



FACULTAD DE EDUCACIÓN DE PALENCIA  
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**Design and implementation of an educational  
intervention using ICT in rural areas: creation of an  
interactive map of the local environment**

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

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# **ABSTRACT**

This document presents a teaching proposal aimed at developing English language skills through the use of information and communication technologies (ICTs), while promoting social contribution and involvement in the context of rural schools. The objective of this proposal is not only to foster rural school student's knowledge and interaction with their immediate surroundings, but also to develop digital skills and ICT tools that contribute to local roots, using English as a vehicular language. To this end, the CLIL approach is proposed, which addresses social studies content related to the knowledge and care of the cultural heritage of Castilla y León, while simultaneously addressing English through the creation of an interactive map and texts.

Keywords: Teaching proposal, rural school, IT tools, CLIL approach, interactive map.

# RESUMEN

En el presente documento se plantea una propuesta didáctica orientada al desarrollo de las habilidades en lengua inglesa a través del uso de las tecnologías de la información y la comunicación (TIC), al mismo tiempo que promueve la contribución e implicación social en el contexto de la escuela rural. El objetivo de esta propuesta es, no solo favorecer el conocimiento y la interacción con el medio próximo del alumnado de la escuela rural, sino también desarrollar competencias digitales y herramientas informáticas que contribuyan con el arraigo local, utilizando el inglés como lengua vehicular. Para ello, se plantea el uso del enfoque CLIL, con el que se trabajan los contenidos de ciencias sociales relacionados con el conocimiento y cuidado del patrimonio cultural de Castilla y León, al mismo tiempo que se trabaja el área de inglés a través de la creación de un mapa interactivo y la creación de textos.

**Palabras clave:** Propuesta didáctica, escuela rural, herramientas informáticas, enfoque CLIL, mapa interactivo.

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# **1. INTRODUCTION**

This Final Grade Project presents a teaching proposal designed and implemented in a rural school in the province of Palencia during the 2024-2025 academic year.

It sounds simple to say that societies have changed over time, and with them, many social aspects, such as tourism. We could also say that one of the common languages used when communicating with people from other parts of the world is English. Therefore, if we combine these two aspects and transfer them to a rural environment, where tourism is not usually as adapted to this type of situation as it is in big cities, we will find ourselves facing one of the starting points for this project.

Before completing the University Degree in Primary Education, final-year students spend a three-month internship in a school. Therefore, during my stay, I was able to observe certain needs, not only in one of the groups where I taught English, but also at the local level in the town. These needs were a response to the increase in foreign tourists in the village and the city council's lack of preparation and resources to respond to this event. Similarly, many children in the classroom showed a significant lack of knowledge about the cultural environment closest to the school, due to their location in other towns in the province. Combining these two needs and seeking to create a sense of belonging, support, and collaboration with the community, this educational proposal was born.

Once the problem was identified, an intervention design was proposed that, in accordance with the content and criteria established in Decree 38/2022, of September 29, which establishes the organization and curriculum of primary education in the Community of Castile and León and in the Common European Framework of Reference for Languages, could be adapted and implemented in the classroom, while promoting inclusive education and meaningful and motivating learning.

The theoretical aspects of the Final Degree Project are discussed below, followed by the development of the unit and an analysis of the results and lessons learned, as well as a possible continuation of the project.

## **2. OBJECTIVES**

This project aims to achieve the following objectives, all taken and adapted from the Primary Education Degree Report:

- Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.
- Address language learning situations in multilingual contexts.
- Collaborate with the various sectors of the educational community and the surrounding social environment.
- Know and apply information and communication technologies (ICT) in the classroom. Selectively assess audiovisual information that contributes to learning, civic education, and cultural enrichment.
- Develop and evaluate curriculum content using appropriate teaching resources and promote the acquisition of basic skills in students.
- Be able to recognise, plan, and develop good teaching and learning practices that include attention to student diversity.
- Be able to stimulate the development of metalinguistic/metacognitive and cognitive skills for the acquisition of a new language, through relevant, meaningful, and relatable tasks.

## **3. JUSTIFICATION**

Having introduced the fundamental objectives for understanding this educational intervention, it is necessary to contextualize the unit. As the final part of the university degree in Primary Education, students spend a three-month internship in a school, working in real-life settings and putting their acquired skills and knowledge into practice.

Therefore, during my stay, I had the opportunity to observe and analyse the work of my mentors, which allowed me to identify real needs of the context and design a teaching proposal that I implemented using a CLIL approach.

