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"STRATEGIES AND RESOURCES TO DEVELOP COMMUNICATIVE SKILLS. PROMOTING PARTICIPATION AND MOTIVATION IN A 4th YEAR GROUP"

ESTRATEGIAS Y RECURSOS PARA DESARROLLAR LAS HABILIDADES COMUNICATIVAS. FOMENTANDO LA PARTICIPACIÓN Y MOTIVACIÓN EN CUARTO CURSO.

TRABAJO FIN DE GRADO

EN EDUCACIÓN PRIMARIA

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ABSTRACT

This final degree project presents and apply different techniques to promote motivation and communication among foreign language learners. Routines help students and teachers automatise some tasks, so a lot of time is saved while students feel confident and know what to do in each moment. A variety of resources is necessary to practice multiple skills and to adapt to learner's different progress levels. Several model activities focused on engagement as well as on developing multiple competences are included in this project too. All of this is applied to a unit plan considering the group characteristics and their previous experiences with some of the techniques proposed.

KEYWORDS

Routines, engagement, communicative skills, motivation, communication, cooperative learning, assessment, participation.

RESUMEN

Este trabajo de fin de grado presenta y aplica diferentes técnicas para promover la motivación y la comunicación entre los aprendices de una lengua extranjera. Las rutinas ayudan tanto al alumnado como al profesorado a automatizar ciertas tareas, lo que ahorra tiempo a la vez que hace que se sientan seguros de sí mismos y conscientes de lo que deben hacer en cada momento. Los recursos deben ser variados para poder trabajar múltiples habilidades y para adaptarse a los diversos niveles de progreso de los alumnos. Además, están incluidas varias actividades modelo centradas en distintas competencias, así como en fomentar el compromiso por parte de los estudiantes. Todo esto se aplica al diseño de una unidad didáctica considerando las características del grupo al que está destinada y las experiencias previas de los alumnos con algunas de las técnicas propuestas.

PALABRAS CLAVE

Rutinas, compromiso, habilidades comunicativas, motivación, comunicación, aprendizaje cooperativo, evaluación, participación.

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1. INTRODUCTION

The present final degree project analyses and concludes what type of activities, methodologies, organisation, resources and routines are the best to engage students in foreign language learning, and to improve their language skills in a certain context.

It is centred in communication as well as in motivation. The main objectives of the routines, resources and activities included are intended to foster autonomy, to encourage students to participate during the lessons, and to enhance their language skills so they are able to communicate using a foreign language, English, in multiple contexts.

In addition, the proposal is presented from a perspective where students are the main characters of their own learning process, and in which they become aware of their progress and improvements by self-assessment.

All this is done according to a specific context in where some of the routines, resources, or activities have already been introduced during the Internship period. Moreover, it is also based on the results obtained when some of these activities and resources were developed with a group of students from the fourth year of primary education.

2. OBJETIVES

The objectives aimed to be achieved through this research, connected with the general competences, are:

- Demonstrate to have and understand knowledge of education by applying the educational terminology, understanding fundamental psychological, sociological, and pedagogical characteristics of students, and implementing teaching techniques across different educational systems and the curriculum.
- Apply knowledge to work professionally and have the necessary competences by arguing and solving problems related to education. Recognize, plan, and carry out good educational practices. Analyse and argue educational decisions in an educative context.
- Collect effectively and interpret essential data, derived from their observations in educative contexts, to express their judgement with reflections about the aim of the educational praxis and use effective ways to search for information.

- Communicate information, ideas, problems and solutions to a specialized and non-specialized public in the Spanish language, in a foreign language, through the Internet and through interpersonal skills related with teamwork.
- Develop democratic values such as respect for human rights, intercultural reality awareness, solidarity, tolerance, justice, and peace toward various social groups and cultures.

And the objectives related to the specific competences are:

- To use non-verbal language as a communicative resource in English.
- To know the principal educational currents of foreign language teaching and how to apply them at various levels.
- To consider the Primary Education curriculum and the curricular development of the foreign language area.
- To promote the development of both the oral language and written production, paying especial attention to the use of modern technologies as long-distance communication elements in a foreign language.
- To be able to stimulate the developments of metalinguistic/metacognitive and cognitive skills for the acquisition of new languages, through relevant and meaningful tasks.
- To progressively develop the communicative competence through the integrated practice of the four skills in the foreign language classroom.
- To be able to plan the teaching-learning process of a foreign language by selecting, conceiving, and elaborating teaching strategies and types of activities and resources depending on the students' diversity.

3. JUSTIFICATION

The proposal presented in this document is thought to be developed at a state school with a bilingual section in a small city of Castile and León. Although it is not a very big school, it harbours many students. There are just two lines in most of the years but there are also some with three. In addition to sheltering many students, there is a big diversity of cultures and capacities among them.

The school's principal objective according to their official documents is to let children be the main characters of their education, performing an active role in school and their learning process. In their Bilingual Plan, they also stablish some aspects about methodology to be applied when teaching and learning English or in English, which are: to support the information with images, songs or oral expositions, to go from the word level to sentence level, and to adapt to the necessities of each student.

As in most of the schools, there is an English Book stablished for English lessons that reflects the contents and parameters included in the law and adapted to this level. So, it will be considered in the proposal, and its materials will be adapted to the lessons. The proposal follows the book organization, distributed by different topics, and lot of its resources are included in some lessons too. It tries to show the book as a support that determines part of the contents included, and that are taken from the curriculum, but that can be presented and worked on in different ways.

English and Natural Science at this school are both taught in English, and, in this specific year, even by the same specialist teacher. This helps to incorporate routines and for students to assimilate and automatise them by associating them to teacher and language. So, the routines and habits that are established in a subject are complemented by the other.

Specifically, the proposal is designed to be developed with a group of children from Year 4. The group is formed by 20 students and there is a big variety of capacities and levels of English among the group. There is a student with cognitive problems that needs a lot of support to learn the language, but also a safe place to socialise with her classmates and develop social skills.

The proposal is designed considering the principles, competences, methodologies, and contents from the current curriculum for primary established in Castile and León (*Decree 38/2022*). It intends to develop all the competences, to use active methodologies, to follow the main principles and to present the contents in multiple ways of working.

So, according to the school identity, the characteristics of the group, and the main lines of the current education decree of Castile and León, the objective of the proposal is to show different strategies, routines, activities and resources, that helps develop social and language skills, key competences, autonomy, self-esteem, enjoyment of the learning process, and confidence in students, while learning English.

4. THEORETICAL BASIS

PRIMARY CURRICULUM

The proposal is above all justified by the current law, the actual Spanish curriculum in Castile and León (*Decree 38/2022)*, and based on its principles, contents, methodologies and mainly competences.

According to the principles stablished in the first chapter of the decree, a school centre must be a place of learning, socialising, exchange and meeting students, families and teachers. These principles also expose the importance of individualised attention, focused on early detection and care of any type of necessity as soon as it appears.

Then, the pedagogical principles highlight the individualised attention as well as enhancing the students' self-esteem and autonomy, or the contribution to enjoyment of the learning process.

According to the decree, the lessons or activities should be presented as learning situations that must follow different characteristics. They must be global, including contents from different content blocks. They have to be interesting for students. They must be related to their context and daily life. And they have to be inclusive, guaranteeing the access of every student, being adequate to their characteristics and learning rhythms.

The methodologies proposed in the law are mainly active and centred on the variety of resources and situations in order to provide students with meaningful and enduring learning. Using games is a fundamental technique as it favours enjoyment, imagination, creativity and peer interaction.

It is also mentioned the importance of including different moments. Some for working alone and others to work in teams, in pairs, in small group and in big group, so they can develop both, autonomous learning and social skills.

The role of the teacher must be that of mediator, so students are the ones that have the active role in the lessons, and that way they develop a higher level of autonomy and autoregulation.

Related to this idea of autonomy, the law also highlights the assessment process and the relevance of self-assessment, so "students are conscious of their own learning process", and of mistakes, saying that "the mistake should be understood as a natural process which allow them to work from it and an opportunity to reflect about it".

Assessment must be done according to the different competences stablished and following the assessment criteria related to each of them. It must be done through the whole process of learning and not just at the end of it, evaluating the result only.

There are different types of assessment depending on who assesses, that must be included too. Teacher assessment, self-assessment, and peer assessment where students or groups assess each other, so they are both, evaluated and evaluators of the same activity. All of these can be adapted to each level and applied through different resources as evaluation targets, spiderwebs, checklists, or rubrics.

