



Universidad de Valladolid
Facultad de Filosofía y Letras
Grado en Estudios Ingleses

**Proposals for teaching English as an L2 in
primary education: approaches for the
acquisition of proficiency**

María García de la Cal

Tutor/Tutora: Elena González Cascos

Departamento de Filología Inglesa

Curso: 2022-2023

ABSTRACT

Learning English as an L2 is crucial in a current world in which this language is the key for international communication. Thereupon, teaching English with the precise approaches is the core for achieving proficiency in this long-life learning process for students. This undergraduate dissertation intends to accomplish a series of objectives that are closely related with the present requirements of learning an L2. By means of proposing three different approaches: Jolly Phonics, Problem-Based Learning, and Total Physical Response, this study presents a theoretical framework for the understanding of their main ideas and modus operandi followed by a methodology in which a proposal for each approach set in a primary education level is presented with the purpose of evaluating their potential benefits and the accomplishment of the objectives set for an efficient acquisition of the language.

Keywords: Jolly Phonics, Total Physical Response, Problem-Based Learning, Primary education, Curriculum, Acquisition.

RESUMEN

El aprendizaje del inglés como L2 es crucial en un mundo actual en el que esta lengua es clave para la comunicación internacional. Por ello, la enseñanza del inglés empleando los enfoques precisos constituye el núcleo para lograr el dominio en este proceso de aprendizaje perdurable de los estudiantes. Este TFG pretende cumplir una serie de objetivos que están estrechamente relacionados con las exigencias actuales del aprendizaje de una L2. A través de la propuesta de tres enfoques diferentes: Jolly Phonics, Problem-Based Learning y Total Physical Response, este estudio presenta un marco teórico para la comprensión de sus ideas principales y modus operandi, seguido de una metodología en la que se presenta una propuesta para cada enfoque establecido en un nivel de educación primaria con el propósito de evaluar sus beneficios potenciales y el cumplimiento de los objetivos planteados para una adquisición eficiente de la lengua.

Palabras clave: Jolly Phonics, Total Physical Response, Problem-Based Learning, Educación primaria, Curriculum, Adquisición.

TABLE OF CONTENTS

1. INTRODUCTION	1
2. JUSTIFICATION	3
3. OBJECTIVES.....	5
4. THEORETICAL FRAMEWORK	6
4.1 Jolly Phonics.	6
4.2 Problem-Based Learning. (PBL).....	9
4.3 Total Physical Response. (TPR).....	11
5. METHODOLOGY	15
5.1 Contextualization of the class characteristics.	15
5.2 Proposal with Jolly Phonics.....	17
5.3 Proposal with PBL.....	22
5.4 Proposal with TPR.....	27
6. CONCLUSIONS	32
7. SOURCES	34
8. ANNEXES	36

1. INTRODUCTION

The significance that English has nowadays as a tool for communication around the world also inquires the consequent importance of assuring its learning in every educational system. As Crystal (2003) states, the possibility of having a common language “presents us with unprecedented possibilities for mutual understanding, and thus enables us to find fresh opportunities for international cooperation.” (p.xiii)

Subsequently, the role that education takes for achieving this is fundamental. Nevertheless, teaching English as an L2 may present many challenges that need to be considered both for teachers and learners. The selection of tools that enhance a productive progress and acquisition of the language while stimulating the interest for the language itself can provide learners with advantageous knowledge and skills that will enable them to cope in a globalized world.

Moreover, due to globalization, proficiency in a language has also amassed considerable attention in the field of education. Therefore, teachers and learners should acknowledge that, in order to acquire this proficiency, tools or approaches that help throughout the process as well as personal work and involvement can signify a difference in their acquisition of a language.

In this Final Degree Project, we will select three approaches for the learning of English as an L2 that appear to be suitable for this process and accomplish our objectives enumerated in point 3. This dissertation will be divided into two main sections. In our first one, we will provide a theoretical framework of our three selected approaches, presenting their origins, objectives, organization and steps for their implementation, and their possible positive outcomes for students and for our objectives.

Afterwards, our second main section will provide a proposal of each approach. In this part, we will first set our course of primary education and the considerations that this level inquires in terms of content and syllabus' requirements. Then, our methodology will present a proposal of a class in which the approach is implemented, showing examples of exercises and tools that can be applied.

Finally, we will conclude with the reflection of the work developed and its connections with the objectives set at the beginning of the dissertation, in order to determine if they have been properly achieved and if they have followed the curriculum and level expected for that course. This will also allow to observe the different benefits of these approaches as well as their ability to adapt to the requirements and qualifications of the target students.

2. JUSTIFICATION

The acquisition of a second language, in this case English, has been implemented in Spanish education for a long time and consequently, different methods or approaches have been created and applied. All of them, although different in form or focus, share a common objective: achieve an efficient and effective acquisition of English that allows the student to get by independently with the language. Moreover, globalization has changed many aspects in relation to the requirements or the expected outcomes of teaching English. This has made the process of learning in schools more important for establishing a solid basis that may enable learners a further understanding of the language and its competences. The CEFR/CV (2001) also highlights the importance of having lifelong learning of a language that from pre-school onwards should be enhanced and promoted by academic systems. Hence, a constant search for methods that assure a valuable and favorable process in order to accomplish proficiency in students is essential and necessary.

Another current concern in education is guaranteeing a class atmosphere in which students feel safe and motivated since the feeling of stress or anxiety can represent a burden in their process and development of learning a new language. For that reason, selecting approaches that consider these issues as fundamental for the evolution of the learner and the awareness of the language makes a difference in their proficiency.

Therefore, within the process of teaching English as a second language, it can strongly impact the final results the election of different methods or approaches, which we will use as synonyms as Richards and Rogers (2014) state:

We see approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified. Thus, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure. (p.16)

In this dissertation, we will describe three approaches, Jolly Phonics, Problem-Based Learning, and Total Physical Response, as suitable methods to demonstrate their advantages and possible outcomes for the teaching and learning of intelligibility. These methods present different procedures, defined by Richards and Rogers (2014) as “the actual moment-to-moment techniques, practices, and behaviors that operate in teaching a

language according to a particular method.” (p.26) The procedures present in our three selected approaches seem suitable for an efficient and positive learning process while acknowledging the possible needs or requirements that learning English in a globalized world might encounter.

3. OBJECTIVES

With the selection of the three approaches, we aim to achieve several objectives that seem to be currently accentuated on education. Therefore, their consideration for the organization and development of the course is crucial, not only for the betterment of the students but also for their overall understanding of the language in a way that can improve their intelligibility. In accordance with these ideas, the main objectives will be the following:

1. Achieve a class atmosphere in which students feel comfortable and motivated to produced orally. A stress-free space is axiomatic for learning a language since students tend to feel vulnerable and exposed because of their lack of knowledge.
2. Assure the practice and use of the four skills: speaking, listening, reading, and writing. Giving an equal or balanced importance to each of them is essential to achieve a good proficiency and be fluent in every aspect.
3. Ensure a practical development of a class instead of focusing on a theoretical view. Developing a class that is interactive and pragmatic can enhance their motivation and attention.

4. THEORETICAL FRAMEWORK

Teaching English as a second language is a long-life process that requires dedication, time, and learning of diverse methods or approaches in order to discover which procedures adjust better for the purposes of each level, course, or learner's characteristics. The CEFR/CV (2001) mentions that one of its general measures is 'to promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems.' (p.3) Moreover, for the attainment of this measure, teachers should select appropriate methods and materials. Accordingly, the history of methods or approaches has changed and evolved substantially for the pursuit and investigation of methods that comprise the new needs or requirements that teaching this language might demand. In this section, we will concentrate on three of the existent approaches: Jolly Phonics, Problem-Based Learning, and Total Physical Response, so that its origins, characteristics, and different advantages or disadvantages are reviewed and connected to the current requisites of teaching English.

4.1 Jolly Phonics.

Jolly Phonics is defined as a method that tries to improve the reading abilities of the students while focalizing on the phonetics of the English sounds. This method was first born in 1975, at the Woods Loke Primary School in Lowestoft, Suffolk, where it was cultivated and tested for a period of time (Lloyd & Wernham, 1998).

