



**FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID**

**TRABAJO FIN DE GRADO
EN EDUCACIÓN INFANTIL, MENCIÓN LENGUA INGLESA**

CURSO 2025/26

**LEARNING CORNERS AS A PEDAGOGICAL METHOD FOR
IMPLEMENTING ENGLISH AS A FOREIGN LANGUAGE
IMPLEMENTATION IN EARLY CHILDHOOD EDUCATION**

**LOS RINCONES DE APRENDIZAJE COMO MÉTODO PEDAGÓGICO
PARA LA IMPLEMENTACIÓN DEL INGLÉS COMO LENGUA
EXTRANJERA EN LA EDUCACIÓN INFANTIL**

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Palencia, 24 de febrero de 2026



I would like to express my deepest gratitude

To the teachers who made this study possible.

In particular,

I extend my sincere appreciation to my practice tutor

during my third and final teaching practicum,

who helped me understand that learning must go far beyond what is written on paper.

Through her guidance, I discovered that meaningful education involves using diverse

resources to foster imagination and engagement,

and that learning should always be an enjoyable experience.

I am also profoundly grateful to my TFG tutor

for her constant support and dedication

throughout the extensive process of developing this work.

Her guidance was essential in helping me present my ideas in a

clear, professional, and academically rigorous manner.

Last but not least,

I would like to thank the children with whom I had the opportunity to learn.

They taught me that care, play, and shared experiences

create stronger bonds than anything else,

reminding me of the true essence of education.

RESUMEN

El presente estudio aborda la implementación de los denominados «rincones de aprendizaje» como estrategia metodológica para la introducción del idioma inglés en el último curso del segundo ciclo de Educación Infantil. En el ámbito educativo actual, marcado por su diversidad, se hace imperativo fomentar experiencias significativas que propicien el desarrollo temprano de la competencia comunicativa.

La propuesta se fundamenta en el aprendizaje activo, el juego y la interacción social. La organización del aula en rincones constituye una estrategia pedagógica que fomenta la exploración, la autonomía, la cooperación y la exposición natural al idioma a través de actividades manipulativas, simbólicas y cooperativas.

La implementación de la intervención educativa se llevó a cabo en el contexto de un aula de nivel infantil, específicamente en el grupo de cinco años, mediante la estructuración de una situación de aprendizaje que abordó el tema del universo. Los resultados obtenidos evidencian un incremento en los niveles de motivación, participación y confianza comunicativa, así como mejoras en la interacción social y la comprensión oral.

Se concluye que los denominados rincones de aprendizaje constituyen una metodología eficaz para integrar el aprendizaje del inglés en Educación Infantil de forma significativa, inclusiva y coherente con los principios pedagógicos actuales.

PALABRAS CLAVE:

Rincones de aprendizaje; Educación Infantil; lengua extranjera; aprendizaje significativo; competencia comunicativa; aprendizaje basado en el juego.

ABSTRACT

This study addresses the implementation of so-called “learning corners” as a methodological strategy for introducing the English language in the final year of the second cycle of early childhood education. In today's diverse educational environment, it is imperative to promote meaningful experiences that foster the early development of communicative competence.

The proposal is based on active learning, play and social interaction. Organising the classroom into corners is a pedagogical strategy that encourages exploration, autonomy, cooperation and natural exposure to the language through manipulative, symbolic and cooperative activities.

The educational intervention was implemented in a nursery school classroom, specifically in the five-year-old group, by structuring a learning situation that addressed the theme of the universe. The results obtained show an increase in levels of motivation, participation and communicative confidence, as well as improvements in social interaction and oral comprehension.

It is concluded that so-called learning corners are an effective methodology for integrating English language learning into early childhood education in a meaningful, inclusive and coherent manner with current pedagogical principles.

KEY WORDS: Learning corners; Early Childhood Education; foreign language learning; meaningful learning; communicative competence; play-based learning.

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INTRODUCTION

In recent decades, the role of foreign language learning in Early Childhood Education has gained increasing importance within educational systems. Contemporary societies are distinguished by linguistic diversity, mobility and intercultural communication.

This has resulted in schools promoting early exposure to additional languages. Research and educational policies emphasise that early childhood constitutes a particularly favourable period for language acquisition. This is due to the fact that children display a higher level of sensitivity to sounds, rhythms and communicative patterns, as well as a natural predisposition towards imitation and interaction.

It has been demonstrated that, the acquisition of knowledge is facilitated through play, social interaction, exploration and meaningful experiences. Consequently, it is imperative to adopt methodological approaches that respect children's developmental characteristics and promote natural, communicative and motivating learning environments.

In this context, learning corners emerge as an organisational and pedagogical strategy that supports active, experiential and child-centred learning. The methodology is characterised by the structuring of the classroom into distinct activity areas, in which children engage in purposeful tasks, either individually or in small groups. Through exploration, manipulation and cooperative play, learning corners encourage autonomy, decision-making and social interaction while allowing teachers to address diverse learning rhythms and needs.

Beyond their value as a classroom organisation strategy, learning corners provide authentic communicative contexts in which a foreign language can be introduced naturally. Through the utilisation of symbolic play, storytelling, songs, cooperative tasks and manipulative activities, children are exposed to the language in meaningful situations that serve to reduce anxiety and promote participation. Consequently, language can be regarded as a tool for communication and interaction rather than an isolated academic subject.

Moreover, contemporary educational frameworks underscore the significance of play-based learning, globalised approaches and communicative competence in Early Childhood Education. These principles emphasise the imperative to incorporate language learning into the fabric of everyday classroom activities, thereby nurturing positive attitudes towards linguistic and cultural diversity from an early age.

Despite the recognised benefits of experiential learning environments, there is still a need to explore how learning corners can be intentionally used to promote foreign language development in early childhood classrooms. The present study aims to address this need by analysing the pedagogical potential of learning corners as a methodology for foreign language implementation in the final year of Early Childhood Education.

In order to achieve this objective, the present study examines how corner-based activities create opportunities for communication, interaction and meaningful language use while simultaneously supporting children's holistic development.

OBJETIVES

The present study aims to analyse the effectiveness of learning corners as a methodological strategy for promoting the acquisition of a foreign language in the final year of Early Childhood Education. The methodology employed will be to provide meaningful, play-based and communicative learning experiences.

The following specific objectives are hereby proposed:

- To examine how the organisation of classroom space into 'learning corners' facilitates natural exposure to a foreign language.
- To observe children's linguistic interaction and communicative use of English during corner-based activities.

- To evaluate the opportunities for oral comprehension and expression that are generated through play, symbolic interaction and cooperative tasks.
- To promote motivation and positive attitudes towards the foreign language achieved through the provision of experiential and low-anxiety learning contexts.
- To foster autonomy and to promote social interaction and cooperative learning while supporting language development.
- To analyse the role of the teacher as facilitator and guide in supporting meaningful language use within learning corners.
- To assess the contribution of learning corners to holistic development, including cognitive, social, emotional and communicative competences.

This study also made a significant contribution to my personal and professional development as a future Early Childhood Education teacher. Some of the objectives I achieved through it were:

- To design and organise learning environments that are meaningful and adapted to children's developmental needs.
- To integrate a foreign language naturally into classroom routines and play-based contexts.
- To explore the ways in which classroom management and organisation skills can be improved.
- To create inclusive and motivating learning environments.

JUSTIFICATION

It is crucial to acknowledge that learning during early childhood constitutes a pivotal stage for the holistic development of children, incorporating cognitive, linguistic, social, emotional, and physical dimensions. In this developmental stage, children primarily construct knowledge through active, sensory, play-based, social, and exploratory experiences. This contrasts with more formal and abstract instructional methods.

It is evident from a comprehensive review of the extant literature on educational research and pedagogical practice that there is a consistent need for methodologies that respect children's developmental characteristics, promote meaningful learning, and foster autonomy and intrinsic motivation.

Learning corners¹ respond effectively to these principles by offering structured yet flexible environments in which children can interact with materials, explore different areas of knowledge, and learn through play and experience. This methodology enables educators to adapt teaching to individual learning rhythms, interests, and needs, acknowledging that children develop at different paces and benefit from having choices in their learning processes.

The provision of multiple activity areas and learning corners is conducive to the implementation of differentiated instruction and inclusive educational practices, thereby ensuring that all children can participate actively according to their abilities and developmental stage.

In an educational context that is becoming increasingly multilingual and multicultural, this study is of relevance from both a pedagogical and a social perspective. In contemporary early childhood classrooms, there is an increasing recognition of linguistic diversity. This necessitates pedagogical approaches that foster inclusivity and respect for diverse linguistic and cultural expressions.

The concept of learning corners is predicated on the notion of providing a natural and flexible environment in which multiple languages can coexist and be used meaningfully. Through play, interaction, and shared activities, children are exposed to different languages in authentic contexts, which has been shown to reduce anxiety, encourage participation, and foster positive attitudes toward linguistic diversity.

