

Master's Dissertation/
Trabajo Fin de Máster

THE DEVELOPMENT OF THE ENGLISH LANGUAGE THROUGH CREATIVITY AND PLAYFUL ACTIONS: A DIDACTIC PROPOSAL

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ABSTRACT:

In today's society, the English language has positioned itself as the international communicative tool by excellence. For this reason, its learning and development in the Primary stage is one of the fundamental points of the educational system.

This development is greatly enhanced when the language is practiced through situations that involve creativity and the students' own interests. For this reason, the inclusion of periodic activities that contextualize learning and provide it with a playful dimension has been taken as the basis for this Master's Dissertation.

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1. INTRODUCTION

Learning the English language is currently understood in two ways within the Educational System. The first one is like a subject of its own. That seeks to provide students with a communicative tool with which they establish interpersonal relationships with individuals who do not speak Spanish.

This is especially relevant if we understand English as an international lingua franca, that is, as the means of communication par excellence throughout the world. Examples of this are found from computer science to the most varied forms of leisure, through international institutions and organizations that govern much of the globalized reality in which we live.

The second way to understand English is as an instrumental resource. Since the rise of bilingualism and its inclusion as a day-to-day centre in the classroom, mastering this language has become an imperative for students. The reason that underlies this is that it is necessary to understand the contents studied in other subjects, as well as to achieve the proposed goals and academic success.

Regardless of the vision of the English language and its performance within the Primary stage, there are some fundamental points to take into account in its development within the teaching-learning process.

The most important of these points is the motivation of the students and their positive predisposition towards this foreign language. This can be achieved through the inclusion of activities and actions that involve creativity and the students' own interests.

Taking the above as a premise, this didactic proposal will be developed. For this, a theoretical and legal justification has been made, that allows its implementation within an educational centre in accordance with current standards. This justification is combined with a contextualization of the environment of the centre and the target students, at the same time that it develops the fundamental elements of the Primary stage curriculum.

All this leads to the systematic planning and execution of a series of final activities for each didactic unit which, through the development of the students' own creativity, promote the contextualized and realistic use of English in a motivating and challenging environment.

2. THEORETICAL FRAMEWORK

All educational action must start from a previous investigation that bases the actions to be carried out at a theoretical level. This is due to the fact that the work done with the new generations largely determines how they will evolve and the type of skills that they will develop.

With this in mind, it is easily understood why we should not act without clear guidelines that support and sustain the educational practices. For this, it will be useful to theoretically investigate both the uses of the English language and its legal justification within Spain and Andalusia, as well as the effects of creativity in general in relation to learning and specifically with the development of the English language.

2.1 The relevance of English as a language and as a subject

For several decades to the present, English has positioned itself as the lingua franca par excellence. This is due to multiple factors including social, economic, technological and political. However, its rise and dominance is not as relevant, in the case that concerns us, as its functionality.

Currently, the English language is used as an international dialogue mechanism used in the main institutions. In addition, its use predominates in the sciences and in the dissemination of knowledge, so its mastery is essential to carry out academic or research tasks (Chavez Zambrano, Saltos Vivos & Saltos Sueños, 2017).

On the other hand, English allows interpersonal communication between individuals, regardless of their mother tongue. That favours exchanges and the creation of social networks in a globalized world (Chavez Zambrano, Saltos Vivos & Saltos Sueños, 2017). (Chávez

Taking the above into consideration, it is easy to identify why English is included within the educational system. In fact, its inclusion within the Primary stage is justified through studies that show that the mastery of a language increases if it is learned from an early age (Quidel Cumilaf, Del Valle Rojas, Arévalo López, Ñancucho Chihuaicura & Ortiz Neira, 2014, pp. 34).

Among the virtues of including the foreign language English in Primary, the fact that students learn and contextualize vocabulary better, as well as naturalize the use of English as a communicative tool of habitual use stand out.

These benefits are increased depending on how students perceive the English language. This is the reason why the motivation and coherent contextualization of the use of the language in a real context are seen as one of the fundamental points to take into account within this area (Díaz Larenas & Morales Campos, 2015).

It should also be taken into account that the differences between the mother tongue and the foreign language are very high in the case of Spanish students. This generates various problems such as the difficulty to understand that pronunciation and writing are different or the linguistic interferences between L1 and L2, which mainly occur in the first cycle of Primary.

In addition, the different learning styles and rhythms found among the students must be taken into account. These can only be identified through direct interaction with students and initial testing (Gutiérrez Díez, 2010). However, it is something that should not be taken for granted since only if the characteristics and needs of the students are adapted to the teaching-learning process, is possible to develop meaningful learning scenarios where they can internalize the use of the language and give it a practical sense.

It should be noted that once the learning rhythms and styles have been identified, it is essential to develop vocabulary in the English language as the first aspect to consider. This is due to the vocabulary is the most relevant part of a language and its knowledge favours both the participation and the development of the other linguistic components (Barrera Gómez, 2004, pp. 63-84). In fact, vocabulary learning tends to be the backbone and the means to select the themes through which the subject is structured.

In addition to the above, the English within the educational system is also used as an instrumental tool since the implementation of bilingualism. Therefore, its mastery and especially its function as a mechanism for communication and transmission of knowledge have become essential for academic success. Although there are still disparate opinions regarding bilingualism, the vast majority of teachers have started to support it and value its virtues, since its correct implementations favours both the learning of the subject that is being worked on and the development of the language itself (Porto Currás, Bolarín Martínez & Lova Mellado, 2020, pp- 339-362)

Similarly, once the initial reluctance of the students to use a foreign language to which they are not used as a vehicle to learn a different area has been overcome, the results are also positive and the perception of English improves. This is because their self-esteem is

strengthened and language learning is linked to practical use in their real life (Barrios Espinosa, 2014).

2.2 Legal framework of the English subject

In addition to the pedagogical and functional reasons that encourage the development of the English language as one of the areas of knowledge encompassed within Primary education, its legal justification must be considered (Castro Urdaneta, 2001). This is due to the fact that without proper consideration of the legal texts that regulate the educational system it is totally impossible to implement a project within the classroom.

First of all, the *Organic Law 2/2006, of March 3rd, on Education (LOE), modified by Organic Law 8/2013, of December 9th, for the Improvement of Educational Quality (LOMCE)* must be taken into account. This Organic Law establishes the fundamental framework within which teaching takes place inside the national territory.