As Lloyd & Wernham explained (1998), before 1975, the main focus to teach reading was by using visual aids, and although most of the children could reach the level required of reading successfully, some of them presented problems at relating letters with words or acquiring the letter sounds properly. This was the cause of trying an approach that first taught the letter sounds so that reading problems could be minimized, which was Jolly Phonics. In 1977, this school decided to introduce with this method structured blending in addition to the isolated letter sounds which proved to make easier the process of learning how to read and write.

This method is set to teach 42 English sounds, which are distributed in 7 groups of 6 sounds each and are thought to be taught during nine weeks. Lloyd & Werhnam (1998) clarified:

It is recommended that the letter sounds are introduced at the rate of one letter sound a day. Although it may seem a lot at first, children are able to cope with it and look forward to their new letter sound every day. (p.11)

The process of teaching using Jolly Phonics is divided into five different phases: learning the letter sounds, letter formation, blending, identifying sounds in the words and tricky words.

1. The first phase which is learning the letter sounds starts by presenting the corresponding sound of that day. This sound is introduced with a short story. For instance, Lloyd & Werhnam (1998) introduce the sound “s” by telling “a boy who takes his dog for a walk, hears the dog barking and then sees a snake rear up hissing 'ssssssssssss'.” (p.12) This story is accompanied by sounds and actions to relate them in order to learn them more efficiently. After this story is told and related with the letter, several games are played to get familiarized with it. Some games can be “hunt the letter sound” or “pairs game”. It is important to note that when other sounds are introduced in the following days, the ones already explained need to be revised so that the phase of blending does not complicate the process.
2. The second phase is letter formation, where they start learning how to write the letter properly. In order to do this, the teacher writes the letter on the board and then starts doing the formation in the air, so the students watch and imitate it while saying the sound. Finally, they start to write it with some aids like arrows or numbers to practice. This process helps them not only to start a fluent and neat handwriting but also to revise the first phase and internalize it.
3. The third phase is blending and as Lloyd an & Werhnam (1998) explain, although for most students blending is easy, it can create some complications because of two main reasons: they have not internalized the letter sounds properly and the way letter sounds are emphasized, that is they tend to emphasize the last letter of a word. For this reason, when blending is taught, the first sound has to be louder than the rest and the next sound needs to be weaker. This helps them to know which sound goes first. Within this phase, they learn how to join sounds and create words. Games such as flashcards are commonly used.

4. The fourth phase identifies the sounds with the words. The word is first listened and then the students try to write it according to the sounds they hear. The goal is to make them hear a sound and that they learn where it goes within a word. Phonological awareness starts to be present in this phase. Some activities are used such as “The Chopping Game” where the teacher says a word and the students have to repeat it but cutting the first sound, then the second until the last sound is left.
5. Finally, tricky words is the last phase of this method. This phase is introduced when students have acquired the sufficient knowledge with the before mentioned phases, and according to Lloyd & Werhman (1998), this is when the fourth group of letters have been taught. This phase is set to teach the words that do not follow the phonetic rules and need to be learnt differently. One of the main ways of learning tricky words is by looking, copying, covering, writing, and checking. There are other ways like mnemonic games or word families.

Even though it seems clear that Jolly Phonics should be used in young children, during Early Childhood Education, it can be adapted to the abilities or characteristics of the students and school, and the requirements of teaching English as an L2 in the curriculum.

Jolly Phonics allows students a way of learning in which songs, stories and other audiovisual resources are crucial. Suryaratri, RD, Prayitno, EH, & Wuryani, (2019) state that a multisensory approach, in which in this case Jolly Phonics is included, uses visual auditory or kinesthetic devices among others. This creates an enjoyable and active atmosphere while focusing on the individuality of the student and the continuity of the process. As Pinter (2006) mentions “visual aids would attract children’s attention and help them make the links between spoken and written forms.” (p. 69) Therefore, using this method to teach English as an L2 should be seen for them as a part of the class where they are learning but in an enjoyable and entertaining way, so that they feel motivated every day when they learn a new sound. Moreover, it is an approach that, although has its basis on phonetics by teaching the sounds, its variants, and exceptions, it tries to teach an efficient and fluent reading by including other abilities like speaking, writing, and listening, making it a complete approach and very suitable for teaching an L2.

4.2 Problem-Based Learning. (PBL)

Problem-Based Learning was first introduced in the medical faculty at McMaster University in Canada by Barrows and Tamblyn during the 1950s and 1960s (Barrows and Tamblyn, 1980). As Boud & Feletti (1997) describe, originally medical education was characterized by lectures on basic specialized information on science and an intensive clinical teaching program. This led to unpractical and inhumane methods of preparing the students to their future careers. This traditional method was known as the ‘bucket theory’, in which, as Wood (1994) defines “when the bucket (student) is full of information, he or she will be capable of using the information to solve problems.” (p.78)

Nevertheless, this theory did not acknowledge the idea that all this theoretical information would not be ample enough to make them able to confront the real problems they might encounter. Consequently, the Problem-Based Learning method started by presenting a problem and making the students learn the appropriate skills for them to find and use adequately the information to solve it and cover the flaws of the ‘bucket theory’. (Wood, 1994) Therefore, it is a method that is organized through projects.

Later, PBL was also introduced in other areas of elementary and secondary education such as mathematics and social studies (Stepien & Gallagher, 1993). Learning English as an L2 is also one of the areas in which PBL was introduced and as Stoller (2006) defines “it has been referred to as a language education approach that reflects student-centred learning.” (p.5) This means that the students are the focus of the method and are the ones who have the responsibility of their learning process. Moreover, this approach encourages teamwork, as these projects are usually created so that several students solve the problem. Therefore, the role of the teacher, as Stauffacher et al. (2006) describe “changes from a distributor of knowledge to a process manager, helping students in their process by initiating reflection processes and supporting them, if necessary, on substantive matters.” (p.262) This involves a complete change in relation to most of the traditional methods, since teachers are sidelined, although they are supervising the whole process.

The procedure of PBL, according to Fragoulis, I., & Tsiplakides, I. (2009), in order to implement a successful project is:

1. Speculation: within this phase, the topic is chosen after being discussed between both the students and the teacher. This topic can be chosen according to the curriculum or an area of interest to the students.
2. Designing the project activities: in this phase, the groups are formed and the roles each student has to acquire are also chosen. This phase is crucial, since a good organization and creation of the activities can mark the difference on the final product.
3. Conducting the project activities: at this point, students start developing their activities. They need to search for reliable sources, organize and discuss them with the other participants of the group, so necessary changes are done or problems are solved.
4. Evaluation: this final stage requires the assessment of the activities. The students consider if their objectives have been achieved with the activities. Moreover, it is not only an evaluation by others, but also a self-evaluation, so each student reflects about the whole process with its positive or negative aspects.

Since, as it can be seen, PBL focalizes mostly on the students work and self-evaluation, the assessment of the teacher can be complicated. This is why Mergondoller and Thomas (2000) outline three principles. “1. Use a variety of assessment methods. 2. Include both individual and group grades. 3. Emphasize individual over group performance.” (p.30-31) In conclusion, PBL allows a different method of evaluation that derives from the traditional ways, even though it should not diverge from the curriculum.

All in all, PBL is an approach that tries to make students learn in a practical way and in which they are the leaders of the project process. As Du, X & Han, J (2016) describe:

Is a very effective approach that allows the students to throw out opinions about the topics covering fields of interest, to ask questions, to estimate, to develop theories, to use different tools, to use the skills acquired in the context of a real and meaningful life and allows learner to solve problems and answer questions in a creative way in the classroom and outside. (p.1080)

In other words, it is a method that allows students to feel part of the process of learning and evaluation, which highly motivates them and keeps them interested in both the language itself and its culture. Moreover, as they create and develop their project, they acquire skills and strategic thinking. Both working in groups and individual work within

the project helps them learn to exchange ideas, appreciate different perceptions, and receive constructive criticism. This is closely related to the curriculum of Castilla y León and the CEFR/CV, since both enhance an autonomous learning process of the students so that they develop a different way of approaching a language.

