



UNIVERSIDAD DE JAÉN
Facultad de Humanidades y Ciencias de la Educación

Trabajo Fin de Grado

Teaching English through Music and Gamification: Useful musical resources in the Primary classroom

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Abstract

This Degree Final Project revolves around the research on how beneficial songs and music are in Primary Education, more specifically in the learning of English as a foreign language, and the development of a practical proposal of intervention using songs as a vehicular tool to teach English.

The main goal is to show the benefits of promoting musical education, using songs as a primary resource in the classroom; how we could obtain positive results from them as it is combined with the use of Gamification, an innovative methodology that focuses on creativity and promotes more open and fun dynamics.

According to the results obtained after making the initial research, introducing English songs in the classroom of English as a foreign language would lead to positive outcomes, showing how the student is able to learn grammatical structures, vocabulary and build up their confidence on their speaking abilities, more easily and much more motivated.

Key Words: English language, language teaching, Musical education, Gamification.

Resumen

Este Trabajo de Fin de Grado gira en torno a los beneficios que tienen las canciones y la música en la Educación Primaria, concretamente en la enseñanza y aprendizaje del inglés como lengua extranjera, y en la creación de una Unidad Didáctica de intervención educativa utilizando las canciones como herramienta vehicular en la enseñanza del inglés.

El objetivo principal es enseñar los beneficios que podemos obtener al promover la educación musical en el colegio y de utilizar las canciones como recursos en el aula; cómo podemos obtener resultados positivos de ambos en combinación con el uso de la Gamificación.

De acuerdo con los resultados obtenidos de la investigación principal, introducir canciones inglesas en el aula de inglés nos proporcionará buenos resultados, pues nos muestra como los estudiantes son capaces de aprender estructuras gramaticales, vocabulario y de aumentar la confianza en sí mismos de manera más fácil y mucho más motivados.

Palabras clave: Lengua inglesa, enseñanza de idiomas, Educación Musical, Gamificación.

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1. INTRODUCTION AND JUSTIFICATION

Music is present in every aspect of our daily lives, whether we listen to it voluntarily or involuntarily; therefore it, can also be found in the classroom. Teachers all around the world are highly familiarised with the use of music and songs as a tool to develop second language skills in the English classroom; and the students usually show a lot of interest and give really positive feedback to the audio-visual media that they are exposed to. However, I think it is always used at a superficial level in the form of songs to learn different vocabulary or maybe even grammatical structures, but it is not exploited to its full potential.

There are a lot of studies that prove that music itself is very beneficial in many ways. Children naturally enjoy music and will begin reacting to it at an early age. When they take part in musical activities, they release energy and are allowed to be creative while having fun. When in groups, they also learn to work as a team, to share and it helps them develop and refine their social skills. Research shows that music can also improve their ability to learn by improving children's memory, cognitive development and expressive ability.

During the time I spent in the school during my internship, I was able to see first-hand the ability that kids have to retain information from the songs they have been listening to since early ages. From learning parts of the body, animals or the days of the week when they were 3 or 4 years old, to remembering them in upper cycles.

Learning a new language, English in this case, should be something the kids do while having fun. As teachers, we should promote the desire and motivation of learning English in an amusing way because we are responsible for the way they perceive the subject and how they decide to approach it: they can either learn English just to pass a test, or to learn it in a way that can actually be beneficial for them in the future.

With this in mind, the main focus of this dissertation is to show how songs and music in general can be incredibly beneficial in the teaching-learning experience of a foreign language. I want to display different resources and activities to bring more music into the English classrooms that allow the development of key proficiencies (including

musical, linguistic and even artistic competencies), and boosting, at the same time, a meaningful learning experience in the children. I want to present something really innovative but, above all, something that can be actually useful in a real classroom. The development of creativity, having a safe and dynamic environment and creating classes that focus on motivating the students are the key to ensure that they learn and develop their skills to their full potential.

I would also like to contribute to the way the parents view the subject; even though it occurs less and less now, a lot of people from older generations, including our parents and grandparents, do not have a high level of English, therefore they do not put the effort to see the subject as something useful for their kids; for this reason, I would like to show how easy it is to get used to the language, and how accessible the resources are to help kids, parents themselves and even the teaching community in the learning of English. To ensure this, I am going to use different methodological strategies, focusing mostly on gamification. This approach is very interesting and useful as it helps to connect the curriculum with the learning process of the students, focusing on integration, motivation and offering tools that enhance the creativity of individuals, awaken their curiosity to learn and to socially develop and that reinforce their self-esteem and their value of oneself and of their community.

2. OBJECTIVES

In this dissertation we can find two types of objectives: general and specific.

The **general objective** is a statement that summarizes the central idea of the thesis, in this case:

- To promote motivation to use music as a vehicular tool to teach a second foreign language: English, and to show the benefits of gamification in the classroom.

As for the **specific objectives**, they allow us to detail the processes necessary to complete our principal objective. For this dissertation, we can find:

- To identify a problem in the English classroom that allows the creation of an intervention programme, in which we can find different methodological strategies that can help us to fulfil the deficiencies found.
- To show the benefits of the use of music in the classroom.

- To breakdown the benefits of gamification.
- To create activities that help develop linguistic competencies through corporal and musical language.
- To design and present a practical proposal that can be useful to teachers in the English classroom by means of activities and learning strategies.

3. METHODOLOGICAL ASPECTS OF THIS DISSERTATION

The methodology that this investigation has been developed is based on two main issues: the first one, regarding the theoretical background in a documentary desk-research form on the revision of the legislation of Andalucía and of the specific literature regarding the topic; and the second one sets on the creation and development of a practical proposal of intervention within the classroom, more specifically a Didactic Unit, based on the information obtained from the theoretical background.

The main purpose of the methodological process that took place to structure this thesis is to carry out a methodical and systematic investigation. The theoretical background, firstly, starts with the revision of the legislation based on *ORDEN de 17 de marzo de 2015*, which develops the Primary Education curriculum in Andalucía, according to *Boletín Oficial de la Junta de Andalucía (BOJA)*. And secondly, it goes around the compilation of specific literature regarding the learning and teaching experience of the subjects of English and Music, which its divided into three blocks of contents: “The importance of musical education”, “Songs as a methodological resource in the teaching and learning of English”, where we can also find “The Input Method” and, lastly, “Gamification: using it to enhance second language learning”.