There are several competences included in the curriculum, that are also part of the proposal. The 8 key competences which are the main focus of the current law are:

1) Linguistic communication competence: the ability to identify, express, and interpret different concepts, feelings, opinions and thoughts, written or orally, through different resources and in different contexts.
2) Plurilingual competence: the ability to communicate effectively in a foreign language.
3) STEM competence: the ability to understand the world around us and the changes that take place by using multiple thinking skills and representations.
4) Digital competence: the ability to use technology in a creative, safe, healthy, sustainable and responsible way in order to learn, work or interact.
5) Personal, social and learning to learn competence: the ability to reflect, manage time and information, cooperate and create learning. It involves self-learning, social interaction, and learning strategies.
6) Citizen competence: the ability to act in a responsible and constructive way in society.
7) Entrepreneur competence: the ability to offer solutions in different contexts. It is based in innovation, creativity, critical thinking, initiative, perseverance…
8) Competence in cultural awareness and expression: the ability to understand and respect other cultures' and people's traditions, thoughts, opinions and lifestyles.

Competences are the base of the current decree which advocates for an education based on doing, on developing abilities, which is supported by the law, which affirms that "the

concepts, principles and facts are not learnt apart from their use, their utilization and their application". The main objective of education nowadays is to provide students with the competences necessary to be autonomous and able to function in life.

UNIVERSAL DESIGN OF LEARNING

The Universal Design of Learning (UDL), as it is summarized in the actual curriculum, highlights the diversity of students beyond disability. It stands out that every student learns differently, and teachers need to offer many options to every student so they can choose the one that adapts better to their characteristics. That is why the proposal tries to apply the three main principles of UDL:

- Provide students with multiple ways of representing information and contents.
- Provide students with multiple ways of expression.
- Provide students with multiple ways of implication.

Each of these principles can be broken down into three more specific instructions presented in a graphic organizer made by Wakefield (2018) for teachers to follow the UDL. That way, representation is about providing options for perception, language and symbols, and comprehension. Expression involves physical action, expression and communication, and executive functions. Implication or engagement is made up by recruiting interest, sustaining effort and persistence, and self-regulation.

Always offering students multiple options for each of those topics helps them to be resourceful, knowledgeable, strategic, goal directed, purposeful, and motivated, which are the main goals of UDL and that are part of this proposal too.

CONTENT AND LANGUAGE INTEGRATED LEARNING

As the proposal is planned to be developed in a bilingual school, this project is also based on the Content and Language Integrated Learning (CLIL). This method is focused in using the foreign language not just in the specific subject of English, but in other subjects too as it is Natural Science, for example.

It is based on the idea that language is the centre of the learning process and exposes that the best way to learn a new language is to use it in real situations, to communicate effectively with others naturally and not as a prepared thing. The goal is language using as well as language learning.

Both meaning and form are essential while learning a language, but as CLIL proposes it is not about focusing on them directly. The key is to learn them by using the foreign language in order to learn new contents.

According to Coyle (2010) there are five "C's" to consider with a view to program according to CLIL: content, communication, competence, cognition and community. It is necessary to encourage thinking, to teach new contents supported on their previous knowledge, and to introduce dialogue and communication. So, apart from the contents, students improve their language learning and using. It is also necessary to focus on competences and show students what they are capable of doing, as well as to consider community and culture connecting contents and learnings to students' environment.

COMMON EUROPEAN FRAMEWORK OF REFERENCE

The Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR 2001; 2020) presents a scheme of language proficiency and reference of different levels and descriptors scales based on what are students able to do. Created by the Council of Europe, it offers different options for curriculum design based on an "action-oriented approach" which is inspired by the communicative approach.

The action-oriented approach is also focused on the use of language for real-life tasks and situations. So, according to this, students must be taught so as to be capable of expressing themselves and develop different kind of activities. This approach implies collaborative tasks in which instead of language, the focus is the content or final product. Language is just presented as the vehicle of communication to achieve a different goal.

The co-construction of meaning is the centre of the learning and teaching process, which nowadays it is even more important due to the diversity present in class. It is necessary to clarify the meaning of each word or expression so communication can be effective.

The CEFR distinguishes three different communicative language competences and four communicative language activities and strategies. Communicative language competences are divided into linguistic, sociolinguistic and pragmatic.

Activities and strategies are divided into reception, production, interaction and mediation. Reception refers to reading or listening while production is based on speaking and writing but, on the other hand, interaction and mediation are a combination of both.

SPANISH/ENGLISH PRIMARY INTEGRATED CURRICULUM

The Spanish/English primary integrated curriculum (Arellano Espitia et al., 2015) is centred in bilingual teaching as an approach to language and literacy. The document exposes the importance of working on all language skills: listening, understanding, speaking, reading, and writing; and it also presents some strategies and types of activities to apply to practice them.

Related to listening, it mentions activities to do in pairs where they need to listen carefully to their partner's descriptions or instructions in order to guess an element or complete a task, and activities in which after listening to a story they have to do a retelling or to highlight some important events, as well as ordering some frames about it to retell the whole sequence.

Some of the activities proposed for practicing speaking are oral presentations, which include show and tell sessions among others. They all should be introduced since the earlier years of primary, so students are able to do some presentations on their own at the end of year six.

So, apart from practicing listening and speaking in pairs, it is necessary to include activities in big and small group too, so they get used to talk in front of their classmates. Through these activities, working in groups, they develop collaborative skills like sharing ideas clearly, listening and responding to others, taking turns to talk, or giving reasons for agreeing or disagreeing with another person.

In addition, the Spanish/English primary integrated curriculum also recommends to link language and literacy with assessment for learning, and these group activities are a great opportunity to do it. The skills needed in collaborative tasks, must be presented through this type of assessment so students become aware of what they will be able to do.

About reading and writing, it stands out the importance of motivation and guidance. As a way of motivating students to read, it mentions reading areas, letting students to take books home, or creating a reading journal. Shared reading, in which all the group and the teacher work about the same text shown in a digital format or big book, is mentioned as a way to help students enjoy reading.

On the other hand, guided reading is performed in groups where each member has their own copy of the text, and silent reading is combined with reading aloud, so they also practice fluency, pronunciation and intonation.

The same can be done with writing instead of reading. Whole class modelled writing is a possibility for the teacher to present students the process they must follow in order to create a text according to their level. Shared writing follows the previous modelled writing and now the students are the ones who think aloud to create a text all together following the corresponding steps. Then, guided writing is developed in groups, usually after modelled and sharing writings, so they can work together as well as being helped by the teacher.

COMMUNICATIVE SKILLS

"Communication is a sharing of feelings, ideas and opinions with others" as it is described by Ahmad (2016), that can be done by speaking or even writing. And for it to be effective, communicators must be able to communicate competently, simply, clearly and dynamically. They need to adapt to each context, simplify and adequate their message to the person they are communicating with, and to be able to follow interactions and talking turns.

There are different objectives that make us communicate with others, according to Ahmad (2016), the four main goals of communication are to inform, to request, to persuade and to build relationships with others. This last objective is as important as the rest and must be present in our classroom as it is essential to get to know each other and create a comfortable atmosphere among students. It is important while learning a foreign language because it is the one firstly used when meeting someone from another country who has a different mother tongue.

Ahmad also highlights that sometimes it is given much importance to technical skills while learning a language ignoring the indispensable communication skills that must be worked too in an English classroom.

COMMUNICATIVE LANGUAGE TEACHING

As it is exposed in the review of some teaching methods made by Renau (2016), the main objective of Communicative Language Teaching (CLT) is to acquire communicative proficiency rather than master some linguistic structures. So, it is centred in making

communicative competence the goal of language teaching and developing procedures for the teaching of all language skills.

This method influenced the law in Spain since one of the main objectives of it was to enhance the students' communicative competence, as it has been mentioned before.

As Littlewood (2010) also described, "the goal of foreign language teaching is communicative ability" and as he points out, it needs to be considered from two different points of view. The structural view, which is focused on grammar and sentence construction, and the functional point of view, which is focused on meaning and purpose. Both are necessary to develop an effective communication which is the intention of communicative language teaching, to create students able to communicate effectively in a foreign language.

According to that objective, Littlewood define communicative activities as situations created by teachers in which students need to solve a problem by sharing and processing information. Those activities will vary in complexity depending on the contents and materials provided. Some of these activities are identifying pictures, discovering pairs, sequences, differences, or missing information, communicating models, following directions, and problem-solving activities in which learners need to discuss in order to make decisions.

