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Master's Dissertation/
Trabajo Fin de Máster

THE USE OF PRACTICAL RESOURCES FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

Student: Biedma Valdizán, Ana

Tutor: Dr. Eroulla Demetriou Demetriou
Dpt.: Departamento de Filología Inglesa

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ABSTRACT

This Master's Dissertation consists of a proposal of a didactic unit. The theoretical foundation is explained along with summaries of the definition of different types of games, songs and drama resources with examples of each one. Moreover, there is an example of a didactic unit with its elements (curricular and non-curricular); context, objectives, key competences, contents, methodology (methodological orientations and strategies, activities, temporalization, materials and resources, groupings and attention to diversity), sessions, assessment (types of assessment, assessment criteria and tools and of the teaching process). Finally, a conclusion is included which shows the benefits of using these resources both at an academic and social level and the protagonists involved (pupils, teachers and parents).

Key words: Teaching of English as a Foreign Language, drama in the classroom, class games, songs in the classroom

RESUMEN

Este trabajo fin de master consiste en una propuesta de unidad didáctica. En ella, se explica el marco teórico, se resume la definición de los juegos, las canciones y la dramatización y se explican sus tipos con ejemplos de cada uno de ellos. También hay un ejemplo de una unidad didáctica con sus elementos (curriculares y no curriculares); contexto, objetivos, competencias clave, contenidos, metodología (orientaciones y estrategias metodológicas, actividades, temporalización, materiales y recursos, agrupamientos y atención a la diversidad), sesiones, evaluación (tipos de evaluación, criterios y herramientas de evaluación y proceso de evaluación del profesor). Finalmente, incluye una conclusión en la cual están plasmados todos sus posibles beneficios tanto a nivel académico como social y los beneficiarios (alumnos, profesores y padres).

Palabras clave: La enseñanza de inglés como lengua extranjera, el teatro en el aula, juegos de clase, la canción en el aula.

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1. INTRODUCTION

Teaching today has changed a lot over the years. Years ago, learners would learn in a more passive way as the centre of the process was the teacher, but today learners are usually much more active in the classroom and the pupils are the center of the teaching and learning process. Furthermore, nowadays the use of new technologies is improving with the development of the computers and internet. Although this learning process has been enhanced in a more active way, the use of games, songs and, above all, drama is infrequent in schools.

Some curricula, in foreign languages, such as the Order 17th of March 2015, talk about the importance of using teaching methods with a variety of activities and resources in order to heighten and sustain interest and motivation among the students. Teachers should prepare activities where the students have to be creative and active, and where individual learning and cooperative learning is emphasised too. Moreover, teachers have to take into account diversity in the classroom and the use of practical resources helps all the children to work together easily without any discrimination.

It is an indisputable fact that children like songs, games and drama. Those activities offer us a chance to establish a relationship between home and school. As a result of those facts, the main objectives of the didactic unit in this project is to show how we can introduce games, songs and drama activities in the classroom in order to learn quickly, easily and create a meaningful learning atmosphere. What is more, the benefits of using these resources in the class related to attitude and the development of the learning-teaching process will be highlighted.

This piece of work is not only written from a didactic and linguistic perspective but it is also belongs to a psycholinguistic and sociolinguistic field, due to the fact that songs, games and drama activities transmit information about different linguistic, social and cultural varieties. It is essential to understand and to know the best ways to teach and how we can use different resources to do so. In this case, the resources used are songs, games and drama activities.

This Master's Dissertation consists of the objectives and the justification of this project, the theoretical framework, a didactic unit (which contains a contextualization, objectives, key competences, contents, methodology, lesson plans and assessment) and a conclusion.

2. OBJECTIVES

The main objective of this work is to show that the teaching-learning process of a foreign language, in this case English, could be a motivating situation thanks to the use of practical resources (games, songs and drama activities) in which the students learn easily and better. Besides, we will also see that these resources help to fulfil the objectives of the current legislation on the process of teaching and learning a foreign language.

Other objectives of this Master's Dissertation are:

- To analyse the children's attitude when the teacher changes routines (using other things apart from the textbook).
- To learn how the use of these practical resources affects the English learning process during a child's Primary Education.
- To choose the correct activities to work with the English and practical resources together, taking into account the diversity of the educational levels in the classroom.
- To change the evaluation to make the children the protagonists of their own learning process.
- To reflect about the activities that teachers use in their classroom to innovate and improve the teaching process.

The objectives that the use of these practical resources (games, songs and drama activities) attempt to achieve are endless. Objectives (according to the Royal Decree 126/2014, BOE.2014: 19351) refer to the design and realization of activities aimed at attaining educational goals, in other words, they promote the entire development of the student in order to ease their access into society.

3. JUSTIFICATION

According to the research carried out by Juan Rubio and García Condesa (2013: 169-185), the majority of students think that the teaching-learning process that teachers follow in schools does not motivate them to learn a foreign language. For that reason, the didactic unit of this Master's Dissertation tries to show that we have to improve the resources that teachers use in their classrooms in order to make the learning process more comfortable and enjoyable.

The use of games, songs and drama makes the teaching and learning process more authentic by making the distance between learning and reality closer. There are many benefits to the use of these practical resources such as:

- They can help to make students more active by motivating them to participate in their own learning process.
- They help participants make relationships and to feel equal. These practical resources help towards issues of diversity in the classroom and everyone working together.
- They create a positive atmosphere making the process of teaching easier in order to avoid the stress that learning a foreign language could cause.
- Children wish to learn a language to use it in real situations so practical resources help to create more real life situations.
- They also increase the students' confidence levels; because they feel that they are able to use language in different contexts and situations.
- Language students need to be exposed to a language in a variety of situations, keeping their minds open and willing.
- The use of language should be real and it should affect the students emotionally in a positive way (promoting happiness, excitement and amusement, among other feelings).
- These types of activities are very useful for shy students and students with low self-confidence, and this applies more specifically when playing takes place in smaller groups.
- They can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students.

- They can be used with students of all ages looking for the practical resource that fits with their age and level of English

Moreover, the curricular elements of the didactic unit presented are justified by psycho-evolutive features, psychological pedagogical characteristics and the different laws in Spain about the development and the establishment of the curriculum:

Psycho-evolutive features of children around 8-9 years old which determine the possibilities of experience and learning in this age group:

- **Motor development:** Children are more connected with the world around themselves, showing strength and progression in their motor coordination.
- **Socio Affective Development:** Their minds are open to people from different cultures and realities. Segregation by sexes is observed. The peer group is the centre of their school life.
- **Intellectual Development:** It is the time for concrete operations (children reason logically at this age). Their reasoning is linked to the manipulation of objects.

Psychological Pedagogical Characteristics. On the psychological level, the constructivist current of education will be referred to. With regard to this, the following cognitive-genetic and dialectic-genetic contributions available on this subject will be explained:

- *Piaget*

The characteristics of the psychological evolution of our students provides us more detailed information about them. This means that we can programme objectives, contents and designs of activities according to the age, interests and characteristics of our students. We will also have to take into account Piaget's theory about auto structured activity in which we can see how "Learning should be an internal and individual process"(Ault,1977: 69). This allows us to design activities that promote this type of learning in our lesson planning.

- *Ausubel*

Ausubel's (1963: 77) contributions in the field of the significance of learning as opposed to mechanical learning or learning by heart, allows us to direct our approach and propose meaningful activities for our students, that is to say, to relate new knowledge to that which the student already possesses (*theory of meaningful verbal learning*).

- *Bruner*

Even though his starting point is from the principles of the Geneva School (Piaget School), Bruner (1961: 31, 21-32) relates these to the assumptions of the dialectic school of Vigotsky. He defends learning by discovery. For Bruner, learning must be relevant as well as meaningful, which requires raising the common knowledge of the child to superior levels of rationality and objectivity. The necessary conditions for such knowledge involve starting with the cultural experience of the child and then creating shared knowledge spaces in the classroom as “we learn better with friends”.

- *Vigotsky*

Vigotsky's (1978: 85-86) principal contribution is his theory of social interaction, which leads him to establish the area of real development (what the child is capable of doing by himself) and the area of potential development (what the child is capable of doing with the help of others). He thus defends the form of immediate development, which is the existing distance between both areas, and which is precisely where teachers must intervene.

In order to finish with the justification of the didactic unit the different laws that establish and develop the curriculum in Spain should be mentioned. There is also the necessity of paying attention to diversity, in order to adapt ourselves as teachers to the rhythms and interests of children, their capacities and their necessities in order to make effective the principle of qualitative opportunities. Some of the laws that have been taken into account in the design and development of the didactic unit are:

- Royal Decree 126/2014, 28th February, by which the primary school curricular design is established.
- Decree 97/2015, 3rd March, by which is established the order and curricula of Primary Education in Andalusia.
- Order 17th March 2015, by which the curriculum corresponding to Primary Education in Andalusia is developed.
- Order 25th July 2008, about the diversity of students who participate in the educational system in Andalusia.

4. THEORICAL FOUNDATION

4.1. English as a Foreign Language

4.1.1. *English in Primary Education*

The Council of Europe has played a fundamental role in providing a framework of common standards for language teaching and learning across Europe. The creation of the Common European Framework of Reference CEFR (2001) has promoted methodological innovation and new approaches to syllabus design. English language Teaching is now centred on meaning, use and form of the language systems (syntax, morphology, lexis, pronunciation and discourse) as well as skills assessed through can-do statements. General English, in terms of what the CEFR stipulates, is subdivided into 6 levels from A1 to C2.