Regarding the definition of the research questions that revolve around this thesis and the conclusions that we take from the investigation, we can find them once we reach the end of the theoretical background.

Next, to give a more in-depth answer to the research questions, I designed a practical proposal of intervention which develops different activities that put into practice, in a realistic way, different methods that back up the investigation followed in the Thesis.

Finally, with the intention of validating the Didactic Unit and providing a closure to the research, a conclusion that includes a summary of the experience will be developed, in relation to the knowledge acquired during this project, explaining the expected results and the level of acquisition regarding the objectives.

4. THEORETICAL BACKGROUND

4.1. Legislation

This dissertation is based on specific curricular objectives and contents extracted from *ORDEN de 17 de marzo de 2015*, which develops the Primary Education Curriculum in Andalucía, according to *Boletín Oficial de la Junta de Andalucía (BOJA)*.

Regarding the curricular objectives, I have selected those from the Learning of a Second Language Area (English) that particularly affect this proposal (in my own translation into English):

- 1) To listen to and comprehend different messages and verbal interactions using the information given by the situation to carry out diverse tasks related to their experience.
- 2) To learn to utilize all of the facilities available, including new technologies, with progressive autonomy to obtain information and to communicate in another language.
- 3) To value the use of a second language, and all the languages in general, as a way of communication between people and cultures while developing a positive attitude towards the multilingual and multicultural diversity integrated in our community.
- 4) To identify pronunciation, rhythm, stress and intonation aspects, as well as linguistic structures and lexical aspects like the ones from the second language (English), using them as basic elements of communication

To continue, it is important to point out that the curriculum does not have detailed objectives that include learning of a second language competencies and musical

competencies. However, when we take a look at the curricular objectives of the Artistic Education Area we find:

- 1) To use sound, image and movement possibilities as elements of representation and communication to express ideas and feelings, contributing to the effective balance and relationships to others.

Although it refers to the learning of the native language, Spanish, this area upholds the use of songs or even simple dramatizations as a vehicle for the acquisition of new vocabulary and the development of linguistic communication competencies, which we can also transfer to the development of second languages aptitudes.

Regarding the curricular contents from these areas in relation to the competencies that the students must develop to ensure a successful learning experience and that are relevant to their educational needs, these are the ones that stand out the most (in my own translation into English):

Block of contents 1: “Comprehension of oral texts”	
First cycle:	1.7. Acquisition of everyday vocabulary in simple oral texts, songs, rhymes, parts of the body; clothes, family and friends; school and the classroom, pets and other animals; home: different objects and parts of the house.
Second cycle:	1.4. Active participation in representations, songs, recitals and dramatizations, taking a deeper look at those that come from their culture. 1.6. Recognizing and applying musical patterns like rhythm and intonation.
Third cycle:	1.6. Discrimination and application of musical patterns like stress, intonation, and rhythm; recognition of their meaning and communicational intentions.
Block 2: “Production of oral texts: expression and interaction”	
First cycle:	2.8. Developing a positive attitude towards people that speak other languages and have a different culture.
Second cycle:	2.4. Participation in short and simple dialogues in which basic social contact is established (greetings and saying goodbye); expression of hobbies, feelings and preferences.
Third cycle:	2.7. Identification and application of vocabulary in dramatizations related to: personal identification, home and immediate surroundings, everyday activities; family and friends; work and occupations; free time, hobbies and sports; travel and holidays; health and personal hygiene; education; shopping.

	2.10. Using and valuing of second language manifestations as an instrument of communication and to advertise their culture.
Block 3: “Comprehension of written texts”	
First cycle:	3.4. Using abilities and procedures like repetition, memorization and word association to promote the acquisition of new vocabulary. 3.9. Trusting in their own abilities to learn a second language (English) and taking pleasure in doing a job well.
Second cycle:	3.4. Reading, comprehension and practice of common lexicon and/or messages referring to: personal identification, gender, parts of the body, clothes, home and immediate surroundings, everyday activities; family and friends; work and occupations; free time, hobbies and sports; travel and holidays; health and personal hygiene; education; shopping; personal artistic and cultural heritage; information and communication technologies (ICTs) 3.5. Use of basic syntactic structures to communicate by writing; expression of logical structures, affirmative, negative and interrogative sentences; expressions of possession, time (present and future), of aspects, of capacity and of quantity; preferences and feelings; adverbs and prepositions.
Third cycle:	3.3. Comprehension of the information taken from written messages, inferring unknown words. Use of a dictionary. 3.6. Reading of texts from contextualized everyday situations, related to their needs, experiences and interests. 3.12. Development of communication habits in a different language. Description of animals, people and objects. Asking for help, information and permission.
Block 4: “Production of written texts: expression and interaction”	
First cycle:	4.4. Use of basic communication skills: greetings, saying goodbye, presentations and acknowledgments, congratulatory messages; daily routines, celebrations. Description of animals, people and objects. Asking for help, information and permission.
Second cycle:	4.5. Use of basic communication skills: greetings, saying goodbye presentations, acknowledgments and apologies; Stating ability, feelings, agreement or disagreement; Description of animals, activities, places, people and objects. Asking for help, information, instructions and permission. Establishing and keeping up with a situation of communication. 4.10. A positive attitude towards people that speak other languages and that have a culture different from their own.
Third cycle:	4.1. Writing simple short and creative texts on a piece of paper or in a digital format, using basic patterns of correction and orthographical marks. Use of clear messages and following the norms for different types of texts. 4.9. Interest to make contacts and communicate to other people that speak a different language and to promote their culture while doing it.

Table 1: Contents from the English area

These curricular contents have been selected because, in my opinion, they are the most appropriate to link up musical and English competences to ensure that the intervention that I propose in this dissertation can be developed in a realistic way.

My intention by choosing these specific contents is to work with linguistic structures, vocabulary and cultural aspects using songs, because by doing this it will be easier for the students to understand, replicate and differentiate between different rhythms, pitches and stress. The use of song lyrics allows the students to work memorization, replication of expressions and words while also understanding the information that they are given on paper.