There are several authors who support the idea of introducing PBL in learning English as an L2. Previously, most of the methods focused on grammar aspects mostly, giving little to no importance to production or how to use the theoretical information in real instances. FriedBooth (2002, as cited in Fragoulis, I., & Tsiplakides, I., 2009) mentions that “project-work provides opportunities for students to develop their confidence and independence.” (p.113) Thus, as mentioned before, the procedure of this approach makes students more receptive and does not disrupt in their confidence which has positive outcomes in their future learning process: As Kohli, K. (2019) ensures this “can help prevent student dropout rates, ensure that kids maintain their love for learning and help them achieve their dreams and goals.”

Problem-Based Learning also works and gives importance to the four language skills, since speaking is developed both during the creation of the project within the group and when the final product is presented to the rest of the class; listening is also practiced when team mates are giving their ideas or information and when listening to the other projects; reading is used during the process of searching sources and selecting valuable information for the specific topic; and writing is also practiced by redacting the project. Hence, it assures a balanced evolution of each of them. So, it seems as a suitable method for learning an L2 such as English.

4.3 Total Physical Response. (TPR)

The Total Physical Response approach started in the late 1950s and early 1960s. It was created by James Asher, professor of psychology at San Jose State University, California. As Asher (2000) explains he “had an interest in skill learning and... wanted to select a problem to explore that was complex and could be applied to the 'real' world.” (p. 1-2) The purpose of Asher was to understand the reason behind having learnt a language in his early years but surprisingly recalling little of what he had learnt. This is why he started to make research that ended up in the creation of the Total Physical Response. By the attempt of some studies, specifically the “One-trial learning”, he discovered that the hemispheres

of the brain had something to do with this process. As he describes “Input to the left brain in verbal tasks is a slow, incremental multiple exposure process because the left resists the novel. Input to the right brain is a pattern... understood in a flash--in one trial.” (Asher, 2000, p.1-13) Therefore, the best way of learning was by using pictures, which would go through the right hemisphere and be acquired faster.

After discovering this, Asher together with Shirou Kunihiro, a Japanese graduate student, and Alice Dickie, his secretary, started a study to demonstrate if the right hemisphere mechanisms to acquire new data and store it for a prolonged time was due to a cause-effect relationship (Asher, 2012). Subsequent to a failed attempt to demonstrate this, they came up with the idea of making Shirou say something in imperative in Japanese, as if it was a direction and then performing the action she said. Afterwards, Asher and Alice had to perform the action Shirou did. When several trials were done, Asher asked Shirou to only say the directions without doing them, and after trials, they were able to perform the actions only by hearing them and recalling what Shirou did when she said them. Moreover, not only did they tested it with simple commands, but also with complex, and the latter were easier to internalize for a long-term (Asher, 2012).

Asher (2000) compares this method with the process of a baby learning a new language since it is “language-body conversations.” (p.6-2) A baby receives a command and responds by doing an action rather than responding verbally, since they do not have acquired the language yet. He is able to understand what he is being told to do and simply reacts by doing it. TPR is based in the same idea, and this is the reason why it is very appropriate for learning a second language, as it tries to proceed as a natural way of learning.

For the preparation of using TPR, Asher (2012) encourages writing all the commands that are going to be given in each class, since there is not much time to create throughout the class. Furthermore, the number of lexical items introduced in each class are also important, and Asher (2012) affirms “in an hour, it is possible for students to assimilate 12 to 36 new lexical items.” (p. 3-44) Nevertheless, the teachers should not continue to introduce new commands until the previous ones are assimilated. The signs or actions are also part of the teacher’s preparation, and as Seely and Romijn (2006) point out “there is some sort of logical and obvious connection between the sign and the concept.” (p.44)

TPR mainly focuses on the process of learning vocabulary and grammatical structures. The way this approach works is by following a number of steps:

1. First of all, as Garcia (2013) says, it is crucial to have present the coursebook that is going to be used, in order to have all the vocabulary and grammar that needs to be learnt. This vocabulary and grammar varies from nouns, adjectives, or verbs among others. So, in this first step the teacher is the person in charge of choosing and preparing the materials.
2. The next stage is concerned with the comprehension of the students as the teacher uses the commands previously prepared. The teacher is the one in charge of firstly give the different commands and performing them so that the students learn the meaning. While the teacher is performing the commands, the students just listen and observe, in order to start internalizing the information. Asher (2012) highlights that during this process, the order of the commands and the introduction of new ones frequently is very important for avoiding memorization and increasing flexibility. Nevertheless, the teacher does not have to change commands until all the students understand the meaning. Thus, another thing that needs to be considered is that the words do not have to be presented in isolation, but in chunks or sentences and, as said previously, in imperative. Then, the students start responding to the commands by performing them. “The teacher gives the command to the students and the students move in response to it.” (Seely and Romijn, 2006, p.47)
3. The third step is the speaking step, in which the students start giving the commands to their classmates or the teacher. Hence, there is a role reversal between the teacher and the student. As Garcia (2013) points out “the students are ready for role reversal when you hear them spontaneously repeating the commands that the teacher directs to students.” (p.IV-1) Nonetheless, if the student does not feel prepared yet to speak, the teacher will only keep encouraging confidence and repeating the commands. In TPR silence is taken as a sign of the child internalizing the information, and until he does not feel prepared, he will not produce it orally.
4. The last step is related to reading and writing. After the first focus mainly on speaking and listening of the first steps, the written commands of the before oral

ones are presented to the students, and they start writing and reading them. In this moment, the vocabulary or grammar is internalized from the listening and speaking stages, so it is easier to produce the materials by writing or reading them. Krashen (1987) summarizes all the steps and the consequent organization of the classes by saying “the first few months (45 hours in this case) would consist of 70% listening comprehension (obeying commands), 20% speaking, and 10% reading and writing.” (p.140)

Total Physical Response has resulted to be an effective approach of language acquisition and, therefore, for Second Language Acquisition. Krashen (1987) affirms that TPR can “do far better than methods such as audio-lingual and grammar-translation.” (p.142) This method allows the teacher to display unlimited commands and amalgamations that are also possible to produce with the body. Thus, students are highly active during the development of TPR which demonstrates that is a stress-free method, as they do not have to produce orally until they feel prepared and only by hearing and seeing the commands of the teacher they can understand everything. “Student self-confidence is enhanced because they are aware that they instantly understood an unfamiliar utterance.” (Asher, 2012, p.4-5) TPR has also led to a better retention of vocabulary. Seely and Romijn (2006) highlight the effectiveness of TPR in acquiring vocabulary such as action verbs, objects, and adjective among others, since they can be easily performed physically. This is also due to the fact that it allows to merge different grammatical and lexical structures to such an extent that when new items are introduced, the previous ones are also used, and everything is practiced along the course assuring internalization.

As previously mentioned, TPR results very interesting for teaching English as an L2 for its characteristics, since it tries to resemble the natural way of acquiring a language. Babies learn their native language by first seeing their parents’ actions and commands and then imitating both the action and the sounds produced by them. Thenceforth, the approach appears to be natural to students and encourages participation and reduces pressure.

Finally, TPR introduces the four skills, granting the use of them in different steps during the process, but assuring the presence of them all. It is true that during the first months, as previously said, listening predominates above the others, but as time passes the

difference starts to balance itself and, moreover, TPR can be used together with other methods, reassuring the use of the four skills. This makes this method fit in the requirements of the curriculum of Learning a Second Language.

5. METHODOLOGY

5.1 Contextualization of the class characteristics.

In order to apply the before mentioned approaches and their proceedings in the process of teaching English as a Second Language, a class in the third year of Primary School will be chosen for this purpose. The justification for choosing this course has been because the three methods are especially encouraged to be used in young students since it can lead to a suitable base for them in the language that can help them in the future. Therefore, 8-9-year-old students fit in this description and also allow the teacher to introduce these approaches in the requirements of the curriculum naturally and freely.

For Jolly Phonics, as Moodie-Reid (2016) explains, the results in reading problems on students from the first to the third year of Primary School are productive and teachers approve its implementation. Hence, this helped with the decision of the course, since it seems that, although it can also be suitable for the following courses because it is a method that emphasizes phonetics and reading problems, the sooner it is implemented, the better internalization will be acquired.

