions related with places and spaces in the city. - Vial education, traffic rules.
Timing/Duration	25 minutes

Organization	
Rules	• Speaking Spanish is not allowed. Each 5 calls of attention, the player will be eliminated, could being the guard. • The turn of each team and each participation will be respected. • The space dedicated to the game must be respect (delimited field). • We do not disturb the other children when we are playing the game. • Hit to others with the stilts or disturb them is not allowed, having always a safe behaviour. • The list of words or vocabulary must be respected, been possible to choose other places but always proposing it to the director or coordinator. • Respect the structures used to count as a valid action. • To wait until hearing the count of three of the guard. The English structures must be used completely to receive a flashcard for the team.

Development	The players will be divided in three groups of five people and one of seven.
	
	 One of the players will be selected randomly to be the traffic guard, being situated in front of a wall of the field looking at it. The team will be on the other side of the field.
	
	 This guard can say three phrases, showing an image of each colour.
	
	     ▪ Red light for…
	     ▪ Green light for…

	▪ Amber light for everyone.
	Each time, one group will participate. The director will settle each member of the group with the name of places like hospital, train station, bank, town hall…. Each turn must be communicated to the guard to keep a register of players and movements. The places can be repeated in the different groups, but not in the same group.
	The players will have to walk using stilts and paying attention to the orders of the traffic guard, who could say "green light to go to the town hall and cinema, and red light for the train station" (the guard must try to say the names of each place in a balanced way to give the same chances to the players). Then the traffic light will count "one, two and three", and look back showing the correct cardboards with the colours selected, which can be one or two each time. If he or she sees any player moving, the guard will say "I got you, go back now". If the guard says amber, everybody can move, but the traffic guard could look back without counting, being easier to be caught.
	The first player of each group reaching and touching the wall of the guard saying "the (name of the place) is here!" will be classified. The finalists (when all the teams have done the game), will play the final with the same methodology.
	The traffic lights will be rotating, being players who have been eliminated.
	Each team round, the words associated to each player will change, decided by the teacher and making the kids remember them.
	In the first round, the teacher will be the traffic guard in order to be organised and solve doubts.
	Some examples will be given before starting the game.

OTHER ASPECTS TO HAVE IN MIND	This time, the children with some diversity that prevent them to play will occupy the role of referee checking if the players obey the rules and the field limits are respected. The referee could also register the decisions of the traffic guard in order to be balanced for all the players.

Name of the game	**"WHAT'S THE TIME, MR WOLF?"**
Place	**SPACE 4 (BACK SIDE, LATERAL)**
Materials	A cardboard with the hours allowed saying.
Objectives	• To improve the English fluency (listening and speaking). • To work with contents and structures related with hours. • To respect the rules and play in a healthy way. • To work cooperating to reach a final goal. • To value games of the English culture
Contents	• Expressions and structures in English using vocabulary learned about hours. • Structures and instructions in English.
Timing/Duration	25 minutes
Organization	Three teams with five players, one with seven and the wolf, who will rotate.
Rules	• Speaking Spanish is not allowed. Each 5 calls of attention, the player will be eliminated, could being the wolf.

	- The turn of each team and the participation of all the players will be respected.
	- Listening while somebody is saying something without disturbing and keeping an appropriated level of noise to be able to hear the answers.
	- To respect the rules and their mates.
	- To respect the field marks being honest is somebody is caught.
	- We do not disturb the other children in the playground.
Development	There will be four teams, three with five players and one with seven. One random player will be the Mr.Wolf, being situated in front of the wall. The teams will be participating by rounds. Each member of the group will ask by turns "what´s the time, Mr. Wolf?". The wolf must say the hour that he or she decides (being the ones that they know). In this way, the team players must take as many steps as the wolf indicates with the hour. For example, half past two will be two steps and a half. When the wolf thought that they are close enough to catch them, he or she must say "time to eat" and start running to touch them, saying "yummy" each time one is caught. The players of the team will try to get their home alive. The team players can also initiate the return to their home but only trying to touch the shoulder of the wolf without being caught. It this way, the whole group could be saved. When each turn ends, the players saved will be counted and they will pass to the final round in case of tie, which be celebrated when all the teams have ended the first one. Each team will have a minute before each round to think and decide and strategy to escape from the wolf. Each round the wolf will be varying, being the eliminated players from the previous groups who rotate in that position.

	The team with more players will be the winner. In case of tie, there will be a final round with two wolfs this time, who will say hours by turns.
	In this final round wolfs are the ones who can start the race. The winner will be the team with more members alive after all.
	The person with diversity that could not play will act like a referee checking if all the rules are obeyed and registering the people that are classified of each team. The limits of the field and movements of each player will be supervised.

Source: Javier de la Parte

SPACES FOR THE GAMES

SPACE 1 (CIRCUIT)

SPACE 2 (LABERINTH)

SPACE 3 (BIG FIELD)

SPACE 4 (BACK SIDE, LATERAL)