FACULTAD DE EDUCACIÓN DE PALENCIA
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The use of interactive multimedia and strategies for vocabulary acquisition in English. A didactic proposal for Primary Education

TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA
MENCIÓN EN LENGUA EXTRANJERA – INGLÉS

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Palencia, junio de 2025

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RESUMEN

Este Trabajo de Fin de Grado examina cómo el uso de la multimedia interactiva y las estrategias de enseñanza de vocabulario pueden ser integradas en la enseñanza del inglés como lengua extranjera en la Educación Primaria. Para ello, se diseñó una situación de aprendizaje titulada "I'm bored! What can I do?" que se implementó en un aula del 1er curso de Primaria en Castilla y León. Esta situación de aprendizaje está estructurada alrededor de los estadios de adquisición de vocabulario de Nation (2022) basados en las fases de percepción, recuperación y uso generativo. Los resultados son positivos en cuanto a la retención de vocabulario, la motivación y la participación, lo que implica el potencial educativo de la metodología multimedia interactiva cuando se combinan con estrategias de enseñanza de vocabulario.

Palabras clave: multimedia interactiva, adquisición de vocabulario, estrategias de enseñanza de vocabulario, educación primaria, inglés como lengua extranjera.

ABSTRACT

This Final Degree Project examines how the use of interactive multimedia and vocabulary instruction strategies can be integrated into teaching English as a foreign language in Primary Education. To achieve that, a learning situation titled "I'm bored! What can I do?" was designed and implemented in a first-year Primary Education classroom in Castilla y León, structured around Nation (2022)'s stages of vocabulary acquisition: noticing, retrieval, and generative use. The results are positive in regard to vocabulary retention, motivation, and participation, which imply the educational potential of interactive multimedia when paired with vocabulary instruction strategies.

Keywords: interactive multimedia, vocabulary acquisition, vocabulary instruction strategies, primary education, English as a foreign language.

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1. INTRODUCTION

As schools adapt to a rapidly changing world and an increasingly multicultural student body, English language teaching must find new ways to connect with children's interests and everyday realities. Vocabulary, as the foundation of communication, is at the heart of this challenge: it is not only about learning words but about learning to use them meaningfully and in ways that reflect real life.

This TFG explores how interactive multimedia can further vocabulary learning in English for Primary Education students. My focus is not only about the addition of technology to the classroom, but how interactive multimedia can be integrated with proven vocabulary teaching strategies to create a more effective learning experience.

The work is organised in four main parts. The first section presents the objectives and rationale for investigating this topic, based on the need for new approaches to English vocabulary instruction in Spanish schools and the growing importance of digital literacy. Second, the theoretical framework reviews the main theories of vocabulary acquisition and the role of interactive multimedia in language learning. This chapter also examines cognitive and motivational foundations for the use of multimedia, as well as the challenges and potential pitfalls teachers may encounter in real classrooms. Finally, it describes the design and classroom implementation of a learning situation developed during my Prácticum II with the use of interactive multimedia and vocabulary teaching techniques.

The outcomes of the applied intervention are analysed in the Result chapter via quantitative data based on the achievements of students, and via qualitative observations. Finally, this document concludes with a reflection on the limitations, improvements, and implications of this research.

This study connects theory with classroom experience and offers a realistic look at how interactive multimedia, combined with established vocabulary teaching methods, can help with English language learning, without presenting technology as the only answer.

2. OBJECTIVES

The main objective of this TFG is to investigate the integrated use of interactive multimedia and language teaching strategies as an effective tool for vocabulary instruction, by applying and evaluating its practical use in a primary classroom environment. To achieve this general objective, the following specific objectives are established:

1. To examine how vocabulary is acquired, analysing key theories and strategies that contribute to effective vocabulary learning.
2. To analyse interactive multimedia in language learning by examining its definition, characteristics, and applications in vocabulary instruction, as well as evaluating its most effective tools.
3. To develop and implement a learning situation proposal, applying interactive multimedia alongside established vocabulary acquisition strategies in a classroom during Prácticum II.
4. To assess the results of the learning situation by analysing its impact on student vocabulary retention, motivation, and engagement, and evaluating the effectiveness of interactive multimedia in vocabulary instruction.

3. JUSTIFICATION

English is generally regarded as the world's lingua franca, a necessary tool for international communication, educational development, and professional achievement. Despite the educational reform under the LOMLOE (2020), which promotes communicative and competence-based instruction, many Spanish students still encounter difficulties when learning English. According to the most recent global EF English Proficiency Index (EF EPI, 2024), Spain is considered to be of "Moderate Proficiency", ranking 26 out of 35 European countries included, as shown in Figure 1. This evidences the need for a more innovative approach to language learning.

Figure 1

Spain's position in the 2024 EF English Proficiency Index

Source: EF English Proficiency Index (EF EPI, 2024)

Vocabulary is essential for communicative competence (Nation, 2022; Schmitt, 2008), a claim supported by theories emphasizing meaningful and contextual input (e.g., Krashen, 1982). Inadequate exposure, often the outcome of traditional methods focusing on memorization over using authentic scenarios, can hinder the development of useful language skills. Vocabulary acquisition therefore must be repositioned to include more interactive, participatory, and contextualized methods.

With students in the current digital age being surrounded by media, from video games and online videos to interactive apps, that engage several cognitive channels, there is an opportunity to match classroom instruction with students' natural experiences and interests. Interactive multimedia, or the combination of text, audio, video, and interactive elements, can offer such context-rich input. Mayer's (2009) Cognitive Theory of Multimedia Learning accounts for this possibility effectively: multimedia, by exciting visual and auditory channels simultaneously, increases understanding and recall.

Because it reflects how students already engage with information outside of school, interactive multimedia can raise motivation and help them stay focused (Deci & Ryan, 2000; Gilakjani, 2012), making it easier to introduce language in ways that feel more relevant.

Aside from its applications in language acquisition, interactive multimedia can offer broader benefits to education. It builds key digital STEM (Science, Technology, Engineering, and Mathematics) competences, which are pillars of 21st century education.

This connection between digital skills and language learning empowers students to excel in both professional and academic contexts, which are becoming increasingly technological, furthering on the LOMLOE's educational objectives.

Integrating interactive multimedia into vocabulary lessons is relevant for future primary teachers and their students, who need to show that they are comfortable using technology in teaching and learning contexts. During my Prácticum II, this idea will be implemented through a learning situation designed to explore how interactive multimedia can help children learn vocabulary more effectively, paired with vocabulary acquisition strategies that research has shown to be beneficial.

In addition, this project also ties into the United Nations' Sustainable Development Goals (United Nations, 2015), specifically Quality Education (Goal 4) and Reduced Inequalities (Goal 10), through the use of inclusive language learning practices by using interactive multimedia to support students from diverse backgrounds.

4. THEORETICAL FRAMEWORK

4.1. VOCABULARY ACQUISITION AND STRATEGIES

This chapter details the theoretical background that supports effective vocabulary acquisition and instructional strategies, creating the foundation for incorporating interactive multimedia into a classroom as outlined in the TFG objectives.

4.1.1. Vocabulary and its Components

Vocabulary includes all words and groups of words that express meaning in a language, including single words, multi-word expressions and idioms (Merriam-Webster, n.d.). Vocabulary knowledge has three essential dimensions according to Nation (2022): *form*, spoken and written; *meaning*; and *use*, in different contexts such as grammar and collocations.

There is a key distinction in the case of the term vocabulary. We have to distinguish between *receptive* and *productive* vocabulary. Receptive vocabulary consists of the words that learners recognise and understand when listening or reading, while productive vocabulary refers to the words learners can actively use when speaking or writing (Nation, 2022). Because learners' receptive vocabulary is typically broader than their productive

vocabulary, fostering the transition from passive recognition to active use is a crucial step in developing their communicative competence.

Anderson and Freebody (1981) describe vocabulary knowledge in terms of *breadth*, the number of word families known[1], and *depth*, the quality of understanding each word's meanings and uses. Nation (2022) expands this by adding *strength*, referring to how accurately and fluently a word is known, and *integration*, which is how well new words connect with a learner's existing vocabulary network.

4.1.2. Key Processes and Perspectives on Vocabulary Acquisition

Building on the vocabulary components outlined in Section 4.1.1, Nation (2022) identifies the acquisition process as involving three key stages: *noticing, retrieval,* and *generative use,* as shown in Table 1.

Stage	Definition	Key factors
Noticing	Learners become aware of a new word in context.	● Frequency of exposure ● Rich, meaningful context ● Student attention & interest
Retrieval	Repeatedly recalling the word from memory in both receptive and productive tasks.	● Spaced repetition ● Mixed contexts (listening, reading, speaking, etc.) ● Immediate feedback
Generative Use	Learners use the new words flexibly in new contexts.	● Contextual tasks ● Collaborative or project-based activities ● Opportunities to produce novel sentences

Table 1: Stages of Vocabulary Acquisition. Source: Nation (2022).

[1] Nation (2006) suggests that roughly 3000 word families are needed for basic spoken communication, while 8,000–9,000 are necessary for independent reading comprehension.

Multiple theories, both cognitive and linguistic, exist to describe vocabulary acquisition in language learners. According to Krashen's *Input Hypothesis* (1985) students can acquire new vocabulary through language exposure that matches their current understanding level but extends one step further (i+1). Through his Affective Filter Hypothesis, Krashen (1985) shows that student feelings about motivation, anxiety, and self-confidence determine their vocabulary learning success. Student relaxation and confidence lower their affective filter, which creates better conditions for vocabulary learning. Students who feel relaxed and confident tend to learn vocabulary more easily, while those who feel anxious or uncertain often find it much harder.

Paivio explains that, according to his Dual Coding Theory (1991), when verbal and non-verbal channels are used, learning is more effective. Students more effectively remember vocabulary when it is associated to pictures or experiences instead of hearing or reading them on their own.

All these theories show that vocabulary learning works best when teachers combine different methods along with supporting students emotionally in a positive environment.

4.1.3.1. Key Approaches to Teaching Vocabulary

Effective vocabulary teaching is vital, as it influences how students understand and use new words (Schmitt, 2010). In second language (L2) classes, where students usually have fewer opportunities to get exposed to English outside school, structured vocabulary lessons are especially important.

Webb (2022) stresses that students learn vocabulary better when new words are introduced in meaningful and familiar contexts. Connecting words to students' everyday experiences and leaning into their motivation also makes vocabulary easier to remember. The sections that follow discuss different ways to teach vocabulary, such as methods where the process is natural and unconscious, and others that rely on explicit and structured instruction.

4.1.3.2. Implicit Approaches to Vocabulary Instruction

Implicit vocabulary instruction occurs when the student acquires said vocabulary with the help of exposure and interaction instead of more direct teaching. With this approach, students are sometimes not consciously realizing they are learning new words, as long as it is used with the proper frequency, meaningful context, and varied resources, which helps with long term retention and a reduced cognitive overload.

Two methodologies that are implicit in nature and centre on meaningful and authentic activities are Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT). These learning environments provide students with various tasks, such as information-gap activities and role-playing, interactive games, dialogues, and storytelling, which help them to infer meaning and negotiate understanding, while developing word associations naturally without the need of memorization. These communicative scenarios promote deeper retention, as learners repeatedly encounter and use new vocabulary in context.

Total Physical Response (TPR) uses movement and physical actions, such as mimicking or using activities like “Simon Says”, to help learners to internalize vocabulary through their own bodies. Another similar approach is the Visual-Auditory-Kinaesthetic-Tactile (VAKT) method, which uses the different sensory outputs in its namesake to reinforce new vocabulary through several retrieval pathways. Students link images, sounds, and actions, making vocabulary easier to remember.

Cooperative Learning and Project-Based Learning (PBL) also support this approach by placing students in collaborative and realistic situations. With Cooperative Learning, students naturally learn new words through talking and interacting with classmates. In PBL, students learn vocabulary during project activities, research, discussions, and presentations, which helps them remember words naturally through their active use of them.

Using real objects (realia) and visual resources (such as labelled images, posters, and flashcards) makes implicit learning stronger. Touching or seeing real things like food or clothes helps students remember vocabulary better, as their memory forms a stronger connection to new words. Pictures, posters, and flashcards show words many times in context.

Implicit vocabulary instruction has its advantages: the process feels more natural, the vocabulary retention is often long term, and the students are more highly engaged (Nation, 2022). It does have limitations, however, as the assessment process is made more difficult by the lack of explicit testing. Additionally, uncommon or abstract words may require more direct explanation as students encounter them less frequently in everyday communication.

4.1.3.3. Explicit Approaches to Vocabulary Instruction

Explicit vocabulary instruction is based on direct teaching, and it involves intentional and conscious learning, where one focuses on word forms, meaning, and usage. It is effective in its speed and immediate retention, as well as including both high and low frequency words. It incorporates structured activities such as word lists, semantic mapping, lectures, dictionaries, and spaced repetition, with the goal of reinforcing vocabulary retention and recall.

Direct Instruction (DI) is a well-known method in explicit teaching. In DI, the teacher explains each new word, shows how to use it, and gives practice with immediate feedback. Another method is the Frayer Model, which organizes each word into four sections: definition, characteristics, examples, and non-examples. This helps students better understand and remember words. A third method is the Keyword Method, which uses a familiar word or image as a "hook" to recall the new term.

Despite its advantages, explicit instruction sometimes lacks the relevant contextualization for the students that is found in implicit approaches if used exclusively. Solely relying on explicit instruction, without using engaging activities, can hinder real world application and may reduce learner motivation.

4.1.3.4. Combining Implicit and Explicit Approaches

Combining the previously mentioned implicit and explicit approaches in vocabulary gives us a more balanced teaching experience, with both natural exposure and direct practice. Implicit methods such as storytelling, Total Physical Response, and project-based learning help students with acquiring new words naturally and forming strong connections. Explicit methods like Direct Instruction, the Frayer Model, spaced repetition, and Keyword Method assists them with actively remembering vocabulary in the future (Karpicke & Roediger, 2008).

Also, using gamification strategies, like giving points, badges, or levels, and scaffolding tools, such as visuals or examples, can help to bridge the gap between implicit and explicit learning, while keeping students interested. This combination improves how students understand and use vocabulary in real life situations, and it better adapts to the needs of different student.

4.2. INTERACTIVE MULTIMEDIA IN LANGUAGE LEARNING

Language teaching has the chance to incorporate progressively varied and engaging technology as digital tools and resources develop. This chapter provides an overview of interactive multimedia together with their tools and their application using language teaching approaches and techniques.

4.2.1. Concept and Types of Interactive Multimedia

Interactive multimedia is multimedia content (such as text, audio, video, or images) that allows learners to actively participate by providing input and receiving real-time feedback. Students interact by picking options, getting instant feedback, or getting responses that are tailored to their actions, creating an ongoing exchange between the user and the media. Since interaction makes the learning process more personal, this helps students become more motivated and recall material better.

Within this TFG, I will differentiate between two main types of interactive multimedia: multimedia that is naturally interactive and standard media and multimedia that are made interactive by adding extra tools, detailed in Section 4.2.1.2.

4.2.1.1. Inherently Interactive Multimedia

Inherently interactive multimedia refers to digital media that has built-in interactive features, designed specifically for active user engagement from the outset. Some examples are:

- **Video games:** These include both video games specifically designed for education (like *Minecraft Education Edition*) and commercial video games that, despite not originally created for educational purposes, can still be effectively used by teachers.
- **Digital whiteboards:** *Jamboard* or *SMART boards* let teachers and students draw, move objects, and see content in real time.
- **Quizzes, activities and polls websites and apps:** Platforms like *Kahoot!* or *Quizlet* are to allow active participation and provide instant feedback. Tools like *Google Forms* or *Socrative* help learners answer questions and see the results immediately, as well as allow students to share their own opinions to the teacher.
- **Virtual Reality (VR):** It allows students to explore digital environments, like virtual tours or historical eras, using sites such as *Louvre at Home* or *Google Expeditions*.

- **Augmented Reality (AR):** Tools that overlay virtual information onto the real world, such as AR flashcards or interactive posters where students scan images to reveal additional content or interactive elements.
- **AI chatbots and image generators:** Websites Tools powered by artificial intelligence that let students have conversations or create images from prompts, like *ChatGPT* or *Sora*.
- **Robots:** Programmable robots like *Bee-Bot* or *Super Doc*, that students control directly to practice skills, such as programming or reinforce other concepts with custom mats.
- **Social networking websites:** Platforms such as *Edmodo* or *Padlet*, where students, teachers, and families can post messages, discuss topics, and collaborate together in group tasks, aside from having gamification elements.
- **Blogs:** Interactive online spaces where students engage by reading, commenting, or publishing their own content.
- **E-books:** Digital books with interactive features like clickable vocabulary, quizzes, or multimedia elements that respond to user actions.
- **Interactive videos:** Videos created specifically for interactivity, such as branching videos, where learners actively make choices about what happens next.

4.2.1.2. Adding Interactivity to Traditional Media and Multimedia

A variety of tools can turn traditional media (such as books and posters) and traditional multimedia (such as videos and slideshows) into interactive resources. These tools allow students to interact with content rather than just consuming it passively. Below are some common tools and examples of how teachers use them:

- **Hyperlinks, Annotations, and Hotspots:** These let students click or tap words and images for extra information. For example, a digital book that shows definitions when a word is clicked, and an interactive video that includes hotspots where learners uncover more info by clicking.
- **AR Apps and QR Codes:** These tools link printed material to digital content. For instance, a history poster with QR codes that leads to a video about the topic, or an AR app that superimposes a 3D model of a molecule in a science book when scanned.

- **Circuit Boards:** Circuit boards, like *Makey Makey*, connect physical objects to computer responses. For example, students can build an interactive map where touching a country plays its national anthem or design create a small game controller out of cardboard for an educational game.
- **Digital Text Tools:** These tools let students highlight passages, add notes, or click words for definitions or audio. If they see a difficult word in an e-book, they could click it for an explanation.
- **Interactive Multimedia Creation Platforms:** These platforms add interactivity to images, videos, and documents. For example, an interactive world map on *ThingLink* can let students click on different regions to learn about different cultures through videos and facts.