Following the curriculum of Castilla y León within the third course of Primary School in the DECRETO 38/2022, one of the specific competences expects students to acquire the skill of writing short texts with the help of digital tools and by using daily and interesting topics for them. Therefore, Problem-Based seems a suitable approach for achieving this competence, since teachers can select a variety of topics related to the syllabus and implement other ideas so that the project results engaging while it also covers the materials of the syllabus.

Another specific competence asks for students to participate in interactive situations dealing with daily topics, prepared beforehand by the teacher, and using resources such as repetition, non-verbal language, or rhythm. This fits with Jolly Phonics since repetition is highly used for acquiring the phonemes and applying them to reading or interacting. It also fits with Total Physical Response, since teachers can make use of the non-verbal

signs used to teach them vocabulary or structures that will be produced by the proper students naturally at one point.

Within the DECRETO 38/2022, there is a competence that also suits with Problem-Based Learning. This competence is aimed at recognizing strategies that help the students to understand and express information searched by themselves with the guidance of the teacher and online tools. As this method starts with the research of information and understanding of it, it is important to teach strategies or tools to choose information and learn how to use it in the project. Consequently, by using PBL, students acquire the capacity of searching for information and applying it accordingly and autonomously to the different purposes of the class, which can help them in their process of learning the language.

In addition to the description of the curriculum and its connection with the three approaches, the accessibility to a real course book used in schools in the third year of Primary School also helped in the decision of the course. This book, *New High Five 3 Pupils Book* (2018), resulted conducive since its organization per unit divides vocabulary, grammar, phonics, literacy, culture, 21st-century skills, and cross-curricular links. Hence, a book that presents phonics, for instance, leads to easier development of Jolly Phonics. Moreover, the book is a continuation of the previous one in which other phonemes are presented, so that there is continuous learning and students can relate concepts and have a better internalization and understanding.

For Problem-Based Learning, the book is also adequate to use and implement due to its section on culture and 21st-century skills. As this method presents flexibility in its topics and tools for its procedures, the teacher and the students can apply it following the syllabus and the book, presenting interesting topics by using new skills, like ICTs. Consequently, PBL not only ensures motivating and attractive learning but also ensures students to develop strategic thinking and independent skills that will help them in the following years.

Finally, Total Physical Response fits as well with the syllabus of this third yearbook. The vocabulary and grammar section is clearly indicated and follows different topics or structures facilitating the teaching process and organization. Furthermore, the grammar section is connected with the vocabulary so that the teacher can follow the process of TPR

by starting with basic words and adding structures and complex constructions. Wherefore, both the election of the topics in this course book and its organization have been crucial for the election of the age of the students since it allows a natural insertion of TPR.

Having into consideration the argumentation of the election of the third year of Primary School, and the presence of the course book to help present the proposal in each method, the last thing that needs to be contemplated is the number of students in the class. Commonly, most classes are composed of 20-25 students, so the organization of the activities and procedures depends on it too.

Thenceforth, for this hypothetical proposal of the implementation of Jolly Phonics, Problem-Based Learning, and Total Physical Response, a course in third year of Primary school of 20 to 25 students and the use of the book *New High Five 3 Pupils Book* (2018) will be selected.

5.2 Proposal with Jolly Phonics.

The first proposal of a class example is by using Jolly Phonics and considering the before-mentioned characteristics and features of the class and curriculum. First of all, it is worth mentioning the fact that the fewer students per class, the better and easier the work will be, but nowadays most of the classes are composed of 20 to 25 students, so every activity or approach has to be flexible and allow effective results with a large number of students. In addition, we will consider that a class of English lasts from 45 to 50 minutes, so the activities will have to adapt to this time, keeping the students interested and motivated.

Furthermore, for this proposal, we will not follow strictly the order of sounds that Jolly Phonics provides in its handbook since we will have our course book as our main guide for the organization of the class. However, as the course book also follows a program, every sound will be covered throughout the course of the different years.

For the exemplification of a class and its activities, we will use the consonant sound 'j', presented in unit 1 of the course book. So, if we follow the Jolly Phonics phases, we will have to divide the class into five different parts:

1. Learning letter sounds.
2. Letter formation.
3. Blending.

4. Identifying sounds.
5. Tricky words.

Nevertheless, the second phase, letter formation, will be omitted in this case due to the age of the students as at this age they have already acquired writing and letter formation skills. Consequently, this phase will not be used, and we will have four phases that can be implemented as three continuous activities to acquire the sound 'j'.

To begin with, the class will start by presenting the new sound, in this case, 'j' and its pronunciation as /dʒ/. The teacher can present it with the help of easy words or sounds. For instance, the first activity, in which we will merge the first two phases can consist of an activity in which the teacher introduces the sound by saying "This new sound 'j' is the same we do when we are in physical education and say: "Let's go to the gym!". After this, the students can imitate and repeat the sound to get familiar with it. This activity can continue with a brainstorming of words in which the students can participate so that they get encouraged and feel motivated by already knowing some words with this sound. It is important to note that in this phase, students should have clear that although the sound is 'j', this does not mean that only words that have 'j' on them are the ones pronounced like that. With this brainstorming completed, the activity can continue by trying to create a story with the words already said. This story can be written by the students so that they also practice writing words with the 'j' sound and know when to pronounce when reading them. This first activity is set to last 10 to 15 minutes so that new words with the sound are known and start to be internalized by the students with the help of repetition, speaking, and writing tools. Moreover, we will have covered the first two phases of Jolly Phonics: learning letter sounds and blending, and we will also have present the four skills, having predominance on speaking and listening as phonetics is crucial in these first steps of the method. The activity also tries to make students participate and be active in the process of thinking of words with the sound and being able to work with them afterward.

When this activity is finished, we can pass to the next one, focalized on identifying sounds. For this activity, we can have a Bingo Game, which is something that results entertaining for students and also keeps their attention. For this game, we will use paper sheets with different words written in columns, all of them including the sound 'j'. This bingo will have both the word and a picture of it in each box so that it is easier for them

to relate the meaning and also internalize the word better. It is encouraged that throughout the game, the students that get Bingo read all the words so that they practice the pronunciation constantly. This activity is set to last 15 minutes, so it is dynamic and gives the chance to play a few times at least. With this activity, we achieve the internalization of the sound while maintaining the students motivated and attentive to what the teacher says and the different words. Consequently, with this activity we practice listening, reading, and speaking, focalizing on the first one.

Finally, our last activity for the session will be related to tricky words, but we will also include words with the 'j' sound so that students can continue internalizing them. It is important to teach learners that there are some words that do not follow phonetic rules and, consequently, need to be learned 'by heart'. This activity is set to last from 10 to 15 minutes. Moreover, we will divide the class into 4 group of 5 students. The activity chosen consists of preparing flashcards with a mixture of 'j' words and those that Lloyd, S. and Wernham, S. (1998) present on its handbook as tricky words such as 'come, your, or should'. The teacher passes a flashcard to the first student, who has to pronounce the word. If s/he does it successfully, s/he passes that flashcard to the next student who has to do the same. This activity finishes when every student of the group has said the word correctly. The interesting part of this activity is to set a timer in which the students need to be able to pass the flashcard to all the components of the group before the time passes. The first group that completes it wins the round. In addition, in every round, one flashcard is added, increasing the complexity and also the variety of words, showing these tricky words and learning their pronunciation. Having this activity divided into groups also makes it go faster and more dynamic to the students. The activity can end with the pooling of all the tricky words, in which the students can implement them to their vocabulary list signaling that they are exceptions of the rule. This last activity allows students to practice speaking and pronunciation, but also listening, reading, and writing, at the end of the class. This way, we assure that students learn new vocabulary by using mnemonic tools, since they have to listen, remember the pronunciation, and then repeat it several times.