About tasks and activities, Nunan (2004) identifies six components in every task: goal, input, activities, teacher's role, learners' role and settings. Goals are the objectives of a task, directly related to the outcomes of learners. Input refers to the introductory material for the task, the information students are going to manage with a view to complete the task. Activities establish what the learners have to do with that information. Learner and teachers' roles are different depending on the methodology applied. In Communicative Language Teaching the learner role is mainly active, using language and negotiating meaning, but it is different depending on each task so when the learner's role changes, so changes the teacher's role. Breen and Candlin (1980) name three different roles for teachers in CLT, the teacher as a participant, the teacher as a facilitator of communicative process and the teacher as an observer and learner.

COOPERATIVE LEARNING

Cooperative Learning (CL) is a learner-centred method based on working in groups which according to several studies improves students' English oral skills, English reading comprehension and English writing.

According to Namaziandost (2019) there are five different components that are part of CL: interdependence, singular responsibility, promotive interaction, interpersonal and social skills, and group processing.

Interdependence is crucial for them to feel necessary, and to be disposed to help each other, if necessary, as they have common learning objectives and failing or succeeding depends on the whole group. This is linked with the singular responsibility; each member of the group has an important role in the group's result. Both components, interdependence and singular responsibility, need of promotive interaction between students to go in the same direction or to help and ask for help if necessary. Related to this, interpersonal and social skills are crucial to give feedback or reach a consensus, always involving everybody in the learning process. Finally, group processing refers to members being conscious of what they contribute to the group and contemplating how they learn.

In this process teachers are not the ones who measures the capacities of their students, they have the role of a coordinator, guide or facilitator that help each group to organise themselves, to guide their thinking process and to identify and focus on what is truly important.

As the research concludes, Cooperative Learning helps considerably students to increase their speaking skills in a foreign language and their intrinsic motivation.

Speaking is one of the more important communicative skills. It is the main one in daily oral communication, and it must be practice and developed in the school in order to learn English and develop the main competences.

There are three components needed to maintain oral communication:

- Fluency, which refers to the ability of speaking spontaneously, responding coherently, including linking words and using an adequate intonation.
- Accuracy, that is focused on grammar and efficient communication. It is based on speaking without mistakes in terms of grammar, language or even pronunciation.

Errors need practice to disappear, although they never come to an end, something that teachers must also express to their students.

- Pronunciation, based on producing the correct sounds so others can understand, identify and differentiate the words they are saying.

About speaking activities that can be proposed at school, there are three different types: performance, guided, and creative activities.

Performances are a great opportunity for students to practice target language.

Through guided activities as repetition of different structures or model dialogues students practice and focus on accuracy. Find someone who, questionnaires and information gaps are some examples of guided speaking activities.

Creative activities are more focused on fluency as they are about improvising, and the specific language or errors are less important. Some creative activities are role-playing, simulations, free discussion, games or problem-solving.

All of them are speaking skills but also, they are cooperative activities in which students interact between them by using a foreign language, English.

So, thanks to CL students practice speaking, as well as they discover themselves being able to produce and use a foreign language to achieve different objectives, and in different contexts. At the same time, they become conscious of their improvement which increases their intrinsic motivation too.

THE USE OF ROUTINES

Routines are part of the school since the moment students arrive in the morning until the time they leave in the afternoon. Sometimes routines related to school continue even at home. Many students are used to do their homework always in the same place and at the same time.

Although there are many different types of routines, all of them have common benefits for both teachers and students. They are useful for teachers as they automatise and accelerate some actions or processes that are part of the school day, which lengthens the time for doing other activities. In addition, they make students feel confident and relax, as they have an idea about what is going to happen and what they have to do.

However, there are many other advantages of using different routines in school in order to encourage students learning.

Routines consist of a sequence of steps and procedures to complete a task. But speaking about classroom routines we can describe them as "small cooperative scripts of behaviour, used to support several activity structures" or "fluid, paired scripted segments of behaviour that help movement toward a shared goal" (Leinhardt et al., 1987).

Routines incorporated in a classroom have the main characteristic of being collective, the same procedure is established for everyone to do individually or in big group with concrete rules to manage interventions. So, as Harper and O'Brien (2015) affirm, it is necessary to consider that "for a routine to be effective, both student and teacher need to understand its purpose and value outcome".

According to Harper and O'Brien (2015) "routines shape the classroom climate", and they also "help maximize learning by providing stability, consistency and time management". These are all characteristics that are crucial to develop a structured way of working in school.

The stability provided by routines help students feel comfortable and relaxed as they know what is about to happen in each moment and what they are expected to do or how to react. This is especially important for students that have some especial necessities. Consistency helps students create plans or set goals before the action takes place. And time management is one of the most useful advantages of routines because usually, as time in school goes really fast and frequently there are lot of unexpected events, it is difficult to do everything that was planned at the beginning.

However, they not only have benefits for students but for teachers too. Apart from the fact that they help considerably to maximize the use of time, Harper and O'Brien (2015) also describe that routines are a way of automatising tasks that help free up processing space needed for other important activities. Doing things automatically, let us focus our attention and efforts on the content of our work and not in the procedure.

There is another characteristic of routines that is essential to consider "the concept of routine in education cannot be fixed, it must be reconsidered when it no longer seems to be effective" (Leinhardt et al., 1987). As everything in education, routines need to be adapted to the context and must be flexible, so students feel comfortable and natural when using them instead of attached to a fixed structure which feels antinatural for them. In

addition, as students evolve, routines must evolve too, the teacher needs to be aware of the use students do of a routine and modify it in order to adapt it to students' preferences, requirements and improvements.

Harper and O'Brien (2015) also include some of the roles that routines perform in the school:

- Increasing active student engagement through individual accountability. As the process of how to intervene is already set, it is easier for them to feel confident enough to participate.
- Establishing a positive classroom climate by making students understand how their effort helps the classroom run. Using routines that emphasize the active role of students in their learning process and that centre each lesson in their interventions to build learning, makes this role of routines even clearer.
- Creating a sense of self-regulation among students. Once they get familiarized with routines and they internalized them, they can regulate their own work as well as a group activity.
- Establishing task expectations that can be completed with little or no teacher guidance. Related to the previous one, routines help students to improve their autonomy and be aware of it.

Each of these roles has positive results in education and helps students develop autonomy, motivation, and responsibility.

Apart from roles, we can consider different types of routines according to their function Leinhardt (1987). Management routines are mostly organizers as hanging up coats or lining up. Support routines are the ones necessary to start an activity. They are usually related to resources or spaces as distribution and collection of papers, getting materials ready or specifying where an action is to occur. Exchange routines are focused on the communication process between students and teachers, they refer to the different types of communication established between them for each specific activity.

This last type of routines is crucial in order to develop language skills and to let students use the language to communicate and express themselves. If these types of routines fail, teachers will be talking to themselves as students would not be listening and even less answering or responding.

ENGAGEMENT, MOTIVATION AND ENJOYMENT

Research made to analyse anxiety and enjoyment in foreign language lessons (Dewaele & MacIntyre, 2014) obtained interesting conclusions about what factors help students to enjoy learning a foreign language.

Group activities showed to have a great acceptation by students as they mentioned role-plays, debates, filmmaking, games, singing or preparing group presentations as some of the activities they most enjoyed. But apart from being group activities they can also be considered as activities focused on speaking; some participant students even pointed out a cathartic effect of these activities for those who usually avoid speaking with others. In addition, they can be defined as activities in which students were the main characters and where they had the possibility to make decisions. This shows a relation between choice and motivation.

Moreover, most of those events that they described as enjoyable, were also a long process of hard work toward a final product or goal that when achieved, made them proud of themselves which increases their self-esteem and confidence.

The research demonstrated that classroom environment affects enjoyment and teachers' attitude is part of this point. Positive, happy, humorous, respectful and well-organised teachers are appreciated by students, and it helps to engage them during the lessons. Related to this, Fredricks (2004), who analysed engagement and concluded its antecedents, points out too that a classroom environment in which students receive support from teachers and peers increases learners' engagement.

It also includes more antecedents of engagement related with behaviour as a good relationship between classmates, so peer support is reciprocal, a well-structured and managed classroom where teachers create rules and are clear about their expectations, a context that support autonomy, characterized by choice and shared decision making, and some task characteristics.

According to Newmann (1991; 1992), tasks must be authentic, provide opportunities to assume ownership of their conception, execution and evaluation, opportunities for collaboration, opportunities for fun and permit diverse forms of talents.

Guthrie and Wigfield (2014) argue that engagement in reading is enhanced in classrooms with interesting texts, real-world interactions, autonomy support, strategy instruction, opportunities for collaboration, and teacher involvement.