4.2.2. Cognitive and Motivational Bases for Multimedia Learning

The understanding of interactive multimedia types described in Chapter 4.2.1. allows us to use cognitive and motivational theories to explain why interactive multimedia works well for language education, ranging from the way the brain processes information to the psychological needs that students have.

Sweller (1988) proposes the concept of *Cognitive Load Theory (CLT)*. The CLT posits that working memory has a limited capacity, and instructional materials should be designed to minimize extraneous mental effort. When multimedia content is too crowded with irrelevant text or visuals, learners waste valuable cognitive resources on processing these distractors. Effective multimedia prevents information overload by directing students to only pay attention to crucial content, thus enabling them to process information at a deeper level.

In the same line, according to the *Dual Coding Theory* (Paivio, 2013) processing information with verbal and visual channels results in dual memory traces, which leads to better retention of content when multimedia resources are organised effectively. However, when there are too many elements present simultaneously to one channel, it reduces the advantages for student learning because the channel becomes overloaded. By balancing CLT's emphasis on reducing extraneous load with Dual Coding's call for multimodal presentation, teachers can create materials that free up memory resources and foster richer mental representations.

While cognitive theories focus on how learners process information, motivational frameworks explain *why* they feel inclined to interact with it. The *Self-Determination Theory (SDT)* (Deci & Ryan, 1985) proposes three core psychological needs, those being autonomy, competence, and relatedness, which fuel intrinsic motivation. Students can meet their psychological needs through interactive multimedia since the system provides options for control, adaptive difficulty levels and builds social relationships and narratives. For example, a language app that changes the difficulty of vocabulary exercises by analysing the user and offers instantaneous feedback satisfies the requirement for competency by demonstrating to students that they are developing in real time. These tools support learner interest by providing autonomous environments while mastering new content, which leads to better individual efforts within educational contexts.

According to Mayer's *Cognitive Theory of Multimedia Learning (CTML)* (2009) people learn most effectively through engaging in active selection along with organization and integration of information from verbal and visual channels. Some of the key principles of CTML are coherence (not including unnecessary parts), modality (favouring graphics and spoken words over graphics and written text), and redundancy (not showing exact text on-screen when narration is present). The goal of each principle is to keep working memory on the most important information and help verbal and visual representations work together better, which will improve understanding and recall. CTML emphasises the need for active processing. Learners have to interact with material, create mental connections, and relate it to prior knowledge, not only absorb it passively. This fits with motivational theories: when students feel like they can lead their own exploration (autonomy) and are not being slowed down by unnecessary demands, they put in more mental effort to understand the material.

The union of motivational elements and cognitive factors turns interactive multimedia into a powerful tool for achieving meaningful language learning. On the one hand, it works well with the mind's limited resources, sending information quickly through both auditory and visual channels. On the other hand, it uses psychological motivators such as autonomy and competency to keep students involved. In order to look at how interactive multimedia can be used in real classrooms and how teachers can deal with the potential problems that might come up, it is first necessary to understand the cognitive and motivational theories discussed above (CLT, Dual Coding, SDT, and CTML).

4.2.3. Challenges of Interactive Multimedia in Schools

While interactive multimedia, as mentioned previously, has potential for education, applying them in a real-life classroom implies certain challenges. The first one is the technological infrastructure of a school. Device availability and internet connection can vary, which might mean that a class shares only a few tablets or has poor connectivity. This, coupled with other malfunctions, might make a teacher hesitant to use them in a lesson.

The second challenge is the varying levels of digital familiarity that students have. While some children may have experience with tablets or computers at home, others might never have used a touchscreen. This is especially noticeable in younger students who have not worked yet with digital projects or contents in their school, as usually those are reserved for second and third cycles. To address this diversity, teachers first must be aware of it and then include tech-literacy activities into lessons if they plan to use digital tools, so that every student gains the operational knowledge necessary to benefit from multimedia. Without such scaffolding, some students might be left out or get upset, which would take away the motivational benefits of interactive tools.

The third challenge is teacher training. Numerous teachers remain sceptical or anxious about handling advanced multimedia tools, particularly within primary school. There is a chance that poorly planned lessons will cause cognitive overload if teachers do not apply the tools properly (Sweller, 1988). Student's limited working memory can be overwhelmed by too complicated graphics or cluttered interfaces. Schools must make continuous investments in seminars, coordination, or peer coaching to enable teachers to better use these tools while applying principles like coherence and redundancy. Teachers that use a methodical approach can progressively feel more confident in choosing or producing multimedia materials fit for their students' developmental phases and degree of skill (Hubbard, 2013).

The fourth challenge is matching interactive exercises with learning goals. Multimedia tools or games could stray from the objectives set by the curriculum (Bates, 2005). Particularly, younger students could obsess on extrinsic rewards like points or colourful animations without really absorbing the intended language. Teachers have to use material that is balanced between enjoyment and explicit language goals and remember to keep exercises intentional rather than merely fun. Careful classroom control is also essential. Students should be able to share, take turns, be respectful and remain focused.

Despite these challenges, many schools have successfully overcome them by creating Information and Communication Technology (ICT) plans. Once these challenges are addressed, the next step is to explore how interactive multimedia can be effectively integrated with vocabulary instruction.

4.2.4. Vocabulary Instruction Methods Using Interactive Multimedia

This section aims to show how to unite the vocabulary acquisition stages (noticing, retrieval, and generative use) with implicit and explicit teaching methods and interactive multimedia tools with concrete examples. It also serves as a bridge to the didactic proposal presented in Chapter 5, which is structured around these three stages of vocabulary acquisition.

Two different approaches can be considered when integrating these vocabulary acquisition stages into classroom practice. One option is structuring an entire teaching unit into phases: starting with noticing activities for the initial sessions, moving to retrieval activities in the middle sessions, and finally dedicating the last sessions to generative use. The main advantage of this approach is that it separates the stages, allowing students to progressively consolidate vocabulary before being asked to produce it. It is more suitable in situations where the sessions are consistent and frequent because students need to remember contents from one lesson to the next. A downside is that interruptions like holidays or long weekends can cause students, especially younger children, to forget the vocabulary they learned earlier.

Alternatively, each individual session can incorporate all three of the vocabulary acquisition stages: starting with noticing, progressing to retrieval, and ending with generative activities within the same lesson. This makes sure children regularly repeat and use vocabulary, even if there are frequent breaks, reducing chances of forgetting words. But it requires teachers to manage lesson time carefully, since having all three stages in one lesson could mean less time to explore each stage. This option was implemented in the learning situation for this TFG, aimed at first graders, due to their young age and frequent interruptions.

When choosing which approach to follow, the main factors to consider are teachers, the students' ages, frequency of lessons, available time per session, and potential breaks or interruptions.

4.2.4.1. Noticing Activities

The goal of this stage is to draw attention to new words and form initial associations with meaning. I will propose diverse examples that could be used in the noticing stage in each methodology. The methodologies included are Total Physical Response (TPR), Visual-Auditory-Kinaesthetic-Tactile (VAKT), Direct Instruction (DI), Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), and Project-Based Learning (PBL).

Total Physical Response

A teacher may introduce new words by performing physical actions while showing a short interactive video on a digital whiteboard. The teacher says the corresponding words as they occur in the video, and students mimic these actions in real time. Similarly, a teacher could use an interactive Simon Says video, which could respond with motion sensors or by input made by the teacher. All these activities should be supported by verbal feedback and modelling by teachers.

Visual, Auditory, Kinaesthetic, and Tactile (VAKT) Method

A teacher could display an image accompanied by an audio clip, and physical movement or a tactile resource. For example, a video of a butterfly along with an audio saying "fly" could go along with the sound of a butterfly fluttering its wings or making a butterfly gesture with their hands or drawing a butterfly flying on the digital whiteboard. Also, with tools like circuit boards such as *Makey Makey*, students can touch printed words to trigger digital responses, including audio clips and visual cues, and therefore notice them.

Direct Instruction (DI)

The teacher provides explicit explanations of each new term, using either a video created for the students for this session, or an interactive e-book with clickable sections that show videos, pictures, or audios in a digital whiteboard. Activities using this methodology could also include questions using *Kahoot!* or similar tools to confirm learners notice the word and its meaning. The teacher could also encourage discussion in pairs or groups about the meaning, while offering clarifications if needed.

Task-Based Language Teaching (TBLT)

Students could explore an interactive map or image which contains objects. When they click or tap on these hotspots, the corresponding word and audio pop up. Other activity is with an interactive digital story which highlights words. As students read it in groups on

their tablets, they share information and try to find the meanings of those words. To check, they can click on the word, which could play an animation and definition. Another activity is one themed around a picnic, where QR codes are placed along the classroom, which link to an element needed for a picnic and the target word. The groups of students scan the target word to collect them for a picnic plan, and either take note of them digitally or on paper.

Communicative Language Teaching (CLT)

The teacher shows a short video dialogue on the digital board about characters discussing a topic using the target vocabulary. When an unfamiliar word appears, students can click on the interactive subtitle to see an image, audio and/or its definition. This can also be done using an interactive video platform with embedded questions to prompt noticing. Alternatively, a chatbot conversation can introduce new words by naturally using them and then offering the definition if the learner asks for help.

Project-Based Learning (PBL)

In a group project about local ecosystems, students could explore a classroom with different stations which use QR codes attached to images of elements, videos, or sounds. They then compile their findings into an interactive poster using *Makey Makey* to trigger videos or similar media.

4.2.4.2. Retrieval and Reinforcement Activities

The aim of this stage is to repeatedly recall vocabulary, shifting words from short-term to long-term memory. Possible activities are based on the following methodologies: Total Physical Response (TPR), Visual-Auditory-Kinaesthetic-Tactile (VAKT), Direct Instruction (DI), Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), and Project-Based Learning (PBL).

Total Physical Response (TPR) and Visual-Auditory-Kinaesthetic-Tactile (VAKT)

Students could play a *Dance Dance Revolution*-like game, where the screen shows a direction (like left, right, up, down) and students step on the corresponding spots on the floor map, which could be connected using *Makey Makey*. This could also be accompanied by audios of the target words being said.

Direct Instruction (DI)

In this stage, direct instruction mostly emphasizes deliberate practice and review. The teacher can use interactive quizzes with sites like *Kahoot!* or *Liveworksheets*, where

students take turns matching vocabulary words with images, choosing the right option, or completing sentences with a missing word.

Task-Based Language Teaching (TBLT)

One activity could be a digital escape room with small groups, where they solve puzzles that require the student to enter the correct vocabulary to unlock the next clue. Another activity is an egg hunt, where the eggs are hidden around the room where the clues are hidden in QR codes showing riddles about a targeted word.

Communicative Language Teaching (CLT)

In a tablet, students could play a role-playing visual novel which simulates a real-life scenario, like going to a hotel. They can choose the dialogue options which include target vocabulary, and this determines the ending of the story. This activity makes them recall and apply vocabulary in a communicative context.

Project-Based Learning

While working on a project, students naturally reinforce vocabulary. They might create and use a shared digital glossary, which has definitions, images, and audios.

4.2.4.3. Generative Use and Contextual Application Activities

The goal of these activities is to encourage application of the words in several contexts. I will propose diverse examples that could be used in the generative use stage through each methodology. The methodologies described here are TPR, VAKT, DI, TBLT, CLT, and PBL.

Total Physical Response (TPR)

Students in small groups can create their own short skit in which they choreograph a sequence of actions (the target words) or create an excessive routine video that other groups have to follow. Creating this video requires them to recall the words and use them meaningfully, showing generative control.

Visual-Auditory-Kinaesthetic-Tactile (VAKT)

Students can create an interactive poster, where they might use *Makey Makey* to add a tactile element, along with drawings. These would be attached to recording of themselves, using the words in a sentence, or showing the object or action. They can press buttons which respond to their input with their own recorded productions.

Direct Instruction (DI)

After a structured review, the teacher assigns a creative writing task where each student writes a short interactive story with hyperlinks and choices for their peers to tests. Alternatively, they could be tasked to write a short news article that uses at least 5 of this week's words, and post their writing on a class blog, where they could comment in other student's post.

Task-Based Language Teaching (TBLT)

Small groups plan a community event. They use classroom tablets to research, design, and create a digital invitation that includes text, images, and a recorded announcement featuring the target vocabulary. The teacher can provide periodic check-ins to guide vocabulary application and offers feedback before the final presentation.

Communicative Language Teaching (CLT)

Students participate in a live "news interview" simulation using an interactive smart board. In this activity, one student plays the interviewer while another acts as a guest, and they discuss a current event or a classroom topic. The simulation displays digital prompts, such as explaining the impact of recycling, so students generate original responses on the spot. The teacher should moderate and provide feedback.

Project-Based Learning (PBL)

Students create an interactive digital tour of their school or neighbourhood. Using tablets, they take photos of key locations and record short voice-over explanations that include target vocabulary. They then compile these into a digital map using an app like *ThingLink*, where viewers can click on locations to hear descriptions.

4.2.4.4. Conclusions

Though the combination of vocabulary instruction strategies and interactive multimedia, educators can help students notice words in digital contexts, retrieve them through repeated challenges, and use them in real-world tasks that are relevant to their own contexts. The next section aims to apply these strategies in a real classroom setting.

5. LEARNING SITUATION PROPOSAL

This learning situation will be implemented during my Prácticum II in the academic year 2024–2025, with a first-grade classroom in a public school in Castilla y León. It is called

“I’m bored! What can I do?”. It was designed to follow Nation’s (2022) vocabulary acquisition stages (noticing, retrieval, and generative use) in each session, as well as including the use of various interactive multimedia and vocabulary teaching strategies which have been described in the previous sections. In addition, this proposal considers the students’ interests and their prior knowledge, which were acquired by observing them and by asking them and their teachers directly.

Throughout the sessions, students explore different hobbies, like physical, artistic, and STEM-related activities to answer the question “What can I do when I’m bored?”. This learning situation leads to a final product that consists of a collaborative activity assembled by the students, using resources such as video recordings and postcards that they have been creating and collecting throughout the entire unit.

This learning situation will be implemented during my Prácticum II in the academic year 2024–2025.

5.1. OBJECTIVES

The objectives of this learning situation are:

1. To introduce the students to the use of technology in the classroom.
2. To identify, understand, and use basic vocabulary related to actions, directions, and places in oral and simple written forms.
3. To produce short utterances using “I can / I can’t,” “Can I…?” and imperative forms in meaningful contexts.
4. To explore basic coding concepts through robotics activities and foster computational thinking.
5. To discover and compare how children in other countries spend their free time, relating these customs to learners’ own routines and experiences.
6. To promote social interaction and collaborative learning skills through group work.
7. To respond orally, physically, and visually to instructions and questions.

5.2. CONTEXT

The school in which this learning situation has been carried out is a public Infant and Primary Education centre that follows the BITS methodology (Bilingual, Inclusive, Technologically safe, and Sustainable) and implements a bilingual section program in

Arts and Science. It is located in Castilla y León. The class involved is a first-grade group with 20 students, mostly from Spain, with a few students from Morocco and Latin America, making the classroom culturally diverse, which also applies to the centre as a whole.

Most students learned to read and write during Infant Education, but they have limited experience applying these skills in English and are only familiar with basic vocabulary. There is one student with specific educational support needs (ACNEAE) that entered the Spanish educational system late during the second term, without prior schooling. He currently receives Compensatory Education support and is working on the initial stages of literacy in Spanish. Another student, diagnosed with Autism Spectrum Disorder, receives Pedagogical Therapy (PT) and Hearing and Language (AL) support twice a week, and is classified as a student with special educational needs (ACNEE). Although no curricular adaptations are implemented with him outside the mentioned support, he tends to participate more when addressed directly and is especially responsive to songs, videos, and stories. Aside from these students, 3 children also attend Compensatory sessions and other 3 receive AL support, making a total of 7 ACNEAE students and 1 ACNEE student.

The class is familiar with floor robots like Super Doc and Bee-Bot, which they have used in Infant Education. However, they have not yet worked with tablets or computers, or with other technological tools. The school provides a digital whiteboard in the classroom and a computer connected to it, as well as access to a computer lab equipped with a floor grid for robotics activities and various digital tools. There are enough tablets and multimedia resources available for the whole class. Students are used to working in several types of groupings, such as small-group, big-group and individually.

5.3. JUSTIFICATION

The school's Annual General Program (PGA) emphasizes the introduction of technology within the first cycle of Primary Education, so this learning situation provides this by introducing tools and reinforcing their knowledge of technologies and coding. All of these interactive multimedia tools align with the research and methodology presented in Chapter 4, which prioritize meaningful and engaging approaches to vocabulary acquisition.

In designing this learning situation, I drew upon specific vocabulary and grammar contents from the textbook Open Up 1 (Oxford). However, rather than following the textbook's original storyline, I adapted these linguistic elements to this learning situation to complement the textbook's approach, while also building a more interest-based unit that resonates with the children's actual lives. The tutor teacher also uses the textbook occasionally.

Before finalizing the unit, I surveyed the class about their preferences, discovering that many enjoy digital media, video games, dancing, singing, and other creative or physical hobbies. To capitalize on these interests, the activities incorporate movement-based strategies (TPR, VAKT), coding tasks, interactive videos, and games, all of which aim to heighten motivation and language retention.

The central question "What can I do when I'm bored?" responds directly to a real concern for first graders (and all children) and offers them a practical, authentic goal: finding ways to entertain themselves productively. By the end of the unit, they will produce a poster hosting short recordings, each demonstrating an activity to fight boredom using the learned vocabulary.

Additionally, each session integrates Nation's (2022) stages of vocabulary acquisition (noticing, retrieval, and generative use) rather than relegating each stage to a separate block of lessons. This structure accommodates the children's age, limited attention span, and interruptions caused by school holidays and activities because it combines all three stages within each individual session, allowing continuous reinforcement and practice of vocabulary.

In addition, by integrating and celebrating the cultural diversity of pupils, this learning situation also advances SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities) (United Nations, 2015).