In this manner, learning corners not only facilitate language development but also contribute to social inclusion and the development of communicative competence.

¹ Learning corners or learning centers are **designated areas within the classroom where children engage in specific, purposeful activities using a variety of materials**, either independently or in small groups. Morrow, L. M. (2007). *Developing literacy in preschool* (2nd ed.). Guilford Press.

This proposed methodology aligns closely with current European and Spanish educational policies regarding early childhood education and language learning. At the European level, it is in accordance with the principles of the *Common European Framework of Reference for Languages* (CEFR, 2020), which conceptualises language learning as a lifelong, dynamic, and plurilingual process. The CEFR emphasises that plurilingual competence does not consist of the separate mastery of different languages, but rather of an integrated linguistic repertoire in which languages interact and mutually reinforce one another.

From this perspective, the second cycle of early childhood education (ages 3–6) represents a key stage for the development of plurilingual competence. The Common European Framework of Reference for Languages (CEFR) underscores the significance of early exposure to additional languages through meaningful interaction, play, and authentic communication.

In this developmental stage, the focus of language education should be on cultivating oral comprehension and expression skills, alongside fostering a positive attitude towards linguistic diversity. This approach should prioritise experiential learning over formal instruction or the acquisition of explicit grammatical knowledge.

In the third year of the second cycle, when children reach the age of five, they exhibit a higher sensitivity to new auditory stimuli, rhythms, and communicative patterns. Concurrently, they demonstrate an augmented capacity to engage in intentional communication across varied contexts.

The introduction of English as a foreign language at this stage is consistent with the CEFR's action-oriented and Communicative Approach² or Communicative Language Teaching³ (CLT), as it allows children to use language as a tool for interaction, participation, and meaning-making within shared activities.

Within this framework, learning corners are an extremely effective method of promoting plurilingual competence in early childhood education. They provide natural, low-anxiety, play-based environments in which English can be introduced alongside a child's first language(s). This allows children to experiment with language, negotiate meaning and develop their confidence in communicating.

This approach reflects the emphasis placed by the Common European Framework of Reference for Languages (CEFR) on the meaningful use of language, learner autonomy, and the integration of the linguistic, social and cultural dimensions of communication. This makes it particularly suitable for the final year of early childhood education.

At the national level, Spanish educational legislation, including the LOMLOE (2020) and *Royal Decree 95/2022* (BOE), underscores the importance of play-based learning, globalised approaches, and learning environments that promote autonomy, exploration, and meaningful interaction.

Learning corners have been shown to be in full alignment with the principles outlined above, as they seamlessly integrate language learning into the fabric of everyday classroom activities, while concurrently promoting early exposure to multiple languages in a manner that is developmentally appropriate.

² **Communicative approach** views language primarily as a tool for communication and social interaction rather than as a system of isolated grammatical structures. Its main goal is to enable learners to use language meaningfully and appropriately in real communicative contexts (Council of Europe, 2001, 2020).

³ **Communicative Language Teaching (CLT)** is an approach to language teaching that aims to develop learners' **communicative competence**, enabling them to use language effectively and appropriately for meaningful communication in real-life contexts rather than focusing solely on the mastery of grammatical forms (Canale & Swain, 1980).

Moreover, the establishment of learning corners is supported by the regional educational policy of Castilla y León, as outlined in *Decree 37/2022*, which was published in the *Boletín Oficial de Castilla y León* (BOCYL) on 29th September. The decree stipulates that early childhood education is to be regarded as a distinct educational stage, with its own identity and developmental objectives. The scope of early childhood education extends beyond basic care to encompass holistic learning and socialisation.

The curriculum, as delineated by these principles, is required to encompass learning objectives, key competencies, principles, learning situations, and methodological guidelines. A salient feature of this framework is its emphasis on individualised attention and active engagement in learning processes.

These curricular orientations closely align with the pedagogical foundations of learning corners, which offer structured yet flexible learning environments that promote exploration, interaction, and meaning construction through choice and activity. The BOCYL curriculum is characterised by its emphasis on early childhood education as a developmental stage that fosters social, emotional, cognitive, and cultural competencies.

This educational vision is in line with child-centred and play-based pedagogical approaches. Learning corners are a pedagogical strategy that exemplifies the effective implementation of these principles in classroom practice. They facilitate differentiated access to learning experiences and support diverse modes of interaction with content.

Furthermore, *Decree 37/2022* (BOCYL) underscores the significance of fostering communicative development and linguistic awareness during the second cycle of early childhood education.

Language is not merely a means of communication; it is also a tool for thinking, social interaction, and identity construction. The curriculum places a high value on exposure to different languages and recognises linguistic diversity as an enriching element of children's learning experiences.

Within this theoretical framework, plurilingual competence is conceptualised as a natural and progressive process that begins in early childhood through meaningful interaction and play-based activities. Rather than treating languages as isolated systems, the curriculum encourages their use in authentic communicative contexts, fostering positive attitudes towards linguistic diversity and supporting children's ability to use different languages according to communicative needs.

This perspective is particularly relevant in infant education, as children are still processing language at this stage. Five-year-olds exhibit increasing metalinguistic awareness and greater communicative intentionality. Introducing English at this stage has been shown to expand children's linguistic repertoires and enhance their sensitivity to linguistic patterns across languages.

In this context, learning corners provide an ideal methodological framework for promoting plurilingual competence in a developmentally appropriate and inclusive manner. The provision of flexible, play-based learning spaces in which different languages coexist naturally is a key tenet of the learning corner approach. In such spaces, children are enabled to interact with English alongside their first language(s) through games, stories, songs, and collaborative activities.

This methodology is in full accordance with the curricular principles of Castilla y León, integrating language learning into the fabric of everyday classroom life, supporting globalised learning, respecting individual learning rhythms, and fostering communicative confidence in the final year of early childhood education.

THEORETICAL FRAMEWORK

Historical and Chronological Development of Learning Corners

In order to comprehend the origins of the Learning Corners methodology, it is necessary to situate it within the broader historical development of early childhood education. One of the earliest and most influential milestones in this field can be traced back to the early nineteenth century with the work of Johann Heinrich Pestalozzi (1746-1827), as one of the pioneers of child-centred education.

In his work *How Gertrude Teaches Her Children* (1801), Pestalozzi advanced the notion that education should commence with concrete experiences derived from sensory perception. He articulated a pedagogical approach grounded in children's natural development and the integration of intellectual, emotional, and practical dimensions of learning, commonly summarized as "head, heart, and hands."

This emphasis on experiential learning constitutes a fundamental theoretical underpinning of contemporary learning environments, in which children actively engage with materials to construct knowledge.

Building upon these principles, Friedrich Fröbel (1782-1852), extended Pestalozzi pedagogy into the domain of early childhood education. He introduced the concept of *kindergarten* in the 1830s.

Fröbel conceptualised early education as a developmental phase in which children acquire knowledge primarily through play, interaction with materials, and guided activities. In 1837, he established the first kindergarten in Bad Blankenburg (Germany).

The importance of pedagogical value in structured environments and educational materials specifically designed to support children's natural development was emphasised. These ideas established the foundation for subsequent approaches that organise learning around defined

spaces, activities, and materials, principles that remain central to the concept of learning corners.

Subsequent to this, Maria Montessori (1912) systematised and expanded these principles, incorporating many of these earlier ideas into a coherent educational model. Montessori placed significant emphasis on the relevance of a meticulously prepared environment, carefully organised into discrete areas that promote autonomy and self-directed learning. The classrooms were conscientiously organised into distinct areas designated for practical life skills, sensory exploration, language, and mathematics, enabling children to select activities in accordance with their individual interests and developmental maturity.

The organisation of space and materials in Montessori classrooms has had a direct influence on the design of modern learning corners, which similarly rely on structured yet flexible environments to support individual learning paths.

By the late twentieth century, these pedagogical principles had been widely adopted and institutionalised in early childhood education systems. The implementation of *learning centres* has emerged as a prevalent organisational strategy within the context of preschool classrooms, particularly within Western educational settings. As stated in the curriculum guide published by the U.S. Department of Education in 1992, early childhood classrooms were increasingly organised into areas dedicated to activities such as dramatic play, construction, science, mathematics, art, and reading.

This model emphasised active, self-directed, and materials-rich learning, characteristics that closely align with current learning corner practices and reflect the enduring influence of earlier pedagogical theories.

In the contemporary field of early childhood education, learning corners, otherwise referred to as learning centres or activity areas, have gained widespread recognition as an effective strategy for classroom organisation. It is imperative to acknowledge the significance that international

organisations and educational frameworks attached to the development of learning environments that facilitate play, exploration, and learner autonomy.

Reports from the Organisation for Economic Co-operation and Development (OECD, 2013) and the United Nations Educational, Social and Cultural Organization (UNESCO, 2021) emphasise the educational value of flexible, activity-based learning spaces that respond to children's developmental needs.