Closely linked with the previous law, the *Royal Decree 126/2014, of February 28th, which establishes the Basic Curriculum for Primary Education* is responsible for developing the basic curriculum that will be contemplated within the Primary Stage. To this must be added that within the Spanish territory the *ECD Order 65/2015, of January 21th* is used. Through this Order the interrelationships that exist within the curriculum between the key competences, the contents and the fundamental evaluation criteria are specified.

Since this project is going to be implemented within the Autonomous Community of Andalusia, the pertinent regional legislation must be considered, which complements and expands the legal texts valid at the national level set out above.

As the main law, we have the *Law 17/2007, of December 10th, of Education of Andalusia* which determines the general framework and action path within the community, as well as the key points that link the teaching of the new generations to the Andalusian reality.

In a similar way to what *Royal Decree 126/2014* does with *Organic Law 2/2006, of March 3rd, modified by Organic Law 8/2013, of December 9th*. In Andalusia, *Law 17/2017, of December 10th*, is also complemented by the *Decree 97/2015, of March 3rd* which establishes the organization of the curriculum in the Primary Stage adapting it to the special characteristics of the Autonomous Community of Andalusia.

The previous curriculum is developed within the Primary Stage by the *Order of March 17th, 2015*, being this one of the most important that must be taken into account when contextualizing and planning any project to be carried out within Andalusia.

Regarding evaluation, it must be seen as a dynamic reality that encompasses all academic areas of the teaching-learning process (Vergara Cabarcas, López Caraballo, Castellón Barrios, Vázquez Rossi & Becker Arroyo, 2019, pp. 82-99). To achieve this, the *Guidance from the General Directorate for Educational Planning and the Andalusian Agency for Educational Evaluation* for the description of the skill level acquired by Primary Education students and of course, the *Order of November 4th, 2015*, what is the main text that regulates the evaluation within the Primary stage. This Order is based on the fact that the evaluation must be formative, continuous, criterial, focused on the development of competencies and inclusive.

To the legal texts of a general nature previously exposed, it is necessary to add some ones more specific and concrete, which are of special relevance in order to achieve the objectives proposed in this project, as well as its practical implementation.

The first of them is the *Order of August 20th, 2010*, since this is in charge of regulating the way of operating that educational centers must have, as well as their schedules, so we must take it into account in order to plan the temporal structure of the project.

Added to this Order are the *Instructions of July 24th, 2013* which must be taken into account in order to develop the Competence in Linguistic Communication which is omnipresent within the development of the area of Foreign Language: English and the *Instruction 13/2018, of September 7th* which regulates the configuration and development of workshops.

It should be noted that the last Instructions are aimed at solving mathematical problems and reading comprehension, but based on that, the fundamental principles for the development of any type of workshop can be extrapolated, or failing that, other types of educational actions, oriented to the learning and development of a specific skill.

Finally, and taking into account the enormous diversity present within the classroom as well as the principle of individualization through which each student must be considered individually, it is seen as necessary to take into account the legal texts that regulate attention to diversity. The first of them is the *Order of July 25th, 2008* which establishes how attention to diversity should be developed with students of Basic Education in Andalusia.

This Order is closely linked with the *Instructions of March 8th, 2017* that update the protocols used for the detection and identification of those students who need educational support or an organized and concrete educational response that allows them to reach their full development.

2.3 The effect of creativity in learning

Once the pedagogical basis and the legal framework in which the area of English Foreign Language is encompassed have been described, attention must be focused on the ways to achieve success in the teaching-learning process.

There are a large number of factors that determine both the academic performance of students and the involvement of the teaching body. It must be considered that these factors can be internal or external. Internal factors are unique in each individual and include personal variables based on one's own preferences, on one's own expectations, and on previous experiences (Abu-Rabia, 2000).

On the other hand, external factors depend purely on the environment, being these the physical circumstances surrounding the teaching-learning process or the social and emotional conditions that are involved in it.

Taking into account the above, it should be noted that there is a factor that can be internal and external at the same time (Rafiola, Setyosari, Radjah & Ramli, 2020, pp.71). This factor is the motivation that can come from oneself, thanks to personal responsibility or the enjoyment that learning provides when it is carried out in a playful way, or externally thanks to a reinforcement provided by the social environment when a certain activity is carried out in a satisfying way (Ausubel, Novak, Hanesian, 1989).

Taking the previous paragraph into account, motivation is one of the fundamental pillars of education. However, motivating students is an extremely complex task. One of the most effective ways to motivate them is through creativity (Fisher & Williams, 2004).

Creativity is understood within the educational world as the development of parallel thinking through actions that are not directly evident. Although creativity is an abstract field and difficult to materialize, the very nature of children supports its pedagogical use. This is because during childhood the imagination is constantly used and this is the basis of parallel thinking and by extension of creativity itself (Arnold, 2000).

In this way, it is possible to start from the tendency of using imagination that students have at the age that concerns us right now, to implement creative actions. These actions generate a relaxed and pleasant atmosphere that reinforces positive expectations regarding the foreign language area: English. By increasing these expectations of the students, they are motivated and participate more actively in the teaching-learning process, which in turn allows them to learn the language more efficiently (Fisher & Williams, 2004).

However, there is not only an improvement in the internal motivation of the students by incorporating creative actions that start from their own interests in the teaching-learning process (Delfín, 2000). The teachers who carry out these actions also see their perceptions of the area modified. The perception itself becomes much more positive and the aforementioned new environment affects the messages that the teacher himself emits (Madrid, 2001, pp. 213-222). These messages are much more positive and generate a spiral that feeds itself, at the same time that it provides a socio-emotional support to the students, which increases the degree of enjoyment and involvement of the same.

2.4 Playful actions as a resource to learn English

Given the intangible nature of creativity, its application within the school context must be governed by a series of principles and concrete actions that materialize it. The fundamental principles that support this start from knowing the students themselves, their characteristics and their needs in order to identify the centres of interest that can motivate their actions within the teaching-learning process (Brown, 2000).

Furthermore, this is closely linked to the principles of individualization and that of direct experimentation. As a consequence, the creative actions carried out must use the language in a communicative, contextualized and meaningful way.

However, this can be complex as a result of the difficulties of using a foreign language for interpersonal relationships when the mastery of that language is not good enough. Usually, this results in a loss of motivation, so in order to materialize the principles set out, it is necessary to provide them with a playful approach that makes the use of English fun, while simultaneously facilitate learning (Buschenhofen, 1998, pp. 93-116).

