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DESIGNING A LINGUISTIC IMMERSION SPACE AND TWO TEACHING UNITS
FOR THE DEVELOPMENT OF THE ORAL COMMUNICATIVE COMPETENCE IN
INFANT AND PRIMARY EDUCATION.

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Abstract

Even though most Spanish students study English for approximately 9 years at school, they do not develop the oral communicative competence in this language. Among the reasons that cause this situation, both the lack of exposure to the language and the prioritisation of writing skills stand out. This project presents an innovation of the teaching and learning of English as a foreign language (EFL), both in infants and primary education. This innovation is supported by a review of the aspects that influence in the learning process and the methodologies that follow a communicative approach (Natural Approach, Linguistic Immersion and Content and Language integrated Learning).

The innovation is contextualized in the school Salvador Espriu because responds to the characteristics required: there is no linguistic immersion in the English lessons, their exposure to English input is not enough and they do not spend sufficient time practicing and developing speaking and communicative skills. The innovation consists of the design of an attractive linguistic immersion space that functions as a context for the activities that aim the development of the oral communicative competence. In addition, the innovation presents the design of two teaching units that contain engaging, meaningful, and communicative-centered activities. The first teaching unit is for the last year of infant education and the second one is for students of the first year of primary education.

The proposal has been guided and validated by three experts who are English teachers from different areas. One of them is an infant education English teacher, another is a primary education English teacher and the last one is a university lecturer that teaches future English teachers. Therefore, the validation and the orientations provided integrate both the practical and the methodological and theoretical perspectives.

Keywords: English as a foreign language, oral communicative competence, meaningful learning, communicative approach, linguistic immersion.

Resumen

Aunque la mayoría de los estudiantes españoles estudian inglés durante 9 años aproximadamente en la escuela, no desarrollan una competencia comunicativa oral. Dos de las causas destacables que producen esta situación son la falta de exposición a la lengua y la

priorización de las habilidades escritas sobre las orales. Este trabajo presenta una innovación de la enseñanza y aprendizaje del inglés como lengua extranjera en educación infantil y en educación primaria, que está basada en una revisión de la literatura pedagógica relacionada con los aspectos que influyen en el proceso de aprendizaje y los métodos que siguen las metodologías comunicativas (el Método Natural, la Inmersión Lingüística, el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras).

La innovación está contextualizada en la escuela Salvador Espriu porque responde a las características requeridas: no hay inmersión lingüística en las clases de inglés, el tiempo de exposición al inglés no es suficiente y no se le dedica tiempo a la práctica y al desarrollo de las habilidades comunicativas orales. La innovación consiste en el diseño de un espacio atractivo de inmersión lingüística cuya función sea contextualizar actividades creadas para el desarrollo de la competencia comunicativa oral. Asimismo, se presenta el diseño de dos unidades didácticas que contienen actividades motivadoras, significativas y centradas en la comunicación. La primera es para alumnos del último curso de educación infantil y la segunda para alumnos de primero de primaria.

La propuesta ha sido guiada y validada por tres expertos que son profesores de inglés en diferentes ámbitos. Uno es profesor de inglés en educación infantil, otro es profesor de inglés en educación primaria y, el último es profesor de didáctica de la lengua inglesa en la universidad, donde forma a futuros maestros de inglés. De esta forma, la orientación y la validación integran la perspectiva práctica y la teórica.

Palabras clave: inglés como lengua extranjera, competencia comunicativa oral, aprendizaje significativo, metodología comunicativa, inmersión lingüística.

Resum

Encara que la majoria d'estudiants espanyols estudien anglès durant 9 anys aproximadament a l'escola, no desenvolupen una competència comunicativa oral. Dues de les causes que produeixen aquesta situació i cal destacar són la manca d'exposició a la llengua i la prioritització de les habilitats escrites sobre les orals. Aquest treball presenta una innovació de l'ensenyament i l'aprenentatge de l'anglès com a llengua estrangera tant a educació infantil com a educació primària, que està basada en la revisió de literatura pedagògica relacionada

amb els aspectes que influeixen en el procés d'aprenentatge i els mètodes que segueixes les metodologies comunicatives (el Mètode Natural, la Immersió Lingüística, l'Aprenentatge Integrat de Continguts i Llengües Estrangeres).