With this proposal of a class following Jolly Phonics method, we are following the curriculum of Castilla y León and its section related to the CEFR/CV. For instance, one of the contents in the DECRETO 38/2022 is related to communication and the necessary tools to promote the development of activities that help students to comprehend, express,

and interact in oral production. Moreover, it encourages plurilingualism since its focus on phonetics to teach encourages students to reflect about the language and its differences or similarities in comparison to their native language. It is important to note that this proposal would only compose one section of the different units. That means, Jolly Phonics can be implemented together with other methods that suit better to teach the other sections that compose the unit in the course book. The interesting part is to dedicate one session to phonetics with Jolly Phonics in order to provide presence to pronunciation while improving the four skills with different activities that also motivate and make students feel comfortable with the language.

Considering more sections of the curriculum within the third course, this proposal also acknowledges the point 2.1 of the second specific competence in the DECRETO 38/2022, which focuses on achieving the oral production of short phrases about different topics and concentrating on rhythm and accentuation. In addition, it also covers the point 4.2 of the four specific competence. This section tries to recognize different tools that facilitate the understanding and expression of information and communication. So, by assuring the correct acquisition of vocabulary and phonetics, students understand better the language and, consequently, produce it more naturally.

Finally, within the contents before mentioned, more specifically communication, it assures self-confidence and motivation about learning for the students. Mistakes are not seen as something wrong but as part of the process, so that the class is a safe place for them and reducing the possible stress that can appear with the learning of a new language.

SCHEME OF A SESSION USING JOLLY PHONICS

ACTIVITY	DURATION	DESCRIPTION AND MATERIAL NEEDED	SKILLS PRACTICED
Presentation of the sound, brainstorming and creation of a story	10 to 15 minutes	Introduction of the sound 'j'; brainstorming of different words with this sound; creation of a short story with the words of the brainstorming.	Speaking, listening, and writing
Bingo Game	15 minutes	Distribution of paper sheets with words and pictures that include 'j' sound, and production of the teacher of the different words until a student has Bingo. Repetition of the student of the words on its sheet. Materials: paper sheets with words and pictures.	Listening, Speaking, and reading
Flashcard Game	10 to 15 minutes	Creation of 4 groups of 5 students. Distribution of one flashcard per group and oral production of the tricky word before time finishes. Introduction of more flashcards per round. End with pooling of the words to add them to their vocabulary. Materials: flashcards with tricky words.	Speaking, reading, and listening

5.3 Proposal with PBL.

Our second proposal for a class is going to be using the Problem-Based Learning approach. As previously described, we will have a class of 25 students, and classes will last from 45 to 50 minutes each. It is worth noting the necessity of working cooperatively during the development of this method, so students will be organized into 5 groups of 4 students. Furthermore, this proposal requires several sessions, so its organization will differ from Jolly Phonics in that sense. Nevertheless, work at home will also be indispensable, since more contents within the course book have to be covered. Lastly, as nowadays in most schools both computers and iPads are used daily by the students, we will also include their use during the whole procedure.

PBL is an approach that delegates the main focus and responsibility to the students, expecting them to take initiative and lead the process to achieve the requirements and cover the topic efficiently. Consequently, the teacher will be present during the whole procedure, but rather as a guide and as a person to ask for any help in case of doubts or advice.

Problem-Based Learning is organized in different phases that will be also present for this proposal. These are:

1. Speculation.
2. Designing project activities.
3. Conducting project activities.
4. Evaluation.

Within the speculation phase, which will also be part of the first session dedicated to the method, we will choose the topic, in this case, 'My project 3: A London Adventure'. In addition, we will present the topic by adding a 'problem' that needs to be solved, in this case, it will be: 'The class is going on a weekend trip to London in two weeks and nothing is prepared. We need to organize the trip as soon as possible. How can we do it?'. After presenting the topic, the teacher can do a brainstorming with the whole group to see what the students already know about London and the things they can visit or see. When this brainstorming is finished, the groups can be formed, and the first activity can take place. This activity will be an extension of the brainstorming, as a paper sheet with several

questions that will be needed to cover the presentation but also general information about London:

- Means of transport
- London is the capital of...
- Parks
- Important places
- Which river passes through the city?

This can help students to start organizing their project and considering the different points they need to cover and search about. For this brainstorming and answering of the questions we will dedicate 20 minutes.

Another part of this method that will be crucial is the presentation of the project created by the students during the different sessions. Therefore, an interactive and motivated manner to conduct this is by using ICTs, since students feel comfortable using technology and it can help them to be more creative and work more comfortably. For this reason, we will use Genially, an online tool to create interactive and creative content. Hence, the teacher needs to assure that students know this tool and learn how to use it. So, the last activity in this first session, which will cover the rest of the class, will be dedicated to introducing Genially and guiding students in the process of creating a presentation with it. This is done so that groups can work independently and develop strategic and creative skills with the ICT. The first session covers the practice of speaking and discussing with both the whole class and the group, but also the search for information and answering the questions, so we can say they also practice reading and writing.

With the first session finished, students are aware of the project they need to work on and the ICT they can use to present it. Thence, we can start with our second session, which will include the phases of designing project activities and conducting them. In this session, we will develop several activities to help them organize the project, and we will give them some time to start with Genially, although they will finish the presentation at home.

First of all, we will have a listening activity, in which we will distribute a piece of paper with the script of the listening but with gaps so that the students have to write the missing

words while they listen. In order to do this, we will use another ICT tool, known as ‘Voki’. This tool allows either students or teachers to create a speaking character and make him say anything with different accents. This character, in this case, will talk about some interesting things about London and will finish with a question, so that students then have to search it on the Internet. With this activity, set to last 15 minutes, students practice listening while also learning about London and implementing those things learned in their presentation. After this activity, the teacher can leave the rest of the class to start creating their Genially presentation. Nevertheless, the teacher must go from group to group to check what they are doing and resolve any doubts students may encounter. After this class, students are expected to finish the presentation at home, since the last session dedicated to the project will be the presentations.

Finally, this third session is set to have the students presenting their projects, which includes what would be the phase of evaluation in Problem-Based Learning. This presentation will last from 5 to 7 minutes, making sure every student participates and speaks. Overall, the presentations will take 30 to 35 minutes of the class. Afterward, the last step to conclude the project requires evaluation, and for doing this the teacher will assess both the group and each student. Besides, the students will also assess each other and themselves with a short assessment sheet. PBL is characterized for accounting different forms of evaluation, and as students are the focus and main leaders of the whole process, they should also evaluate. This encourages them to perform the presentations as good as they can and think creatively to impress the teacher. Furthermore, it gives students confidence as they take part in the evaluation, and as they have gone through several sessions to prepare the presentation they are not stressed and are experts on the topic.

With this proposal of how PBL can be implemented in a primary school class, the curriculum of Castilla y León is followed, and it acts following several sections. For instance, within the ‘learning scenarios’ section, PBL follows a scenario in which students need to search for information about a foreign place, learn about their culture cooperatively, and create a project. Consequently, interculturality is encouraged among students, and curiosity for learning more about a place increase too.

Furthermore, in the 5.3 section of the DECRETO 38/2022 of the third course, PBL follows the guided application of the progress or difficulties throughout the project

developed, making a self-evaluation and an evaluation of the other students, enhancing the normalization of mistakes but also positive aspects among the students and by themselves. This also follows the CEFR/CV proposal on evaluations. In its 6.2 section, the DECRETO 38/2022 searches for the recognition and appreciation of the cultural, linguistic, and artistic diversity of English-speaking countries. Hence, we are stimulating this recognition and respect for these cultural elements with the process of the different activities, searching for information, and final presentation. This is also related to one of the points within section ‘C’ of the contents of the third course, which highlights the most significant aspects of the customs or characteristics of English-speaking countries.

Finally, we also follow the use of digital and analogic tools for searching for information, which is part of section ‘A’ of the contents. This helps students to comprehend and express their knowledge and produce orally their works while interacting and cooperating with their colleagues more spontaneously and effortlessly.

