FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID

EXPLORING MOTIVATION IN THE TEACHING-LEARNING PROCESS. A CLIL APPROACH WITH ACTIVE TEACHING METHODS.

EXPLORANDO LA MOTIVACIÓN EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE. UN ENFOQUE CLIL CON MÉTODOS ACTIVOS DE ENSEÑANZA.

TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA
MENCIÓN LENGUA EXTRANJERA INGLÉS

AUTORA: Patricia Quevedo del Pozo

Palencia, diciembre de 2023.

UVa PA~LEN CIA

AGRADECIMIENTOS

A mis padres y hermano,
por hacer posible que mi sueño de ser maestra se haga realidad.
Por acompañarme en el camino,
darme la mano cuando se ponían las cosas difíciles,
y abrazarme hoy, que termino esta etapa.

A mis abuelos,
estarían orgullosos de verme aquí,
si el cielo no estuviese tan lejos.
A mis dos faros de amor y sabiduría, mis abuelas.
Nada sin ellas.

A mi profesora Elena.
Gracias por descubrirme el camino de la educación.
Ojalá coincidir algún día.

RESUMEN

Este Trabajo Fin de Grado (TFG) tiene como finalidad realizar una investigación a partir de la experiencia en un contexto real de aula, partiendo de una necesidad detectada, se resuelve esta problemática mediante la implementación de metodologías activas.

El eje de investigación de este TFG es la motivación, curiosidad e interés del alumnado hacia el proceso de enseñanza – aprendizaje. En la actualidad, nos enfrentamos a estudiantes que carecen de motivación, se encuentran desvinculados y muestran escaso compromiso con su proceso educativo, especialmente en el ámbito de estudio de esta investigación (AICLE).

Múltiples estudios señalan las causas de esta desmotivación del alumnado, pero es importante poner en marcha soluciones. En este documento, que combina la revisión bibliográfica con la intervención en un contexto real de aula, se hace hincapié en diversas metodologías activas que, según diversos estudios referenciados, ofrecen resultados altamente positivos en la motivación de los estudiantes.

PALABRAS CLAVE: Motivación, metodología CLIL, aprendizaje basado en proyectos, aprendizaje cooperativo, gamificación, Ciencias Sociales, Educación Primaria.

ABSTRACT

This Final Degree Project (TFG) aims to carry out a research study based on the experience in a real classroom context, starting from a detected need, this problem is solved through the implementation of active methodologies.

The research focus of this TFG is the motivation, curiosity, and interest of students in the teaching-learning process. Currently, we are faced with students who lack motivation, are disengaged, and show little commitment to their educational process, especially in the field of study of this research (CLIL).

Multiple studies point to the causes of this student demotivation, but it is important to put solutions in place. In this paper, which combines literature review with intervention in a real classroom context, emphasis is placed on various active methodologies which, according to several referenced studies, offer highly positive results in student motivation.

KEY WORDS: Motivation, CLIL methodology, project-based learning, cooperative learning, gamification, Social Sciences, Primary Education.

INDEX

1. INTRODUCTION.

This Final Degree Project is developed around motivation and its relationship with different active methodologies using English as the language of learning and to achieve the proposed objectives.

This document aims to collect the knowledge, both theoretical and practical, acquired during the Degree in Primary Education, as well as the skills to be achieved at the end of the degree. An intervention is proposed in a real classroom context based on a detected need: lack of motivation of students. This proposal is based on a theoretical review that shows how the different methodologies carried out in the project complement each other with motivation and the positive impact it has on students.

This theoretical framework is based on motivation and its different types, as well as its relationship with the teaching-learning process of English. From this element, we begin to relate the different methodologies to achieve the main objective of the project: to awaken the curiosity and interest of students towards the English language and other areas taught in this language (CLIL). The main methodology that encompasses the project and the different areas of knowledge that comprise it is Project Based Learning (PBL). This methodology is complemented in the project with Cooperative Learning (CL) and Gamification. We will see in the theoretical framework how it affects the motivation of the students and in the conclusions if the expected effect has emerged.

The intervention proposal mentioned above is a didactic unit that encompasses two areas of knowledge. Thanks to this, the contents, objectives, key competences, transversal elements, and an evaluation are worked on according to the current educational law. LOMLOE requires to ensure a quality teaching-learning process; thus, promoting autonomous students committed to their own education.

Since this is an intervention proposal that has been carried out in a real context, it has been possible to reflect and make decisions about the strengths and weaknesses of the project. Therefore, this document offers a proposal to improve this intervention that I would have liked to carry out and that will serve as a model for future applications in a classroom. I would like to highlight the connection that exists in this document between the literature review and the intervention proposal. All the foundations of the different active methodologies are reflected in the different lessons that make up the project. Thus, achieving a solid theoretical-practical reflection of everything mentioned above.

2. JUSTIFICATION.

2.1 JUSTIFICATION OF THE ISSUE.

As a starting point for this Final Degree Project, it is necessary to explain and contextualise the reasons that led me to choose this topic at the end of my Degree in Primary Education with a Major in English as a Foreign Language.

First of all, among all the work proposals that have been emphasised throughout the university degree, more specifically in the mention of English Language, Project Work is one of those that best fits my way of seeing education and which is supported by current legislation. Moreover, it is important to highlight that language teaching works with this system. In this case, a multitude of contents can be worked on through this language. In some of the subjects of the degree, generally in didactics, emphasis is placed on the benefits of this methodology in the classroom with children, and this was one of the reasons that led my curiosity to Project Work.

In the second term of the 4th year of the Degree in Primary Education, I had the opportunity to do my Practicum II in a bilingual school located in the capital of Palencia. After weeks of observation in the classroom with the children and the tutor, A DAFO analysis was carried out, from which it was found that the children in the 2nd year Primary classroom showed a lack of motivation and interest in the subjects taught in English as a foreign language (CLIL). That was one of the reasons for researching innovative methodologies to increase children's motivation and predisposition towards the teaching-learning process.

The reasons that led me to choose this subject are not only personal, but it was also considered that the curriculum and the current educational legislation indicate. According to DECREE 38/2022, of 29 September, which establishes the organisation and curriculum of primary education in the Community of Castile and Leon (p.170).

> "Similarly, the use of active approaches will be promoted in which students take responsibility for their own learning process, gradually regulating it with the guidance and support of teachers. Teachers will provide them with tools and strategies that foster their autonomy and enable them to plan, monitor and evaluate their progress, adapting to changes and thus modifying traditional methodologies. Accordingly, emphasis will be placed on the implementation of Problem-Based Learning, Project-Based Learning, Cooperative Learning, Thinking-Based Learning and Service-Learning. Special attention will also be paid to the use of educational games and collaboration with external agents to support the teaching-learning process".

It also refers to the following (p.123):

"The use of dynamic approaches supported by collaborative structures in practical teaching will be beneficial. Through joint task solving, group members will be able to familiarise themselves with the strategies employed by their peers and apply them to similar situations, which will facilitate generalisation and transfer of learning. Methodologies such as Project Based Learning, Problem Based Learning and Service Learning, together with the formal, non-formal and informal structures of cooperative learning for the construction of knowledge, supported by dialogue as a method of conflict resolution, will require the oral and written presentation of the knowledge acquired, as well as reflection on the process followed to achieve it. In addition, the importance of incorporating creativity, entrepreneurship and effort as essential elements is emphasised, which will require a different teaching approach to foster a new way of learning".

Proponents of competence-based models in education argue that these approaches represent a first-level integration strategy, being the most suitable option for putting knowledge into practice in real contexts (Díaz Barriga 2015; Jonnaert et. al. 2006).

Project-based learning (PBL) projects are not those in which students acquire knowledge that is not included in the curriculum, despite how interesting or motivating they may be for students. According to Thomas (2000), projects should be at the heart of the curriculum, not as an afterthought. According to this author, PBL is the method through which students can learn content in a way that is different from traditional instruction. In this regard, Larmer and Ross (2009) clarify that a project is not the "dessert", but "the main course". It is not about tasks that are done at the end of a unit just for the students to have fun.

I have therefore decided to focus my study on this innovative methodology that is so much in demand in the curriculum, and which is so necessary in schools today to achieve aspects such as the one we are focusing on: motivation.

2.2 RELATION WITH THE COMPETENCES AND OBJECTIVES OF THE DEGREE.

The aim of this Final Degree Project is to demonstrate the acquisition of the following general and specific competences, as well as the objectives set out in the syllabus of the University Degree in Primary Education.

2.2.1 General competences.

- Students have demonstrated possession and understanding of knowledge in an area of study: education. Moreover, they can apply their knowledge to their work and possess the competences demonstrated through the defence of arguments and problem solving.

- Students can gather and interpret essential data to make judgements which include reflection on essential social, scientific or ethical issues. They can also convey information, ideas, problems and solutions so, they developed learning skills necessary to undertake further studies with autonomy.

- That students develop an ethical commitment in their configuration as professionals. They must develop the following skills: comprehensive education, with critical and responsible attitudes; guaranteeing the effective equality of women and men, equal opportunities, universal accessibility for people with disabilities and the values of a culture of peace and democratic values.

2.2.2 Specific competences.

- Knowing, participating, and reflecting on the practical life of the classroom, learning to collaborate with the different sectors of the educational community, relating theory and practice. Acquire practical knowledge of the classroom and classroom management to control and monitor the educational process by mastering the necessary techniques and strategies.

- Be able to apply the processes of interaction and communication in the classroom, as well as master the social skills and abilities necessary to foster a climate that facilitates learning and coexistence. Regulate interaction and communication processes in groups of students aged 6-12.

- Relate theory and practice to the reality of the classroom and the centre. Participate in the teaching activity with the perspective of innovating and improving the teaching work. Participate in proposals for improvement in the different spheres of action that a centre can offer. Collaborate with the different sectors of the educational community and the social environment.

- Acquire habits and skills for autonomous and cooperative learning and promote it in students.

2.2.3 Objectives of the Degree.

- Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge about the respective teaching and learning procedures. Design, plan, adapt and evaluate the teaching – learning processes, considering the specific educational needs of students.

- Deal effectively with language learning situations in multicultural and plurilingual contexts. Design and regulate learning spaces in contexts of diversity and that address gender equality, equity and respect for the human rights that make up the values of citizenship education. Encourage coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts.

- Know the organisation of primary schools and the diversity of actions involved in their operation. Maintain a critical and autonomous relationship regarding knowledge, values and

public and private social institutions. Collaborate with the different sectors of the educational community and the social environment.

- Carry out the functions of tutoring and guidance with students and their families, attending to the unique educational needs of students. Assume that the exercise of the teaching function must be perfected and adapted to scientific, pedagogical and social changes throughout life.

- Value individual and collective responsibility in achieving a sustainable future. Know and apply information and communication technologies in the classroom. Selectively discern audiovisual information that contributes to learning, civic training, and cultural richness.

- Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students. Understand the role, possibilities, and limits of education in today's society and the fundamental competences.

3. OBJECTIVES OF THE FINAL DEGREE PROJECT.

Before starting to carry out this Final Degree Project, it is necessary to know and consider the objectives established for its preparation. These objectives can be used to check whether they have been met at the end of the project.

The main objective of this study is to analyse the relevance of motivation in the teaching-learning process of a foreign language, specifically English.

The specific objectives set out for this Final Degree Project are as follows:

- To investigate aspects such as motivation and the influence of the selected methodologies on the teaching-learning process.

- To design a didactic proposal, implement it and evaluate it to serve as a point of reflection for future teaching practices.

- Detect learning problems in the classroom, or of any other kind, and know how to respond to them, managing them and proposing solutions.

- Investigate innovative and active methodologies with the aim of adapting to the needs of the students and meeting them in a significant way.

- Understand the interdisciplinary nature of the different curricular areas that make up the curriculum and carry out a proposal that shows the relationship between the different disciplines.

- Demonstrate that the didactic proposal can be carried out in a bilingual centre in compliance with current legislation.

4. THEORETICAL FRAMEWORK.

In this section, the bibliographical review of documents to support the didactic proposal designed in this Final Degree Project will be carried out. The active methodologies that support and complement the basis of this work, specifically motivation, will be justified. For this reason, PBL, cooperative learning and gamification will be related to motivation in the teaching-learning process.

In this case, motivation is the backbone of this Final Degree Project. The main objective is to provide a solution to a need detected in the classroom: the lack of motivation of the students towards learning a foreign language.

4.1 Definition of motivation.

The term motivation comes from the Latin word *motivus* (which refers to movement) and the suffix -tion (which means action or effect). In this sense, we can say that motivation is the motive that provokes an action or an omission of an action.

The Royal Spanish Academy (RAE) defines motivation as: "the set of internal or external factors that determine part of a person's actions". (RAE, 2022, definition 3). Looking at it from an educational perspective, authors such as Piaget, Freud or Woolkolk refer to motivation in the following way:

Piaget (1969) defines motivation as: "The will to learn, understood as an interest of the child to absorb and learn everything related to his environment". Similarly, Freud (1943) points out that: "The human being has unconscious motivations that condition and determine his actions and decisions; these motivations are called drives". According to Woolkolk (2014), motivation, an aspect that is so little valued in traditional education, is the engine of learning: "that spark that ignites it and encourages the development of the process. Motivation is defined as something that energises and directs behaviour; it thus becomes an active part of the learner's actions".

4.1.2 Types of motivation.

Motivation is not a general aspect, but thanks to research studies it has been possible to demonstrate that there are different types of motivation in the teaching-learning process.