SELF-ASSESSMENT AND AUTONOMY

According to David Gardner (2000) assessment has multiple purposes as confidence building, demonstrating learning gain, and motivation. As it is pointed out in the curriculum too, Gardner differentiates three different types of assessment depending on who it is constructed by: the teacher, the learner, or collaboratively.

Specifically self-assessment, the one usually made by students about their own work, can be also built by anyone, it is not just something for learners but for anyone who wants to assess their work and improvement.

Holec (1979) defines autonomy as "the ability to take charge of one's learning". It is important to realise that total autonomy is difficult and rarely reached, and that levels of autonomy are not fixed, as they usually fluctuate depending on the contexts and learner's mood for example.

Considering Holec's definition of autonomy, self-assessment is then a tool that helps autonomous learners. It is considered as an integral part of autonomous learning in which all learners engage not necessarily knowingly.

The role of teachers in training students to develop their own self-assessment strategies while increasing their autonomy is divided in three parts. These are: highlighting the benefits of self-assessment, providing guidance and resources, and finally helping them understand the significance of their results. Self-assessment is thought to make students conscious of their learning process, their achievements and their mistakes, so they can focus on improving those aspects they need to enhance.

Related to this is the European Language Portfolio (ELP, 2004) which is composed by a linguistic biography where students can register their progress, a dossier to collect memories related to different cultures, and a language passport to show their level at different languages. It is a good resource for practicing self-assessment focusing on language acquisition that can be included in the school since the beginning of the primary education. That way, students can then check their progress since the beginning to the

end of this stage, as well as be aware of their English level according to the proficiency levels established in the CEFR.

5. PROPOSAL

This proposal is focused on routines, resources, and model activities which intend to improve the language skills. All of them are created in order to be implemented in every unit, following the same pattern, but adapting the contents to each topic.

It is also designed to be developed with a group of children from Year 4, which is one of the years that had three different lines in the school when the internship time was done. This is quite positive as these groups are a bit less numerous than the others. The group is formed by 20 students that have been together as a group since the beginning of Primary Education. There is a big variety of capacities and levels of English among the group, and there is a student with cognitive problems that needs a lot of support to learn the language, but also a safe place to socialise with her classmates and develop social skills. It is a participative group, but they are usually the same students the ones who are willing to participate, one of the main objectives of this proposal is to increase the number of students ready to participate in every lesson.

These are the routines, resources, and model activities included. Some of them have already been developed in this group and have had a great and positive impact on learners.

1. Routines

Routines are commonly used in a school to manage time, interactions and movement. As Leinhardt (1987) describes them, routines are designed toward a shared goal which is different depending on its type. Most of the routines included in the proposal are focused on communication so they are exchange routines but there are also some other routines included in order to organise and support activities and students.

1.1. "Who, what, where" routine

This routine takes place every time before or after reading the story of the unit, which is something most of the English books include. In this routine, students name all the people, things and places they see in the different vignettes of the story. And what they say is usually written on the whiteboard into three different columns, so they practice spelling by writing or just seeing it written.

The routine can be introduced since the early years of primary, so at the beginning the teacher will be the one writing but later on students will be also able to do it.

Through this activity, done at the beginning of each unit, students review most of the language related to the contents of the unit and become aware of what they remember and what they do not, so they can regulate their own learning.

As well as for students, it is in addition useful for teachers to analyse their students´ previous ideas about it so they can adapt the next lessons to improve what is necessary.

This is one of the routines that were already developed in the group and as it is described in the conclusions of this document, it had a good impact on students.

1.2. Silence routine

A gesture, a rhyme, or both together, could create a nice silence routine started by teachers and repeated or completed by students. An example of it is "1,2,3 listen to me. 3,2,1 silence everyone" and to reinforce it, a good option is to add some gestures. For example, representing the numbers with the fingers in one hand and taking the last finger to the mouth asking for silence, or saying the second part of the rhyme whispering.

As time pass, students will get used to the saying and signs, so probably at the end of the year only the gestures or just the beginning of the sentence will make the same effect. At the end, also students will be able to introduce it during a presentation or similar, to catch their classmates' attention. This type of routines can save a lot of time during a lesson.

1.3. Group roles

Related to teamwork, which is something difficult to achieve and practice in some contexts, roles are a nice resource linked with some of the components of Cooperative Learning exposed by Namaziandost (2019) for learners to feel useful and necessary in order to complete tasks.

Some possible roles are speaker, writer, organiser and resource manager that can be identified with a medal (*appendix I*). But, apart from having one person in charge of each role to form a group, they must be heterogeneous too. Including learners with different capacities and abilities as well as different levels of English.

So, looking for students to get used to this way of working, at the beginning the groups and the roles should be organised and distributed by teachers. Then, as time passes,

students will be able to start choosing their role or their teammates, and finally both. In the end, once they know how to work in groups properly, it will be easier to organise shorter group activities during part of a lesson. It is easier when the routine is established since the earlier years of primary and students have enough time to discover what their best qualities are and who they work better with.

In addition, it is determining that all the students work together at least once, so everybody get to know each other which helps to create a nice atmosphere in class for everyone to feel comfortable. Because as Dewaele & MacIntyre (2014) demonstrated, classroom environment affects engagement. This helps students to never feel ashamed of participating, speaking or reading in class, which is necessary in order to learn a language.

They must develop every role too, so they can experience all and conclude which one they perform better.

Working by groups is strongly linked with the citizen competence in which each of them perform a different role and it is also related to the personal, social, and learning to learn competence as students interact and discuss in groups. It is even related to the entrepreneur competence too because through teamwork they will develop innovation, creativity, critical thinking, problem solving, initiative, perseverance and the ability of working together in a collaborative way.

Above all, this routine is part of Cooperative Learning, improving student's oral and written skills.

1.4. Three stars and a wish

Including a self-assessment routine will be useful for them to improve their autonomy, as Holec (1979) mentioned, and self-consciousness about their achievements, strengths and necessities. In order to develop it there is the routine "Three stars and a wish" in which each student, at the end of a unit or activity, can ponder about what they have achieved (3 stars) and what they can improve (a wish). To start, using some checklists helps them familiarise with the assessment sentences so they can write their own later on. And finally, in the third term some group self-assessment can be included to check their teamwork.

Self-assessment is truly present in the actual curriculum, and it is related to the personal social and learning to learn competence, mostly to this last part about learning to learn.

Through self-assessment, students become aware of their achievements as well as the aspects they need to improve, so they can act accordingly trying to enhance those aspects.

This is also linked to other important topic explained in the curriculum which is the role of mistakes in the learning process. When the students are the ones who check their own work, they are capable of identifying their own mistakes and learn while thinking about how to correct them.

2. Resources

There are many different resources useful to motivate students, improve their competences, or to help them feel more confident.

2.1. Individual whiteboards

To solve some activities or play some games, each student is given a whiteboard and a marker (*appendix II*) to write and show the answer to the teacher as well as to their classmates.

This way they practice spelling, and they feel free to answer because, as they all answer at the same time, they do not need to say their answers out loud. They don't feel exposed, so they do get motivated to answer. It is also a material in which you can erase and re-write easily so there is no problem if there is a mistake and you need to change it, it helps to eliminate the fear of error. Including this is a useful resource for teachers too as they can check the progress of each student without spending a lot of time focusing on them individually.

This has been developed before with the group and it has had considerable results, improving their motivation and increasing their participation.

2.2. Chronometer

Not only telling but showing them the time they have to complete a task, motivates them to concentrate and focus quickly on the activity avoiding distractions. It makes them aware of time and it is a way they start to organise themselves.

This also helps teachers to predict the time each activity is going to take so they can program better the distribution of the lessons.

It was applied in the group before, during the Internship period, and they got used to it very quick. They soon assimilate that there was a specific time to complete each task, and

even when the teacher forgot they asked for it. It turned into an essential in English lessons and made a difference avoiding time waste.

2.3. Scheme cards/summary cards

Schemes or summary cards with the main information about a topic or some tips about how to use different structures or key language (*appendix III*) will help students familiarize with different ways of organising information and will make them feel more confident while intervening in class or be volunteers in activities as they have that visual support. Moreover, it will help many students memorise or remember the information unconsciously after having used the card continuously during the lessons.

As other routines, it can be introduced progressively, beginning with detailed cards given by teachers and ending with personal cards made by themselves and different between them according to each student's preferences about how to organise information.