The playful approach modifies the perceptions that both students and teachers have of the English subject itself, including language. It becomes a source of enjoyment that encourages its use and that, simultaneously, helps in the internalization of the language through the use of positive interpersonal relationships. In the same way, the lack of playful

aspects in learning a language not only hinders its development, it makes learning a tedious and unproductive task that generates animosity (Delfín de Manzanilla, 2007).

To materialize the previous ideas in a tangible way, teachers use a series of specific teaching strategies. These teaching strategies include the use of a wide variety of material resources, as well as activities of various kinds (Alcedo & Chacón, 2011, pp. 69-76). All this seeks to adapt, as much as possible, the teaching-learning process to the interests of the students while pursuing in the same way the development of the fundamental aspects of the language.

Focusing on the use and selection of resources, these must be realistic since a language can only be learned through its use in real situations, although it is true that adaptations are sometimes required to make the resource understandable and manageable (Díaz Barriga and Hernández Rojas, 2002).

In addition, it must be taken into account that the realistic materials used are usually closely linked to English culture, so it is important to incorporate it into the teaching-learning process as a contextualizing element. This is normally done through direct instruction, although it is much more effective to do it through indirect means, such as the narration of curiosities or the apparently irrelevant exposure of sociocultural factors related to the Anglosphere in moments of break between different subjects. (Rahimipour, 2021, pp. 29-44).

Furthermore, to the playful use of sociocultural factors related to the English language, there are many other actions that offer great results for learning the language. One of the most used is learning based on games or gamification. On this basis, the use of traditional games, songs, narrations, dramatization... for educational purposes is structured (Partovi & Razavi, 2019).

Although it is true that gamification is increasingly common within schools and that not all learning can be carried out through it, it has not yet been fully adopted or applied to all areas equally.

Traditionally, the English language has been taught through a method based on decontextualized learning of grammar and vocabulary, especially at higher levels of the stage. Fortunately, this system is being replaced by a more playful one aimed at developing more functional communicative skills (Alcalde Peñalver & Santamaría Urbieto, 2021, pp. 567-576). This is carried out by maintaining the system of games and entertaining and playful dynamics

that is applied in the early childhood education stage and that lasts during the first cycle of Primary Education.

Following this trend, more and more traditional games are being combined with new digital technologies and the possibilities they offer (Herrera Estrada, 2020). Considering that current students are digital natives, this is highly motivating and facilitates the achievement of academic goals (Pérez Sánchez & García Valladares, 2019).

2.5 The use of digital technologies as a creative resource to learn English

Fortunately, language learning has been enhanced thanks to the combination of traditional media and new technologies belonging to the digital age. Not only are current students digital natives who use these technologies as an essential part of their lives, and especially of their leisure, but the possibilities it offer us at an educational level are very varied and beneficial (Finol, 2000).

These possibilities include the enormous motivation they provide when they are used in the teaching-learning process, the variety of activities that they allow us to carry out and can be adapted to the specific objectives pursued (Monclús & Saban, 2012, pp. 9).

However, it is necessary to take into account the digital divide that may exist among our students. It is essential to know two variables. The first one is the level of mastery of the new technologies that the students have, since it is not possible to implement something if they do not know what to do with it. Hence the need to establish user guides and manuals, as well as practical examples of how to use a certain digital tool before being able to get its full potential (Almenara Cabrero & Ruiz Palmero, 2017).

Secondly, the technological possibilities that families have at home must be identified. Under no circumstances should the inclusion of new technologies in the classroom allows the discrimination of students who, for economic or other reasons, do not have access to the resources and tools that we wish to use.

To this possible digital gap in students, must be added the one that may exist between teachers themselves. Given the imperative need to coordinate with other professionals, knowing the level of mastery they have of digital technologies and their level of implementation is essential (Macarrón Sierra & López Hernández, 2015, pp. 83-114).

We must take into account both the current and future training possibilities as well as the past actions that have been carried out with the students and that can serve as a basis for the ones we want to carry out (Mur Sangrá, 2016).

Finally, it should be noted that the correct implementation of these technologies within the classroom greatly favours the creative development of students, at the same time that they allow the incorporation of a great variety of educational actions that directly engage with the students' centres of interest.

This generates an improvement in the teaching-learning process, where both the contents that are expected to be transmitted and the practical application of them, make sense and become something fun but at the same time functional (Glaveanu, Ness & de Saint Laurent, 2020, pp. 1-3).

3. DIDACTIC PROPOSAL

3.1 Justification

The justification of this project is based on the need to connect with the interests of the students in order to provide a teaching-learning process fully adapted to them. On this basis and taking into account the pedagogical freedom available that the educational centres have and teachers themselves to materialize the elements of the curriculum within the classroom, creative and playful actions are proposed as guides for the development of the foreign language.

These actions are built from pedagogical principles supported by theories such as Piaget's constructivism or Ambush's meaningful learning. These authors have highly interrelated learning theories since constructivism defends that each person creates their own knowledge, and this in turn is the basis for meaningful learning that can be internalized and transferred to real life.

We can also justify this project from the perspective of other authors such as Cassini, who raises didactic guidelines for the learning of foreign languages that are universally extended today among the practices that teachers carry out. One of these orientations is the use of creativity as a motivating tool that increases the results obtained in the student's learning process, which is in line with what is intended to be achieved with this project.

Finally, it should be noted that the implementation of this type of projects, as well as the freedom to design them, is exposed in the Educational Project of the Centre, which serves as the basis for extracting data from the environment that will be used in the contextualization and adaptation of the project to the specific circumstances in which it will be carried out, such as: the social and cultural components, family information, near community support...

3.2 Contextualization

Contextualization is one of the fundamental aspects that must be taken into account when planning a project if it has to be adapted to the circumstances and characteristics of the student body and not be something merely decorative.

This contextualization process must take into account three key points. The first of them is the location of the center, considering the physical and sociocultural environment and the external institutions that can serve as support within the educational community.

Secondly, the educational center itself and its variables must be taken into consideration, such as the personal and material resources available to it, the facilities as well as any other that must be taken into account.

Last but not least, the students themselves must be considered in general, as well as the specific characteristics of each one of them that may influence the planning and execution of the project.

a) Location:

The physical location of the center is within the Autonomous Community of Andalusia and more specifically in the city of Córdoba. This determines the presence of the sociocultural factors typical of the Andalusian region, as well as the climatic particularities that must be taken into account when organizing activities in the different school facilities or in relation with third institutions.