In a similar vein, professional guidelines promulgated by the National Association for the Education of Young Children (NAEYC, 2020) designate learning centres as a developmentally appropriate practice that fosters active, hands-on learning.

In the United Kingdom and Australia, for instance, early years curricula explicitly recommend the organisation of classrooms into defined learning areas, thus allowing children to select activities according to their interests and abilities.

Spanish implementation of Learning Corners

In Spain, the use of learning corners (*rincones de aprendizaje*) in early childhood education is fully supported by the current legal and curricular framework. The LOMLOE (2020) promotes active, play-based and experiential learning, emphasising the organisation of meaningful learning situations and flexible learning environments.

These principles are further developed in *Royal Decree 95/2022*, which establishes a unified curriculum for the first stage of compulsory education (Educación Infantil) and emphasises the importance of autonomy, exploration and the educational value of space and materials.

In line with this framework, institutional resources from the Ministry of Education and academic studies from Spanish universities describe learning corners as an effective methodology for organising classroom spaces to foster active, self-directed and meaningful learning. Consequently, learning corners in Spain embody the modern manifestation of a longstanding pedagogical tradition centred on child-centred and experiential education.

Studies supporting the implementation of learning corners

In addition to theoretical and legislative support, empirical research has also examined the effectiveness of learning corners in early childhood settings. An early study conducted by Jun and Hussain (2025) analysed the implementation of learning corners in preschools in Qingdao, China, focusing on their impact on children's learning outcomes.

The study evaluated factors such as infrastructure, teachers' pedagogical skills, teacher satisfaction, and instructional strategies. The findings indicated that learning corners positively influence children's engagement and learning; however, their effectiveness depends on more than the physical presence of these spaces. The authors emphasised the importance of adequate materials, a well-designed physical environment, and teachers' professional competence and motivation. The study concludes that learning corners should be understood as a comprehensive pedagogical approach requiring careful planning and informed instructional practices.

Similarly, the study *Effectiveness of Learning Corners Approach to Foster Creativity in Preschoolers* (2024) provides empirical evidence supporting the educational value of this methodology. The results indicate that the Learning Corners approach has a positive impact on preschool children's development, particularly in relation to creativity and active learning.

Children who participated in learning corners demonstrated improvements in key dimensions of creativity, including fluency, flexibility, and originality. In addition, the findings highlight benefits in cognitive, social, and emotional development, with pupils showing greater autonomy, increased confidence, and enhanced social interaction.

The study also underscores the relevance of teacher guidance and classroom organisation, as structured grouping strategies and the use of supportive materials contributed to higher levels of engagement. Overall, these findings reinforce the effectiveness of learning corners as a pedagogical strategy for promoting holistic development in early childhood education.

In the study by Atisu (2022), the role of teachers (referred to as facilitators) in the implementation and utilisation of learning corners emerges as a central factor influencing how

learning corners contribute to preschoolers' development and learning outcomes. Contrary to a passive supervisory role, teachers assume an active function in the organisation, facilitation and guidance of children's engagement with these spaces.

The designated learning corners have been meticulously designed to facilitate children's exploration, play, and active learning, with teachers playing a pivotal role in ensuring the successful realisation of these objectives.

Atisu's findings demonstrate that teachers are instrumental in determining the establishment of learning corners and the efficacy with which they are utilised in the classroom. All participating facilitators in the study reported using learning corners, but variation existed in the kinds and quality of corners due to teachers' decisions, resource availability, and how teachers manage or adapt the activities. It was common practice to arrange corners for make-believe or role-play activities, as these were found to be more straightforward to set up than more resource-intensive ones, which required specific materials or environmental setups.

The study indicates that teachers' knowledge, creativity, and level of training have a significant impact on the functionality of learning corners. A significant challenge that was identified pertained to the absence of continuous professional development or training for teachers in the domain of planning and utilisation of learning corners.

This deficit resulted in the constrained capacity of certain teachers to optimise the potential of these spaces to support learning. Teachers have indicated that in the absence of adequate training and sufficient materials, the implementation of learning corners is often less effective.

In addition, teachers are charged with the responsibility of overseeing and directing the activities of children within designated learning corners, ensuring that play remains purposeful and aligned with developmental objectives.

In instances where educators exhibited a deficiency in either confidence or a comprehensive grasp of the subject matter, the designated learning corners were susceptible to devolving into unstructured play areas, a phenomenon that yielded minimal educational dividends. The study also posits that teacher attitudes and priorities, for instance the emphasis on textbooks over

play-based learning, can influence the role and prominence of learning corners in the classroom environment.

In conclusion, Atisu (2022) emphasises the pivotal roles of teachers as designers, facilitators, observers, and mediators of learning in learning corners, which are critical in shaping the learning experiences and outcomes of preschoolers.

METHODOLOGY

During my pedagogical practicum, I had the opportunity to observe and implement the Learning Corners methodology in a classroom of five years old children. Despite the diversity of the group, all pupils were able to achieve the main objectives of this methodological approach successfully.

As previously mentioned, learning corners are a flexible and evolving methodology that can be adapted in response to pedagogical contributions, teaching experience and the specific requirements of each educational setting.

During this practicum, the mentor teacher played a pivotal role in modelling the implementation of this approach and clarifying its pedagogical rationale. Furthermore, I carefully adapted the methodology to reflect my own experience and perspective, enabling me to contribute my own ideas and insights.

Learning Corners Organisation

The Learning Corners methodology is predicated on a continuous and dynamic organisational process. Initially, the classroom is divided into two main groups. At this stage, the provision of visual support is imperative to ensure that children comprehend the method's structure and can organise themselves effectively.

In order to achieve this objective, a cardboard display (see in Annex, Figure 1) is placed in the classroom to illustrate the group divisions through the utilisation of colour coding; in this particular instance, the colours green and yellow were employed. The primary objective of this division is to facilitate the development of social skills in children by encouraging them to engage in collaborative activities with a diverse range of classmates.

The primary groups are then sub-divided into smaller working groups, resulting in a total of eight groups within the classroom (see in Annex, Figure 2). The pupils are working in pairs or in groups of three. This format has been found to facilitate interaction and improve visual understanding of group arrangements.

The system instils in pupils an understanding that, despite their differences, they are all equal, and that collaboration and mutual learning are essential. Groupings are typically maintained for a period of two weeks, thus allowing children to experience all the learning corners with the same partner.

Subsequent to this period, the groups are reorganised so that pupils work with new classmates. Consequently, on a monthly basis, children collaborate with two or more different peers, ensuring that by the conclusion of the school year, all pupils have worked with every classmate in a variety of activities that require different skills.

In order to facilitate this process, the teacher employs the use of a visual aid, which comprises a series of photographs of the children. This enables the children to readily identify their assigned group and partners. This strategy has been shown to promote autonomy while reducing confusion and disorientation.

In principle, the Learning Corners methodology is distinguished by its adaptability rather than inflexibility. Teachers are able to adapt activities to suit the classroom context and to pupils' individual learning needs. It has been demonstrated that this approach is effective in fostering children's autonomy and socialisation, which constitute its primary objectives. This observation has been made throughout my personal teaching practice.

Furthermore, the methodology has been shown to be an effective tool for the introduction of a foreign language, as it encourages meaningful interaction in a natural, motivating, and communicative environment.

The implementation of learning corners should be gradual, especially in the second cycle of Infant Education. It is essential to provide a comprehensive explanation of the rules, routines, and dynamics of the methodology. Consequently, it is recommended that learning corners are introduced during the first year of the second cycle of Infant Education, around the age of three. At this preliminary stage, the methodology should be streamlined, as children may encounter challenges when working independently.

However, early exposure to the programme has been shown to facilitate the progressive development of independence, thereby enabling pupils to work autonomously by the time they reach the final year of Infant Education. It was at this advanced stage that the full implementation of the methodology was observed during the practicum.

Learning Corners Classification

Despite the absence of a universally accepted classification of learning corners in Early Childhood Education numerous official curricular documents and academic studies propose commonly recognised typologies. For instance, the National Curriculum for Early Childhood Education (2022), identifies a series of core learning corners designed to support diverse developmental areas, including the language corner, library corner, art corner, mathematics corner, science corner, and manipulative or construction corner. These learning spaces are conceptualised as deliberate classroom environments designed to facilitate holistic development through purposeful, hands-on activities that are aligned with early learning objectives.

In a similar way, the ERIC document *Learning Centers in Early Childhood Education* by Beaty and Pratt (1992) puts forward an alternative yet complementary classification, designating these spaces as learning centres. In Chapter 4, which is dedicated to early childhood and primary education settings, the authors describe several learning centres commonly found in preschool classrooms.

These include the library centre, art centre, table games centre, discovery centre, dramatic play centre, block centre, music centre, construction centre, and gross motor centre. This classification serves to emphasise the adaptability of learning environments and acknowledges the potential for divergent educational priorities, contingent on pedagogical approaches and contextual factors.