Since the Ley General de Educación of 1970 in Spain the general tendency has been to include foreign language teaching in school syllabuses from an increasingly young age: with the aforementioned law, this began at 11-12 years old, and it changed to six years old in 1990, with the Ley Orgánica del Sistema Educativo (LOGSE) and this remained the same with the Ley Orgánica de Calidad de la Educación (LOCE, 2002). In 2006 it changed by including the foreign language in the second cycle of Infant Education with the Ley Orgánica de Educación (LOE). A second foreign language has been introduced since 2006 in the third cycle of Primary Education.

The Primary School Curricular design is established by the Royal Decree 126/2004, 28th February. The Decree 97/2015, of 3rd March, establishes the order and curriculum of Primary Education in Andalusia. The curriculum corresponding to Primary Education in Andalusia is described in the Order of 17th march 2015. All these aforementioned orders establish the objectives, key competences, contents, cross-curricular topics, methodology and temporalization, among other things of the subject of this foreign language.

Foreign language teaching has evidently gone through many changes over the last 50 years in Spain, as can be seen merely in the previous information cited. Hence it is also important to highlight that education in the 21st century is intended to be developmental, i.e. helping students not only to learn but, most importantly, to develop the key competences for lifelong learning (European Commission, 2006).

4.1.2. Variables that Influence Second Language Acquisition

According to Pastor Cesteros (2004: 122), there are some variables that influence second language acquisition. These factors are:

- Internal factors:
 - Age. There are two main periods; the critical period and the sensitive period. It is known that language acquisition might be more efficient and easier during childhood but this is not the case when wishing to acquire a language at a later age.
 - Aptitude. According to Skehan (1998: 324) aptitude can be defined in terms of three sub-components: phonemic coding ability, language analytic ability and memory.
 - Motivation. Ellis (1997: 115) states that there are four types of motivation: instrumental (functional purposes), integrative (interest about the language and its cultures), resultative (final achievement) and intrinsic (curiosity).
 - Personality. Some aspects that we can find in different personalities are: self-esteem, extroversion/introversion, anxiety, risk-taking, empathy, inhibition and tolerance/intolerance of ambiguity, among others.
 - Cognitive style: According to Rubio, Perez-Paredes & Luque (2004: 104-140) there are four types of learners; convergers, conformists, concrete learners and communicative learners.
 - Learning Strategies. Oxford (1990: 2013) presents a taxonomy which divides learning strategies into direct and indirect ones. The direct strategies are memory, cognitive and compensation strategies while indirect strategies are meta-cognitive, affective and social strategies.
- External factors:
 - Language contexts. They can be natural contexts (the target language is not the official language) or formal contexts.
 - The role of instruction in different contexts.
 - Input modifications and classroom interaction. The possible input modifications could be linguistic adjustments, phonology, morphology and syntax, semantics, etc.

4.1.3. Stages in the Learning of a Second Language

Learning a foreign language requires a process that follows stages. The time of each phase varies depending on factors such as educational level, interest, motivation and environment, among other things. According to Krashen & Terrell (1983: 39-52) there are five stages: preproduction, production, language emersion, intermediate fluency and advanced fluency.

The preproduction phase lasts between zero and six months. It is a silent phase but students understand five hundred words. Teachers associate words with images and mimic. The production stage lasts between six months and a year. Pupils develop an active vocabulary with a thousand words and they speak through short and basic sentences. They understand yes/no questions and they know some standard language. They are able to read simple texts.

Language emersion lasts between one and two years. The students understand active vocabulary better and comprehend three thousand words. Although there are grammatical mistakes, communication is possible. They start to write paragraphs and answer Wh-questions (why, what, how, etc.).

The intermediate fluency phase lasts one or two years. The pupils have a vocabulary of six thousand words. They start to make complex oral and written sentences. They also express feelings and emotions. They can read advanced texts. They are capable of asking for doubts.

The last phase, advanced fluency, lasts two years approximately. Students are able to tell stories with details and make different types of complex questions. They understand all types of texts due to the deductive capacity of understanding things by the context. They understand complex conversation and they are self-confident.

4.2. Music as a Tool for Teaching English

4.2.1. Music in the Second Language Teaching-Learning Process

We can say that we cannot understand western society without understanding pop music, but we can also say that we cannot understand this type of music without understanding this society. The use of songs in the foreign language teaching context helps to develop not only different linguistic levels, but also to develop psycholinguistic and sociolinguistic aspects.

Two types of learners according to Gardner's Eight Intelligences (1993) are linguistic and musical learners. For this reason, as Gardner states, the use of songs in the process of teaching-learning a foreign language could be very useful for fomenting other intelligences. Moreover, musical intelligence is the first capacity that the human being develops because babies are able to recognize sound while they are in the uterus. Some studies that encourage this theory are: Olds (1985), Crade y Lovett (1988), Hepper (1988) and Lecanuet (1996).

Other academic researchers have long advocated the importance of music in language acquisition. According to Campbell (2001: 19, 26-7) music has many advantages and not only for the development of the personality but it also enhances intellectual development and the capacity of using both hemispheres of the brain. This is also explained by several researchers such as Krashen (1981: 78-9) and Jackendoff (1992: 1-17).

4.2.2. Types of Songs

Songs and rhymes for the learning of English can be divided in four groups: action songs and rhymes, limericks, funny lyrics and guessing games, songs and traditional rhymes and pop songs. With action songs and rhymes students move around, walk, dance, make gestures, jump or simply use their body to imitate what is said in the song's lyrics. It is an example of Total Physical Response (TPR) (Frost, R., 2004 and Carnicina, P.N., 2005: 22-23).

TPR is an approach that was developed by James Asher, a professor of psychology at the University of California. He exposes his methods in books published between 1965 and 1981. TPR intends to teach language through physical activity. The process runs parallel to first language acquisition: firstly, children listen to commands, then they respond physically to these commands, and finally they produce verbal responses. An example could be "Teddy Bear".

Teddy Bear

Teddy bear, teddy bear,
Turn around.
Teddy bear, teddy bear,
Touch the ground.
Teddy bear, teddy bear,

Teddy bear, teddy bear,
Turn around.
Teddy bear, teddy bear,
Touch the ground.
Teddy bear, teddy bear,

Turn around.
Teddy bear, teddy bear,
Touch around.
Teddy bear, teddy bear,
Shine your shoes.
Teddy bear, teddy bear,
Skidoo..

Go upstairs.
Teddy bear, teddy bear,
Say your prayers.
Teddy bear, teddy bear,
Turn out the light.
Teddy bear, teddy bear,
Say good night

With limericks, funny lyrics and guessing games we do not only practice the language, but we also stimulate children to think and reflect on the language. In a limerick the first, second and fifth lines have the same rhyme, whereas the third and fourth share the same rhyme (Demetriou, E. and Ruiz Mas, J., 2009:27):

There was an old man from Peru,
Who found he had nothing to do
So he sat on the stairs
And counted his hairs,
And found he had seventy-two.

Songs and traditional rhymes are normally songs that are used on special dates such as “Merry Christmas”, “Happy Birthday” or “Trick or Treat” or traditional songs like “Mary has a Little Lamb”. They allow children to learn about cultural aspects.

Merry Christmas

We wish you a Merry Christmas;
We wish you a Merry Christmas;
We wish you a Merry Christmas and a Happy New Year.
Good tidings we bring to you and your kin;

Good tidings for Christmas and a Happy New Year.

Oh, bring us a figgy pudding;
Oh, bring us a figgy pudding;
Oh, bring us a figgy pudding and a cup of good cheer.
Good tidings we bring to you and your kin;
Good tidings for Christmas and a Happy New Year.
We wish you a Merry Christmas and a Happy New Year.

We won't go until we get some;
 We won't go until we get some;
 We won't go until we get some, so bring some out here.
 Good tidings we bring to you and your kin;
 Good tidings for Christmas and a Happy New Year.
 We wish you a Merry Christmas and a Happy New Year.

 We all like our figgy pudding;
 We all like our figgy pudding;
 We all like our figgy pudding with all its good cheer.
 Good tidings we bring to you and your kin;
 Good tidings for Christmas and a Happy New Year.
 We wish you a Merry Christmas and a Happy New Year

 We wish you a Merry Christmas;
 We wish you a Merry Christmas;
 We wish you a Merry Christmas and a Happy New Year.

One of the main characteristics of nursery rhymes is their brevity although there are some rhymes that can be infinite because you can add new lines. Some examples of nursery rhymes are “Jack and Jill”, “London Bridge” and “Oranges and Lemons”, among others (Demetriou and Ruiz Mas, 2009: 18-26):

London Bridge

London Bridge is falling down, falling down, falling down.
 London Bridge is falling down, my fair lady.
 Build it up with wood and clay, wood and clay, wood and clay.
 Wood and clay will wash away, my fair lady.
 Build it up with iron bars, iron bars, iron bars.
 Iron bars will bend and bow, my fair lady.
 Build it up with silver and gold, silver and gold, silver and gold.
 Silver and gold will be stole away, my fair lady.
 Build it up with strongest stone, strongest stone, strongest stone.
 Strongest stone will last alone, my fair lady.