The unit was created as a contribution to the town's local tourism sector and as a proposal to improve the sense of local belonging, seeking to address a real-life problem. The project was presented as a way to provide assistance due to the increase in foreign tourists in the camper's area of the village.

Below is a description and analysis of the school and the students involved in the unit contexts, trying to provide the reader with an insight into the environment and reality in which the unit operates.

### **3.1. SCHOOL CONTEXT**

The school where the unit took place was a rural school of Infant and Primary Education in a village of the province of Palencia. Children from several surrounding villages attend the school, forming a very diverse population, both economically and sociocultural.

The low number of students and teachers allows for much closer and more adapted relationships between them. Although the low student ratio has many other positive aspects, such as the personalization and adaptation of teachers to each student, or the possibility of generating much closer connections and relationships with families on an individualized basis.

The center is characterized by an innovative and research line, carried out by the teaching team. Its significant participation in multiple projects such as, CRIE, active classrooms, European Projects, teacher training in centers, etc. This, together with the technological equipment of the center, is present in the classrooms thanks to the commitment and work of the teachers, who are committed to innovate education, in which students are introduced to the world of new technologies and their safe use. In addition, teachers are also constantly training, taking ongoing courses to improve and develop new techniques and tools to implement in the classroom.

Although it is not a bilingual center, the school teaches English from the second cycle of early childhood education, prioritizing a communicative approach in which the skills of oral productions and listening and comprehension are mainly worked on. Through English teaching, teachers always seek to create meaningful learning. This is why they use a wide

variety of resources and materials, preventing the English space from becoming a systematic translation or a place where students feel insecure learning another language. Regarding the CLIL approach, although other areas of the curriculum are not taught in English, English teachers occasionally work with projects that include and work on content from areas such as science or Spanish. Thanks to English teacher's work and innovative approach, the school's students respond positively. Students actively participate in English classes, unafraid of making mistakes and enjoy the lessons, which helps create motivating and meaningful learning.

If we talk about the school building and its facilities, we find two different areas, the main building and the playground and sports center area. In this case, we'll focus on the main building, as it is the place where the classrooms for each infant and primary school group are located. The school also has other classrooms dedicated to specific purposes, such as the English classroom and the music classroom.

### **3.2. STUDENTS CONTEXT**

The group involved in this project is a group of fifth-grade students, aged between 10 and 11. The group is formed by a total of 16 students: 8 girls and 8 boys. Although it may seem like a very homogeneous group, and despite the fact that all the students have a good initial level of learning, the cultural diversity of the classroom makes this activity even more enriching, as it generates a sense of shared connection regardless of each child's origins.

Moreover, in terms of the students' level of engagement, motivations, and prior knowledge, this group generally shows interest in the subject of English, actively participating and demonstrating great skills in oral interactions, although with some difficulties with written expression. Regarding digital tools, because the students had extensive knowledge of tools like Canva, it was decided to use them at certain times during the unit, although other tools like Genially were also added, enabling students to take new risks.

The project was carried out in the 5th-grade classroom. The classroom was fully equipped with all the materials they would need for the intervention, such as the digital whiteboard and laptops with which the students would complete the various activities.



## **4. THEORETICAL FRAMEWORK**

### **4.1. FOREING LANGUAGE LEARNING IN PRIMARY EDUCATION**

To understand the origin of this educational intervention, we must first understand what second language learning entails. When referring to Primary Education, we must consider what the curriculum says about it. In the case of Foreign Languages, Royal Decree 157/2022 tells us that it is a compulsory subject where students use a language other than their native language to develop communication and learning skills. Furthermore, the LOMLOE (Spanish Official Language of the Spanish Language) also specifies the socializing and cultural nature of Foreign Languages, through which students develop key competencies, especially multilingual competence.

Now that we know what the curriculum says about Foreign Languages, we will begin to clearly define what second language learning entails. For authors such as R. Mitchell et al. (2013), second languages are considered those that a person learns after having acquired their native language and from early childhood. The authors clarify that it does not necessarily have to be the second language the person acquires. Furthermore, this language can be specific to a region of the country or a foreign language.

If we consider other authors such as R. Ellis (2015), we find certain coincidences regarding the definition of second languages, as he also argues that they are other languages acquired after the native language. However, he adds the distinction between 'second', which is the language acquired through the need to communicate, for example, if we move to another country and learn the language by listening to it and putting it into practice on a daily basis, and 'foreign', which is the language often learned in classes.