Additionally, I have chosen these contents because it is important for the students to understand English while also taking into consideration its value and for it to become more natural and accessible and something that they can actually use to communicate in their everyday lives. I want the students to have fun while learning a second language and to work around their contexts and daily experiences using songs or even movies that are familiar to them.

Now, regarding the Law of Education that we have in Spain at the moment, *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE)*, the link between Musical Education and the Learning of a Second language (English) is pretty limited. In fact, none of the Primary Education curricular objectives mentions the use of songs or music as a teaching resource. Down below, we can find two specific objectives that, from my point of view, can link up both areas:

- f)** To acquire, at least, second language basic linguistic competencies that allow them to express and comprehend simple messages and get by in daily lives situations.
- j)** To use different representations and artistic expressions and start to build up visual and audio-visual proposals.

Looking more specifically into the musical education objectives, these are the ones that stand out:

**Block 2:
musical
interpretation.**

1.To understand voice as an instrument and expressive resource starting from songs and its possibilities to interpret, create and improvise.

2.To interpret, alone or in groups, through voice and instruments, using musical language and simple repetition compositions that contain different variations and contrast, assuming the possibility of grouped interpretation and respecting each other's projects and their own.

Table 2: Contents from musical education

As we can see, the Primary Education curriculum does not have specific objectives, contents or musical resources that directly relate to the learning of a second language, or any other subjects at a deep level. So, from a curricular and educational point of view, this initial problem, in relation to lack of representation and promotion of musical education in the primary curriculum, has been proved in this section.

4.2. The importance of musical education

Music has the power to communicate our thoughts and emotions even when we do not have the words to describe them. Everybody has a favourite song, a favourite sound that they recur to when they are happy, excited, sad or frustrated. We all have different soundtracks in our lives that put a pin in a specific place or person, and just by listening to a couple of notes we can tele-transport to that specific instant or see that specific face that we miss, which we love or even hate. Music is much more than just words and rhythm; it is a creative tool that helps us to express ourselves freely and to let our imagination and emotions loose.

It is argued that music and language go hand in hand to serve a common aim of human beings: communication. At an early age, kids start to identify and replicate sounds of their immediate surroundings. They use different pitch sounds to communicate hunger, frustration, tiredness and even pleasure. This differentiation between melodies have been identified as the baby's first steps towards the acquisition of speech (Newham, 1996). The tone of that first "baby babble" marks the way for phoneme and morpheme formation. The use of musical and even artistic language provides us with a tool that can help us in the process of communication. From this perspective, knowing and understanding the bases of these languages from early ages will allow our students to develop different skills and aptitudes like attention, perception, memory, imagination and creativity, which are essential to their development. Also, this awareness will help them to recognize the value

of their own cultural and artistic heritage and will open a path to learn and value other cultures too.

Researchers have also found that music trains our brains for higher forms of thinking. Based on Medina (2000) the psychological research, music and its subcomponent, rhythm, have both been shown to benefit the rote memorization process. Also, in an experimental study that took place in Hong Kong, it is stated that the levels of vocabulary memorization increase at sixteen percent in individuals that are interested in music or that play a musical instrument at early ages compared to others that do not (Cengiz, 2004). Lowe (1995) led an experiment to study if the use of a music program would reinforce the learning of music as well as the learning of a second language, in her case French. Results showed that the group that got the additional music lessons performed significantly better than the control group in all music tests and in the oral and reading comprehension of the French test. This led to the conclusion that the study of music and foreign languages are mutually beneficial.

Altogether, music is a really important subject for all children to learn as it can lead to better brain development, it helps to increase human connections and can even be used as stress relief. The use of songs can help to enhance foreign language competences, as it can assist with theoretical and practical skills and personal engagement. Undoubtedly, it gives us a variety of teaching-learning possibilities in our classrooms.

4.3. Songs as a vehicular tool in the teaching of English

Music has a lot of potential as a tool to improve the learning process and knowledge retention of linguistic competences among students. Songs are really accessible; they provide new vocabulary and grammar structures as well as different cultural aspects to the students in a fun way. Songs and music can be utilized in different scenarios and for several reasons, that is why there are a lot of benefits of using songs within the classroom, one of them being the flexibility that they provide. Young learners adapt quickly to the musical stimulus that they are given and usually give positive feedback to it. Similarly, songs can boost student's listening skills and pronunciation, potentially helping them to improve their speaking skills as well as their vocabulary and grammatical structures (Murphey, 1992).

They can also help students to be calm and relaxed and can be used as an “attention grabber” in any situation. Combining learning of a second language and music helps bring students to develop in a cognitive level and there is a lot of activities that can be done in the classroom to help take it to their fullest level, regardless of the age of the students. Additionally, within these songs there are repetitions, the chorus, that help students hear the material over and over again. This pattern-like material helps in the retention and memorization process of different forms of vocabulary.

However, the greatest advantage of using songs in the classroom is that they make the teaching and learning experience fun and enjoyable for the students. The way they view the learning process is really important and something that sadly is usually overlooked by teachers. Songs can become a bridge between the students' interests and the contents from the curriculum that need to be taught, making the classroom environment more attractive and interactive while also promoting motivation in students.

4.3.1. *The Input Hypothesis*

With this hypothesis, Krashen (1985) attempts to explain how second language acquisition takes place. According to this hypothesis, the student progresses more when he/she receives a second language 'input' that is one step beyond his/her current stage of linguistic competence. In other words, the language that the students have access to should be close enough to their level plus one, that is, putting in a bit more of the next level. Songs usually work this way because usually students will pick up the chorus and rhythm much more easily than the rest of the song. The chorus works as a plus-one feature of many parts of the verses of the song.

It is clear that songs and music are unique and versatile tools that offer a lot of learning opportunities in the classroom. Krashen (1985) states that “Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding”. By using songs in our classrooms, activities will provide the students with a more engaging and fun learning experience.

4.4. Gamification: using it to enhance second language learning

The younger generations are digital natives, a term that came into existence for the first time by Prensky (2001). They are growing up with phones and tablets under their arms and they learn how to use them even before they learn how to speak. Kids nowadays have access to an endless pot of information by just tapping the screen, they have different learning styles and higher requirements for teaching and learning.