Pop songs also have their place here as sometimes young teenagers might consider traditional songs a bit childish and scarcely interesting. In this case, they could

be replaced by pop songs (like those sung by The Beatles, Backstreet Boys, Boys to Boys, Justin Bieber or Robbie Williams, among others).

What A Wonderful World (Louis Armstrong)

I see trees of green, red roses too

I see them bloom for me and you

And I think to myself what a wonderful world.

I see skies of blue and clouds of white

Bright blessed day, the dark sacred night

And I think to myself what a wonderful world.

The colours of the rainbow so pretty in the sky

Are also on the faces of people going by

I see friends shaking hands saying how do you do

But they're really saying I love you.

I hear baby's cry, and I watched them grow

They'll learn much more than I'll ever know

And I think to myself what a wonderful world.

Yes, I think to myself what a wonderful world

4.3. Games as a Resource for Teaching English

4.3.1. Games as a Teaching Method

According to Brewster and Ellis (2004), Byrne (1986), Carnicina (2004), Wright (1984) and Dunn (1986) we can define a game as an enjoyable activity usually involving knowledge, skill, or chance, in which you follow fixed rules and try to win against an opponent. To describe games as a teaching method I am going to analyse and explain the definition:

A game is an enjoyable activity. Games make the language teaching environment more fun. They help to lower the affective filter and make the space between students and teachers closer. They help to motivate pupils.

With games involving knowledge learners have to understand what others are saying. They must speak or write to express their opinions or answers. Games are useful to reinforce, review, extend and focus students' attention on different aspects without them being aware that they are studying.

Games of skill or chance involve multiple intelligences and skills and the teacher must choose a variety of games in which everybody feels successful. Chance can modify the result of a game at any moment and that makes students not lose interest.

With games in which you follow fixed rules each game has its rules that are always unchanging. Children need to know what they have to do and how to play the game. If children do not know all the rules or they are not sure what to do, chaos can appear. Teachers can use mime to explain the rules and help the children to understand them.

Games involving trying to win against an opponent demand that teachers avoid intense competition. However, competition is an element of the game that should not be avoided. Teachers must limit the grade of competition of the students so as not to have problems in the process. Some young children do not wish to participate in games, especially in elimination games because if they lose they are out but, to solve this problem we can give them “three lives” or help the teacher to redeem those that are eliminated.

4.3.2. Game Categories

Different classifications about games from the aforementioned authors (Brewster and Ellis (2004), Byrne (1987), Carnicina (2004), Wright (1987) and Dunn (1986)) allow us to reach the conclusion that games can be classified in several groups according to their aims, their rules or process, their material and their length.

- According to the general aim of the game.
 - Fluency games: These encourage the communicative competence and promote the creative use of language. They are used to provide learners with opportunities to use language. Some example of fluency games are alibis, spot the difference and find someone who:
 - Find someone who: the students have one minute to walk around the room and find at least one person in the class who was born in the same month as they were, have the same number of siblings, the same favourite colour, etc. (give further similar tasks for as much time as they have). They get one point for every person they find. At the end, see how many points each students has. The pupil who has more points is the winner. (Ur: 1998: 27)

- Accuracy games: They are used to improve the learners' command of particular items of language: functions, grammar, pronunciation, spelling or vocabulary. Their purpose is to reinforce and possibly extend what has been taught. Some examples of accuracy games are:
 - Grammar games: Find someone who, noughts and crosses, 20 questions.
 - Pronunciation games: Chinese whispers
 - Spelling games: Anagrams, hang man, word creation, word chain.
 - Vocabulary games: Bingo, categories, I spy, market game, odd man out, Pictionary, snap and colour-colour.

I spy means "I can see". The teacher demonstrates the game saying the phrase I spy with my little eye something beginning with the letter b, and pointing then to a book, a blackboard, and so on. The students are then asked to guess what object, beginning with the letter specified, the teacher is referring to.
- According to their rules or their process.
 - Elimination games: The participants who make a mistake are left out. Examples of these games are market game, Simon says, true or false, word chain, what's the time Mr. Wolf? and colour-colour.
 - Guessing games: One participant has to guess something that the other has thought of, for instance in Alibi
 - Alibi: Ask three students to leave the classroom and devise their 'alibis' for the previous evening. Explain to them that they must know the exact details of what they did and where they went. They must have been together the whole time. Make groups with the rest of the class. Each group will decide questions to ask. Then, bring the suspects back into the classroom and each one will go to each group separately for questioning. Any difference between the suspects' stories will be seen as proof of guilt. At the end of the questioning sessions, gather the evidence from the three groups orally and take a class vote to decide which of the students is guilty. (Carrier, 1980: 29 and Lee, 1986: 34).

- Memory games: The students have to remember something or repeat a pattern. Some examples of these types of games are market game and permanism.
 - The traditional version of Market game involves saying the following sequence to students: Yesterday I went to the market and I bought.... The first player completes the sentences with an item (e.g. Yesterday, I went to the market and I bought bananas). The second player repeats that sentence and adds another item (e.g. Yesterday, I went to the market and I bought bananas and apples). And the same with the following students. When the chain breaks down because somebody cannot remember the sequence, the player has another opportunity but if they are wrong, they will be left out of the game. The winner is the player who can say the whole sequence. (Byrne, 1987: 102).
 - Permanism: Make groups of four/five students. The teacher gives out a set of cards (e.g. one with an image of a colour and one with the name of the colour). Lay the cards in neat rows face down. One player picks up two of the cards. If they match, he/she keeps the two cards and can pick up two more. When two cards are picked up which do not match, they must be shown to the other players and replaced in exactly the same position from which they were taken and then the next player has a turn. It continues until all the cards have been paired off. The player with the most pairs is the winner. (Wright, 1987: 147).
- According to the material that is needed.
 - Board games: They are games that require a board, dice, counters and, sometimes, chance cards. Some examples of this type of game are snakes and ladders and never on a Sunday.
 - Card games: These are games that need cards. They could be made of paper, construction paper, wood, etc. Permanism, pictionary, snap are some examples of this type of game.
 - No resources required: There are games that do not require any specific material or just a pencil, paper or the blackboard. An example of this type of game is colour-colour.

- According to the length. There are short and long games. The length of the game depends on its type. Short games that can be repeated several rounds are better than longer games; sometimes the element of fun will be lost if the game is too long.

4.4. Drama in the Teaching English Process

4.4.1. Drama as an English Teaching Resource

At the beginning of the XXth century in the United Kingdom Caldwell Cook, who was a Primary teacher, started to use drama in the classroom. He adapted books, fables and short plays for his pupils. He used drama as a teaching method. After that, in the United Kingdom and in the United States theatrical companies emerged that acted in schools and high schools. This practice has spread around the world. (Cuartero de los Ríos, 2014: 14).

Drama has been part of the curriculum since the General Law of Education of 1970, included it in the teaching of Arts. In later laws drama is used not only in the teaching of the Arts but also in physical education and literature, among other subjects.

Zaro and Salaberri (1993), in their book *Contando Cuentos*, insist on the natural acquisition of the language and students' necessity to communicate. The content-based syllabus is based on this, as the grammar and the activities are based on the students' interests. . For these reasons, drama activities help in the English classroom to improve oral comprehension and expression. Moreover, they also aid in the development of creativeness, personality, sociability, self-esteem, improvisation, confidence as well as creating a better atmosphere in the classroom.

One of the first books of activities of drama to be used in schools was published by Maley and Duff in 1978. It has 150 activities of drama.

4.4.2. Types of Drama in English Language Teaching

Drama activities can include songs, rhymes, chants, miming, simulation, micro-dialogues, role-play, socio-drama and improvisation according to the age and level of the students. The first three (songs, rhymes and chants) are very easy for young learners. For this reason, let us now explain briefly some of these other activities in order to see how they can be useful in the classroom.

Dougill (1987, 13) defines mime as “a non-verbal representation of an idea or story through gesture, bodily movement and expression”. It helps develop the imagination and observation. Mime activity is usually followed by exercises in which mimed words are spoken. An example of mime could be a guessing game in which one student has to describe something (animal and film, among others) through mimicry and the rest of the class have to guess what it is.

According to Davies (1990: 87-99) a simulation is where the learners discuss a problem in a defined setting. Jones (1982: 89-102) added that reality is the key in simulation. Simulation is often a problem-solving activity in which the students show their own personality, experience and opinions (Livingstone, 1983: 6).

Micro-dialogues are good to get our students familiar with the oral component of the language. They are exposed as oral mediums first, and they partake in mock situations which might well occur to the students in real life.

Livingstone (1983: 6) states that role-play is “a classroom activity which gives the student the opportunity to practice the language, the aspects of role behaviour, and the actual roles he may need outside the classroom”. Role-play constitutes one step ahead with respect to micro-dialogues. It mirrors daily conversations a little better than micro-dialogues, which are centred more on the practice of a certain grammar point. It is an example of a role-play or/ and simulation activities. In that activity one child is the receptionist and the other (they could be one or two) is the visitor. They have a guideline and they have to make a short dialogue following this structure.