Furthermore, although this will be discussed in more detail in the next section, according to Krashen (1982), people who acquire a language are not aware of it, as it is developed through the need to communicate. This author also says that, in this way, the person is not as aware of errors, since they are guided by feelings and what seems right or wrong, without focusing on the grammatical form of the expressions they use, thus being a natural learning process used by children and adults to acquire a language other than their native one.

## **4.2. THEORIES OF SECOND LANGUAGE LEARNING**

Next, due to the importance of the communicative approach carried out in our unit, which will be developed later, it is necessary to know a series of second language learning theories on which it is based.

### **4.2.1. Generative Grammar**

First, we will begin by discussing Noam Chomsky's linguistic theory, generative grammar. According to L.B. Birchenall and O. Müller (2014), Noam Chomsky's theory of generative grammar argued that all human beings are born with the innate ability to learn a language. This author also argued that there is a universal grammar code that makes it possible for us to learn a language, since it is common to all. In their article, Birchenall and Müller (2014) also highlight the existence of the Language Acquisition Device (LAD), which, according to Chomsky, is an abstract mechanism that allows us to acquire a language when we are born and exposed to it during the first years of life.

Later, some authors studied and expanded this theory, as is the case of Hymes. According to D. H. Hymes and J. G. Bernal (1996), Chomsky's theory speaks of an ideal speaker-listener in a homogeneous society, where the social and cultural context is not taken into account, something that for Hymes is truly important. People find themselves in a diverse social world, where everyday situations such as distractions or mistakes happens, which also influences the way they relate and acquire language. This is why Hymes' proposal speaks of a change in communicative competence, since it is not only useful to know grammar, but it is also necessary to know how to apply it correctly in real contexts.

### **4.2.2. Social Constructivism**

Another relevant theory that we should know before continuing with this work is Vygotsky's sociocultural theory. According to Castrillón, L.J.V (2017), Vygotsky's theory explains that humans are social beings by nature. This author also tells us that thanks to these interactions with other people or with the environment, we are capable of acquiring a second language. This learning must be connected to the person's prior knowledge, from which the student builds new teachings, and to the guidance or help of a teacher or a person with a higher level,

who helps build a foundation on which the person consolidates their knowledge (scaffolding), Vygotsky, L. S. (2009). This is known as the Zone of Proximal Development.

#### **4.2.3. Comprehensible Input Hypothesis**

Díaz, J.L.G., and Brouard, M.A. (1996) explain the Input Hypothesis within Krashen's Monitor Theory. This theory is based on five hypotheses: the Acquisition-Learning Hypothesis; the Monitor Hypothesis; the Natural Order Hypothesis; the Input Hypothesis; and the Affective Filter Hypothesis.

Although all of them are interrelated, we will focus on the fourth. With the Input Hypothesis, the authors refer to the fact that language acquisition occurs thanks to an input adapted to our level ("i"), from which we reach a higher level input ("i+l"). This theory, in simple terms, refers to the fact that people acquire language through understanding the message, although it is not necessary for us to understand all the words of the message, but rather to be able to figure out the content.

### **4.3. CLIL AS A METHODOLOGICAL APPROACH**

CLIL, Content and Language Integrated Learning, according to Cano (2014), is a methodological approach in which a second language is used to learn content from non-linguistic subjects, such as science.

It is a fact that societies change, and so do needs. Therefore, in the last century, aspects such as transportation and the economy have undergone major changes, making it possible for more and more people to travel around the world, as Cano (2014) explains. Thus, human beings need to develop communication skills with others, not only using their own language but also learning different languages to navigate effectively in different contexts and situations.

Furthermore, according to S. Warburton (2017), for the CLIL approach to be implemented successfully, it is necessary to use active methodologies, in which students participate in the construction of their learning and work collaboratively to achieve it, always working with interaction. This author, S. Warburton (2017), also talks about the role of the teacher in this whole process, who must provide materials and tools to the students that facilitate their

development and motivate them, taking a secondary role when necessary, providing feedback that nourishes the student.

Now that we know what CLIL is, we can begin to understand what is necessary to design and implement teaching proposals based on this approach. To this end, A. Halbach (2019) tells us that, as teachers, we must be able to teach English through contextualized communicative situations. Students constantly work and interact with various types of texts, as P. Mician and E. Lopez (2016) point out.