SCHEME OF SESSIONS USING PBL

SESSION 1

ACTIVITY	DURATION	DESCRIPTION AND MATERIAL NEEDED	SKILLS PRACTICED
Presentation of topic, brainstorming and questions	20 minutes	Presentation of the problem; discussion of the whole class of what they already know about London; creation of groups and distribution of paper sheets with questions for them to search and answer. Material: paper sheet with questions.	Speaking, reading, and writing
Presentation of Genially	30 minutes	Description by the teacher of Genially,	Listening

		<p>showing how the students can work with it, so they get familiar with it.</p> <p>Material: iPad or computers.</p>	
--	--	---	--

SESSION 2

ACTIVITY	DURATION	DESCRIPTION AND MATERIAL NEEDED	SKILLS PRACTICED
Listening	15 minutes	<p>Listening several times to a recording, and they have to fill the gaps with the information missing.</p> <p>Material: paper sheet with the script of the recording and https://tinyurl.com/2ygd7v77</p>	Listening and writing
Work in groups with Genially	30 to 35 minutes	<p>Work in groups to start creating the presentation with Genially with the information they have learnt and searched on the internet.</p> <p>Material: iPad or computers.</p>	Speaking, reading, and writing

SESSION 3

ACTIVITY	DURATION	DESCRIPTION AND MATERIAL NEEDED	SKILLS PRACTICED
Presentations	30 to 35 minutes	Presentation by groups their Genially presentation, showing what they have searched and learnt and how they have organized it. Material needed: projector and computer.	Speaking
Evaluation	10 to 15 minutes	Distribution of a paper with some questions about the performance done during the presentations. Material: paper sheet.	Reading

5.4 Proposal with TPR.

Our third and last proposal of a class will be by using the Total Physical Response approach. With the aforementioned approaches, we will have a class composed of 20 to 25 students, and we will work with them both as a whole and in groups. TPR typically is worked easier with smaller groups, since the teacher can focus on each student more and supervise his progress thoroughly. Notwithstanding this preference, this method also allows working with bigger groups and achieving satisfactory results.

Total Physical Response, as discussed in the theoretical framework, follows several steps for its implementation in class. Hence, we will follow these steps in our exemplification. These phases are:

1. Firstly, it is crucial to have a course book that will guide the vocabulary or grammatical structures aimed to be learnt. In our case, we have *New High Five 3*

Pupils Book (2018) as our guide for the class. Within the book, we are going to choose Unit 4: ‘Creative cooking’, focusing on the vocabulary section. More specifically, the one that deals with food vocabulary. Besides, in this first step, the teacher should prepare the session, and organize the activities and their duration, assuring an efficient development of the class and the accomplishment of the objectives. Consequently, this phase is done before the session.

2. The second step is to start giving commands and performing them so that students can start learning them. Nevertheless, in this step, students do not interact, that is, they just listen and observe.
3. The third step starts when students begin to produce orally the commands said by the teacher. The role is reversed, and the students are the ones performing and giving commands.
4. The last step is focused on practicing reading and writing, consolidating the knowledge students have been acquiring in the previous steps.

For this proposal, we will only have one session, although we could also use it whenever grammar or vocabulary is needed to be learned. Hence, in our session, lasting from 45 to 50 minutes, the first activity will be focalized on the second step. The teacher will bring photocopies of the food vocabulary needed or even toys of the food. Moreover, the teacher will bring a basket. In this activity, the teacher will start by explaining to the students that he is going to go grocery shopping. Then, commands can start while performing the consequent actions. For instance, if the teacher says: ‘Pick up an apple’ or ‘Add onions’, he will do it and add it to the basket. These actions should vary so that the students do not memorize the commands and, instead, they internalize the vocabulary. Nevertheless, it should be noted that commands should not be given fast and without organization. The teacher has to assure that students are comprehending everything and that the commands are being understood. When the teacher senses that students can start producing, he can start mixing instances where he gives the command and performs the action but also lets the students say the command when he just performs it. That way, students start producing and showing that they have understood and acquired efficiently the vocabulary. This activity is set to last from 10 to 15 minutes. Listening and speaking are the main skills performed during this first activity, and it achieves the internalization of the new

vocabulary assuring that the students feel comfortable and relaxed to produce them when they feel ready.

When this first activity finishes, we can pass to the next one, which will concentrate more on the third step. This second activity will consist of doing charades. The teacher will have prepared beforehand pieces of paper with the commands said in the previous activity, but he can also introduce new ones by mixing various commands to see if the students can understand and perform them correctly. Then, one student will get up and pick a piece of paper with one command. However, when s/he reads it, s/he will have to perform it without saying it and the rest of the students will have to guess what s/he is doing and say it out loud. When the students answer correctly to the action being performed, another student can pick another piece of paper, so that every student participates both saying the actions and representing them. This activity is intended to last 15 minutes and, as the previous activity, it focuses on speaking and listening, but in this case, giving more importance to the oral production of the students, confirming that they have correctly acquired the commands they have heard in the previous activity and making sure they can read them and relate them to what the teacher did before. Furthermore, it is an activity that allows students to learn while having fun and avoids the creation of stress, as they are sure of knowing the vocabulary or commands as they have been listening to them previously. However, if any case of not knowing the commands, this should not be pointed out as a mistake or failure, and the teacher should help the student showing that there is no problem.

Our third and last activity for this session will target the last step of the method, that is, reading and writing. For this activity, we will divide the groups into 5 groups of 4 students. Then, we will give each student a piece of paper on which they will have to write a recipe to make a pizza and they will have to write which ingredients they would add. For this activity, they will have to include the commands they have been learning in the previous activities, such as 'Add tomato' or 'Use cheese'. After they have written their recipe, one will be chosen from each group and the student that has written the chosen recipe will start reading it so that the rest of the group can go to pick the ingredients. The students have to try to do this as fast as they can so that when they finish, the teacher can go to their group and assure that they have done the commands correctly. After this, the next recipe is selected, and the same procedure follows. This activity is set to last 20 minutes.

With this exercise, we implement reading and writing to the process of learning the vocabulary to the students, so that the four skills are practiced in our session, using each one in different phases.

Total Physical Response is a different but natural approach that can be implemented in a class and achieves positive results in the acquisition of vocabulary or grammar. Moreover, it follows several points of the curriculum of Castilla y León, resulting beneficial for achieving those sections. For instance, within the third course of primary, section 2.1 of the DECRETO 38/2022 applies to making students able to express orally short phrases using verbal and non-verbal resources and highlighting rhythm and intonation. TPR's first step focalizes on the simultaneous use of verbal and non-verbal commands performed by the teacher, which will later be done by the students, guaranteeing the internalization of the vocabulary and its meaning.

In section 3.1, the curriculum expects students to participate in brief interactive situations that deal with simple and daily topics relying on tools such as repetition, non-verbal language, or rhythm. This is also something that TPR uses in its favor since students are expected to start producing orally in the third phase and interchange the role the teacher had in the previous phase.

Moreover, section 5.2, which says that students have to use guided strategies to improve their ability to produce and learn the language, leaning on the group or the material provided, also connects with TPR. This is so because the use of imperative commands together with the corresponding action results in a strategy of learning vocabulary that resembles the natural method of babies learning their native language. Thence, students learn instinctively, and their internalization is more effective.

Finally, Total Physical Response aims to achieve an atmosphere of respect and participation in class which is closely connected to the civic competence the curriculum mentions and gives importance to minorizing the stress of the students so that the results are greater.

SCHEME OF A SESSION USING TPR

ACTIVITY	DURATION	DESCRIPTION AND MATERIAL NEEDED	SKILLS PRACTICED
'Let's go grocery shopping'	10 to 15 minutes	Production of commands and actions by the teacher related to the food vocabulary, repeating the commands several times, and including new ones gradually. Material needed: basket, photocopies of food pictures.	Listening and speaking
Charades	15 minutes	Performance by one student of a command practiced on the previous activity; students must produce orally the action performed by the student. Material needed: pieces of paper with commands, basket, and photocopies of food pictures.	Speaking, listening, and reading
Pizza recipe	20 minutes	Division of 5 groups of 4 students. Writing of a pizza recipe. Election of one recipe that will be read by one student; the other participants will have to collect the ingredients of the recipe. Material needed: paper sheet, photocopies of food pictures.	Speaking, reading, and writing

6. CONCLUSIONS

Teaching English as an L2 in primary education presents diverse requirements and objectives that, as seen throughout this dissertation, need to be covered by also acknowledging the current necessities and concerns for accomplishing proficiency. The CEFR/CV (2001) defines proficiency as “what someone can do/knows in relation to the application of the subject in the real world.” (p.183) Consequently, it has been seen that the selection of approaches and their implementation in the class take a crucial role for achieving it.