As it was previously mentioned in the previous section of this theoretical foundation, motivation is an impulse that leads us to carry out an action or not. Taking this impulse or force into account, Rave (1994) makes a first distinction between intrinsic and extrinsic motivation.

- Intrinsic motivation.

Intrinsic motivation refers to the strength and constancy that a person shows in carrying out certain activities without depending on external pressures or influences, such as pressure, rewards or other factors.

A person who is intrinsically motivated by a task sees it as something meaningful, interesting and requiring his or her autonomy and skills. This work allows them to grow and develop personally. In short, they are someone who enjoys the tasks involved in their daily work and their only goal is not to receive external rewards. Intrinsic motivation is closely linked to self-determination and personal satisfaction. Intrinsically motivated people tend to experience a greater sense of autonomy and control over their work. Edward L. Deci (1970) in his numerous studies on self-determination theory, pointed out: "Intrinsic motivation arises when people feel autonomous and have the ability to choose and control their own actions".

- Extrinsic motivation.

Extrinsic motivation refers to a type of motivation towards a task that is driven by reasons outside the task. In short, the person is subject to external factors (which vary from person to person) in order to carry out a certain task.

These external factors can be referred to as incentives or reinforcers, which are considered key to this kind of motivation, whether positive or negative. Therefore, these incentives can be defined as those rewards or any type of prize that the person obtains when carrying out a given task.

Edward L. Deci and Richard M. Ryan (1970) pointed out in their determination theory how these external factors or incentives influence the motivation of individuals. In this theory of self-determination these authors pointed out: "If intrinsic motivation is not present, motivation may not be sustained in the long run". Deci and Ryan (1970) argued that the key to motivation lies in fostering the satisfaction of basic psychological needs such as competence, autonomy... In short, extrinsic motivation can be useful and beneficial in many contexts, but intrinsic motivation is essential to sustain meaningful and enduring motivation.

Table 1.

Difference between intrinsic and extrinsic motivation.

INTRINSIC MOTIVATION	EXTRINSIC MOTIVATION
Its origin is internal, i.e., it arises from the individual's personal interest in the task.	Its origin is external, i.e., its motivation towards the task is conditioned by external factors.
This type of motivation is based on the satisfaction and enjoyment the individual derives from performing the task.	This type of motivation is based on obtaining tangible or non-tangible rewards, whether positive or negative.
Its origin is based on the basic psychological needs of the individual (autonomy, competence, and relationship with other individuals in society).	Its origin does not lie in basic psychological needs.
It generates personal satisfaction, self-determination and control in the person performing the task.	It can lead to pressure or high expectations being placed on the individual by external agents.
The results are positive, it triggers perseverance, persistence, commitment, and effort.	The results are positive in a short period of time, as it depends on the continuous presence of external factors (incentives or reinforcement).
Long-term.	Short term.

Souce: Rave (1994)

4.1.3 Motivation in the field of education. Motivation in the process of foreign language teaching and learning.

Keeping a learner motivated should be one of the main goals of teachers, as it is the backbone of all learning. If the learner is not motivated, the teacher's task is to make the learner find motivation. Motivation affects all areas of the teaching-learning process of the student in the educational environment., but it is most effective in foreign languages. Gardner and Lambert (1972) concluded: "The ability of learners to master an L2 can be attributed not only to their mental competence or language skills, but also to the attitudes and perceptions of the learners towards the target language and the speakers of that language".

It has been pointed out above that there is no learning without motivation, but how can students be motivated in the 21st century school? It is a somewhat difficult task, although it is true that in the past it was even more complicated due to the lack of resources and innovative methodologies to motivate students and keep their attention and predisposition towards learning. The responsibility should not only fall on an individual (usually the teacher), but all members of the educational community should participate in the motivation of students.

Georgia Highlands mentions important keys to greater motivation for learning (2022):

- Find what they are passionate about. From a subject to a learning method, to changing workspaces.

- Approach learning as discovery. Maintain an attractive goal or objective for learners.

- Focus on practical content. Leave behind the lecture classes and approach it from practice, thus relating it to their immediate environment.

- To opt for new, innovative, and active methodologies. Leave aside the traditional school environment and innovate.

- Use positive reinforcement. Encourage and incentivise those students who are disillusioned.

If we focus on the English classroom, as mentioned above, motivation is more important. In this case, the following actions should be taken:

- Employ routines in the classroom. The importance of routines is fundamental in the development of children, especially in the first cycles of Primary Education.

- Clear goals and objectives should be established. It is essential that children are aware of the goal to be achieved. so that they are conscious of the process.

- Give a communicative approach to our lessons. Students should speak using the foreign language, even if they say they don't know it, they should make themselves understood, thus achieving communicative skills for the acquisition of the foreign language.

- Use authentic materials. Materials that are not only attractive to learners, but also effective, i.e. that serve a purpose or have an important function in the teaching-learning process.

- Integrate technology into the lessons. Use ICT in the classroom to make learning English more attractive and effective.

It is important to emphasise that motivation is individual, specific to each individual; therefore, it is essential that teachers know their students in order to adapt and tailor strategies to their individual interests and needs. By creating a learning environment that supports and stimulates students' progress, they will ultimately demonstrate greater engagement and enthusiasm in their relationship with second language learning, in this case English.

4.2. Definition of Project Based Learning (PBL).

Project Based Learning (PBL) is an innovative and active methodology that focuses on learners based on constructivist principles (Kokotsaki et al.,2016) and has a positive impact on learner motivation (Blumenfeld et al., 1991; Markham et al.,2003; Wurdinger et al., 2007).

According to Blank (1997), Harwell (1997) and Martí (2010) "Project Based Learning (PBL) is an educational model in which students actively work, plan, implement and evaluate processes that have real-world application beyond the classroom" (Quoted by Santos, 2020).

But what do the classical authors say?

For John Dewey (1916), PBL was a means for students to actively engage in problem solving and the application of knowledge in authentic situations. For Papert (1980), PBL allowed students to construct their own learning through exploration and the creation of meaningful projects in real contexts. And finally, for Gardner (1983), PBL promotes the development of students' cognitive and socio-emotional skills, allowing them to tackle complex problems and use different types of intelligence to address different solutions.

4.2.2 Fundamental principles, design, and structure of Project Based Learning (PBL).

Project Based Learning (PBL) has several fundamental principles that make it distinctive and distinguish it from other methodologies or ways of working in the classroom.

In this case, the Ministry of Education, Culture and Sport (2015), points out that these are the 8 basic principles of this methodology:

Image 1.

8 basic principles of Project Based Learning.
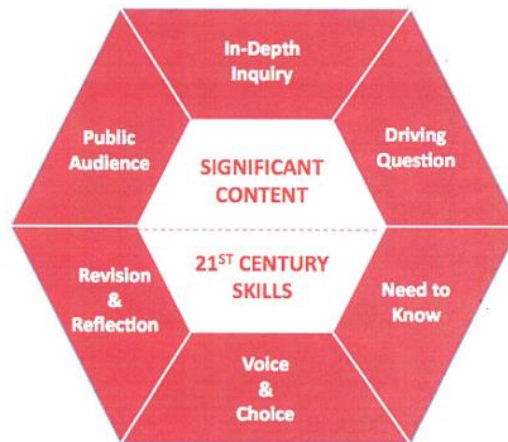
Source: Ministry of Education, Cultures and Sport (2015)

- Meaningful content. It has been shown that students internalise and assimilate content better in an experiential way than with traditional methods such as lectures. In this case, the teacher must programme by focusing on the learning standards.

- Need to know. It is essential to create a need for information in students; to seek their interest and motivation through the project, where students will be involved in answering these initial questions.

- A question that drives the research. It should be open-ended, attention-grabbing, complex and connected to the subject matter of the project. Without this question, students do not understand the causality of the project, and it is essential that students know in advance the goal or objective to be reached, i.e., know that what they are doing is going to lead them somewhere.

- Voice and vote for students. It is important to give students the freedom to change and direct the teaching-learning process according to their interests. In other words, the project is planned but not closed, changes can always be made that benefit the students' learning, and they can choose within the project.

- 21st century competences. When we work with PBL, we leave aside the individualism of the traditional school and welcome cooperative learning. Thanks to this, students incorporate and acquire the competences necessary for group work. Not only do we work on these competences, but thanks to this methodology, all the competences and skills established in the current educational law are achieved and worked on.

- Research leads to innovation. Through the big question "driving question", students begin to formulate hypotheses, ask new questions, consult new sources of

information... to solve the initial question or problem, so that ultimately the research we carry out will lead to innovation in the classroom.

- Evaluation, feedback and revision. Evaluation throughout the project is fundamental, as students learn that their work is subject to continuous revision. In addition, it is important that students are aware of the assessment methods and instruments that the teacher will use to assess them.

- Presentation of the final product in front of an audience. It is more meaningful for students to present their final product in front of a real audience than to take a test or exam to reflect on their knowledge. This allows learners to reflect on their work and feel proud of a job well done. This audience can range from other classmates at school to an E-Twinning programme.

Project Based Learning (PBL) consists of 3 stages (Classroom 42, 2022):

a) Project design and planning. In this stage the teacher plans and schedules the project, as well as creating the necessary materials for the development of the project. The teacher is expected to present to the students the project they are going to work on and what they expect as a final result. The working groups and roles are also organised, the work schedule is presented, etc.

b) Creation and implementation. In this stage the main role is between the teacher and the students, since the teacher acts as a learning guide and not as a master element, his function is to create learning situations where students develop their basic skills and competences. This stage is known as the process to reach the final product, where activities are carried out that will lead us to that goal or objective.

c) Public presentation. The main objective, and one of the most notable characteristics of Project Based Learning (PBL) is the demonstration of all that has been learned in front of an audience, so students must communicate and present their results.

4.2.3 Benefits of Project Based Learning (PBL).

There is a broad consensus that project-based learning (PBL) has positive impacts on the learning process. These claims are backed up by scientific studies that support this hypothesis (Sanchez, J. (2013).

According to Willard and Duffrin (2003), PBL not only increases satisfaction with learning, but also prepares students more effectively to face real-world situations in their future work.

Martínez, Herrero, González and Domínguez (2007) found similar results stating that students who participate in projects experience improvements in their ability to work in teams, show greater effort, motivation and interest, develop presentation and exposition skills, deepen their understanding of concepts, experience less stress during exams, find the subject easier, more interesting and attractive, detect errors more accurately, establish a better relationship with teachers, address cross-cutting issues and improve relationships with their peers.

Restrepo (2005) also supports these findings by stating that PBL activates students' prior knowledge, increases their interest in specific areas, improves their self-study skills, strengthens their ability to solve problems and develops skills such as critical reasoning, social interaction, and metacognition.

4.3. Definition of Cooperative Learning and basic principles.

Many times, in the practical part of cooperative learning, the theory of this methodology is forgotten. As Batelaan and Van Hoof (1996) point out: "Cooperative learning involves much more than arranging tables and chairs in a different way than the traditional one and more than posing questions to be discussed in a group".

Considering the above, some authors such as Kagan (1994) define cooperative learning as instructional strategies that require cooperative student-to-student interaction as a fundamental and integral part of learning.

Going deeper into this aspect and detailing the structure of this methodology, cooperative learning can be defined as: "The pedagogical use of small groups of students, typically with diversity in their performance and abilities, employing an activity structure designed to ensure equitable participation and promote intensive interaction among group members, as described in the work of Pujolás (2009:231)."

Marta Álvarez (2022) points out what are the 5 basic principles of Cooperative Learning (CL):

- Positive interdependence: The members perceive the interactions in a bidirectional and connected way, becoming aware that the way each one of them acts will have a decisive effect on the whole group. Cooperative Learning is also a tool for integration and inclusion in the classroom.

- Stimulating interaction: Encourage each other in a positive way. Groups should be small to allow for direct and positive communication among group members.

- Individual and group responsibility: Each member is responsible for his or her individual work but also for the work of the group. Success is achieved through collective evaluation and feedback.

- Interpersonal and group skills: Cooperative learning requires social skills. Group members develop communication, consensus, discussion, and conflict resolution skills.

- Group evaluation: Evaluation is essential, members must assess the work done, make decisions, adjust, and learn from mistakes.

4.3.1 Roles and responsibilities of learners in cooperative learning.

Considering the above, to work cooperatively, it is necessary for students to acquire individual and collective responsibility. Therefore, it is important to incorporate the element of "roles" within cooperative work.

Through the roles, which will be described in more detail below, and their functions within the group work, students perceive and are aware of their responsibilities for the group to function properly. In addition, the social skills of the group members are worked on since it is a methodology based on communication and decision making as a group. The students will perceive in a clearer and more structured way the work assigned to each of the roles to perform their task to the maximum. All this generates that no member of the group adopts a passive posture towards the teaching-learning process and promotes the positive interdependence I mentioned before.

The roles in Cooperative Learning (CL) have not been categorized by the founders of this methodology, but its implementation in the classroom has made its incorporation necessary due to the multiple advantages mentioned above. Roles may vary according to the dynamics of the class or group, but usually the cooperative work roles are the following: Spokesperson, secretary, coordinator, and controller. In the following table Pujolás (2008) details the functions of each of the roles.

Table 2.

Functions of each role in cooperative learning.

