



**FACULTAD DE EDUCACIÓN DE PALENCIA
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**HOW TO TEACH ENGLISH OUTDOORS:
A COMPARISON BETWEEN NORWAY AND
SPAIN**

**CÓMO ENSEÑAR INGLÉS AL AIRE LIBRE: UNA
COMPARATIVA ENTRE NORUEGA Y ESPAÑA**

**TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA,
MENCIÓN LENGUA EXTRANJERA INGLÉS**

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ABSTRACT

Recent studies confirm the importance of providing the future generations with an education based on the development of their autonomy and more focused in the environment that surrounds them, leaving on the side the technological era we all live in. Following the Norwegian *friluftsliv* concept, also known as the “Norwegian love for the outdoors”, outdoor education and experiential learning provide a way of teaching English as a second language that is not common in Spain, and which could provide benefits in the physical and mental health of our students. For this reason, the main goal of this dissertation is to compare the Norwegian education system and the Spanish one, focusing on the English as a Foreign Language in primary schools, as well as providing a proposal for teaching English in outdoor environments. To elaborate this dissertation, a bibliographical research has been done to investigate about methodologies focused on experiential learning, outdoor education or *friluftsliv*, as well as legal sources as the Norwegian Education Act or the Spanish *LOMLOE*. Moreover, I have conducted interviews to English teachers in Spain and Norway, and Norwegian professors of a *Natursenter* for obtaining a deeper understanding of the benefits and drawbacks of the Spanish and Norwegian education. Lastly, I have considered my personal reflections as a practice teacher and as a student in an outdoor school. In brief, this project provides a proposal that can be used to promote the learning of a second language in a natural setting, but which could be applied in a Spanish school.

KEYWORDS: outdoor education, *friluftsliv*, experiential learning, proposal, LOMLOE, Education Act, English as a Foreign Language, primary education, curriculum.

RESUMEN

Estudios recientes confirman la importancia de proveer a las futuras generaciones con una educación basada en el desarrollo de su autonomía y más centrada en el ambiente que les rodea, dejando de lado la era tecnológica en la que vivimos. Siguiendo el concepto noruego de *friluftsliv*, también conocido como “El amor de los noruegos por la naturaleza”, la Educación al aire libre y el aprendizaje experiencial proponen una forma diferente de enseñar inglés como segunda lengua, que no es común en España y que puede aportar beneficios en la salud física y mental de nuestros estudiantes. Por esta razón, el principal objetivo de este Trabajo de Fin de Grado es comparar el sistema educativo noruego y el español, centrándonos en la asignatura de inglés como Lengua Extranjera, al presentar una propuesta para enseñar inglés al aire libre.

Para elaborar este trabajo, se ha realizado una búsqueda bibliográfica con el objetivo de investigar sobre metodologías que se centran en el aprendizaje experiencial, la educación al aire libre y el *friluftsliv*, a la vez que investigaba fuentes legales sobre el *Education Act* noruego o la LOMLOE española. Además, he realizado entrevistas a profesores de inglés en España y en Noruega y a profesores noruegos de un *Natursenter* (colegio al aire libre), con el objetivo de obtener un conocimiento más profundo de los beneficios y los inconvenientes de la educación noruega y española.

Por último, he tenido en cuenta mis experiencias personales como profesora de prácticas y como estudiante en un colegio al aire libre. En resumen, este proyecto plantea una propuesta que puede ser usada para promover el aprendizaje de una segunda lengua en un medio natural, para su aplicación en un colegio español.

PALABRAS CLAVE: educación al aire libre, *friluftsliv*, aprendizaje experiencial, propuesta de unidad, LOMLOE, *Education Act*, inglés como Lengua Extranjera, Educación Primaria, curriculum.

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1. INTRODUCTION

When I travelled to Norway five years ago, I was impressed by how it was possible that a three-year-old child was able to go alone in a public bus towards the city centre and maintain a perfect conversation with a foreigner in English. This made me realize that the importance parents give to EFL since an early age could be the reason why mostly everyone speaks good English.

It is not necessary to say that EFL in Spain is not well taught. In my personal experience, the EFL subjects in Spain focus more on grammar rules and memorization skills than on communicative skills. However, in Norway children since an early age speak perfect English. But which is the reason of this to happen? According to Norwell (2022) this is because English has been taught in school since the 1960's. This implies that mostly everyone can speak and understand English. Moreover, the consumption of the media is also in English, as Norway is known for not dubbing international films. Norwegian children, due to this factor, arrive to school with a wide English vocabulary and they are able to speak it almost perfectly. It is only the job of the teachers to provide the necessary tools to communicate in a proper way in English.

When I started the degree, I saw that there was the possibility of going to Norway as an Erasmus student and, since the first moment, I knew that I would take the chance. My Erasmus began and I was able to experience a subject called *Outdoor Education*. During those months, I was able to learn about the benefits of experiential learning, of not spending time inside a classroom and about the importance of life skills for a happy life. Moreover, I was able to experience one type of school that is not typical in Spain. The school could be defined as a forest school where students went to learn about the world, from how a rock can explain us how the world has changed to how to sleep in the snow if you cannot go back home. Furthermore, I had the possibility to see different schools in different settings, from a big school in the city to a school with ten students that were together in the same class and had to walk 30 minutes to arrive at the school. These opportunities made me realize that the Spanish system was very different from the Norwegian one.

However, I was left wanting to know how EFL was taught. For this reason, I decided to come back during my Practicum II and observe first-hand how this subject is developed. I had the opportunity to be in Years 3, 4, 5 and 6 so I could experience numerous teaching methods used in the school. But there was one that caught my eye. In collaboration with

the forest school and my internship school, we thought about how EFL could be taught in an outdoor environment, acquiring of course the main concepts of English but without forgetting transversal subjects like Maths, Music, Arts and Crafts, Natural Sciences, Social Sciences...

This way of teaching English caught my eye from the start because it mixed movement, experiential learning, trips, little time inside the classroom, spending time outdoor... Everything I would have liked to have when I was a student. I knew that this would be beneficial for my personal development as a teacher, as I strongly believe in the opportunities of English to not be taught only as grammar and irregular verbs; so, I decided that that would be the topic of my project.

I started working and I noticed that even if schools in Spain are not always close to lakes, forest, or the sea, those proposals were not unreasonable and could actually be implemented in the Spanish curriculum. With a project like this it would be possible to work with interdisciplinary topics, plan and design an “outdoor proposal,” teach about civic values, equity, sustainable lifestyle, innovation, technology... And most importantly:

Comprender la función, las posibilidades y los límites de la educación en la sociedad actual y las competencias fundamentales que afectan a los colegios de educación primaria y a sus profesionales. Conocer modelos de mejora de la calidad con aplicación a los centros educativos. (Universidad de Valladolid, 2024, p.3)

It is important to remark that the freedom that Norwegian students have cannot be compared with the Spanish one, so that would limit the possibilities of application. For example, children in Norway walk alone, ride a bike or take the bus without the need of being accompanied by an adult whereas in Spain children until the age of 12 years old cannot walk alone from school without supervision by law. Another example is that teachers in Norway can take their students on a trip whenever they want without warning the parents whereas in Spain, if you want to take your students on a trip, you need a signed document by the parents.

However, before doing all of that, I should study the possibilities the Spanish curriculum has for accepting a proposal like that, as well as the principles that rule the Norwegian curriculum.

2. AIMS

In this dissertation, I will analyse the curriculums of both countries, providing an easy image of the advantages and disadvantages of the education in each country. I will make a special focus on English as a Foreign Language (henceforth, EFL), to be able to select the aspects we consider useful from our education system and take those ones that we might have find pedagogical or innovative from the Norwegian one.

The aims of this dissertation can be divided into two main groups. Firstly, we have the general aims which are the main premises of the project:

- To compare and analyse the curriculum of the EFL subject in the Spanish *LOMLOE* and the Norwegian *Overordnet del av læreplanverket* (Education Act).
- To understand the importance of Outdoor Education for the personal development of the students by using experiential learning as a way of obtaining knowledge.
- To create a proposal that could use an outdoor environment for the teaching of the EFL in a Spanish school.

On the other hand, we have the specific aims that we should achieve to fulfil the general ones. These are the following ones:

- To compare *LOMLOE* with *Overordnet del av læreplanverket* in general terms.
- To assess the Spanish curriculum in EFL.
- To analyse the Norwegian curriculum in the EFL subject.
- To understand why *friluftsliv* is a way of living for Norwegian citizenships, that is part of the daily school life of the students.
- To promote the use of experiential learning for Spanish students.
- To discover the benefits of outdoor education in the acquiring of knowledge by the students.
- To analyse how the experiential learning can be applied in outdoor places.

3. THEORETICAL FRAMEWORK AND BACKGROUND INFORMATION

In Norway and in Spain, children must be schooled for 10 years throughout their lives during primary and middle school. Analysing the primary education stage, we notice that in Spain children go to primary school between Year 1 and Year 6, whereas in Norway, students attend primary education between Year 1 and Year 7. The types of schools where students are schooled are also different. In Spain there are three main types: public schools (free for the families and subsidized in full by the government), "concertado" schools (paid by the government and the families) and private schools (paid by the families). In Norway, there are only two types, public and private schools. These last ones can follow Montessori or Waldorf pedagogy, be international or *Det Evangelisk-lutherske kirkesamfunn* (DELK, which follow protestant principles).

3.1. HISTORICAL OVERVIEW OF SPANISH AND NORWEGIAN EDUCATION LAWS

Spain and Norway have experienced different conflicts that affected the way their education system works. We should begin this dissertation by analysing the different laws the education has gone through and the reasons for its changes.

In Spain, there has been a new curriculum for each education law that was approved. However, in Norway, since the Education Act of 1998, the law has remained the same and what has changed is the curriculum, which has been adapted to the new requirements demanded by the society. These new curriculums have changed two times but they fully respect what the law states. Furthermore, the reasons why these changes occurred are also different.

Political parties in Spain have been accused of changing the educative law according to their political principles. According to Javier M. Valle, "*el problema no es tanto la sucesión de leyes como la falta de acuerdo y que no haya un pacto de Estado entre los dos grandes partidos*" (2023, n.p.) This could be the reason Spain has had so many different political reforms throughout the years. In Norway, on the contrary, the education is not ruled by the government. Many years ago, politicians of all parties established the principles they wanted their educative law to have, and those are the principles that are still current.

The following table gives an overview of the different education laws and curriculums each country has had throughout the years:



 NORWAY		 SPAIN	
1974	Mønsterplanen 1974	1812	Ley Moyano (Ley Reguladora de la Enseñanza)
1987	Mønsterplanen 1987	1970	Ley General de Educación (LGE)
1996	Læreplanen 1996	1985	Ley Orgánica Reguladora del Derecho a la Educación (LODE)
1998	Lov om grunnskolen og den vidaregåande opplæringa (The Education Act) established different curriculums: <ul style="list-style-type: none"> • Kunnskapsløftet 2006 • Kunnskapsløftet 2020 	1990	Ley Orgánica de Ordenación General del Sistema Educativo de España (LOGSE)
		1995	Ley Orgánica de la Participación, la Evaluación y el Gobierno de los Centros Docentes (LOPEG)
		2006	Ley Orgánica de Educación (LOE)
		2013	Ley Orgánica de Mejora de la Calidad Educativa (LOMCE)
		2020	Ley Orgánica de Modificación de la Ley Orgánica de Educación (LOMLOE)

Table 1: **Education laws overview.** *Own work.*

Norwegian education evolved from a school based on Protestantism to a school based on the principles of Christianity shared with other religions; this implies that in schools, children should learn about Buddhism, Catholicism, Islam... but taking into account that all of these religions shared some of the main values of Christianity. During these years, Norwegian schools have been working with independent work, critical attitude, individual opinions, questioning of facts, development of imagination, creativity and sensitivity, scientific knowledge, critical thinking, tasks for the future, good inclusive learning environment and basic skills. In the last law, they also included traditions, respect for nature, national cultural heritage, cultural diversity, democracy, equality, scientific thinking and environmental awareness.

Education in Spain has evolved from a school based on the Christian faith, where girls were not schooled, to an education focused on civic and ethical values. To arrive to this point education has suffered changes such as the removal of the sewing workshops for girls, the creation of the first *concertados* schools, the focus on dialogue for a good class environment, the importance of pedagogical concepts (integration, special needs, active methodologies), innovation and quality of education. That is the reason why Human Rights and Citizenship subjects have been gaining importance during the last years. In summary, schools in Spain removed the daily tasks in the house and focus on the creation of a good education focused on inclusion and educative quality.

Moreover, in Spain other changes occurred during those years. Adaptation to students with special needs was something that started to appear in the schools and the influence of the political reforms made teachers use active methodologies in their classes. With these reforms, changes in the assessment were also produced. In Spain the exams were an important part of the education and it was the way to discover if the students were learning the concepts they should acquire or not.

As we have seen, the evolution of both countries has been quite different in a way. In Spanish schools, Religion is eligible as a subject but it is not compulsory for all the students whereas Norway, instead of eliminating the religious values of its curriculum, has broadened their values for including all the religions. Moreover, the objectives to achieve in each country are different too. In Norway, they have always been focusing on respecting the others and the values the country has, as well as in doing useful activities for the future. Oppositely, Spain focused more on concepts and knowledge, and it was not until the *LOMCE* of 2013 when these values are principles were considered. However, nowadays both countries work with the same objectives, such as providing quality of education, critical thinking or using innovative methodologies. The only difference has been that Norway started with these principles early on whereas in Spain these principles are quite recent.

In Spain, the contents as established by each education were also different. At the beginning they were called *contenidos conceptuales, procedimentales y actitudinales*. Later on, more focus was given to *contenidos actitudinales y transversales*. During the LOGSE, the name changed again to *capacidades*, which changed to *competencias* during the LOPEG. In the LOE they were called *competencias básicas* and more focus was given to technology and plurilingualism. In the last education law, LOMLOE, *saberes básicos*

were included, and competences were classified as *competencias clave* for all the educative stages and *competencias específicas* for each individual subject. In Norway, there are no contents and competences that have changed during the years, they have always been the same.