Regarding its location inside the city itself, the school is located within the city center and a 5-minute walk from the historic center. As a consequence of this location and the influx of tourists who visit the area, there are great possibilities in the nearby environment to find texts (signs, posters ...), places and institutions that use English as a means of communication and that can be used to give meaning and realism to the learning of a foreign language.

To this must be added that as a consequence of being a central and highly tourist area enjoys great security, which makes it possible to organize school outings from the center with the students within school hours.

b) School center:

Focusing now on the school itself, this is a school with two lines of Infant Education and three of Primary, and is attached to another nearby center for Secondary Education.

Regarding personal resources, the endowment of the center consists in a group of teachers who act as tutors, as well as specialists for foreign languages, physical education and music. To them must be added the professionals in charge of Therapeutic Pedagogy and Hearing and Language.

A teacher has recently been added to this staff as a consequence of the Covid situation and has a close relationship with all the students, being available for support tasks when is required. Finally, with regard to the non-teaching staff, it is necessary to highlight that they contribute to the climate of the center and has a mastery of the foreign language good enough to favor linguistic immersion.

Regarding the material resources available, the classrooms are equipped with two complete computer equipment. One is intended for the teacher and is connected to the digital whiteboard, while the other forms a workstation that students use for self-discovery and project completion, as well as for extension and reinforcement tasks.

To these resources we must add a supply of tablets as well as other traditional resources which have a manipulative nature that are available to teachers who request them.

Under no circumstances can we forget the facilities present in the educational center. The most notable ones in relation to the proposed project are the reference classroom within which a classroom library is included, connected by the library loan plan with the center's library.

To this must be added an assembly hall, prepared for the performance of theatrical acts, a indoor sports hall that can be used when the playgrounds are not available due to meteorological issues (rain, excessive heat in summer...) and a classroom of IT equipped with enough equipment for individual work by the entire class group and the development of activities related to ICTs.

c) Students and families:

The last point to take into account in this contextualization is the students and their families. The students with whom the project it is going to be carried out are those in 4th grade of Primary Education. The project will be carried out simultaneously in the three present lines but in order to contextualize the project in a precise way without exceeding the number of words with the pertinent adaptations that must be made for each class, it will be presented taking into account “A” group of students of these three lines.

The group-class consists of 25 students who have previously worked together and who have very high expectations and prior motivation regarding the English Foreign Language area. Their linguistic mastery is good enough at an oral level to be able to maintain a simple conversation about a topic they already know, and on the written level they are fully feasible to extract general information from the text and to briefly identify key points they want to convey to you.

Finally, it should be noted that families offer full support both to the tutor and to the rest of the teachers who work with the group, and there are several of them that provide complementary and extracurricular activities in such a way that they become an extra support pillar at the time of being able to manage the group of students outside the reference classroom. Furthermore, this opens up new possibilities to carry out activities within the classroom.

3.3 Objectives

Now, to set the objectives, two large blocks must be taken into account. The first of these blocks of objectives derives from the legal framework in force in Spain and Andalusia. For this, the “*Organic Law of Education of 2/2006 of May 3rd (LOE) modified by the Organic Law for the improvement of educational quality 8/2013, of December 9th*” must be taken into account.

Among the objectives included in the previously exposed legislation, the following stands out. In relation to learning a foreign language, the objective f) “*To acquire in at least one foreign language the basic communicative competence that allows them to express and understand simple messages and to function in everyday situations*” is the one that must be taken into consideration and which justifies the teaching of the English language within Primary education.

Since the project employs creative and playful skills, it must be linked to the objectives b) *"To develop habits of individual and team work, effort and responsibility in studying, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit"* and j) *"Use different representations and artistic expressions and start in the construction of visual and audiovisual proposals"*. Both make direct reference to the employment and development of the skills that are pursued in this project and therefore can be achieved through it.

Finally, the objectives i) *"Get started in the use of Information and Communication Technologies for learning, developing a critical spirit in the face of the messages they receive and elaborate"* and c) *"Acquire skills for prevention and peaceful resolution of conflicts, which allow them to function autonomously in the family and domestic sphere, as well as in the social groups with which they interact"* are also present, since the use of digital tools promotes the achievement of objective i) and the group work as well as outings outside the centre and the interactions that you are entailing with third parties with c).

These general objectives are developed in Andalusia through Decree 97/2015, of March 3rd, which synthetically through 9 objectives encompassed within the area of Foreign Language reflects the need to develop productive and receptive oral and written skills. These skills are also combined with learning values of respect and coexistence, as well as with learning new technologies. Therefore, it remains in line with what is proposed in the project.

In addition to the block of objectives that derive from current legislation and that must be considered for the project to be feasible to execute, it is necessary to propose a set of own objectives to be achieved through the project. These objectives are as follows:

- 1° To develop communication skills in English in students in the 4th year of Primary Education
- 2° To use playful and creative actions as a motivating element to promote the learning of the English language

3.4 Key Competences

Based on Order ECD / 65/2015, of January 21th, in which it is exposed that the Key Competences must be taken into account during the teaching-learning process, we can define the concept of competence as: *"The combination of academic knowledge, practical skills and socio-affective aspects that in an interrelated way allow a person to reach their full development and participate in society actively"*.

Bearing this in mind, it is necessary to try that all the Key Competences are developed through this project to guarantee their full validity. This is done in the following way.

Competence in Linguistic Communication is the most important since every language, and that includes English, must be functional and have a communicative sense that allows expressing and understanding messages between different interlocutors. This competence has to be developed through the students' own interactions, as well as through the direct learning of techniques that favor the understanding of messages and the elaboration of them.

Mathematical Competence and Basic Competences in Science and Technology are developed in a transversal way through the activities proposed since in them it is usually required to carry out a small investigation or previous preparation, as well as the elaboration of mental schemes and coherent reasoning that allow using the structures of a foreign language.

Regarding Digital Competence, it is materialized given the use of digital materials and the preparation of presentations and specific resources through the use of new technologies.

On the other hand, the Competences of Learning to Learn and Sense of Initiative and Entrepreneurship are materialized through constructivist techniques that encourage students to discover the English language and to interiorize this language as a contextualized and useful element in their lives, as well as through playful and creative techniques that motivates and encourages the desire of develop learning by themself.