Reception clerk	Visitors
Greet the visitor	Introduce yourself and give a reason to be there
Offer to take their coat and their umbrella	Refuse, give a reason
Invite the visitor to sit down	Accept

Offer a drink	Refuse
Offer to get the visitor a magazine while he/she is waiting	Accept or refuse

Sociodrama is defined by Scarcella (1983: 240) as “a series of student enactments of solutions to a social problem”. The key point of this technique is that it allows the teacher or the students to decide on their roles and courses of actions.

Theatre is one of the most useful drama resources that the teachers can do with their students in the classroom. There are a lot of well-known fairy tales that can be adapted for making a play. One example of a tale that could be adapted is *Little Red Riding Hood*:

Little Red Riding Hood – called “Red” for short- lives with her mother near a lovely Wood. Her granny lives on the other side of the wood. One day, Red’s mother tells her that her granny is sick. She wants Red to take some food for supper to her granny’s house because the old lady can’t go out. Red is delighted because she loves her granny very much. Her mother tells her to wear her red coat and to be careful not talk to strangers. She says she’ll be over later.

The basket is quite heavy so Red has to rest every now and then. She meets some of her friends on the way. As she’s picking the flowers a wolf appears. He’s very polite but Red is scared and runs off telling him that she’s on her way to see her sick grandmother.

The wolf moves quickly and arrives at her grandmother’s house before Red. He knocks on the door. The grandmother thinks it is Red and opens the door. The wolf rushes in. He shoves the old lady into a cupboard. Then he puts on her clothes and hides in the bed. Red arrives and comes in. She asks her grandmother how she’s feeling and notices a change in her ears, her eyes, and most of all her mouth. The wolf suddenly jumps out and tries to grab Red. But because he’s wearing the old lady’s glasses, he can’t see anything. Red takes out the pepper her mother had packed for her grandmother’s dinner and throws it at the wolf. He begins to sneeze violently! Not able to see and constantly sneezing, the wolf falls through the window.

Red looks for her granny and helps her out of the cupboard. They sit down and plan their supper – without pepper!¹

¹This is an adaptation that is part of the theoretical material of the subject of “Music, Art and Craft and Drama as Teaching Resources in a Foreign Language”, a subject that is in the Foreign Language Mention in Primary Education at the University of Córdoba, Spain).

Another possible activity is to prepare a puppet show in groups. One person reads the plot and the other pupils perform it. An example could be *Winnie the Witch* (Korky,P and Valerie, T., 2000).

WINNIE THE WITCH

Winnie the Witch lives in a big house in the forest.

The house is black with a black roof.

The carpets are black. The chairs are black.

The doors are black. The bed is black

Even the bath is black.

Winnie lives in her black house with her cat, Wilbur. He is black too.

Wilbur has got green eyes.

When he sits on a chair with his eyes open,

Winnie can see him.

Well, she can see his eyes. But when Wilbur closes his eyes and goes to sleep,

Winnie can't see him

she sits on him. When Wilbur sits on the floor with his eyes open, Winnie can see him.

Well, she can see his eyes!

But when Wilbur closes his eyes and goes to sleep,

Winnie can't see him

and she trips over him.

One day Winnie trips over Wilbur and falls down the stairs.

She is angry.

She waves her magic and.ABRACADABRA!

Now, Wilbur is green!

Now, Winnie can see Wilbur when he sleeps on a chair.

Winnie can see Wilbur when he sleeps on the floor.

She can see Wilbur when he sleeps on the bed.

Winnie says: 'Wilbur! Get off the bed!'

Winnie is angry.

Winnie puts Wilbur in the garden.

Wilbur is green. The grass is green.

Winnie can't see Wilbur.

Oh dear! Winnie trips over Wilbur,

does three somersaults,

and falls into a bush.

Winnie is furious.

She picks up her magic wand,

waves it five times, and...

...ABRACADABRA! Wilbur has got a red head, a yellow body, a pink tail, blue whiskers, and four purple legs.

But his eyes are still green.

Now, Winnie can see Wilbur when

he sits on a chair, when he sits on the carpet, when he sits in the garden.

And even when he climbs to the top of a tree.

Wilbur sits at the top of the tree

because he is miserable.

He looks ridiculous.

Even the birds laugh at him.

Wilbur stays at the top of the tree all day and night.

Next morning Wilbur is still at the top of the tree.

Wilbur is miserable. Winnie is miserable too, because she loves Wilbur.

Winnie says: 'Poor Wilbur!'

Winnie has an idea.

She waves her magic wand and ABRACADABRA!

Wilbur is a black cat again.

He is very happy.

Winnie waves her magic wand five times.

ABRACADABRA!

Now, Winnie has got a yellow house with a red roof and red doors.

The chairs are white.

The carpet is green.

The bed is blue and the bath is white.

And now, Winnie can always see Wilbur.

5. DIDACTIC UNIT

5.1. Contextualization

5.1.1. Context

My didactic unit is directed at a group of 24 students in the 3rd year of primary education with a good level of curricular competence. We know this level due to the fact that at the beginning of the academic year the school carries out an initial evaluation about the knowledge that the children have from previous years. They attend a bilingual C.E.I.P (Colegio de Educación Infantil y Primaria), situated in an Andalusian village called Úbeda. The village has a large population of young people and it also has another five pre-schools and primary schools as well as three secondary schools.

The sociocultural and economic level is average, the parents show an interest in the education of their children and absenteeism is extremely low. Currently, the population of the area is growing, thanks to the arrival of families of immigrants who bring their children to the school and who are integrated without problems. The school has two classes in each academic level (from Infant to Primary Education).

The teaching timetable is from 9am to 2pm Mondays to Fridays. Meetings of teaching teams, co-ordination, tutorship, staff meetings and extracurricular activities, are held on Monday and Tuesday afternoons.

The school, amongst other teaching areas also has:

- A music room.
- A gymnasium
- Laboratory.
- Room for audition and language
- Room for therapeutic pedagogy.
- A staffroom.

Plans and educational projects

- Attention to diversity genre project (coeducation).
- Encourage Reading Project.
- “School Place of Peace” Project
- Educational programme about readers and use of school libraries.
- Learning Communities to certain schools.
- Grow with your tree programme

- Labour Risk Prevention Programme

5.1.2. Participants

For the development of this didactic unit, as explained in the section above, I have a classroom in the 3rd year of Primary Education with 24 pupils in each one. These students are between 8-9 years old. Following my notes from the University based on some studies by different authors (such as Roth (1998) and Scott and Ytreberg (1990), I have made the following summary about some characteristics and each of them has consequences for teaching:

- Students at this age are realistic and rational. Their basic concepts are formed and children ask questions all the time because they want to know all new things. For that reason, the teacher will need a wide range of information and resources to work with.
- A variety of resources, activities and methods must be used because the concentration of students of this age and their attention span are still rather short.
- Students are able to work with others and learn from others so the teacher should favour group work to encourage sociability, sharing, concentration and cooperation, avoiding competition.
- Pupils rely on the spoken word as well as the physical world to convey and understand meaning. Activities which include movement and involve the senses help the students to learn.
- Children like talking. They are competent users of their mother tongue: they understand abstract concepts, symbols, generalizations and systematization. They are aware of the main rules of syntax in their own language. Students like to experiment with the language and play with it. They bring this first language awareness to the second language.
- Pupils become aware of language as something separate from the events taking place. When they start to read the language becomes something permanent.
- They are able to make decisions about their own learning and have definite views about what they like and do not like doing. For that reason, teachers should talk to the children regularly about their progress; stressing the

positive side of things and playing down what the pupil has not been able to master yet. The teacher should persuade the child to do the activities.

5.2. Objectives

The objectives (according to Decree 97/2015) are the design and realization of activities aimed at attaining educational goals, in other words, they promote the entire development of the student in order to ease their access into society.

Taking this into account and the general objectives of the academic stage under study according to Royal Decree 126/2014 and Decree 97/2015 and the general objectives of English Language area for Andalusia from the Order 17/3/2015 the objectives I propose for this unit are:

- To let the students get in contact with English and use it as a means of communication.
- To promote their participation in classroom interaction.
- To use one's own ability to understand simple sentences.
- To use sentence structures to ask and give information correctly and coherently.
- To use vocabulary and grammar structures correctly and coherently.
- To respect those who speak a different language and have a different culture.
- To appreciate and use one's own ability to understand different situations.
- To understand the importance of sharing school material and one's own material.
- To value other non-linguistic resources to understand a foreign language.
- To appreciate the importance of participating creatively and responsibly in group activities and the co-operation of one's fellow students.
- To play games and sing songs to memorize the vocabulary taught in this unit.
- To consider and use one's own ability to understand and make oneself understood in classroom activities.
- To use correct pronunciation and intonation comfortably in natural and spontaneous situations.
- To respect and appreciate other peoples' preferences.
- To read and understand written texts.
- To write short texts correctly.

5.3. Key Competences

Key Competences (Decree 97/2015) are a combination of abilities, practices, knowledge, motivation, ethical values, attitudes, emotions, and other social components and behaviour used together in order to achieve proficiency.

For the acquisition of competences and their effective integration in the didactic unit, integrated learning activities have been designed which allow students to go beyond the results of learning more than one competence at a time. The Key Competences that are in the Royal Decree 126/2014, 28th of February by which the curriculum of Primary Education is established (Article 2: 19352) and in the Decree 97/2015, 5th of March that establishes the organization and the curriculum in Primary Education in Andalusia (Article 6: 15) are the following:

1. Linguistic Competence. This skill refers to the use of language as a tool for oral and written communication, representing, interpreting and understanding reality, constructing their own knowledge and communicating it to organise their thoughts, emotions and behaviour.