These authors, A. Halbach (2019), P. Mician and E. Lopez (2016), also explain how English classes do not use these spoken or written texts to teach from real life situations, but rather limit themselves to teaching grammar and vocabulary, hoping that the time will come when students will use them again at some point in their lives. By using the CLIL approach, when implemented appropriately, it is possible to work meaningfully with English content, offering students the opportunity to develop communication skills that will enable them to develop key competencies.

#### **4.4. INTERCULTURAL EDUCATION**

It is a reality that classes are increasingly diverse and heterogeneous, and that classrooms are becoming meeting places for children of all cultures and characteristics. This is why interculturality is a reality in schools, and for this reason, as teachers, we must offer intercultural education.

For Paredes (2016), intercultural education is a right and a duty to address sociocultural diversity, in order to guarantee social rights from the school perspective. As this author states, intercultural education seeks to respond to the need to ensure that our students understand and respect cultural diversity and are able to interact collaboratively and respectfully in a diverse social environment, such as that of Spanish schools. Thus, taking into account the words of Díaz-Aguado and Andrés (1999), we can assure that one of the main objectives pursued by intercultural education is to use education to, from it, contribute to building a fair society, where everyone can be treated with respect and taken into account.

As the Index for Inclusion (2002) tells us, we must keep in mind the importance of students feeling part of the educational community, especially in intercultural contexts.

#### **4.5. PROJECT-BASED LEARNING**

If we want to talk about Project-Based Learning, the first thing we must do is define this term. Following the words of M. MacLeod and JT. Van der Veen (2019), we could define it as a methodology in which students are presented with a real life problem, to which they must find a solution by creating a final product that solves and answers the initial question of the problem.

Furthermore, when we talk about Project-Based Learning, the word "interdisciplinary" immediately comes to our mind. Thanks to this methodology, it is possible to combine different disciplines, creating complete projects in which the contents established by the curriculum of the different areas are meaningfully worked on, M. MacLeod and JT. Van der Veen (2019).

Project-Based Learning, according to Muñoz-Repiso, A. G., & Gómez-Pablos, V. B. (2016), must have a series of components to be successful, such as the motivation of students by posing problems close to them and adapted to their needs and interests. In addition, these projects must be carefully planned and designed by the teacher, taking into account not only the different characteristics and levels of the students to establish relationships of help and collaboration, but also to be able to develop skills and competencies correctly.

Furthermore, as J. R. Mergendoller et al. (2006) explain, the role of the teacher in Project-Based Learning is complex, since they not only have to design the tasks carefully, but they must also act as a companion to the students throughout the process, since they do not learn entirely by themselves, but also learn with the feedback and corrections of their teachers.

### **5. METHODOLOGY**

To complete this Final Degree Project, I carried out a design process to develop an educational intervention with solid foundations that sought to generate meaningful learning in students, always keeping in mind the importance of working with the environment and forging connections between the school and the community, extending English lessons beyond the classroom.

The process followed a series of steps:

- Identification of a problem from which to select the topic for the project, in line with the content learned throughout the university degree.
- Collection of information on CLIL and Project-Based Learning and their applications and benefits in primary education classrooms.
- Observation of the work group and analysis of its characteristics.
- Design of a teaching proposal, addressing the needs of the work group and including aspects of the CLIL approach and PBL methodology.
- Presentation of the proposal to public institutions, transferring the students' work to a real life, meaningful and motivating context.
- Implementation of the proposal with the selected group of students.
- Analysis of the practice and formulation of results and conclusions.

To achieve this, the CLIL approach was applied, focusing on social science content, such as the relationship with the environment and the natural and social heritage of Castilla y León, using English as the teaching language.

This was combined with the Project-Based Learning methodology, which initially posed an issue in the student's immediate surroundings: the increase in foreign tourism in the village. Based on this, texts were created that would later be compiled into an interactive map that would be placed at points of interest in the town, providing a solution to the initial problem. In this way, and thanks to this approach, the students, with the help of the intern teacher taking on the role of coach, would become key and active players in their learning process.

## **6. DIDACTIC PROPOSAL**

### **6.1. JUSTIFICATION**

This proposal emerged as a response to a real life problem in the context: the increase in foreign tourism in the camper's area, and as a contribution to the social development of the village where the school was located.

Seeking to foster in students not only a sense of local belonging, but also positive attitudes of connection and contribution to the environment and the social and cultural heritage of

Castilla y León, this unit was designed and proposed, taking into account the CLIL approach and the Project-Based Learning methodology. Similarly, students' prior knowledge and experience with computer tools were taken into account, seeking to leverage these while also incorporating new challenges.