Regarding Social and Civic Competences, these are omnipresent within the classroom, as all interaction between various human beings are governed by a set of social norms based on respect and empathy. It is also present in all group activities or in those that include third parties and are promoted through indirect modeling derived from the behavior of teachers and direct instruction itself thanks to the establishment of standards of conduct and coexistence.

Finally, the Competence of Cultural Awareness and Expression which is manifested through creative artistic skills and some actions proposed in the project that implies leaving the center and knowing the socio-cultural environment that surrounds it from the perspective that an English speaker would have.

It should be noted that these competencies are often interrelated and are not carried out in isolation, so the general vision to be taken is holistic.

3.5 Contents

When proposing the contents that will be developed in this project, it is necessary to take into account the ones exposed in “*Decree 97/2015, of March 3rd*”, since these constitute the academic benchmark that should be pursued within the Primary Stage in school in the Autonomous Community of Andalusia.

These contents are divided into four blocks, of which each one refers to a different skill (Block 1: Comprehension of oral texts, Block 2: Production of oral texts: Expression and interaction, Block 3: Comprehension of written texts and Block 4: Production of written texts: Expression and interaction). Despite this, all the blocks share a section of understanding / production of messages, the use of contextualized and functional language, linguistic knowledge and socio-cultural aspects.

Based on these contents marked by the legal texts, content focuses are selected through to transmit the teachings and develop the skills that will consequently lead to the achievement of the planned objectives. These contents can be synthesized as follows:

- Being able to understand oral and written messages within a specific context
- Have the ability to produce oral and written messages that respond to or initiate an interaction
- Increase the active and passive vocabulary of students and their ability to use it in a grammatically correct way when communicating
- Understand the sociocultural connotations that influence language, so that they can understand and produce understandable and logical messages

3.6 Methodology

The methodology is based on a series of fundamental principles that generally structure the actions carried out within the teaching-learning process. These principles are based on the concept of individualization. It includes the consideration of each student as a unique entity so that it must be known in order to identify what his or her interests are, their true capacities and the academic and personal needs that they may have.

The previous principle is combined with the adaptation one, by which the educational actions materialized in the classroom are modified depending on the students we have. For this reason, it is avoided to apply non-contextualized generic actions as part of the process. In

addition, adaptation avoids unsystematized improvisation and favours the execution of what is planned through a series of pedagogical modifications.

The principle of direct experimentation must also be taken into account. This is based on the use of language as a means of communication. Every language must be functional, that is, usable for interpersonal communication. As a consequence, realistic scenarios where students freely express their ideas should be proposed. To this purpose, it is necessary to create a safe space and a work environment that gives students confidence.

Focusing now on the role of the teacher, he or she must act as a guide and as a creator of significant learning scenarios, or what is the same, a secondary actor who guides the students in the teaching-learning process.

To achieve this, it is necessary to have a good theoretical and practical training. Usually, this training is combined with the support of other professionals and with what is stated in the Centre Plan and the projects that it includes.

On the other hand, students have an active and participatory role. This is manifested through the actions that they carry out to create their own learning, internalizing and endowing it with a practical meaning related to real life, as well as through the exposure of communication skills using the foreign language English as a vehicle for it.

It is important to understand that not all students have the same learning rhythms or the same performance patterns when using the language for participating in class. Taking this into account, we can identify students of a reflective type, who need a theoretical basis before using the language, so enough time should be allowed for them to think and express themselves without pressure. We can also find practical students, who put into operation what is intended to convey more or less immediately and therefore need more dynamic and interactive actions.

To the previous types of students we can add those passive ones, who due to shyness or low self-esteem rarely participate in public but can develop other activities in an excellent way, especially when they work individually. Even so, it is advisable to encourage their participation through emotional and social support.

Obviously, due to the diversity present within a classroom there are many more types of students than can be materialized with words, so it is very necessary to modify the original general plans as they are put into practice and the effect that is seen in the student body.

3.7 Organization: space, time, grouping and resources

The organization necessary for the execution of this project must take into account four key points. These points are: the structuring of the space, the organization of the time, how the students are grouped and the resources and materials available that are going to be used.

1) Space:

To begin with, the fundamental space to be taken into account is the reference classroom. This classroom allows the use of spaces such as the classroom library and a corner for project work within the English as a Foreign Language Area. In addition, the desks can be structured in the following ways:

- U-shaped to maximize eye contact and communication at the large group level, making it ideal for exhibitions and introduction to work.
- In groups or islands that favours exchange, cooperation and the achievement of objectives in a small group.
- Individually or in isolation for when personal work is required or when a specific student needs to develop a specific skill without the intervention of others.

Once the spaces of the general classroom have been structured, the use of the auditorium or, failing that, the sports hall should also be considered for some specific dramatization actions.

2) Timing:

With regard to time management, the project is developed throughout the year considering that there are 6 ordinary teaching units within this period. At the end of each unit, the actions proposed for that unit, which will be detailed later, will be materialized.

Usually they will use one or two sessions for its execution. On the other hand, it must be taken into account that the exact timing may vary due to external agents out of our control, so it is merely indicative.

3) Grouping:

The groupings of the students will vary depending on the specific activity carried out and their stage of development. However, it includes actions in a large group, small group and individually in order to carry out all the interaction possibilities available

4) Resources and materials:

Finally, the resources are classified into traditional and digital. Traditional resources are games and creative activities that are done through a physical medium. While digital ones use software for motivation and learning. Both models are used interchangeably in order to compensate the disadvantages of each one and promote learning.

Among the materials available are the set of tablets, the digital whiteboard and the teacher's computer and a small workstation equipped with a mini PC that can be used by the students. To these materials we must add a Kamishibai, some costumes, literary materials and other manipulative elements.

3.8 Transversality

The transversal elements of the curriculum must be treated in all the educational actions that are carried out, which is why they are also included in this project. However, it should be noted that not all of them should be developed in the same way or to the same extent, so the most important aspects to be carried out will be explained.

a) Values Education

Education in values constitutes one of the fundamental transversal elements since its development is carried out in each day-to-day action. This is because all human interaction, and especially those of a communicative nature, is based on having a series of values upon the concept of empathy, respect and mutual understanding. From these values derive the norms that regulate the existence of human beings in society.

Taking into account the above, the development of education in values is structured in three key points within this project. The first of these is the establishment of clear norms that regulate participation and coexistence within the classroom. These are not project specific but are applied all times and in all areas. These rules include respecting speaking turns, raising the hand to speak, using courtesy structures when regulating interactions, as well as any other useful for managing the interactions upon the base of mutual understanding.