2. Mathematical Competence and basic competences in science and technology. Mathematical skill is about the ability to use and relate numbers, basic operations, symbols and shapes, mathematical reasoning to produce and interpret different types of information and also to lengthen one's knowledge about quantitative and spatial aspects, solving problems related to daily lives and the labour market. Science and technological competence is useful to move around adequately, with autonomy and personal initiative in aspects of life (such as health, productive activity, consumerism, science, technological processes, etc.) and to interpret the world.

3. Digital competence. It involves creative, critical and secure use of technologies to search, obtain, process and communicate information. This incorporates different abilities, which range from access to information to transmission on different formats in order to achieve the objectives associated with work, employability, learning, use of leisure time, inclusion and participation in society.

4. Learning to learn. These are skills designed to enable permanent learning that occurs throughout one's life and which takes place in different contexts, in an efficient and autonomous way, in accordance with everyone's objectives and needs.

5. Social and civic competences. Based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the

Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.

6. Initiative and entrepreneur spirit. This refers to the acquisition of conscience, values and personal attitudes to act responsibly with perseverance, increasing self-esteem, creativity, self-criticism and emotional control. Students will learn to choose, estimating risks and facing problems, learning from errors and assuming risks.

7. Cultural awareness and its expressions. This helps students to learn and understand, valuing and appraising critically different cultural and artistic manifestations, using them as a source of enrichment and considering them as part of their heritage. This competence also includes an expressive component referring to the proper capacity of aestheticism and creativity and the domain of those capacities related to different artistic and cultural codes in order to use them as a way of communication and oral interaction.

5.4. Contents

The contents are the objectives of the teaching and learning process which are useful and necessary for the student's personal development (Royal Decree 126/2014), understanding what is precise or concrete, not only conceptual aspects but also procedures from which knowledge is built (abilities, skills, techniques and strategies), such as attitudes, values and norms developed in the school for achieving the key competences and the different proposed objectives.

Following the contents that are established by the Order 17/3/2015, the contents that I propose are the following:

CEFR DESCRIPTORS (A1)	GRAMMAR	LEXIS
CAN-DO STATEMENTS Listening Can understand simple isolated phrases	What colour is ...?	Colours: blue, white, green, purple, pink,

and sentences. Can follow speech, which is very slow and carefully articulated. Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements. Reading Can understand very short, simple texts/a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. Can get an idea of the content of simpler information and short simple descriptions, especially if there is visual support. Speaking Can make an introduction and use basic greeting and leave-taking expressions. Writing Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects. Interaction Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying please, thank you, sorry, etc. Can link words or groups of words with very basic linear connectors like “and” or “then”.	What’s the weather like? Present Simple Can / can’t (negative, affirmative and interrogative). Demonstrative: this, that, these and those. When But	red, orange, brown, yellow, black. Rooms: bathroom, bedroom, dining room, kitchen and living room. Home objects: bath, carpet, chair, sofa, window, door, roof, etc. Prepositions: in, on, under, in front of, behind, next to, between and at. Parts of an animal’s body: tail, head, eyes, legs, body and whiskers. Natural things: tree, roses, sky, rainbow...
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Table 1.Contents of this unit. Source: Created by the author.

5.5. Methodology

5.5.1. Methodological Orientations

The Royal Decree 126/2014, in the methodology orientation paragraph, defines methodology as a series of strategies, procedures and actions organized and planned by the teachers in a conscious and reflexive way, with the purpose of making possible the learning process and the achievement of objectives.

Learning is a social and personal process that each individual makes when he/she connects actively with other people and the culture where he/she lives: For that reason, the communicative processes essential. It involves:

- Making an atmosphere that favours the interaction teacher-students.
- Valuing ideas and personal conceptions at each moment

Over all, the principles that are going to orientate my activity will be:

- Active and constructive methodology.
- Motivating methodology.
- Attention to diversity.
- Sensitivity for a value formation.
- All the curricular decisions will be coordinated by the teacher team.

5.5.2. Methodological Strategies

Learning Theories, A to Z by David C. Leonard (2002), which is about different authors and their theories, such as Piaget's Genetic theory, Vigotsky's Social Learning theory, and Ausubel's Significant Learning theory, provides me with a valid framework from which my didactic principles will be structured:

1. Learning to learn.

This has to do with "knowing something" and "doing something", keys of the scholar's learning process, which leads us to the necessity of establishing three essential didactic principles, present throughout the teaching/ learning process in all areas: exercise attention, thought, memory, and what we call "methodology of strength". These keys which support this Project formulate the following principles:

- A permanent connection with previous ideas and the creation of new knowledge creating new thinking areas.
- Activities for motivation before each didactic unit. These activities should centre student's attention and awake interest for new learning in a comfortable environment.
- A clear and a systematic development of the contents focusing key concepts and basic concepts, which students should learn and memorize.
- A sheet of activities for comprehension and interiorization of the contents, distributed by the rhythm of the teaching learning process combined with the deductive and inductive approaches, always in the context of learning understood as research and discovering.

- Activities for continuous and formative assessment where we can see the progression of the student around the process of learning.

2. Learning to do.

This didactic principle intends to transform the knowledge students have acquired into tools for acting in reality, that is to say, to influence their personal environment and help them participate in active life in the future. I propose

- The presentation and development of knowledge combined in all the areas in a practical way and in a theoretical one. “Resolution of problematic situations” contextualized in all the learning fields.
- To favour “cooperative learning” beyond the proposal of “group activities” and the elaboration of “cooperative projects”. Besides enriching all levels of knowledge, these activities also promote the development of essential attitudes and behaviour such as, responsibility, cooperation, solidarity and agreement.

3. Learning to live.

Students should be prepared according to the society they live in, in terms of democracy, participation and plurality. A society is not understood without this. From my perspective, education in values is a fundamental irreplaceable component in the days we live. It should appear in the following perspectives:

- It should be considered as a cross- curricular component, in all the subjects which take part in the teaching-learning process.
- Inside of the didactic unit concerning the aspects of the classroom, time and concrete spaces should be devoted to treat conflicts which occur day after day in the classroom or the society.

4. Learning to be.

This appears with the union of the three previously established principles, “learning to be” is a kind of learning which contributes to the personal development of the student. In this sense, the words from the Report of the International Commission for the Development of Education (Madrid, 1987: 91-103) clarifies:

The development of the education has the objective of complete deployment of the human being in all his richness and the complexity of his expressions and compromises: individual, member of a family and of a community, citizen and producer, inventor of techniques and dreams creator.

5.5.3. Activities

5.5.3.1. Types of Activities

Taking into account the objectives, competences and contents established, the activities proposed are established as follows by their affinity:

1. Warming up activities: Should wake the learning sequencing. They try to introduce the topic encouraging the student from an attractive point of view, creating a motivating atmosphere in order to face the new knowledge input.
2. Diagnostic activities: They permit a retake on previous knowledge, procedures, and attitudes previously studied by students and necessary for the learning development process. At the same time, this allows us to recognise where difficulties may arise for success as well as mistakes in their previous “conceptual map”.
3. Development, research and fossilization activities: Beyond a sequenced work, the intention is to make students understand concepts and procedures and acquire the attitudes dealt within this didactic unit in order to apply them to real and daily situations for them. Combining this with deductive and inductive learning, they are prepared for the teacher as a way of achieving the established objectives.
4. Reinforcement activities: these are generally created for helping lower level students with learning difficulties or specific needs. Inside this group we can find also activities for those students which are faster in order to follow a continuous progression in their learning process.
5. Assessment activities: After the resolution of synthesis activities based on the contents of the unit, students remember and practice such knowledge and the teacher should check if they have learned and assimilated it properly.

These activities are present throughout the unit, at the beginning (initial evaluation) in the middle (continuous assessment) and at the end (accumulative evaluation).

5.5.3.2. Criteria for the Selection of Activities

To select the activities we need to have into account some criteria:

- Activities must be coherent and must develop the skill which appears in the objective of the learning process.
- They must be as significant and pleasant as possible for the student.

- They must be adequate for the development and possibilities of both the group and individual students.
- There are many different activities to achieve an objective.
- It is convenient that each terminal objective has its specific experiences.
- The activities must encourage the previous participation of the student in their planning.

5.5.4. Temporalization

In Appendix II of the Order 17th March 2015, which deals with the timetable for the different areas of Knowledge in Primary Education, the timetable distribution in Primary Education assigns three hours per week to the Foreign Language in the 2nd Cycle of Primary Education of approximately 45 minutes.

This unit has a duration of two weeks, consisting of 8 sessions. When we start the lesson we spend no more than 3 minutes on a daily routine which consists of a pupil going to the blackboard each day to write the date and spelling it and he/she has to answer about the weather. At the end of the class we are left with two minutes to tidy up.

5.5.5. Materials and Resources

When we develop the unit we must consider what materials and resources are best suited to work with the contents and to achieve the objectives and competencies that we have proposed. Therefore, the teacher must ensure the supply of material that promotes all areas of development (motor, sensory, manipulative, logical, expression and comprehension) establishing a balance between different types. At the same time one has to take into account the amount of materials and resources offered: excess material can cause lack of attention, chaos, distress in the election ... On the contrary, scarcity can lead to disinterest, boredom...