This was put in practice with this group of students, thanks to a student that decided to create a scheme in his notebook after feeling confused and mixed some concepts during a speaking activity. Once every student had one, they began to take them out in most of the speaking activities and little by little many of them started to feel confident even without them.

2.4. Incorporating personal or environmental elements

Incorporating elements from the environment into the lessons is always something that motivates students and generates meaningful learning. As what they need to learn is the language, every aspect of their environment as sports, family, clothes, cartoons, places or special dates can be included in the subject.

Sharing personal information, their hobbies, routines or family, also helps them to get to know each other and helps to create a comfortable atmosphere in class for everyone.

This was developed during the internship too. There were included pictures of objects from cartoon characters and pictures of their rooms as well as the teacher's watch for example, in a speaking activity. And the more they liked the cartoon character the higher they raised their hand. All of them were engaged throughout the whole activity trying to identify the owners of each object and at least once, each of them raised their hand.

2.5. English corner

Having a space in the wall or a corner in the classroom for English resources not only shows the importance of English in the school, especially in a Bilingual School, it is a very good support for students in order to participate in class.

A corner which includes some basic sentence structures or examples of how to intervene in class, to make an observation or a question, for example, so they can take a look there and ensure about what to say and how before speaking. It must include some rules for the class, so they are always visible and present.

2.6. Ranking

One of the possible resources to be included in the English corner is a ranking. A resource to reward students after making an effort during a lesson, this way they are motivated to participate anytime so they can be upgraded in the ranking until reaching the upper part of it and gain a recompense. There are many ways of including these ranking, but the best options to encourage teamwork are being upgraded as a group, having a colour for each, for example, or completely as a class or big group, so everyone's actions would affect the whole class. Then, recompenses must be adapted to their likes but also linked with the subject as having free time for playing boardgames while speaking in English, having free time for reading in English or to watch a chapter from some English TV series.

Through this, teachers can avoid silent or passive students and get motivated and active learners.

2.7. Videos of native speakers

It is important to include more resources apart from the ones offered by the book, as it is necessary for students to see the utility and use of learning English. According to both characteristics, incorporating videos of native English people or children, if possible, will make them get used to real English out of traditional listening exercises, and will make them feel they are able to understand or communicate with English people.

This routine is directly linked with the competence in cultural awareness and expression as students will get familiarized with different types of accents, traditions and lifestyle.

3. Model activities

Some types of activities are truly useful to encourage students to participate and to help them develop language skills.

3.1. Movement

Including activities in which students move around the classroom, helps them to be concentrated, active and ready to participate. There are multiple ways of including movement in class, like letting students stand up to write something on the whiteboard, asking them to represent something through gestures, creating pairs with separated students so they need to move to join, or instead of raising their hand to say which option they think it is the correct one, positioning in different corners or points of the class.

Movement also helps them learn and remember things better as their body is involved and somehow, they experience the action.

3.2. Prediction activities/games

Activities in which students need to guess the future, or to think about what is most likely to happen, are a good option to encourage them to use logic. This way they need to create hypothesis based on what they already know, and on their previous experiences.

Including this type of activities frequently, will help students develop their thinking skills and strategies. In addition, it will help them practice how to explain and argue their thoughts and opinions trying to explain their classmates why they think something is going to happen.

3.3. Speaking games

There are many different types of speaking activities; more or less guided, in big or small groups, sometimes supported by an object and others by different elements or some sentences written on the whiteboard. But all of them usually have a positive impact in students and are a nice resource to improve their motivation and self-confidence. As it was concluded in the research made by Dewaele and MacIntyre (2014) speaking is one of the elements that improved motivation.

Speaking is not usually practiced as much in English lessons at school although, according to the law, it should, so students become a competent person in the future by developing every competence.

Introducing it as a routine, a habit, and not just as punctual activities is a good option for students to improve not only in pronunciation but in speaking skills, motivation and respect too.

The best way for introducing this type of activities or routines with a group, is always in a progressive way. Starting in small groups so they do not feel too much exposed, and letting them have a guide, then making groups bigger and maintaining a visual support for them to remember what to say or what structure they must follow, and at the end in big group and reducing little by little the visual supports or guides.

During the Internship period, one of their favourites activities or games was the fashion show in which they had to parade and pose while explaining in front of the class what they were wearing. Adding the acting and attitude, as well as seeing the teacher doing it first, made them laugh and had a motivational effect on them.

This routine is probably the most related to the linguistic communication competence included in the curriculum as it is focused on encouraging students to use their speaking skills in order to communicate with others. Depending on each type of game proposed it is more or less emphasized, but it is always implemented.

3.4. Reading out loud

Similar to speaking, reading in English is usually a bad experience for students, and introducing it as a routine will make the difference. There are different activities to be done so, in the end, they feel confident enough to read in English in front of people anytime.

There are some games useful to be done at the beginning, so they start feeling comfortable as reading while trying to express an emotion, shouting or whispering, avoiding words, etc. As a summary, funny exercises in which they want to participate must be included so, little by little they gain confidence to finally read in English without worries. It is also useful to present activities in which they need to read so they can complete a task.

UNIT PLAN

This unit is programmed as an example of where all those routines and habits in class could lead to at the end of the year. The main purpose of this unit is that students feel the main characters of their learning process, mainly at the end, when they will be the leaders of a lesson.

It is developed considering the English Books that are used in the school, following the contents and guideline they propose and including some of them as a support, although many of them are not developed as they were originally presented by the book.

The unit corresponds to unit 5 in the book, focused on hobbies, and it will be developed in the third term. As hobbies are things that we like doing, it is important to reinforce the use of the "-ing" form, and related to the main text of the unit, which is a recipe, it is necessary to practice instructions too.

So, pursuing those objectives, the purpose for the final task of this unit is that students by groups give instructions to their classmates about how to develop a different hobby. The unit development is divided into two different parts. The first in which students practice everything they need to complete the final task, and the second in which students begin to work in groups organising an instructional text so they can later explain to their classmates how to develop a specific hobby.

Every unit tries to follow the same structure in order to focus on the development of all interaction skills.

The **first lesson** will be an introduction to the new language in which their own photos will be used as the flashcards of the unit. Some pictures of students practicing their favourite hobby, that the teacher should have asked them to collect and bring to class days before. If necessary, the teacher will present the language included in the Book that has not been mentioned by students, using proper flashcards.

To start, students will be asked about their favourite hobby "What is your hobby?" or the things they like doing in their free time and they will try to answer according to their previous knowledge. Once they have answered, they will also stick their photo on the blackboard and search its name in the name flashcards spread in the teacher's desk, while the teacher reinforces the acquirement of new language by saying again the name of that hobby. Through this activity students are able to move and feel motivated as they are talking about their own real hobbies and showing some of their favourite photos to their classmates, which helps them to get to know more about each other.

Then, they will read all at the same time, while the teacher points at the pictures, the name of all hobbies. So, they can recognise and reproduce the name of each hobby. To keep practicing it, they will play then "Guess the hobby: mime edition", a game in which a volunteer will choose one of the hobbies to represent through gestures. The rest of the

group should try to guess the hobby and the one who guesses it will be the next volunteer. In this activity they are the ones choosing which gestures may be linked to the new language.

After that, they will do a listening exercise from the Activity Book, in which they have to first, order the pictures of the hobbies as they are mentioned in audio, and then, write their names for what they can check spelling by looking at the board.

Finally, they will continue practicing speaking and reviewing the different hobbies by speaking in pairs about their hobbies and taking notes. For that they can follow the structure shown in the previous exercises as "What is your hobby?", but they can also ask if they like any other hobbies using a different question structure as "Do you like….?" "Yes, I do", "No, I don´t". Both structures will be shown in the screen as a support.

After a few minutes of this conversation, they will change pairs and speak about their previous partner hobbies. One will make a question as "What hobby does Julia like?" so the other one can answer according to the photographs in the blackboard "Julia likes swimming".

In order to change pairs each time they will move randomly around the class until the teacher claps twice. Then they will seat in their nearest chair.

Lesson number two will start reviewing the hobbies' names and spelling. Each student will have a flashcard, some will be the photos and others the names of the hobbies. So, the ones with the photo will stick it on the blackboard one by one and then the ones with the name will try to read it helped by the teacher and stick it next to the correct picture.

After that, they will play a game in which one volunteer will tell their classmates three different sentences, saying what he or she likes or doesn't like, as "I like cooking" "I don't like dancing" and "I like playing tennis" for example. Later, the teacher will ask the rest of the class "What does she like?" "Does he like cooking?" "Does he like dancing?" "Does she like playing tennis?" so they can answer saying "Yes he/she does" "No, he/she doesn't" and even "She likes playing tennis" depending on the question. Through this activity they practice speaking and listening all at the same time depending on their role during the game.