5.4. CURRICULAR ELEMENTS

In alignment with the Organic Law 3/2020, of December 29, which amends Organic Law 2/2006, of May 3, and Decree 38/2022, of September 29, establishing the organization and curriculum of Primary Education in Castilla y León, this learning situation incorporates the following curricular elements:

5.4.1. Key competences and Exit Profile

This learning situation addresses the following key competences, and their corresponding operational descriptor, as shown in Table 2.

Key competence	Operational descriptors
Competence in Linguistic Communication (CCL)	CCL1, CCL2.
Plurilingual Competence (CP)	CP1, CP2, CP3.
STEM Competence (STEM)	STEM1.
Digital Competence (CD)	CD2, CD3.
Personal, Social, and Learning to Learn Competence (CPSAA)	CPSAA3, CPSAA5
Cultural Awareness and Expression Competence (CCEC)	CCEC1

Table 2: Key competences and operational descriptors.

5.4.2. Specific competences and assessment criteria

Specific competence	Assessment criteria
Specific Competence 1: Understand the general meaning and specific information from short and simple multimodal texts.	**Criterion 1.1**: Recognise and interpret familiar words and common expressions in short, simple oral, written, and multimodal texts on familiar everyday topics. **Criterion 1.2:** Select and apply basic guided strategies in daily communicative situations to grasp the general meaning and identify specific elements, using linguistic and non-linguistic support from the context.
Specific Competence 2: Produce simple, structured multimodal messages in oral and written form.	**Criterion 2.1:** Express short and simple oral phrases conveying basic information on familiar everyday topics, using guided verbal and non-verbal resources, paying attention to rhythm, accentuation, and intonation. **Criterion 2.2:** Write basic known words, expressions, and simple phrases from models using analogue and digital tools, employing elementary vocabulary and structures about everyday topics.

Specific Competence 3: Interact using everyday language expressions cooperatively.	**Criterion 3.1:** Participate in guided elementary interactive situations on familiar topics, using repetition, slow pacing, and non-verbal language, demonstrating empathy.
Specific Competence 6: Value linguistic and cultural diversity related to English.	**Criterion 6.2:** Recognise and appreciate linguistic and cultural diversity associated with the English language, showing interest in basic cultural and linguistic elements.

Table 3: Specific competences and their corresponding assessment criteria.

5.4.3. Essential knowledge

This learning situation presents the essential knowledge divided according to the subject areas dictated in the curriculum, English and Science.

English

A. Communication

- Self-confidence in using the foreign language.
- Introduction to basic strategies for understanding and producing short, simple, and contextualised oral, written, and multimodal texts.
- Basic communicative functions appropriate to the context: Greeting, saying goodbye, introducing oneself; identifying characteristics of people, objects, and places; responding to concrete questions about everyday matters; and expressing time, quantity, and space.
- Basic linguistic units and associated meanings: Expressions of affirmation, exclamation, negation, and interrogation.
- Basic vocabulary of interest for the students related to interpersonal relationships, housing, and nearby places and environments.
- Basic conversational conventions and strategies: For initiating, maintaining, and ending communication; taking and yielding the floor; asking and answering questions.
- Basic analogue and digital tools for oral, written, and multimodal comprehension and production.

C. Interculturality

- Basic and most significant sociocultural and sociolinguistic aspects related to customs and daily life in countries where the foreign language is spoken.

Science:

B. Technology and Digitalization

- Familiarity with the digital learning environment, including the use of devices and digital resources in accordance with educational needs.
- Introduction to basic programming and robotics using adapted analogue or digital tools appropriate to the students' level.

5.4.4. Specific Vocabulary and Structures

Vocabulary:

- Up, down, left, right, turn left, turn right, forward, backward.
- Physical activities / hobbies: (sing, climb, dance, ride a bike, swim, draw, catch, throw).
- Places: forest, forest park, lake, mountains

Structures:

- "What can I do?"; "Can you…?"; "can/I can't."

5.5. METHODOLOGY

The present learning situation **"I'm bored! What can I do?"** combines interactive multimedia with vocabulary teaching strategies, focusing on Total Physical Response and the Visual-Auditory-Kinaesthetic-Tactile approach. Each session follows Nation's (2022) vocabulary acquisition stages (noticing, retrieval, and generative use), as described in Sections 4.1.2. and 4.2.4. While these stages structure each session, some activities naturally overlap and integrate multiple stages simultaneously. Sessions incorporate daily routines, such as the Days of the Week and Weather songs, at the very beginning of each class.

Students frequently engage in cooperative learning tasks in small groups, pairs, or individually, and do interactive multimedia activities tailored to their interests. Computational thinking and basic programming are integrated, supporting STEM skills development. Additionally, Project-Based Learning (PBL) principles guide the creation of a final collaborative product: an interactive poster. Throughout the unit, students

produce postcards and short videos in which they film each other reading their postcards and acting out the described actions using the learnt vocabulary and structures. In the final session, students view these videos, match them with the corresponding postcards, and then physically place each postcard onto the poster next to the appropriate vocabulary words (e.g., “dance,” “swim”).

5.6. SEQUENCE

This unit spans a total of nine sessions plus one extra session dedicated to a final exam (referred to as a “control”) provided by the textbook, to assess vocabulary and grammar learnt throughout the unit. English classes are held on Mondays (**45 minutes**), Thursdays (**60 minutes**), and Fridays (**45 minutes**).

A conversational auxiliary from London assists in the Monday sessions, providing extra support for speaking and oral practice. All sessions begin with **daily routines**.

Routines:

- **Year-long routine:** Students start each class by listening to the “Day Song” (Appendix 1) and “Weather Song” (Appendix 2) by Pinkfong on YouTube. Then, the class answers orally to the following questions: “What day is it today? What day was it yesterday? What day will be tomorrow? What month are we in? What season are we in? What’s the weather like today?”. It takes approximately 5 minutes at the very start of each session.
- **Active pause:** The school incorporates short active pauses between or during sessions. For this learning situation, the song “Follow the Leader” (Appendix 3) will be used as an active pause whenever needed throughout the sessions to reinforce vocabulary in an active manner, or if a few spare minutes remain at the end of the class, as is typical practice in the school.

SESSION 1: I can read				
Objectives: ● To recognize and demonstrate understanding of basic action vocabulary. ● To identify boredom as an emotion.				
Timing: 45 minutes.				
Evidence for assessment: ● Teacher observation of physical responses and oral participation during song, storytelling, and Simon Says. ● Students' completed "I can…" cards.				
Stage	**Activity**	**Timing**	**Grouping**	**Resources**
Noticing	**"This is my happy face" song:** 1. The teacher sings "This is my happy face", while students do the faces. At the end, the teacher introduces the "bored face" while performing it herself. Students make their own bored faces. 2. The teacher asks: "Do you ever feel bored? What can you when you're bored?" Students respond. 3. The teacher says: "When we're bored, we can read!"	5'	Big group	
Noticing	**Storytelling:** 1. The teacher introduces the unit's topic by asking students: "Do you ever feel bored? What do you do when you feel bored?"	25'	Big group	Book (Appendix 4), tablet.

	2. The teacher shows students the book cover, asking: "What do you think this book will be about? What can you see here?" 3. The teacher reads aloud the book "I'm bored! What can I do?", pausing at QR codes linked to videos and pictures illustrating vocabulary words. Conversation auxiliary assists students with scanning by rotating around the tablet with groupings of 2–3 students. 4. Students imitate each vocabulary action as it appears in the pictures/videos. 5. At the end of the book, the teacher highlights the final page showing characters making a poster. The teacher explains: "We can also make a poster like this to remember fun activities to do when we are bored!" 6. After reading, the teacher asks students questions.			
Retrieval	**Simon Says:** Using action flashcards, the teacher calls out actions and students respond.	7'	Big group	Flashcards (Appendix 5)
Generative Use	**Suggestion Box:** 1. The teacher explains that they will collect ideas of activities to do when they are bored. These ideas will become part of their final poster. 2. Each student receives an "I can…" template card. 3. Students draw or write one activity they personally do when they are bored, with support if necessary. 4. Students place their completed card into the suggestion box.	8'	Individual	Box (Appendix 6), "I Can" Tickets (Appendix 7)

SESSION 2 “I can guide!”				
Objective: ● To recognize and apply direction vocabulary and action words. ● To produce simple oral directions.				
Timing: 60 minutes.				
Evidence for assessment: ● Teacher observation of responses during Simon Says and Follow the Leader dance. ● Teacher observation of students’ oral production, listening and interaction in Hopscotch and Digital Maze activities.				
Stage	**Activity**	**Timing**	**Grouping**	**Resources**
Noticing	**“Follow the Leader” Dance:** The teacher plays the “Follow the Leader” dance video, encourages students to dance along, and pauses or repeats the video if students show confusion.	5’	Big group	Follow the Leader dance video (Appendix 3)
Noticing	**Simon Says:** Students imitate the action/directions only when the teacher says Simon Says.	5’	Big group	Flashcards (Appendix 5)
Retrieval	**Hopscotch with the teacher:** 1. The teacher places hopscotch tiles.	15’	Big group	Coding Hopscotch (Appendix 8)

	2. The teacher models the activity by saying each action/direction before stepping on tiles and performing it. 3. Students line up. The teacher says each action/direction, and each student steps and performs the action. (Change sequence every 5 students.)			
Generative use	**Hopscotch in groups:** 1. Students work in 5 groups of 4. 2. Each group creates their own sequence by placing the tiles. 3. Group members call out the actions or directions, while one member performs the hopscotch. 4. Students rotate roles.	15’	Small groups	Coding Hopscotch (Appendix 8)
Generative use	**Digital Maze:** 1. The teacher shows the maze on the screen. She explains that students have to help her finish the maze using direction (up, down, left, right). 2. The maze is connected to a *Makey Makey* controller. 3. The teacher follows the instructions of the students to complete the maze.	5’	Big group	Digital whiteboard, maze (Appendix 9), *Makey Makey* controller (Appendix 10)
Generative	**Digital Maze**	10’	Big group	Tablets, Maze

use	1. Students take turns individually at the computer, whose screen is hidden from them. 2. The maze is visible to the class on the digital whiteboard. 3. The class collaboratively guides the student verbally, giving directions. 4. The student inputs these directions into the controller to complete the maze. Every student participates.			(Appendix 9), *Makey Makey* controller (Appendix 10)

SESSION 3 "I can code!"				
Objectives: ● To apply direction and action vocabulary through coding activities. ● To produce short coding sequences collaboratively.				
Timing: 45 minutes.				
Evidence for assessment: ● Checklists. ● Teacher observation of vocabulary recognition and group interaction.				
Stage	**Activity**	**Timing**	**Grouping**	**Resources**
Noticing	1. The teacher says that when we're bored, we can code.	2'	Big group	Computer lab.

	2. They all go to the computer room and the teacher makes groups. 3. While walking in a line, the teacher says the directions to go from the class to the computer lab, where they will work the rest of the session.			
Noticing	**Introducing Super Doc** 1. The teacher reviews all vocabulary images on the mat. 2. The teacher draws a written word flashcard and reads it aloud. 3. Students help identify the matching image on the mat to the word. 4. The teacher models how to guide Super Doc from the START position to the image by sticking the direction cards onto the Algorithm Strip, to create a path. 5. Students observe as Super Doc follows this sequence on the mat.	5’	Big group	Super Doc, 4×3 custom mat (Appendix 11), Algorithm Strip (Appendix 12), Word flashcards (Appendix 13)
Retrieval	**Direction Practice** The teacher calls out direction commands, and students follow them.	5’	Big group	
Generative Use	**Group Coding** 1. Students form 4 groups of 5 students. Each group has a Super Dot, a 4×3 mat, an Algorithm Strip, a stack of word flashcards, and a checklist. 2. One student draws a word flashcard, and the group identifies the	20’	Small groups	Super Doc, 4×3 custom mat (Appendix 11), Algorithm Strip (Appendix 12), Word flashcards (Appendix

	matching image on the mat. Then, the students arrange direction cards to reach it in the Algorithm Strip. 3. Once they all agree, they enter the directions into Super Doc. 4. If correct, they check the word on their checklist. 5. They continue drawing more cards until time is up, or they've checked all the words.			13), Checklists (Appendix 14)
Wrap-up	1. Groups gather their materials, return to the classroom. 2. The teacher asks which words each group managed to check off and if all participated.	5'	Big group	

SESSION 4 "I can explore!"
Objectives: ● To interpret short texts about places and actions. ● To produce and respond to "Can I…?" questions about different places.
Timing: 60 minutes.
Evidence for assessment: ● Workbook and Classbook pages. ● Teacher Observation of "Can I…?" answers.

● *Kahoot!* responses.				
Stage	**Activity**	**Timing**	**Grouping**	**Resources**
Noticing + Retrieval	**Workbook page 63 (ex. 1, and 2):** Students open workbook p.63, watch the video and do exercise 2 collectively with the teacher.	8’	Big group / Individual	Workbook page 63 (Appendix 15), digital whiteboard
Retrieval + generative use	***Minecraft* Tour** 1. The teacher projects *Minecraft* (a virtual world game that allows exploration and interaction in 3D environments) on the digital whiteboard, visiting labelled areas (forest, forest park, lake, mountains) within a custom-made map specifically constructed and labelled by the teacher to include all the vocabulary locations of the unit. Then, the teacher asks the class “what’s this place?”. 2. At each place, the teacher asks contextual questions (while mimicking the action): a. “Can I swim in the lake?” b. “Can I climb the trees in the forest park?” c. “Can I swim in the lava?” 3. Then the teacher performs the action in the game, to check if the answers are correct (swim in the lake works, swim in the lava	15’	Big group	*Minecraft* (either original or Education edition), Minecraft custom map (Appendix 16) Digital Whiteboard, Computer

	doesn't).			
Generative use	***Kahoot!*** 1. The teacher displays simple questions combining place + action on *Kahoot!*. 2. Students use coloured sticks to answer. 3. The teacher reveals the correct answer.	15'	Individual	*Kahoot!* quiz (Appendix 17)
Generative Use	**Workbook page 43:** 1. Exercise 1: Listening and numbering according to the order. 2. Exercise 2: Match and write the place. Give examples as modelling. 3. Exercise 3: They write the place they like, and volunteers raise their hands and say why.	15'	Individual	Workbook page 43 (Appendix 18).
Wrap-up	The teacher asks: "Where can we go when we are bored? What can we do there?"	3'	Whole class	

SESSION 5 "I can act!"
Objective: To review action vocabulary and create short performances, reinforcing "I can / I can't" structures.
Timing: 45 minutes.

Evidence for assessment: ● Teacher observation of students' use of "I can/can't" statements and performing of the actions. ● Miming and guessing in Charades.				
Stage	**Activity**	**Timing**	**Grouping**	**Resources**
Noticing	**Classbook page 60:** 1. The students watch a video showing a boy and a girl performing actions (e.g., dance, swim, climb), with pauses provided to identify and point the correct spots in the book. 2. The students place the word stickers in their places. 3. The teacher says: "We can do these activities when bored!"	7'		Classbook page 60 (Appendix 19)
Retrieval	**Touch & Do** 1. Action flashcards are connected to *Makey Makey*. 2. One volunteer touches a flashcard and the computer displays the action. 3. The volunteer says "I can (action)!" The class does the action. 4. The volunteer checks if everyone did the action. 5. They rotate volunteers.	15'	Big group	Flashcards (Appendix 5), computer, *Makey Makey*, Scratch program (Appendix 20)
Generative	**"I can act!" Charades**	18'	Big group	Flashcards (Appendix

Use	1. The teacher demonstrates how to play charades. 2. They draw a flashcard from a face down pile and mimic the action. 3. Students have to guess by saying "Can you …?" (by raising their hand). 4. If it's correct, the volunteer answers "Yes, I can …", if not "No, I can't!"			5)

SESSION 6: "I can travel!"				
Objectives: ● To identify and recall action vocabulary related to hobbies in different countries. ● To produce simple sentences orally and in writing, using "I can" and "I can't".				
Timing: 45 minutes.				
Evidence for assessment: ● Teacher observation of engagement and answers. ● Completed postcards.				
Stage	**Activity**	**Timing**	**Grouping**	**Resources**
Noticing	**Map Exploration:** 1. The teacher projects a digital world map with clickable spots (UK,	15'	Big group	Digital whiteboard, computer, interactive

	Morocco, Colombia, USA, Canada, etc.) which show images of the hobbies in each country. 2. The teacher clicks on a country. She says: "In Country, I can x." Students imitate the action. 3. The teacher then clicks on the UK. The conversation assistant (from London) explains a hobby typical in the UK based on her experiences. 4. The teacher shows the examples from the other countries, especially from the ones that students are from. 5. Students observe and mimic the actions. 6. The teacher asks if any child from those countries wants to share something they did when they were bored.			map (Appendix 21)
Retrieval	**Map Exploration Questions:** 1. The teacher clicks on a country (e.g., Colombia, children dancing). Says: "In Colombia, I can dance. Can you dance?" Students respond: "I can dance" or "I can't dance." 2. This is repeated with other countries.	10'	Big group	Digital whiteboard, computer, interactive map (Appendix 21)
Generative Use	**Hobbies in my country** 1. Each student gets a postcard and writes the country they're from (or another one if they want).	8'	Individual	Postcard (Appendix 22), Box (Appendix 6)

	2. They draw themselves performing a hobby there. 3. They complete the sentence "Greetings from…! I can … in …!". 4. The teacher and auxiliary assist and ask questions about the postcard.			
Wrap-up	1. Volunteers show their postcard and say the "I can" sentence they wrote. 2. The teacher explains that these postcards will later be part of the final poster created at the end of the unit. 3. The postcards go in the suggestion box to later be put in the poster.	5'		Completed postcards

SESSION 7 "I can meet friends!"				
Objective: To practice and produce action vocabulary with "I can / can't" and "Can you…?" in communicative tasks.				
Timing	60 minutes.			
Evidence for assessment: ● Completed "Find Someone Who" checklists. ● Workbook pages. ● *Kahoot!* Quiz answers. ● Teacher observation.				
Stage	**Activity**	**Timing**	**Grouping**	**Resources**

Noticing + Retrieval	**Workbook p.61:** 1. Students listen to chant. 2. Students complete Tick-or-Cross. 3. The teacher writes the correct answer on the board, and the students correct their own answers.	7’	Big group, Individual	Workbook p.61 (Appendix 23).
Retrieval	***Kahoot!* Quiz:** 1. The teacher projects a *Kahoot!* quiz, displaying images of different actions (e.g., climb, catch, swim, ride a bike) with short sentences using “I can…,” “I can't…” and “Can you…?”. 2. Pupils answer with their coloured sticks, choosing the correct vocabulary action or deciding if statements correspond correctly to the images. 3. The teacher corrects answers.	10’	Individual	Computer, *Kahoot!* quiz (Appendix 24), coloured sticks
Generative use	**Find someone who…:** 1. The teacher gives a Find someone who… checklist to each student. 2. Students move freely around the classroom and ask each other “Can you x?” 3. If the answer is positive, they write that name under the picture of the action. If negative, they look for another student.	15’	Individual /pairs	Find Someone Who… checklist (Appendix 25)

Generative Use	**Spot-check:** 1. The teacher collects all the checklist. 2. Randomly, the teacher picks up a checklist and asks one of the students whose name is in the list "Can you x?" according to what has been written. 3. If the answer matches, the teacher moves on to the next checklist. 4. If it doesn't match, the teacher takes note.	15'	Big group	Completed Find Someone Who… checklist
Wrap-Up	1. The teacher explains that when they're bored, they can do activities with friends. 2. The teacher asks "Who found a friend who can ____?" 3. Students respond.	5'	Big group	

SESSION 8 "I can record!"
Objective: ● To review action vocabulary and the structures "I can / I can't." ● To produce short video clips in groups.
Timing: 45 minutes.
Evidence for assessment:

- Completed cards or postcards.
- Video clips.
- Teacher observation.