We, as teachers, are competing against massive search engines like Google and even YouTube, as students are able to just “look up” the desired answer and get thousands of them in under two seconds. Teachers are facing new challenges and have to adapt themselves to this new learning process and adjust their teaching to these changes in the educational interest of the new generations, using different teaching alternatives and approaches that motivate and engage the students and that allow them to participate and cooperate in their learning process as well.

To ensure this, we can use different methodological strategies that are more focused on creative dynamics and that allow the creation of a link between the learning activities that the children are going through and the use of the new technology that they are making a use of on a daily basis as a resource. Ybarra and Green (2003) mention that the use of technology plays an integral part in providing learners a valuable language experience as they learn a second language. This leads to the development of positive personality traits like self-esteem, risk-taking and, above all, motivation. We can find all of these characteristics in the definition of Gamification as well, whose main focus is to increase participation of students and promote the desire and enthusiasm for learning.

In the educational field, the concept of Gamification focuses on implementing game-based mechanics, mostly from videogames, into the development of effective teaching and learning experiences that facilitates the cohesion and integration of the curricular contents by also creating environments that promote creativity in the students and also engage and motivates them to participate in the process. It is not only a more approachable and exciting strategy, it is also a methodological strategy that helps promote collaborative work between the members of the classroom, which is crucial in the successful development of the teaching and learning experience. Its main objective is to

introduce proper game structures and dynamics into teaching to make an otherwise boring activity into one that motivates and encourages the students to participate. I think it is a very useful methodology and it helps the children to see learning as something much more than just passing a test.

5. RESEARCH QUESTIONS

- How can the use of a methodology based on musical resources promote motivation and be beneficial in the development of language abilities in the English classroom of a primary school?
- Which real benefits can be obtained from a music-based methodology for the teaching of English in bilingual schools?

6. A PRACTICAL PROPOSAL:



“Dancing through the universe!”

6.1. Introduction

Now, based on the theoretical framework that has been developed in this project, I now present a methodological intervention proposal in the classroom. These kinds of programmes are crucial for teachers as they help us in the process of achieving our educational and pedagogical goals. They help us visualize and plan ahead the learning and teaching process of a specific subject and permanently establish the didactical intentions that are going to take place in any educational stage.

This particular proposal of intervention is based on the creation of a Didactic Unit for the second grade of Primary Education that revolves around the development of oral comprehension skills, as well as writing and reading comprehension abilities. The purpose of this practical proposal is to enrich the learning experience of English as a second language for students using music as a methodological resource to develop a series of linguistic competences and abilities, while going hand in hand with curricular objectives to help us to achieve the curricular level of learning required at this specific level of education.

As stated above, this proposal is the result of an investigation of different studies related to the teaching and learning process of English and the comparison between different kinds of inputs on how musical education can influence the learning process of English as a second language. These results helped me in the process to create this practical proposal, in which I want to promote the methodological advantages that music has as a vehicular tool in the English classroom. For its design, we took the curricular prescriptions of the Andalusian curriculum, based on the selection of specific objectives, cross-curricular contents and competences as educational indicators that facilitate the scheduling and evaluation of the practical proposal.

6.2. School context

This Didactic Unit is aimed at students from the first cycle of Primary Education, more specifically to a group of 2nd graders from the *C.E.I.P Navas de Tolosa*. This public school, located in the Spanish province of Jaén, offers Pre-scholar and Primary Education and it is located in an area marked by urbanistic growth developed in recent years, which has produced a clear increase in the demand of school places, therefore raising the number of children per classrooms as well. There are not any considerable differences between these students in sociocultural and economic aspects since this center enrolls students from medium-upper zones in which the level of conflict is really low and the average level of education of the parents is medium-high.

The activities from this proposal are going to take place in a 2nd year class of Primary education. It has 25 students, 14 girls and 11 boys, with an average level of English (A1-Beginner, according to the CEFR) taking into consideration their current level of education. Currently, there are no students that need any special adaptations; however, in case it would be needed in the future, changes and adaptations can be made in order to make sure everyone in the classroom meets the goals proposed, which is allowed and attainable due to the flexibility of this proposal.

6.3. Didactic objectives

I have based this proposal on specific objectives that we want to achieve in order to assure that each and every one of the students has a successful learning experience.

As the main objectives for this project, we highlight the following:

- I. To understand the oral messages transmitted in the foreign language (English).
- II. To express the ideas they want to transmit in the foreign language (English) in an increasingly autonomous way.
- III. To acquire fluency in the use of vocabulary and grammar, both for written expression and for oral expression in the foreign language (English).

To ensure that these main objectives are obtained, each session will disclose the specific objectives that are going to guide us through the process.

6.4. Contents

The choice of tasks, activities and songs for the different sessions is based on the contents that the students are studying at the moment, while also taking in consideration their interest and the previous knowledge that they have obtained during the academic year. For this specific Didactic Unit, I have decided to divide them into five main categories: reading, writing, vocabulary and grammatical knowledge, listening and speaking abilities.

In the following table we can see them in more detail:

Category	Content		
1. Reading	1.1 Reading comprehension of common-knowledge words 1.2 Understanding basic syntactical structures (affirmative and negative sentences, wh-questions (what, who, when, how)) 1.3 Following simple dialogues in short stories		
2. Writing	2.1 Being able to label simple pictures related to the topic 2.2 Describing different pictures about the topic		
3. Vocabulary and grammatical knowledge	<table> <tr> <td> <u>Vocabulary</u> - Body movements (shake, nod, stamp, wave, clap...) - Adjectives - Parts of the body </td><td> <u>Grammar</u> - Imperative (directions) - Have got - Can / Can not </td></tr> </table>	<u>Vocabulary</u> - Body movements (shake, nod, stamp, wave, clap...) - Adjectives - Parts of the body	<u>Grammar</u> - Imperative (directions) - Have got - Can / Can not
<u>Vocabulary</u> - Body movements (shake, nod, stamp, wave, clap...) - Adjectives - Parts of the body	<u>Grammar</u> - Imperative (directions) - Have got - Can / Can not		