This will be done with some volunteers, and then they will do a short exercise from the Activity Book ordering some words to create sentences about what do people like doing

and in order to complete the work done in class they will do two more exercises at home completing some questions and answers using the third person singular.

Next, they will use the cards at the end of the book in which there are shown different characters and their likes and dislikes. With that information in front of each of them, they will play "Guess who" in small groups. Each of them will think about one of those characters and by making and answering questions they have to guess who they are thinking of. This activity is related to how Littlewood (2010) describes communicative activities as learners need to share information trying to solve a problem or make a conclusion.

Then, they will see a video of an interview about hobbies in England. But before, they will be informed about what they are going to see, what they need to focus their attention on, and the level of difficulty. If they are going to be able to understand everything or if they should not worry about understanding some of the children.

Next, students will have to pay attention and match the names of the children interviewed with their hobbies. They will be able to listen and see it two or three times focusing on different information each time, as the names of children or the hobbies mentioned. So, at the end, they can answer questions as "How many children say they like swimming?" or "Does Mathew like playing the piano?".

Finally, at the end of the lesson, they will create their own card including information about their hobbies too. These cards will be added to the English corner established un the classroom.

Lesson number three will begin with a "Social Bingo", a 'find someone who' activity in which they have to collect some names from classmates or even the teacher, one per square, that likes different hobbies. That way, they have to use questions and answers to communicate between them.

Then, the rest of the lesson will tour around the story of the unit, which is about a girl trying different hobbies, because she hasn't discovered hers yet, and filming herself through this process.

To start, they will do a prediction game, this time it will be an activity from the Activity Book about matching sentences according to the reasons the main character has for liking or not each hobby. The activity is thought to be done after reading the story, but as the

objective of these prediction activities is for them to think instead of copying, they will do it before listening to the story and check on it after. They will do the exercise, without looking at the story, and later they will see the story while the teacher stops it when necessary to check it.

Next, they will open their book to see the story and do the "who, what, where" routine. They will read the story out loud, in groups, each of them being a different character. And then, they will do a different activity from the Activity Book about completing sentences said in the story, but instead of copying as the book requests, it will be done by choosing between the options the teacher gives them and thinking who said each of them. For this exercise they will use their whiteboards to answer first, and then, after checking each answer, they will have some time to copy it on their Activity Book.

Finally, at the end of the lesson, they will talk in small groups about all the hobbies they have ever tried.

Lesson number four will have the objective of discovering which are the most popular hobbies in our class. First there will be a review of the contents already seen playing "Guess the hobby: drawing edition" which is the same as the mime edition, but in this case, they try to draw the hobby instead of representing it through gestures. Once they guess the hobby, the student that guessed it must find the name between all the name flashcards exposed on the teacher's desk and stick it on the blackboard. This activity will be completed with questions about the different hobbies they represent, if they like the hobby or which elements they involve, for example.

And then, in order to find out the most popular hobbies within the students of this group, they will create all together a questionnaire about their likes, that they will also answer later. The teacher will create it on the screen while the students choose and form the questions, then, the students will answer it using the tablets from the school.

When everybody finishes answering it, the results will be shown in the screen in form of circular graphics that represent the number of students that likes each hobby. With this analysis, apart from discovering the top 5 hobbies in the class, they will review and use mathematical language as "half" or "one quarter" which are as well part of the contents included in the book. At the end, there will be a list of the five most popular hobbies among the students of the group.

Lesson number five is where the main part of second half of the unit begins. It will start by creating the groups. The teacher will give to each student a piece of paper which is also a puzzle piece, so they have to find the classmates that have the other pieces of the same puzzle. Once the groups are formed, they will have to distribute the roles between them and choose one of the five favourite hobbies selected in the previous lesson.

Then, when each group has selected a hobby, they will read the text from the book that they will later use as a guide to create their own text of a different hobby. This text is a recipe which first presents the ingredients and then expose the different steps you must follow to cook it.

They will read it at first in silence, while listening to it, and then all together as a shared reading, included in the Spanish/English primary integrated curriculum (2015). Later, they will do a modelled writing, guided by the teacher. Analysing its parts and how is it written (underlining the verbs, classifying the different paragraphs…) so they can then follow the same structure. To distribute the roles, they may take into account the experience they already have about performing each role in previous works.

And finally, they will complete some sheets that will help them organise the information they need to create later their own instructions. The teacher will give them two different sheets (*appendix VI and VII*) for them to complete; one to complete with the elements and steps they usually follow to develop that hobby, and another one with a silhouette they will have to dress up in order to perform that hobby too.

They should try to bring to class those clothes for next day to make a fashion show according to each hobby.

In **lesson number six,** at first, they will have a fashion show in which each group will tell what they wear to develop the hobby they are working on. Then, they will have to do a guided writing creating the instructions, the sentences they will tell their classmates to explain how to develop that hobby.

The teacher will guide them using the example from the book, or even other if it is necessary, and will help them to distribute who will say each sentence, so they all participate equally.

Lesson seven is about creating a questionnaire by groups with five questions for their classmates about the hobby they are going to present. They will also need to make a list

about everything they need in order to develop their hobby with the whole class, for example if it is football how many balls they need according to the groups they are going to make. And at the end, we will make a lottery to discover the order in which they will present their hobby.

The next lessons will be show and tell sessions, dedicated to their oral presentations. Each group will have 15 or 20 minutes to lead the group and develop their hobby. The last five will be for their classmates to assess them through a rubric (*appendix VIII*) created by the teacher. So, **lessons eight, nine** and the first half of lesson 10 will be starring them. Then, at home they will need to fulfil the questionnaires about each hobby presented.

The last half of **lesson ten** will be focused on doing a group self-assessment. The whole group must think about what they planned and how did it go. They will have to write down all the things they have done great and what they could have done better. At the end they should establish 3 stars and a wish as a group (*appendix IX*).

6. CONCLUSIONS

According to the objectives and competences established, and to the previous experiences, results and observations when introducing some of these techniques before in the school, there are some conclusions obtained.

During the internship period a routine and many of the resources and model activities were developed in three different groups of the same year level. Although this proposal is centred in the characteristics of one of those groups, the experiences with the others are good sources of information to consider while programming this next unit.

The “who, what, where” routine was one of the routines students were more used to and it had a good impact among them. All the groups were very participative during its development trying to include at least one element in each of the groups. It is a good exercise for them to remember the language they already know and to check the spelling. It has also an impact in their confidence and motivation. Asking students about things they already know, apart from helping them to remind some concepts or spelling, is a way to encourage their participation, especially for the ones that usually do not feel comfortable raising their hand or speaking in front of all their classmates.

Group roles is a routine that has not been implemented before during the Internship period but just the speaker role was introduced just for the last activity they did. It was similar

to a group competition reviewing all the contents see in the unit, so each group needed a speaker to say their final answer. The speaker from each group was identified by wearing a medal and changed during the activity. As everyone was going to have an opportunity to participate, they respect turns and as it was linked to a representative medal it was easy for them to identify who was the speaker at every moment. So, although they have not been introduced before, based on this previous experience it is probable that incorporating the other roles have a good result.

Through routines and Cooperative Learning students work toward a shared goal which motivates them and at the same time force them to communicate in order to organise themselves so they can achieve that goal.

Talking about resources, individual whiteboards are one of the best resources to encourage participation. They were implemented during the Internship period, and they truly made a difference. The number of students participating and being involved in tasks increased considerably since the moment whiteboards where included. They felt very excited every time they used them, and it was due to the fact that it was something new and innovative for them. Innovation is not only about incorporating the use of technology, it is also about introducing new resources that surprise and motivate students to create significative learning for them. The focus is not what it is used in our lessons but how it is used.

The chronometer is a different key resource for participation improvement. It was already incorporated before, and it helped them concentrate sooner and respect everyone's timing. It requires teachers to have a good control of timing which is something that takes some time to manage. It is very important to establish reasonable times, so they do not finish too early or do not finish at all. It is fundamental as well not to stop time sooner or add extra time frequently for students to take it seriously.

One of the resources to highlight are the summary cards, which showed to be truly useful for students. They were implemented as a support for them to complete some tasks by having all the important information clearly organised in a reduce space. Having a physical and individual support with essential information about the unit helped the shyest students to gain confidence in order to participate in speaking activities. At the end, they proved to be crucial for them to assimilate and understand the contents because then, some of them represented them in the exam (*appendix X*).