3.2. CURRENT EDUCATION LAWS IN SPAIN AND NORWAY: SIMILARITIES AND DIFFERENCES

Having completed the journey through the educational laws, it is important that we focus now on the current laws in each country. When doing this dissertation, I was intrigued by how it was possible that *Kunnskapsløftet 2020*, a really short document with 23 pages (plus approximately 6 pages for the curriculum of each subject), could legislate the entire education of a country, whereas the *DECRETO 38/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación primaria en la Comunidad de Castilla y León*, needed to extend their document up to 535 pages. Guided by this thought, I started researching about the similarities and differences between both curriculums.

The Spanish curriculum consists of one general document that legislates all of Spain and 19 different documents, one for each region/autonomous city, that articulate the principles of the general law and which teachers must follow; whereas the Norwegian one is made of three different documents that are applied in all the communes in Norway and that are adapted by the teacher of the classroom to answer the needs of their students. The documents that the Norwegian curriculum includes, according to the Ministry of Education and Research (2023), are the curriculum for individual subjects (this implies there is one curriculum for each subject), the principles and guidelines for primary and lower secondary education and the core curriculum for primary and lower secondary, upper secondary and adult education. Most of the principles that define these documents also appear in the Spanish curriculum, even though they do not have the same names. However, the Norwegian curriculum also includes middle school (the equivalent to ESO in Spain), whereas Spain has different curriculums for primary and secondary education (LOMLOE, 2020, p. 48318; Utdannings-direktoratet, 2020, p.1).

Both curriculums underline the importance of primary education in later education and training, helping students become citizens prepared for a working life. Moreover, both texts focus on the attention to the students with special needs. As usual, the Spanish law gives more specific details about how this should be implemented than its Norwegian

counterpart, which only mentions the different instruction in special-needs education (LOMLOE, 2020, p. 48318; Utdannings-direktoratet, 2020, p.2).

Furthermore, both curriculums focus on developing the identity and culture of each state. In Spain, co-official languages like *Catalan*, *Galician* or *Euskera* are defined as part of the heritage and, consequently, must be respected in schools. The Norwegian curriculum fights for the rights of the Sami people and their languages. (LOMLOE, 2020, p. 48318; Utdannings-direktoratet, 2020, p.2) According to Nord Norge (2021), the Sami people are Indigenous Tribes that live in the highest regions of Northern Norway (Finnmark) and who speak a variety of nine different Sami languages, which need to be protected. In both countries, discovering the culture of the territory is a key factor that the schools must work with.

Focusing now on the Norwegian curriculum, we can observe six different **Core Values** which are: human dignity; critical thinking and ethical awareness; joy of creating, engagement and the urge to explore (transform the ideas into practical actions); democracy and participation; respect for nature and environmental awareness; and identity and cultural diversity (religion, skin colour, appearance or sexual preferences). (Utdannings-direktoratet, 2020, p. 4-9).

Even though the Spanish curriculum does not have a section in which these core values are stated, it also works respecting the diversity of all the students and the human dignity. Moreover, in this last Spanish curriculum the respect for the environment and green practices appears transversally in all the topics.

This curriculum continues with the **Principles for education and all-round development** whose objective is to provide students with the necessary tools to develop their skills and abilities. These principles are social learning and development; competence in the subjects (understanding facts and theories, reflection and critical thinking); basic skills which are reading, writing, numeracy, oral skills and digital skills; learning to learn and interdisciplinary topics (health and life skills, democracy and citizenship and sustainable development (Utdannings-direktoratet, 2020, p.11-17).

These principles could be compared with the key competences in the Spanish curriculum (LOMLOE, 2020, p. 48324):

- a) *Competencia en comunicación lingüística.*
- b) *Competencia plurilingüe.*
- c) *Competencia matemática y competencia en ciencia, tecnología e ingeniería.*

- d) *Competencia digital.*
- e) *Competencia personal, social y de aprender a aprender.*
- f) *Competencia ciudadana.*
- g) *Competencia emprendedora.*
- h) *Competencia en conciencia y expresión culturales.*

The last point in the Norwegian curriculum is **Principles for the school's practice** which focus on the children desire to learn. The principles the curriculum define are an inclusive learning environment, teaching and differentiated instruction, cooperation between home and school, on-the job training in a training establishment and working life and professional environment and school development. (Utdannings-direktoratet, 2020, p.18-22).

As these principles, we can find the pedagogical principles proposed in the Spanish curriculum: individualization, cooperation with other public administrations, equality and freedom, coordination with other educative years and a global educative process. Moreover, these principles focus on the self-esteem of the students and are supported by the Universal Design for Learning (UDL) principles. According to EducaDUA, the UDL is a "research-based curriculum design (educational objectives, methods, materials, and assessments) that enable all people to acquire knowledge, skills and motivation to learn framework."

In both countries, the competence learning to learn is used in schools. This competence includes all the interdisciplinary topics, which could be the core values in the Norwegian curriculum and the basic skills and the rest of the competences in the Spanish one, as well as providing an inclusive learning environment. Both countries accept everyone in the schools and try to provide and individualized attention for each of the students. However, if we focus on students with special needs, the way of doing this is quite different. In Spain, usually there is a teacher that comes to the classroom from time to time and help the students who need it. In Norway, these children count with an assistant for each one of them. In the school where I did my internship, they spent 4 hours with other children and their assistants in a different classroom with multiple materials and sensory rooms and the other two with their grade classmates and the assistant.

Moving to the assessment, it is important to mention that in Spain a quantitative report is provided to the parents at the end of each term, and the use of exams is very extended too. In Norway, there are two meetings with the parents per year that provide them with

information about what their children are learning and how they are overcoming the difficulties that exist in the classroom. It is quite shocking that in these meetings the pupils are present and have to provide a self-reflection on what they struggle with. In Spain, each subject has a numeric mark, but all the competences are included in it, while in Norway there is a general “mark” (not a number) for all the schoolwork. In Norway, they do not have exams in schools until Year 5 where they have the National exam which evaluates the knowledge in EFL, Maths and Natural Science. When they finish those three exams, they are free again until they start middle school. Another difference regarding the assessment is that in Spain pupils can repeat grade if it is necessary according to the teachers, or if they move from another country and do not know the language whereas in Norway the children are always with the age, no matter if they have the appropriate knowledge, because the assistant will always be with them. Moreover, the assessment in Spain is measured by *criterios de evaluación*, assessment criteria that are assigned to each subject and for each year, and even for each unit. In Norway, these criteria are very general and instead of being for each year, they are simplified in “assessment criteria after year 2, 4 and 7.” This does not imply that the rest of the years students are not assessed, teachers must take the nearest criteria for their students. For example, if they are in Year 1, they use the “after Year 2” criteria.

Lastly, in the Spanish curriculum we can observe the subjects that the students must have as well as the hours per week on this subject. On the contrary, in Norway there is one curriculum for each subject (around 6 pages long), so you cannot check for them on the general one and the hours appear per year instead of week. Both countries divide their subjects into core (in yellow) and non-core subjects. In the following table there is a comparison between the subjects in both countries:



 NORWAY	 SPAIN
Naturfag (compulsory outdoor school, cycling days and cleaning days)	Natural Sciences
Arts and crafts (compulsory ceramics, carpentry, plaster work, crafts and drawing)	Arts and crafts
Music (songs and dancing)	Music (instruments and musical vocabulary)
Norwegian	Spanish
EFL	EFL
Mathematics	Mathematics
Physical education (compulsory swimming and dancing)	Physical education
Social studies (religions, culture of the world)	Religion
	Social Sciences (facts about the world)
<i>Mat og Helse</i> (food and health, how to create a budget, cook, do the groceries, clean, maintain a healthy diet)	
	From year 5 and 6: citizenship and 2 nd foreign language if chosen by the school

Table 2: **Subjects overview.** *Own work*

3.3. ENGLISH AS A FOREIGN LANGUAGE IN SPAIN AND NORWAY

Now that we have a clearer image of how both curriculums look like and the information they contain, it is time to focus on the teaching of EFL and its possibilities in different environments.

Even though the structure in both curriculums is completely different, they mostly follow the same principles.

In both countries English is considered as an important subject that is useful for communicating with other people globally. The purpose of teaching language in schools is to help students be global citizens and allow them to communicate with others. (Utdannings-direktoratet, 2022, p.2; LOMLOE, 2020, p. 48676)

The Spanish curriculum is based on the Common European Framework of Reference for Languages (CEFRL) as a way of choosing the curricular elements that students should acquire during the period. In Norway this document is not used, as the curricular elements are proposed by the creators of the law.

The Norwegian curriculum highlights the core elements of EFL, which are **communication**, for being able to express themselves in the foreign language since the beginning; **language learning** that focuses on the grammar, syntax and vocabulary and **working with texts in English** to learn about other cultures and their own. (Utdannings-direktoratet, 2022, p.2) In Spain, these core values appear in the section of “how to contribute to the goals” and are more or less the same.

Then the Norwegian curriculum continues with the basic skills students must obtain in the whole EFL subject from year 1 to year 10. These skills are divided into **oral skills**, **writing skills**, **reading skills** and **digital skills** (Utdannings-direktoratet, 2022, p.4). In Spain, these basic skills defined the education from Year 1 to 6 and are called specific competences, which are **comprehension**, **expression**, **interaction** and **mediation**. Digital skills do not appear as a specific competence as it is an interdisciplinary topic.

The Spanish curriculum also talks about the methodology that must make the learning process “*dinámico y continuado, flexible y abierto, y debe adecuarse a las circunstancias, necesidades e intereses del alumnado*” (LOMLOE, 2020, p. 48682) by using meaningful materials and resources. It also gives importance to the grouping and the space, to be variable and involve different settings. In Norway, this is not stated in the curriculum because students have autonomy in choosing how, what and where to learn. For example,

in Spain a child cannot sit on the table or lay in the corridor for working, whereas in Norway they are allowed because children need to be comfortable when learning. This does not mean that they can choose exactly what they want to learn, teachers give them some options to work with during the day and the children are the ones who choose what topic they want to do first.

The job of the teacher is also very different. In Norway teachers have a lot of freedom in the way of teaching EFL, they can be inside the classroom or go outside, work with projects or use books, teach grammar or play games... It is the tutor of the class the one who decides. However, in Spain teachers must follow the rules of the school, as well as what is stated in the curriculum. The teacher in Norway should use different strategies and learning resources to develop the skills of the students. Students should be able to play, be active, explore, experiment, express their skills orally and in writing. (Utdannings-direktoratet, 2022, p.5-15).

Lastly, if we analyse the assessment, we can find the bigger difference. In Spain this evaluation can be self-assessment, co-assessment and assessment by the teacher. The assessment consists of a series of criteria the students must fulfil to pass the subject. In Norway, the assessment is formative and shall help to promote learning and *develop competence in the subject*. (Utdannings-direktoratet, 2022, p.5-15). The final purpose of the assessment in Spain is to provide a numeric mark to the students and their parents, whereas in Norway this assessment is only useful for the teacher so they can observe if their lessons have fulfilled the predicted goals. Moreover, these assessment criteria in Spain appear for each year whereas in Norway 2 or 3 years share the same criteria.

As this may seem confusing, I will provide an example. My proposal will be for year 5, so I will compare the contents that the Spanish students must acquire in Year 5 and those who needs to be known by Norwegian students in Year 5, 6 and 7.

In the table we can find in *Appendix 1* we can observe in one side those aspects children should acquire in Spain and in the other side the ones in Norway. Moreover, highlighted in different colours we can observe those aspects that are equal in both countries.

In that table, we have been able to observe that the Norwegian curriculum is very direct in what it wants the teacher to do with the students whereas the Spanish one is more detailed in every small aspect child should acquire. Moreover, in Norway, these contents appear all together involving all the core elements whereas the Spanish curriculum divides these contents in the three areas that students must focus on. By observing the

table, we can see that the Norwegian curriculum focuses more on the doing, on the production of texts and dialogues while the Spanish one focuses more on the strategies students can use to be able to communicate in a foreign language, but paying special attention to lexis, grammar, structure of sentences... Having experienced the English lessons as a student in Spain and as a teacher in Norway, I believe that the Norwegian system is more optimal in this aspect as it helps students work with the language for useful situations. Moreover, I consider that the grammar, the lexis, the conjugation of verbs and nouns, are parts of the language that are acquired with practice, without the need of memorize them. However, it is important to remark that English and Norwegian are Germanic languages so the structure is more similar between both of them as it is between English and Norwegian due to being Spanish a Latin language.

3.3.1. Outdoor Education and Experiential Learning

One of the most important core values of the Norwegian curriculum is respect for nature and environmental awareness. This value is also mentioned in the Spanish curriculum. That is the reason why both countries emphasize their learning practice in the sustainable development.

Sustainable development refers to protecting life on earth and providing for the needs of people who live here now without destroying the possibilities for future generations to fill their needs. Sustainable development is based on the understanding that social, economic and environmental conditions are interconnected. Our lifestyles and resource consumption have local, regional and global consequences. (Utdannings-direktoratet, 2020, p.17).

This sustainable development is the main objective of the 2030 Agenda, which “responds to the many challenges faced by the world today and into the future. It aims to integrate the social, environmental and economic dimensions of sustainable development” (DCCEeW, 2024)

In this Agenda we can include 17 Sustainable Development Goals (SDGs) that want to work with responsible choices and with environmental awareness analysing issues like environment, climate, poverty, distribution of resources, conflicts, health, equality, demographics and education all over the world.

But even though Spain also focuses on the 2030 Agenda and the SDG’s, the education curriculum does not mention the basic skill that appears in the Norwegian curriculum and that should be considered: **life skills and connection with nature**. “Life skills refer to

the ability to understand and influence factors that are important for mastering one's own life". (Utdannings-direktoratet, 2020, p. 15). It is at this point where the concept *friluftsliv* appears.

According to Dahle, "friluftsliv gives us breathing room in a busy world. Friluftsliv gives us an experience of freedom (...) Friluftsliv gives us excitement. Friluftsliv gives us dreams. Friluftsliv is a gift from the parent to the children" (2007, p. 249). This way of thinking has been part of the Norwegian idea of citizenship for many years.

Henrik Ibsen (1850) was a Norwegian playwright who introduced this concept to the Scandinavian culture, which could be defined as "outdoor life". This *friluftsliv* had no other purpose than bringing people close to nature, making them relieve stress for a happy life, working with the work-life balance that characterizes this country. This is why, in all the schools, no matter if they are public or private, *friluftsliv* is part of the curriculum. This concept appears to give an answer to the Norwegian saying "*Ut på tur aldri sur*" which means: "On an outdoor trip in nature you're never in a bad mood" (Hofman et al., 2018, p.9).