During my internship at a rural school in the province of Palencia, I observed that, when students from different places in the province attended school, many of them were unfamiliar with some of the town's most characteristic sites. Similarly, I observed an increase in camper's area in the villages, which was also striking and interesting for the students. Combining these two aspects, the idea arose to create a tool that would allow students not only to contribute to the town's tourism but also to learn and increase the sense of belonging in those students who were unfamiliar with many aspects of the town and its history.

Thus, a didactic unit was developed where they had the opportunity to get involved and feel motivated. Furthermore, the city council's involvement in this entire process helped move the activity beyond the classroom, working in a real and meaningful context, where students saw how their work and contributions were valued and recognised.

## **6.2. GENERAL OBJECTIVES**

According to the Decree 38/2022, of September 29, which establishes the organization and curriculum of primary education in the Community of Castile and León and the Common European Framework of Reference for Languages, this unit pursues the following general objectives:

- To work with English in meaningful contexts with simple texts, to develop oral and written expression and communication skills.
- To create useful digital tools to respond to real life and contextualized problems.
- To develop a sense of belonging to and care for the social and cultural heritage of Castilla y León.
- To orally express short, simple texts, previously studied.

## **6.3. SPECIFIC OBJECTIVES**

As for the main specific objectives of the unit, although they will be developed later in lessons, the main objectives of each of them would be:

Lesson	Main Objective
1	To explore Google Earth, describe and locate areas from their nearby surrounding.
2	To use sentence starters and connector to organise a short description.
3	To use a digital tool to create an interactive map.
4	To understand what a QR code is and how to create and use them.
5	To use simple English stuctures, previously worked, to describe places.
6	To share their work through a public display.
7	To collect all the information and materials to create a visual display.

#### 6.4. CONTENTS

Through this unit, students will be working in science content through English, while also developing English content such as:

Science Contents: Among the main contents of the area of social sciences that will be worked on thanks to the unit we find knowledge and location of relevant spaces in the immediate surroundings, using environmental scanning applications and collaborative work and attitude of respect and care for the local heritage of Castilla y León.

English Contents: In the English area, the focus is on basic and elementary strategies for understanding and expressing short, simple, and contextualized oral, written and multimodal texts; basic communicative functions appropriate to the setting and context; learning resources and strategies for guided information searches in analogue and digital media; and foreign languages as a means of communication and interaction with people from other countries, as a way of accessing new information.

#### 6.5. KEY COMPETENCES

During the development of the project, student worked on key competences such as:



- Multilingual competence: This competence is worked on throughout the project, although it is clearly developed in the work with descriptive texts or in the production of audios.
- Digital competence: Another skill used practically throughout the project is the digital competence. This is reflected in the use of digital applications such as Google Earth and Genially.
- Social competence: Social competence begins by working on the project in pairs, but it also manifests itself when going out into the environment, since students must know and respect the rules of coexistence.
- Entrepreneur competence: This competence is manifested when students express their ideas in a final product that is displayed in the village with pride and purpose.

## **6.6. LESSONS OVERVIEW**

The unit consists of seven sessions in which students work with ICT tools, trying to solve a real problem or need in their environment. To conclude the unit, the students present their final product to their classmates, thereby developing communication skills, among other things. Thanks to this project organisation, where students began by researching and exploring with new tools, continued creating meaningful and useful materials and ended by presenting their creations, the students not only developed English skills, but also understood that their project had meaning so they were much more participative and motivated in the task.

### **I. Timing**

The unit was conducted between April and May 2025, coinciding with the final part of the internship period. The distribution of each session is shown in the following schedule:

LESSON	First week (7 april- 13 april)	Second week and Third week (14 april- 27 april)	Fourth week (28 april- 4 may)	Fifth week (5 may- 11 may)	Sixth week (12 may- 18 may)	Seventh week (19 may- 25 may)
1	X					
2			X			
3				X		
4					X	
5						X
6						X
7						X

## II. Lesson 1

To begin our unit, we started by presenting students a problem they had encountered in the village. The increase in foreign tourists led us to consider a way to show visitors the most important places in our town. Therefore, we needed to create an interactive map using ICT tools, so they could learn more information in their own language.

In this first lesson, to learn what an interactive map is and the main features or places of interest in our town, we used Google Earth, with which we explored various points on the map.

During this process, the teacher initially acts as a guide, giving clear and precise instructions on the steps to follow and the tasks to be completed. As the activity progresses, the teacher becomes a companion and allows students to explore the tool, harnessing their enthusiasm and motivation while encouraging them to continue developing their English skills.