Second, we have the modelling performed by both the teaching staff and the non-teaching staff. These people always act as a correct and reliable reference, whom through their own practice indirectly transmit the socially desirable ways of living in community.

The third point on which values education is structured within the project is direct teaching. It lies in the awareness of the students and in the reasoning that underlies the

establishment of norms and the behaviours shown by adults. For this, it is necessary to start conversations with the students through assemblies and dialogues in which they accept these patterns of behaviour and value them as something positive.

Finally, it should be noted that education in values is carried out throughout the project, but if it is necessary or is considered an urgent topic, it gains priority and extension sessions will be dedicated to it within the hours reserved for tutoring.

b) Reading animation plan

The Reading animation plan encourages reading and is usually structured within the area of Spanish language and literature. However, in bilingual centres, and in those aware of learning English, it usually includes reading animation in foreign languages.

In the case of the centre where the project is to be developed, this plan includes it and therefore offers coverage and support for it. This is due to the fact that several of the proposed activities are based on reading and the use of narrative texts for recreational purposes, which are adapted to achieve academic objectives and the development of communicative skills.

c) Treatment of technologies for learning and knowledge (TLK)

The treatment of technologies for learning and knowledge is structured from the use of information and communication technologies. Its development within the project is materialized through activities that involve the use of digital resources.

This is accomplished through the use of software with which to create presentations and resources and those which are used by students both for their own enjoyment and to bring life to the creative constructions they carry out.

An example of this is the use of creative online programs that allow the development of comics in which written language is used to simulate contextualized conversations between characters.

d) Andalusian Culture

The treatment and transmission of Andalusian culture is one of the most complex aspects within the area of English Foreign Language since it is usually oriented towards understanding English culture and how it affects language. However, this can become a great point in favour if the English culture and its particularities are used to compare it with their own from an integrating and respectful perspective.

It should be noted that this project, due to the inclusion of activities that involve leaving the school to visit the historic centre of the city and visit both tourist and commercial enclaves intended for tourists while the students behave and assume the role of an English student, allows this comparison between the two cultures to be made in a much more vivid and entertaining way than through textbooks.

To specify, the treatment of Andalusian culture, this will be carried out through the typical products that are offered within the city of Córdoba, as well as through comparison of the monuments and typical architectures of the city with those that could be found in countries of the Anglosphere.

e) Instrumental subjects

The treatment of the instrumental areas is the last transversal aspect to consider. Since the implementation of bilingualism, English is considered an instrumental tool since it is used for learning other areas. For this reason, its development through the project and its involvement in the promotion of communicative competence on which bilingualism is based on, allow the instrumental treatment of the language.

In addition, the activity of exchange of narrations in English and Spanish with English-speaking students allows the combination of the Area of Foreign Language: English with the instrumental area of Spanish language and literature.

3. 9 Evaluation

The evaluation constitutes a fundamental process that is developed according to the *Order of November 4th, 2015*. This evaluation process has a fully formative function since it seeks to improve the teaching-learning process itself. This function is combined with the need to establish a series of criteria through which the process becomes more objective, at the same time, continuous and summative evaluation routes are used.

It should be noted that the evaluation will be carried out at three fundamental moments. The first of them is at the beginning of the project through an initial evaluation which will be carried out through a battery of oral questions. This seeks to identify the main centers of interest of the students and, together with the data of the initial assessment test carried out the first days of class of the course, to identify the level of competence that the students have in order to be able to adapt the project to their needs, skills and characteristics.

This initial evaluation is combined with continuous evaluation, which assesses how each student has worked individually and has been developed throughout the project, being one of the fundamental tools to provide them with an adequate feedback.

Finally, a final or summative evaluation will be carried out at the end of the project to identify the points that have been reached, as well as possible deficiencies that must be improved for years to come.

With this in mind, it is easy to understand that evaluation should be attended to on a two-sided basis. The first one consists of evaluating the teaching activities themselves and the project itself. This makes possible to know if the proposed objectives have been achieved, as well as to identify the strengths and weaknesses that should be taken into in consideration for future years.

On the other hand, the results obtained by the students must also be evaluated. This is because it is necessary to provide positive feedback of the actions carried out and, simultaneously, offer values that quantify the level of development reached by the students.

a) Evaluation of the teaching process. Teachers' self-evaluation

The evaluation of the teaching process is carried out taking into account the actions materialized by the teacher and what has been developed when implementing the project itself.

In the first place, it must be checked if the proposed methodological lines have been followed and how they have contributed to the students' motivation and properly development of the activities. Activities should also be evaluated to see in which way they contribute to achieving the objectives or have been an unnecessary waste of time.

On the other hand, it is essential to check whether individualized and quality attention to diversity has been provided in order to not left any student behind or discriminate him or her. This is especially important when carrying out activities in groups or including digital technologies since a possible digital divide must be considered. For this purpose, direct observation of the teaching staff and the annotations that they make in their class diary will be used.

Regarding the materials and resources used, these must also be evaluated, considering the economic costs they have had, their practical utility and the time required for their

implementation. Being an ideal instrument for this, a registration list that includes a double entry table in whose columns these elements are registered.

To this must be added the use of a final questionnaire that allows knowing the opinions of the students regarding the project in general and about the activities and how to execute them in particular.

This questionnaire can be done orally or in writing and will consist of a series of questions grouped into three blocks. The first block includes general academic content and whether the students perceive it as something functional and useful or as a waste of time. The second is aimed at identifying whether or not they have enjoyed doing the creative and playful activities proposed. And the last block includes open questions where they can express themselves freely and add any other relevant information that they consider appropriate.

Finally, it is necessary to evaluate the timing of the project in order to know if it has adapted to the proposed times and has contributed to the normal development of the English as a Foreign Language subject.

b) Evaluation of the learning process

The evaluation of the learning process focuses on the students and their development. To achieve that, techniques such as direct observation and annotations in the class diary made by the teacher are combined with the data that are extracted after each session carried out in order to provide daily feedback to the students. That helps in keeping up their motivation and willingness to work.

The above described is combined with the use of individualized rubrics. These rubrics are prepared and completed by the teacher based on a series of items that must be taken into account to know if the objectives proposed are being achieved by the students. At the same time, they endow the process with objectivity and link it with other elements of the curriculum such as the development of Key Competences or Transversal Values, among others.