But *friluftsliv*, in fact, does not have an English translation, as it is not even a concept that is defined the same way by all of their inhabitants. It could be said that it has a definition for each person that knows the concept. In the book *Norwegian friluftsliv, a way of living in nature*, the authors said that educators should explore and use experiences that are discovered, giving participants the chance to experience relevant and meaningful situations, with the aim of learning. (Hofmann et al., 2018, p.9)

However, other authors provide a different point of view. According to Horgen (2010), students should be the ones seeking situations out and exploiting them when they occur; this is the purpose that this author assigns to *friluftsliv*. Magnussen (2013) explains that *friluftsliv* for him is to focus on the potential learning present in nature for creating deep experiences in a world which is in complete change. Lastly, Varley and Semple (2015) define *friluftsliv* as a productive approach to meaningful experiences and learning in nature.

Even though there is not a common definition for this concept, *friluftsliv* includes all the activities that happen in fresh air with a positive attitude and follow these principles:

- "experiencing nature,
- no use of technical means of transport,
- a holistic experience of nature, i.e. with all one's senses,

- no competition with others taking part in the same activity,
- living in harmony with nature, i.e. not doing nature any harm” (Haugstja, 1975, p. 8)

This *friluftsliv* has its own law that must be taught in schools. The Outdoor Recreation Act of 1957 ensures that everyone can use the land for its own pleasure, by always respecting it. It ensures that citizens can:

- Walk through cultivated or uncultivated lands on skis if there is snow or uncultivated land when there is not snow.
- Fish without license in open waters or with license in inland waters.
- Go on lakes, rivers and fjords with canoes, kayaks and rowing boats without disturbing motorized vehicles.
- Spend the night wherever maintaining 150 m from a private property.
- Ride a bicycle and ride a horse on paths and hiking trails.
- Swim in the sea and inland waters no matter if the beach belongs to a private property.

Not only is *friluftsliv* important as a way of living, but also *Allemannsretten*, the “right to roam.” This is a concept included inside the Outdoor Recreation Act and it is taught in schools since Year 6. If we analyse the curriculum of *Naturfag*, we can observe some of the competences that children should acquire and that are related to this. Considering my experience, the books that students used in my school and some informative signs that I saw when going outdoors, *Allemannsretten* implies that children should learn about how to make a bonfire, when to do it, what and when they are able to hunt, the right of crossing someone property or being able to put a tent 150 m away of a house to spend the night there, and the rules regulating dogs owners.

To continue with this way of living, Norwegian schools make use of outdoor education. Outdoor learning is an organized learning that takes place in the outdoors. This outdoor education is well connected with the experiences that students develop through their days, by working through fieldwork. It could be considered a part of the experimental and environmental education. According to Lund (2002, n.p) outdoor learning is “a method of experiential learning with the use of all senses”

Considering Manyon and Lynch’s theories (2015) about outdoor learning, the setting in where an activity is developed is “an important part in the outdoor learning of the student.” (p.15). This implies that some of the places are better for learning than others,

but they do not differ from one another; “they exist as a continuum of place-responsiveness.” In their article *The theoretical approach to outdoor learning*, they classified this outdoor learning in 3 settings:

- **Place-ambivalent**, teaching strategies take little account of the place as a contributing factor in teaching and learning.
- **Place-sensitive**, some consideration on the role that place will play in teaching and learning.
- **Place-essential**; teaching strategies -planned for a specific location and cannot be enacted if that location is unavailable. (Mannion and Lynch, 2015, p.12)

This outdoor learning is produced in different learning arenas that "allow students to go from their comfort zone to the growth zone" of Bandura. Students will make use of different learning and teaching methods using metacognition as a way of learning to learn, thinking about thinking and as a way of using ideas, resources and strategies.

But as Jordet (2011) states in his book *Uteskole*, even though the curriculum is based on learning outdoors, the outdoor learning must be linked to the indoor learning. The learners should be able to transfer their learning from one learning arena to another to obtain deep learning.

Experiential learning is the combination of outdoor learning and environmental education creates what we know as experiential learning. According to Kolb, “experiential learning can be defined as a learning process where knowledge results from the combination of grasping and transforming and experience.” (Kolb, 1981, n.p). On the other hand, Norwell says that environmental education is

a process that helps individuals, communities, and organizations learn more about the environment, and develop skills and understanding about how to address global challenges; is a key tool in expanding the constituency for the environmental movement and creating civically-engaged communities. (2022, n.p)

Experiential learning then, is the process of learning through experience, through reflection of doing. This experiential learning is useful for the students because it makes them part of real-world situations, it makes them useful citizens that are able to solve tasks they could find in their real life.

But could all of these ways of learning be linked? In Norwegian schools, outdoor education is used as a way of continuing with the *friluftsliv* tradition of the ancestors.

Moreover, when students are outside the classroom, they cannot be playing all day, they should be learning about something from their curriculum. Here is where experiential learning appears. Instead of teaching the concepts in a book, they go to the forest to learn about them, they make their own hypothesis and obtain conclusions, as well as learning about why some things are the way they are, and what are the consequences of those actions. For example, if students need to learn about geology, they can go outside, observe the different types of rocks and wonder themselves, why is this rock like this? What happened many years ago? Could it happen again? Do human activities influence in these actions? Besides working with experiential learning, students here are using the 21st century skills and the 2030 Agenda, as well as doing everything with an environmental awareness.

If in Norway, where it is cold, they are teaching like that, why is it not possible that Spain, with a more temperate climate mostly all year, cannot transfer this aspect of Norwegian education to their curriculum when the weather allows it (without risking the health of the students)? I think it is possible.

3.3.2. Outdoor Education and Experiential Learning as a way of teaching English as a Foreign Language

The concept of outdoor education has already been introduced, but the purpose of this dissertation is not only to define what outdoor education is and why it should be introduced in the schools. The main goal is that this outdoor education can be applied to the teaching of EFL.

I have not been the only one who thought about introducing EFL in outdoor settings. Schools from all over the world have been applying this type of teaching a language and have obtained good results. Covid-19, the high number of students in the class, or the war conflicts were some of the factors that made the teachers at these schools change the way the education was taking place. In the following paragraphs, I will analyse the experiences of those schools that have taught English outdoors, so we can observe the possibilities that this language has in an outdoor environment. Even though these experiences took place in very different countries, the results would not be that different from the ones we could obtain in Spain or in Norway, as outdoor education is similar in every country, it will only depend on how the teachers apply the classes considering the environmental conditions and the factors that influence their country in the moment when the outdoor education is applied.

Priest and Gass (1997) stated that:

Outdoor education follows the experiential philosophy of learning by doing. It takes place through involvement with the natural environment. In outdoor education, the emphasis for a subject of learning is placed on relationships concerning people and natural resources. Therefore, outdoor experiential learning can make actively involved in students' English." (p. 17)

That is the reason why many other authors conducted experiences to prove that EFL could be taught outside the classroom.

Harmer (2007) explained that students arrive to the classroom influenced by their circumstances and that those circumstances affect the development of the lesson. This implied, that if they were not having a good day, the chances of them speaking in English was going to be reduced because students were afraid of making mistakes. That is why teachers, in order to help their students, try to prepare those activities outdoors to help improve the confidence of their students. By speaking outside, students would not feel judged as they would not be the focus as it could happen inside a classroom.

Myhre et al (2023) conducted a studio that worked with the speaking skills. In this study there were two different groups of students, one inside the classroom and the other one outside. The students inside "were especially fearful of making grammatical mistakes or mispronouncing words and were afraid of classmates laughing" (p.9) whereas the ones outdoor explained that they were not afraid of being judged and were more motivated to the learning, as the classes were not boring.

Setyarini et al (2020) conducted another study to make students improve their writing English skills but outdoors. In this experiment, a group of seventh graders were asked to write a description of an object inside the classroom and then to describe an object they were seeing but outside the classroom, in the playground. The author was able to observe that this second description had many more details than the first one, as students were focusing more on what they were able to see. However, she was not satisfied with the results and gave the students a third task, which consisted of doing the same but outside the fences of the school. It was in this moment when she noticed that mostly all the students were doing the tasks better. The reason of this was that "students were happy when joining the learning activity because she was being able to adapt to the environment" which allowed students to gain more vocabulary. This leads us to the words of Halliwell (1992) who stated that pupils learn better indirectly than directly.

Haneen Aldadah (2021) conducted another study in Gaza about the same topic as before, teaching English in an Outdoor Environment. This study is important as its main objective was to work with all of the areas of the English language (writing, speaking, listening and reading) in an outdoor setting. Even though, according to the author, half of the teachers in this country were not keen on trying English outdoors, the rest were quite motivated with it, as they saw the benefits of having a big space and conducted different activities such as role playing, games, writing the sounds, brainstorming, songs, treasure hunts... As we have been able to observe, there are different studies that have shown the positive results of applying an outdoor environment to the EFL.

3.3.3 Methodology

Now that we already know what teaching a subject outdoors involves it is important to discover if teachers will be able to do it. For this reason, I have created a survey and an interview that will help me with the development of my proposal.

After doing my research in the subject, the next thing I did was to write the questions that I thought could be useful for obtaining results, so that is what I will explain in the following pages.

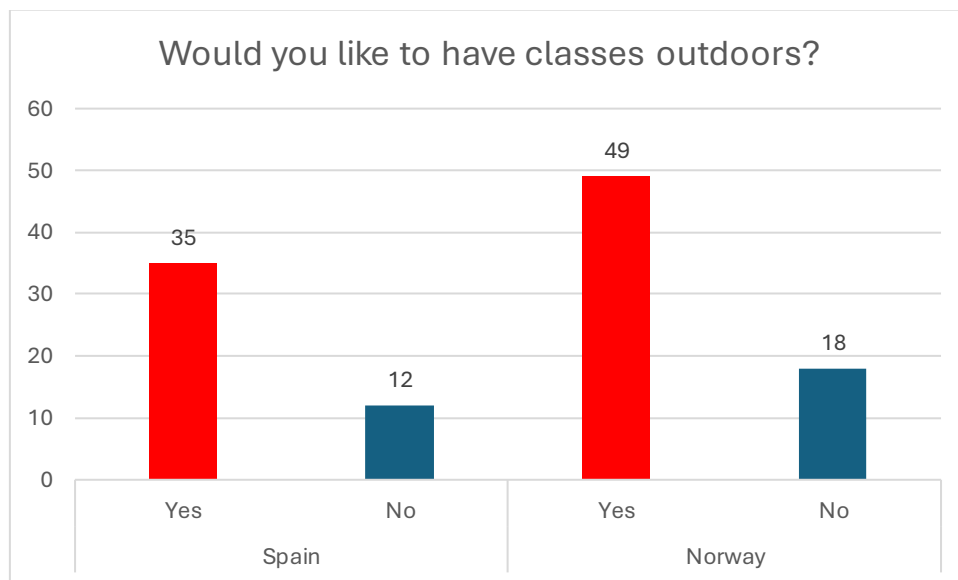
I consider important not only to hear the voice of the teachers but also the voice of the students. This made me conduct two surveys, one for adults and one for children. These surveys were conducted in both countries, Spain and Norway, as I wanted to observe the difference between one country that does not have outdoor education as a viable option and another country that has outdoor school on a daily basis.

The first survey I will analyse is the one I conducted for the students. They answered a total of ten questions. Of these questions, the first three ones were used for obtaining statistical data of the surveyed.. The questions they answered were the following:

1. What country do you live in?
2. What year are you in?
3. Are you a girl or a boy?
4. Would you like to have classes outdoors?
5. What option is more useful?
6. What option is easier for you?
7. What option is easier for your teachers?

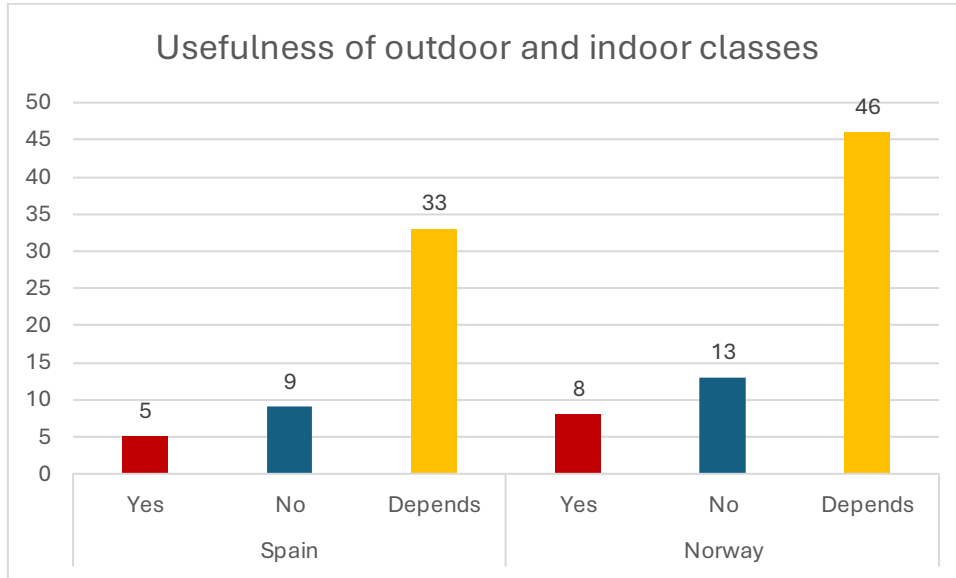
8. Where can you learn the most?
9. What is the best option for learning English?
10. What do you like the most?

This survey was answered by a total of 114 students of whom 47 of them lived in Spain, so the rest, 67 lived in Norway. Of these students there were 29 girls and 18 boys from Spain and 36 girls and 31 boys who come from Norway. These students were also in different school years, from Year 1 to Year 7. Now that the demographic data has been described it is important to focus on the questions that are useful for the study.