ROLES	FUNCTIONS
SPEAKER	Speaks on behalf of the team when the teacher requires his/her opinion.
SECRETARY	Fill in the forms in the Team Notebook (Team Plan, Session Diary...) Remind each person from time to time of their personal commitments and remind the whole team of the team's objectives (set out in the Team Plan). Keep the Team Notebook.

COORDINATOR	Coordinates the work of the team. Encourages group members to advance their learning. Is very clear about what the teacher wants them to learn Leads periodic team reviews. Determines who should take over the tasks of a team member who is absent.
CONTROLLER	Try not to waste time. Control the tone of voice. From time to time, act as an observer and note, on a chart listing the tasks of each team member, how often he or she performs them.

Source: Pujolás (2008)

4.3.2 Relationship of cooperative learning to motivation.

One of the premises of Cooperative Learning is that cooperation optimizes better results as opposed to the competition of individual learning. In this traditional individualistic methodology, students compete, totally nullifying their motivation towards the process beyond satisfying personal needs or achievements. Cooperative learning goes further; motivation is extended to group and interpersonal levels, resulting in the identification of extrinsic and intrinsic motivational aspects such as group integration, self-esteem, self-realization... all of them are elements that favour motivation towards the teaching-learning process.

Numerous studies point out and affirm that cooperative learning increases motivation towards student learning.

This is mainly because the student accepts their achievements by their own ability to perform the tasks and by the help he receives from their peers. This consequently increases the likelihood of reaching their goals and achieving success.

Learners develop epistemic curiosity by employing this methodology in the classroom. They become more curious and have a desire to find information about the tasks or challenges they are presented with.

As it is mentioned above, social skills have a great weight in learning, since making decisions or conflicts in the group will increase their desire to know and learn, and consequently the quality of learning will increase as well.

The student shows a commitment to learning that has never been conceived, so that disruptive or passive behaviours decrease considerably. In this case, no matter the level of learning shown by the student, all members of the group show interest, as they all see the same opportunities for success with this work methodology.

All these aspects mentioned above increase their intrinsic motivation towards learning and, consequently, their school performance as well.

4.4. Definition of gamification.

Gamification comes from the Anglo-Saxon term gamification, i.e., related to the game.

Although, from theory and especially in the most recent research, gamification (or gamification) is sold as something totally new, it has been accompanying the teaching-learning processes since records exist (Torres et al., 2016).

Kapp (2012) in his work "The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education", notes that gamification is "the use of mechanisms, aesthetics and the use of thinking, to engage people, motivate, incite action, promote learning and solve problems".

In the educational line on which the literature review focuses, Virginia Gaitán (2013) defines gamification as a learning technique that transfers the mechanics of games to the educational-professional field to achieve better results, either to better absorb some knowledge, improve some skill, or reward specific actions, among many other objectives.

4.4.1 Relationship between gamification and motivation.

The notion of "playing in the classroom", as some put it in simple terms, should not be considered as a magic solution that will automatically correct deficiencies in pedagogical planning, a curriculum that does not adjust to contemporary demands, or problems inherent to the lack of updating and motivation of teachers.

This methodology gains considerable weight in the teaching-learning process of students due to its playful character, because it facilitates the acquisition of knowledge and skills of students in a fun way and generates a positive experience.

Related to the axis of this Final Degree Project, it really works because it manages to motivate students by creating and developing greater commitment to the tasks and encouraging students to improve in the process.

For this purpose, a series of mechanical techniques are used, which Virginia Gaitán (2013) collects in her article:

The mechanical technique commonly used in gamification is that of rewarding the student based on the objectives achieved, but there are numerous techniques available that can be adapted and implemented in the classroom depending on the context with which one is working.

Table 3.

Mechanical techniques used in gamification.

Accumulation of points	A quantitative value is assigned to certain actions and accumulated as they are performed.
Level scaling	A series of levels are defined that the user must pass through to reach the next level.
Awarding of prizes	As they achieve different objectives, prizes are awarded as a "collection".
Gifts	Goods that are given to the student free of charge upon achievement of a goal.
Classifications	Classify users according to points or objectives achieved, highlighting the best ones in a list, or ranking.
Challenges	Competitions among users, the best gets points or prizes.
Missions or challenges	To succeed in solving or overcoming a challenge or objective, either individually or as a team.

Source: Virginia Gaitán (2013)

Not only are mechanical techniques employed in the practice of gamification in the classroom, but dynamic techniques are also introduced. These dynamic techniques focus on the intrinsic motivation of the learner to participate in the task and maintain their commitment in the pursuit of goals. Depending on the dynamics pursued, some techniques should be exploited more than others. Virginia Gaitán (2013) points out that the most common are the following:

- Reward: Obtain a deserved benefit.

- Status: To establish oneself in a valued social hierarchical level.

- Achievement: As self-improvement or personal satisfaction.

- Competition: For the simple desire to compete and try to be better than others.

Finally, the idea of gamification related to the educational field is not to create a game or "play in class", but to use scoring systems - reward - objective to achieve motivation in students.

5. DESIGN OF THE DIDACTIC PROPOSAL.

In this section I will describe the didactic programming that was put into practice during my stay at the centre in the Practicum II. First of all, a brief description will be given of the context in which I worked and the reasons that led to the planning of this project. I will also point out the objectives, contents and transversal elements established in the curriculum of the current educational law. Subsequently, I will indicate the timing of the lessons that make up the project, followed by a brief description of these lessons. Finally, I will talk about the evaluation of this project and a brief proposal for improvement after the implementation of this programme.

5.1 CONTEXT AND JUSTIFICATION.

This didactic proposal stems from a need detected in the classroom. Fried - Booth, D (2002) states: "Any teacher who has a close working relationship with a group and is sensitive to its needs will naturally come to learn about that group's interest" (p.13). It is true that this is a generic need in most schools. It is the lack of motivation in the process of teaching and learning English as a foreign language. The fact that different areas of knowledge are carried out using the English language means that pupils must make an extra effort to understand it, and as a result pupils lose their motivation. This is not the only reason, as there are children who are not predisposed to learning from the beginning.

The real context is in the 2nd year of Primary Education with 25 pupils, from a bilingual state-subsidised school. They all show interest in learning and have a positive attitude towards learning, but when it is time to learn in another language, the situation changes considerably. The pupils complain, prefer to teach the content in their mother tongue, and sometimes even make use of translation. One of the notorious elements of the school is its commitment to bilingual education and the acquisition of languages from an early age, in this case German and English, although the focus is more on English from the first years of Infant Education. This is why they have a bilingual plan for all the educational stages offered by the school. It is focused on the communicative competence of the Foreign Language; the aim is for pupils to acquire the skills and abilities to manage successfully in any communicative context using the English language. This is the reason why learning is not focused on a traditional way, but it is an experiential and experimental learning where students learn key words and increase their vocabulary.

It is for this, and for reasons mentioned above, that I have planned and carried out a didactic proposal to awaken the interest, curiosity and motivation of the students in learning English, as well as serving to apply the theory of the work to practice.

5.2 DESCRIPTION OF THE PROJECT AND RELATIONSHIP WITH THE THEORETICAL FRAMEWORK.

The project carried out in this didactic proposal consists of a learning process that covers the areas of English as a Foreign Language and Social Sciences. During the lessons that make up the proposal, students will travel through each of the Autonomous Communities of our country. Being in the lower grades of the Primary Education stage a puppet is being used to provide support.; his name is Alpha and he accompanied us on the trips we made. Our puppet asked for help to get to know our country. To get to know our territory, students immersed in the culture, gastronomy, traditions, identity... of each Autonomous Community. In this way, in each lesson the students travelled to one or several Autonomous Communities depending on the time available at the time, and in each of them they worked on each of the aspects mentioned, although they were not always the same.

In this proposal, different active methodologies are used, such as those that have been justified in the theoretical framework of this Final Degree Project. That is why they also had a place in the implementation of the project.

Project-based learning is the main methodology worked with, since it is a didactic unit that covers two different but complementary areas of knowledge. Regarding this methodology, it is carried out the 8 principles of this methodology pointed out in the study by the Ministry of Education, Culture and Sport (2015). The birthplace of this project was the desire the students had to know and learn about their country and the culture around them. In the Ministry study, reference is made to the participation of the students, since in this case it was the students who had the voice and vote to decide the learning and the pace of the project. In reference to evaluation, the students were aware throughout the process of their progress and setbacks in the subject, in addition to having a self-evaluation to reflect on them. Finally, in the study mentioned above, reference is made to the presentation of a final product where students reflect their learning before an audience. In this case, this was the case and will be detailed in lesson 9 of this didactic program.

Gamification is used though every time students travelled to an Autonomous Community, as the children had a passport (Appendix I) where they stamped and wrote the name of each as a reward for their work done. In this case, in the intervention proposal is applied according to the mechanical techniques proposed by Virginia Gaitán (2013). Specifically, missions or challenges were carried out, each of the trips being a goal that students must achieve at the end of the lesson. The point system to which Virginia Gaitán (2013) referred in her article, consisted of "A quantitative value is assigned to certain actions and accumulated as they are performed" and this is how we worked with the passport.

On the other hand, cooperative work is worked on too (Appendix II). Throughout the project, the children were divided into groups, or in this case teams, where each child had an established role with its functions clearly explained. It should be noted that these roles were rotating for each lesson, with the objective that everyone would experience and know all the functions of all the roles. Relating the practice with the theory previously exposed, Pujolás (2008) pointed out the importance of establishing roles in cooperative work and the functions of each one of them. In his work he pointed out 4 different roles (speaker, secretary, coordinator, and controller). Due to the circumstances and needs of the classroom, it was necessary to adapt these roles. So, when working in groups of 5 students, the role of secretary was divided into two different roles: the role of scriber and secretary. So, the roles that were performed during the project were as follows: speaker, secretary, controller, coordinator, and scriber.

It is important to note that the textbook was not used during this didactic unit in the classroom. On the other hand, the project is based on the contents that were stipulated in the textbook used in the classroom and stipulated by the current educational law; these contents are included in the contents section of this final degree project. Therefore, it was decided to create a personalized notebook for the students or booklet where the children collected the learning acquired during the sessions (Appendix III).

The working procedure was simple; the foreign language, English, was used with a communicative purpose. In this way, the children communicated with their classmates and with the teacher using only English. Direct translation was not the base of the work in the classroom, as a tool for understanding new concepts, but rather the children were guided towards the meaning of these concepts thanks to mediators used in the classroom, such as flashcards, non – verbal language....

5.3 CONTENTS AND OBJECTIVES.

To carry out the didactic proposal that has been described above, it is necessary to rely on the state and regional educational law, so we work on the following contents and objectives that are reflected in Appendix IV.

The contents are divided into different sections, since each one has a purpose in the acquisition of these contents by the students. This model is incorporated by Benjamin Boom (1950), in which we find three domains with different educational objectives.

On the one hand, there are the conceptual contents that refer to the fundamental information and knowledge that students must acquire in the different areas of knowledge. These conceptual contents help students to understand and assimilate key concepts and to develop a solid knowledge base. On the other hand, procedural content, as its name suggests, refers to procedure

and focuses on the development of skills, abilities, and procedures rather than on the acquisition of theoretical or conceptual knowledge. Finally, attitudinal contents are those that focus on the formation of attitudes, values, beliefs, and dispositions of the students.

In relation to the objectives (Appendix IV), these are the general objectives that we intend the students to acquire through the performance of the project. It should be noted that each session has specific objectives for each activity and that each student will achieve different objectives due to different learning paces, which will be reflected in the project's assessment.

5.4 TIMING.

This project is planned for a three-week period in the classroom, but it is open to modifications due to the needs of the classroom or for other reasons unrelated to the project. It was carried out during the third term, just after the Easter holidays, as a new didactic unit had to be started.

Each week, we set aside 3 school days for the development of the lessons (Monday, Tuesday, and Friday). In total, 4 teaching hours per week were worked (1.5 hours on Mondays, 1.5 hours on Tuesdays and 1 hour on Fridays). In this way, the project achieved what is established in the current educational law for our Autonomous Community (BOCYL) regarding the areas of Social Sciences and English.

Below is a table showing the days the project took place during the month of May and a summary of the tasks we carried out each day.

Table 4.

Timing of the project "Helping Alpha to get to know our country".

MONDAY 10	TUESDAY 11	WEDNESDAY 12	THURSDAY 13	FRIDAY 14
Lesson 1. Madrid. Prado Museum Task: Represent or imitate a work of the museum.	**Lesson 2.** La Rioja, Asturias, Galicia, Murcia and Extremadura. Task: Create an advertisement for each CCAA.			**Lesson 3.** Aragon, C. Valenciana, Navarre, Canary Islands, Basque Country. Task: Gymkhana in the courtyard of Spanish popular festivals.
MONDAY 17 **Lesson 4.** Cantabria, Balearic Islands. Task: Gastronomic research. Preparation of a Mediterranean breakfast.	**TUESDAY 18**	**WEDNESDAY 19**	**THURSDAY 20**	**FRIDAY 21** **Lesson 5**. Barcelona and Castilla la Mancha. Task: BOOK DAY. Development of a display with our favourite book.
MONDAY 24 **Lesson 6.** Castile and Leon. Task: Provinces of Castilla y León.	**TUESDAY 25**	**WEDNESDAY 26**	**THURSDAY 27** **Lesson 7. Castilla y León.** Palencia. Task: Gymkhana about our city.	**FRIDAY 28.** **Lesson 8.** Palencia Elaboration of advertising posters of our city.