Stage	Activity	Timing	Grouping	Resources
Noticing + retrieval	**Simon Says:** 1. The teacher explains a variation of "Simon Says", where students perform the action only if the teacher says "I can…" and stay still if the teacher says "I can't…". 2. The teacher calls out various actions and directions using the flashcards, mixing "I can"/"I can't." 3. Students respond physically. 4. Last rounds are without flashcards.	5'	Big group	Flashcards (Appendix 5)
Generative use	**Organizing cards:** 1. The teacher opens the suggestion box. Students retrieve their "I can…" cards and postcards. If a card only has a drawing, they write the action word, with assistance from the teacher. 2. The teacher demonstrates how to use the tablet camera. 3. Each group picks one tablet. 4. The teacher organizes which students record first and act first, as well	10'	Individual, Small groups	4 tablets, completed "I can" cards and postcards, suggestion box (Appendix 6).

	as the rotations. 5. The teacher reminds them of the poster.			
Generative Use	**Group Video Recording:** 1. While a student records, the others in the group ask "What can you do?" to the student being recorded. 2. The student being recorded responds, saying aloud the action from their postcard (e.g., "I can dance") and simultaneously recreating or miming the described action. 3. Students rotate until everyone has been recorded. If they have extra time, they can have several takes. 4. If any student forgets the statement, the teacher, or group mates can assist. 5. The teacher circulates, ensuring all groups complete their clips, saving each clip with the student's name for later use in the final poster.	25'	Small groups	Tablets, completed "I can" cards and postcards.

SESSION 9 Goodbye boredom!
Objective: To demonstrate understanding of the unit's vocabulary and structures through peer interactions and to evaluate personal learning.
Timing: 45 minutes.

Evidence for assessment:

- Correct postcard and video placements.
- Self-assessment checklists.
- Respectfulness during video viewings.

Stage	Activity	Timing	Grouping	Resources
Noticing	**Presenting the Poster:** 1. The teacher shows the students the empty poster and explains how the activity works: a student will come forward to spin the *Wheel of Names* on the digital whiteboard, which randomly selects a classmate. 2. The whole class then watches the selected classmate's video recording performing an action and saying their sentence. 3. The student who spun the wheel says aloud what the classmate in the video said and did (e.g., "[Name] can dance"). 4. The teacher demonstrates once, explaining that the selected student's postcard will be located among the arranged postcards on the table, and it must be placed on the corresponding action-word spot on the poster while saying "[Name] can [verb]." 5. The teacher reminds the class to remain respectful, quiet, and attentive during classmates' turns.	5'	Big group	Poster (Appendix 26), completed cards and postcards, videos, Wheel of names.

Retrieval + Generative use	**Poster game:** 1. Students individually come forward in seating order to spin the Wheel of Names. 2. The class watches the video of the randomly selected classmate. 3. The pupil repeats the sentence from the video (e.g., "[Name] can dance"). The videos can be rewatched if needed. 4. The student who spun the wheel finds their classmate's card among the cards placed on the teacher's table. 5. The student places the postcard in the correct vocabulary spot on the poster and says: "[Name] can [verb]." 6. The class confirms or helps correct placement respectfully.	30'	Individual	Poster (Appendix 26), completed cards and postcards, videos, Wheel of names.
Generative Use	**Self-Assessment:** 1. The teacher distributes a self-assessment exit ticket and explains how to fill it out: the students self-assess whether they learned new things and had fun during the unit by marking super smiley, smiley, neutral, or sad faces accordingly. 2. The teacher writes all the activities done during the unit on the board to remind students. 3. The students write their favourite activity from the unit.	7'	Individual	Exit ticket (Appendix 27)

5.7. ASSESSMENT

Assessment in this learning situation is competence-based and continuous, measuring progress across the specific competences. Each assessment criterion mentioned in Section 5.4.2. is evaluated through indicators of achievement, each with specific levels of accomplishment, detailed in the rubrics used (Appendix 28). These indicators are assessed through observations and evidence collected in each session. Finally, the compiled results from these rubrics, observations, and evidence are used to calculate each student's overall performance, as shown in the final assessment calculation sheets (Appendix 29). In this sheet, rubric ratings are averaged and converted into a percentage representing competence development; this percentage is then averaged with the written control exam score to obtain the student's final overall percentage. Percentages of 80% or higher indicate a “Secure” level, between 60% and 79% indicate “Developing”, and below 60% indicate “Beginning”.

After Session 9, pupils complete an exit-ticket self-assessment in which they choose one of three faces to indicate their enjoyment of the unit, perceived learning and their favourite activity. An additional session is held to administer a written control exam, scored out of 10 (Appendix 30).

5.8. ATTENTION TO DIVERSITY

This learning situation follows the principles set by the Universal Design for Learning (UDL), as such the activities were designed to provide engagement, representation, and action and expression to all students regardless of their individual abilities or educational needs. Additionally, the conversational auxiliary provides extra support to students and teachers.

Instructions are concise, repeated, and supported visually with flashcards, images, subtitles, and multimedia to help with comprehension, especially for students with linguistic challenges. Key contents are visually highlighted to reduce the cognitive load of students.

Cooperative learning is frequently used. Students that have higher performances pair up with those who require greater assistance. A poster containing the contents of the unit is also available for visual support (Appendix 31).

Special attention is given to students with specific educational needs. For one student, who entered the educational system late and struggles with literacy, the multisensory

activities provide an accessible way for him to participate without relying on reading or writing. This student does not take the written control exams, instead, his assessment is made using the tools for evaluating competences detailed in Section 5.7. solely.

For another student who is classified as ACNEE due to autism (TEA) the routines and structured nature of the lessons help with his needs for predictability. Direct questioning, a strategy that helps him to engage more actively, is also integrated consistently. Collaborative tasks help him develop his social and emotional skills.

6. RESULTS

This section presents the findings obtained from the implementation of the learning situation **"I'm bored! What can I do?"**. Results are structured according to the objectives set out at the beginning of this TFG, combining quantitative data and qualitative observations.

6.1 QUANTITATIVE RESULTS

The instruments used to measure vocabulary acquisition and competence development were a final written control exam and a rubric-based assessment of all the sessions. The results of the assessment are in Appendix 32.

The class average on the written control was 8,04 out of 10, showing strong retention. The competence assessment gave an average of 82.8%, indicating that most students achieved the learning goals. The distribution of the performance levels was:

- Secure: 11 students (55%)
- Developing: 5 students (25%)
- Beginning: 4 students (20%)

These data demonstrate that more than half of the class achieved secure competence.

Student self-assessment data collected via exit tickets at the end of session 9 showed high levels of engagement and perceived learning, both averaging 3,80 out of 4. The distribution of responses was as follows:

Level	Enjoyment	Perceived learning
Super Happy (4)	15 students (75%)	15 students (75%)
Happy (3)	5 students (25%)	5 students (25%)
Neutral (2)	0 (0%)	0 (0%)
Sad (1)	0 (0%)	0 (0%)

Table 4: Exit ticket responses.

This data indicates that the majority of students enjoyed the learning situation, and considered themselves to have learnt the contents, which shows the motivational benefits of interactive multimedia and a mix of implicit and explicit approaches.

Students' preferences are detailed in Table 5, which show a strong liking for multimedia and TPR activities:

Activity	Number of Students	Percentage
Maze	6	30%
Videos	4	20%
Charades	3	15%
Minecraft	3	15%
Find Someone Who…	1	5%
Map	1	5%
Hopscotch	1	5%
Super Doc	1	5%

Table 5: Students' preferred activities.

6.2 QUALITATIVE FINDINGS

Initially, visibility issues during the storytelling limited students' ability to see the embedded videos clearly, as they were shown in the tablet that scanned the QR codes. Next time, mirroring the tablet onto the whiteboard would help with visibility. Session 2 was slightly delayed due to the students' curiosity towards the controllers but continued after they calmed down. This session required the transitioning from small group to big group in the maze activity, which originally was intended for smaller groups, as managing

them proved difficult, but the change improved the situation. Despite never having worked with circuit boards before, the students adapted rapidly and used them with minimal guidance.

Technical interruptions continued in other sessions, notably HDMI connectivity problems, which delayed some activities. Students required explicit support during *Kahoot!* activities, including reading quiz items aloud and providing associative colour cues, as they had difficulties reading the options. Connectivity issues related to Wi-Fi also slowed those quizzes, but were quickly resolved, and did not cause any major disruption. Bringing the equipment required for some classes was cumbersome and time-consuming, since they are quite heavy.

Intercultural activities in Session 6 generated significant enthusiasm among students. They actively engaged with the interactive map and requested to add more countries than those that were available, and shared their experiences related to various cultures. Students quickly understood how the map worked, and, on their postcards, they included country flags voluntarily, since it was not required, without needing references.

Session 8 was received with a lot of enthusiasm from the students, who improved their confidence in speaking through their repeated video takes, as some started out shier but ended with more assertiveness. Some videos were corrupted, but as there were multiple takes available, it did not escalate to be an obstacle. However, collecting and managing recordings from multiple devices was an issue, and proved to be slower than anticipated, as they needed to be transferred from several tablets to my own.

Session 9 unfolded smoothly, with students effectively matching classmates' videos to their postcards. There was strong peer support and collaboration.

6.3 LIMITATIONS AND PROPOSED IMPROVEMENTS

Overall, results were positive, but some practical issues were evident. The technical difficulties, especially related to connectivity and hardware management, were the most evident, as they interrupted lessons occasionally and slowed down activities. Also, frequent delays due to punctuality made it challenging to fully use all the resources planned, and some had to be left behind.

To improve or prevent these issues in the future, teachers should perform thorough equipment checks before each lesson. Choosing simpler and lighter equipment also helps with managing practical challenges, especially if they have to be brought from home.

Establishing student roles early on, particularly in tasks like robotics or coding activities (for example, students in Session 3 often skipped the coding strip step and went straight to robot programming), could help keep students follow the steps, tasks and improve their participation.

Adding buffer time between activities would also reduce problems caused by unexpected technical delays and make sessions run more smoothly but could also cause the session to come up short time wise if none occur.

Despite these limitations, the effectiveness of interactive multimedia and vocabulary acquisition strategies was evident to me. Students consistently engaged well, showed strong outcomes, and benefited from collaborative and inclusive activities.

7. CONCLUSIONS

The main objective of this TFG was to investigate how interactive multimedia and vocabulary acquisition strategies could be combined effectively to help primary students acquire vocabulary. This was addressed through the specific objectives, which culminated in the learning situation named “I’m bored! What can I do?”, implemented during my Prácticum II. The vocabulary instruction was based on Nation’s (2022) stages of noticing, retrieval, and generative use, as well as incorporating interactive multimedia guided by Mayer’s Cognitive Theory of Multimedia Learning (2009).

From the results I have gathered, I believe these objectives were successful overall. The assessment results and classroom observation point to a strong vocabulary development. Student self-assessments also showed engagement, with 75% of them giving the highest score in them.

The activities that combined interactive multimedia with implicit vocabulary instruction methods, like collaborative group work, TPR, and communicative tasks were the most popular and produced the best results among the students. Specifically, the digital maze activity (focused on directional vocabulary) and the collaborative videos were successful. The digital maze matched the vocabulary naturally, and the children visibly enjoyed it. Similarly, the videos effectively combined collaborative recording, movement, interactive multimedia, and implicit vocabulary teaching, making them particularly engaging and effective. Although charades did not involve multimedia, it also produced

high engagement and good vocabulary retention because of its strong match with the action-based vocabulary content.

TPR stood out as particularly effective in this intervention, likely due to matching the specific vocabulary content selected and the young age of the learners. However, I acknowledge that different vocabulary sets, or older age groups might benefit from other approaches or techniques. In summary, the most effective activities either combined interactive multimedia with implicit instructional methods or naturally matched the vocabulary.

The most significant limitations that were encountered during the intervention were issues with technological compatibility and difficulties carrying equipment from outside the school. To address this in future interventions, I would recommend checking for technological compatibility in advance and gradually bringing equipment before a session instead of bringing it on the same day or focusing on resources already available within the school.

The most significant insight gained from this TFG was realising how young children learn vocabulary most effectively when moving, interacting, and collaborating. Additionally, I learnt that using multimedia does not mean limiting learners to passive screen time. Instead, multimedia tools become powerful when combined with interactive, physical, communicative, and collaborative approaches. I also recognised how much students valued the cultural elements integrated into the activities and how much interest they have in the experiences of their peers.

Ultimately, this TFG contributes to current practices in primary English education by demonstrating that interactive multimedia, when integrated with active methodologies and vocabulary instruction strategies, can transform vocabulary learning into an engaging, inclusive, and genuinely interactive experience, moving far beyond passive learning from screens.