### Objectives:

- To explore Google Earth, describe and locate areas from their nearby surrounding.
- To identify concepts related to directions and urban spaces.
- To learn about and explore places in the environment through the use of an interactive tool.

### Contents:

- Concepts related to directions and urban spaces.

- Instructions texts.
- Handling of digital geo-location tools.

### **Activity 1:**

In the first activity, seeking to introduce new digital tools to explore the nearby environment from the classroom, we introduced Google Earth. To do this, students had to use different functions such as StreetView or visiting monuments.

At this point, the teacher's role became that of a guide, using instructional texts and guiding student's learning and research through the application.

### **Activity 2:**

In the second activity, which encouraged students to explore freely and put into practice what they had learned about using Google Earth, they were asked to select the places they considered most relevant of the village, those that couldn't be missing from our map.

Once selected, they had time to search for information about these places, such as the year they were built or their current uses.

Thanks to this activity, students were not only introduced to the Project-Based Learning methodology, but also worked on their written comprehension and expression while searching for information and selecting relevant sections of simple texts.

### **Resources:**

- Digital whiteboard
- Laptops

## **III. Lesson 2**

In this second session, continuing where we left off last week, students will create A4 posters with information about each of the monuments or places of interest that will appear on the map.

### **Objectives:**

- To use the sentence starters and connectors to organise a short description.
- To develop descriptive skills through simple descriptive text.

**Contents:**

- Descriptive structures.
- Concepts related to urban spaces and descriptions of places.

**Activity 1:**

To begin the second lesson, we will briefly review the places seen during the first day of the unit and determine the working partners that will be used throughout the unit.

The first activity is "Guess the Place." Through this activity, in which the teacher describes different previously studied places, while the students try to guess the place being described while working on their listening comprehension, each pair is given a place on the map to work on during the next sessions.

**Activity 2:**

Once the pairs have been established and the places assigned, the students begin to construct the texts. To do so, using their laptops, they are provided with a series of sheets of paper with descriptive sentences and blank spaces. Various sheets of paper containing the missing information in the students' texts will be placed on the teacher's desk. Using their reflective and analytical skills, the students must coherently organize the texts and select from among all the sheets on the teacher's desk the ones that correspond to their text. They will also have internet access to check the information and work on self-correcting errors and conducting research.

In addition, to ensure all students can successfully complete the activity, small cards (mediators) will be distributed with concepts or words that may be difficult or cause confusion, along with a graphic representation of them, which will facilitate understanding of the text.

**Activity 3:**

To conclude the lesson, students will compile all the information and images of the location into a poster with a description of the place that they will organise and decorate.

**Resources:**

- Colour sheets
- Laptops
- Writing and decoration materials
- Mediators

**IV. Lesson 3**

In this third session, having completed and worked on the texts during the previous two lessons, students will create the interactive map using the Genially app.

**Objectives:**

- To work as a team to make decisions about the organisation and use of spaces in the creation of an interactive map.
- To develop strategies to work with new digital tools.
- To integrate images and text to create descriptions.

**Contents:**

- Introduction to the use of digital tools (Genially).
- Selection of images to accompany the text.
- Instructional text

**Activity 1:**

In this case, given the difficulties some students encountered during the activity, the entire session was dedicated exclusively to creating the interactive map. To achieve this, we first created Genially accounts, using instructional text accompanied by a practical explanation on the digital whiteboard.

Once all the students had their accounts, a template was shared with a map of the town and places of interest marked with interactive pins. Then, thanks to the guidance of the practice teacher, who acted as a supporter in the students' learning construction process, the students

added the interactive elements and completed the map with the texts designed in the previous sessions and images of each of the locations. (Appendix I)

**Resources:**

- Laptops
- Posters (Lesson 2)
- Digital whiteboard

**V. Lesson 4**

In this fourth session, with the support of the town council to showcase our work in the village, the students' main task is to create posters with QR codes that can be scanned and displayed on the interactive map. These posters will be displayed in key locations throughout the village during upcoming sessions.

**Objectives:**

- To understand the usefulness of QR codes.
- To generate QR codes connected to links.
- To create posters using images and text that fit the corresponding place.

**Contents:**

- Use, utility and generation of QR codes.

**Activity 1:**

This activity began by talking about QR codes and their usefulness. Next, the task for the day was presented: in pairs, they were going to create two posters. The first poster had to include, at least, the name of the location where it would be placed (the bridge, the town hall...), and the second poster that would be placed in the camper's area to welcome tourists and provide information about our interactive map.