The materials and resources we use in this programme are grouped into:

1. Human:

- Professor: a motivating resource, mentor, guide and evaluator using didactic action.
- Student: a subject of "active" learning experiences.
- Specialist Teachers, external equipment (psychologists, pedagogues...).

2. Physical:

- Classroom.
- Zone of the community: hall, library and sports facilities.
- Library Resources: specific texts, encyclopaedias, murals, etc.
- Audiovisual and computer media: computer, digital screen and projector.
- Material for teacher: curricular documents, tutorials and - Material for the student:
 - Printed material: textbooks, dictionaries, flashcards, posters...
 - Consumables: booklet of activities, photocopies, notebooks, sheets, cardboard and recyclable materials...

In conclusion, we could say that the type of material that we offer is essential for developing all the possibilities of action, manipulation or intellectual work by students, taking into account that the value of the material is not in itself but the possibilities of action it provides, in accordance with the objectives and key competencies previously defined.

5.5.6. Groupings

Understanding education as a process of communication and the school as an organized communicative relations context, the organization of the subjects by themselves in the educational process cannot be other than a diversity of groups: a large group (for briefing, motivating activities, discussions, brainstorming, songs...), small groups (teamwork, cooperative learning, exhibitions), in pairs (establishing relationships of freedom, cooperation and assistance) and individual (personal work).

. The organization of pupils in teams favours the development of responsibility, participation, cooperation and assistance; avoiding individualistic attitudes without prejudice to individual work.

Based on the Lancaster School of 1778, the forerunner of cooperative learning of Vygotsky, the design of the various groupings (which must be flexible and balanced) will favour the small group, so that students are integrated with different capacities and levels of development and learning, facilitating the exchange of ideas and shared knowledge construction.

5.5.7. Attention to Diversity

Attention to diversity (Decree 97/2015) is known as a set of educational actions which has led to a response to the different capacities, rhythms and learning styles, motivations, interests, socio-economical, cultural, linguistic and health situations of the pupils. Attention to diversity supposes a huge concept of educational actions that help overcome learning difficulties. Diversity is an easily observable reality, and its adequate attention is one of the pillars on which the educational system is based. In my didactic unit, attention to the diversity will be carried out as follows:

- Starting on an initial assessment of student that permits detecting their previous knowledge to facilitate the adaptation of the new contents that they must learn.
- Adaptation to the individual and social characteristics of each child.
- Offering a common cultural background and respecting individual peculiarities.
- Making the necessary curricular adaptations.
- Adopting a methodology that favours the learning of all students in their diversity.
- Modifying the time dedicated to learning.
- Adapting the activities to the individual differences of the children, planning reinforcement and extension activities. They will be similar activities but with different grades of difficulty.
- Requesting advice from the Educational Guidance Team (Equipo de Orientación Educativo) when necessary.
- Coordinating advice from the special needs teacher.

5.6. Lesson Plans

Lesson1

Activity 1

At the beginning of the lesson the teacher is going to do what is explained in the temporalization part, a short warm up about daily routines which consists of a pupil going to the blackboard each day to write the date and spell it and he/she will have to answer a question about the weather (What is the weather like today?). (3 minutes)

Activity 2

It is essential to know the previous knowledge that children have. So, to do that, the teacher will ask the students to say all the objects that they know in a house and he/she will write then on the board leaving the centre or the board free. The teacher also adds some words that the pupils have not said before. (5 min)

Activity 3

The children will be asked to look in the dictionary for five words that they do not understand or have doubts about their meanings. They do that in pairs. After that, the teacher will put in the centre of the board a poster with a house with its different parts and the pupils have to say in which part of the house each object belongs to. (20 minutes)

Activity 4

They are now going to listen to a song by Louis Armstrong which includes vocabulary of colours: 'What a wonderful world'. They also can watch a video of the song at the same time that they are listening to help them in their understanding. So, to make the first contact with this song the teacher will play the song after correcting the activity about the rooms and objects of the house. (10 minutes) The video that the teacher uses, that are with animation pictures, is available in the following link: <https://www.youtube.com/watch?v=MffHRzy4bao>

Activity 5

At the end of the session the teacher asks everyone to tidy up. Normally, the teacher can use a song that the children know about tidying up and they have to sing the song at the

same time that they do so. (2 minutes):

https://www.youtube.com/watch?v=LV1sMws_Gqg

Lesson2

Activity 1

At the beginning of the lesson the teacher is going to do the daily routines. (3 minutes)

Activity 2

The teacher explains to the students the drama activities that they are going to do (a performance of Winnie the Witch's story with puppets). This explanation is going to be given with the help of the art teacher who is going to guide the pupils to make their own puppets. (5 minutes)

Activity 3

The children are going to be separated in groups of 6. Each group needs to make their own puppets about the Winnie the Witch history (the text of the story is in section 4.2.2 about types of drama in English language teaching): 1 Winnie the Witch, 2 houses (one black and one colourful), 3 cats (one black, one green and one colourful), 2 carpets (one black and another green), 2 baths (a black and a blue one), 2 chairs (one black and one white), 2 beds (one black and one white).



Image 1. Winnie the Witch's puppets. Source: by the author

They have to colour the pictures and cut them out. After that, they have to stick them on a stick that the teacher gives them. To help the children understand the story, the teacher

puts the video on and tells the children to colour the pictures with the right colours and the teacher also explains the video with the help of the text that the teacher gives to the children. (The text is at the end of the section 4.4.2. Type of Drama in English Language Teaching) Video: <https://www.youtube.com/watch?v=NkwLOhFgXL0> (35 minutes)

Activity 4

And at the end of the session the teacher asks everyone to tidy up. (2 minutes).

Lesson3

Activity 1

As in all lessons at the beginning of the lesson the teacher is going to do the daily routines. (3 minutes)

Activity 2

In this session the students are going to learn how to use the verb ‘can’ in its affirmative, negative and interrogative forms. The teacher explains this to them on the board showing several examples of each type of sentence. In order to practice the teacher uses the video of *Winnie the Witch*, that they watched the day before, when it says that Winnie can or can’t see Wilbur (e.g. minute 1.24-1.30). So the teacher plays the video and stops it in some parts (the parts that are about if Winnie can or cannot see Wilbur) and asks the pupils “Can Winnie see Wilbur? And the students have to answer the questions. When all the children have understood, the teacher gives them a piece of paper with some sentences with can/can’t/can...? to check if they understand how to use the verb correctly. The teacher uses several types of sentences. This second activity is not about the story and children know if the sentences are interrogative, positive or negative by an emoticon picture next to it. (30 minutes).

Examples of the written sentences:

- Mary _____ the piano. (play, 😊)
- Paul _____ a bicycle. (ride, 😞)
- _____ Peter _____ the television? (see, 🤔).
- _____ (eat, 😞).
- _____ (write, 🤔).

Activity 3

Then, they are going to watch the video of *Winnie the Witch* understanding better what the story is about because they know the verb ‘can’ in its different possibilities. (10 minutes)

Activity 4

At the end of the lesson the teacher tells everyone to tidy up. (2 minutes).

Lesson4

Activity 1

To start with the lesson the teacher is going to do the daily routines. (3 minutes)

Activity 2

After the daily routines students are going to learn new vocabulary. To do that the teacher uses different resources (flashcards, the projects with pictures about *Winnie the Witch* and the lyrics of the song, among other things). To begin with the vocabulary, the teacher projects an image of Winnie’s home with the different rooms and objects of the house. In the same groups of the previous days the children have to fill a table with the different rooms and put in each square the words that they can see in the rooms and also the objects that they know. (15 minutes)

KITCHEN	BATH	BEDROOM	LIVING ROOM	DINING ROOM
Cookery, spoon, knife, fork, glass, plate...	Bath, shower, towel, mirror...	Bed, desk, chair, wardrobe...	Bookshelves, television, carpet, sofa, armchairs...	Table, chairs, shelves...

Table 2. Rooms and objects of a house. Source: created by the author.