Source: Own elaboration

5.5 TRANSVERSAL ELEMENTS.

Transversal elements are an indispensable component of Project Work (ABP) because of their globalizing character. These are contents that do not refer to any curricular area but affect the learning process of students and all areas of knowledge.

The Organic Law 3/2020, of 29 December, which modifies the Organic Law 2/2006, of 3 May, on Education (LOMLOE) establishes a series of transversal elements, and the following are the ones that have been worked on in the project.

- Reading comprehension.

- Oral and written expression.

- Audiovisual communication and ICT.

- Emotional education and values.

- Promotion of creativity and scientific spirit.

5.6 LESSONS.

This project has a total of 9 lessons, which will be carried out according to the timetable shown in section 5.4: Timing. As I mentioned above, this is a project that involves two different areas of knowledge. The context of the activities is a journey through the Autonomous Communities of our country, getting to know their customs, heritage, and traditions with different activities that move away from the traditional (textbook), which means an increase in the motivation of the students. For the development of the lessons, the different methodologies described above are worked.

In appendix XV you can find the Unit Template of this project.

- **Lesson 1. We help Alpha. First destination?**

Appendix V contains images helping the understanding of this lesson.

Timing	Activities	Resources
10'	Motivation lesson: Read a letter to discover what we are going to do this unit.	Box Letter
10'	Establish groups and roles. Explain the resources: booklet and passport, maps.	General resources.
10'	First destination: Madrid, Museo Nacional del Prado. Locate Madrid on the map	Box Maps
20'	Know the most famous works in the museum and represent them physically.	Booklet Camera
5'	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Passport Stamps

Source: Own elaboration

Procedure: The first session was motivational, to awaken their curiosity and interest in the project. The students arrived at class and found a box in the centre of the class. When they opened it they discovered that there was a letter of introduction where a plane that delivers packages asked

them for help to do it through Spain. Before starting work, Alpha asked the students to work in a group, students were distributed the roles of each group (speaker, controller, secretary, organiser, and scriber). Begin the new unit, needs to carry out a small review of the previous didactic unit (what is a country, what is an Autonomous Community, city, our neighbouring countries ...). To be able to travel it is necessary a passport, which the students filled in with their name, age, place of origin, and signature ... This passport was the follow-up and control throughout the project since every time we travelled somewhere we put a stamp in our passport. In the box were several clues about Alpha's first destination, our plane. Our first destination was Madrid. First, students located where Madrid is on our map in the classroom, then we visited one of the most famous museums The Prado Museum. The activity consisted of identifying the 5 most famous works of the museum and they wrote their names in the Booklet. Then each group was assigned work and had to imitate or perform it. They also describe with adjectives the works that had been assigned to each group.

- **Lesson 2. "We are publicists".**

Appendix VI contains images helping the understanding of this lesson.

Timing	Activities	Resources
5'	Review the previous content.	Blackboard.
5'	Find out where we are going to travel (objects in the box).	Box
5'	Locate Extremadura, Galicia, La Rioja, Asturias and Murcia on the map.	Maps
40'	Making advertising leaflets.	Sheets of paper, crayons…
15'	Oral presentation of their leaflets.	Leaflets
5'	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Stamps Passport

Source: Own elaboration

Procedure: As in the final task we had to advertise our city, it was necessary to know the format of an advertising brochure. Therefore, our destinations for this session were: La Rioja, Asturias, Galicia, Murcia and Extremadura (one Autonomous Community per group). After locating them on the map, each group had to make an advertising brochure with the information was presented to them in class. Then they had to present it in front of their classmates so that they all knew the information about each Autonomous Community (and also because in the final task, there is also a part of the presentation of the project to other students). Finally, students stamp their passports and carry out the booklet activities.

- **Lesson 3. "Popular festivals and olé!"**

Appendix VII contains images helping the understanding of this lesson.

Timing	Activities	Resources
5'	Review previous content.	Blackboard
5'	Find out where we are going to travel (objects in the box).	Box with objects.
5'	Locate Valencia, Andalucia, País Vasco, Canarias and Navarra on the map.	Maps
40'	Play the gymkhana (each group have a puzzle in which is hidden a message).	Puzzles Registration sheet.
5'	Stamps in passport	Passport. Stamps.

Source: Own elaboration

Procedure: Coinciding these destinations with the most popular festivals in our country, the activity consisted of a gymkhana in the courtyard where there will be different stations (5 stations, in each of them a different traditional festivity is worked) and the children must rotate every 10 minutes approximately. For each test, the children had to put together some puzzles where the information about each popular festival came, from and then fill out a control sheet. Then students returned to the classroom and located the Autonomous Communities that we visited on our trip.

- **Lesson 4. "We taste Mediterranean Breakfast".**

Appendix VIII contains images helping the understanding of this lesson.

Timing	Activities	Resources
5'	Review the previous contents.	Blackboard
5'	Find out where we are going to travel (objects in the box).	Box with objects
5'	Locate Cantabria and Islas Baleares on the map	Maps
10'	Brainstorming about breakfast.	Blackboard
15'	Investigation: "sobao" and "ensaimada"	Booklet
20'	Preparing a healthy Mediterranean breakfast for our group.	Bread, orange juice…

5'	Stamps in passport.	Stamps Passport

Source: Own elaboration

Procedure: Our destinations for this session are Cantabria and the Balearic Islands. After discovering the objects that led us to guess the places they visited in the lesson, students must locate them on the classroom map. Once located, they investigate the gastronomy of each Autonomous Community. Pupils will carry out the activity of the booklet, writing down the recipe for two typical desserts of each community (sobaos and ensaimada). Next, they brainstormed what everyone eats for breakfast at home before coming to school. So until we get to the main elements of a Mediterranean breakfast. So, a Mediterranean breakfast was prepared in class and enjoyed it all together.

- **Lesson 5. "Travelling we also read".**

Appendix IX contains images helping the understanding of this lesson.

Timing	Activities	Resources
5'	Review the previous contents.	Blackboard
5'	Find out where we are going to travel (objects in the box).	Box with objects.
5'	Locate Cataluña and Castilla la Mancha on the map.	Maps
15'	Know the legend of Sant Jordi and the origin of our first book "El Quijote".	Video, PDI.
30'	Display with our favourite book.	Display, photocopies, crayons…
5'	Stamps in passport.	Stamps Passport

Source: Own elaboration

Procedure: Our destinations for this session are Barcelona and Castilla la Mancha. They discovered the objects that led us to guess the places we visited in the session, and then we located them on the classroom map. The lesson began by asking the children if they know about April 23 and why it is so important. They learned about the tradition in Barcelona of giving a rose for Sant Jordi with a legend in English and we also worked in the Autonomous Community of Castilla la Mancha the book of "Don Quixote" a very important book for everyone. Next, each child on a template provided to them filled in the data from their favourite book; With drawings, and a summary

of what the book is about... The final product was presented in front of all their classmates as a recommendation and then a display was made and exhibited in the corridors of the school.

- **Lesson 6. "Finally in our Autonomous Community!"**

Timing	Activities	Resources
5'	Review the previous contents.	Blackboard
5'	Find out where we are going to travel (objects in the box).	Box with objects.
5'	Locate Castile and Leon on the map	Maps
5'	*"Folio giratorio"* what we know about Castile and Leon?	Sheet of paper
10'	Locate the provinces of Castile and Leon and colour it.	Photocopies
30'	Gymkhana.	PDI, Internet access.
5'	Stamps in passport	Stamps Passport

Source: Own elaboration

Procedure: Then we perform the technique of "rotating folio" to know the provinces of Castilla y León. Surprisingly they knew the majority, so it was easy to move on to the next activity. It consisted of an interactive game in the PDI of the classroom where each child went out to play and learn the provinces of our Autonomous Community. Finally, a gymkhana adapted to the classroom was done; Each group did an activity, and we were changing every 10 minutes so that everyone went through all the game stations. Some activities were: putting together a puzzle of the Communities and Provinces of Spain and playing interactive games in the PDI..

- **Lesson 7. "Finally in our city!"**

Timing	Activities	Resources
5'	Review the previous contents.	Blackboard
5'	Find out where we are going to travel (objects in the box)	Box with objects
5'	Locate Palencia on the map.	Maps
5'	Brainstorming about our city: What we know about Palencia?	Blackboard

50'	Play gymkhana (each station represents one important thing of our city).	Material for gymkhana
5'	Stamps passport.	Stamps. Passport

Source: Own elaboration

Procedure: To learn more about the city we made a gymkhana in teams in the courtyard where each station was a tourist point of interest in our city. There were 5 stations, where we found a puzzle of the Cristo del Otero, an alphabet soup of the Cathedral of San Antolín and three tests of drawing the Calle Mayor, a well-known park and the monument to the woman "La Gorda".

- **Lesson 8. "Our city is the best!"**

Timing	Activities	Resources
5'	Review the previous contents.	Blackboard
10'	Design the cardboard presenting Palencia	Sheet of paper
50'	Make a poster presenting Palencia	Cardboard, crayons…

Source: Own elaboration

Procedure: We knew the most important and remarkable places of our city and our surroundings. That is why we had to advertise our city as the best, that's why we made advertising posters of our city. Each group put on their poster what they considered most important, the task was to imagine that a friend came to know Palencia and they had to recommend the most important places for them (restaurants, monuments, places, parks, gastronomy, popular festivals ...).

- **Lesson 9. "Hello" We present our trips and our city".**

Timing	Activities	Resources
5'	Review the previous contents.	Blackboard
20'	Prepare the exposition to other classmates.	Cardboard Sheet of paper
30'	Make an exposition of Palencia's poster to the classmates of 4th Primary	Cardboard Classmates

Source: Own elaboration

Procedure: Taking advantage of the fact that the 4th year of Primary Education is giving the same content as us, we held a meeting between the students of 4th and 2nd of Primary Education to share knowledge, experiences ... For students, it makes infinitely more sense to work for a real audience than for the teacher or the exam. The results of the project make more sense when they are presented to other classmates, other classes... etc., to allow students to reflect on the work once finished, and of course to feel the pride of a job well done. A representative of each working group (Speaker) told our colleagues everything we had done during the project; places they travelled, how Alpha asked for help, the things they knew, the things they discovered... and they also present their advertising posters of Palencia.

Appendix X contains images of lesson 6,7,8 and 9.

5.7 EVALUATION AND ASSESSMENT.

The evaluation of this project will be criterial and formative. It will be carried out at three key moments in the children's teaching-learning process, i.e. an initial evaluation, an evaluation during the process and a final evaluation. It will be carried out through the systematic observation of the teacher with the completion of different rubrics that determine the achievement of the objectives set for the project.

In the initial evaluation, we will be able to observe how the students adapt to the new methodologies and ways of working in the classroom (how they respond to gamification, how they carry out cooperative work, whether they know how to work in groups or not, what the functions of each role are, etc.).

In the evaluation of the process, the evolution of the pupils is observed on a day-to-day basis and contrasted with the final evaluation to find out whether or not the initial objectives and goals of the process have been met (the final exhibition of the 4th year of Primary Education will serve as the main source of support for this evaluation).

The booklet will also serve as an evaluation tool for the students as it acts as a control sheet where they reflect on the learning of the lessons. As it is an individual and not a group work, we can observe the progress they make, some difficulties that may arise, concepts that have become clear and others that have not...

There are three types of evaluation in this project:

1. Self-assessment: It is important that for the evaluation of the teaching-learning process of the project, the children are aware of their progress and evolution during the development of the lessons. For this reason, the children found a section for self-evaluation at the end of their work tool

during the project (booklet). In it, we could find descriptors such as: if the child liked the project, how has been managed, the individual and group learning, and how much the student learned... This will represent 10% of the final grade of the project.

2. Teacher-student evaluation: On the other hand, as mentioned above, the teacher-student evaluation has been carried out with three evaluation instruments.

- Firstly, systematic observation, which was the main source of information for the evaluation of the project. During the lessons, the teacher has been observing the children's evolution, and in order to be aware of their progress, it has been used an evaluation rubric (Appendix XI) that I have filled in at the beginning and end of the project. This will account for 40% of the final mark for the project.

- Another evaluation tool used was oral exchanges using the foreign language as a vehicle for communicating with others. For example, in presentations in front of classmates, or when they presented their project to their roommates; in addition to all learning situations in which the children have used a foreign language. This will account for 40% of the final mark for the project.

- On the other hand, the booklet is used as an evaluation tool as it has been a working tool where they have been able to reflect on their learning. This will account for 10% of the final mark for the project.

3. Teacher self-evaluation: Finally, it is also important for the teacher to be aware and receive feedback on how the project has gone, beyond their personal impressions which can sometimes distort reality. To this end, an evaluation rubric was completed at the end of the project with the objectives set when planning the project (Appendix XII).

5.8 PROPOSALS FOR IMPROVEMENT.

Once the project is finished, it is time for self-criticism, as fiction exceeds reality. As Pozo (2006) said: "The most difficult part of change is not so much implementing new practices but modifying existing ones" (p.428).

One of the proposals for improvement for this project is an E-twinning programme, that due to lack of time wasn't carried out. Through contact with other children from a country other than our own, pupils develop the communicative skills and abilities mentioned above. Carrying out an E-twinning programme is beneficial for the main topic of study of this dissertation, motivation. According to Gajek (2018): "It awakens intellectual curiosity among students, improves attitudes towards learning, develops problem-solving strategies and increases motivation".