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9. APPENDICES

APPENDIX 1

Seven Days | English Word Song | Word Power | Pinkfong Songs for Children

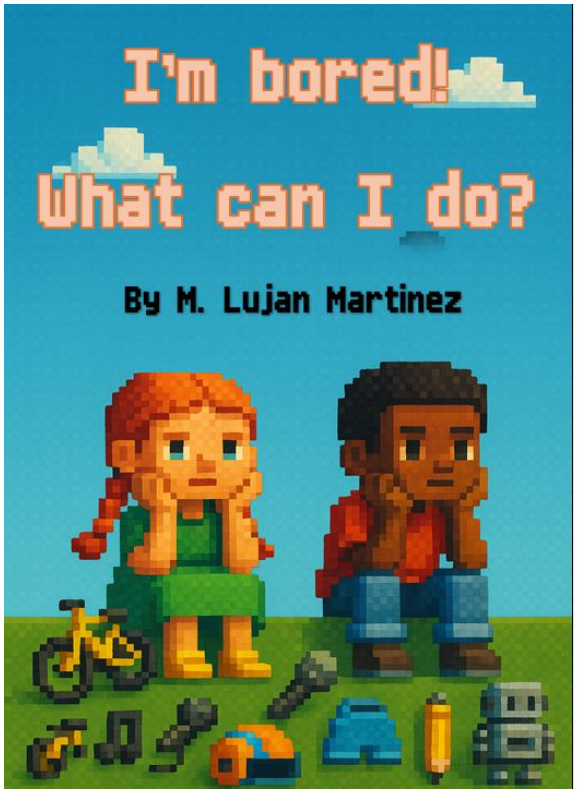
APPENDIX 2

Weather | Word Power | Learn English | Pinkfong Songs for Children

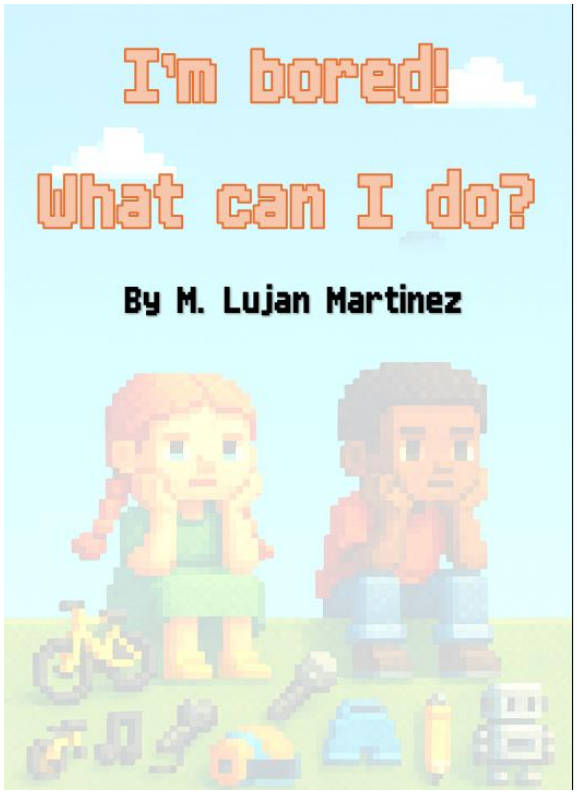
APPENDIX 3

Follow The Leader Dance

APPENDIX 4

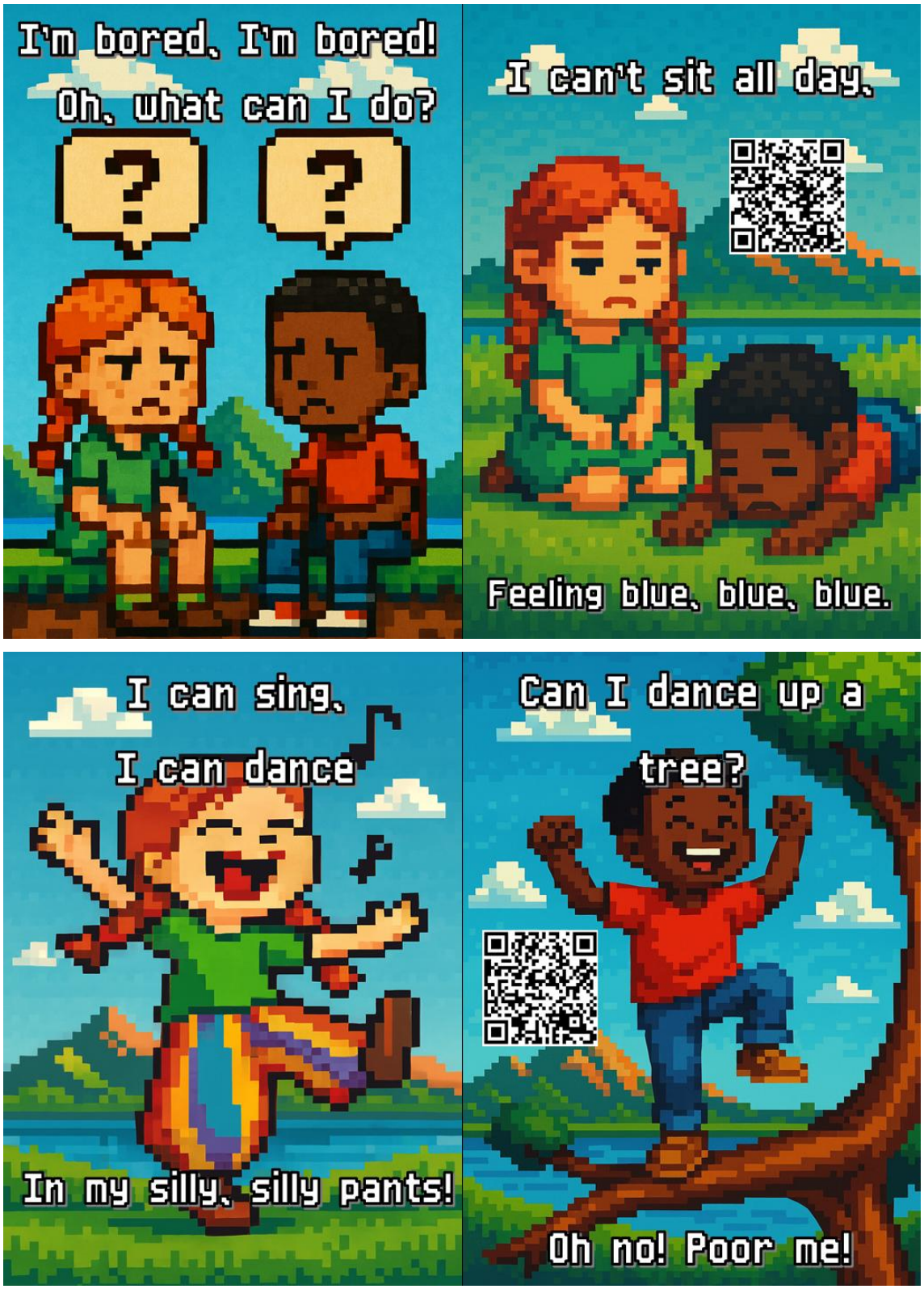


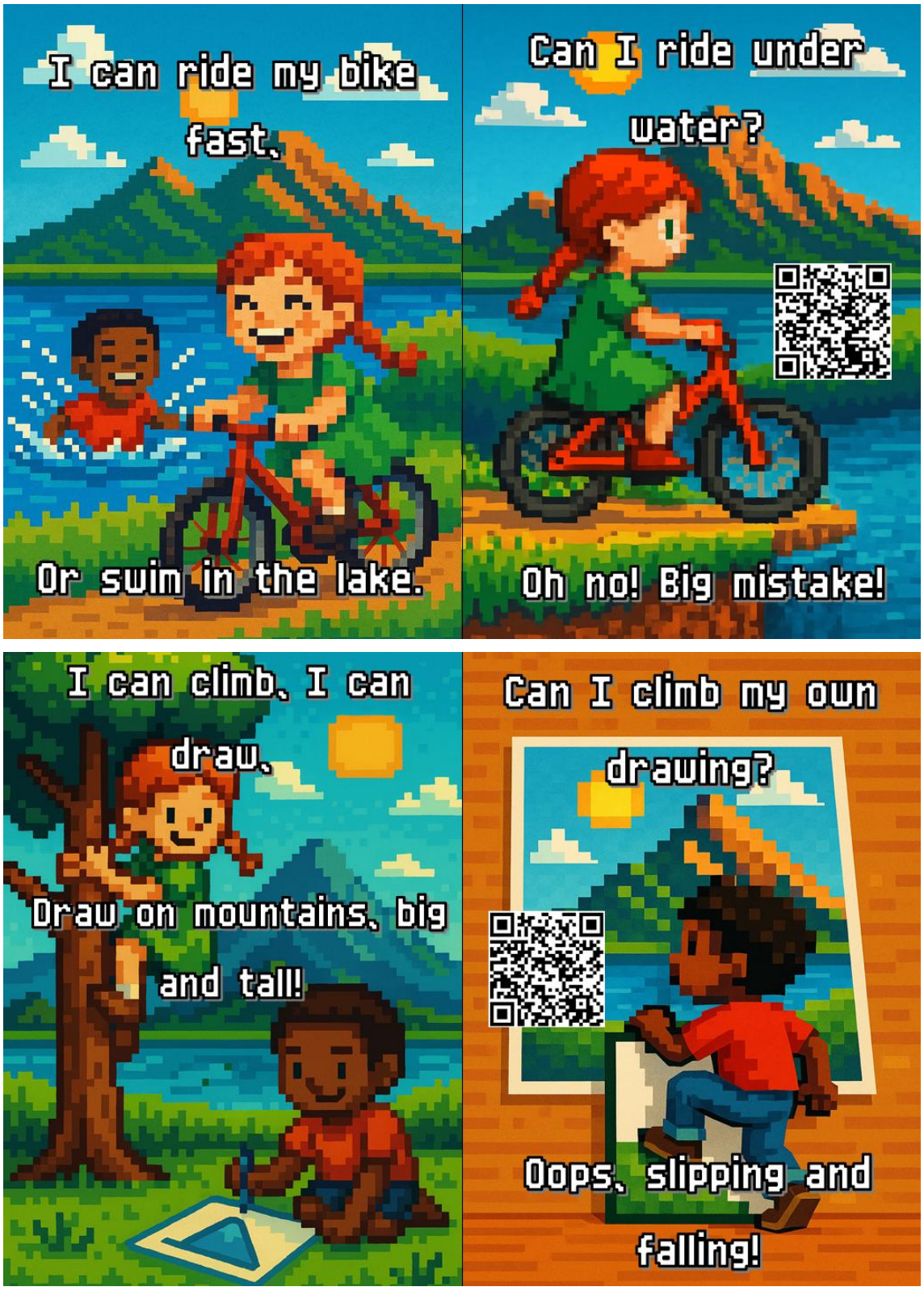
Are you bored, bored, bored?
Let's explore together!
Sing, dance, climb, swim, and more!
Open this book. Let's find what YOU can do!
Scan the QR codes for funny surprises!

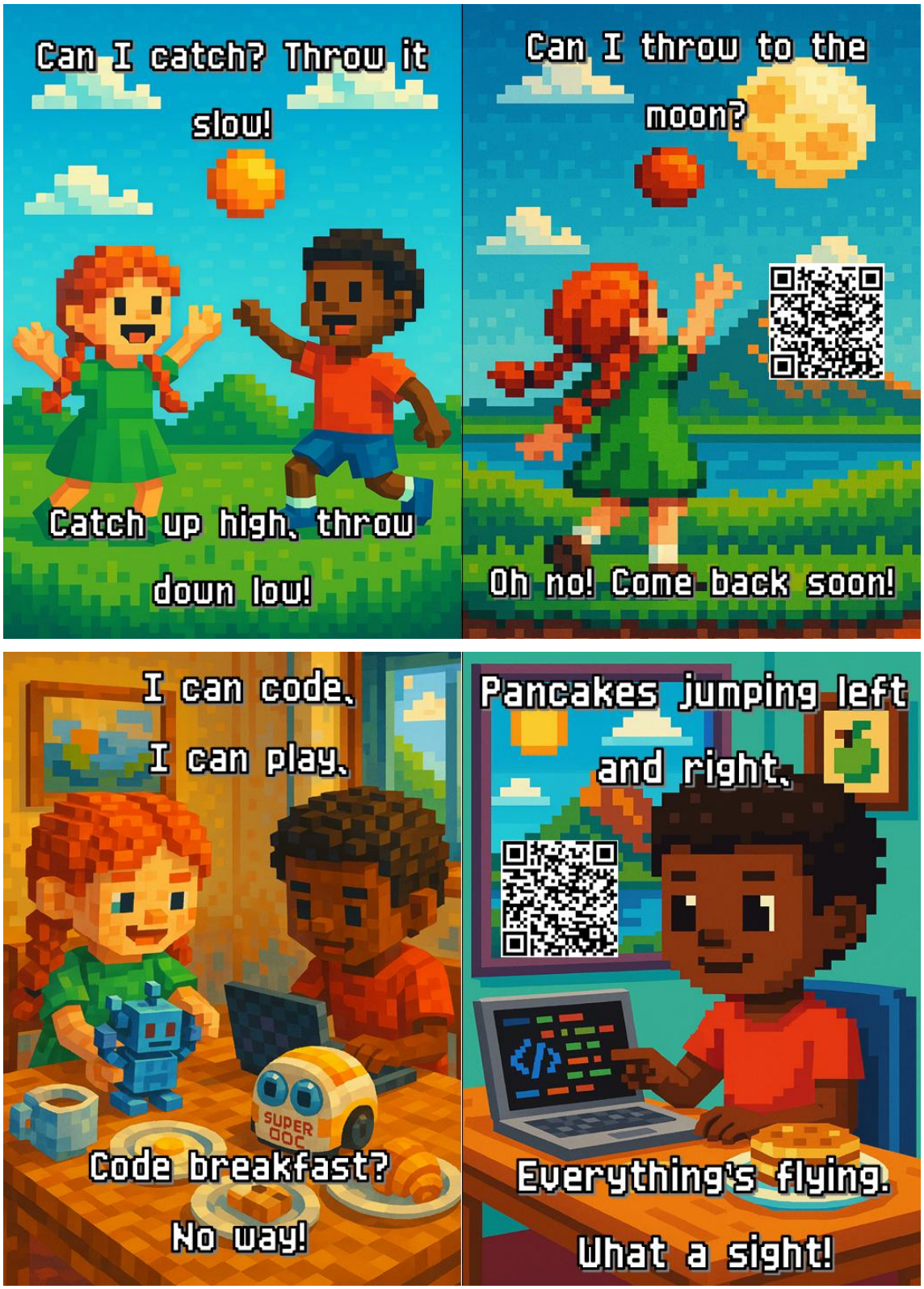


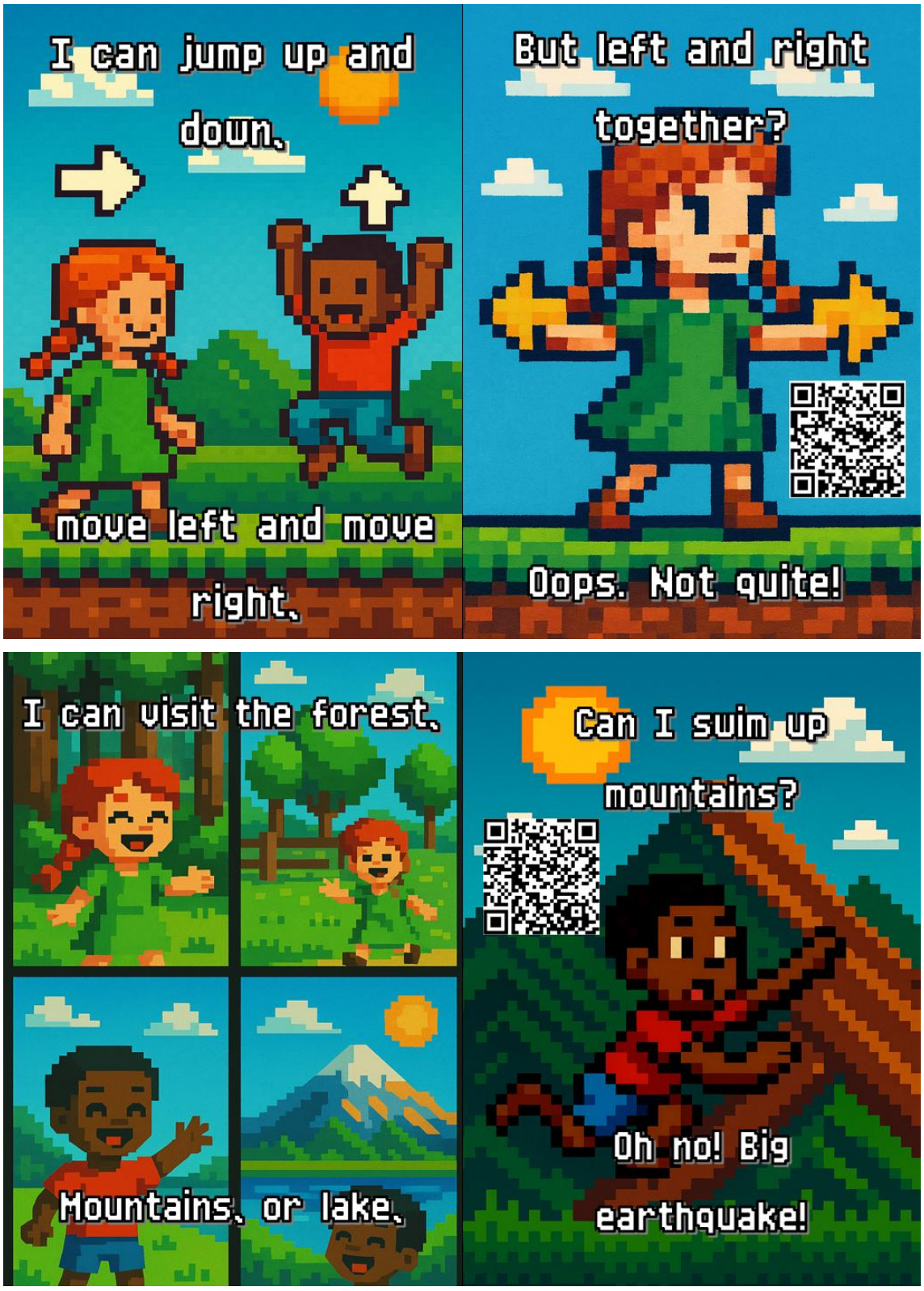
I'm bored!
What can I do?

By M. Lujan Martinez


I'm bored, I'm bored!
Oh, what can I do?
?
?
I can't sit all day.
Feeling blue, blue, blue.
I can sing,
I can dance
In my silly, silly pants!
Can I dance up a tree?
Oh no! Poor me!


I can ride my bike fast.
Or swim in the lake.
Can I ride under water?
Oh no! Big mistake!
I can climb, I can draw.
Draw on mountains, big and tall!
Can I climb my own drawing?
Oops, slipping and falling!


Can I catch? Throw it slow!
Catch up high, throw down low!
Can I throw to the moon?
Oh no! Come back soon!
I can code,
I can play,
Code breakfast?
No way!
Pancakes jumping left and right,
Everything's flying.
What a sight!


I can jump up and down.
move left and move right.
But left and right together?
Oops. Not quite!
I can visit the forest.
Mountains, or lake.
Can I swim up mountains?
Oh no! Big earthquake!


I am not bored, now
I know:
I can do many things,
oh!
I can put them all together
So I can remember forever
I'M BORED.
WHAT CAN I DO?