For this activity, the student's prior knowledge of the use of digital tools such as Canva was taken into account, with the intention of letting them freely explore the design possibilities

and layout of texts, allowing them to work in pairs, without depending on the teacher's guidance for the correct performance of the activity.

### **Activity 2:**

The second activity involved creating QR codes, allowing students to generate new learning and work with instructional texts. The teacher once again became the leader of the activity, enabling all students to successfully complete it.

### **Resources:**

- Laptops
- Digital Whiteboard

## **VI. Lesson 5**

The fifth session was dedicated to completing the map created during the third lesson. To do so, the students were responsible for recording audio descriptions of each of the points on the map.

### **Objectives:**

- To overcoming the fear of public speaking through audio recording.
- To work on communicative competence, paying special attention to the intonation or pronunciation of words.
- To work on self-assessment and self-correction by listening to recordings and improving oral productions.

### **Contents:**

- Oral expression and production in English, while describing places.
- Intonation techniques when speaking in public.

**Activity 1:**

In this activity, with the aim of making our interactive map much more comprehensive and accessible, the students recorded descriptions of each location. This way, they not only developed their communicative and multilingual skills, but also introduced self-assessment and self-correction, as they listened to the recordings themselves to identify possible errors or areas for improvement, repeating them if necessary, and becoming even more motivated to do their best.

**Resources:**

- Audio recorder

**VII. Lesson 6**

This lesson was dedicated to place our posters created in the fourth lesson all around the village to share our work and project with all the population.

**Objectives:**

- To bringing classroom work into real life contexts.
- To develop rules of coexistence through an educational outing to the environment.
- To generate a feeling of pride for the well done job.

**Contents:**

- Techniques for coexistence, respect and care for the environment.
- Spontaneous oral communication and expression.

**Activity 1:**

For this activity, the fifth grade students along with the sixth grade students, went on a field trip to the surrounding area to place posters at the points of interest they had been studying. To add even more interest to this activity and taking advantage of the company of the sixth grade students, the fifth grade students verbally shared relevant information about the places they had visited with their classmates. In some cases, this information was provided by reading the information collected and discussed in class, and in other cases, by answering simple questions posed by the practice teacher.



Thanks to this activity, the students' involvement and motivation for the project was evident, as they themselves took the initiative to orally present to their classmates the descriptions of the places they had worked on, showing a great development of communication skills and a very positive attitude towards their own work.

**Resources:**

- QR posters (Lesson 4)

**VIII. Lesson 7**

In this session, as a closing event and after recognizing the children's interest in seeing their work displayed at the center, the students will create a display that captures all the information covered during the unit. They will also present the mural to their classmates.

**Objectives:**

- To create a visual and meaningful material that reflects our project, summarising all the previous materials and knowledge worked on.
- To develop oral skills through a presentation.

**Contents:**

- Visual elements design.
- Oral expression and production in English, while describing places.
- Intonation techniques when speaking in public.

**Activity 1:**

Thanks to the student's intense engagement throughout the entire session, the first activity of this session was truly meaningful. To achieve this, the students gathered all the materials previously created in previous classes, such as posters and QR codes. They then combined all these elements into a large display as the final product of the unit, along with the interactive map, which could be placed in the school's corridors to show their classmates the excellent work completed and the lessons learned.

### **Activity 2:**

To conclude this project and looking for a way to develop communicative competence and oral expression, the fifth-grade students presented their work to the fourth-grade students using the previously created display.

Thanks to this, they were able to organise the information to share it with others, demonstrating great progress and satisfaction with a job well done.

### **Resources:**

- Decoration materials (Glue, Scissors, Colour sheets, Crayons...)
- Continuous paper

## **6.7. ASSESSMENT**

For authors such as Ruelas et al. (2023), assessment consists of rating a student's performance or abilities. Although these authors also explain that, in a society where people are increasingly diverse, the assessment of children must also take into account the diversity that exists among them, not focusing just on grading students with a simple number. Similarly, Ruelas et al. (2023) also point out the need for teachers to understand that assessing is not synonymous with grading.