A detailed analysis of the extant literature reveals that, despite variations in terminology and organisation, learning corners are unified in their shared objective: to function as deliberately structured spaces that foster children's cognitive, social, emotional, and physical development. The heterogeneity of classifications identified in the extant literature suggests that learning corners should not be understood as a rigid or fixed model. Instead, the organisation and typology of these activities are influenced by the educational context, the teacher's pedagogical perspective, and the specific needs and interests of the children.

Nevertheless, a comparative analysis of curricular and academic sources reveals the consistent presence of certain core learning corners, such as the library corner, art corner, and mathematics corner. These competencies are recognised as fundamental across diverse educational frameworks, as they address the essential skills expected to be developed by all children, irrespective of their social, cultural, or institutional context.

It is evident that, while learning corners facilitate adaptation to specific classroom realities, they also reflect shared educational priorities that underpin holistic development in the field of Early Childhood Education. These common areas provide essential learning experiences that contribute to children's overall growth and competence acquisition.

In accordance with this perspective, and in line with the guidelines established in Decree 37/2022 of 29 September (BOCYL), which regulates the organisation and curriculum of the second cycle of Early Childhood Education in Castile and León, the learning corners implemented in this study were deliberately selected and structured to respond to pupils' developmental needs and to promote the acquisition of the competencies established in the curriculum. The proposed organisation ensures that children are offered meaningful opportunities to explore, practise, and consolidate learning across the different curricular areas.

Taking into account the previously presented ideas and the above-described organisation, several learning corners were established based on an observation of the classroom context. These corners combine playful, hands-on activities with more structured tasks. Generally, a more dynamic activity is paired with one that requires greater concentration and cognitive effort, such as reading, writing or basic mathematical operations. This balance helps to maintain children's motivation while promoting the meaningful and engaging development of a wide range of competencies.

The classroom is divided into two groups of learning areas to support different types of development and learning styles. The first group includes the teacher's corner, arts corner, maths corner, and construction corner. These spaces are more structured and support guided learning led by the teacher. They help develop early literacy and numeracy skills, creativity, problem-solving, and fine motor abilities. Activities in these areas often involve instruction, modelling, and purposeful tasks that build foundational academic skills while still encouraging imaginative expression.

The second group includes the sensory corner, letters corner, library corner, and symbolic play corner. These areas focus on exploration, manipulation, and independent discovery. They encourage children to engage with materials through touch, movement, storytelling, and role play. This supports language development, sensory processing, social interaction, and creativity, allowing children to learn through hands-on experiences and self-directed play.

Dividing the classroom in this way creates a balance between guided learning and exploratory play, ensuring that children develop cognitive, social, emotional, and physical skills through a variety of meaningful experiences.

In order for the methodology to be coherent and meaningful, it must be structured around a central theme or main content area. In this particular instance, the chosen theme was the *universe* and its components.

To enhance motivation levels, pupils were presented with a final task that required them to complete activities in all of the designated learning corners. The task assigned to the participants was the creation of an individual *lapbook* (see in Annex, Figure 3), in which they were required to compile the tasks that had been completed during Corner Time.

The children were encouraged to participate actively by sharing their interests and generating their own questions about the theme. Guided by the instructor, the students embarked on an exploration of subjects related to space, astronauts, and the prospect of extraterrestrial life. This exploration involved the utilisation of diverse resources, including books, group discussions, and structured prompts.

The daily assembly was utilised for the purpose of addressing the children's questions through the medium of short readings and audiovisual materials. This pedagogical approach facilitated student engagement and enabled them to perceive the subject matter as originating from their own inquisitiveness and fascinations, nurtured through collective discourse in the classroom and through teacher-initiated questioning. This approach has been shown to engender a greater sense of awareness among children regarding their learning and the objectives they are pursuing.

Finally, the learning environment was considered a key element of the methodology. The classroom environment was meticulously crafted to facilitate an immersive and authentic learning experience (see in Annex, Figure 4) thereby enhancing children's engagement in the educational process.

After an introduction to the main topic and the reading of a related book, each learning corner was explained in detail before the children began working in them. This approach was adopted to ensure that pupils comprehended the tasks, expectations, and learning objectives clearly.

The integration of a unifying theme, visual aids, and active engagement contributed to the effective execution of the Learning Corners methodology during the practicum.

One of the designated learning zones is the Teachers Corner, where pupils work directly with the teacher on activities primarily focused on developing early reading and writing skills. This space enables the teacher to observe pupils individually, identify their specific learning needs and provide targeted support to help them develop particular skills. Activities in this area are closely connected to the thematic unit and may include reading short texts or simple sentences related to the universe.

Additionally, this area provides opportunities to foster closer relationships with pupils in a more personal and supportive environment. Working in small groups helps children to feel secure and confident when speaking with the teacher, encouraging them to share concerns or difficulties that are not necessarily related to academic work.

As teachers manage many pupils at once, small but important changes in a child's wellbeing can sometimes go unnoticed. This dedicated time makes it easier to regularly check in with each pupil, gain a better understanding of their individual needs, and provide personalised support when necessary.

The Arts Corner provides pupils with opportunities to explore a variety of artistic techniques, including painting, cutting, and collage, while simultaneously developing fine motor coordination.

Within the Maths Corner, pupils partake in tasks that are appropriate to their age group and designed to consolidate early mathematical concepts. In both areas, pupils are encouraged to

ask questions and seek assistance from either the teacher or their peers, thereby promoting cooperative learning and shared problem-solving.

The Library corner has been designed to cultivate reading autonomy, enabling pupils to select both fiction and non-fiction books related to the topic under study. Furthermore, pupils are encouraged to bring books from home to share with their classmates, thereby enhancing motivation, responsibility, and a sense of belonging within the classroom community.

In the Construction Corner, pupils utilise a range of construction materials to design and construct imaginative structures. Upon completion, students are expected to present their creations to the teacher and their peers. This process serves to enhance their oral communication skills and encourage purposeful learning through reflection and expression.

The Sensory Corner provides opportunities for exploration and experimentation with different materials inspired by the theme of the universe. Through the implementation of hands-on activities, pupils have the opportunity to enhance their sensory development and experiential learning.

In a similar manner, the Symbolic Game Corner fosters social, emotional and imaginative development by enabling pupils to adopt the role of astronauts or engage in pretend space travel using costumes and thematic resources.

The Letters Corner is a programme specifically designed to develop handwriting skills. In this area, pupils learn to transcribe words and short sentences using both capital and lowercase letters. This approach fosters literacy development in a structured yet motivating context.

For this organisational approach to be effective, it is crucial that pupils clearly understand the tasks assigned to each learning corner. To this end, the activities are explained during assembly time, and each corner includes visual aids to help children remember the steps to follow whenever they need support.

This structure promotes autonomy, respect for shared workspaces and social development. Pupils understand that they will rotate through all the corners, ensuring equal access to the activities and preventing frustration or disengagement.

To further encourage independence, each corner includes a task card with visual, step-by-step instructions for the activity. In addition, audio buttons with recorded explanations can also be used, allowing pupils to revisit the teacher's instructions when necessary. This approach supports children who may have difficulty remembering instructions, reducing the need for constant teacher assistance while ensuring guidance is still available when required.

Ultimately, we carefully respect individual learning rhythms. Pupils are not required to rush their work in order to keep up with their peers. Each corner includes extension activities for those who finish their tasks early, ensuring they remain engaged while their individual learning needs are addressed.

This approach is based on the understanding that children learn at different rates and therefore benefit from flexible teaching strategies.

LEARNING CORNERS PROPOSAL

Taking into account the ideas presented previously and following the methodological organisation described above, several learning corners were established. These corners combine playful, hands-on activities with more structured tasks. In general, a more dynamic activity (Symbolic Game, Construction, Library and Sensory Corners) is paired with another that requires greater concentration and cognitive effort (Maths, Arts, Letters and Teachers Corner), such as reading, writing, or basic mathematical operations.

The design of each learning corner was meticulously executed prior to the commencement of the study, with consideration given to the inherent variability that is frequently observed in early childhood education classrooms.

Each corner was carefully organised according to a temporal and thematic sequence to adapt to the children's needs and developmental stages. As mentioned previously, each topic lasts approximately four weeks. During the first two weeks, the children work with the same partner or group. They complete four corners each week, so by the end of the second week, they have completed all eight.

For the following two weeks, the pairs or groups change. They are paired with different classmates and follow the same structure: completing four corners in the first week and the remaining four in the second. This means that all eight corners are completed every two weeks.

Furthermore, each corner of the room incorporated guided steps, alternative or extension activities, and a comprehensive list of materials and resources to support children in successfully completing tasks and fostering autonomy in learning.