Graphic 1. **Question 4.** *Own work*

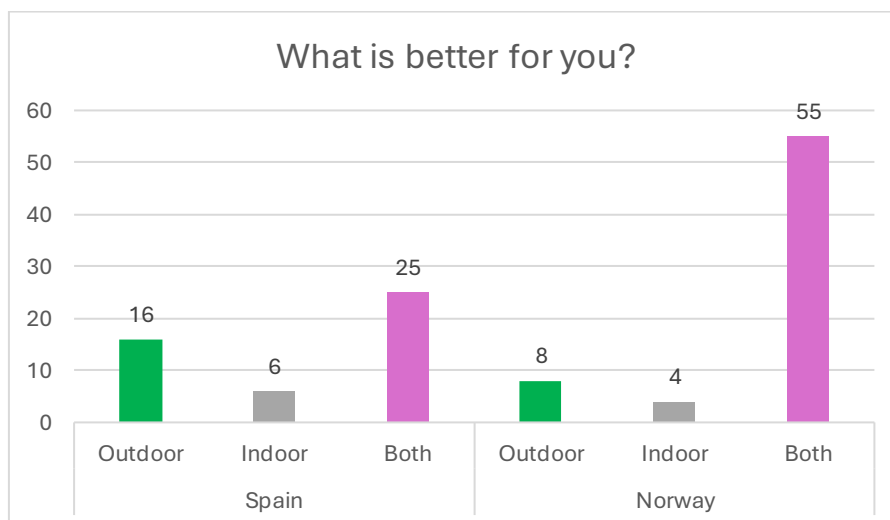
If we take the question “would you like to have classes outdoors?” we can observe that most of them say yes. 35 Spanish students and 49 Norwegians chose the possibility to have classes outdoors. In both countries 6th and 7th graders majoritarily chose no, with 10 students out of 14 saying that. Of those students that said yes, 3 were from Spain and the other one from Norway, being the four of them boys. This could imply that, in Spain, they prefer to be cozy in the classroom with access to technology while in Norway the reason is mostly being inside so they can wear “cool outfits”, in words of the students, and not outdoor gear.



Graphic 2. **Question 5.** *Own work*

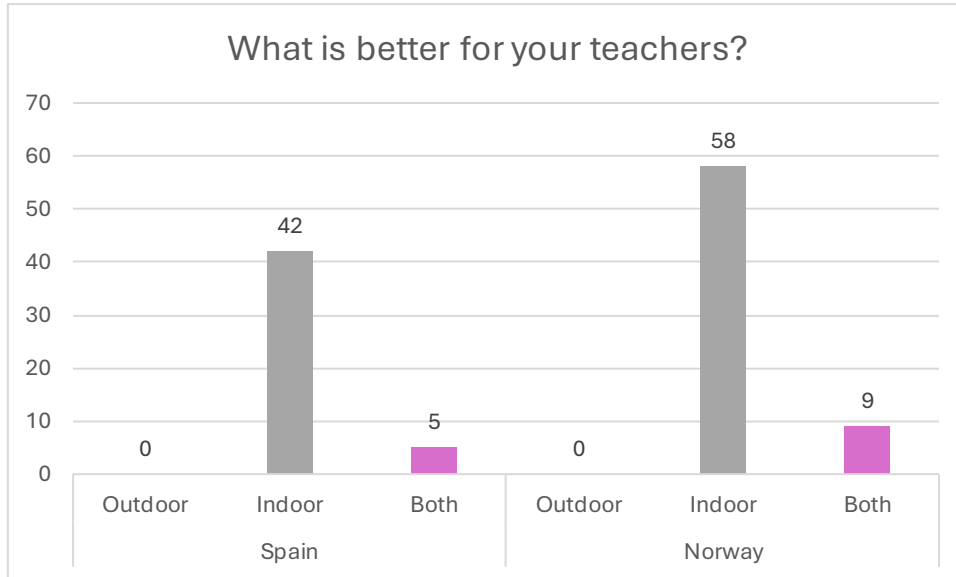
The next question focused on the usefulness of outdoor or indoor classes. At this point, only a few students, 5 from Spain and 8 from Norway said yes and 9 Spanish and 13 Norwegians chose no. The reason could be that they considered that some of the topics are better taught indoors while others are more suited to the outdoors, and most of them decided to go for a “depends” answer. Asking my students, the reason I could obtain was that depending on the subject, it was better to be indoors or outdoors.

The next couple of questions were about which type of education was better for the teachers and for the students. The purpose with this question was not only to think about themselves but also about the teachers. For this reason, we can observe a wide difference between both questions.



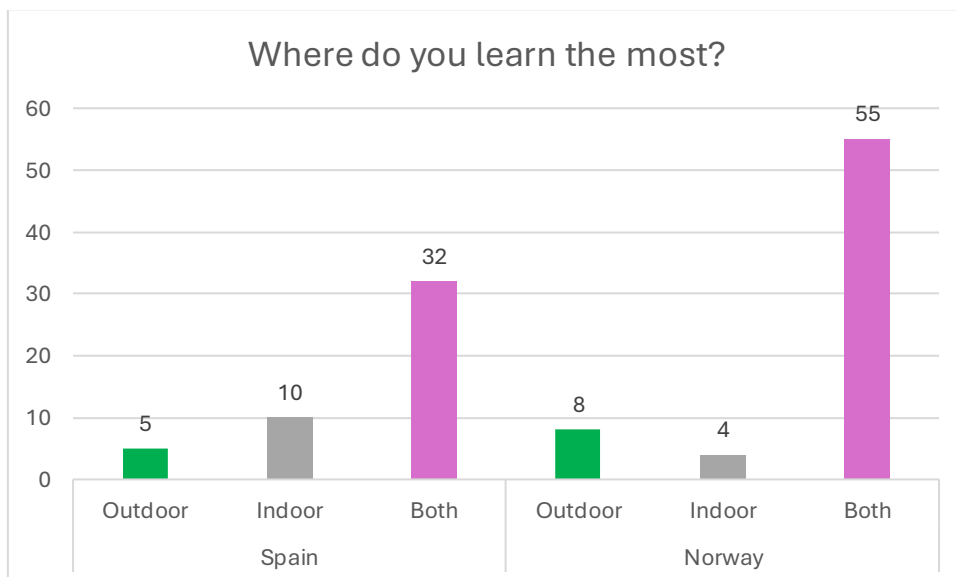
Graphic 3. **Question 6.** *Own work*

In the one concerning the students themselves, we can observe that the majority has chosen both. It is surprising that Norwegian students, who are used to be outdoors have chosen both types of education as they have experience learning in both arenas, which means that they could guess which subjects are easy for them inside or outside the classroom.



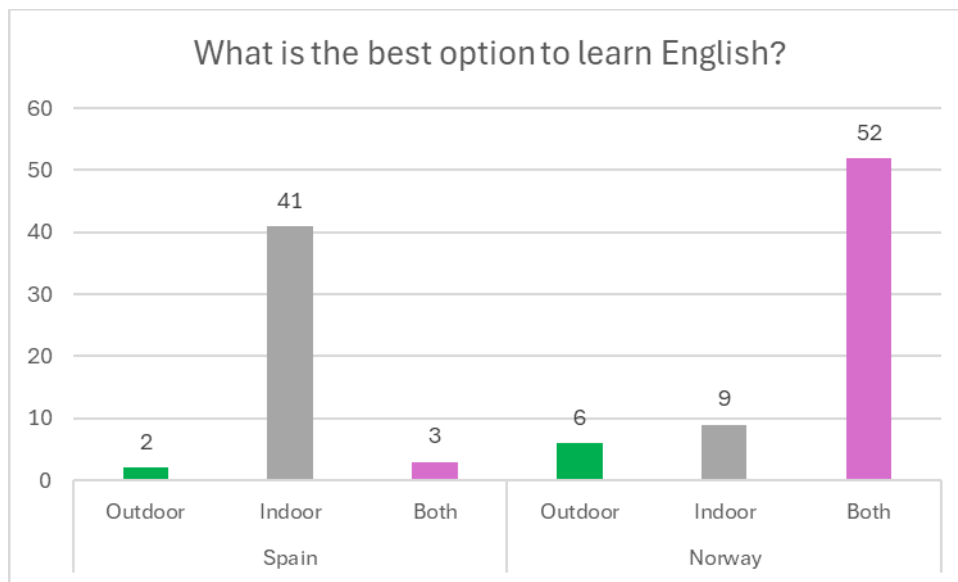
Graphic 4. **Question 7.** *Own work*

As we can see in the graphic, it is surprising that none of the students in either country have chosen outdoor education as the easiest option for their teachers.. This could be because students notice that even learning outside is more “fun”, it is difficult for their teachers to prepare a good outdoor class.



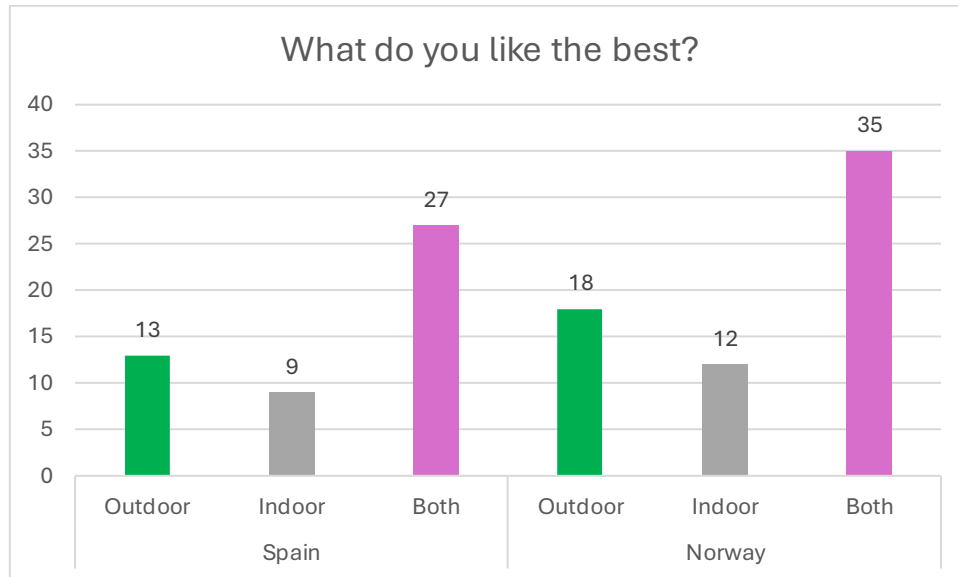
Graphic 5. **Question 8.** *Own work*

Continuing with the questions of where students learn the most, we can see that the majority chose both types of education, making a total of 80 students, 32 from Spain and 48 Norwegians. In both countries they believe that learning in both arenas is “*mejor porque podemos jugar más y no tenemos que escribir ni estar sentados todo el rato cuando estamos en el patio y trabajamos más cuando estamos dentro de clase*” (Year 2 student) in words of Spanish students whereas Norwegians exposed that “learning only outdoors is not useful because it is really difficult to learn about maths if we do not have our laptop” (Year 7 student).



Graphic 6. **Question 9.** *Own work*

In the previous graphic, we can observe the answers provided about learning English indoors or outdoors. Very few students chose outdoors, only 2 Spanish and 6 Norwegians. This made me think that perhaps Spanish students still think about the English class as a succession of grammar rules and irregular verbs, so learning grammar outside is not very easy and made 41 of them chose only indoors. Analysing the Norwegian answers we can notice two completely different opinions. Those who have chosen 100% not outdoors started school when the law of 2013 was still in use. In this law English was still taught mostly as a succession of grammar rules, but not to the same extent as in Spain. The 52 Norwegian students who chose both types of education are younger students, from Year 1 to 5, or those students whose teachers did not focus on grammar and were more innovative before the current law started.



Graphic 7. **Question 10.** *Own work*

Lastly, the last question I asked the students was about what do they like best. The majority of the younger students chose to learn outdoors, making a total of 19 Spanish students from Year 1 and 2 and 30 students from Year 1, 2 and 3 in Norway. Students in middle courses chose both types of education in both countries, making a total of 20 students in Spain from Year 3, 4 and 5 and 31 Norwegians from Year 4 and 5. Lastly, the older kids opted majoritarily for indoor classes, with 8 students from Spain who chose indoors from Year 6 and 7, and 6 students from Norway the ones from the same age group. This made me think that younger and middle course students are still kids and associate being outside with playing, whereas the older ones, as they have more experience, they associate learning with spending time in a classroom. In this table we can see a division of the participants that correspond to each age group.

	Year 1&2	Year 3, 4 & 5	Year 6 & 7
Outdoors	11	2	0
Indoors	2	1	7
Both	6	17	1

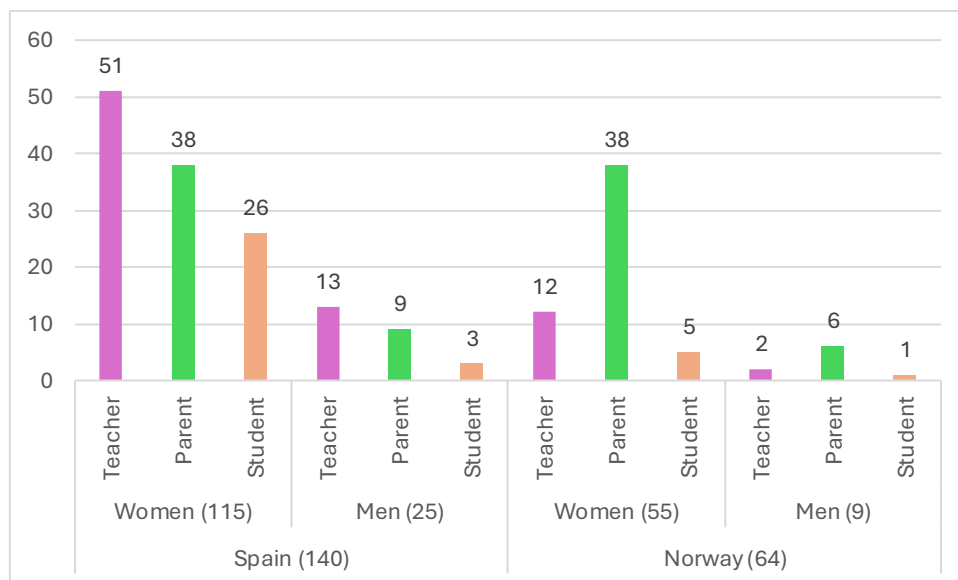
Table 4. **Spanish students.** *Own work*

	Year 1, 2 & 3	Year 4 & 5	Year 6 & 7
Outdoors	25	1	0
Indoors	2	1	6
Both	3	29	0

Table 5. **Norwegian students.** *Own work*

As we have been able to observe, children in both countries do not prefer one type of education over the other one. They want to have a mix of both types of education because they understand that they cannot learn everything outdoors or indoors, they need a combination of both types of education so their learning could be as complete as possible. By analysing this, I consider that it is important that teachers take into account the opinions of the students and try to have some of their lessons outside the classroom in Spain, or, if the weather does not allow it, change these classes into indoor settings in Norway, as they are usually outdoors no matter the weather conditions.