APPENDIX 5


Open Up 1
Unit 6


Open Up 1
Unit 6


Open Up 1
Unit 6

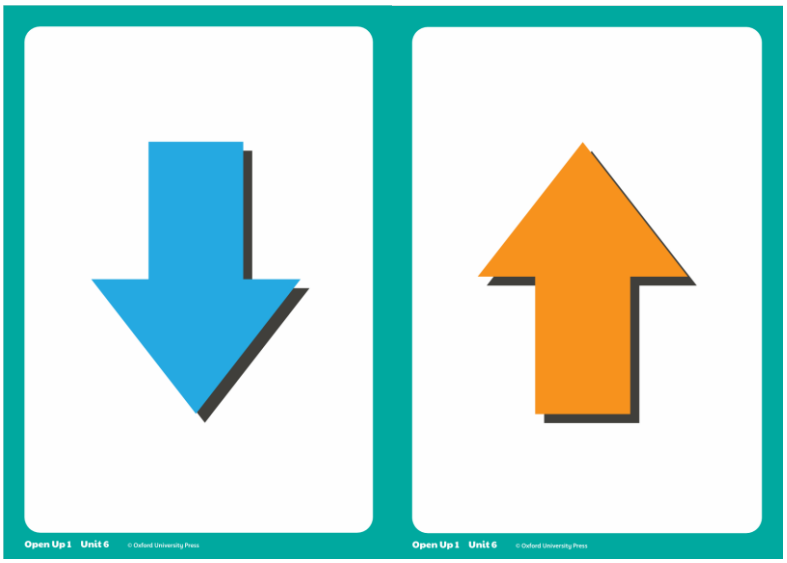

Open Up 1
Unit 6


Open Up 1
Unit 6


Open Up 1
Unit 6


Open Up 1
Unit 6


Open Up 1
Unit 6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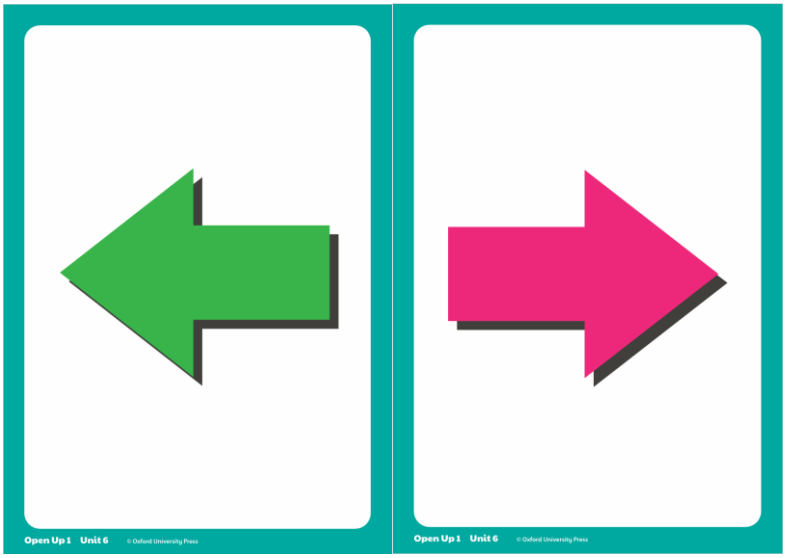
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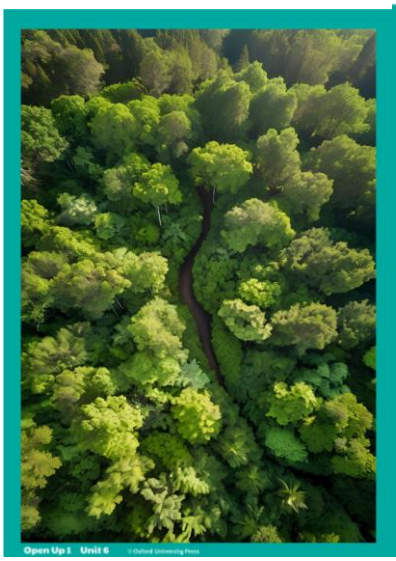
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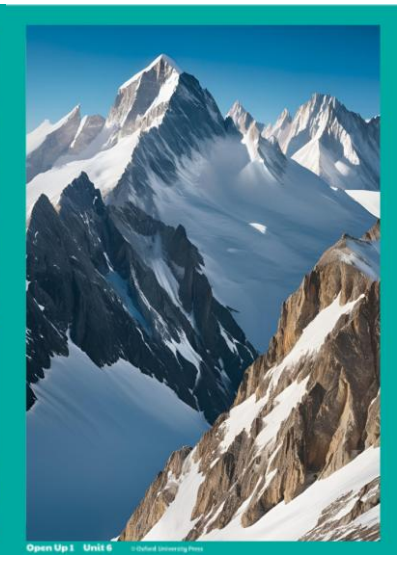

Open Up 1 Unit 6

APPENDIX 6


I'm bored!
What can I do?
I can...
CLIMB
DRAW


THROW
SING
RIDE A BIKE
SWIM

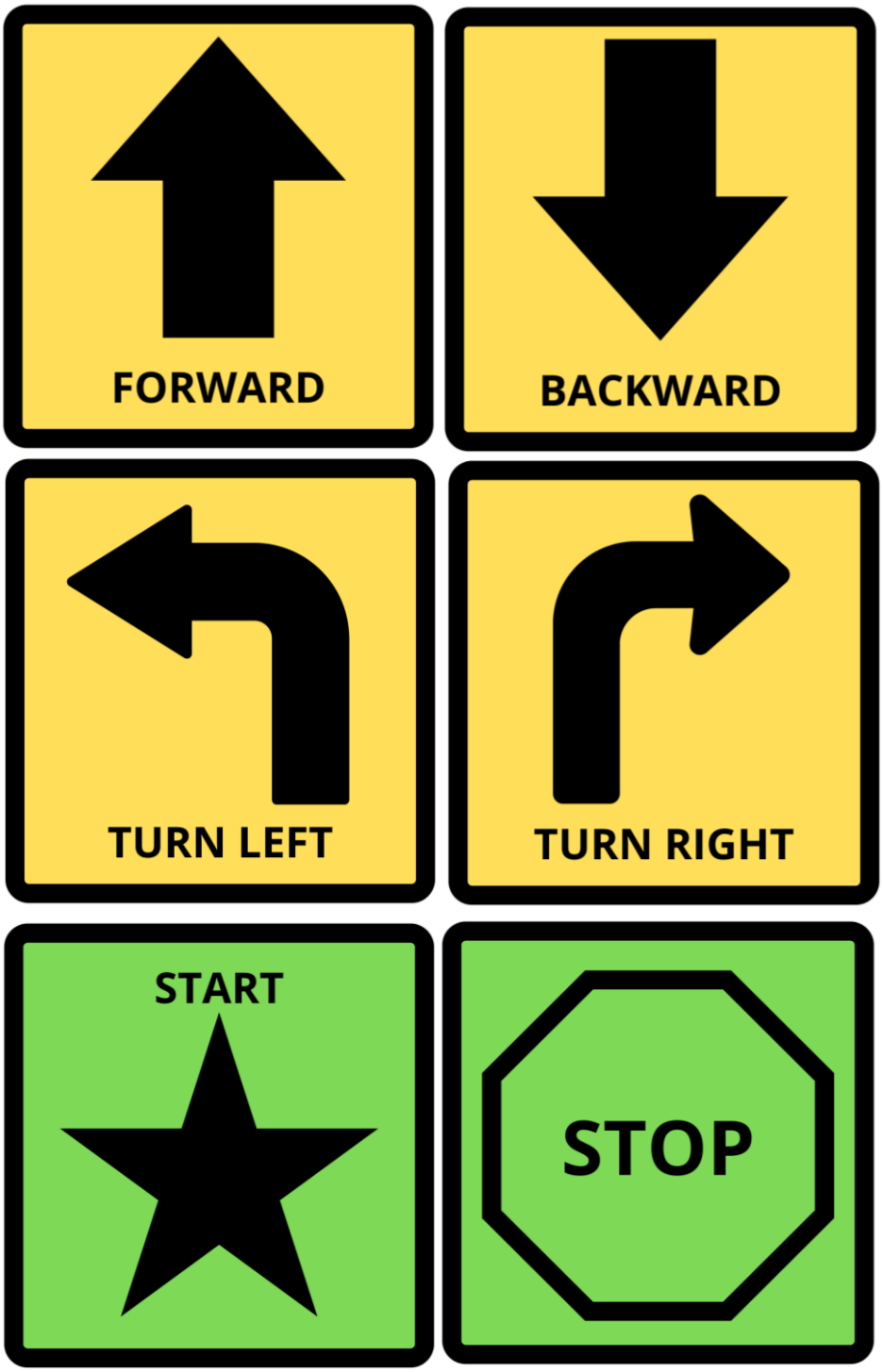

DANCE


CATCH

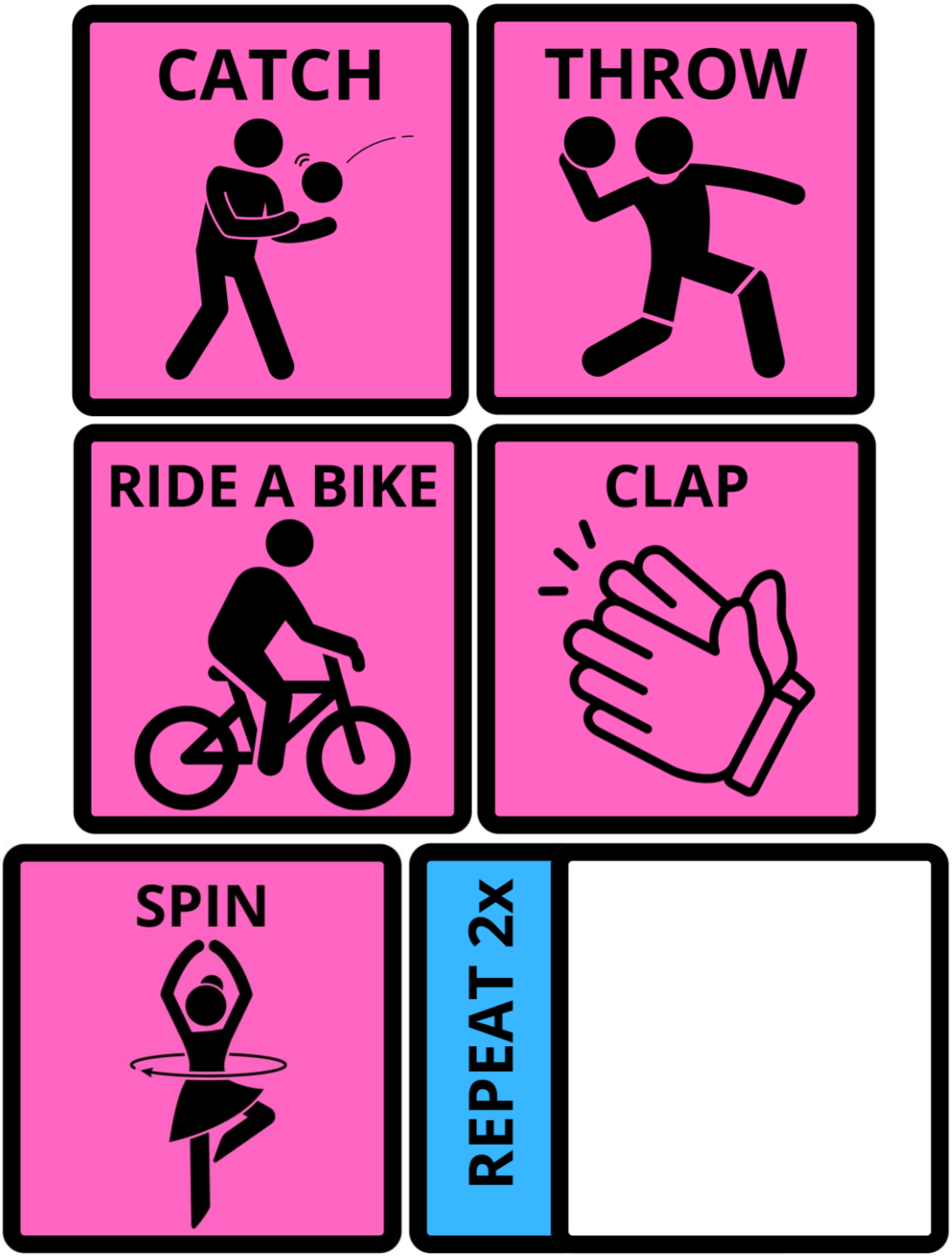
APPENDIX 7

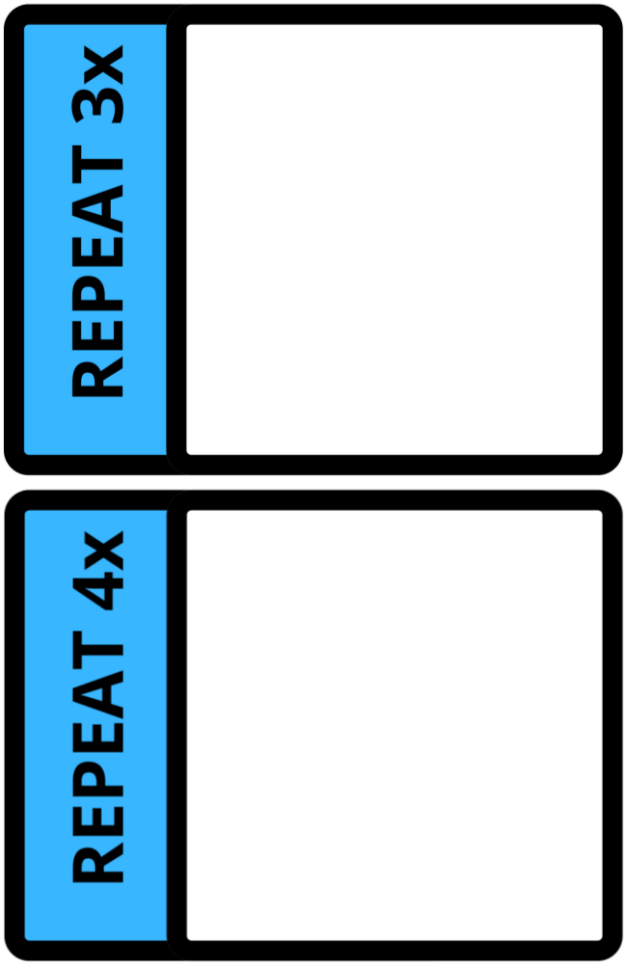

I'M BORED! WHAT CAN I DO?
Name:
I can
I'M BORED! WHAT CAN I DO?
Name:
I can
I'M BORED! WHAT CAN I DO?
Name:
I can
I'M BORED! WHAT CAN I DO?
Name:
I can
I'M BORED! WHAT CAN I DO?
Name:
I can
I'M BORED! WHAT CAN I DO?
Name:
I can