It can be done in different formats (letters, video calls, photos, videos...), the ideal way to work on this communicative competence in a foreign language would be a video call with classmates from another country. But, being at such a low level of Primary Education, it is complex. It is for this reason that an exchange of letters or postcards showing them the culture and heritage of our country would fit in perfectly with our project.

Introducing an Etwinning Programme would change aspects of our initial programming in terms of objectives, timing, evaluation... The following are the changes mentioned in the Appendix XII if this proposal for improvement were to be carried out.

Another proposal to improve the project that was developed would be a guided tour of our city. The idea would not be a traditional excursion where children are mere recipients of information but would be an active agent in learning. The objective of a trip is not only to have fun and have a good time, but everything in education is also done for a reason (see the objectives of this outing in the Appendix XIV). The main benefit of a trip is experiential learning so that they learn in a practical way, they also connect with the community and their immediate environment developing social and observational skills.

As one of the main benefits of school outings is the stimulation of interest in history and culture, our school trip will be to the Cathedral (Palencia). As a brief description of this activity, it will consist of a visit to the Cathedral by city bus in Palencia, thus working on civic and road safety education. Once there, the children will be organized in pairs or twins and each pair will have an iPad to perform the activity. The activity consists of a gymkhana inside the Cathedral, the children will have to take pictures with the iPads to the figures, representations, works... that are specified in the field notebook of the excursion; in addition, the children have a map where the points where these works are located are punctuated.

Finally, it is important to incorporate to the improvement proposals something that was finally carried out but was not originally planned within this Project. It is the exhibition of the final product to the 4th grade of Primary Education classmates. It was an activity where the children demonstrated their communicative and expressive skills in the foreign language and their ability to synthesize experiences and experiences in the Project. The activity is described in section 5.6 (Lesson 9).

6. CONCLUSIONS

After carrying out the intervention proposal described above, relating it and basing it on a corresponding theoretical framework, I have come to the conclusion that motivation is the fundamental base in any teaching-learning process; even more so referring to language teaching with CLIL methodology.

In the school of the 21st century we are looking for committed and autonomous students in learning, one of the main ways to achieve this is the promotion of motivation. Not only from an early age, which is usually more present, but to apply it to all educational stages.

After finishing my degree in Primary Education, one of the key ideas for my future as a teacher is that motivation is the teacher's responsibility. We must cultivate an environment and provide learning situations that motivate students, relating these situations to their needs and interests.

Many teachers, in my opinion the majority, know the theory, but putting it into practice means for some an accommodation in traditional methodologies. This work includes a series of active methodologies that, as we have seen, encourage student motivation. In addition, its implementation in the classroom contributes to the acquisition of key and specific competencies of each area, which is so emphasized by the current educational law.

Knowing the importance of the implementation of active methodologies in the classroom, as well as its multiple benefits, a project was carried out that was designed for a specific classroom and students, based on a detected need with the aim of finding a solution to it.

I would like to reflect on the overall project objectives stated at the beginning of the project. In general, the project developed successfully since the main objective was to capture the students' attention and produce an intrinsic motivation in them. As the lessons went by, the students were enthusiastic and looked forward to the project because it was something out of the conventional and out of what they were used to in their way of working in the classroom.

Much of the time was spent explaining how we were going to work during the project, the responsibilities they had as a group, the materials we were going to work with... During the first lessons it was a little difficult to start, they were children who did not master the language and did not like Social Sciences; it was in this case the gamification that made them awaken that curiosity and that link with learning.

The children were used to working in groups, but not to cooperative learning where each participant has a role. As we saw in the theoretical framework, cooperative learning is not about

grouping students and distributing the work or the task. The use of cooperative roles was initially a limit for some of them, since in all the groups there was always one participant who adopted a passive posture, and they were aware that it negatively affected the work of the group. This is where the competences we wanted to work on with the introduction of this technique came into play: Personal, Social and Learning to Learn Competence and Citizenship Competence. The children understood the functioning of the rest of the materials perfectly, being the passport, booklet...

It is also important to point out that the children responded with an active attitude to the proposed activities since they were completely opposite to what they had been working on in the classroom related to the areas of English and Social Sciences, which were totally linked to the textbook. But they responded with even more interest to those activities that took place outside the classroom such as gymkhanas, games in the playground, presentation of the project to other classmates....

Regarding the use of English in the project, it was also somewhat difficult at the beginning. The method they used in the classroom was the immediate translation of the content and this was initially detrimental to the CLIL methodology that was to be implemented. The children changed the concept of learning other subjects through a vehicular language that was not their own. The intention was not for the children to memorize concepts, nor to demonstrate a high level in the language, but to develop communicative skills through the English language, considering that the main objective was to work on Linguistic Communication Competence and Multilingual Competence.

Finally, it is important to consider that I have been able to put into practice the knowledge that I have been acquiring throughout the Degree in Primary Education and that is included in the University Syllabus. It is a great opportunity to learn and reflect on your successes and especially your mistakes as a teacher, to learn from them and continue growing as a teacher.

7. BIBLIOGRAPHY

AA.VV. (2015*). Spanish-English Primary Integrated Curriculum, Language and Literacy*. [Madrid]: Ministerio de Educación, Cultura y Deportes, Subdirección General de Documentación y Publicaciones.

ALONSO TAPIA, J. (1997), *Motivar para el aprendizaje.*

Álvarez, M. (2023, 16 enero). *Aprendizaje cooperativo: principios, ventajas y ejemplos para aplicarlo en el aula.* Blog de Instituto Serca. Recuperado de:https://blog.institutoserca.com/aprendizaje-cooperativo-principios-ventajas-y-ejemplos-para-aplicarlo-en-el-aula/#h-cuales-son-los-principios-del-aprendizaje-cooperativo

Álvarez, M. (2022) "*Cooperative Learning: principles, advantages and examples to apply it in the classroom*"

Aprendizaje basado en proyectos. Infantil, primaria y secundaria - Publicaciones - Ministerio de Educación y Formación Profesional. (s. f.). Recuperado de: https://sede.educacion.gob.es/publiventa/aprendizaje-basado-en-proyectos-infantil-primaria-y-secundaria/educacion-infantil-y-primaria-educacion-secundaria-material-didactico/20588

Asale, R.-. (s. f*.). Motivación* | Diccionario de la Lengua Española. «Diccionario de la lengua española» - Edición del Tricentenario.

Azorín Abellán, C. M. (2018). *El método de aprendizaje cooperativo y su aplicación en las aulas*. Perfiles educativos, *40*(161), 181-194.

Aula 42 | Etapas ABP. (s. f.). Recuperado de: https://aula42.org/etapas-abp.html

Barnett, L., del Carmen Martín, M., Sarrionandia, G. E., Pujol, N. E., Estévez, C. F., Feixas, D. G., ... & Pairó, N. S. (2003). *Motivación, tratamiento de la diversidad y rendimiento académico: el aprendizaje cooperativo* (Vol. 21). Grao.

Bernal, A. O. (1993). *Aprendizaje cooperativo: una eficaz aportación de la psicología social a la escuela del siglo XXI.* Psicothema, 5(1), 373-391. Recuperado de: https://digibuo.uniovi.es/dspace/bitstream/10651/29612/1/Psicothema.1993.5.Sup.3 73-91.pdf

Bolaños, M., & Ortega, S. (2018). *La Motivación de los Estudiantes al Estudiar Inglés en la Educación Media.* Revista Huellas, 5(1), 11-11.

Casado, M. (2016). *La gamificación en la enseñanza de inglés en Educación Primaria*. Universidad de Valladolid.

Cia Sánchez, I.(2012). *Aprendizaje Cooperativo y motivación.* Universidad Pública de Navarra.

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge (England) Cambridge University Press.

Cordova, D. I., & Lepper, M. R. (1996). *Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice.* Journal of Educational Psychology, 88(4), 715-730.

DECRETO 26/2016, de 21 de julio, por el que se establece el currículo y se regula la implantación, evaluación y desarrollo de la Educación Primaria en la Comunidad de Castilla y León.

Gamificación: el aprendizaje divertido | educativa. (s. f.).Recuperado de: https://www.educativa.com/blog-articulos/gamificacion-el-aprendizaje-divertido/

GILBERT, IAN (2005), *Motivar para aprender en el aula. Las siete claves de la motivación escolar*

González Alonso, D. (2017). *La gamificación como elemento motivador de la enseñanza de una segunda lengua en Educación Primaria.* Universidad de Burgos.

Guzmán, E. D., & García, A. B. P. (2017). *Beneficios del ABP en la práctica docente.* Educa Nova: colección de artículos técnicos de educación, (7), 129-134.

Howley-Rouse, A. (2021, 13 abril). *Piaget's Theory of Education.* THE EDUCATION HUB.Recuperado de: https://theeducationhub.org.nz/piagets-theory-of-education/

Información General -Grado en Educación Primaria - Facultad de Educación Palencia. (s. f.). Facultad de Educación Palencia. http://educacionpalencia.es/16652-2/

Isaac Kofi Biney (2018) *Teacher Motivation and Learner's Interest: Perspectives of an Adult Educator.*

López García, A. C. (2018). *Aprendizaje cooperativo, influencia en la autoestima y motivación en primaria.*

Marta Álvarez (2022) *"Cooperative Learning: principles, advantages and examples to apply it in the classroom"*

Medina, F. M., & EP, E. (2009). *Aprendizaje cooperativo como estrategia de enseñanza-aprendizaje.* Revista digital de innovación y experiencias educativas, 45, 1-12.

OVEJERO, A. (1990), *El aprendizaje cooperativo. Una alternativa eficaz a la enseñanza tradicional.*

Pere Pujolàs (2009). *Aprendizaje Cooperativo y Educación Inclusiva: Una forma práctica de aprender juntos alumnos diferentes.*

Prenda, N. P. (2011). *El aprendizaje cooperativo y sus ventajas en la educación intercultural.* Hekademos: revista educativa digital, (8), 63-76.

Pujolàs, P. (2005). *El cómo, el porqué y el para qué del aprendizaje cooperativo.* Grupos cooperativos. Cuadernos de pedagogía, 345, 50-54.

Pujolàs, P. (2008). *9 ideas claves. El aprendizaje cooperativo.* Barcelona: Grao.

Pujolàs, P. (2008). *El aprendizaje cooperativo como recurso y como contenido.* Revista Aula de Innovación Educativa. 170, 37-41. Recuperado de http://convivencia.files.wordpress.com/2008/11/au17008.pdf

Sánchez, J. (2013). *Qué dicen los estudios sobre el Aprendizaje Basado en Proyectos.* Actualidad pedagógica, 1(4), 1-4.

Tips on how to motivate your students | Tutorial Center. (s. f.).Recuperado de: https://sites.highlands.edu/tutorial-center/tutor-resources/online-tutor-training/module-4/tips-on-how-to-motivate-your-students/

Torres-Toukoumidis, A., & Romero-Rodríguez, L. M. (2018). *Aprender jugando. La gamificación en el aula.* Educar para los nuevos medios, 61-72.

Trujillo Sáez, F. (2014). *APRENDIZAJE COOPERATIVO PARA LA ENSEÑANZA DE LA LENGUA.* PUBLICACIONES, 32, 147–162. Recuperado a partir de https://revistaseug.ugr.es/index.php/publicaciones/article/view/2329.

VOCA. (2022, 22 marzo). *¿Cuáles son los roles del aprendizaje cooperativo?* – VOCA Editorial. Recuperado de: https://www.vocaeditorial.com/blog/roles-aprendizaje-cooperativo/#Cuales-son-los-roles-del-aprendizaje-cooperativo

8. APPENDICES

Appendix I:
Passport used to introduce gamification in the classroom. Our challenges, our journeys.

PASSPORT
A TRAVELLER'S DIARY
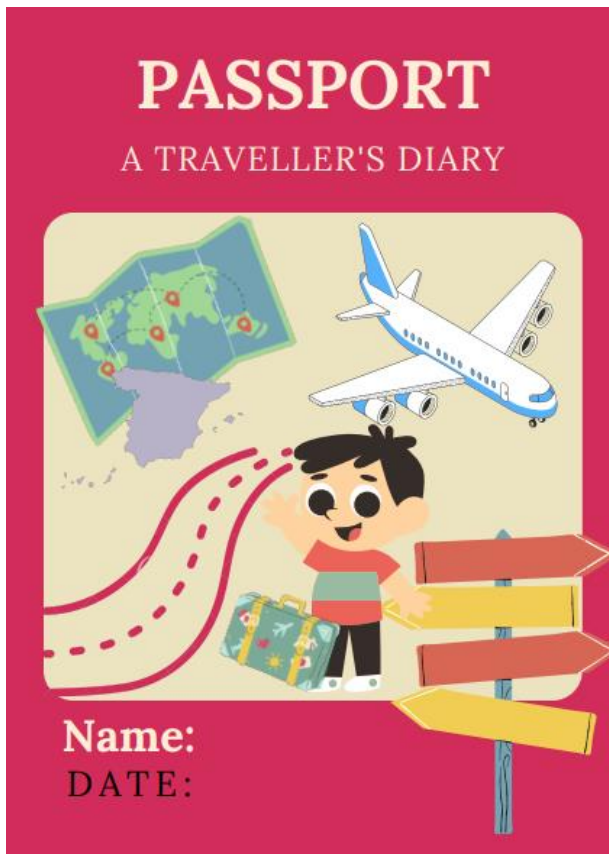
Name:
DATE:

YOUR NAME

I am _____

YOUR PROCEDENCE

I am from_____

YOUR AGE

I am _____ years old

YOUR DATE OF BIRTH

__/__/____

YOUR SIGNATURE

DESTINATIONS

Appendix II:
Cooperative role cards for the lessons

Appendix III:

Today, I'm...
SPEAKER
Submits completed assignments to the class/teacher.
Raise any doubts that arise
Answer group questions.