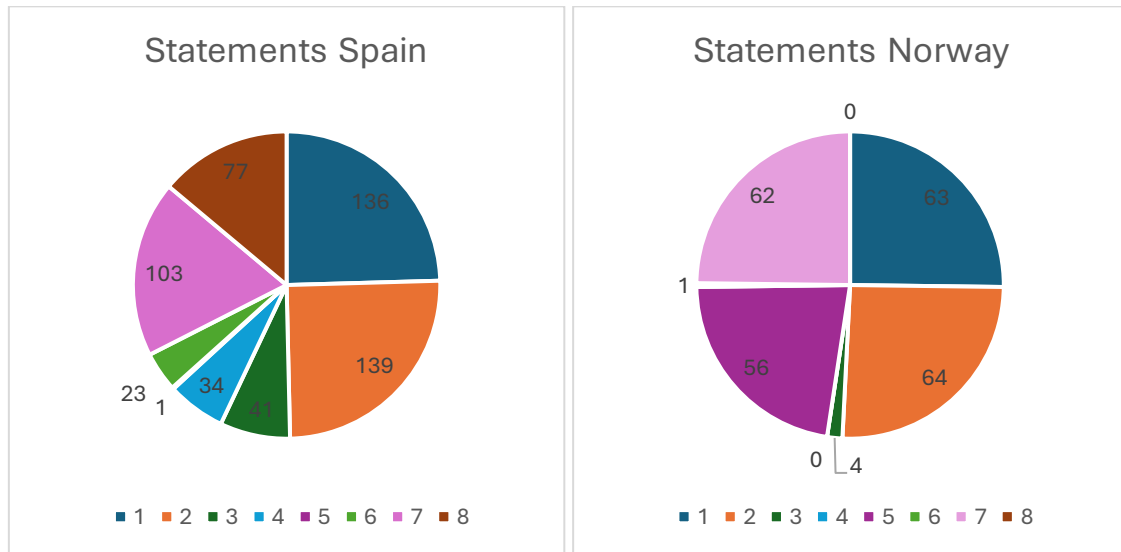
Once the opinion of the students has been analysed is time to focus on what the teachers and parents think about outdoor education. The surveyed had to answer questions about demographic criteria, advantages and disadvantages of outdoor education and the possibilities of outdoor education for the English teaching.



Graphic 8. **Demographic data.** *Own work*

As we can observe in the graphic, by analyzing the data provided it can be said that this survey was completed by a total of 204 people. 64 of them were Norwegian and the rest (140) were from Spain. Of these people, 170 were women and 34 men. This is an important factor because it will affect the survey in the following questions. These questions were answered by teachers, student teachers and parents in the proportion we can observe in the graphic and, some of the questions asked affected the result of the survey.

The first question we have to analyze is the one that consisted in checking those statements you agree with. In this graphic we can observe how many people of all the participants have chosen each statement, divided by country.



1	Outdoor learning enhances student´s sensitivity to caring for nature. (199)
2	Spending time outdoors daily is good for the mental health of the students. (203)
3	Outdoor learning improves student´s academic performance. (46)
4	Students can only learn sitting on a desk. (34)
5	Students who spend time outdoors are more conscious about the real problems of the world they live in. (57)
6	Today´s life is focus on technology so spending time in nature has no purpose. (24)
7	If children are outdoors, they cannot be learning as they will be playing. (165)
8	Outdoor education is not accessible for people with less economic resources. (77)

Graphics 9 and 10 and table 6. **Yes or no statements.** *Own work*

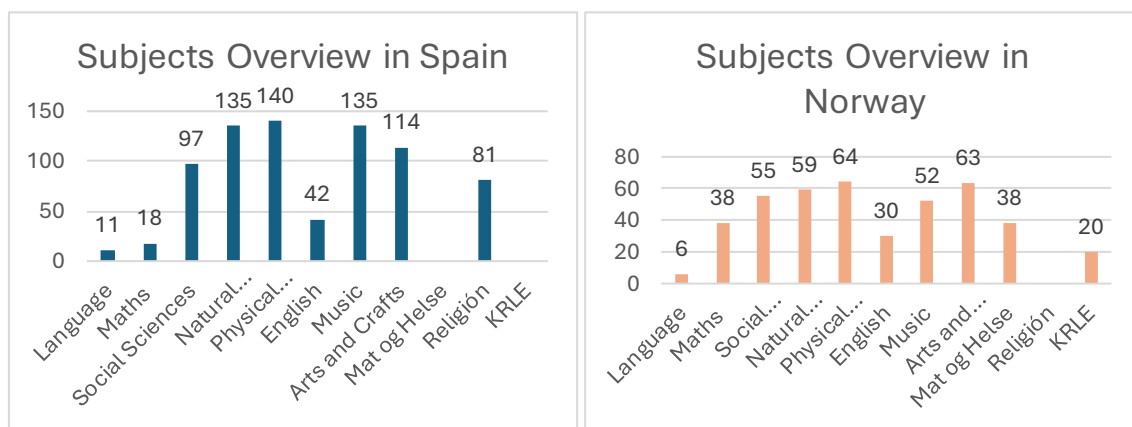
Analyzing this graphic, we can see that the only statements almost everyone agreed with are number one, two and seven. This is interesting because in statement seven, for example it is normal that Spanish teachers think like that as students are often playing in classes like P.E. that are held outside. However, Norwegian teachers, who are most used to have classes outdoors, still think that students only play. This makes me wonder whether Norwegian teachers do not know how to transfer the knowledge of inside the classroom into an outdoor environment so they let their students do “risky” and free play without obsessing with teaching something.

Considering statement two, no matter whether the participants are parents, students or teachers, they believe in the power of nature for a good mental health. All the Spanish people that participated in this survey have heard the benefits of nature and mental health.

However, in Norway, parents do not consider that nature improves mental health, as it is part of their daily life.

Taking into account statement eight, which deals with the accessibility of outdoor education, no Norwegian person has selected this option. This is because in Norway the school gives the children the appropriate clothes to be outside if the family cannot afford them, as it is part of the children’s rights.

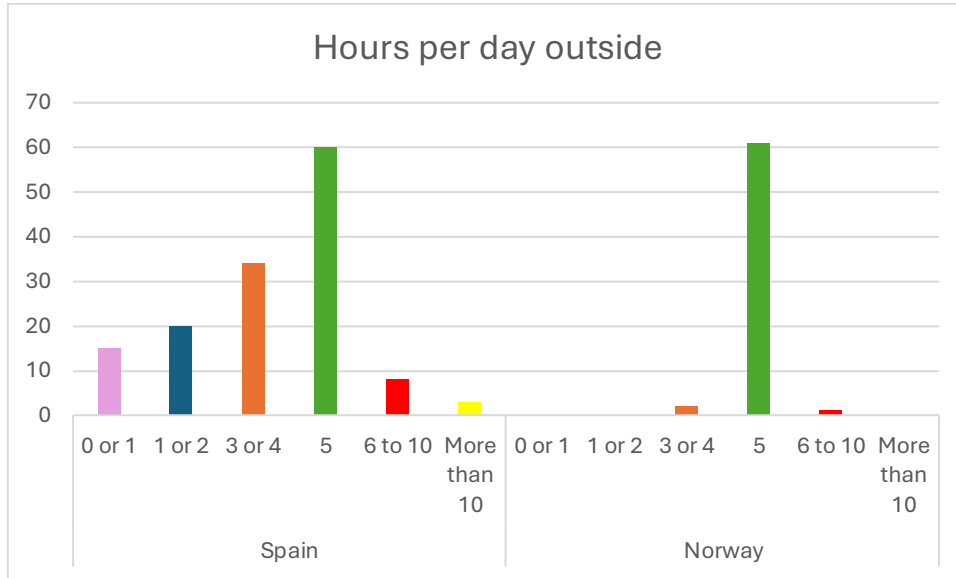
I have analyzed the factors that I considered more useful for my research. However, in the chart the rest of the factors can be observed in order to obtain your own conclusions.



Graphics 11 and 12. **Subjects overview.** *Own work*

In these graphics we can observe the subjects that most people would choose to be taught outside. As we can see, most people choose subjects as Science to be taught outside because of the relation of Science and nature. Moreover, subjects that are not considered as “important” like Music, Arts and crafts, or Physical Education were also chosen. It has been surprising that mostly all the Norwegians have proposed that *Mat og Helse* (food and health) could be taught outside, even though that would imply cooking in a bonfire and not in a real kitchen. Norwegian people who participated in the survey have considered that Maths can be taught outside. However, some of the children expressed in their comments that this is a difficult subject to have outside due to the lack of electronic resources. Regarding the English subject it is important to mention that less than half of the interviewers has selected this option, and of those 72 people, 56 are teachers or are studying to be a teacher.

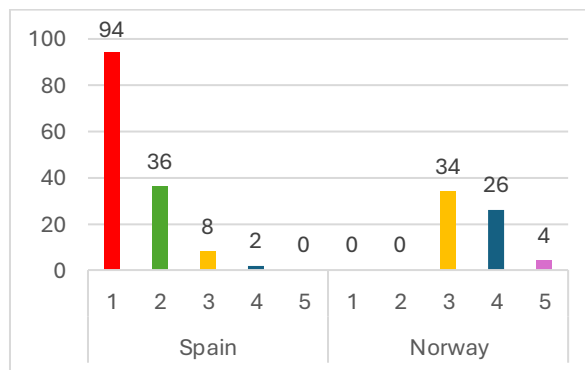
This makes me realize that perhaps parents still think in EFL the way it was taught to them, in Norway and in Spain, as Norwegian schools changed the way of teaching English for a more communicative approach very few years ago.



Graphic 13. **Time outside.** *Own work*

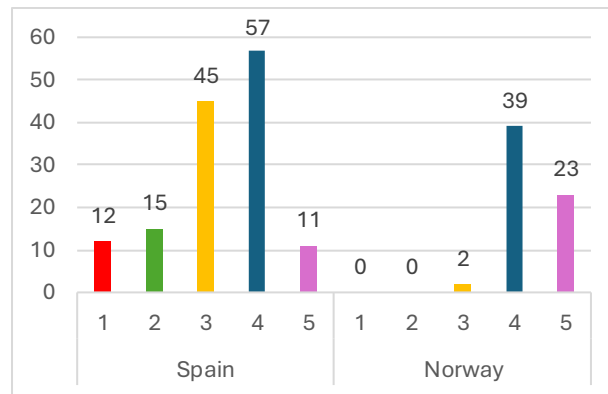
Regarding the question of how many hours children should spend outdoors, it is surprising that Spanish people, who are usually not outdoors during the school schedule have put higher or lower values (less than two or more than six) whereas Norwegian people, who are outdoors daily have put the medium values. However, there are exceptions regarding these data. I consider that the reason for Spanish to choose that opposite values might be that they do not want their children to spend that many hours with technology.

The next question asked to assign a value between 1 to 5, depending on how each person felt about the statements; being 1 completely disagree and 5 completely agree. In the following lines we can observe a graphic that represents the opinion of each person in Spain and in Norway, as well as a brief analysis of them.



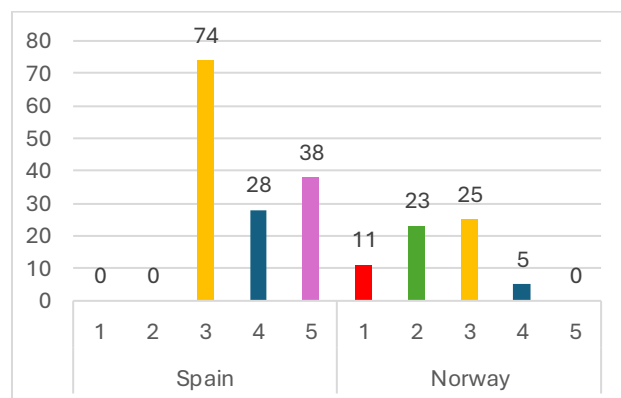
Graphic 14. **Statement 1.** *Own work*

- 1. Children can use dangerous tools:** the majority of these people have assigned a low value to this action. Those answers correspond in the majority to Spanish speaking mothers, whereas the Spanish fathers have chosen middle values. Norwegians, in general, have chosen values up to 3. The reason of this could be that Norwegian children have much more freedom in movement as their parents and teachers are not as scared of something happening to them.



Graphic 15. **Statement 2.** *Own work*

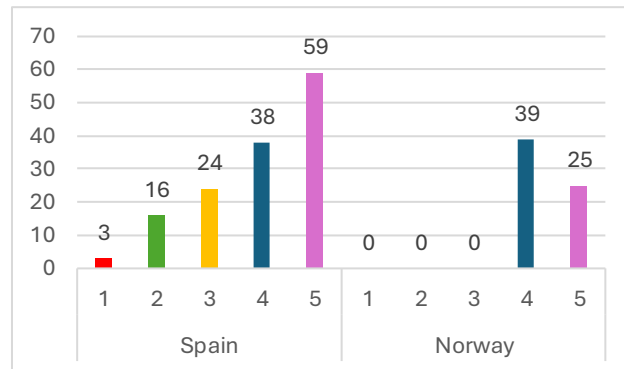
- 2. Children can climb trees:** more than 60% of the people have chosen an option equal or higher than 3. Those who have chosen lower values are trainee teachers from Spain (up to 29). This makes me think that maybe those students did not experience climbing trees when they were younger, as the current teachers or parents did. Norwegian students have no value lower than 3.



Graphic 16. **Statement 3.** *Own work*

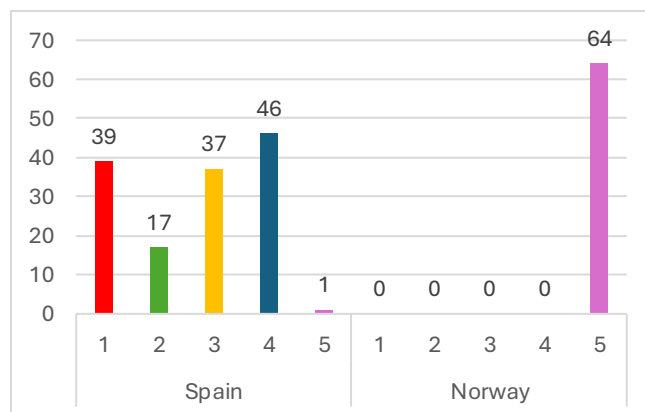
- 3. Children should have freedom of movement:** mostly everyone has chosen higher or neutral values as well; but maybe because they do not believe in freedom of movement. Analyzing the feedback, I discovered that those people are Norwegian and complain that children have too much freedom in the classroom,

so they are not learning. Students focus more on sitting in bizarre positions to capture the eye of the teachers rather than in working with the tasks.