	- Planets	
4. Listening	3.2 Taking instructions/directions 3.3 Recognizing familiar words in song/chants	
5. Speaking	4.1 Can recite a short simple chant or rhyme. 4.2 Giving and asking for instructions/directions 4.3 Can sing a simple song from memory	

Table 3: Contents for the practical proposal

6.5. Key competences

To enhance a better learning experience, I have decided to choose the following key competences to work in this proposal:

- *Competence in Linguistic Communication (CLC)*: by preparing students to learn language not only to get knowledge but to understand the importance of communication. It promotes the interaction between different skills that students can use to communicate with other people in other environments or on their own. It is an essential tool in and out of the school.
- *Digital Competence (DC)*: it is considered essential for learning, work and active participation in society. We are surrounded by technology in our daily lives and it gives us indispensable resources that can help us to bring curricular contents into the classroom for students to work in a more interactive and fun way.
- *Social and Civic Competence (SCC)*: to ensure the student's well-being, collectively and individually, creating an environment that promotes tolerance, equality and solidarity.
- *Learn to Learn (LL)*: by supporting the development of significant learning experiences in which students are in charge of discovering the curricular contents in a way that is more self-sufficient and dynamic, a way that is far from traditional methodologies, so they can interiorize them and use them in and out of the classroom. Also, by promoting self-reflection and self-evaluation on students.

6.6. Timing

This proposal is going to take place in the third term across five different sessions, distributed over three weeks in the month of May, more specifically, between the 24th and the 31st of May. Please, check the full distribution in the following table:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
ENGLISH LESSON 1 15	16	ENGLISH LESSON 2 17	18	ENGLISH LESSON 3 19	20	21
ENGLISH LESSON 4 22	23	24	25	26	27	28
29	30	31				

Table 4: Timetable

6.7. Methodology

In relation to the methodology that it is going to be the basis of the activities that will take place in the classroom, it can be defined as a videogame-like structure. This dynamic and playful methodology, also called Gamification, will help to create a harmonious and enriching environment where students learn contents and achieve the objectives of the area through exercises and activities that arise from the information given in the classroom and that are developed according to their interest and needs.

The main aim of this methodology is to promote communication, cooperation and even sometimes competition amongst other players, which can be used as a tool to promote motivation in the classroom. For instance, using game-based structures in the English classroom may encourage the students to see themselves as players looking forward to completing a level, which means, as transferred to the classroom environment, that the students will be moving forward after successfully completing a specific task and the learning experience is evaluated throughout a variety of game-like situations.

In addition, to make sure the students successfully get to the objectives proposed before, we will promote cooperative learning by dividing the class in several groups to carry out a common tasking. In this way, all the members of the same group can contribute ideas, knowledge, ways of thinking and everything that may benefit the resolution of the initial task; by working in a united and balanced way, students will enrich each other's learning experiences and also work on their social skills at the same time.

Thanks to these methodologies we will achieve a useful and fun project that is able to capture the attention of students, generating an interest in them and promoting motivation to learn; therefore, obtaining as a final result, a significant learning experience.

6.9 SESSIONS

This proposal is divided into four sessions that we can see more in detail in the following tables:



SESSION ONE

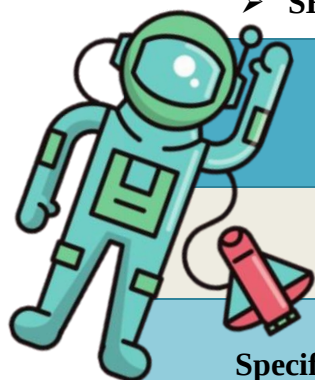
		Session 1 “Listening to make our way to the moon!”		Time: 40’
CLIL target areas: Natural science (planets and the solar system) Physical Education (push, pull, hop, skip, jump)				
Specific Objectives		Contents	Key Competences	Main song
- To introduce the new topic - To gather the previous knowledge that the students have on the topic		- 3.2 / 4.2 - Vocabulary: parts of the body, body movements	- LCL - LL - SCC	Beyoncé “Let’s move your body”
Material resources: computer, projector, Internet connection, access to YouTube				
Description		The main purpose of this session is to introduce and explain the nature of this proposal to the students. To do this, we are going to present the dynamics that we are going to be using in the classroom. The main idea of this proposal is to find out how can we get to the Moon as we have discovered a message on its surface, but we can only see a portion of it! It says: “<i>We are..., find us!</i>”. Apparently, NASA got a new picture of the message in the morning, and, also, they have informed us that they have been receiving interferences from what seems to be a small device they sent 10 years ago for the last couple of days too! So, they need our help to figure out what is going on! However, in order to build the device that is going to help us to communicate with the one on the moon and discover the rest of the message, we need to carry out different tasks and activities related to different songs and movements of our bodies that will give us the information to discover the pieces that we need!		

Activity 1: Let's move your body!	Timing: 20
This is going to be the introductory activity to the main topic of the proposal and it is going to take place after the main explanation. We are going to play “Let's move your body”, a song by the singer Beyoncé (<i>see Annex 1</i>). This is going to help us to revise parts of the body and to present the new vocabulary to the class. First, we will listen to the song freely and without doing anything to get used to the rhythm. Once we have done that, we will try to loosely identify that parts of the body that have been named and also the actions that go with them by doing some brainstorming. Secondly, the students will stand up and we will play the song a couple of times, copying the actions at the same time.	
Activity 2: Teacher says	Timing: 5
The students will have to follow the instructions of the teacher. If I say <i>Teachers says stand up!</i> pupils shall obey the instruction. If I give an instruction without saying <i>Teachers says</i>, then they do nothing. The difficulty of the verbs and actions will be increasing.	
Activity 3: Body bingo!	Timing: 15
Material resources: Bingo cards	
The students will be given a couple of bingo cards related to body parts and different movements. The exercise is meant to help students identify on paper the actions and movements that they have learned. The teacher will call out different parts of the body from the caller's sheet in a random order. If the students have a matching picture on their card, they cross it out. Also, the difficulty will be increasing as the game goes. In the last rounds, the students will have a bingo card with missing words on them, and if what they hear matches with their cards, they will complete it, doing the opposite if that is not the case. When a student has crossed off all nine parts of the body, they shout 'Bingo' to then read it out loud to make sure they are correct (<i>see Annex 2</i>).	