Activity 3

In order to revise the colours, the children have to do a worksheet about Wilbur. To do that, they will also revise the parts of an animal’s body that they learnt in the natural science class and prepositions which they learnt in the previous unit. To do that, the teacher plays the *Winnie the Witch* video another time to let the students see the colour of Wilbur. (25 minutes)

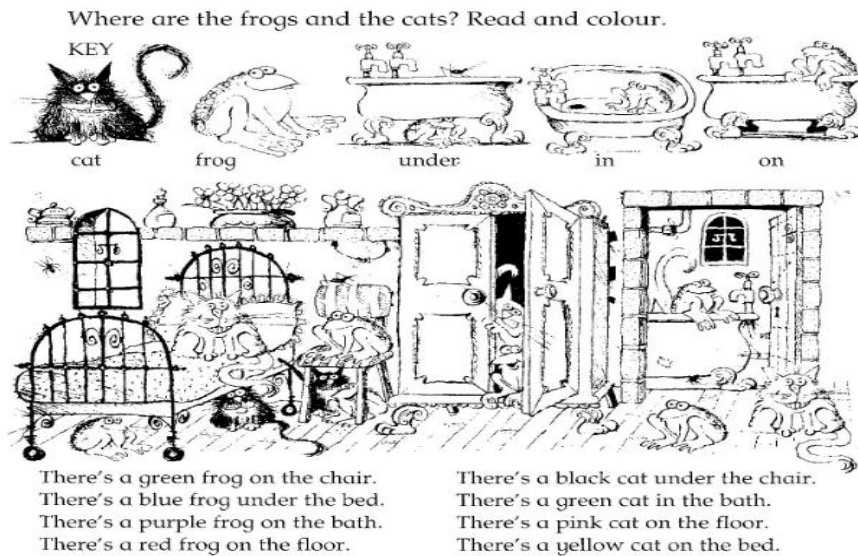


Image 2. Wilbur reviews colours, objects of the house and prepositions. Source: Extracted from the Internet: <http://fuentesenglishcorner.blogspot.com.es/2013/11/winnie-witch-activities-sheets.html>

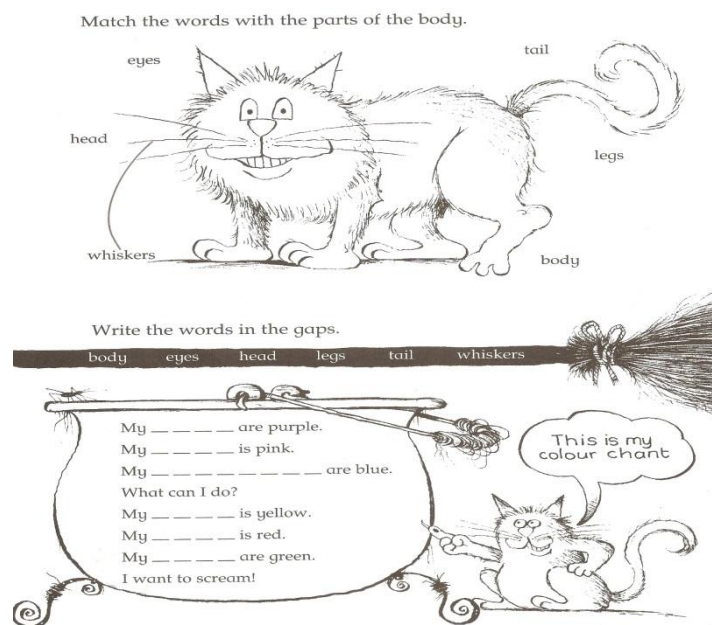


Image 3. Wilbur reviews colours and parts of an animal's body. Source: Extracted from the Internet: <http://fuentesenglishcorner.blogspot.com.es/2013/11/winnie-witch-activities-sheets.html>

Activity 4

At the end of the lesson the teacher tells everyone to tidy up. (2 minutes).

Lesson5

Activity 1

As at the beginning of each session, the teacher is going to do the daily routines. (3 minutes)

Activity 2

In this session children are going to start preparing a drama activity with the puppets that they made in the second lesson. In groups and with the lyrics of the *Winnie the Witch* story they are going to distribute the puppets. What they have to do during the performance (while the teacher reads the story) is to show the correct puppets when the teacher mentions them. Pupils practice the story several times. The teacher goes group by group helping them to do this activity correctly and solving possible doubts. (20 min)

Activity 3

The students then have to sing the song that in previous lessons they have heard and watched. They do it several times and after that the teacher is going to show some words of the song: some of them are easy but there are others that are more complicated (tree, rose, bloom, sky, cloud, bright, blesses, sacred, myself, rainbow, pretty, shaking hand, cry and grow), and the pupils have to say what they mean and if they do not know they have to look for them in their dictionaries. After understanding the song, they sing it one more time. (20 min)

Activity 4

At the end of the lesson the teacher tells everyone to tidy up. (2 minutes).

Lesson6

Activity 1

At the beginning of the lesson the teacher is going to do the daily routines. (3 minutes)

Now the children are going to revise the vocabulary that they are learning (colours, rooms and objects of a house). In order to do so the teacher is going to introduce several games such as I spy, permanism and bingo:

Activity 2

They play I spy in pairs. To play “I spy” students have a flashcard where there are the different rooms of the house with the objects too. (10 minutes)

Activity 3

Pupils play permanism in groups of four. To do that, each group has a set of 30 matching cards that the teacher gives them. While they play, the song of this unit is played in the background. (15 minutes)

Activity 4

And the whole class plays bingo together. The teacher gives out the grids (each grid is a table made on the computer that is composed of 15 squares; 3 files and 5 columns) and asks the children to draw pictures in the spaces (a different one in each space). They must choose them from the picture on the wall about the vocabulary that they have been working on (colours, parts of an animal and objects and rooms in a house). The teacher begins by being the first caller and puts the pictures in a box and mixes them. Then, he/she pulls one out saying “This is a...”. The first child who has all his/her grids covered wins and is the following caller. (15 minutes)

Activity 5

At the end of the lesson the teacher tells everyone to tidy up. (2 minutes).

Lesson7

Activity 1

At the beginning of the lesson he teacher is going to do the daily routines. (3 minutes)

Activity 2

This session is the start of the final evaluation. To begin with, the teacher gives a sheet out to each student. This sheet is a writing-reading exam in which there are activities about the vocabulary that they have been learning (filling gaps, matching tasks, colour activities, among others) and there are also grammatical tasks with can/can't (affirmative, negative and interrogative sentences) and sentences using the demonstrative (filling the gaps, complete sentences and transforming sentences). (15 minutes)

1. Complete the first sentence with the name of the animal and colour it according to the description.

Willow is a _____. It has green eyes. Its tail is blue and its nose is pink. Willow has red whiskers and black legs. Its body is yellow and its ears are purple.



2. Find the words in the letter soup.



H	D	O	A	F	N	E	X	O
O	B	E	C	H	A	I	R	L
U	R	T	R	E	E	M	A	P
S	V	B	R	T	Y	I	I	O
E	C	A	E	S	B	E	N	N
P	L	U	M	D	A	F	B	H
C	A	R	P	E	T	A	O	D
C	U	P	L	U	H	X	W	A
M	L	R	O	S	E	U	Y	E



3. Write the sentences using can / can't following the example.

The cat can't run fast but it can sing well.

can	can't
	
	
	
	

4. Match the sentences according to the picture and put the name of the rooms in the picture.



There are 4 chairs in the living room
 There is 1 television in the kitchen
 There is a bath in the bedroom
 There is a teddybear in the dining room
 There is a fridge in the porch room

5. Complete the sentences with preposition according to the picture of the activity before.

The plant is _____ the table.
 The teddybear is _____ the bedroom.
 The television is _____ the blue chair.
 The table is _____ the chairs.

The bathroom is _____ the dining room.
 The bedroom is _____ the living room.
 The dining room is _____ the bathroom and the bedroom.

Image 4. Sheet of exercises. Source: Created by the author with pictures extracted from the Internet²

Activity 3

To evaluate speaking and listening skills, we use the song that the children have learnt in this unit and the *Winnie the Witch* story. Students have to sing the song while the teacher tests that they pronounce the words that they worked on in the 5th lesson and the

² See references at the end for the web addresses of the images.

colours) correctly (big group / whole class activity) and the teacher asks short questions orally about using can/can't and about the colour of something in the song (some example of these questions are: Can Winnie see Wilbur when.....? or What colour is the.....?) it and about the *Winnie* story (individually). (25 minutes)

Activity 4

At the end of the lesson the teacher tells everyone to tidy up. (2 minutes).

Lesson8

Activity 1

At the beginning of the lesson the teacher is going to do the daily routines. (3 minutes)

Activity 2

Each group has to prepare a performance of the *Winnie the Witch* story. While the teacher reads the story they have to use the puppets to explain and act to carry out the drama activity. They do that in front of the board, in front of the rest of the class in a scene that is similar to the image below. (30 min)



Image 5. Some example of Puppets' Theatre. Source: <https://goo.gl/u4IZY0>

Activity 3

After that, each group has to evaluate the work of the other groups and say what things they like about the other groups and what things the other groups have to improve and also give a mark for each group, including their self-evaluation. (10 min)

Activity 4

At the end of the lesson the teacher tells everyone to tidy up. (2 minutes).

5.7. Assessment

Based on the Decree 97/2015 the evaluation is comprehended as a continuous and global activity with a criterial and formative character. For this reason, it is a facilitator of educational change and the professional development of teachers.

The principles that they should use to guide their evaluation will be:

- The evaluation should be taken with a procedural and continuous character. It should be present in the activities' development and not only in a punctual and isolated moment.
- It should adapt to the children's characteristics, the evaluation should be adapted to the interests and necessities of the educational context.
- The evaluation will cover all individual areas and not only cognitive aspects.
- The evaluation process should be criterial and formative allowing understanding and valuing the process followed by all participants, respecting their privacy.
- Diversification of the assessment tools: observation, questionnaires, searching activities, day book, etc.; avoiding the punctual moment and referring only to the student.