Graphic 17. **Statement 4.** *Own work*

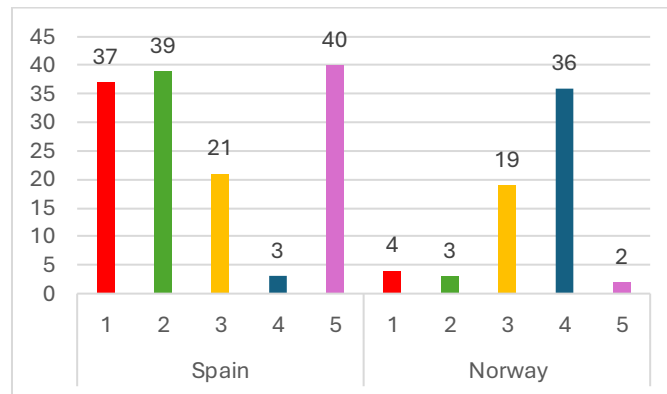
- 4. Children should go outside in all types of weather:** as in the previous one, most of the people have chosen higher values. However, as we can observe in the graphic, the ones that do not allow their children to go out in bad conditions are Spanish speakers. This made me realize that my proposal for a Spanish school should be developed when the weather allows it, so parents can not complain, children are happy and teachers can give their classes in an innovative way.



Graphic 18. **Statement 5.** *Own work*

- 5. Children need to get dirty to learn:** every Norwegian have strongly agreed with this statement, as they know that if they get dirty, children have clothes to change when they go back to the classroom. Spanish males have chosen values around 3 or 4 whereas the Spanish women chose values around 2. This makes me think that maybe fathers in Spain have chosen high values as they do not do as much laundry as mothers could do, and which is something that does not happen in Norway as there is more equality between men and women there. According to Bendix

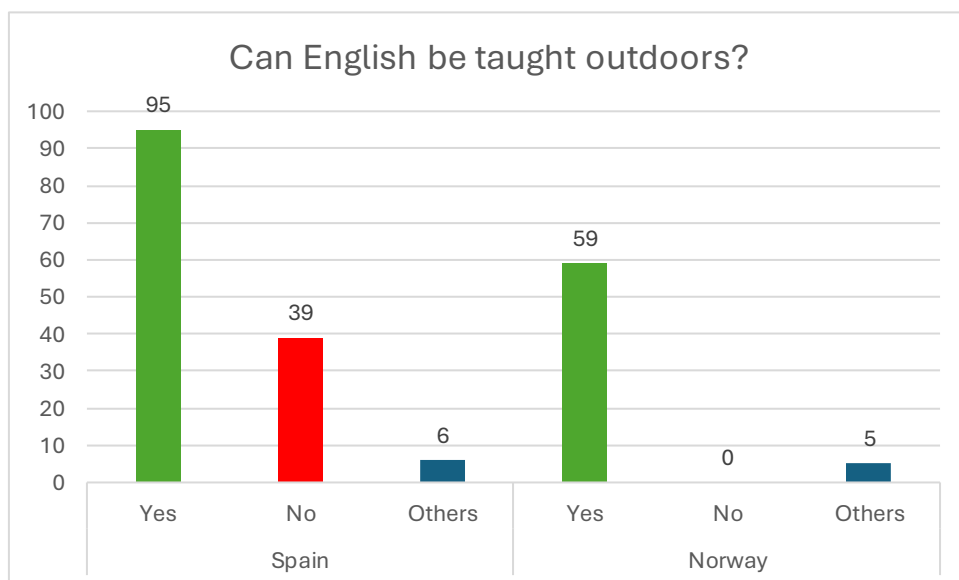
(2016), *Housework is defined in the study as “cleaning, cooking, and clothes care.”* In this article we are able to observe that Spanish men spend around 48 minutes per day for housework whereas Norwegian men use 72 minutes per day for these tasks.



Graphic 19. **Statement 6.** *Own work*

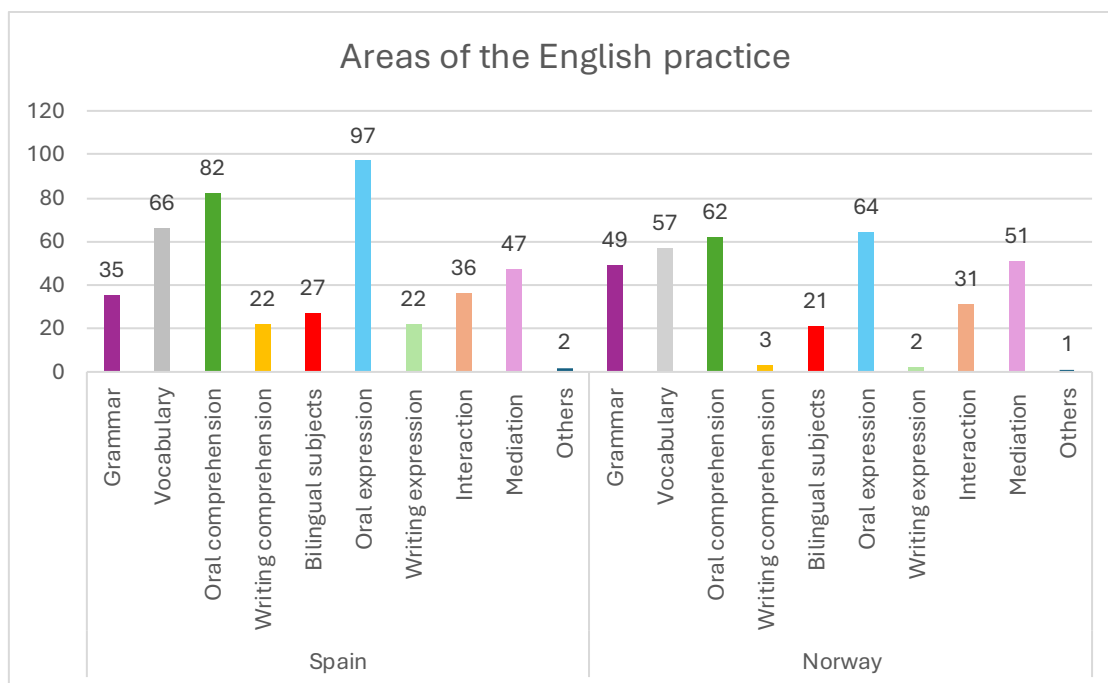
- 6. Toys are not needed during breaks as students can use their imagination:** in this option, there is a wide variety of options, some have chosen to have toys and others no, and the country does not make an impact, and it does not matter neither if the surveyed are women or men.

To finish with the survey analysis, we have to focus on those questions that are more related with the English teaching.



Graphic 20. **EFL outdoors.** *Own work*

Mostly every Norwegian has said that this subject could be taught outdoors even though, in Graphics 13 and 14, less than half chose to have the subject outdoors. The ones who selected the option “no” were all Spanish speakers. It is important to mention that Spanish people also voted for other options and they write answers like: *“Todo depende de cómo prepare el profesor dicha clase al aire libre, para que los alumnos mantengan la atención y no se dispersen.”* No one has selected the option of “only in a bilingual school”.



Graphic 21. **Areas for EFL.** *Own work*

These people who voted yes/others were asked about the areas of the English language that could be taught outside. As we can observe in the graphic, the area that receives fewer votes is writing skills, so that is why my proposal will be focused on this area, to prove that Outdoor Education can also be transferred to the teaching of this particular skill. It is important to mention that the people who voted “no” were majoritarily parents. This implies that the teachers believe in the possibility of teaching all aspects of the English language outdoors.

I want to end this survey analysis with a comment from one teacher that answered the survey. Even though there were a lot of comments, most of them followed the same guidelines at this one; that is the reason why I will mention only one of them:

Sin duda los niños que aprenden al aire libre no olvidan. No estoy de acuerdo con que puedan utilizar objetos peligrosos, aunque si [sic] estoy

de acuerdo con que usen mucha diversidad de objetos de manera adaptada y supervisada. Desde luego, muchos más de los que les dejamos usar actualmente. Destacaría que no solamente el medioambiente enseña sin más tiene que haber una gran intención por parte del docente para que las experiencias que se faciliten sean realmente de aprendizaje.

Moreover, I also wanted to know what the teachers that were in the school thought about outdoor education and English, so I conducted interviews regarding these topics. The people interviewed were from different contexts. These interviews were sent by email to the teachers that took part in the studio, and the answers can be found in *Appendix 2*. First of all, I interviewed a teacher in a Norwegian outdoor school (OS) and then I moved to English teachers in Spain (ES) and Norway (EN). I chose to interview only three people because, in the previous survey, we were able to see what the majority thinks, but I wanted to go a bit more deeply and discover, in more detail, what some teachers really think about Outdoor Education.

Outdoor school can be defined as a type of public school that takes place outdoors and serves all the community. In the case of the school of the interviewed teacher, it is a type of school that is used to support the learning that is acquired in the “normal” school. All the activities in this place are held outdoors and focus on the learning-by-doing methodology.

All of these teachers have given me their consent to use their answers in this dissertation, but they want to remain anonymous. In the following lines, you can see an analysis of the answers given.

By analysing the answers provided by the three teachers I have been able to notice that all of them will consider using outdoor education for the teaching of English. However, there are differences in the way that learning will take part. It is important to mention why the teacher in the OS has not answered the specific questions about English. He is a teacher of the main subjects, so he is not specialized in teaching English. This implies that his answers could not be applied to English.

The first main difference we can notice is that the benefits from outdoor education vary from one country to another. In Norway, as outdoor education is part of the daily routine the benefits are really different than the ones provided by the Spanish teacher. This teacher wrote all those benefits like decreasing stress that everyone has heard about, while

both teachers in Norway transferred those benefits into the values of their own country and the way of making students real citizens, as stipulated by the Norwegian law.

If we analyse the question about whether it is possible to acquire the same knowledge in an outside environment, we can see that the only answer that varies is the one of the OS teacher that states that “all the subjects that are taught inside a classroom can be transferred to an outdoor environment; from Maths to Arts and Crafts”. I think this is because as he is so experienced in teaching outdoors, he knows what the results of having a class outside will be. Both English teachers gave a similar answer: For them, you cannot learn the same inside and outside, as the context is different.

Lastly, focusing on the English questions we can see that all the teachers agree on having lessons outside. For the OS teacher, these activities could be developed outside all the time whereas both English teachers will only have some of those activities outside. By analysing what they said, we could deduct that the Norwegian teacher will do more activities outside than the Spanish one.

If we analyse the depth of the answers, they are also different. When it is time to provide examples, both Norwegian teachers are more specific in the activities they could do outside and how they would do them. However, the Spanish teacher provides examples of activities that could be done outside but that correspond to a place-ambivalent theory, as they could be perfectly done in another place and nothing will change. The answers provided by both teachers as well my experience working in a Norwegian school led me to think that Norwegian teachers, by having experienced outdoor education, are capable of thinking outside the box and create different activities that could not be done inside a classroom with good results.

Considering the resources, we can observe that all the teachers share the same opinion. They will not focus only on the natural elements, they will add home-made elements to the ones nature has to offer. The only difference in this case is the amount of resources created by themselves that each one will use.

4. PROPOSAL

Taking into account the interviews I made to the teachers and the results and analysis of the survey, I have noticed that what teachers struggle with the most is in seeing how written skills could be developed in an outdoor environment. That is the reason why I am going to propose a series of activities that could be used to work mainly with the writing skills and the grammar (in a dynamic way and not by memorization of rules), but also considering the other areas of the EFL as transversal elements.

These activities are designed to be implemented as a review of everything that has been taught in the classroom during the unit *Towns and cities*, which is part of the Year 5 curriculum in Spain. Inside the classroom, during the unit children worked with the book *Year 5 English plus 1* (in a Spanish school) and worked with vocabulary related to the cities and towns, listening and reading exercises and some structures that needed to be used during the writing activities that would be held outdoors. Moreover, children have to work transversally with feelings and emotions, so the purpose of the proposal is to be able to connect those feelings that students had in some places of the city. As this is a transversal topic, in the English lesson we will only focus on the vocabulary related to emotions so teaching how to cope with them would be done in other subjects.

The purpose of these writing activities is to serve as a recap of everything taught during the unit. However, they could be used by the teacher as brain brakes when the children are not focusing or at the end of the day to review the concepts that have been taught in that lesson.

With this proposal, I do not want teachers to transfer all their classes to an outdoor environment. The purpose is that they notice that outdoor education has benefits for the students and it is not that difficult to teach some of the classes outdoors.

For developing this proposal, we will need to go to a park next to the school. Following Mannyon and Lynch's ideas (2015) we will make use of a place-essential environment; this implies that if we do not have a location like this, the activities will not work. This proposal tries to work with as many real objects as possible within the city, but not those objects like buildings, shops, factories... It focuses more on those objects that nature provides like trees, bushes, clouds or those objects which have been modified by humans but using what nature provides, like benches made by a fallen tree. The need of using a park with trees will appear because, as it has already been mentioned, natural spaces improve the mental health and the creativity of the students, so by spending time in a

nature place, the quality of their projects will improve. It will also serve to prove that we do not need to prepare many different materials to teach a class, we can just use what the environment has to offer. However, as we are working with writing skills, a pencil and some papers will be needed.

This proposal was originally made for a group of Year 5 students in a Norwegian school (following LK20 principles). However, I have made the necessary adaptations so this proposal could be implemented in a Spanish school, following the principles of the LOMLOE. It is designed for 25 students and it comprises 2 sessions of 1 hour 30 mins the first day and 1 hour the second day, and can be easily adapted to students with special needs.