Maths corner

In the Maths Corner, pupils have a designated area with tables and chairs. Despite being told what to do and how to do it during assembly time, children have guided steps in case they forget what they are expected to do. In this case, the children had to complete two paper-based tasks focused on fundamental addition and subtraction (see in Annex, Figure 5), as part of the theme.

Each worksheet contained an explanatory support card (see in Annex, Figure 6) to assist children in comprehending and executing the activity autonomously. In order to reinforce meaningful learning, manipulatives were systematically incorporated, including finger counting, handprints made with flour and an abacus (see in Annex, Figure 7).

Upon completion of the primary task, learners may proceed to additional activities that also demand mathematical aptitude, specifically the identification of ordinal numbers. The following two activities (see in Annex, Figure 8-9) are pertinent to this subject. The initial

activity involves a paper worksheet that presents an image of the constellations, accompanied by arrows that delineate the sequence of the ordinal numbers.

Once this activity is completed, students may transition to the next activity, which utilizes manipulatives to facilitate the conceptualisation of ordinal numbers. The manipulatives, which are distinguished by their colour and shape, are arranged from the nearest to the furthest from the sun. Students are tasked with arranging these manipulatives in accordance with the ordinal numbers. These activities contributed to the consolidation of fundamental mathematical concepts, logical reasoning, and spatial awareness.

During the following two weeks, the mathematics activities are changed, and the pairs or groups change as well. New additional tasks are also introduced in case all activities have been completed. In this stage, the main activity, which forms part of their final lapbook, involves painting and cutting out puzzle pieces (see in Annex, Figure 10). To determine where each piece belongs, children must solve the operations and match the answers to the numbers shown on the puzzle pieces. Once completed, the puzzle is added to their lapbook.

If they finish early, an extra unplugged coding activity⁴ will be provided. (see in Annex, Figure 11)

Arts Corner

The Arts Corner offered a variety of hands-on activities designed to encourage creative exploration. A series of activities was implemented with the objective of fostering spatial awareness and creativity among the pupils. These activities included the conceptualisation and fabrication of imaginary spaceships utilising geometric shapes derived from a tangram puzzle (see Annex, Figure 12), as well as the painting, cutting, and assembly of components representing the sun, earth, and moon to create an orrery (see Annex, Figure 13) to be

⁴ **Unplugged coding activity** are ones which allow kids to learn programming without computers or the internet involved. These activities are indispensable for the development of problem-solving skills, logical thinking, and the ability to work together in learners of all ages, thus, making it easy and fun for them to learn coding. (*Unplugged Coding Activities - Dictionary of Education*, n.d.)

incorporated within the lapbook. In the event that they had additional time, they were encouraged to design their own spaceship in clay (see Annex, Figure 14).

Over the next two weeks, the pairs and groups will change, as will the activities. During this period, students will paint and cut out planets to create a domino game for their lapbook (see in Annex, Figure 15). If there is extra time, students will be encouraged to paint and draw the planets with chalk on the blackboard (see in Annex, Figure 16).

These tasks clearly contributed to cultivating creativity, refining fine motor skills, and developing an understanding of geometric forms, thereby facilitating artistic expression. In addition to the activities mentioned above, there were examples and materials to facilitate development, such as clothes for the cleaning staff in case the rest of the class needed to be cleaned up after, as painting can be quite messy with young children. Steps are also included for reference in case of any doubts.

Symbolic Game Corner

The designated area for Symbolic Play corner focused on role-play and imaginative activities.

The children were tasked with creating their own astronaut costumes, while the teacher transformed the space into a realistic, space-themed environment. The pupils participated actively in the decoration process, which included cutting out stars, painting spaceship control panels and contributing ideas to the overall design (see in Annex, Figure 17).

This area was found to be particularly effective in promoting social interaction, oral language development, cooperation and imaginative play. The aim of this area is to create a space where children can dress up as they wish and use their imagination to socialise and interact with others. They are also developing their acting skills and learning to cooperate with their peers in a respectful environment.

Letters Corner

In the Letters Corner, children take part in a variety of writing activities tailored to their age group. These include worksheets introducing the names of the planets (see in Annex, Figure 18) and the phases of the Moon (see in Annex, Figure 19) One of the main activities involves creating an open paper moon onto which children must write and paint the moon's phases. This piece will be included in their lapbook, this last one will go inside the lapbooks final task exercises to improve fine motor coordination, word scrambles and matching tasks connecting each planet with its name.

If they have any spare time, they can play a game where they match each planet to its definition (see in Annex, Figure 20). This activity presents a series of images pertaining to the planet, the sun, and the moon, accompanied by concise descriptions of each. The task is to match each image with the correct information. This is a task that children are given individually. As with the other activities, this task is introduced prior to corner time, thus enabling children to observe an exemplar of its application. Typically, the game is played initially as a group during the designated assembly time to ensure that all participants have a comprehensive understanding of the instructions.

Over the next two weeks, they must complete a paper fortune teller⁵ featuring the constellations (see in Annex, Figure 21). They will trace along the dotted lines to correctly connect the constellations and then colour it in. We will then help them to fold it.

If they finish early, they can play the above-mentioned game to practise their reading and comprehension skills by matching each definition to the correct image.

Such activities support the development of early writing skills, letter recognition, vocabulary growth and phonological awareness.

⁵ A **fortune teller** is a form of origami used in children's games. Parts of the fortune teller are labelled with colours or numbers that serve as options for a player to choose from, and on the inside are eight flaps, each concealing a message. (Wikipedia contributors, 2026)

Library Corner

The Library corner constituted a pivotal element in the cultivation of an initial interest in reading. The materials were selected with meticulous care to align with the developmental level and age of the children, incorporating a blend of both fiction and non-fiction texts related to space (see in Annex, Figure 22). A wide variety of books was made available to encourage autonomous selection. This approach fosters autonomy, enabling children to select books according to their individual preferences. The English book collection encompasses both fiction and non-fiction titles. Each child selects a book and sits down to enjoy the illustration (illustrations provide a wealth of information) or to read independently and freely. The enhancement of reading skills is further facilitated in the designated teacher's corner, where educators offer guidance and address errors to promote ongoing improvement. Furthermore, the act of engaging in shared reading activities in English, as a collective group, has been demonstrated to facilitate the establishment of a significant relationship with literature among children. It is not appropriate to compel children to read; rather, the focus should be on cultivating a love of reading and fostering intrinsic motivation, thereby ensuring that reading becomes a positive and engaging experience.

The objective of this initiative was to foster a positive emotional relationship with literature, prioritising the promotion of reading over its imposition. The promotion of shared reading experiences was emphasised, and pupils were provided with teacher support when questions or curiosity emerged. Families were also invited to contribute books from home, fostering reading habits, responsibility, and respect for shared materials.

Construction Corner

In the Construction corner, children had access to a variety of building materials, including medium-sized wooden pieces and safe construction elements (see in Annex, Figure 1). The focus was on avoiding very small components. Through free play, pupils are encouraged to use their imagination to create space-related structures, thereby developing problem-solving abilities, spatial reasoning, creativity and cooperative skills.

Afterwards, they can explain their construction ideas. We must not just say, 'Oh, it's really nice what you've done. I love it,' but rather, 'Okay, tell us about it. What is it? Tell us the story. Why did you decide to put those pieces there and others on the other side?' In that way, children are encouraged to explain their decisions and their work to the rest, giving it significance.

Sensory Corner

The Sensory corner provides opportunities for tactile exploration and sensory experimentation. Using trays, children can manipulate materials such as black-painted beans or rice, clay, aluminium foil and other textured resources (see in Annex, Figure 1). Such activities have been shown to support sensory development, concentration and fine motor coordination, while reinforcing the project's theme.

Teacher's Corner

The pedagogy of the Teacher's Corner was conceived with the objective of providing personalised support. In this setting, educators work with small groups or individual pupils, delivering targeted activities, monitoring progress, and offering individualised guidance. Furthermore, it functions as a secure environment in which children who have been absent from class or encountered challenges in other activities are able to undertake or review tasks with the assistance and direction of the teacher.

Assessment was conducted continuously and formatively, with an emphasis on developing individual competencies rather than evaluating the group as a whole. This approach was based on the idea that different learning speeds should be respected and inclusive educational practices promoted.

Organisation of Time and Learning Corners

In accordance with the stipulations outlined in Decree 37/2022, dated 29 September, which stipulates the organisational framework and curriculum for Early Childhood Education in Castilla y León, Article 5, section 1 stipulates that *“the distribution of school time and its specification in the classroom timetable shall not be organised by subject areas, given the global and integrative nature of the curriculum at this stage, and shall include activities that respect children’s rhythms of activity and play”*, which means that classroom timetables should not be organised by subject area. This is due to the global and integrative nature of the curriculum and is in alignment with the necessity to respect children's rhythms of activity and play.

This regulatory framework confers upon teachers a significant degree of autonomy in the organisation of classroom time, through activities that are designed to foster the development of key competences.