Likewise, one way to define formative assessment could be the following: "Formative assessment of learning is defined as the process that collects relevant information in relation to the level of student achievement" (Ruelas et al., 2023, p. 755)

For this reasons and regarding the unit's assessment, I proposed continuous formative assessment, which took into account not only the final product but also the student's daily work and learning acquisition process. To achieve this, I applied direct observation techniques, materials analysis, and assessment rubrics (especially for oral presentations). (Appendix II)

To evaluate my own practice and with the aim of analysing and improving my performance as a teacher, I used an evaluation rubric to grade the practical work of my lessons. (Appendix III)

## **7. CONCLUSIONS**

Thanks to this Final Grade Project, I have been able to develop not only skills in designing teaching interventions in the primary school classroom, but also to adapt the knowledge acquired during my degree to real life contexts, developing not only as a student but also as a professional and as a person.

Similarly, the research conducted to design the proposal has helped me understand and apply new theories and methodologies, seeking to achieve a much more meaningful education, always putting the needs and interests of the students first. Thanks to all the planning carried out, I have been able to observe improvements and progress in each and every one of the students with whom the proposal was carried out, demonstrating the importance of motivation and the role of the teacher as a guide in children's learning.

Furthermore, the diversity of the classroom and the reality of the context in which the unit is carried out have helped me develop my ability to adapt and improvise in spontaneous situations that cannot be planned. Thanks to this work, I have had the opportunity to develop a critical and committed attitude toward quality and inclusive education, which seeks to provide students with the best learning conditions and situations, promoting respect, equality, and diversity.

Similarly, the overwhelming acceptance and participation of all members of the educational community and the city council, which published our work on its website and social media, demonstrates that quality education is achieved when we all work cooperatively and committedly toward a common goal. This also demonstrated that valuing children's work boosts their self-esteem and confidence, helping them grow and develop.

Even so, it should be noted that this proposal is not designed as a stand-alone project, but rather presents a series of guidelines for continued work and future expansion of knowledge.

## **7.1. FOLLOW UP**

In this case, our activity focused on creating a map with the main points of interest in the town where the school is located. However, if we look to the future, this idea could be expanded by creating a second section on this map where we include interesting events, such as the release of Iberian lynxes in the province of Palencia, which our school had the pleasure of attending. This way, the children could connect their own experiences with their classroom work, using English as their vehicular language. Likewise, this idea could be expanded to include any number of aspects of local culture we can think of, such as typical local products.

If we want to take our project beyond the borders of the town, one possible idea would be to share our map with a school in another part of Spain, or even another part of the world. Thanks to this E-Twinning, the students would not only be more motivated to work, but would also find in English a means of communicating with people from all over the world.

The latest future proposal is to publish our work on the Google Earth website, so that the information created by students can be enjoyed by many users of the global network.

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## 9. APPENDIX

### APPENDIX I

*Link to the interactive map created by 5<sup>th</sup> grade students*

<https://view.genially.com/6817c11b488a24441e2b89cd/interactive-image-torquemada-on-the-map>

## APPENDIX II

*Example of evaluation rubric for oral exposition*

### Project Evaluation Rubric

Name:

Date:

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Text organization and presentation	The text is well-organized, the images are well-chosen and the decoration compliment the meaning of the text	The text organization presents some mistakes but the decoration and images compliment the meaning of the text.	The text present mistakes, the decoration is quiet simple and the images are mostly correctly selected.	There are not images and the tex is nor organised, making imposible the understanding of the meaning.
Engagement and Attitude	Shows great interest and enthusiasm. Listens actively to others.	Interest and attentive most of the time.	Sometimes distracted or not engaged.	Lack interest. Does not listen o engage in other's work.
Presentation Skills	Excellent voice clarity, eye contact, and confidence.	Good clarity, some reliance on notes, mostly confident.	Relies heavily on notes, limited eye contact, lacks confidence at times.	Mumbles, reads from notes with no eye contact, lacks confidence.
Teamwork and Cooperation	Works veey well with the group. Shares task equally and helps peers.	Participates in group work and completes assigned part.	Limited colaboration. Needs reminders to participate.	Rarely participate or disrupt teamwork.
Project Completion	Completes all task with great effort and creativity.	Completes most parts of the project well.	Project is partially complete. Lack detail.	Project is incomplete or lacks essential elements.
Overall Score	20 - 18	17 - 15	14 - 12	11 - 0

Observations:

### APPENDIX III

*Evaluation rubric to grade the practical work of my lessons.*

	ACTIVITY_____	LESSON_____	
ITEMS	GOOD	AVERAGE	NEEDS TO IMPROVE
STUDENTS RESPOND TO THE COMMANDS GIVEN			
RESOURCES ARE SUITABLE			
THE EXPLANATIONS AND COMMANDS ARE CLEAR			
THE MAIN OBJECTIVE IS ACHIEVED			