5.7.1. Types of Assessment

According to the Quality Assurance Agency for Higher Education (QAA) of the UK we should consider the following different types and functions of formative assessment:

- **Initial or diagnostic evaluation:** This will be carried out at the start of the course and will provide the teacher with information about each of the students in respect to the level they have. This will provide the teacher with a starting point for the whole teaching/learning process. (QAA 2013: 4)
- **Formative or continuous evaluation:** This is carried out throughout the whole teaching/learning process via the analysis of the students acquired knowledge and the information gathered throughout the process. This will allow the teacher to make an analysis of the difficulties found throughout the process and to reassess the most suitable strategies to develop the proposed objectives. (QAA 2012: 5)

- **Summative evaluation:** The purpose of this evaluation is the assessment of the results of learning at the end of the course. It will be based on all the registers that have been carried out, without ignoring occasional tests.(QAA 2012: 5)

5.7.2. Assessment Criteria

Assessment plays an essential part in education generally and in learning and teaching particularly. Teachers and schools are expected to assess students' learning for a range of purpose and for a range of audiences. The evaluation in Andalusia is established by the Order 10th August 2007, modified by the Order 12th December 2012. The assessment criteria in Andalusia are also established by the Order 10th August 2007.

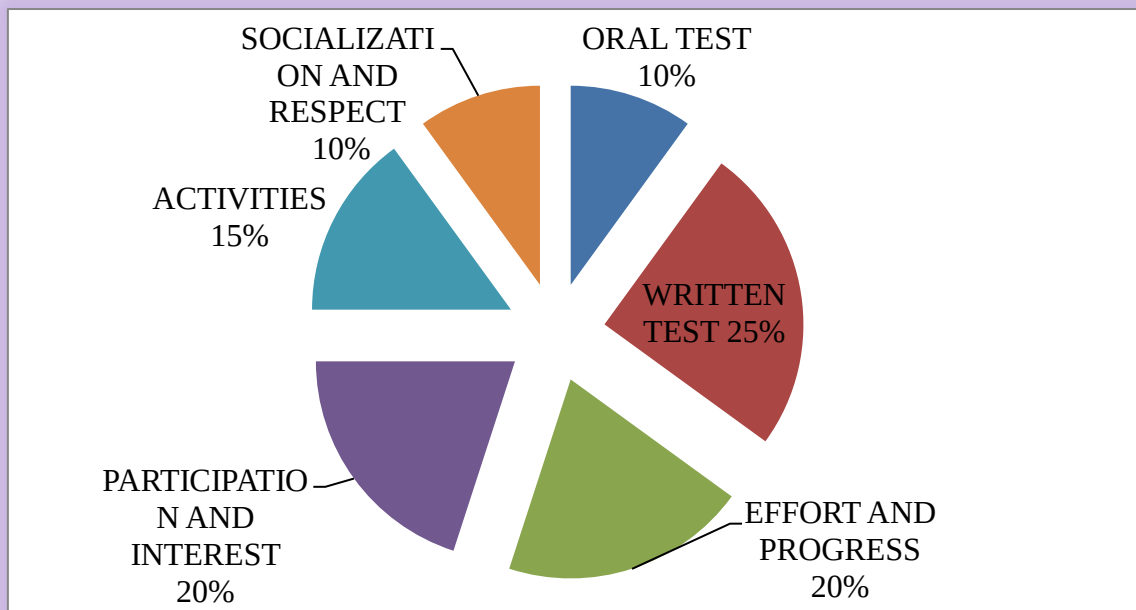
It is essential to take into account that assessment criteria must be closely circumscribed to the blocks of contents, the Royal Decree 126/2014, 28th February Appendix I, and that they must also be related to key competences. For that, the main assessment criteria and the general ones for my didactic unit are:

- Reading:
 - Children are able to understand written texts.
 - They can recap information.
 - Pupils can read for gist.
 - Children are able to read looking for details.
 - Students are capable to guess meaning of unknown words from the context.
 - They can use a dictionary to search for meaning of unknown words.
 - Pupils are able to understand specific vocabulary and grammar.
 - Students are capable of answering questions about reading texts individually, in pairs or/and in groups.
- Writing:
 - Students are capable of writing a short text following a model.
 - They can write short texts (25-35 words) about their house.
 - Children are able to deal with vocabulary using it correctly.
 - They can use and write the grammar correctly and with coherence (pronouns, present simple, can/can't, 3rd person of the present simple, etc.)
 - Pupils can answer questions.
 - They are able to write a dictation with coherence and with good spelling and writing.
 - Students are capable of self-correction and peer-correction.

- Listening:
 - They can understand oral texts.
 - Students are able to listen to a text and decide whether ideas are true or false.
 - Pupils can understand and repeat songs.
 - They are able to understand descriptions.
 - Children are capable of answering questions about oral texts correctly.
 - Students can listen for the gist or look for details.
 - Pupils are capable of understanding specific vocabulary.
 - They are able to understand the meaning of unknown words from the context.
 - Students actively try to understand the teacher and classmates in class.
- Speaking/interactive:
 - Students are capable of asking questions to their partner or classmates using models given by the teacher.
 - They willingly participate in pair-work / team-work.
 - Pupils can give a short speech about personal information.
 - They are able to speak and participate in a respectful and participative way.
 - Children can answer and ask questions correctly.

5.7.3. Assessment Tools

According to the criterial and formative focus that is proposed in the Decree 97/2015 and considering that the evaluation must be global, continuous and formative, the techniques and tools of evaluation should be flexible and various. Some assessment tools that I am going to use to collect the information to support my evaluation are the following:



In my unit I propose to use the following instruments to obtain information:

- Observation and analysis of daily class work.
- Revision and correction of notebooks, workbooks, activity files and projects carried out in the different didactic units, both individually and in a group.
- Control test, which will allow the teacher to evaluate the level of learning in reading comprehension, the level of written skills and oral expression on the part of the students.
- Self-evaluation and peer-evaluation whereby the student checks his/her achieved learning, which motivates the student while he/she observes his/her own progress.
- Fulfilment of an evaluation file, anecdotes and registers.

The final mark in each unit will depend on this observation and will be constituted by the aspects mentioned.

5.7.4. Assessment of the Teaching Process

The evaluation must not limit itself to assessing the acquisition of contents on the part of the students, but must also allow us to draw conclusions about the adequacy of the didactic units, about the work which has been carried out and about the interaction

which the teacher has had with the students. For this purpose, at the end of each lesson plan the teacher should assess whether:

- The objectives have been adequate in respect to the level of the group.
- The contents have been significant and understandable
- The resources have been adequate.
- The activities have evolved from previous knowledge and have been motivating.

6. CONCLUSION

The expected results in this unit involve academic improvements and also personal ones. This means that practical resources (games, songs and drama activities) not only will help the comprehension and the learning of the unit but they will also help to develop some aspects of the students' linguistic competence and develop the four skills (reading, writing, listening and speaking) and the attitude of the pupils towards the learning-teaching process. The advantages of using these types of activities can be divided into the following main areas which I will proceed to explain in order to sum up the importance of type of didactic unit created in this Master's dissertation: the academic field; pronunciation; culture, the personal level, the teaching-learning process and indirect consequences with regards to the family.

In the academic field, songs, games and drama resources help children to understand and develop their linguistic competence (vocabulary, grammar and syntactic knowledge, etc.) and learn in a meaningful way. Children are encouraged to associate lexis to real things and also they can understand sentences structures in a context. They learn how to express themselves in English using the correct morphology and syntax.

Children also improve pronunciation and intonation (phonology) because these practical resources help to learn them. Pupils listen to the different words and intonation, not only to the words but also to sentences.

Due to the fact that some songs, games and drama are from English speaking countries, they are impregnated with cultural aspects. For that reason, students can also learn aspects about the English culture (time table, foods, sports, music and literature, among others).

At a personal level, the advantages of using these practical resources are endless. The use of games, songs and drama activities facilitate a context; there is a very close relationship between them and reality which serves a communicative purpose. Furthermore, these resources help to develop sociability, collaboration and group work. Furthermore, the learning situations in class become less monotonous with the use of these resources. For this reason, they help to maintain students' attention, the pupils are also more motivated and the level of participation is higher, which favours those students who usually feel shy. These resources thus lessen the seriousness of a lesson.

Practical resources help to reduce the amount of attention on just the teacher, making the children the centre of the teaching-learning process. The psychological

distance between the teacher and the pupil is reduced so children are less stressed when they use enjoyable activities. They also learn to follow instructions. They help to develop physical abilities (coordination and motricity) and the intellectual coefficient, among others.

There are also other beneficiaries of the use of these types of resources: parents. Parents benefit from these types of learning methods because their children's attitude is affected as well as their means of learning things at home. Parents get a more positive and active attitude from their children so that the relationship between them and their children is enhanced.

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Royal Decree 126/2014, 28th February, by which primary school curricular design is established.

7.3 Image References

Image 1: Author's own photograph

Image 2: <https://goo.gl/OaiAVS> (Consulted 29/10/2016)

Image 3: <https://goo.gl/nMtzoc> (Consulted 29/10/2016)

Image 4: Bed: <https://goo.gl/qRLKGB> (Consulted 29/10/2016);

Green chair: <https://goo.gl/S1r2qj> (Consulted 29/10/2016);

Segundo ciclo: Can or can't. <https://goo.gl/fGqAbf> (Consulted 29/10/2016);

Tree: <https://goo.gl/6hN0MF> (Consulted 29/10/2016);

Rose: <https://goo.gl/iuOGpY> (Consulted 29/10/2016);

Carpet: <https://goo.gl/kIrcTT> (Consulted 29/10/2016)

Image 5: <https://goo.gl/u4IZY0> (Consulted 29/10/2016)