This proposal has not been implemented in Spain but some of the activities were held in a Norwegian school. It allowed me to observe that Norwegian students were really engaged at the beginning. However, at the end of the lesson, they were doing different things and not what they were supposed to do. This made me think that if Norwegian students, who have outdoor on a daily basis, were behaving “badly”, Spanish students, due to the emotion of the first times, would probably have the same behaviour. This made me realize that for the activities to work in Spain, the directions needed to be much clearer and direct, without giving them so much freedom, and that it was necessary to have the times well stipulated, so students would not have “free time” between one activity and the other and start playing or losing the concentration required for the lesson. For this reason, some of the activities were modified in order to adapt them to a Spanish school context. I would also recommend teachers to introduce little by little outdoor education in their classes, and not spend the first day that much time outside without the children not having experimented Outdoor Education first.

In the following table you can see some activities that could be implemented for an outdoor proposal that works with the unit *Towns and Cities* and the transversal topic *Feelings and Emotions*.

ENGLISH OUTDOOR PROPOSAL: Out in the world!

This proposal will be used in the English classes as a review of the unit *Town and Cities* and will be helpful to work with writing skills in a different setting.

Objectives:

- To work with writing comprehension in an outdoor environment.
- To create descriptive texts with the objects that you can see in the environment.
- To improve the creativity of the students.
- To express in a writing format what feelings some places elicit in us.

EFL competences:

“Organizar y redactar, de forma guiada, textos breves y sencillos, previamente preparados, con adecuación a la situación comunicativa propuesta, a través de herramientas analógicas y digitales, y usando las funciones comunicativas principales y estructuras y léxico básico de uso común sobre asuntos cotidianos y frecuentes, de relevancia personal para el alumnado y próximos a su experiencia” (LOMLOE, 2020, p.48713)

Structures to work with:

- *Expresión de relaciones lógicas: conjunción (and), disyunción (or), oposición (but), causa (because).*
- *Afirmación: frases afirmativas; Yes + tag.*
- *Negación: frases negativas with not, No + negative tag, nobody, nothing, never.*
- *Expresión de la existencia: (there is/are); la entidad (nouns, articles, demonstratives and pronouns); cualidad very+adj; comparative.*
- *Expresión de hechos: presente simple, continuo y pasado.*

(LOMLOE, 2020, p.48719)

- Greetings and endings.
- Position of adjectives.
- Comparative adjectives.

Assessment:

In Norway there is no assessment, so this proposal did not count with a way of evaluation. However, for its use in a Spanish context I would propose a checklist for the students, where they can check the things they have included in their final description and for the teacher I would propose an evaluation rubric with criteria that assess aspects like vocabulary, grammar, structure...

Children should be able to do the following, so the checklist and the criteria would include:

- There is/ there are...
- Comparative adjectives
- Vocabulary of towns and cities.
- Vocabulary of feelings.
- Use of greetings and endings.
- Use of capital letters, paragraphs, dots and commas.

Before going outside:

During the previous weeks, students have been working with vocabulary related with town and cities, as well as feelings that those surroundings produce in ourselves. Moreover, they worked with structures as the ones previously mentioned that would be useful for their descriptions in the writing tasks. Students must know the name of the objects in their city/town as well as to name and identify their feelings.

- **Vocabulary related to cities and towns:** park, bench, bridge, river, lake, farm, field, forest, path, waterfall, rock, pond, trees, bushes, sky, clouds, factory, buildings, street lights, zebra crossing...
- **Vocabulary related to feelings:** happy, calm, excited, worried, confused, proud, sad, surprised, shocked, scared, confident, loved, angry, tired, silly, embarrassed...

First session (1 hour 30 minutes)

Timing:		Description of the activity:	Materials:
1	20´	<p><u>Poems of the world</u></p> <p>In this activity each child will take a piece of paper with vocabulary from the unit Towns and Cities from a box (see <i>Appendix 3</i>) and go place it with the real object that is in the park. For</p>	<ul style="list-style-type: none"> - Pencil - Rubber - Red, green, yellow and blue paper

		<p>example, take the paper of “flower” and go place it44heree there is a flower.</p> <p>Then, the teacher will place 4 papers of different colours that symbolize the emotions hidden in the park and children will have to go find the colour that could symbolize their object (red, blue, yellow and green). Once everyone is in the right paper, they will have to choose the emotion that symbolizes that colour (red for anger, green for calm, blue for sadness and yellow for happiness) and that have been worked with during the unit. Once they have decided on the emotion, they will create a poem that represents that feeling and using the letters of that feeling as the beginning of the verse and the vocabulary of the city inside the poem. Once they are finish, they will tie that poem to the object so people walking can stop to read the poems. For example:</p> <p style="text-align: center;"><i> Hanging on a tree,</i> <i> About to fall asleep</i> <i> Popping leaves with my feet</i> <i> Pretending that</i> <i> You are here, with me.</i></p>	<ul style="list-style-type: none"> - Names of the objects - Paper for the poem
2	20´	<p><u>Magic floor relay race</u></p> <p>In groups of 4 or 5 students, children now will participate in a relay race. For this relay race, they will need to go from one side from the park to the other one but following some instructions. First, they would start touching a tree bigger than a bin. Then they will have to go touch the more colourful flower and finish pointing an animal smaller than a bird. These conditions can be adapted to the specific characteristics of the park</p>	<ul style="list-style-type: none"> - Rubber - Pencil - Sheet with sentences for translating - Leaves - A tree bigger than a bin - The more colourful flower

		<p>we are in. To go to those places, they can not touch the ground, and they will have to step in leaves from the trees that they can move. In the last part of the park (where the animal is), they would have to translate a sentence that includes past and present conjugations (and the structures mentioned above) and that create a story, as you can see in <i>Appendix 4</i>. When the first person translates the first sentence, he/she will run back to the second person that would start the circuit again until all the sentences have been translated.</p>	<ul style="list-style-type: none"> - An animal smaller than a bird
3	20'	<p><u>Sensory walk</u></p> <p>In this activity students will go for a walk and will write everything they feel, see, hear, smell and touch in the sheet. Then they will find a cozy spot and write a descriptive paragraph about their feelings that includes all the words they have written during the walk. See <i>Appendix 5</i> for an example.</p>	<ul style="list-style-type: none"> - Rubber - Pencil - Sheet
4	20'	<p><u>Picture day</u></p> <p>Students will take their tablet to the park and take a picture of something they like. This picture will become a postcard that they will send through mail to other classes when they arrive to the school. They will start the postcard with greetings and finish with endings, as well as using adjectives in the middle. You can observe an example in <i>Appendix 6</i>.</p>	<ul style="list-style-type: none"> - Tablet
5	10'	<p><u>Everything around me</u></p> <p>This activity will be used to wrap this first session. Children will go to the park, close their eyes for a minute and then listen carefully to all that they hear. Then they will write all of those</p>	<ul style="list-style-type: none"> - Pencil - Rubber - Notebook - Sticks

	<p>sounds that they have listened to. Then, we will comment those sounds and repeat the activity for a second time, but instead of closing their eyes, they will be drawing circles with a stick in the ground. (Drawing circles improves the concentration). They will write the sounds again and we will be able to observe that children have been more conscious and have been able to identify more sounds. Then, they will write two sentences in the past tense, mentioning the sound and how they have felt. For example:</p> <p><i>I heard a bird singing, he was in the tree and I did not like it because I felt confused. The bird sounded angry.</i></p> <p>(Negative sentences, past, conjunctions, order of words, vocabulary of cities and feelings.)</p>	
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Second session (1 hour)

Timing:	Description of the activity:	Materials:
1 30´	<p><u>Sherlock Holmes</u></p> <p>This activity will consist of a gymkhana that will allow the students to be detectives for a day and solve the mystery of the park near the school.</p> <p>The teacher will tell a story of the park, where every night when the sun hides a lot of small creatures called owls appear on the trees. However, when the sun comes up those creatures disappear until the next day. Students need to create a text that allows them to understand why this happens.</p> <p>For this, they would have to solve different tasks in small groups. The collaboration of the parents will be needed, in accordance with LOMLOE, which establishes the collaboration between</p>	<ul style="list-style-type: none"> - Incomplete sentences. - Pencil and rubber - Clues to arrive to the place.

		<p>parents and school, as one parent will be at each station, making sure that students complete the tasks correctly. When they finish, the parent will give the students a sentence of the text with some words missing (<i>Appendix 7</i>). When all the papers are collected, students will create a text rearranging the sentences and will complete those words (vocabulary, adjectives or tenses). The activities will have EFL as a vehicular language, as the sentences will be in this language. However, the tasks will be part of all the subjects and will be the following ones:</p> <ul style="list-style-type: none"> • City mimic: students will have to represent through mimic and sounds places of the city/town. • 1, 2 gang: students will work with the multiplication table of 3. They will say numbers from 1 to 30 in order, but each time 3 or a multiple of 3 appears, they have to say gang. • Land, sea, air: if the parent says land they jump forward, sea don't move and air backward. Then instead of those words, animals that live in that habitat. • "I don't do what I say": students say an action while doing another one. If one fails, the student is out of the game. 	
2	30'	<p><u>My dear Watson</u></p> <p>In Spanish class children have been reading <i>The Adventures of Sherlock Holmes</i>, so they know who these characters are. In this story, children have been noticing that Watson, Sherlock Holmes's friend, is the one writing their</p>	<ul style="list-style-type: none"> - Pencil - Rubber - Papers

	<p>adventures and clues. For this reason, students now in small teams (4-5 people each), will become Watson for a day, and they would have to write a story in which they describe the necessary steps that they have to follow to find the clues that lead them to solve the mystery.</p> <p>In this story, students will have to create some characters and immerse themselves in their story. They would have to include the words and vocabulary that appears in “structures” and that is collected in the checklist of <i>Appendix 8</i>.</p> <p>In order to provide a comfortable environment for the students, they will find a spot in the park where they find comfortable, as laying on the grass, under a shadow of a tree... By doing it outside, the creativity of the students will increase.</p>	
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Table 8. **Proposal.** *Own work*

5.CONCLUSIONS

During this dissertation I have tried to present the benefits of Outdoor education for the students but, before arriving to this point, I have had to do research about the Spanish and Norwegian educative laws.

This dissertation began with an evolution of the laws throughout time in both countries, which allowed us to discover that even though using different methodologies in both countries, Norway and Spain want their education to be the best possible for their students. They focus on transforming the students into real citizens of the world, with a wide knowledge of the problems the world faces and providing students with ways of solving these problems.

By focusing on the latest curriculum in both countries, we have been able to discover that even the curriculums do not have the same amount of information, as one is very specific regarding the contents and competences of the subjects and the other one gives more freedom to the teachers, both curriculums work towards the same objectives, like fulfilling the goals of the 2030 Agenda.

Regarding the English curriculum in both countries, we can observe important differences. In Norway, students focus more on speaking activities, leaving aside the writing skills, whereas Spanish schools focus on the grammar and vocabulary, without applying them to daily life situations. Neither curriculum is better than the other one. I believe that both countries should take a bit of the other one to make an English education focus on all the skills of the English language, because Norwegian children need to know the basic grammar to be able to communicate in a written format in a foreign language whereas Spanish children need to improve their confidence in speaking to be able to communicate with people from other parts of the world. It is also important to remark that, even though Norwegian children know more English than the Spanish students, it is not only because of the education system. As mentioned during the dissertation, being Norwegian a Germanic language helps in the acquisition of the rules a bit more easily. If we start analysing the second part of the dissertation we have seen that numerous studies explain the benefits of outdoor education. Spanish schools are starting to include this methodology in their way of teaching influenced by the ideas of educative specialist like Maria Montessori. Schools like Norske Skole Gran Canaria, Costa Blanca beach barnehage or *Granja-Escuelas*, have been applying this type of education for many years now. However, is it important to mention that mostly all of the schools that apply this type of education in Spain are international.

But not only can nature subjects be applied outdoors. It is also beneficial for the English practice as it decreased stress and pressure in the students and make them more engaged in the activities. The surveys I conducted made me realize that Spanish teachers want a change in the curriculum, and they will consider applying this type of education from time to time if they think it could be viable.

With this project, I have faced a lot of limitations too that could have benefitted the dissertation. First of all, mostly everyone that has answered my survey was from a school in Burgos and a school in Southern Norway, so results could have been different if I also had answers from Northern Norway and Southern Spain, as the weather differs and could affect learning outcomes. Also, I expected the interviews to give more information which allowed me to explain in more detail what the interviewed thought about the education, but they were a bit spare in words.

I think this dissertation has provided a clear evolution and comparison through the evolution of the laws in both countries, Spain and Norway. Moreover, it has analysed the English curriculum in detail in both countries and present the differences between both of them. It has also been useful to understand what teachers from both countries think and whether they believe in the power of Outdoor Education. Moreover, it has given me an insight on what teachers from Spain would be able to do by applying this methodology in their lessons, as well as discovering the problems they could face if they want to do it, like the objections of the parents or the fear of something to happen. By having experienced an outdoor school in Norway, I have also been able to see that in order to provide a good Outdoor Education for the students, Spanish schools need more resources and a change in the curriculum, so teachers can have a bit more freedom for giving their lessons the way they want. The proposal has shown us that outdoor education to teach EFL is possible in Spain.

In summary, I will conclude that the Norwegian and Spanish systems have much to learn from each other, and that teachers should not only focus on what they know but try to apply different experiences that could make their students more engaged. At the beginning it will be a trial period, but with experience teachers will be able to discover what works with their students, as well as discovering classroom management techniques that could be applied in an outdoor setting.

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APPENDICES

APPENDIX 1: Year 5 contents overview in Spain and Norway

 <p>NORWAY</p>	 <p>SPAIN</p>
<p>The pupil is expected to be able to:</p>	<p>Contenidos:</p>
<ul style="list-style-type: none"> • Use simple strategies for language learning, text creation and communication. • Use digital resources and different dictionaries in language learning, text creation and interaction. • Explore and use pronunciation patterns and words and expressions in play, singing and role playing. • Listen to and understand words and expressions in adapted and authentic texts. • Express oneself in an understandable way with a varied vocabulary and polite 	<p><u>COMUNICACIÓN.</u></p> <ul style="list-style-type: none"> • Autoconfianza y reflexión sobre el aprendizaje. El error como instrumento de mejora. • Estrategias básicas y elementales para la comprensión y la expresión de textos orales, escritos y multimodales breves, sencillos y contextualizados. • Conocimientos, destrezas y actitudes elementales que permiten iniciarse y participar en actividades de mediación en situaciones cotidianas básicas. • Funciones comunicativas básicas adecuadas al ámbito y al contexto: • Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto, organización y estructuración según la estructura interna. • Unidades lingüísticas básicas y significados asociados a dichas unidades, tales como expresión de la entidad y sus propiedades, existencia, modalidad, gustos y

expressions adapted to the receiver and situation.