As it was the first time, they used something similar, it was the same for all of them but once they acquire the habit, they can create their own summaries and adapt them to their specific necessities.

When students are truly interested in the topic or related to it, they are much more engaged. Incorporating personal elements attract their attention and make them feel the centre of the learning process. This way, they become aware of the use of language in their context.

Related to model activities, movement also makes a difference. Students spend most of their time at school, usually sitting down on their chairs being passive. So, offering them the possibility to move around, at least to write on the blackboard, to take a piece of paper or to represent something through gestures, helps them be active during the learning process and motivated to participate so they can stand up.

Introducing speaking games is key for them to develop communicative skills. During the Internship period the number of speaking activities increased considerably and that had a great impact on students. There was a big difference from the beginning to the end of the unit, in their communicative ability and even bigger in their confidence shown to speak in English in front of their classmates. For example, some of the students who participated in the fashion show were students that were not expected to have done so before.

And finally, reading aloud is a challenge for them but proposing activities in which they need to do it in order to complete the task encourage them to try and little by little improve a lot. During the Internship period they did an activity in which first they needed to read a text on their own and follow instructions to paint a drawing, and later they needed to read out loud these descriptions, one each, so they could guess the drawing described. All of them felt included and, as everyone participated, they respected each other.

There are many factors that affect students' attitude towards a lesson and even toward learning a foreign language. As teachers it is not possible to control all of these factors, but it is to get to know each group of students and adapt English lessons not only to their necessities but to their likes too. Engaging students is crucial to promote communication.

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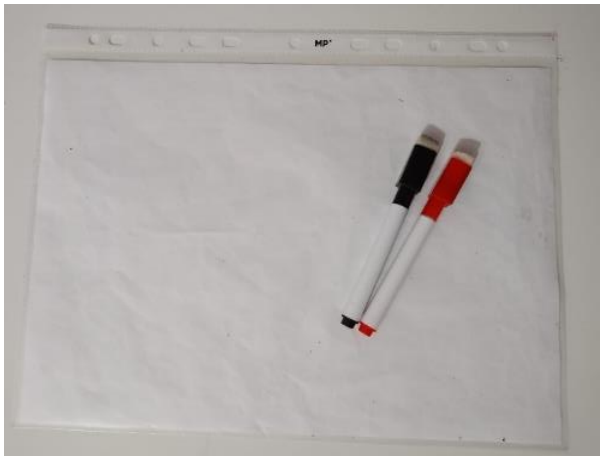
8. APPENDICES

APPENDIX I

Speaker medals

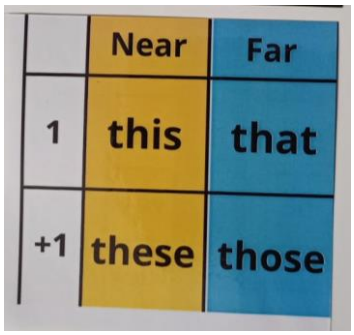
APPENDIX II

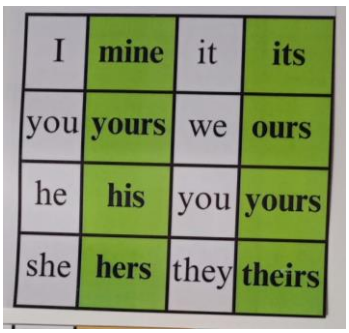
Individual whiteboards

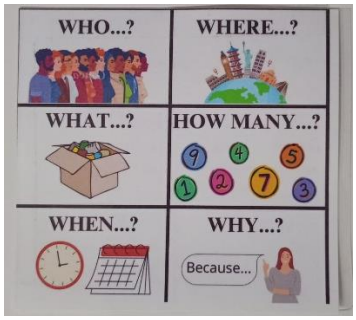


APPENDIX III

Teacher made Summary cards Unit 4







APPENDIX IV

Unit template

<table>
<tr><th colspan="3">Unit 5: WHAT HOBBY DO YOU WANT TO TRY? 3rd TERM</th></tr>
<tr><td colspan="3">This unit would be developed at the end of the school year, so it is part of the third term. It is focused on hobbies and its principal objective is to provide students language related to the topic so they can express their likes and ask others about theirs. As well, it intends to reinforce students' abilities for communication by including speaking tasks in most of its lessons.
Instructional texts are also involved and as the final task, students will prepare by groups a short presentation about how to perform a hobby.
They will learn how to create a google questionnaire too, for asking their classmates some things about what they have explained.</td></tr>
<tr><th>Prior Learning</th><th>Language used in the unit</th><th>Important resources</th></tr>
<tr><td>• Cooperative learning and teamwork
• Third person singular characteristics
• Auxiliary verbs</td><td>Language related to hobbies:
• Reading
• Dancing
• Cooking
• Singing
• Doing puzzles
• Watching tv
• Playing tennis
• Playing football
• Swimming
• I like….-ing
• Do you like…..-ing?
Type of text: Instructional text and Text to Express</td><td>• MacMillan English Books
• Class and individual whiteboards
• Screen
• Chronometer
• Photos
• Google questionnaires
• Laptops, computers or tablets
• Assessment rubrics</td></tr>
<tr><th colspan="3">Expectations</th></tr>
<tr><td>All of the students must…</td><td colspan="2">• Name all the hobbies presented in class.
• Answer a google questionnaire.
• Express which hobbies do they like doing.
• Speak in front of the whole class.
• Respect classmates and different opinions.</td></tr>
<tr><td>Most of the students should…</td><td colspan="2">• Ask about other person hobbies.
• Express what another person likes doing.
• Assess their classmates according to their work, being objective.
• Participate in group discussions contributing arguments and ideas.</td></tr>
<tr><td>Some of the students could…</td><td colspan="2">• Create a google questionnaire.
• Name all the hobbies seen in class.
• Speak clearly in front of the whole class.</td></tr>
<tr><th colspan="3">Assessment</th></tr>
<tr><td>Teacher assessment</td><td colspan="2">The teacher will take notes about each student's attitude and work during all the unit emphasising the last part of it taking into account their teamwork and their elaboration process, as well as their final result.</td></tr>
<tr><td>Self-assessment</td><td colspan="2">At the end of the unit each group will think about their work, not only about their final result during the presentation, but also about the fashion show and how have they worked together and their level of implication. They must reach a consensus and established three stars and a wish as a group like they usually do individually.</td></tr>
<tr><td>Peer assessment</td><td colspan="2">After each presentation the rest of the groups will answer a questionnaire to check if they have been paying attention and if their classmates have explained everything well. And they will also complete a rubric to assess their classmates' presentation.</td></tr>
</table>

APPENDIX V

Lessons overview

	Learning goals	Learning outcomes	Main task	Assessment criteria	Resources
Lesson 1	To apply their previous knowledge to answer questions about hobbies. To choose the best gestures to represent each hobby. To recognise the name of each hobby written. To make and answer questions about hobbies.	To use language related to each hobby when trying to say its name. To produce significative gestures for representing a hobby. To pick the correct name flashcard for each hobby. To use the correct structures for making questions and answers.	Have a conversation about own and others' hobbies	Link each written name with the correct picture. Represent and guess the different hobbies based on gestures. Use the correct word order when making and answer questions.	Flashcards/photos Name Flashcards
Lesson 2	To express the hobbies, they like and the ones they do not like. To answer questions according to what they have listened. To recognise the name of each hobby by listening.	To use correctly the structures for expressing likes, for speaking and writing. To answer correctly questions about their classmates, cards or the video interview.	Understand and extract some information from an interview about hobbies.	Express what are their hobbies saying three correct sentences with that information. Focus on relevant information while listening or watching a video in order to complete a task.	Flashcards/photos Name Flashcards English Books Video interview
Lesson 3	To make proper questions and answers to discover other's hobbies. To reinforce their reading comprehension. To encourage students to read.	To select the questions, they need to make to complete the Social Bingo. To deduce correctly what is going to happen in the story. To participate in reading aloud.	Read, and understand the story of the unit.	Make proper questions to different classmates to complete the Bingo. Make an effort to read aloud the story trying to play a character. To understand and complete tasks according to the information about the story.	Social Bingo English Books