➤ For this activity, we can use different songs about parts of the body like “Shake it out” from <i>Dream English Kids</i> , instead of using only your voice to make the activity more dynamic and fun for the kids		
Methodology: Gamification	Students will work as a team, and once they complete each activity, they will receive one small piece that they will use at the end of the unit to create the device to connect with the moon!	Solve the riddle to get your next reward!
		It can see but it is not an eye, what is it?
Attention to diversity	In this classroom there are not any students with special necessities, therefore no special modifications are necessary for this lesson.	

Table 4: Session One.

➤ **SESSION TWO**

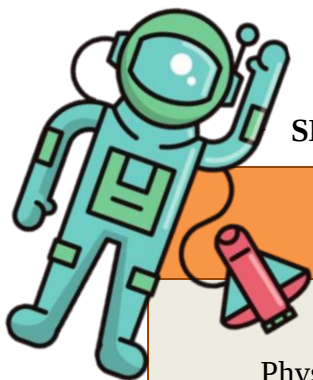


Session 2 “Reading instructions for departure”			Time: 40’
CLIL target areas: Natural science (planets and the solar system) Physical Education (push, pull, hop, skip, jump)			
Specific Objectives	Contents	Key Competences	Main song
-Developing reading skills	Vocabulary: parts of the body, body movements Grammar: Can / Can not	- LCL - LL - SCC	Super simple songs “Jump, run and scream!”
Material resources: computer, projector, Internet connection, access to YouTube			
Description	During this session we are going to give our students an exercise sheet where they have to put into use what they practised at the end of the last session. Also, we are going to introduce new grammar: <i>I/He/she Can</i> . Meanwhile, we will monitor their performance and will evaluate them with an observation scale.		
Activity 1	Timing: 10 The aim of this activity is to revise the vocabulary that we learned in the last class. We are firstly going to play the song “Jump, run and scream!” by <i>Super Simple Songs</i> (see Annex 3). We will listen to it a couple of times to get used to it while the pupils repeat the movements and identify the contents that we are going to work around during the lesson. Secondly, once we have done that, we will play a little game of mimic. The teacher is going to ask pupils to stand up and touch their body from head to toe following a sequence		

but without saying a word. This sequence is going to be repeated until children are familiar with it and then once they are, the teacher will do it again but leaving some parts out. Pupils will have to tell the teacher which actions are missing and will have to perform them.

Activity 2	Timing: 25	
Material resources: Poptropica English Book, speakers and computer		
For this activity we will be using the <i>Poptropica English Book</i> that the students have been assigned in the classroom in this particular school. We are going to use the song from the beginning of the unit <i>I can, he can. I can't, He can't</i>. From there, we are going to follow the following task: - Task 1: we will listen to the song and the pupils will try to identify the actions that they can hear and understand. - Task 2: the students will circle those actions in different colours: in green, they will circle actions that we can do with our upper body, in red they will circle actions that we can do with our inferior body and in blue, they will circle those actions that they are not able to do. - Task 3: we will listen to the song one more time and the pupils will have to make a song about the actions that they can and cannot do following the principal beat.		
Methodology: Gamification	Students will work as a team, and once they complete each activity, they will receive one small piece that they will use at the end of the unit to create the device to connect with the moon!	Solve the riddle to get your next reward
		You cannot come in or go without me, what am I?
Attention to diversity	In this classroom there are not any students with special necessities, therefore no special modifications are necessary for this lesson.	

Table 5: Session Two



SESSION THREE

Session 3: Can you reach the moon?

Time: 40'

CLIL target areas:

Physical Education (swim, climb, catch a ball, stand on your head, swing)

Specific Objectives	Contents	Key Competences	Main song
-To identify actions	Vocabulary: Actions Grammar: Can / Can not	- LCL - LL - SCC	Dream English kids "What can you do?"

Material resources: computer, projector, Internet connection, access to YouTube

Activity 1

Timing: 25

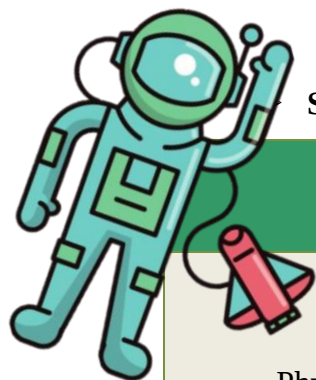
To start the lesson, we will start to play the song chosen for the day: "What can you do?" by *Dream English Kids* (see Annex 4). We will listen to it a couple of times, repeat it and talk in groups about the actions that appear in the songs. To follow up, the teacher will explain in more detail what actions are and how we use them in our everyday life. It helps to let the kids, freely, to imitate the actions and movements that they see on the video.

Then, they Will play a game called **Action Race**. This is a fun game using actions. Use actions like jump, hop, clap, run etc. The students will split into two teams and sit in lines with a chair by each team and one chair at the other end of the room. One student from each team stands next to their chair and teacher calls an action, e.g., "Jump". Students must jump to the chair on the other side of the room and back, sitting down in their chair students say "I can jump". First one to do it gets their team a point.

Activity 2	Song of choice	Timing: 25
	"Follow the leader"	

Material resources: worksheets		
This activity is called Follow the leader (see Annex 5). The teacher will be in charge of picking up students from their seat to create a long train behind her/him that follows him/her around the classroom following the beat of the song. First, everybody will follow the instructions of the song. Then, slowly the teacher will start to add more actions and shouting out the word for that action. The students have to copy the action and repeat the word. Good actions include: wave hello/goodbye, it's cold/hot, stop, go, run, hop, skip, crawl, walk backwards, jump, sit down, stand up...		
Methodology: Gamification	Students will work as a team, and once they complete each activity, they will receive one small piece that they will use at the end of the unit to create the device to connect with the moon!	Solve the riddle to get your next reward!
		You can eat me at night but never in the morning, what am I?
Attention to diversity	In this classroom there are not any students with special necessities, therefore no special modifications are necessary for this lesson.	