- Initiate, maintain and conclude conversations about one's own interests and current topics.
- Explore and talk about some linguistic similarities between English and other languages that the pupil is familiar with and use this in their language learning.
- Identify sentence elements in various types of sentences and use knowledge of verb conjugation and declension of nouns and adjectives in working on own oral and written texts.
- Follow rules for spelling, word inflection and syntax.
- Read and present content from various types of texts, including self-chosen texts.

preferencias, cantidad y número, espacio y relaciones espaciales, tiempo, afirmación, negación, interrogación y exclamación, relaciones lógicas elementales.

- Léxico básico y de interés para el alumnado relativo a identificación personal, relaciones interpersonales próximas, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana (p. e. alimentación, adjetivos descriptivos, deporte, viajes y vacaciones, educación y estudio, compras y actividades comerciales, transporte, hogar, trabajo y ocupaciones, continentes, países y banderas, medio ambiente, clima y sostenibilidad, TIC).
- Patrones sonoros, acentuales, rítmicos y de entonación básicos y funciones comunicativas generales asociadas a dichos patrones, como ritmo, sonoridad de la lengua a través de las rimas, retahílas, trabalenguas, canciones, adivinanzas y recursos de la tradición oral y escrita.
- Convenciones ortográficas básicas y elementales de uso común y significados asociados a los formatos y elementos gráficos.
- Convenciones y estrategias conversacionales básicas y elementales, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, comparar y contrastar, colaborar, etc.
- Recursos para el aprendizaje y estrategias para la búsqueda guiada de información en medios analógicos y digitales.

- Read and listen to English-language factual texts and literature for children and young people and write and talk about the content.
- Talk about the reliability of various sources and choose sources for one's own use.
- Write cohesive texts, including multimedia texts, that retell, tell, inquire about and express opinions and interests adapted to the recipient.
- Revise one's own texts based on feedback.
- Reflect on and talk about the role played by English in their own lives.
- Investigate ways of living and traditions in different societies in the English-speaking world and in Norway and reflect on identity and cultural belonging.

- Propiedad intelectual de las fuentes consultadas y contenidos utilizados.
- Herramientas analógicas y digitales básicas de uso común para la comprensión, expresión y coproducción oral, escrita y multimodal, y plataformas virtuales de interacción, cooperación y colaboración educativa (aulas virtuales, videoconferencias, herramientas digitales colaborativas...) para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera en su entorno habitual y en un entorno global.
- Estrategias de formulación y reformulación de hipótesis sobre el significado a partir de la comprensión de elementos significativos lingüísticos y paralingüísticos.

PLURILINGÜISMO

- Estrategias y técnicas de compensación de las carencias comunicativas para responder a una necesidad elemental a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
- Estrategias básicas de uso común para identificar, retener, recuperar y utilizar unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, funciones lingüísticas etc.) a partir de la comparación de las lenguas y variedades que conforman su repertorio lingüístico personal.
- Estrategias y herramientas básicas de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.

	<ul style="list-style-type: none"> • Léxico y expresiones básicos para comprender enunciados sobre la comunicación, la lengua y el aprendizaje (metalenguaje). • Herramientas que faciliten el desarrollo de un aprendizaje autónomo y competente de las lenguas. <p><u>INTERCULTURALIDAD</u></p> <ul style="list-style-type: none"> • La lengua extranjera como medio de comunicación y relación con personas de otros países, para acceder a nueva información y conocer culturas, valores, creencias, actitudes y modos de vida diferentes. • Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios con hablantes o estudiantes de la lengua extranjera. • Aspectos socioculturales y sociolingüísticos básicos y habituales relativos a las costumbres, la vida cotidiana y las relaciones interpersonales, las convenciones sociales básicas de uso común, el lenguaje no verbal, la cortesía lingüística y la etiqueta digital propias de países donde se habla la lengua extranjera. • Estrategias básicas de uso común para entender, valorar y apreciar la diversidad lingüística, cultural y artística, a partir de valores ecosociales y democráticos. • Estrategias de detección de usos discriminatorios del lenguaje verbal y no verbal.
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Table 3: **Contents overview.** *Own work based on (Utdannings-direktoratet, 2022, p.7-8; LOMLOE, 2020, p. 48714-48717)*

APPENDIX 2: Interview for Outdoor Education for EFL

1. In which country are you a teacher?

OS: Norway

EN: Norway

ES: Spain

2. What type of school are you working in?

OS: Public school for all the commune (each class comes 3 times per year approx.)

EN: Public school in a small city

ES: Public school in a big city

3. What benefits can outdoor education have in the development of the students?

OS: Children learn that they have to be outside no matter the weather conditions, so spending time outside in bad weather makes them strong, prevent [sic] sickness and help them become real Norwegian citizens. Children get used to the Norwegian way of leaving [sic], where the outdoors is important.

EN: Children learn how to play and spend time outdoors without the need of technologies. They help them learn about useful things that maybe one day could use.

ES: Promote creativity, decrease stress and good effect in mental health.

4. From your point of view, do you consider that students can get the same knowledge inside the classroom and in the outdoors?

OS: Definitely, all the subjects that are taught inside a classroom can be transferred to an outdoor environment; from Maths to Arts and Crafts. Before schools existed children were learning outdoors.

EN: Yes and no. Students outside do not focus as much as they do inside and they usually lost attention quicker. For this reason, the important concepts have to be first taught in the inside and then translate them to an outdoor environment.

ES: No, I consider that they can achieve different knowledges [sic].

5. Would you consider applying Outdoor Education for the teaching of the English language?

OS: Definitely, there are studios [sic] that confirm that by teaching English outdoors students feel more confident with the language. In our school we do not do it, however, when we have praxis [sic] students we change our language to English and the children are ever more engaged as they use English for real-life situations.

EN: I will not do it at the beginning, but once the basic concepts are structured and the main tasks are done, I will make a review outdoors, to make it more engaging and different.

ES: Why, why not? Perhaps some activities. However, I wouldn't do it the whole time.

6. If the answer has been a yes, how will you do it?

OS: As I already mentioned, with the use of English speakers in the school.

EN: First, I will give my main lesson inside the classroom. I will explain the topic for the next weeks as well as the purpose for the day. By day passes, [sic] I will be adding an activity outside, 5 to 10 minutes, as a way of finish the class. Each day, the activity outside will be longer, until all the class is hold there. When we change the topic, I will repeat this routine.

ES: -

7. How would you organize the class group for being able to teach English in an Outdoor Environment?

OS: It would vary on the activity we are doing, but as we are 2 teachers we will do 2 groups with 2 different activities. Inside these groups it is possible that we make divisions into smaller groups. However, students will never work alone.

EN: Always in small groups, 4 the maximum of students in the same group, if not they talk a lot and do not work.

ES: Different works groups

8. What activities of the area of Speaking and Listening could you do outdoors?

OS: -

EN: Storytelling, Scavenger [sic] hunts, role-playing

ES: Reading aloud, conversational activities.

9. What activities of the Reading area could you do outdoors?

OS: -

EN: Individual reading in hammocks, reading signs, collective stories...

ES: Reading aloud, silence reading.

10. What activities of the Writing area could you do outdoors?

OS: -

EN: everything

ES: Descriptions, essays...

11. What resources or materials will you use to teach English outdoors? Will you use real objects from the environment, or will you create your own resources?

OS: Mainly real objects as the purpose of an outdoor school is to learn through contact with nature. However, I will make use of hand-made objects to develop the learning; like the use of fishing nets, knives, informative sheets...

EN: I would use a mix of both, real objects to place things for example and hand-made objects for the tasks they have to do or objects they may need.

ES: I would use both depending on the planned activity.

Table 7. **Teacher's interviews.** *Own work*

APPENDIX 3: Poems of the world

<p><i>acrostic poem</i> Write an acrostic poem about places in the park:</p>	<p><i>acrostic poem</i> Write an acrostic poem about places in the park:</p>
A <input type="text"/>	S <input type="text"/>
N <input type="text"/>	A <input type="text"/>
G <input type="text"/>	D <input type="text"/>
R <input type="text"/>	<input type="text"/>
Y <input type="text"/>	<input type="text"/>

<p><i>acrostic poem</i> Write an acrostic poem about places in the park:</p>	<p><i>acrostic poem</i> Write an acrostic poem about places in the park:</p>
C <input type="text"/>	H <input type="text"/>
A <input type="text"/>	A <input type="text"/>
L <input type="text"/>	P <input type="text"/>
M <input type="text"/>	P <input type="text"/>
<input type="text"/>	Y <input type="text"/>

Figure 1. **Poem sheets.** *Own work*

ROCK	TREE	FLOWER
BIN	STREET LIGHT	PATH
BENCH	BUSH	FOUNTAIN
BRIDGE	RIVER	GRASS
SWING	SLIDER	STATUE
BIKES	PAVEMENT	SCHOOL
HOUSE	LIBRARY CORNER	PICNIC TABLE
POND	BUS STOP	CAFÉ
	SANDBOX	

Figure 2. **City and town vocabulary.** *Own work*

SPANISH-ENGLISH

5



Translate this story line by line.

El día de Lily y Sam

Lily y Sam vivían en una ciudad ruidosa pero les gustaba el parque más tranquilo del pueblo. Hoy, visitaron el parque y jugaron con otros niños.

"Hay más árboles y flores aquí," dijo Sam.

"Sí, y el aire es más fresco," respondió Lily.

Sam se cayó pero sonrió porque Lily lo ayudó. Miraron a los patos del lago y comieron bocadillos. Hay una sensación de paz en el parque.

Por la tarde, se sintieron más felices y planearon volver el próximo fin de semana.



Figure 3. City and town vocabulary. *Own work*

APPENDIX 5: Sensory walk

Name :

Date :

Sensory Walk

Write words in the correct category, Then write a paragraph about it that includes as many words as possible.



Words you can
SEE

GRASS

CLOUDS



Words you can
TOUCH

TREES

ROCKS



Words you can
SMELL

DOG POO

FLOWER



Words you can
TASTE

GOOSEBERRY

RASPBERRY



Words you can
HEAR

CARS

BIRDS

Figure 4. Words with the senses example. Own work

Sensory Walk

I went on a trip today and the birds were singing. Then I hugged a tree because it was fun. I was so happy seeing the clouds in the sky. We stopped to have lunch in the grass and we ate gooseberries and raspberries. They were delicious. A car drove in the park and we were angry. It was so loud! I was smelling a flower, but I fell with a rock. It hurted so much and when we were going back to school, I smelled dog poo. It was disgusting.

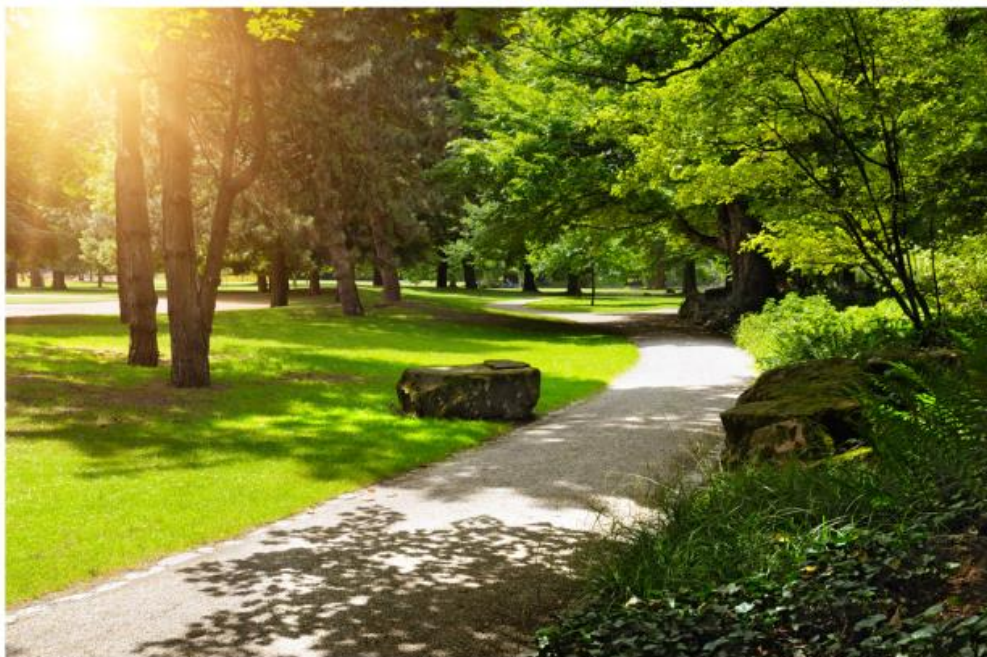



Figure 5. **Description example.** *Own work*

APPENDIX 6: Picture day



Hello sis!
I was at the park and I saw this cloud. It looks like a crocodile. It is bigger than the one we saw at the zoo last summer.
Love u!
Martha



1234 SCHOOL
THE CROCODILE
STREET
0124

Figure 6. **Postcard example.** *Own work*

PETER THE NIGHT OWL



Peter the Owl lived in a quiet _____ During the day, he slept in his cozy _____ because it was _____. As the sun set, Oliver woke up, ready for his nighttime adventure.



While most birds were sleeping, Peter soared through the dark sky. His eyes, _____ and _____ than other birds' eyes, helped him see clearly at night. He spotted tiny mice _____ (to run) below. His sharp hearing listened to rustling sounds, which helped him find food.



Diving _____ (in silence), Peter caught a mouse with his sharp talons. He loved hunting at night when the forest was _____ and _____. "I'm different, but that's what makes me special," he thought proudly.




As the morning approached, Oliver sat down on his favourite branch. "Good night, forest," he hooted softly, _____ (to close) his eyes. He dreamed of his next nighttime adventure, _____ (to know) he was an amazing nighttime hunter.

Figure 7. Peter the owl story. *Own work*

Checklist

We have...



1. Use past tenses.
2. Include different characters.
3. Use dots and commas.
4. Include adjectives to describe.
5. Use the correct grammar.
6. Take into account the ideas of everyone.
7. Use and, or, because...
8. Use comparative adjectives.

Sign: _____

Figure 8. **Checklist.** *Own work*