	Learning goals	Learning outcomes	Main task	Assessment criteria	Resources
Lesson 4	To discover a different use of technology. To create adequate questions for a specific goal. To review the language related to each hobby.	To participate in the creation of a hobby questionnaire. To purpose well-structured questions to include in the questionnaire. To name the different elements needed to perform each hobby.	Create and solve a questionnaire about hobbies.	Participate in the creation of a questionnaire as a big group. Identify and name the main elements related to each hobby.	Screen Google questionnaires Tablets
Lesson 5	To create heterogeneous groups. To reinforce their autonomy. To organise information. To distinguish the parts of a text.	To distribute roles arguing which is the best role for them. To share information and reach a consensus about which hobby to present. To identify the information of each paragraph. And its order.	Complete sheets with the essential information of their hobby.	Respect the member of their groups without complaining. Have an active role in the group sharing their thoughts. Participate in the analysis of the instructional text shown in the book.	English Books Puzzle pieces Sheets
Lesson 6	To reinforce speaking in front of the class. To review the elements needed for each hobby. To create an instructional text.	To participate in the fashion show. To name most of the elements and clothes necessary to perform a specific hobby. To contribute to the creation of their instructional text in groups.	Participate in a fashion show and create instructions for developing their hobby	Respect classmates' timing when parading and showing the equipment of their hobby. Participate actively in the creation of their own instructional text.	Hobby's equipment

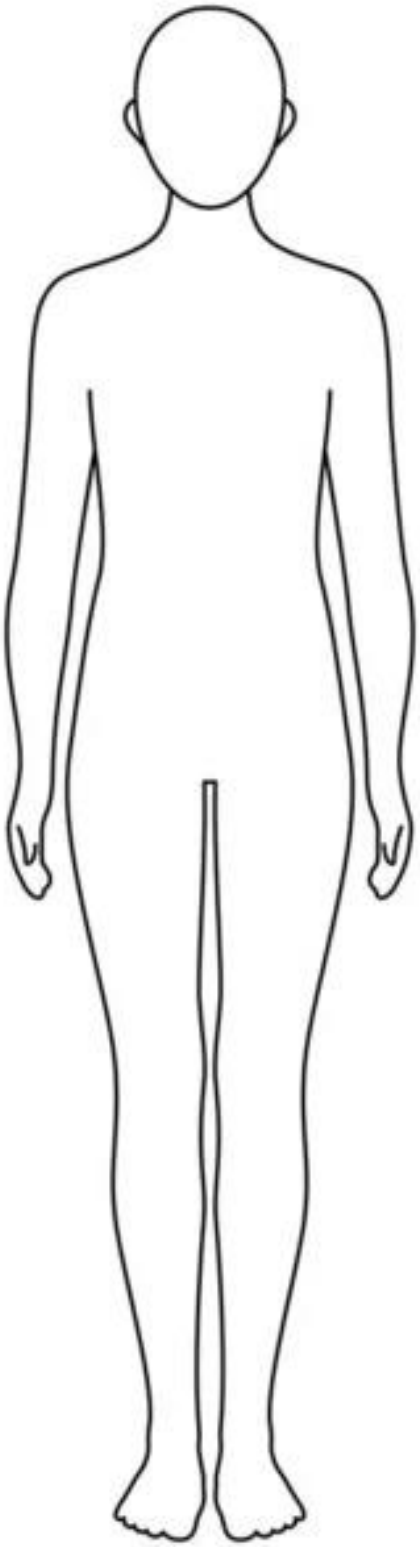
	Learning goals	Learning outcomes	Main task	Assessment criteria	Resources
Lesson 7	To identify the essential information about their hobby. To make well-structured questions. To recount everything, they need.	To include relevant and grammarly correct questions in their questionnaire. To structure their presentation and make a list with all the materials they need.	Create a questionnaire about their hobby and make a list of resources.	Identify and select the essential information needed to perform their hobby and to include on the questionnaire. Make a list with all the materials they need.	Tablets
Lesson 8, 9	To speak in front of their classmates. To support and respect each other. To assess their classmates objectively.	To speak clearly and showing confidence in front of their classmates. To listen carefully and showing respect to who is presenting. To help their classmates if necessary while presenting. To assess without considering their friendship, focusing on their presentation.	Present and assess their classmates.	Show confidence while presenting in front of their classmates. Respect their classmates' presentations without laughing about accents or pronunciation, for example. Assess according to what has been presented and not according to their personal relationships.	Materials needed for presentations Peer assessment rubric
Lesson 10	To become aware of their working process and teamwork. To be conscious of their achievements and future improvement possibilities. To share their different perspectives about the same development.	To reflect about their work and share their conclusions to their teammates. To reach a consensus about what are their achievements and what they can improve.	Group self-assessment	Reflect and name everything they have achieved with this project and what will they improve for next time. Participate in the conversation among the group and contribute helping to reach a consensus.	Peer assessment rubric Three stars and a wish template

APPENDIX VI

Lesson 5 sheet 1

HOBBY:	
Group: **Members:** - - - -	
Place/space	
Clothes	
Materials/equipment	
Participants, teams…	
Rules	• • • • • •
Steps	1º 2º 3º 4º 5º

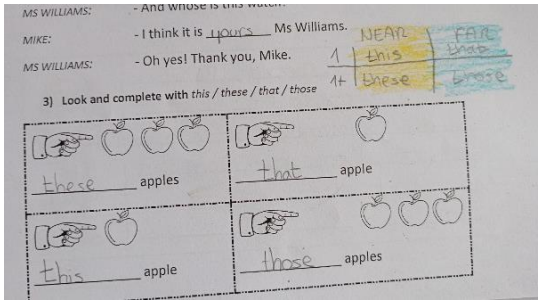
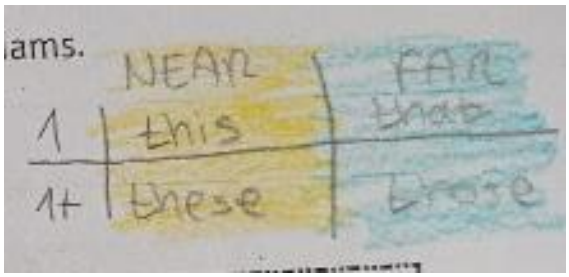
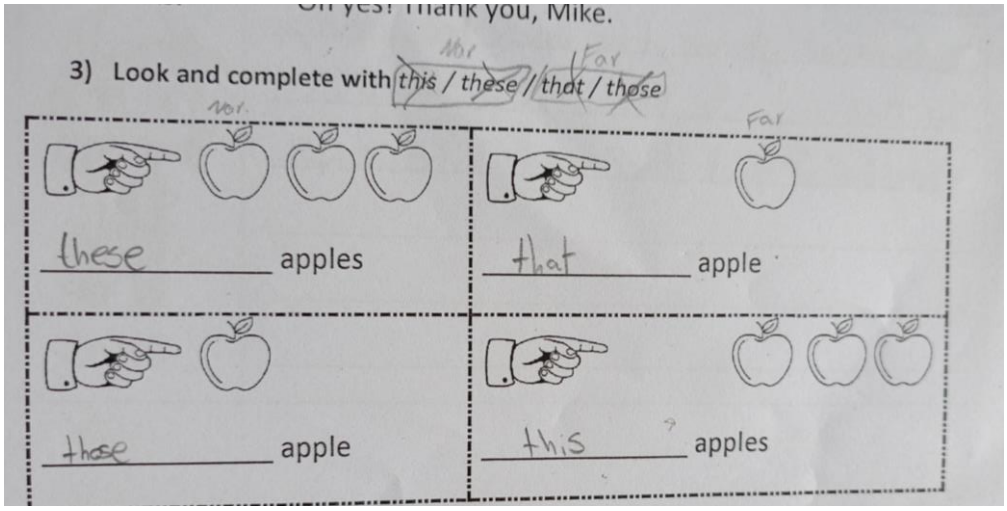
APPENDIX VII *Lesson 5 sheet 2*



APPENDIX VIII *Peer assessment rubric*

PEER ASSESMENT RUBRIC			
0	1	2	POINTS
Some members of the group have not participated in the presentation.	Some members of the group have participated less than others in the presentation.	All of the members of the group have participated equally in the presentation.	
There is some important information about the hobby missing in the presentation.	There is some less important information missing in the presentation.	There is all the information about the hobby included in the presentation.	
The presentation has last less than 8 minutes.	The presentation has last more than 15 minutes.	The presentation has last between 8 and 15 minutes.	
The presentation has been boring.	The presentation has not been very interesting.	The presentation has been quite interesting.	
			TOTAL:

APPENDIX IX *Three stars and a wish template*

THREE STARS AND A WISH – Group Self-Assessment (Unit 5)	
Group: Names:	

APPENDIX X *Student's representations of summary cards in the exam*