The theoretical framework has served as a basis for recognizing the main ideas and steps that each approach includes and their potential relations with our main objectives. For instance, respecting our first goal, the three approaches display their concern and, therefore, provide their view on how to manage possible stress situations and how to conduct or organize a class in a way that students feel safe and confident to produce. Furthermore, it has demonstrated that, although their focus might be in one of the four skills, neither Jolly Phonics, PBL or TPR overlook the other skills and within the development of the different steps, the four of them are practiced or used at one point. With the exploration of each of the methods, we can also see the potential options of creating a great number of classes that have a practical focus, which is our third objective. The three of them allow diversity and creativity as well as flexibility for the course, syllabus, and characteristics of the students. Thereupon, not only has the theoretical framework allowed to have a further understanding of each approach but it has also been favorable for establishing the first connections and possibilities for the creation of proposals that could achieve our main objectives.

After setting this basis, the methodology has also proved to be beneficial for the purpose of the dissertation. First of all, the selection of the course and a real course book has helped for the development of the methodology as well as for the selection of topics, grammar, vocabulary, or even phonetic sounds- This is also closely related to the DECRETO 38/2022, so that the proposals could adhere to the requirements and competences expected for that course.

With Jolly Phonics’ proposal, we have demonstrated the accomplishment of the three objectives. By developing activities that are interactive and amusing for them, we are

creating an atmosphere where they feel motivated, and they forget about the possible stress or anxiety of participating. Besides, beginning the class with a brainstorming for instance, where they can see they already have knowledge about a certain content gives them confidence and prompts production. In relation with our second objective, the proposal also achieves it by the diversity of activities that require the use and practice of the four skills. This also creates a practical development of the class, which was our last objective. With this approach, we introduce a sound, but we do not explain theoretically its phonological process. Instead, we use games and exercises so that students learn its pronunciation by repetition and their own intuition, allowing them to develop strategic skills by connecting new knowledge with ideas already known.

PBL's proposal has also demonstrated the accomplishment of our objectives. Firstly, as students mostly work in groups or collectively, they feel comfortable enough with their schoolmates to produce and share ideas. Furthermore, as they become experts on the topic they work on, in this case preparing a trip to London, they feel confident, and stress is minimized. Secondly, the proposal proves the flexibility of selecting activities that make use of the four skills. Either at the step of researching, designing or presentation of the project, we had the opportunity to choose exercises focused on one or more skills, so we have a balanced use of them. Thirdly, with this approach, the teacher behaves as a guide or helper, but does not give a theoretical class about the chosen topic. Instead, students learn independently by the activities and research, making the process practical and also favoring the development of useful skills for the students.

Finally, our last approach, TPR, has also reached the objectives. As silence is crucial in this approach until the students feel prepared to produce and have internalized the vocabulary, any sign of stress or anxiety is minimized. We have done this by presenting our topic of vocabulary and first doing the commands and actions, waiting for the oral production of the students at their own pace. Moreover, although listening is the basis for the development of the approach at the beginning, the implementation of the other skills with activities and exercises as we have seen are highly encouraged so that there is a balanced practice of them. Our third and last objective was also achieved as TPR is very practical in the sense that notions are given by commands and actions that are intended to be repeated and performed by the students.

7. SOURCES

- Asher, J. J. (2000). *Learning another language through actions*. (6th ed.) Los Gatos: Sky Oaks Productions.
- Asher, J. J. (2012). *Leaning another language through actions*. (7th ed.) Los Gatos: Sky Oaks Productions.
- Barrows, H.S. and Tamblyn, R.M. (1980) *Problem-based learning: An approach to medical education*. Springer Publishing Company.
- Boud, D., & Feletti, G. (1997). *The Challenge of Problem-based Learning* (1st ed.). Routledge. <https://doi.org/10.4324/9781315042039>
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Illustrated). Cambridge University Press.
- Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge University Press.
- DECRETO 38/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación primaria en la Comunidad de Castilla y León. <https://bocyl.jcyl.es/boletines/2022/09/30/pdf/BOCYL-D-30092022-2.pdf>
- Du, X. M., & Han, J. (2016). *A Literature Review on the Definition and Process of Project-Based Learning and Other Relative Studies*. *Creative Education*, 7, 1079-1083. <http://dx.doi.org/10.4236/ce.2016.77112>
- Fragoulis, I., & Tsipakides, I. (2009). *Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice*. *English Language Teaching*, 2(3), 113-119.
- Fried-Booth, D., L. (2002). *Project work* (2nd ed.). New York: Oxford University Press.
- García, 2 (2013). *Instructor's Notebook. How to Apply TPR For Best Results*. Los Gatos, CA: Sky Oaks Productions.
- Kohli, K. (2019). *Importance of self confidence in a student's life*. Retrieved from <https://blog.aakash.ac.in/importance-self-confidence-students-life/>

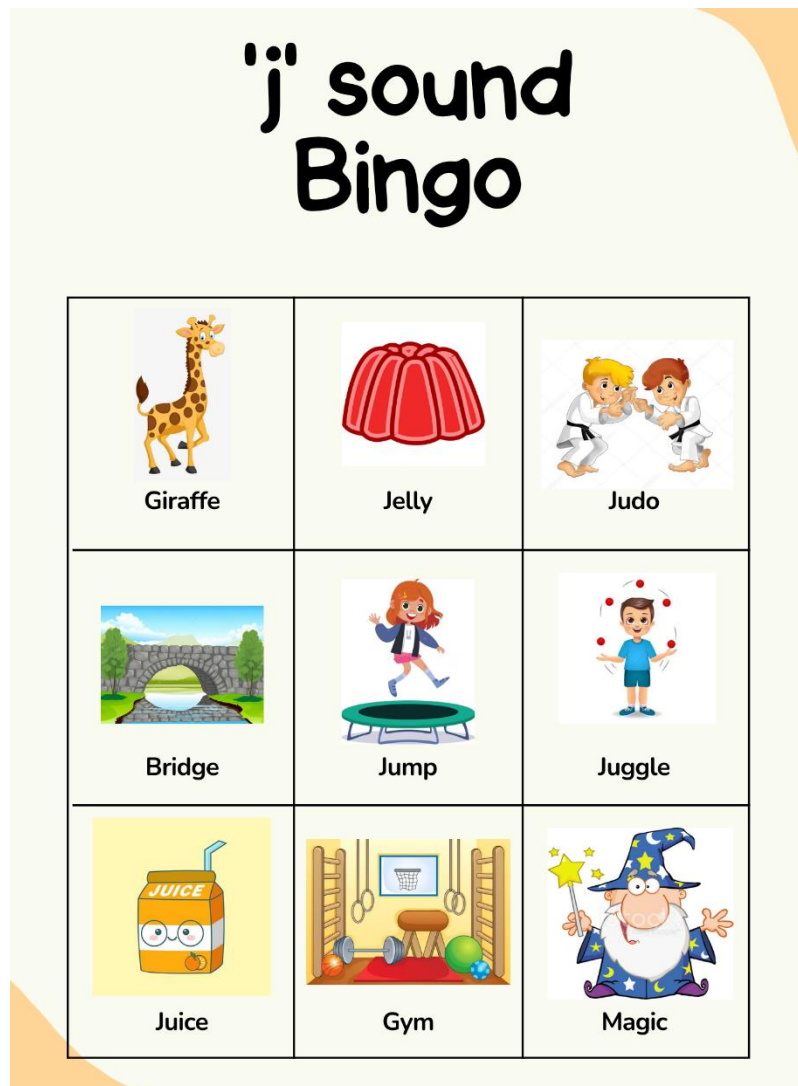
- Krashen, S. D. (1987). *Principles and Practice in Second Language Acquisition*. London: Prentice-Hall International.
- Lloyd, S. and Wernham, S. (1998). *The phonics handbook: A handbook for teaching reading, writing and spelling*. (3rd Edition) England: Jolly Learning Ltd. Chigwell.
- Mergendoller, J. R., and Thomas, J. W. (2000). *Managing project based learning: Principles from the field*. Presentation to the 2000 Annual Meeting of the American Educational Research Association, New Orleans, LA
- Pinter, A. (2006). *Teaching Young Learners*. Oxford, United Kingdom: Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Seely, C., Romijn, E. (2006). *TPR Is More Than Commands- At All Levels*. Berkeley, CA: Command Performance Language Institute.
- Suryaratri, R. D., Prayitno, E. H., & Wuryani, W. (2019). *The Implementation of Multi-sensory Learning at Elementary Schools in Jakarta*. *JPUD - Jurnal Pendidikan Usia Dini*, 13(1), 100 - 113. <https://doi.org/10.21009/10.21009/JPUD.131.08>
- Stauffacher, M., A. Walter, et al. (2006). "Learning to research environmental problems from a socio-cultural constructivism perspective: the transdisciplinary case study approach". *International Journal of Sustainability in Higher Education* 7 (3) pp. 226-325.
- Stepien, W. J., Gallagher, S. A., & Workman, D. (1993). *Problem-based learning for traditional and interdisciplinary classrooms*. *Journal for the Education of the Gifted*, 16, 338-357.
- Stoller, F. (2006). *Establishing a theoretical foundation for project-based learning in second and foreign language contexts*. In Beckett, G., H. & P. C. Miller (Eds.), *Project-Based Second and Foreign Language education: past, present, and future* (pp. 19-40). Greenwich, Connecticut: Information Age Publishing.