In accordance with this principle, the classroom was organised around learning corners. A total of two hours per week were allocated to this methodology, with pupils spending 30 minutes in each corner. This duration was deemed adequate for the completion of the proposed tasks, or a portion of them. In the event of surplus time, a selection of supplementary activities was made available. The organisation in question sought to accommodate individual learning rhythms, with the objective of averting sentiments of frustration or anxiety that are often associated with time constraints. Its approach placed a premium on meaningful learning and quality over the pursuit of speed.

Group rotation was implemented on a triweekly basis, thereby ensuring that all pupils participated in each learning corner by the conclusion of the week. It is evident that the organisation in question has adhered to the stipulations outlined in Article 5, Section 4 *“in each year of the second cycle of Early Childhood Education, the timetable dedicated to activities related to the learning of a foreign language shall be one and a half hours per week, distributed across at least two sessions.”* of the aforementioned decree.

This particular section stipulates that activities pertaining to foreign language learning in the second cycle of Early Childhood Education are required to accumulate a duration of one and a half hours per week, distributed across a minimum of two sessions. Consequently, three weekly sessions of 30 minutes were specifically allocated to English language reinforcement.

The primary focus of these sessions dedicated specially to foreign language was on the development of listening skills, with the utilisation of age-appropriate resources, including stories, songs, and games, serving to support vocabulary recognition and pronunciation. The activities were all contextualised within the thematic unit being studied – in this case, the universe – thereby ensuring coherence and meaningful language learning.

At the commencement of each week, the instructor presented the activities corresponding to each learning corner. In order to promote cooperation, socialisation, and peer learning, group composition is modified on a periodic basis.

Initial alterations were implemented after a period of two weeks, with subsequent modifications with the introduction of new thematic units after four weeks. This system was designed to ensure that, over time, each child interacted with all classmates and participated in all learning corners, thereby fostering inclusion, cooperation, and social development (**see in Annex, Figure 25**).

RESULTS

In accordance with the methodological framework outlined in the previous section, the analysed data aimed to identify learning outcomes, behavioural patterns and significant relationships between the educational activities proposed within a foreign language and the development of children's competencies. The findings suggest that integrating meaningful manipulative, symbolic and sensory experiences into learning areas encourages active participation, motivation and meaningful learning.

Overall, pupils demonstrated higher levels of engagement and self-reliance. At the same time, significant improvements were observed in their mathematical reasoning, linguistic

development, creativity, and social interaction. These outcomes provide robust evidence that validates the pedagogical value of an experiential, globalised approach to Early Childhood Education.

As a final task or integrative activity, an individual lapbook⁶ was designed to compile and consolidate the knowledge acquired throughout the didactic project on the topic of *universe*. This product was developed progressively through the various learning corners, each of which addressed specific curricular areas and key competences in an interconnected and holistic manner.

CONCLUSION

The present study has demonstrated the pedagogical value of learning corners as an effective methodological approach for introducing English as a foreign language in Early Childhood Education. The organisation of the classroom into structured yet flexible activity areas is conducive to the development of children, whilst also ensuring the creation of meaningful, motivating, and inclusive learning environments.

The findings of the present study confirm that learning corners encourage active participation, autonomy, and cooperative learning. Through the utilisation of symbolic play, hands-on exploration, and social interaction, children are exposed to the foreign language in authentic communicative contexts. This approach has been shown to enhance oral comprehension, communicative confidence, and the willingness to participate. It is thus evident that language is perceived as a medium for interaction as opposed to being regarded as an isolated academic subject.

⁶ According to Universitat Europea's educational blog, a *lapbook* is an **interactive educational tool** — typically made of paper or card — that allows learners to organize and present information about a specific topic through manipulable elements such as mini-books, tabs, and diagrams. It is used to support meaningful, visual, and engaging learning. (Universidad Europea, 2024)

It is evident that, in addition to facilitating linguistic development, the methodology fosters holistic growth. A number of notable improvements were observed, including enhancements in creativity, mathematical reasoning, social interaction, and emotional development. The low-anxiety atmosphere engendered by corner-based learning has been demonstrated to foster motivation and promote positive attitudes towards linguistic diversity, thereby reinforcing inclusion and intercultural awareness from an early age.

The study also underscores the pivotal function of the teacher as an organiser, facilitator, and mediator of learning. Careful planning, the selection of appropriate materials, and guided interaction ensure that learning corners function as purposeful educational spaces rather than unstructured play areas. When implemented with consideration for the individual learning rhythms of students, this methodology has been shown to support differentiated instruction.

Moreover, the integration of a unifying theme and the utilisation of a final product, such as the lapbook, contributed to meaningful learning by allowing children to consolidate knowledge and make connections across curricular areas.

From a professional standpoint, this project has enhanced my comprehension of how to design inclusive, motivating, and developmentally appropriate learning environments. The study has reinforced the importance of organisation, flexibility, and reflective practice in fostering children's autonomy and engagement.

In conclusion, learning corners represent a pedagogical approach that aligns with current educational principles and curricular guidelines while responding to the needs of contemporary multilingual classrooms. The implementation of these strategies has been shown to facilitate foreign language learning and to promote the development of confident, autonomous, and socially competent learners who are prepared to participate in an increasingly diverse and interconnected world.

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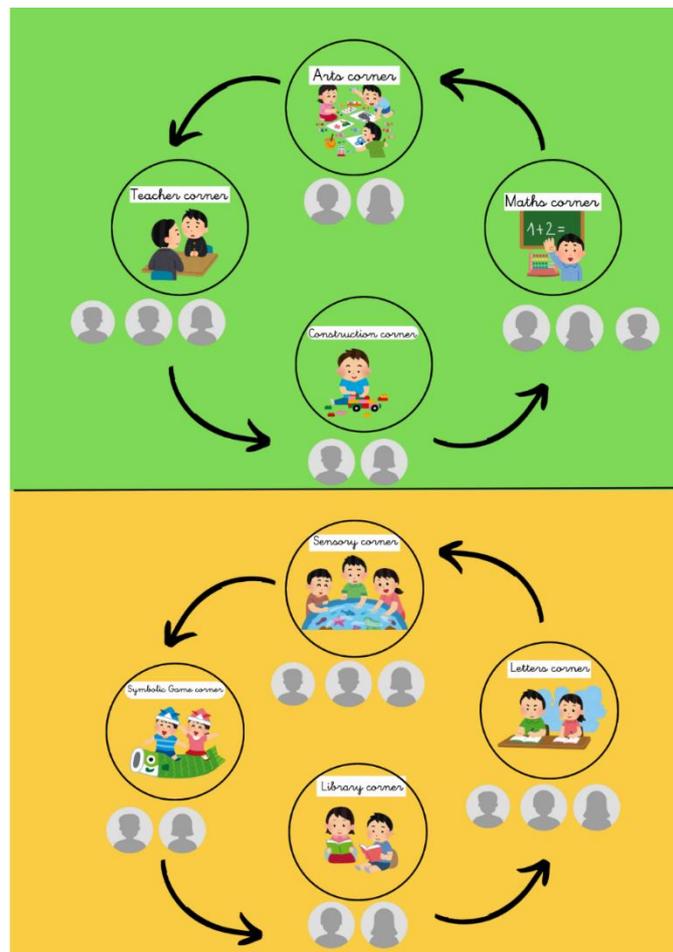
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ANNEX