Today, I'm...
SECRETARY
Reminding colleagues of tasks
Remember the tasks for the next day.
Check that all members comply with tasks

Today, I'm...
SCRIBER
Perform the tasks in writing
Submit assignments that require writing, annotation,...
Write down any doubts that arise in the group.

Today, I'm...
CONTROLLER
Monitor the noise level in the group.
Maintain a pleasant working environment in the group.
Keeping the workplace clean and tidy.
Controlling times and reminding colleagues.

Today, I'm...
COORDINATOR
Handing out tasks to colleagues
Check that colleagues perform the tasks.
Encourage their peers to perform the tasks.

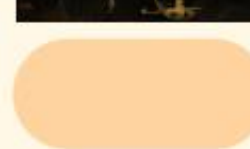*Booklet as a personal student notebook*
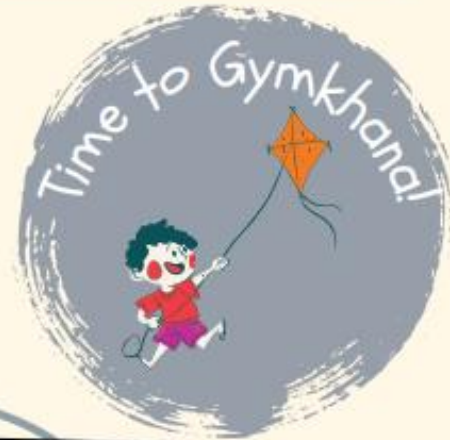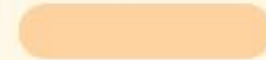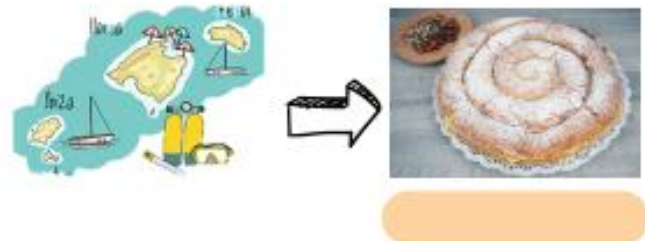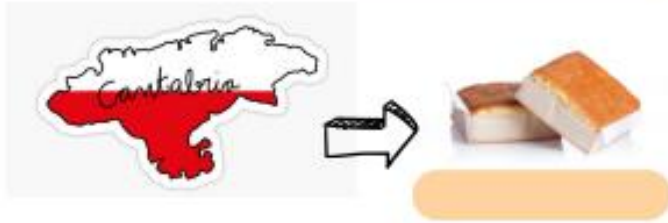
NEXT DESTINATION...

Circle the elements of a "Mediterranean breakfast"

NEXT DESTINATION...
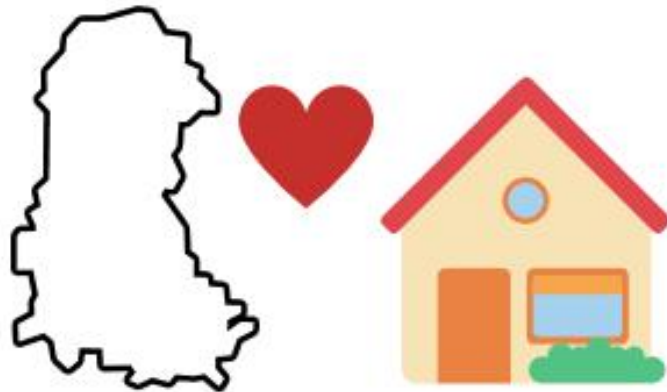
LA RIOJA
ASTURIAS
EXTREMADURA
GALICIA
MURCIA

Match!

NEXT DESTINATION...

CASTILLA Y LEÓN

Palencia

Provincia de Palencia

NEXT DESTINATION...

CEUTA MELILLA

DIWALI

WHEN?

WHY?

WHERE

Write your purposes

Write 4 things you know about your city

NEXT DESTINATION...

BARCELONA
CASTILLA LA MANCHA

International book day

7

Appendix IV:
Contents and general objectives of the project carried out.

CONCEPTUAL CONTENTS	PROCEDURAL CONTENTS	ATTITUDINAL CONTENTS
- Remains of the past in their immediate environment: Care and conservation. Museums - Spatial orientation. Basic notions. The compass and GPS. - Plans and maps. Orientation in space. Provinces and Autonomous Communities of Spain. - The municipality: town hall and municipal services. - Cultural manifestations and traditions of the locality. - Types of localities: towns and cities. - Consumption and advertising. Development of responsible consumer attitudes. - Changes in a locality throughout history: monuments, customs, traditions, clothing, popular festivals.	- Elaboration of a final task resulting from learning during the project. - Distribution of tasks in cooperative work, assumption of roles. - Construction of significant autonomous learning, with the teacher accompanying the process. - Location of Autonomous Communities on the map. Provinces of Castilla y León. - Production of infographics and advertising posters. Synthesising information in a given format. - Development of research, locating reliable search sources. Contrasting information.	- Involvement in the fulfilment of tasks. Participation in the tasks assigned by the teacher. - Interest in and respect for the interventions of other classmates in the classroom. - Appreciation of the social, linguistic and cultural values provided by the English language. - Development of creativity in the various manifestations and representations in oral and written communication. - Appreciation of the foreign language as an instrument for communication. - Tolerance and respect for individual differences. - Commitment to group work, participation and assumption of roles in group work. Respect among classmates.

- Expression in English of ability, taste, preference, opinion, agreement or disagreement, feeling, intention.		- Preservation of traditions as a backbone of our history. Valuing our traditions as something that identifies us.
- Description in English of people, activities, places, objects, habits, plans.		
- Establishing and maintaining communication in English. Greetings, farewells and introductions, apologies, thanks, invitations.		
- Social conventions, politeness and registers; customs, values, beliefs and attitudes; non-verbal language.		

GENERAL OBJECTIVES OF THE PROJECT

- Address different areas of the curriculum through a relevant topic and a driving axis, including formal and non-formal learning.

- Motivate and encourage the curiosity and interest of students through techniques, activities, materials...

- Respond to different learning rhythms, interests, and abilities.

- Encourage reflection and metacognition. Give the opportunity to reflect on their learning process, evaluate their progress and adjust to work approaches.

- Stimulate the capacity for planning and time management, effective planning and proper time management.

- Introduce cooperative work roles in the classroom. Coordinating with peers and managing conflicts in the classroom.

- Lead their own learning, enhance teamwork, critical thinking, and research, as well as autonomy and individual responsibility.

Therefore, the objectives that I intend for students to achieve with the performance of the project are the following:

- Correctly locate the Autonomous Communities of Spain and the provinces of Castilla y León.

- Understand the importance of traditions and what they mean for our personal identity.

-Identify the difference between terms such as: continent, country, region, province and city.

- Present their immediate environment, describing it in an advertising format.

- Understand the impact that the customs and traditions of their immediate surroundings have on their daily lives.

- Develop group work habits, commitment to the tasks and roles assigned in the group.

- To value the English language as a vehicle for communication. To use the English language as much as possible in their interventions.

- Develop creativity in the various presentations and interventions.

- Synthesise information in a different format from the initial one.

Source: Own elaboration

Appendix V:

Images to help the understanding of lesson 1.

Appendix VI:

Images to help the understanding of lesson 2.
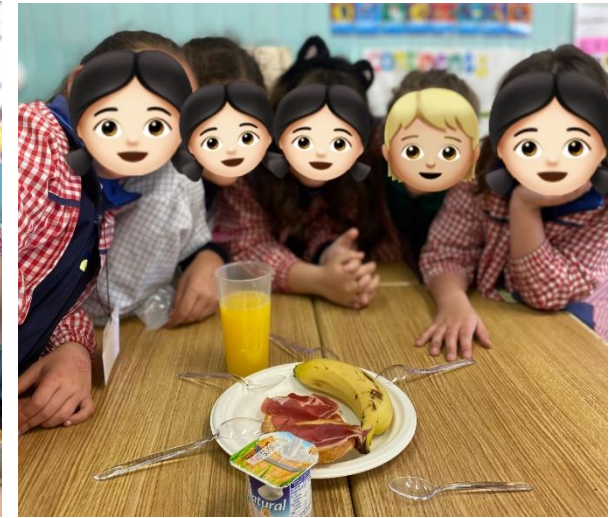

Appendix VII:

Images to help the understanding of lesson 3.

Appendix VIII:

Images to help the understanding of lesson 3.

Appendix IX:

Images to help the understanding of lesson 5.

Appendix X:

Images to help the understanding of lessons 6,7,8 and 9.

Appendix XI:
Teacher – student assessment rubric

Student Name: _____				
ITEMS	Degree of achievement of objectives			
	The objectives have not yet been achieved.	In the process of achieving the objectives.	The student has achieved the proposed objectives	Remarks
The student is able to correctly locate the Autonomous Communities of Spain				
The student knows how to correctly locate the provinces of our CCAA, Castilla y León.				
The student understands the importance of traditions and what				

they mean for our personal identity.				
The student is aware of the difference between terms such as: Continent, country, CCAA, province and city.				
The student is able to present his closest environment describing it in advertising format.				
The student is aware of the impact that customs and traditions have on his life.				

The student is committed to group work, performs individual tasks and participates in group tasks.				
The student values the English language as an instrument of communication. Use the English language as much as possible in your interventions.				
The student shows creativity in the various manifestations and interventions.				
The student is able to synthesize the information in a format other				

than the initial one (advertising posters).				

Appendix XII:
Teacher self-assessment and project assessment.

TEACHER SELF – ASSESSMENT AND PROJECT ASSESSMENT				
ITEMS	Degree of achievement			
	Negative results. Much to improve	It needs to improve some aspects.	Highly positive results.	Remarks
TEACHER SELF - ASSESSMENT				
Facilitation of the understanding of the contents through techniques. Use of non-verbal language in classroom interventions.				
Maintaining class control. Use of classroom management techniques.				

Use of new methodologies that attract the attention of students and that are meaningful				
Synthesis of two learning areas in one project. Effectiveness in the transmission of content.				
Use of a temporalization adjusted to the needs of the classroom. Respect of the times marked in the programming.				
Creation and use of didactic materials that serve for real and meaningful learning (use of different materials: ICTs ...).				
Consideration of diversity and detection of possible needs that arise in the classroom. Attention to the individual differences of each student.				
PROJECT ASSESSMENT				
It addresses different areas of the curriculum through a relevant topic and a driving axis, including formal and non-formal learning.				

Motivates and encourages the curiosity and interest of students through techniques, activities, materials...				
Respond to different learning rhythms, interests and abilities.				
It encourages reflection and metacognition. Give the opportunity to reflect on their own learning process, evaluate their progress and adjust to work approaches.				
Stimulates the ability to plan and manage time, make effective planning and proper time management				
Introduce cooperative work roles in the classroom. Coordinating with peers and managing conflicts in the classroom.				
It plays a leading role in children's own learning, promotes teamwork, critical				

thinking and research, as well as autonomy and individual responsibility.				

Appendix XIII:

Proposal for improvement. Etwinning Program proposal and how it affects the initial proposal.

- How affects Etwinning Program to timing

Monday 10 **Lesson 1.** Presentation of the project. First trip: Madrid	11 ETWINNING: Presentation of the Etwinning programme. Preparation of the presentation video for our colleagues	12	13 EWTWINNING: Recording of the Etwinning presentation video.	14 **Lesson 2.** La Rioja, Asturias, Galicia, Murcia and Extremadura. Task: Create an advertisement for each CCAA.
17 We received the video presentation from our colleagues.	18 ETWINNING:	19	20	21 **Lesson 4**. Barcelona and Castilla la Mancha.

Lesson 3. Travel to C. Valenciana, Navarre, Canary Islands, Basque Country. Task: Gymkhana in the courtyard of Spanish popular festivals.	We send our advertisements for each CCAA to our colleagues at Etwinning.			Task: BOOK DAY. Development of a display with our favourite book**.**
24 We received postcards from our etwinning colleagues. **Lesson 4.** Cantabria, Balearic Islands. Task: Gastronomic research. Preparation of a Mediterranean breakfast.	25	26	27 **Lesson 7.** Castile and Leon. Task: Provinces of Castilla y León. We prepared the recording of a video showing our autonomous community.	28 Recording of the video of our autonomous community.
1 **Lesson 8: Castilla y León.** Palencia. Task: Gymkhana about our city. We received the video from your country.	2 We prepared a route through our city.	3 Excursion through Palencia and video recording.	4	5

8	9	10	11	12
Lesson 9. Palencia Elaboration of advertising posters of our city.	Exhibition and end of project.			

- How affects Etwinning Program to the objectives.