Table 6: Session Three



SESSION FOUR

Session 4 “Reading instructions for departure”			Time: 40’
 CLIL target areas: Natural science (planets and the solar system) Physical Education (swim, climb, catch a ball, stand on your head, swing)			
Specific Objectives	Contents	Key Competences	Main song
- To ask the question: <i>Can you/he/she...?</i>	Vocabulary: Actions Grammar: Can / Can not	- LCL - LL - SCC	Brain breaks “Move and freeze”
Material resources: computer, projector, Internet connection, access to YouTube			
Activity 1	Timing: 5		
To start the lesson, we will start to play the song chosen for the day: “Move and freeze” by Brain Breaks (<i>see Annex 6</i>). We will listen to it and, freely, pupils should be able to imitate the actions and movements that they see on the video without any problems.			
Activity 2	Timing: 15		
Material resources: body bingo card			
For this activity, pupils will need the cards that they used to play body bingo. First, the teacher will explain the grammatical structure of the question <i>can you/he/she...?</i> And the answers <i>yes, I/She/He can</i> . Then, in couples, or even groups of 3, students will go around asking <i>can you</i> actions. It could be fun to work with these actions: wiggle, dance, run quickly, hop, skip, do a star jump, do a handstand, touch your toes, cross your eyes, snap your fingers, whistle, sing. E.g. Ask a student "Can you cross your eyes?". If the student replies "Yes, I can"			

then say "Ok, go!" and the student does the action. If the student says "No, I can't" say "Too bad. Ok, can you (wiggle)?".

Activity 3		Timing: 15
Students now, regarding all the information they gathered in the last activity, are going to use it and use them to write and complete sentences about themselves and their partner /group. Once everybody has finished, they will read it out loud to the rest of the classroom.		
Methodology: Gamification	Students will work as a team, and once they complete each activity, they will receive one small piece that they will use at the end of the unit to create the device to connect with the moon!	Solve the riddle to get your next reward!
		I am made of water but I am not wet, what am I?
Attention to diversity	In this classroom there are not any students with special necessities, therefore no special modifications are necessary for this lesson.	

Table 7: Session Four

Now that the activities are done and completed, the students should have 4 mystery words from the riddles that were done at the end of every class, so they will have successfully reached their goal of helping the Nasa! Those who got all four of them, while also completing all the activities with an appropriate attitude, will get special points that will serve them as a bridge to get a little treat in the classroom: they could exchange them for more time to read, draw or even a couple more minutes in recess. This will help as a motivational tool and will promote their collaborative work.

6.9 Evaluation

To make sure all of the objective are achieved, the criteria that I am going to follow for the evaluation goes accordingly with *ORDEN de 17 de marzo de 2015*, which develops the Primary Education Curriculum in Andalucía, according to *Boletín Oficial de la Junta de Andalucía (BOJA)*. It can be divided into three main categories:

1. **Previous knowledge:** this initial assessment will be set at the beginning of the Didactic Unit; it is going to be the basis for the activities that we are going to develop, so it shall not, under any circumstances, be qualifying for the final review, as its main function is to provide guidance on the initial level of knowledge on the topic.
2. **Continuous evaluation:** its main purpose is to improve the teaching and learning experience for students and for teachers. The main tool will be an observation list and a Rubric (*see Annex 7*), which will include the three main categories of the program: reading and writing, vocabulary and grammatical knowledge and listening and speaking abilities.
3. **Final assessment/thoughts:** for this assessment we are going to compare the initial evaluation with the observation list/notebook that was used during each session. By doing this, we can clearly see the weakest and strongest point of the program, how the students reacted to the activities and, also, it will help us to see if the program has helped the students to really improve or, on the contrary, if it was not successfully implanted within the classroom.

7. CONCLUSIONS

To conclude this dissertation, the main point that I took as important is the fact that learning English is much more fun and accessible than we have been shown during our academic lives. As professional educators, knowing different methodologies and using different resources and activities are crucial if we want to keep our class fresh and up to date while using modern technologies, but never erasing traditional ones out of our classroom on its totality as it is not realistic for the teaching process.

Also, the development of arts and musical abilities on the kids is crucial in their process to develop an imaginative and creative mind on their own, this means that it helps

them to develop their individual personality traits and interest. Once we understand that each and every one of the pupils is different and that it is not realistic to assume that they are all going to work and learn the same way, we will be able to provide them with task and contents that fulfil those needs and interests.

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9. ANNEXES

9.1. Annex 1: “Move your body” by Beyoncé

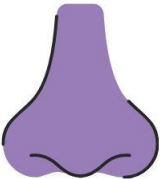
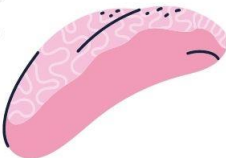
MOVE YOUR BODY	
5, 3, 2011, let's move! Clap your hands now! X4 Jump, jump, jump! X4, Let me see you run, Put your knees up in the sky, Cause we just begun, hey! Hey! Jump x4 This is how we do, Shuffle couple to the right, To the left, let's move! Hey! Hey! Can you dougie with me? Throw your own lil swag on the swizzy beat, Hey! Hey! If you're ready for more, Jump rope, jump rope, Lift your feet off the floor, Hey! Hey! Move your body x4 Won't you move your body? Everybody, Won't you move your body? Hey! Jump x4 Jump x4 I wanna let it out tonight, Gonna party, gonna dance, gonna be myself tonight, Hey! Cumbia, let's go Time to move your little hips, Vamonos, Vamonos, Hey! Hey! Jump x4	Bring it back real quick, Do the running man and then you turn around like this, Hey! Hey! Jump x6 Feel that heart beat race Snap your fingers, tap your feet, Just keep up with the pace, Hey! Hey! Jump x6 Move your body x4 Everybody, Won't you move your body? Everybody, Won't you move your body? Hey! Wanna move my body, I wanna let it out tonight, Gonna party, gonna dance, gonna be myself tonight, Hey! Jump x4 Fellas on the floor, All my ladies on the floor, Get me bodied, get ready, to move your body, Jump x4 Now run to the left, to the left, to the left, Now run to the left, to the left, Now run to the right, to the right, to the right, Run back to the right, to the right, Jump x4