As an example, since it would be necessary to adapt it as the project develops and the teaching-learning process circumstances change, the following evaluation rubric is proposed:

Name:					
Course:					
Activity:					
Item	Score				
	1	2	3	4	5
The student has been motivated before, during and after the activity					
The student has carried out the proposed creative or playful actions					
The student has shown a communicative use of the English language					
The student has shown interest in deepening the English language					
The student has presented creative alternatives for the development of the activity					
The student has respected the rules of coexistence and group work					

As can be seen, the rubric is numbered from one to five. These values correspond to a scale that ranges from 1 - not reached or totally disagree - to 5 – fully reached or totally agree. In addition, some blank spaces are added at the end of the rubric to be able to add new specific items related to the specific activity that is being evaluated.

3. 10 Planning

The planning of the activities is materialized taking into account that each of them will be carried out after finishing each of the six main didactic units proposed for the school year. With this in mind, each trimester will include two activities which can be developed along several sessions.

First trimester

Activity 1: Karaoke contest

As an initial activity, the realization of a karaoke in which songs selected by the students and approved by the teacher in charge will be included to ensure that their content is appropriate for the age of the students, as well as to guarantee that the pronunciation and the vocabulary used in them will be useful in future communications.

It is highly recommended that the songs have been downloaded in advance in order to avoid difficulties such as problems in the Internet connection or the possibility of advertisements being projected during the activity that could break the class climate.

In addition, games such as Just Dance, which makes some of its songs public, can be used to combine the audios with animated and cartoonish videos that encourage students' participation through the gamification that their use implies.

The objectives pursued by this activity are structured in order of increasing difficulty, paying special attention to the oral comprehension capacity of the students and losing of stage fright that many students have when they must express themselves in English. Taking this into account, the annotations for the evaluation that the teacher must carry out in his or her class diary are structured based on participation, the ability to orally understand the message to which they are exposed again from the songs and the production abilities that the students have while imitating the sounds of the song.

Regarding space, this activity is carried out within the reference classroom using the digital blackboard, the teacher's computer and the classroom's audio system.

A fundamental aspect to consider is the possible shyness of some students who may not feel comfortable singing or dancing in front of others. Under no circumstances should they be forced to do so, but support should be provided to them in order to ensure that they gain sufficient self-confidence, while simultaneously the teacher creates a relaxed and fun atmosphere.

An alternative for those who do not want to sing in public is to perform group karaoke where they feel more protected or who carry out this activity in less visible areas than the class so that they do not feel ashamed when being observed by others.

The steps to follow to carry out this activity are:

1. Make an introduction to the activity and explain what it is for
2. Select the songs together with the students and download them
3. Start karaoke in a group way
4. Add playful variations such as the realization of a singing contest, following the model offered in some television programs in which a court judge the performance and vote on the interpretive quality of the applicant.
5. Ask oral questions to find out if the students have understood what the song intends to convey, as well as to check if their oral expression and pronunciation has improved.

Activity 2: Friends in writing

The second activity will require a session used directly and exclusively for its development, but it will last for the rest of the course, which is why it is located within the first trimester, although the productive skills in writing are better worked on in the last.

For this activity, it is essential that parents give the go-ahead since the students will establish contact with other students belonging to an English educational center. Relationships with that school can be established directly through platforms such as Penpals Schools, which interconnect students from different locations and who use different languages so that they can teach each other through a peer tutoring process, or directly by contacting English center. In our case, Penpals will be used as the main platform given the ease of use it has and the fact that part of the students is already provided with it.

The main objective of this activity is to improve the productive written skills of the students through the creation of small texts that are sent and corrected by a native speaker. In return, the students themselves will correct and send back texts written by this native in Spanish, thus combining both areas of knowledge in this activity, while simultaneously motivating the participation of the students thanks to the active role they have and the bond of collaboration with another person through digital media.

Regarding the evaluation, it must be carried out continuously throughout the year considering the starting point that the students had in their ability to write in English and how it has developed until the end of the course, evaluating progress more than the final results.

It is important to note that the session in which the activity is presented and exemplified so that everyone knows how to carry it out will be done within the computer room, since it is recommended that each student have access to their own computer terminal to follow the steps.

In addition, the computer equipment that is available in the classroom for the students will be used so that those students who do not have access to a computer or an Internet connection at home can participate without being victims of the digital divide. To this must be added the possibility of carrying out the writing and corrections in a group so that those students who do not feel confident enough to be able to do it well alone can participate without feeling burdened by it.

The steps that will be carried out in this activity will be:

1. Carry out an introduction to the activity making the students aware that they acquire through its performance
2. Show how the platform works
3. Guide the students in their first interactions and help them in the production and correction of texts

4. Periodically supervise how the activity is developing throughout the year

Second trimester

Activity 3: Creating Comics

The second term begins with a creative activity based on the development of comics, or failing that, mangas' for those students who prefer that style of drawing and writing. This activity is based on the students' own interests and its main objective is to gradually internalize fundamental communicative structures, through the interactions carried out by the fictitious characters created.

The evaluation is carried out on the comics made by the students themselves, with special emphasis on the grammar and the variety of structures used, as well as the correct writing of the words. It should be noted that the correction can be made with the help of the native speakers with whom they came into contact in previous activities, since these are also texts prepared by the students that can be exchanged.

The realization of these comics can be done in paper format, providing guides that already have the pre-designed vignettes or leaving full creative freedom to the students who wish to do so. The use of platforms such as Pixton or Storybird let us develop the activity through a digital medium, since they create safe and easy-to-use environments for what it is intended to achieve.

Fundamentally, the space used will be the reference classroom with the possibility of moving to the computer room if the group of students decides to opt for a digital modality.

The steps to follow are:

1. The activity is presented offering a comic model that is performed live in front of the students
2. They are provided with a guide to know how to use digital platforms or to prepare a comic in paper format
3. A bank of predesigned characters is created that can be used by those students who would not be able to create their own characters.
4. A series of fundamental phrases of a communicative nature are presented that must be included at some point in the story

5. They are given time to make their own comics in the classroom so that the teacher can help and guide them. Taking into account the close relationship that this activity has with the area of Artistic Education: Plastic and the fact that this is a bilingual subject taught in English, its schedule can be used to extend its duration and offer a better guide for students.
6. Exhibitions of the works created are showed and their stories are told orally, projecting the comic vignettes on the digital board

Activity 4: Making our own kamishibai

Based on the stories created through the previous comics the new activity will start. In the first place, a series of stories already created will be proposed to be used by the students that will have to make drawings based on what they have understood. These stories will be presented orally and in writing to check the level of understanding that students have in these modalities.