OBJECTIVES OF THE ETWINNING PROGRAM
1. To express and communicate in an understandable way, with a certain degree of autonomy, in everyday situations of oral interaction. 2. Demonstrate listening and comprehension skills in a variety of oral communication situations, showing respect and cooperation. 3. Read and understand a variety of texts to extract general and specific information. 4. Use and communication technologies to obtain, select and present information both orally and in writing. 5. Recognise the value of foreign languages and languages in general as a means of communication and exchange between people of different backgrounds, languages and cultures, avoiding any form of linguistic and cultural discrimination or stereotyping. 6. Encourage collaborative work and interaction among participants to promote a sense of teamwork, unity and mutual enrichment. information 7. To develop students' social skills so that they practice dialogue and negotiation in search of agreements, fostering a positive attitude and confidence in interpersonal relationships.

- How affects Etwinning Program to assessment

Assessment and evaluation would remain the same, but with the addition of the above-mentioned objectives to the evaluation and monitoring rubrics. So the Etwinning programme would become part of the evaluation, thus changing the percentages.

Appendix XIV:
Improvement proposal. Objectives of the school trip (Palencia Cathedral).

OBJECTIVES OF THE SCHOOLTRIP
- Stimulation of interest in culture and history. Visiting historical places. Palencia Cathedral.   - Creating positive memories   - Encourage independence, decision making, following instructions and learning to function in new environments.   - Promote civic education. Explore places of religious worship and understand how the community functions and how to participate in it.   - Develop social skills. Promote social interaction among children, working in groups, sharing experiences and living together in groups outside the school environment.   - Encourage curiosity. Expose children to new places and experiences in their city. Promote experiential learning. Offer children the opportunity to learn in a more hands-on, experiential way. Experience firsthand what they are studying in the classroom.   - Promote creativity. Use photography as a form of artistic and personal expression.   - Encourage digital citizenship and the proper use of new technologies.
HOW AFFECTS THE SCHOOLTRIP TO THE TIMING
Tuesday 9: Preparing the school trip (decide the route to follow, the bus to take, the time it takes to get there and back, roles in the excursion... collecting bus money or city transport cards from families, counting the number of pupils attending, collecting authorisations from classmates). Wednesday 10: Prepare the photographic gymkhana, get to know the works they are going to see, locate them, where they can find them... Thursday 11: Students will learn how a camera works, how to use it correctly, the steps to take a photo or a video. Friday 12: The visit to the Cathedral.

Appendix XV:
Unit template.

About the unit/ Where this unit fits
The unit begins with the occasion of International Book Day, which is celebrated on 23 April. We wanted to find out why St. George's Day is celebrated in Barcelona and why this day's origin is so important for everyone. For this reason, we travelled around our country getting to know all the Autonomous Communities that make it up, learning about the traditions and customs of each one of them. The aim is to travel all over Spain until we reach our city: Palencia. What we intend to know its more "distant" context, such as another Autonomous Community, to finally reach its "near" environment, which is its city, Palencia.   I wanted to focus it as a trip ""We help Alpha to know our country" as it is motivating for the children, and it complements quite well with the gamification that is imposed in the classroom "the superheroes".   In addition, this unit comes directly from the previous one that has been carried out in Social Sciences. We got to know what a map was, the continents, the oceans, the neighbouring countries... and it was necessary to know our territory.

Prior Learning	Language used in the unit	Important Resources
- The importance of traditions and customs and their influence on the construction of our personal identity. - Our environment. Palencia. - Our autonomous community. Castile and Leon.	In this unit, paralanguage and illustrators will be used to make it easier for students to understand the different lessons. During the lessons, the teacher will use public speech to lead the lesson and address the whole class. The children will use inner speech for the assimilation of the	The main resources that will be used are: - Booklet - Passport - Stamps - Teamwork cards - Box - 5 maps of Spain - Display

| - Difference between key concepts: continent, country, autonomous community, and city. | content and public speech when they want to share something with the rest of the class.

In addition, we will treat some words as "keywords" specific to the contents to be developed. These can be: *"Continent, country, Autonomous Community, city, village…"* | - Flashcards
- Puzzles
- Mediterranean breakfast (orange juice, bread, fruit…)
- PDI (with Internet access)
- Cardboards
- Photocopies for each lesson (only when it is necessary) |

Expectations

At the end of this unit all the children must	- Work cooperatively. - Respect the opinions and feelings of the group. - Respect the work material. - Develop communicative competence. - Use some key words and differentiate them. - Communicate orally with classmates. - Use key words from the didactic unit.
At the end of this unit most of the children should	- Understand why it is important to preserve traditions. - Produce a final product resulting from all learning. - Communicate orally using the English language with their classmates. - Correctly locate on the map some of the Autonomous Communities we have visited.

	- Present their immediate environment with drawings and short descriptions.
At the end of this unit some of the children could	- Understand why it is important to preserve traditions and what impact it has on us as social beings.
	- Transfer acquired knowledge to others, synthesising information in an orderly way.
	- Present information that is coherent and shows cohesion in the text.
	- Be aware of the external - internal process (Country - city).
	- Present any place in their environment using complex descriptions.
	- Use paralanguage and illustrators appropriately on their own.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly locate the Autonomous Community - Know the most influence works of the Prado's Museum and represent them.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community. - Perform the works correctly following a model.	- Motivation lesson: read a letter to discover what we are going to do this unit. - Establishing groups and roles - Explain the resources: booklet and passport. - First destination: Madrid, Museo del Prado. - Locate Madrid on the map. - Know the most famous works in the museum and represent them. - Stamps in passport	Teacher observation (rubric) Booklet
2	- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community - Synthesise information in an advertising format.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community - Present information in an orderly fashion and in the required format. - Present your work in English.	- Review previous content. - Find out where we are going to travel (objects in the box). - Locate Extremadura, Galicia, La Rioja, Asturias and Murcia on the map. - Making advertising leaflets. - Oral presentation of their leaflets. - Stamps in passport.	Teacher observation (rubric) Final product (advertising leaflet).

	- Recognise the objective and the final product of the task. - Orally present the final product.			
3	- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community - Select important information in a text. - Answer question related to a text. - Know the structure of a text.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community. - Select information from a text about what you are asked.	- Review previous content. - Find out where we are going to travel (objects in the box). - Locate Valencia, Andalucía, País Vasco, Canarias and Navarra on the map. - Play the gymkhana (each group have a puzzle in which is hidden a message) - Stamps in Passport.	Teacher observation (rubric) Gymkhana registration sheet
4	- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community.	- Review previous contents. - Find out where we are going to travel (objects in the box). - Locate Cantabria and Islas Baleares on the map. - Brain storming about breakfasts. - Investigation: "sobao" and "ensaimada". - Degustation of a Mediterranean breakfast.	Booklet Teacher observation (rubric)

	- Correctly Locate the Autonomous Community - Select relevant and accurate information according to what they demand from a text.	- Learn about the ingredients and origins of two typical desserts.	- Stamps in passport.	
5	- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community - Know the traditions and customs behind a celebration. - Synthesise information in each format.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community - Know the legend of Sant Jordi. - Know the origin of our first book: "El Quixote". - Make a display as a final product of the lesson.	- Review contents. - Find out where we are going to travel (objects in the box). - Locate Cataluña and Castilla la Mancha on the map. - Know the legend of Sant Jordi. - Know the origin of our first book: "El Quijote". - Display with our favourite book. - Stamps in passport.	Display Teacher observation (rubric)
6	- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why.	- Review contents. - Find out where we are going to travel (objects in the box). - Locate Castile and Leon on the map.	Teacher observation (rubric) Games in PDI. Booklet

	- Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community - Retrace previous learning - Translating learning into interactive games. Developing digital competence.	- Correctly place the Autonomous Community. - Carry out interactive games on the PDI that capture learning.	- *"Folio giratorio"* what we know about Castile and Leon? - Colour the map of Castile and Leon with the name of the provinces. - Games in PDI. - Stamps in passport	
7	- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community. - Select important information in a text. - Answer question related to a text. - Know the structure of a text.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community. - Select information from a text about what you are asked.	- Review contents. - Our city: Palencia. Brainstorming about what we know. - Play gymkhana (each station represents one important thing of our city)	Teacher observation (rubric) Gymkhana registration sheet Booklet

| 8 | - Work cooperatively with team values

- Active participation in class.

- Assume roles of teamwork.

- Understand that every place has a different tradition or costume.

- Correctly Locate the Autonomous Community.

- Synthesise information in a given format (poster board).

- Develop communication skills by presenting information to an audience. | - Work as a group, getting to know their functions and roles within the group.

- Understand that traditions are important and why.

- Correctly place the Autonomous Community

- Select relevant information from their immediate environment.

- Present their final product to their peers. | - Review contents.
- Our city: Palencia. Brainstorming about what we know.
- Cardboard presenting Palencia.
- Exposition to other classmates about the project | Teacher observation (rubric)

Oral exhibition to colleges

Cardboards (display) |

Lesson 1

Learning objectives	Learning outcomes	Evidence for Assessment
- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why.	Teacher observation (rubric) Booklet

		- Correctly place the Autonomous Community.	
- Understand that every place has a different tradition or costume. - Correctly locate the Autonomous Community - Know the most influence works of the Prado's Museum and represent them.		- Correctly place the Autonomous Community. - Perform the works correctly following a model.	

Outline of leading activities

- Motivation lesson: read a letter to discover what we are going to do this unit.

- Establishing groups and roles

- Explain the resources: booklet and passport.

- First destination: Madrid, Museo del Prado.

- Locate Madrid on the map.

- Know the most famous works in the museum and represent them.

- Stamps in passport

	Timing	Grouping	Pupils	Teacher	Resources
Classroom	10'	Teamwork	A package arrives at the school, addressed to the children in Year 2 Primary Education. The children read the letter in which an aeroplane asks for help to get to know Spain. One reads and everyone listens.	The teacher listens attentively, shows support to the child who is reading. He/she solves doubts about possible unfamiliar words. Controls the class, makes sure that attention is not lost.	Box Letter

15'	Teamwork	Listen to the teacher	The teacher explains what we are going to do the following days. The dynamic of the project. Also, explain to the children the resources we are going to use (booklet, passport, maps, teamwork cards…)	One map for each group. Passports Booklets Teamwork cards
10'	Teamwork	The pupils, in groups, use the objects they find in the box to discover the first destination to which we are going to travel. The scriber of each group then locates it on the class map.	The teacher acts as a learning guide, shows the objects, orders the tasks to be carried out...	Photographs Maps
20	Teamwork	The pupils open the booklet and find "the Prado Museum", they brainstorm about what they know about this museum. They learn about the 5 most famous works of the museum and represent them physically.	The teacher continues to act as a learning guide, guiding the brainstorming questions, handing out the artworks to each group...	Pictures of the Works in the museum Mobile phone to take photos.
5'	Individually	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Stamps passport.	Stamps Passport

Assessment Criteria		
All children must be able to - Respect each other and their interventions. - Participate actively in the activities - Locate correctly the Autonomous Community - Represent the works in the museum	**Most of the children will be able to** - Assume the roles of teamwork and work cooperatively. - Learn about traditions and icons of Madrid. - Know the most famous works of Prado National Museum.	**Some of the children could** - Use the English language as a vehicle for communication in their interventions. - Know some facts and curiosities about works of art. - Locate a place on a map, showing special orientation.

Lesson 2

Learning objectives	Learning outcomes	Evidence for Assessment
- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community - Present information in an orderly fashion and in the required format. - Present your work in English.	Teacher observation (rubric) Final product (advertising leaflet).

- Synthesise information in an advertising format.		
- Recognise the objective and the final product of the task.		
- Orally present the final product.		

Outline of leading activities

- Review previous content.

- Find out where we are going to travel (objects in the box).

- Locate Extremadura, Galicia, La Rioja, Asturias and Murcia on the map.

- Making advertising leaflets.

- Oral presentation of their leaflets.

- Stamps in passport.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5'	Teamwork	Students answer the teacher's questions in an orderly manner, respecting the teacher's turn to speak and contributing to the group's learning.	The teacher organises a round table in the classroom where he/she asks the students if they remember what they worked on the previous day.	The voice.
	5'	Teamwork	The pupils, in groups, use the objects they find in the box to discover the first destination to which we are	The teacher acts as a learning guide, shows the objects, orders the tasks to be carried out...	Box Objects

		going to travel. The scriber of each group then locates it on the class map.		
5'	Teamwor k	Students listen attentively and ask questions about the task.	The teacher explains the final product he/she wants the students to achieve. He explains the format, gives them the relevant information about each Autonomous Community, distributes a destination to each group...	Sheets of paper Information about Autonomous Communities.
40'	Teamwor k	Students start designing their advertising brochure, select the relevant information and translate it into their final work.	The teacher acts as a support, helps the pupils with words they do not know...	Sheets of paper Information about Autonomous Communities. Crayons…
15'	Teamwor k	The students present their advertising brochure in front of their classmates. They explain how they have made it, tell us a little about each Autonomous Community...	The teacher helps the students to make the presentation, shows support.	The voice The final product.

5'	Individually	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Stamps passport	Passport Stamp.

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
- Work cooperatively - Respect each other and their interventions. - Participate actively in the activities - Locate correctly the Autonomous Community - Elaborate an advertising leaflet	- Select relevant information from a text. - Use the English language in their oral intervention in front of their peers.	- Select important information from a text and organise it according to a given format (advertising). - Order their ideas and prepare their oral intervention showing coherence and cohesion in their communication. - Use paralanguage and non-verbal communication in their interventions.