9.2. Annex 2: Body Bingo

Name: _____

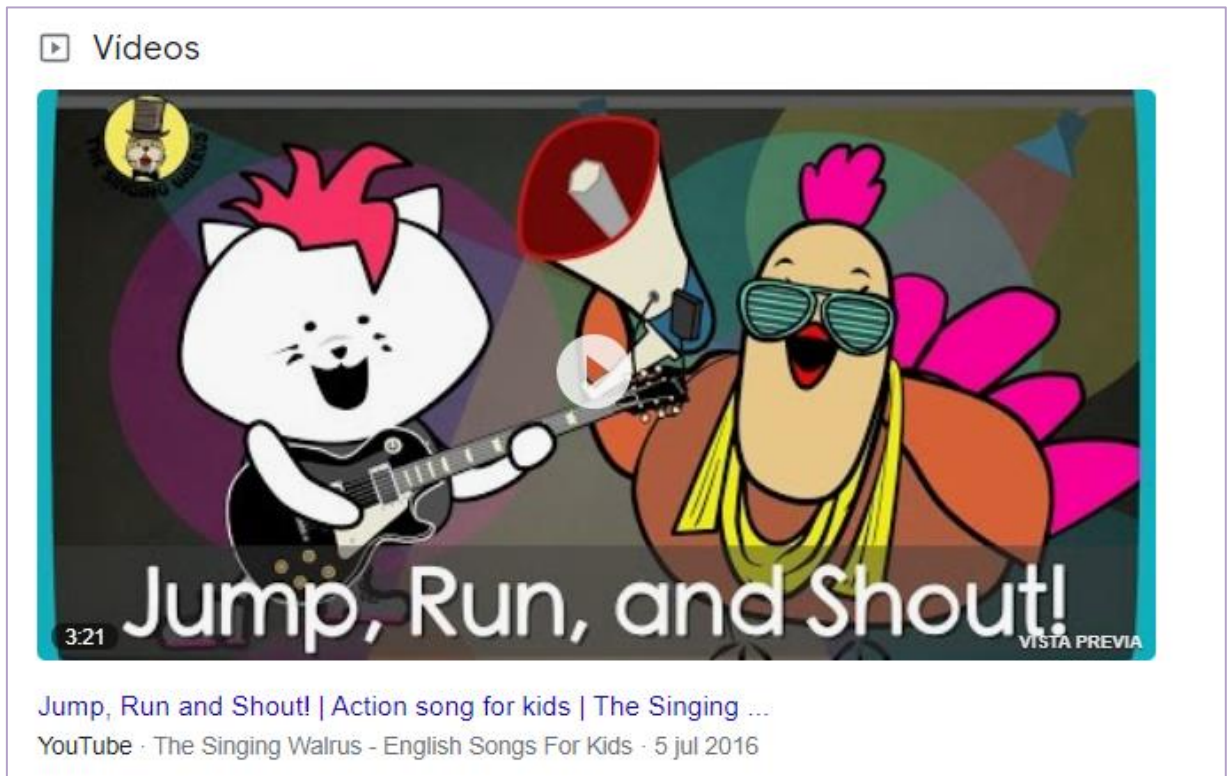
BODY BINGO!

Look out for the words listed below.

			
			
			
Shake your _____	Clap your hands!	Node your _____	Dance!
Point your fingers!	Stamp your feet!	Sit down!	Wave your _____

Source: my own creation

9.3. Annex 3:” Jump, run and scream!” by Super Simple Songs



9.4. Annex 4: What can you do? By Dream English Kids



9.5. Annex 5: Follow the leader



follow the leader - sigan al lider - sbs - YouTube

[https://www.youtube.com › watch](https://www.youtube.com/watch)

9.6. Annex 6: “Move and freeze” by Brain Breaks.

MOVE AND FREEZE	
Chorus: C'mon, move and freeze. C'mon, move and freeze. C'mon, move and freeze. C'mon, move and freeze. Put your right hand on your left knee, your left hand on your right. Your knees move in and out. Your hands stay tight. Now keep on with your moving but switch hands on your knees. Keep on moving in and out till we say freeze. C'mon, move and freeze. C'mon, move and freeze. C'mon, move and freeze. C'mon, move and freeze. Put one hand across your shoulder one hand across your back. Now jump in place. Do you like it like that? Now switch hands across your shoulders and switch hands across your back. Now just be nimble, just be quick, just like Jack. C'mon, jump and freeze. C'mon, jump and freeze. C'mon, jump and freeze. C'mon, jump and freeze.	Everybody shake your body from your head down to your feet. And don't stop shaking until we stop the beat. Shake it to the east and shake it to the west. Shake it, shake it, shake it with my friends who are the best. C'mon, shake and freeze. C'mon, shake and freeze. C'mon, shake and freeze. C'mon, shake and freeze. Put your right hand on your head, your left on someone's knee. Now turn once in a circle and buzz like a bee. Now turn the other way, don't let go or lose your spot. Keep turning left, keep turning right until the music stops. C'mon, turn and freeze. C'mon, turn and freeze. C'mon, turn and freeze. C'mon, turn and freeze. “Alright, you can move now.”

9.7. Annex 7: Observation List

Criteria		Rating Scale		
Pupil's name: _____		3 Very Good	2 Good	1 Satisfactory
Uses language to show respect				
Works well in a small group				
Identifies differences between personal and cultural experiences, and those in texts				
Shows motivation to speak in English				
Shows respect for Community				
Encourages others				
Additional notes				

Source: my own creation

9.8. Annex 8: Rubric

<u>CATEGORY</u>	4	3	2	1
Fluency	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.
Pronunciation and accent	Pronunciation is excellent; good effort at accent.	Pronunciation is good; good effort at accent	Pronunciation is okay; No effort towards a native accent	Pronunciation is lacking and hard to understand; No effort towards a
Vocabulary	Excellent control of language features; a wide range of well-chosen vocabulary	Good language control; good range of relatively well-chosen vocabulary	Weak language control; basic vocabulary choice with some words clearly lacking	Weak language control; vocabulary that is used does not match the task
Grammar	Accuracy & variety of grammatical structures	Good level of description; all required information included	Description lacks some critical details that make it difficult for the listener to understand	Description is so lacking that the listener cannot understand