Wood, E.J. (1994). *The problems of problem-based learning*. *Biochem. Educ.*, 22: 78-82. [https://doi.org/10.1016/0307-4412\(94\)90080-9](https://doi.org/10.1016/0307-4412(94)90080-9)

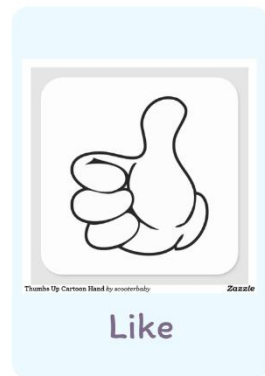
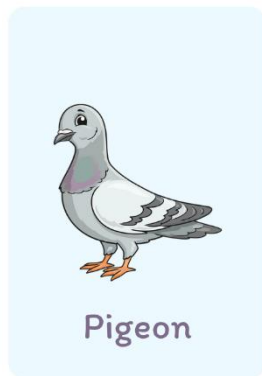
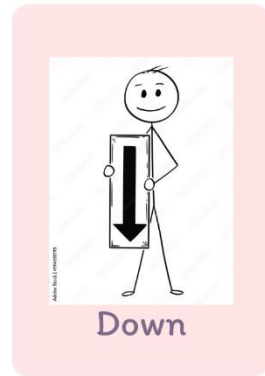
Shaw, D. & Ramsden, J. (2018) *New High Five 3 Pupils Book*. Macmillan Heinemann.

8. ANNEXES

ANNEX 1. JOLLY PHONICS ACTIVITY 2. BINGO.



ANNEX 2. JOLLY PHONICS ACTIVITY 3. FLASHCARDS.



ANNEX 3. PROBLEM-BASED LEARNING ACTIVITY. QUESTIONS AND ANSWERS.

WE ARE GOING TO LONDON!

WHAT DO WE NEED TO KNOW?



1. What are the means of transport in London?

3. London is the capital of...

3. Do you know two famous parks in London?

4. Which are the places we need to visit in the city?
(monuments, bridges...)

6. Which river passes through the city?



ANNEX 4. PROBLEM-BASED LEARNING ACTIVITY. LISTENING.

WHAT DOES THOMAS SAY ABOUT LONDON?

Listen to Thomas talking about his next trip to London. Fill in the gaps with the information in the box. There are three extra words. Finally, answer to the last question Thomas asks.

Hey! Do you know we are going to London in

We need to prepare everything, but first we need to know some important things about London.

Did you know that they do not use euros? Instead, they use

That is crazy, right?

They also have a lot of types of transport like the, the underground, or taxis. You should search how the buses are. It is amazing!

Oh! And don't forget! Museums like the History, or parks like the Park are very important in London and we must visit them.

However, there is something I do not know.

Do you know something typical to eat in London?

Regent's	pounds	bus
one week	Natural	euros
Hyde's	two weeks	

ANNEX 5. PROBLEM-BASED ACTIVITY. EVALUATION SHEET.

HOW DID MY COLLEAGUES DO?

GROUP:
NAME:

Please, rate the performance of your classmates.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
They use Genially correctly and use pictures to exemplify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every component of the group participated in the presentation equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presentation was organized by sections or points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The oral production was clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The contents were useful to learn new things about the city.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The components of the group were able to respond if there were questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

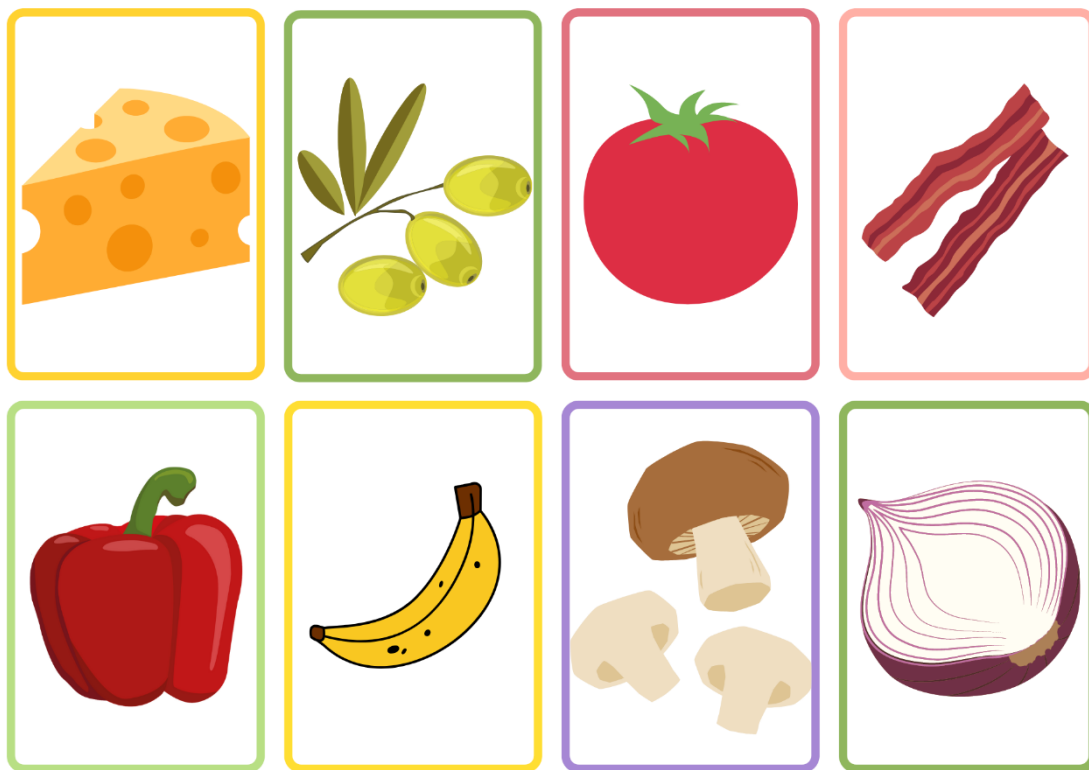
HOW DID I DO?

GROUP:
NAME:

Please, rate your performance during the creation of this project.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I learnt how to use Genially for presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participated on the process of creating the presentation and work cooperatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learnt new things about London.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worked comfortably with my group and there were no problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I presented my part of the presentation fluently and clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My presentation was well-organized and contents were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learnt how to search on the Internet for information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANNEX 6. TOTAL PHYSICAL RESPONSE ACTIVITY. 'LET'S GO GROCERY SHOPPING'.



ANNEX 7. TOTAL PHYSICAL RESPONSE ACTIVITY. 'PIZZA RECIPE'.



Pizza recipe
- Ingredients

A yellow rectangular area containing ten horizontal dotted lines for writing ingredients.