Figure 1

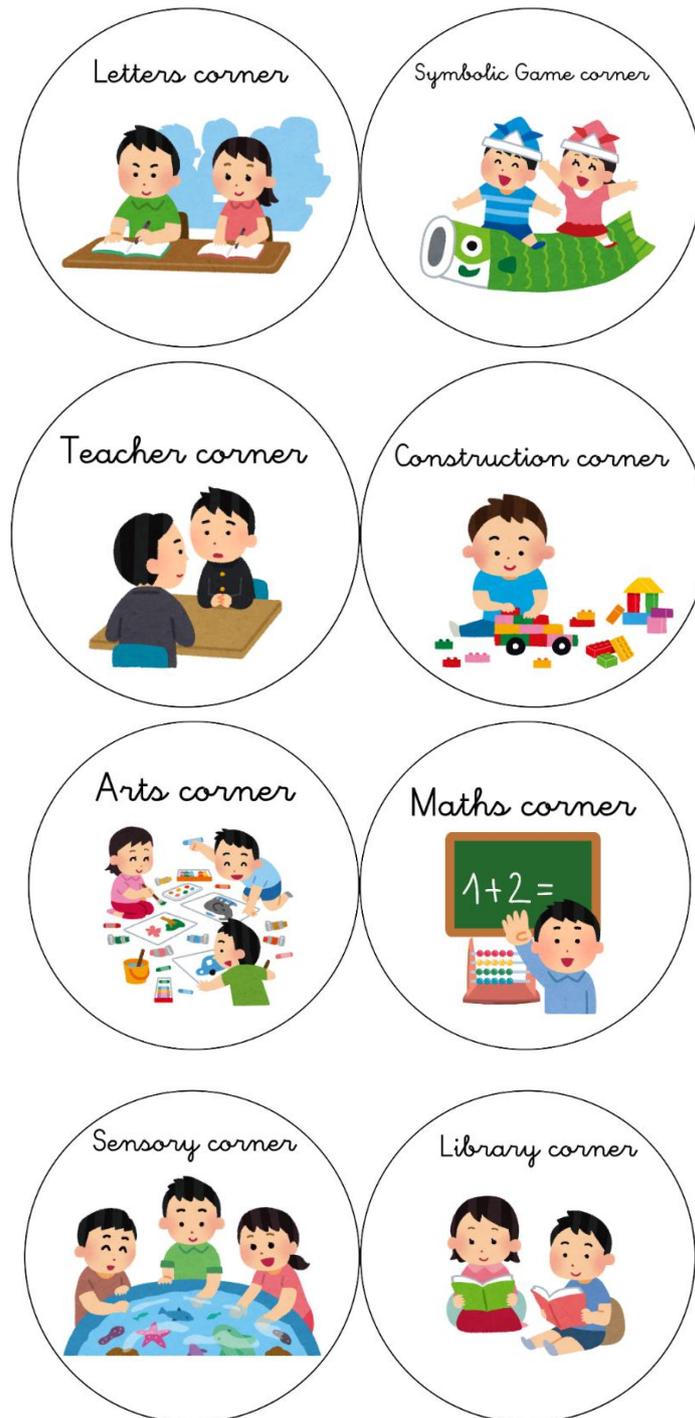
Cardboard learning corners organisation



Note: Own elaboration

Figure 2

Learning Corners



Note: Own elaboration

Figure 3

Lapbook



Note: Own elaboration

Figure 4

Classroom decoration



Note: Own elaboration

Figure 5

Maths corner: subtraction and addition

Subtract Numbers
Find the correct rocket!
Subtract the numbers in each box and color the rocket with the correct answer.

$4 - 1 = \underline{\quad}$ 5 3 2	$1 - 1 = \underline{\quad}$ 0 2 1	$5 - 1 = \underline{\quad}$ 4 5 2
$8 - 1 = \underline{\quad}$ 9 6 7	$7 - 6 = \underline{\quad}$ 2 1 5	$2 - 1 = \underline{\quad}$ 3 0 1
$7 - 1 = \underline{\quad}$ 7 6 5	$9 - 1 = \underline{\quad}$ 6 7 8	$10 - 1 = \underline{\quad}$ 8 9 6

$8 \rightarrow$ (green)
 $9 \rightarrow$ (blue)
 $10 \rightarrow$ (orange)

Note: Own elaboration

Figure 6

Maths corner: explanatory support card

 **Math Rocket**
HOW TO DO THE TASK

− SUBTRACTION
(Take Away)

- 1. Look**
Example: $4 - 1 = 3$
- 2. Use your fingers**
Hold up 4 fingers → Take away 1 finger
- 3. Count what is left**
1 2 3
1 2 3 Answer = 3
- 4. Find the rocket with 3**

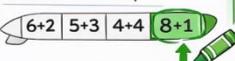
- 5. Color the correct rocket**


Remember:

- Subtract = **take away**
- The number gets **smaller** ↓

+ ADDITION
(Put Together)

- 1. Look**
Example: $5 + 3 = 8$
- 2. Use your fingers**
Hold up 5 fingers + Add 3 more fingers
- 3. Count all together**
1 2 3 4 5 6 7 8
1 2 3 4 5 6 7 8 Answer = 8
- 4. Find the part with 8**

- 5. Color the correct part**


Remember:

- Add = **put together**
- The number gets **bigger** ↑

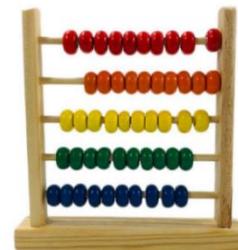
If you are not sure:

- 1. Look** 
- 2. Count on your fingers** 
- 3. Find and color** 

Note: Own elaboration

Figure 7

Maths corner: handprints made with flour and an abacus



Note: Own elaboration

Figure 8

Maths corner: ordinal numbers



Note: Own elaboration

Figure 9

Maths corner: explanatory support card

★ NEXT ACTIVITES: ★★
ORDINAL NUMBERS ★

First → Next → Last

★ ACTIVITY 1: CONSTELLATION ORDER

What to do:

- 👁️ Find **1st** star.
- ➡️ Follow the arrow.
- 🔢 Go to the **2nd** star.
- ➡️ Keep following the arrows.
- 🔄 Continue: 3rd → 4th → 5th...
- 👉 Trace the path. ✍️

👉 We are learning order

🌐 ACTIVITY 2: PLANET ORDER

What to do:

- ☀️ Find the Sun. ☀️
- 🌐 Find the closest planet. 🌐
- 🔢 Place it **1st** (nearest).
- 🌐 Find the next planet.
- 🔢 Place it **2nd**.
- 👉 Keep going until all planets are in **order**.

👉 Arrange planets from nearest → furthest

★ ORDINAL NUMBERS HELP US SHOW ORDER

1st = first 2 2nd 3 third 4 rth 5 fourth 5 fifth fifth

Note: Own elaboration

Figure 10

Maths corner: puzzle

$1+1$	$3+3$	$2+2$	$4+4$
$3+2$	$9-8$	$5-2$	$6+4$
$4+3$	$4-2$	$7-1$	$8-3$
$1+2$	$2+8$	$7-6$	$8-4$

Note: Own elaboration

Figure 11

Maths corner: unplugged coding activity.

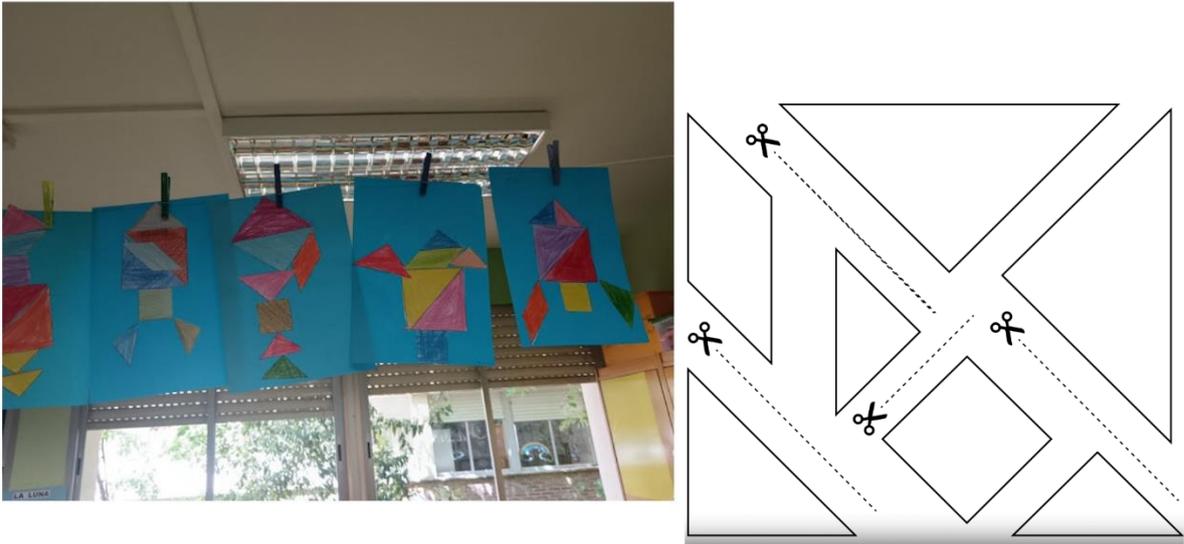
https://bloginhovania.blogspot.com/

https://bloginhovania.blogspot.com/

Note: Own elaboration

Figure 12

Arts corner: tangram spaceship



Note: Own elaboration

Figure 13

Arts corner: Orrey



Note: Own elaboration

Figure 14

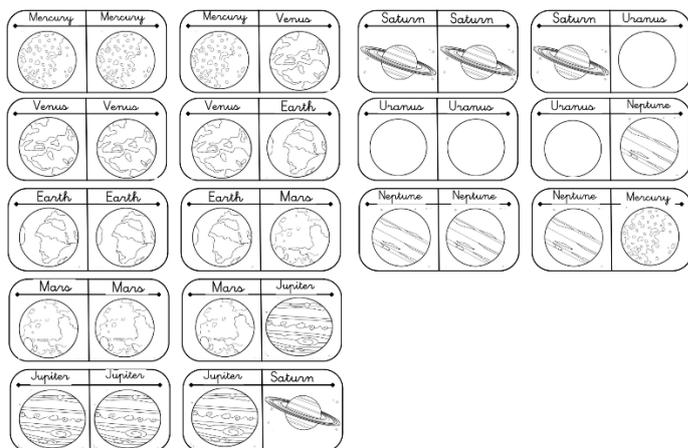
Arts corner: clay spaceships



Note: Own elaboration

Figure 15

Arts corner: planets domino



Note: Own elaboration

Figure 16

Arts corner: planets blackboard



Note: Own elaboration

Figure 17

Symbolic Game Corner



Note: Own elaboration

Figure 18

Letters corner: Worksheet planets

Name: _____ Date: _____

Write on the dotted line. Write it again in the space beside it. Colour the planets.