APPENDIX 8

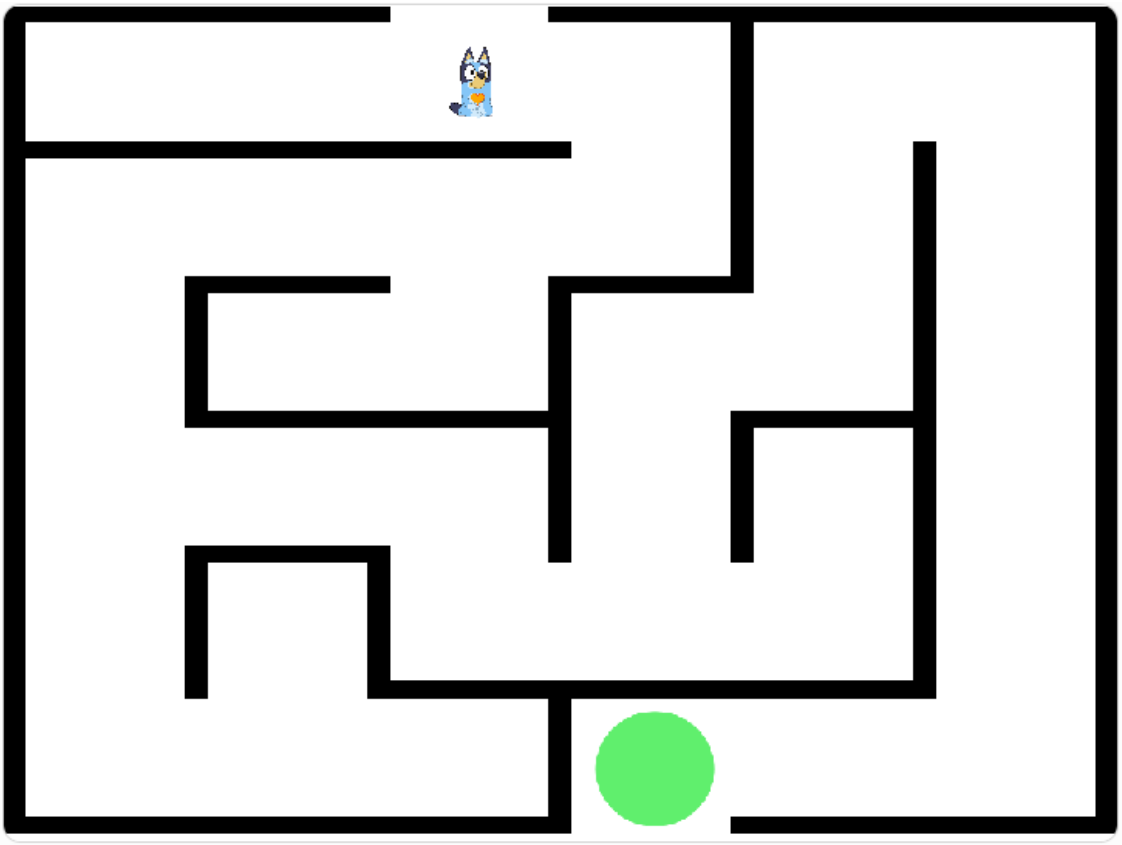



DANCE
JUMP
SWIM
CLIMB
SING
DRAW


CATCH
THROW
RIDE A BIKE
CLAP
SPIN
REPEAT 2x

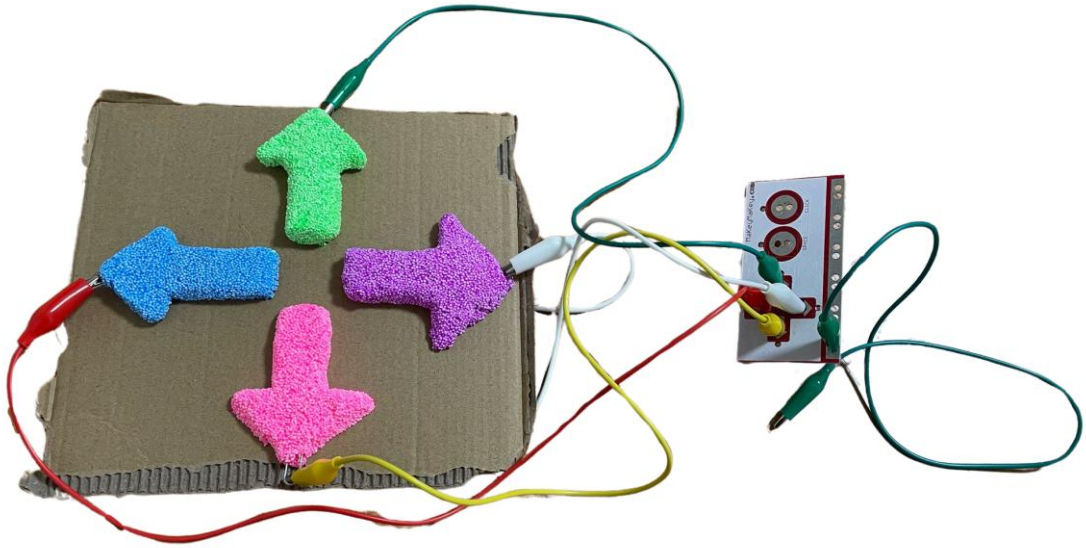

REPEAT 3x
REPEAT 4x

APPENDIX 9

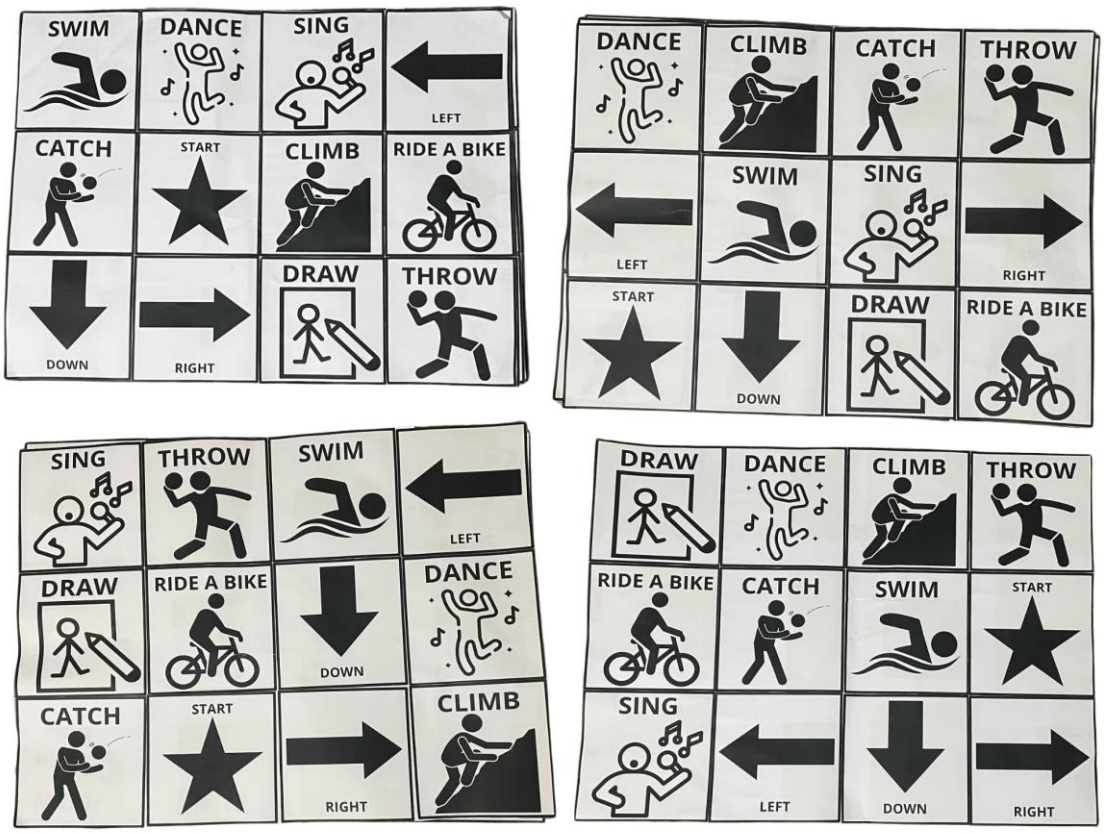


https://scratch.mit.edu/projects/1151938747

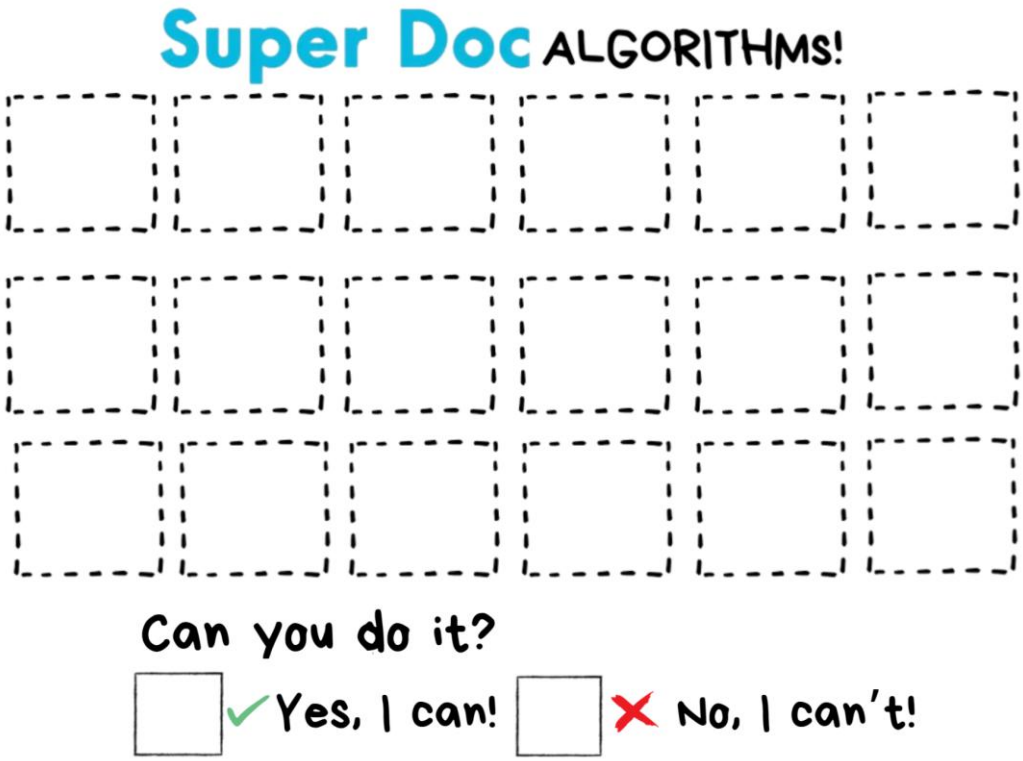
APPENDIX 10

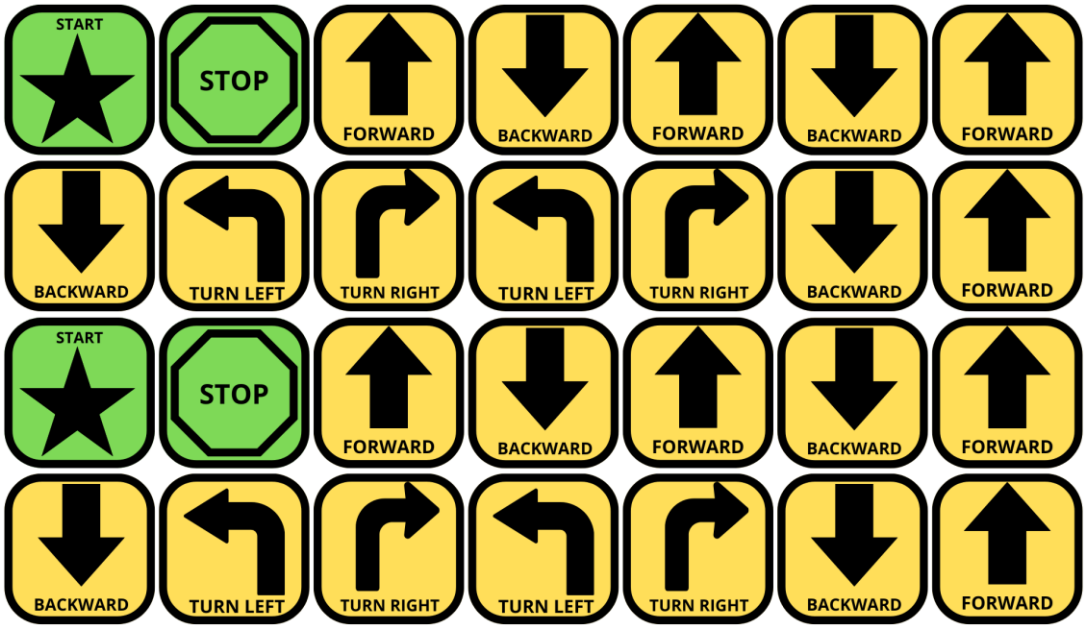


APPENDIX 11


SWIM
DANCE
SING
LEFT
CATCH
START
CLIMB
RIDE A BIKE
DOWN
RIGHT
DRAW
THROW
DANCE
CLIMB
CATCH
THROW
LEFT
SWIM
SING
RIGHT
START
DOWN
DRAW
RIDE A BIKE
SING
THROW
SWIM
LEFT
DRAW
RIDE A BIKE
DOWN
DANCE
CATCH
START
RIGHT
CLIMB
DRAW
DANCE
CLIMB
THROW
RIDE A BIKE
CATCH
SWIM
START
SING
LEFT
DOWN
RIGHT

APPENDIX 12


Super Doc ALGORITHMS!
Can you do it?
Yes, I can!
No, I can't!


START
STOP
FORWARD
BACKWARD
FORWARD
BACKWARD
FORWARD
BACKWARD
TURN LEFT
TURN RIGHT
TURN LEFT
TURN RIGHT
BACKWARD
FORWARD
START
STOP
FORWARD
BACKWARD
FORWARD
BACKWARD
FORWARD
BACKWARD
TURN LEFT
TURN RIGHT
TURN LEFT
TURN RIGHT
BACKWARD
FORWARD


Super Doc ALGORITHMS!
START
BACKWARD
STOP
Can you do it?
Yes, I can!
No, I can't!
BACKWARD

APPENDIX 13

draw

ride a bike

sing

swim

throw

down

up

left

right

APPENDIX 14

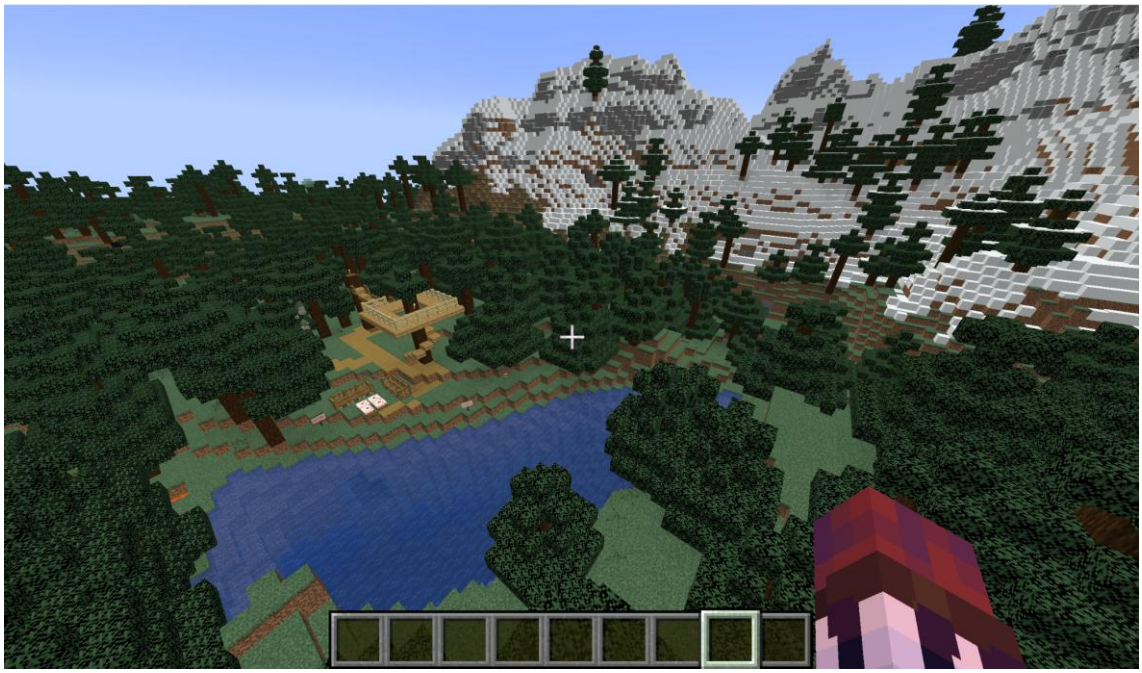
checklist
Group 1

- ○ Dance _____
- ○ Sing _____
- ○ Climb _____
- ○ Throw _____
- ○ Catch _____
- ○ Swim _____
- ○ Ride a bike _____
- ○ Draw _____
- ○ Left _____
- ○ Right _____
- ○ Up _____

APPENDIX 15


Lesson 4 Culture
Unit 6
A forest park
1 130 Listen and imagine.
Video
2 Tick ✔ the activities Alice can do. Say.
1
2
3
3 131 Listen and point.
4 132 Listen and draw ◡ or ◠.
1 mountains
2 forest
3 lake
4 forest park
5 What can you do in a forest park? Say for you.
I can ride a bike in the forest.
Connect
Who do you spend free time with?
I can climb in the mountains.
63

APPENDIX 16

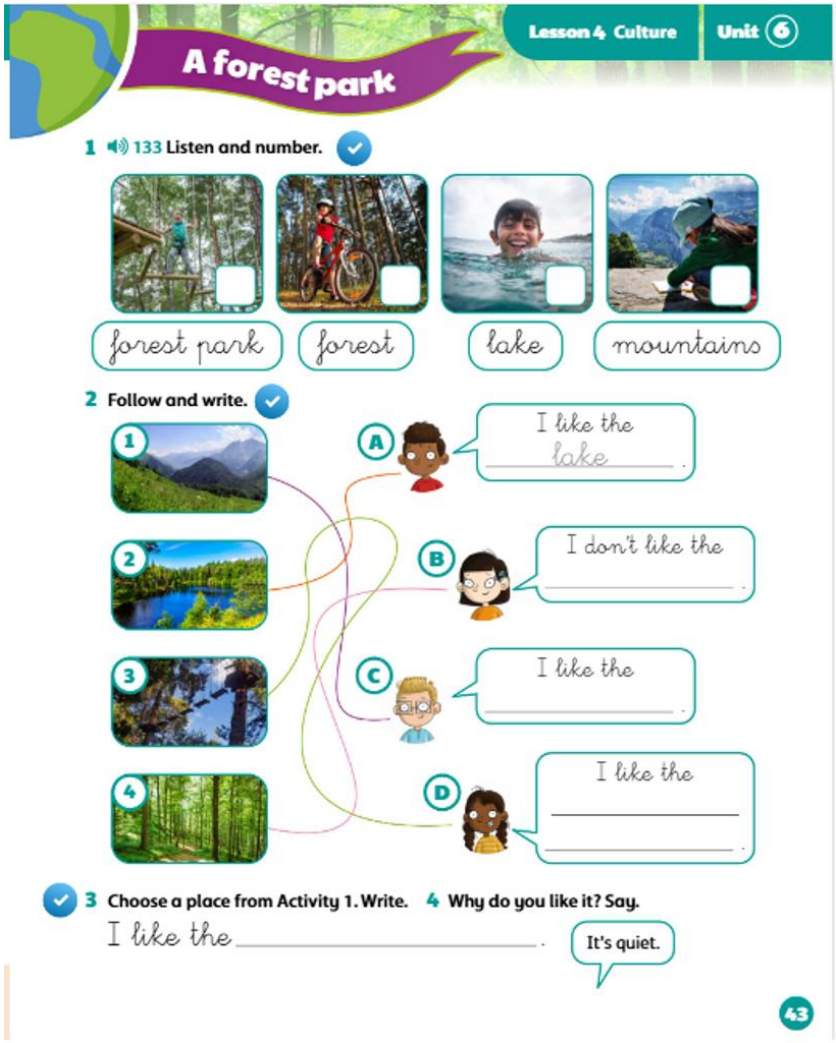


MINECRAFT MAP

APPENDIX 17

https://create.kahoot.it/share/what-can-i-do/9a7b3f22-cce6-4415-889e-ca52e16e8b9d

APPENDIX 18



Lesson 4 Culture | Unit 6

A forest park

1 133 Listen and number.

forest park | forest | lake | mountains

2 Follow and write.

A I like the lake.

B I don't like the _____.

C I like the _____.

D I like the _____.

3 Choose a place from Activity 1. Write. 4 Why do you like it? Say.

I like the _____.

It's quiet.

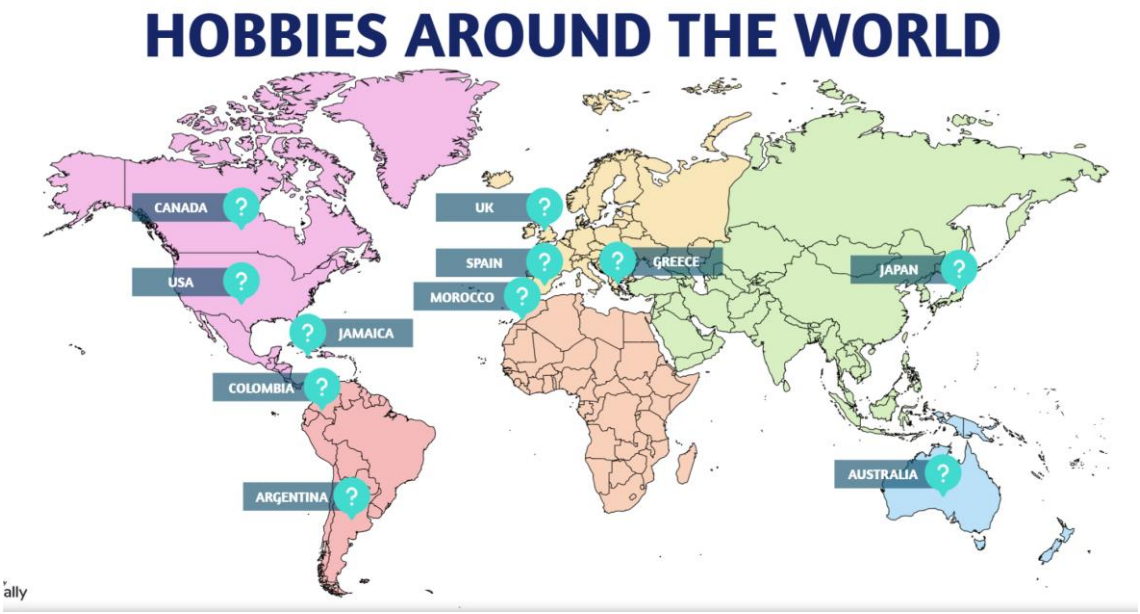
43

APPENDIX 19

APPENDIX 20

https://scratch.mit.edu/projects/1182009058

APPENDIX 21



https://view.genially.com/6817c4e67ba2c379bc3bf561/interactive-content-hobbies-around-the-world

APPENDIX 22


GREETINGS
FROM _____
05/05/2025
C.E.I.P. MARQUÉS DE SANTILLANA
POST OFFICE
Name:
I can _____
in _____!
A boredom-free country!