When evaluating it, it will be taken into account what the drawings express and if it is in line with what the story narrated than the creative ability embodied itself. It is essential that the student know this so that they do not worry if their drawings do not have the quality that they would expect since otherwise they would be demoralized and would not participate in the activity.

For this activity the reference classroom will be used and as materials the school supplies usually used in plastic will be required as well as the digital blackboard to carry out projections of the stories.

The steps to follow will be:

1. Explain the bases and usefulness of the activity
2. Show the narratives texts orally and in writing
3. Provide time for drawing drawings
4. Display the drawings and make a selection from them
5. Combine the selected drawings in a kamishibai to create a new written story, which will later be narrated orally

Third trimester

Activity 5: Doing theater

The first activity of the third trimester requires more than one session. Specifically, 3 sessions will be used for the design, rehearsal and execution of a small theatrical performance. This play will be based on the stories that the students developed during the second trimester.

The main objective of this activity is to continue to lose the fear of expressing oneself in English. The use of body language combined with common expressions and accents in the English language will be encouraged.

The evaluation will focus on observing the fluidity and naturalness of the expression that the students have during their interactions in the performance. It should be noted that many times more information is obtained from the rehearsals, since there is no pressure or nervousness and, by extension, communication is more natural than during the execution of the final work.

As for the spaces used, these include the reference classroom for the presentation of the activity and the distribution of papers and the assembly hall or, failing that, the school sports hall for rehearsals and the execution of the performance.

In addition to the above, the center has various costumes has available from previous works and events can be used. This is especially useful with shy students since characterizing themselves as another character and using masks that hide their face greatly favors feeling confident enough to participate and express themselves without fear.

The steps to be followed are:

1. Introduce the activity stating what it is for
2. Select or create the story from the fragments that the students have been doing in the previous trimesters
3. Distribute the characters
4. Carry out short rehearsals and fragments of the performance
5. Execute the complete performance in the Assembly Hall

It should be noted that the play can be broadcast over the Internet for parents to see and enjoy, or in the circumstances that current measures in relation to COVID allow it to assist them to see it live.

Activity 6: Today we are English

The last proposed activity is undoubtedly the most complex of all and requires the written authorization of the parents since it would be considered an outing to school. Thanks to the support of the families, it is feasible to carry out and this is also due to the fact that several parents who have a high level of English agree to attend and act as supportive monitors during it.

The main objective that this activity seeks is a total linguistic immersion in which the student body assumes the role of an English-speaking student visiting the city center and the main tourist areas. For this, the activity is linked to other areas such as social sciences and takes part of its schedule on the day of the outing.

Regarding the evaluation, this is carried out fundamentally through the direct observation of the teacher since there is no time while it is being carried out to make annotations.

The steps to follow in this activity are the following:

1. The activity, its utility and the areas to be visited are exposed using Google Maps and its route planning function.
2. Groups of five students are created and a father or mother guide is assigned to them who will take care of that group.
3. The exact day and time in which the outing will take place is planned, the most suitable being the last weeks of class prior to the evaluation in which the rest of the subjects have already been completed.
4. The activity is carried out in which only English can be used as a means of communication and natural interactions will be established both with the guides of the monuments and the vendors of the tourist shops in the city center.
5. Back at the center, a personal assessment of the activity and what has been learned with it is carried out

3. 11 Attention to diversity

Attention to diversity necessarily starts from knowing the students with whom you work. For this, three fundamental things must be carried out. The first of these is the initial evaluation, usually carried out at the beginning of the course or when a new student joins the

class. These tests are of a diverse nature and try to identify what are the strengths and weaknesses that this specific student has.

The tests described above are combined with the teacher's own observation and the notes taken in his or her class journal. Although this may seem subjective, a good professional is able to use his or her own experience without being conditioned by the connotations of past events. This gives the ability to adapt and favor the inclusion of the student within the dynamics of the classroom. As a consequence, the late inclusion of a new student does not usually pose a problem for its learning once he or she overcome the initial difficulties derived from the change of physical and social environment.

Finally, the contact with other professionals and with sectors of the educational community as relevant as families, provide two aspects of crucial importance. The first of them is information about the sociocultural environment of the students, as well as possible economic, emotional or academic deficiencies that must be taken into consideration before planning or executing an educational action.

On the other hand, you can also receive an indispensable support, which is coordinated through the tutor, which becomes one of the essential pillars for the appropriate development of the students. For this, the relationship with families and the community in general must be based on trust, assertive dialogue and two-way communication.

Once the students are known, three fundamental actions come into play. The first of these is to create adaptations of general planning that are based on the needs and interests of the particular pupils you are working with in order to motivate them and offer them meaningful learning experiences appropriate to their level.

Secondly, materials are created and reinforcement and extension activities are designed to increase the adaptation to the students' needs. This is to prevent any student from being left behind in the group, either because they have difficulties to keep up or because they exceed their peers. Whatever the case, it usually results in a loss of interest, which is usually fatal in learning a foreign language.

Finally, it must be considered that attention to diversity is not exclusive to a group of specific students but must be applied to the entire group following the principle of individualization set out in the legal framework that regulates the curriculum of Primary education. For this, it is essential to periodically evaluate all students and provide them with positive and productive feedback that guides them to continue their learning.

4. CONCLUSION

This didactic proposal starts from the teaching experience of its creator and from the theoretical support that scaffolds the use of creative activities and resources based on the interests of the students as a pedagogical tool.

Thanks to this, some action guidelines that allow the development of this project within an educational center have been established. This includes a curriculum development linking what is intended to be done with each of the elements present in the elementary curriculum, as well as the creation of contextualized and realistic activities that promote the communicative use of the English language.

As a consequence, the main objective of developing the communicative skills of the students through the use of the English language is seen as something viable to achieve, while creating a pleasant, motivating and interactive environment for the students.

Under no circumstances can we forget the development of transversal skills such as creativity, which is useful in all aspects of life, especially those related to solving problems present on a day-to-day basis.

In addition to the above, it should be noted that the use of recreational activities and actions based on creativity not only encourages motivation and development of students, but also promotes teaching activity and generates a psychological effect that makes them perceive themselves such as better teachers and by extension get more involved in their work.

Taking into account the above, this proposal is considered as viable to execute, which is why it will be developed during the next year in an educational center.

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