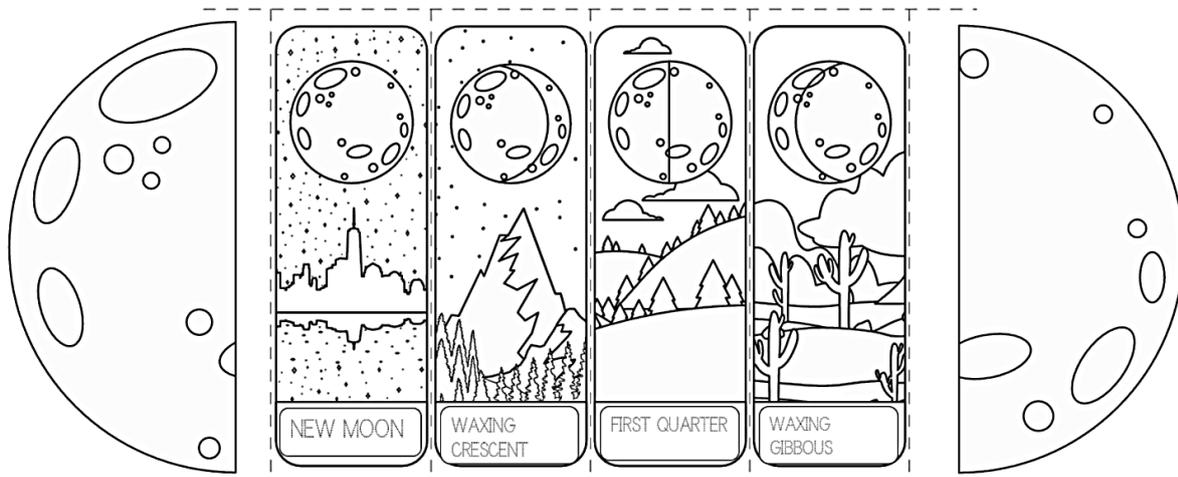
PLANETS IN OUR SOLAR SYSTEM

	Neptune/ _____ /NEPTUNE
	Mars/ _____ /MARS
	Venus/ _____ /VENUS
	Saturn/ _____ /SATURN
	Earth/ _____ /EARTH
	Mercury/ _____ /MERCURY
	Jupiter/ _____ /JUPITER
	Uranus/ _____ /URANUS

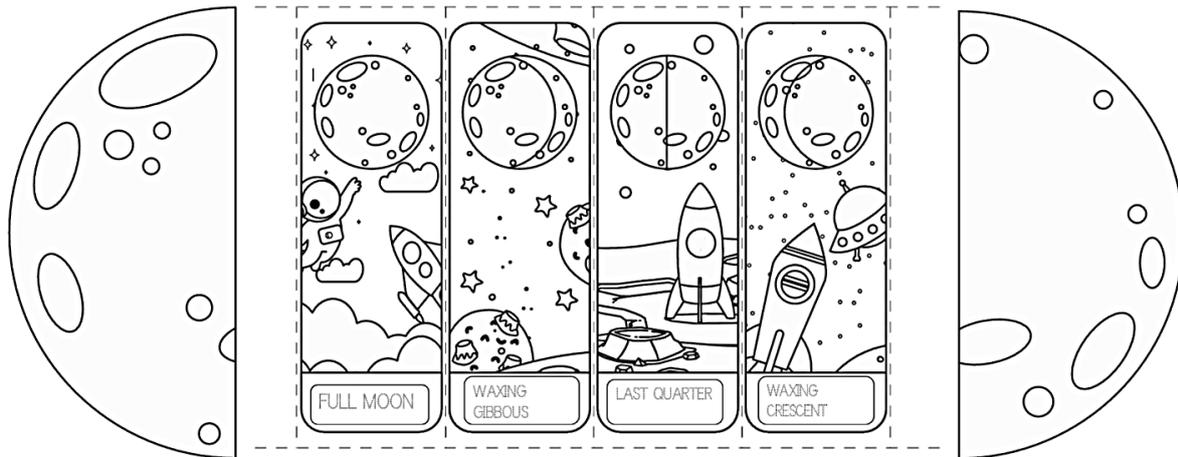
Note: Own elaboration

Figure 19

Letters corner: Moons phases



The worksheet shows a sequence of moon phases from left to right: a large waxing gibbous moon, a New Moon, a Waxing Crescent moon, a First Quarter moon, a Waxing Gibbous moon, and another large waxing gibbous moon. Below the four central moon phases are four landscape illustrations: a city skyline, a forest with a large tree, a field with trees and a sun, and a field with trees and a sun. Labels for the phases are provided in boxes below the illustrations: NEW MOON, WAXING CRESCENT, FIRST QUARTER, and WAXING GIBBOUS.



Note: Own elaboration

Figure 20

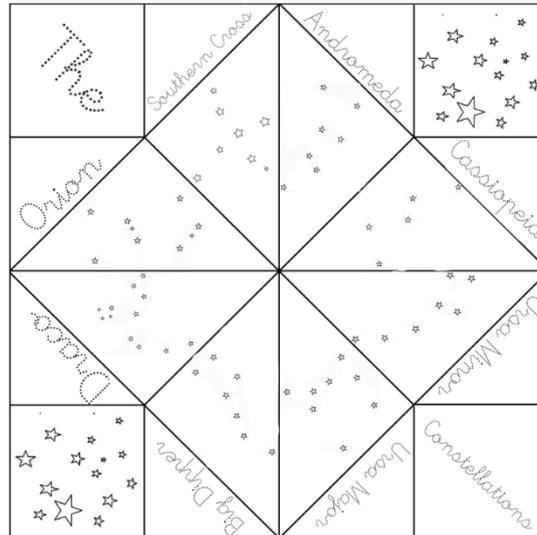
Letters corner: Matching Game

<p>I'm the eighth and farthest planet from the Sun. My twin brother is Uranus. Who I'm?</p>	 <p>I'm Neptune</p>	<p>I'm the second planet from the Sun. I'm named after the Roman goddess of love and beauty. Who I'm?</p>	 <p>I'm Venus</p>	<p>I am the biggest star in the solar system. I am at the center of the solar system. I am yellow in color. Who am I?</p>	 <p>I am Sun</p>
<p>I'm the only natural satellite of the Earth. You can see me at the sky in the night. My other names are Luna and Selene. Who I'm?</p>	 <p>I'm Moon</p>	<p>I'm the third planet from the Sun. I'm also called as the blue planet and the living planet. Who I'm?</p>	 <p>I'm Earth</p>	<p>I am the nearest planet to the sun. I am named after the Roman deity, the messenger of the Gods. Who am I?</p>	 <p>I am Mercury</p>
<p>I'm the sixth planet from the Sun. I'm the second largest in the solar system. My nickname is "The Ringed Planet". Who I'm?</p>	 <p>I'm Saturn</p>	<p>I'm the fourth planet from the Sun. I'm also called as the red planet. I'm the second smallest planet in the solar system. Who I'm?</p>	 <p>I'm Mars</p>		
<p>I'm the seventh planet from the Sun. My nickname is the bulls-eye planet. I have 27 moons. Who I'm?</p>	 <p>I'm Uranus</p>	<p>I'm the fifth planet from the Sun. I'm the largest in the solar system. I'm named after the king of the gods. Who I'm?</p>	 <p>I'm Jupiter</p>		

Note: Own elaboration

Figure 21

Letters corner: Paper fortune teller constellations



Note: Own elaboration

Figure 22

Library Corner: Fiction and non-fiction books



Note: Own elaboration

Figure 23

Construction Corner



Note: Own elaboration

Figure 24

Library Corner: Fiction and non-fiction books



Note: Own elaboration

Figure 25

Organization of learning corners

January 2026						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4
5 30min English	6 30 min L.C	7 30min L.C 30min English	8 30min L.C	9 30min L.C 30min Engli	10	11
12 30min English	13 30min L.C	14 30min L.C 30min English	15 30min L.C	16 30min L.C 30min English	17	18
Change Partners						
19 30min English	20 30min L.C	21 30min L.C 30min English	22 30min L.C	23 30min L.C 30min English	24	25
26 30min English	27 30min L.C	28 30min L.C 30min English	29 30min L.C	30 30min L.C 30min English	31	

■ Learning Corners → 4
■ English 1h 30min week

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Note: Own elaboration