APPENDIX 23

APPENDIX 24

https://create.kahoot.it/share/what-can-i-do-session-7/7055ee50-7169-4605-815d-07f0845d3cd7

APPENDIX 25

Name: _____

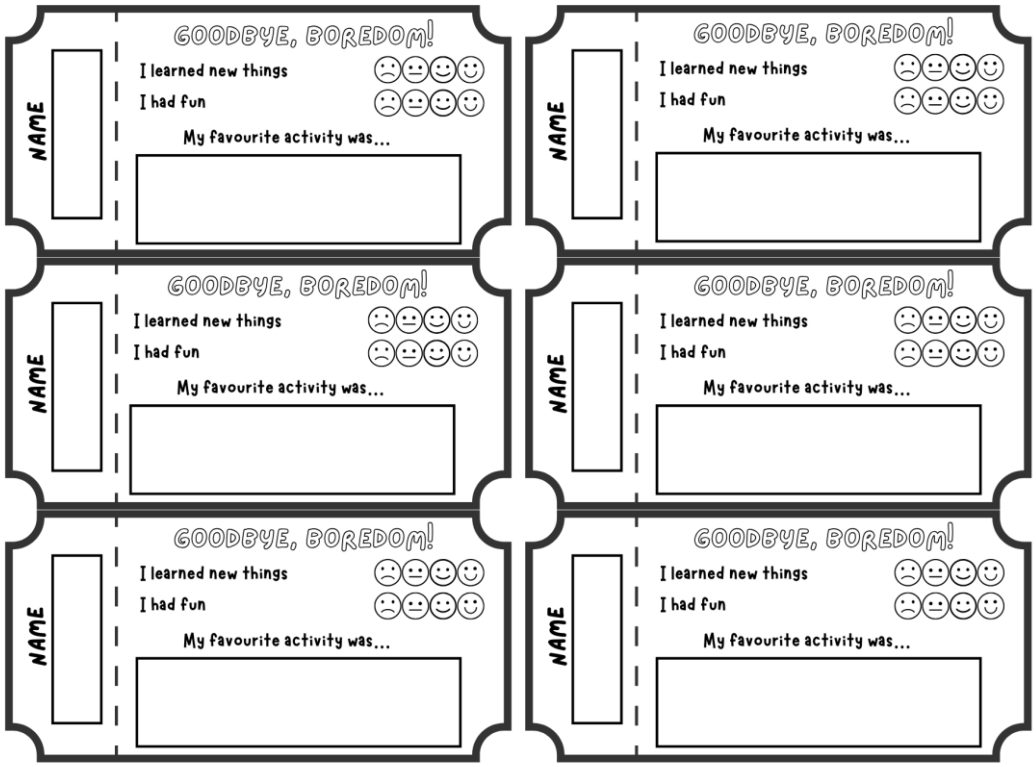
Can you...?	Yes, I can!	No, I can't.
Whistle 		
Swim 		
Climb 		
Wink 		
Snap fingers 		
Ride a bike 		

APPENDIX 26


WHAT CAN I DO?
I CAN...
SWIM
RIDE A BIKE
THROW
DANCE
SING
CLIMB
DRAW
CATCH


WHAT CAN I DO?
I CAN...
SWIM
THROW
DRAW
CLIMB
CATCH

APPENDIX 27


GOODBYE, BOREDOM!
NAME
I learned new things
I had fun
My favourite activity was...

APPENDIX 28

Criteria	Indicators of Achievement	1- Beginning	2- Developing	3- Secure	Evidence of assessment
1.1	● Identify target words in spoken/written prompts. ● Distinguish "I can…" vs. "Can you…?" forms.	Identifies fewer than half the words; relies on teacher cues.	Identifies most words/structures with occasional support.	Identifies all words and structures instantly and accurately.	Storytelling (S1); Simon Says (S1); Digital Maze (S2)
1.2	Use visual and contextual clues to infer meaning	Struggles to follow simple instructions without constant prompting.	Usually infers meaning; needs minimal guidance.	Consistently infers and follows instructions independently.	Digital Maze (S2); Photo Gallery Walk (S6)
2.1	Produce "I can…/Can you…?" sentences with intelligible pronunciation	Pronunciation often unintelligible; frequent corrections.	Generally clear; occasional teacher prompts.	Speech is clear, rhythmic, and accurate without prompting.	Charades (S5); Find Someone Who (S7); Poster Game (S9)
2.2	● Copy model words accurately. ● Compose short "I can…" sentences	Written forms contain frequent errors; constant help needed.	Occasional minor errors; mostly accurate with minimal support.	Spells words and writes sentences correctly and independently.	Postcard writing (S1, S6); Workbook writing (S4)
3.1	● Collaborate in pair/group tasks. ● Demonstrate empathy and turn-taking	Rarely engages; needs frequent reminders to share or wait turns.	Works well in groups; sometimes needs encouragement.	Consistently leads/cooperates, showing respect and patience.	Group coding (S3); Find Someone Who (S7); Poster Game (S9)
6.2	● Show interest in peers' cultural practices. ● Express curiosity and share own background	Rarely shows interest or share own culture, even with prompts.	Sometimes asks about others' cultures and shares own with encouragement.	Actively seeks out cultural details and proactively shares own background.	Map Exploration & sharing (S6); Find Someone Who (S7)

APPENDIX 29

Sample:

Student number	Test Score	1.1	1.2	2.1	2.2	3.1	6.2	Competence Dev.	Competence Dev. (%)	General Score (%)	Performance Level
Student 1	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C2:H2)	= I2/3*100	= ((B2/10)*100 + J2) / 2	= SI(K2>=80; "Secure"; SI(K2>=60; "Developing"; "Beginning"))
Student 2	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C3:H3)	= I3/3*100	= ((B3/10)*100 + J3) / 2	= SI(K3>=80; "Secure"; SI(K3>=60; "Developing"; "Beginning"))
Student 3	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C4:H4)	= I4/3*100	= ((B4/10)*100 + J4) / 2	= SI(K4>=80; "Secure"; SI(K4>=60; "Developing"; "Beginning"))
Student 4	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C5:H5)	= I5/3*100	= ((B5/10)*100 + J5) / 2	= SI(K5>=80; "Secure"; SI(K5>=60; "Developing"; "Beginning"))
Student 5	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C6:H6)	= I6/3*100	= ((B6/10)*100 + J6) / 2	= SI(K6>=80; "Secure"; SI(K6>=60; "Developing"; "Beginning"))
Student 6	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C7:H7)	= I7/3*100	= ((B7/10)*100 + J7) / 2	= SI(K7>=80; "Secure"; SI(K7>=60; "Developing"; "Beginning"))
Student 7	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C8:H8)	= I8/3*100	= ((B8/10)*100 + J8) / 2	= SI(K8>=80; "Secure"; SI(K8>=60; "Developing"; "Beginning"))
Student 8	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C9:H9)	= I9/3*100	= ((B9/10)*100 + J9) / 2	= SI(K9>=80; "Secure"; SI(K9>=60; "Developing"; "Beginning"))
Student 9	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C10:H10)	= I10/3*100	= ((B10/10)*100 + J9) / 2	= SI(K10>=80; "Secure"; SI(K10>=60; "Developing"; "Beginning"))
Student 10	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C11:H11)	= I11/3*100	= ((B11/10)*100 + J11) / 2	= SI(K11>=80; "Secure"; SI(K11>=60; "Developing"; "Beginning"))

Student 11	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C12:H12)	= I12/3*100	= ((B12/10)*100 + J12) / 2	= SI(K12>=80; "Secure"; SI(K12>=60; "Developing"; "Beginning"))
Student 12	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C13:H13)	= I13/3*100	= ((B13/10)*100 + J13) / 2	= SI(K13>=80; "Secure"; SI(K13>=60; "Developing"; "Beginning"))
Student 13	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C14:H14)	= I14/3*100	= ((B14/10)*100 + J14) / 2	= SI(K14>=80; "Secure"; SI(K14>=60; "Developing"; "Beginning"))
Student 14	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C15:H15)	= I15/3*100	= ((B15/10)*100 + J15) / 2	= SI(K15>=80; "Secure"; SI(K15>=60; "Developing"; "Beginning"))
Student 15	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C16:H16)	= I16/3*100	= ((B16/10)*100 + J16) / 2	= SI(K16>=80; "Secure"; SI(K16>=60; "Developing"; "Beginning"))
Student 16	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C17:H17)	= I17/3*100	= ((B17/10)*100 + J17) / 2	= SI(K17>=80; "Secure"; SI(K17>=60; "Developing"; "Beginning"))
Student 17	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C18:H18)	= I18/3*100	= ((B18/10)*100 + J18) / 2	= SI(K18>=80; "Secure"; SI(K18>=60; "Developing"; "Beginning"))
Student 18	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C19:H19)	= I19/3*100	= ((B19/10)*100 + J19) / 2	= SI(K19>=80; "Secure"; SI(K19>=60; "Developing"; "Beginning"))
Student 19	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C20:H20)	= I20/3*100	= I20/3*100	= SI(K20>=80; "Secure"; SI(K20>=60; "Developing"; "Beginning"))
Student 20	0-10	1-3	1-3	1-3	1-3	1-3	1-3	=PROMEDIO(C21:H21)	= I21/3*100	= ((B21/10)*100 + J21) / 2	= SI(K21>=80; "Secure"; SI(K21>=60; "Developing"; "Beginning"))

APPENDIX 30

Open Up 1

NAME: _____

UNIT 6 STANDARD TEST

LISTENING

1 T25 LISTEN AND TICK ✓.

1


A ☐ B ☐

2


A ☐ B ☐

3


A ☐ B ☐

4


A ☐ B ☐

5


A ☐ B ☐

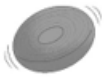
6


A ☐ B ☐

7


A ☐ B ☐

8




A ☐ B ☐

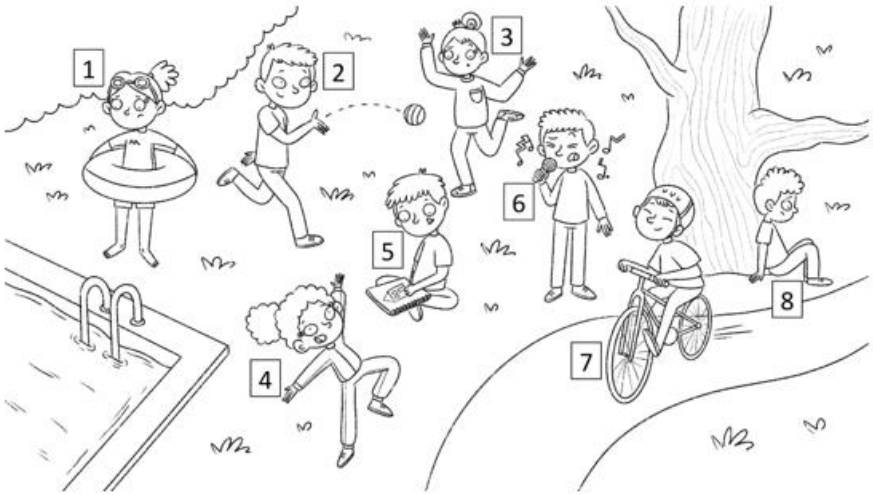
/ 8

Open Up 1

NAME: _____

READING

2 READ AND CIRCLE.



1	I CAN SWIM.	YES / NO		5	I CAN DRAW.	YES / NO	
2	I CAN THROW.	YES / NO		6	I CAN SING.	YES / NO	
3	I CAN CATCH.	YES / NO		7	I CAN RIDE A BIKE.	YES / NO	
4	I CAN DANCE.	YES / NO		8	I CAN CLIMB.	YES / NO	

/ 8

WRITING

3 WRITE.

DOWN LEFT RIGHT ~~UP~~

E *UP* 1 _____ 2 _____ 3 _____

/ 3

NAME: _____

4 WRITE.

CLIMB	DANCE	~~SWIM~~	RIDE A BIKE

E 

✓ E I CAN *SWIM*.

1 

× 1 I CAN'T _____.

2 

✓ 2 _____

3 

× 3 _____

/ 5

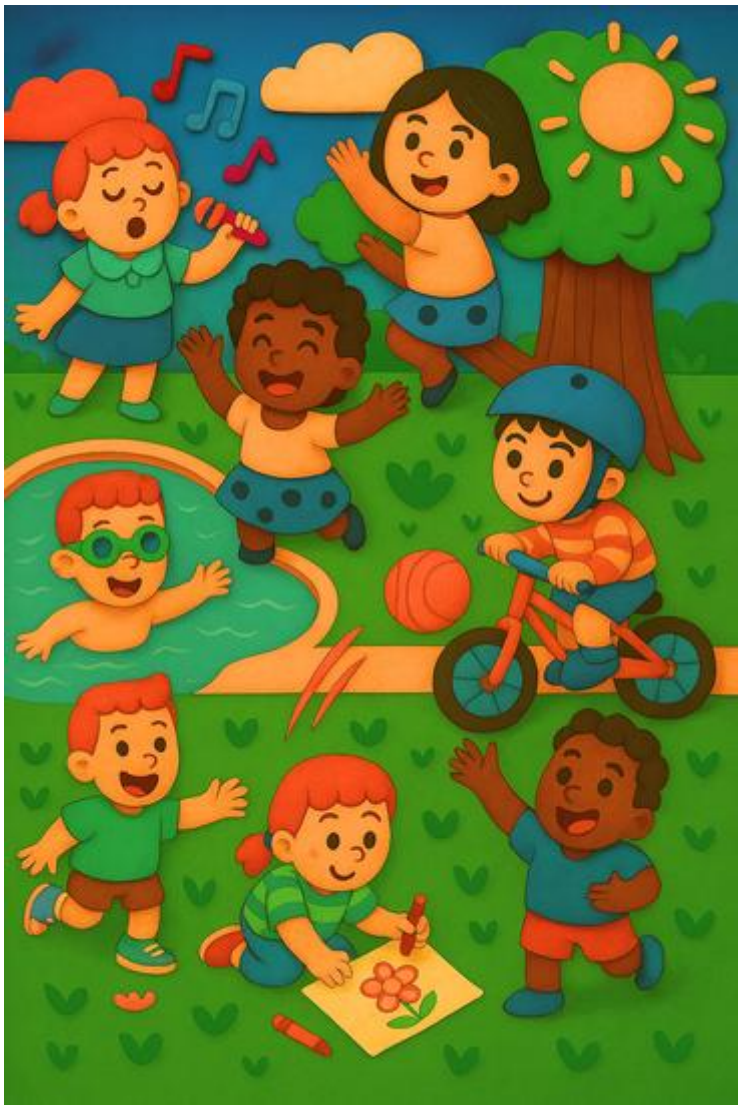
How do you feel about the test?

happy OK disappointed

Test score

_____
24

APPENDIX 31




Lake
Forest park
Forest
Mountains

APPENDIX 32

Student number	Test Score	1.1	1.2	2.1	2.2	3.1	6.2	Competence Dev.	Competence Dev. (%)	General Score (%)	Performance Level	Enjoyment	Learning	Favourite
Student 1	10	3	3	3	2	2	3	2.67	88.89	94.44	Secure	3.00	3.00	Find Someone Who…
Student 2	10	3	3	3	3	3	3	3.00	100.00	100.00	Secure	4.00	4.00	Videos
Student 3	8.3	3	2	2	2	3	3	2.50	83.33	83.17	Secure	4.00	4.00	Videos
Student 4	10	3	3	3	2	2	3	2.67	88.89	94.44	Secure	4.00	4.00	Maze
Student 5	8.8	3	3	3	3	3	3	3.00	100.00	94.00	Secure	4.00	4.00	Videos
Student 6	9.2	2	3	3	2	3	3	2.67	88.89	90.44	Secure	4.00	4.00	Maze
Student 7	2.9	1	2	1	2	3	3	2.00	66.67	47.83	Beginning	4.00	4.00	Minecraft
Student 8	4.2	1	1	1	1	3	3	1.67	55.56	48.78	Beginning	4.00	3.00	Charades
Student 9	6.3	3	3	3	3	1	3	2.67	88.89	75.94	Developing	4.00	4.00	Map
Student 10	7.5	1	2	2	2	3	3	2.17	72.22	73.61	Developing	4.00	4.00	Videos
Student 11	8.3	2	2	2	2	3	3	2.33	77.78	80.39	Secure	3.00	4.00	Minecraft
Student 12	6.7	2	3	3	2	2	2	2.33	77.78	72.39	Developing	3.00	4.00	Hopscotch
Student 13	6.3	2	3	3	2	3	3	2.67	88.89	75.94	Developing	4.00	4.00	Charades
Student 14	8.8	3	3	3	2	3	3	2.83	94.44	91.22	Secure	4.00	4.00	Maze
Student 15	9.6	3	3	3	2	3	2	2.67	88.89	92.44	Secure	4.00	4.00	Maze
Student 16	10	3	3	3	3	3	2	2.83	94.44	97.22	Secure	4.00	4.00	Maze
Student 17	7.5	1	2	3	2	3	3	2.33	77.78	76.39	Developing	4.00	3.00	Super Doc
Student 19	N/A	1	1	2	1	2	3	1.67	55.56	55.56	Beginning	4.00	4.00	Minecraft
Student 20	8.8	3	3	3	2	2	2	2.50	83.33	85.67	Secure	3.00	3.00	Maze