Lesson 3

Learning objectives	Learning outcomes	Evidence for Assessment
- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community.	Teacher observation (rubric) Gymkhana registration sheet

- Correctly Locate the Autonomous Community - Select important information in a text. - Answer question related to a text. - Know the structure of a text.	- Select information from a text about what you are asked	

Outline of leading activities
- Review previous content. - Find out where we are going to travel (objects in the box). - Locate Valencia, Andalucía, País Vasco, Canarias and Navarra on the map. - Play the gymkhana (each group have a puzzle in which is hidden a message) - Stamps in Passport.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5'	Teamwork	Students answer the teacher's questions in an orderly manner, respecting the teacher's turn to speak and contributing to the group's learning.	The teacher organises a round table in the classroom where he/she asks the students if they remember what they worked on the previous day.	The voice
	5'	Teamwork	The pupils, in groups, use the objects they find in the box to discover the first destination to which we are going to travel. The scriber of each group then locates it on the class map.	The teacher acts as a learning guide, shows the objects, orders the tasks to be carried out...	Box Objects

5'	Teamwork	Students listen attentively to the teacher and ask any questions that arise.	The teacher explains the dynamics of the gymkhana, each group will have a puzzle that they will have to put together to find out the secret message. There will be a record sheet that they will have to fill in according to the information they select from the messages of the puzzles.	The voice
40'	Teamwork	Students start working on the task set by the teacher. They assemble the puzzles and fill in the record sheet. Once each group finishes its work, the puzzle rotates to the next group.	The teacher acts as a learning guide, resolving any doubts that may arise.	Puzzles Hoja de registro
5'	Individually	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Stamps passport	Stamps. Passport

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
- Understand that every place has a different tradition or costume. - Work cooperatively with team values - Active participation in class. - Assume roles of teamwork.	- Select relevant information according to what is demanded of you. - Work as a group, getting to know their functions and roles within the group.	- Knowing the structure of a text - Select relevant information from a text - Produce sentences with a minimum of meaning in English.

- Correctly Locate the Autonomous Community		

Lesson 4

Learning objectives	Learning outcomes	Evidence for Assessment
- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community - Select relevant and accurate information according to what they demand from a text.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community. - Learn about the ingredients and origins of two typical desserts.	Booklet Teacher observation (rubric)
Outline of leading activities		

- Review previous contents.
- Find out where we are going to travel (objects in the box).
- Locate Cantabria and Islas Baleares on the map.

		- Brain storming about breakfasts. - Investigation: "sobao" and "ensaimada".		
Timing	Grouping	Pupils	Teacher	Resources
5'	Teamwork	Students answer the teacher's questions in an orderly manner, respecting the teacher's turn to speak and contributing to the group's learning.	The teacher organises a round table in the classroom where he/she asks the students if they remember what they worked on the previous day.	The voice
5'	Teamwork	The pupils, in groups, use the objects they find in the box to discover the first destination to which we are going to travel. The scriber of each group then locates it on the class map	The teacher acts as a learning guide, shows the objects, orders the tasks to be carried out...	Objects Box
15'	Teamwork	Students brainstorm about what they eat for breakfast at home every day. Students speak one at a time, taking turns to speak.	The teacher acts as a guide, takes turns to speak, manages the class	Blackboard
20'	Teamwork	Students carry out autonomous research on the ingredients of each typical dessert of the Autonomous Communities.	The teacher acts as a learning support, resolves doubts...	Books
5'	Individually	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Stamp passport	Stamps Passport

Classroom Management (vertical label in leftmost column)

| 20' | Big group | They learn about the elements of a Mediterranean breakfast, what is healthy and what is not. Afterwards, we had a joint lunch where we enjoyed a full Mediterranean breakfast. | The teacher acts as a guide, takes turns to speak, manages the class | Orange juice, fruit, bread…

 Booklet |

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
- Understand that every place has a different tradition or costume. - Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Correctly Locate the Autonomous Community - Determine the elements of a Mediterranean breakfast.	- Use English terms to refer to elements of breakfast: bread, orange juice, etc. - Conduct independent research, selecting reliable sources of information.	- Select information from reliable sources and draw their own conclusions. - Use terms related to breakfast in the context of everyday life.

Lesson 5

Learning objectives	Learning outcomes	Evidence for Assessment

- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community - Know the traditions and customs behind a celebration. - Synthesise information in a given format.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community - Know the legend of Sant Jordi. - Know the origin of our first book: "El Quijote". - Make a display as a final product of the lesson.	Display Teacher observation (rubric)

Outline of leading activities

- Review contents.
- Find out where we are going to travel (objects in the box).
- Locate Cataluña and Castilla la Mancha on the map.
- Know the legend of Sant Jordi.
- Know the origin of our first book: "El Quijote".
- Display with our favourite book.
- Stamps in passport.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom	5'	Big group	Students answer the teacher's questions in an orderly manner, respecting the teacher's turn to speak and contributing to the group's learning.	The teacher organises a round table in the classroom where he/she asks the students if they remember what they worked on the previous day.	The voice

5'	Teamwork	The pupils, in groups, use the objects they find in the box to discover the first destination to which we are going to travel. The scriber of each group then locates it on the class map	The teacher acts as a learning guide, shows the objects, orders the tasks to be carried out...	Box Objects
10'	Big group	The children will watch a video on the PDI in the classroom, which will tell us the legend of Saint George. Thanks to this video, they will learn why a rose is given as a present on 23 April.	The teacher controls the class, keeps the pupils quiet, maintains attention...	Internet Access PDI Video: Legend of Sant Jordi https://www.youtube.com/watch?v=9xzLTxhY_dI
5'	Big group	The children will brainstorm about Don Quixote, what do they know, what do they know, what would they like to know?	The teacher acts as a guide in the brainstorming, controls speaking turns, responds to what they would like to know...	Blackboard
40'	Individually	To celebrate Book Day, each child uses a template to describe their favourite book: characters, drawing of the plot....	The teacher helps them with English vocabulary and solves doubts.	Display Photocopies Sheet of paper Crayons…

		Once finished, we create a display where our favourite books will be exhibited in the corridor as a recommendation to the whole school.		
5'	Individually	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Stamp passport	Stamps Passport

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
- Understand that every place has a different tradition or costume. - Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Correctly Locate the Autonomous Community - Create a display reflecting something they like. - Understand something about the story (thanks to pictures, some vocabulary…)	- Summarise and synthesise the story they have heard using the English language and demonstrating coherence and cohesion. - Describe their favourite book using key words in English.	- Produce complex descriptions using the English language, making use of prior learning from other units. - Understand the story fully, developing their listening skills.

Lesson 6

Learning objectives	Learning outcomes	Evidence for Assessment
- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community - Retrace previous learning - Translating learning into interactive games. Developing digital competence.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community. - Carry out interactive games on the PDI that capture learning.	Teacher observation (rubric) Games in PDI. Booklet

Outline of leading activities
- Review contents. - Find out where we are going to travel (objects in the box). - Locate Castile and Leon on the map. - *"Folio giratorio"* what we know about Castile and Leon? - Colour the map of Castile and Leon with the name of the provinces. - Games in PDI. - Stamps in passport

↺ Timing	Grouping	Pupils	Teacher	Resources

5'	Big group	Students answer the teacher's questions in an orderly manner, respecting the teacher's turn to speak and contributing to the group's learning.	The teacher organises a round table in the classroom where he/she asks the students if they remember what they worked on the previous day.	The voice
5'	Teamwork	The pupils, in groups, use the objects they find in the box to discover the first destination to which we are going to travel. The scriber of each group then locates it on the class map	The teacher acts as a learning guide, shows the objects, orders the tasks to be carried out...	Box Objects
5'	Big group	The children listen attentively, even though it is a recurrent technique in the classroom and they already know how it works.	The teacher explains to the students the technique we will use in the next activity. We are going to check what we already know about the provinces of Castilla y León.	Blackboard The voice
5'	Teamwork	The children begin to work with the technique of rotating sheets of paper, which consists of each member of the group writing down the provinces they know in their own autonomous community.	The teacher controls the time, and once the time is up, a tally is taken and a winning team is chosen.	Sheet of paper Pencil Timer

10'	Individual yy	Students complete the map of Castilla y León with its provinces. When they have finished, they have 1 minute to look at the map, because when the teacher says so, they have to put it away.	The teacher acts as a learning guide.	Photocopie
30'	Teamwork	Students play interactive games on the blackboard in groups to reinforce the content.	The teacher acts as a learning guide.	PDI Internet Access
5'	Individually	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Stamps passport	Stamps Passport

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
- Understand that every place has a different tradition or costume. - Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Correctly Locate the Autonomous Community - Get to know some of the provinces of Castilla y León.	-Knows and correctly locates the provinces of Castilla y León. Demonstrates a fairly well-developed digital competence and knows how to use the Internet. - Is able to reach agreement with his/her group and make joint decisions.	- Knows and locates perfectly the provinces of Castilla y León, demonstrating spatial orientation on the map. - Uses English to communicate with classmates.

Lesson 7

Learning objectives	Learning outcomes	Evidence for Assessment
- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community. - Select important information in a text. - Answer question related to a text. - Know the structure of a text.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community. - Select information from a text about what you are asked.	Teacher observation (rubric) Gymkhana registration sheet Booklet

Outline of leading activities
- Review contents. - Our city: Palencia. Brain storming about what we know. - Play gymkhana (each station represents one important thing of our city)

☽ Timing	Grouping	Pupils	Teacher	Resources

2'	Big group	Students answer the teacher's questions in an orderly manner, respecting the teacher's turn to speak and contributing to the group's learning.	The teacher organises a round table in the classroom where he/she asks the students if they remember what they worked on the previous day.	The voice
2'	Teamwork	The pupils, in groups, use the objects they find in the box to discover the first destination to which we are going to travel. The scriber of each group then locates it on the class map	The teacher acts as a learning guide, shows the objects, orders the tasks to be carried out...	Box Objects
5'	Big group	The students carry out a brainstorming session in which they tell each other what they know about Palencia: our city and our surroundings (monuments, parks, gastronomy...).	The teacher acts as a learning guide.	Blackboard
50'	Teamwork	The pupils go out to the playground to enjoy the gymkhana, there are 5 stations. At each station there is a test related to a typical icon of Palencia.	The teacher acts as a learning support, helps them, monitors the class, manages the time...	Material for gymkhana Timer
5'	Individually	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Stamps passport	Stamps Passport

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
- Understand that each place has a different tradition or costume. - Work cooperatively with team values. - Participate actively in class. - Assume teamwork roles. - Locate the city of Palencia correctly. - Knows how to describe his/her immediate surroundings. - Knows the city to a large extent.	- Knows the city to a large extent and has the ability to recommend it. - Performs metacognitive activation activities where he/she demonstrates high competence development. - Is able to understand instructions in English and carry out the activities without asking for help.	- Is aware of the relationship between Autonomous Community and Province, and shows Palencia and Castilla y León as examples. - Carries out metacognitive activation activities in which he/she demonstrates a high level of competence development.

Lesson 8

Learning objectives	Learning outcomes	Evidence for Assessment

- Work cooperatively with team values - Active participation in class. - Assume roles of teamwork. - Understand that every place has a different tradition or costume. - Correctly Locate the Autonomous Community. - Synthesise information in a given format (poster board). - Develop communication skills by presenting information to an audience.	- Work as a group, getting to know their functions and roles within the group. - Understand that traditions are important and why. - Correctly place the Autonomous Community - Select relevant information from their immediate environment. - Present their final product to their peers.	Teacher observation (rubric) Oral exhibition to colleges Cardboards (display)

Outline of leading activities
- Review contents. - Our city: Palencia. Brain storming about what we know. - Cardboard presenting Palencia. - Exposition to other classmates about the project

	Timing	Grouping	Pupils	Teacher	Resources
Classroom	5'	Big group	Students answer the teacher's questions in an orderly manner, respecting the teacher's turn to speak and contributing to the group's learning.	The teacher organises a round table in the classroom where he/she asks the students if they remember what they worked on the previous day.	The voice

5'	Teamwork	The pupils, in groups, use the objects they find in the box to discover the first destination to which we are going to travel. The scriber of each group then locates it on the class map	The teacher acts as a learning guide, shows the objects, orders the tasks to be carried out…	Box Objects
50'	Teamwork	The pupils begin to reflect on the conclusions they reached the previous day with the brainstorming session about their city. To do this, they have a poster board where they reflect everything they know about Palencia.	The teacher acts as a learning guide, resolves doubts, helps with key words in English…	Cardboards
15'	Teamwork	Once the posters are finished, the students will go to the class of our 4th grade classmates (who are working on the same contents) and tell them everything we have worked on in the project and what they know about their own city.	The teacher acts as a learning guide, resolves doubts, helps with key words in English…	Cardboards
5'	Individually	Stamps passport. Every student writes the name of the Autonomous Community in the space for it	Stamps passport	Stamps Passport

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
- Understand that each place has a different tradition or costume.	-Synthesise the whole teaching-learning process in order to communicate it to an audience.	- Produce a final product that summarises a learning process.
- Work cooperatively with team values.	-Respect for the ideas and conclusions of their peers.	-Demonstrate excellent communication skills in the foreign language, defending oneself in the face of possible doubts from an audience.
- Participate actively in class.	-Order information in a coherent way.	-Show self-confidence when facing an audience.
- Assume teamwork roles.		
- Locate the city of Palencia correctly.		
- Knows how to describe his/her immediate surroundings.		
- Knows the city to a large extent.		
- Uses the English language in his/her interventions		