La innovació està contextualitzada a l'escola Salvador Espriu perquè respon a les característiques requerides: no hi ha immersió lingüística a les classes d'anglès, el temps d'exposició a l'anglès no és suficient i no es dedica temps a la pràctica i al desenvolupament de les habilitats comunicatives orals. La innovació consisteix en el disseny d'un espai atractiu d'immersió lingüística que sigui el context de les activitats creades pel desenvolupament de la competència comunicativa oral. També es presenta el disseny de dues unitats didàctiques que contenen activitats motivadores, significatives i centrades en la comunicació. La primera unitat és per alumnes de l'últim curs d'educació infantil i la segona és per alumnes del primer curs d'educació primària.

La proposta ha estat guiada i validada per tres experts que són professors d'anglès en diferents àmbits. El primer és mestre d'anglès a educació infantil, el segon és mestre d'anglès a educació primària i el tercer és professor de didàctica de llengua anglesa a la universitat, per tant ensenya a futurs mestres d'anglès. D'aquesta forma, la orientació i la validació integren la perspectiva pràctica i la teòrica.

Paraules clau: anglès com a llengua estrangera, competència comunicativa oral, aprenentatge significatiu, metodologia comunicativa.

Introduction

After the different teaching practices that I have done during the degree, I have found an issue that should be solved regarding the acquisition of English as a foreign language. In most schools, English is taught from the upper years of pre-primary education to year six of primary education. This means, students study English for approximately 9 years. However, the students of year six still do not know how to communicate in this language and they do not feel comfortable and confident when speaking. This problem has been considered before. Rubio and Martínez (2012) in Muñoz (2015) state that the Spanish educational system has not achieved the desirable results turning to speaking skills because writing skills have been prioritised. According to the data collected by the Eurobarometer in 2012, Spain is located as the 21st country out of the 27 countries of the EU when it comes to oral skills in a foreign language (Morilla, 2014). Therefore, our educational system does not use an adequate approach.

Students, in most state schools, have 3 hours each week of English lessons, which are very few hours for the exposure needed to learn a new language. Besides, most of the time they focus on reading, writing, and listening, which are the skills required for the official exams at the end of primary education (*Competències Bàsiques*). According to the *Consell Superior d'Avaluació del Sistema Educatiu* (2020), the exams of foreign language competence in year six of primary education assess the reading and listening comprehension and the writing skills. If we consult the *Marc conceptual de l'avaluació de sisè d'educació primària (w.d.)*, in the foreign linguistic competence, which includes English and French, being competent in oral communication involves gathering basic information and understanding simple or adapted oral texts from real life and close situations, for instance media or school environment. As a result, speaking skills are left aside, as they are not asked to produce any oral speech or conversation. Students finish primary education without being able to establish a fluent and well-pronounced conversation in English. However, this is not the reality in all the schools. I have had the opportunity of making extra-curricular teaching practices in a semi-private trilingual school where, through linguistic immersion and CLIL (Content and Language Integrated Learning), students in year six are able to communicate in English in an academic environment.

Learning a foreign language, especially English, can no longer be something optional. Schools must guarantee that pupils achieve a competent level. Our society is every day more global, and English is the leading language in most fields. As a future English teacher, I want to find information and investigate about the language learning process, the aspects that are involved in this process and the methodologies that present language as a communicative tool that must be learned through meaningful, contextualised, and communicative-centered activities.

After gathering the information, my aim is to design an innovation for the school where I did my last teaching practices. This state school is called Salvador Espriu and responds to the characteristics. In grade six of primary education, only 4 students out of 24 address to the English teacher in English. Besides, students only receive English input in EFL (English as a Foreign Language) sessions, which are 3 hours per week in primary and one hour in pre-primary. Another characteristic of the school is that during English sessions there is no linguistic immersion because both students and the teacher use their first language. In the same way, in the sessions, reading, writing, and listening skills predominate and there is no time spent in speaking.

The innovation is going to consist of the design of a linguistic immersion space and a set of activities that boost the oral competence. In the elaboration of the design some experts are going to be involved that will provide some guidelines. Among these experts I expect to count with English schoolteachers from the trilingual semi-private school mentioned before and a university ELT (English Teaching and Learning) teacher. I consider including both perspectives, from methodological experts and from practice experts, will enrich the project. Once the design is complete, as it is not going to be implemented, it will be validated by these experts.

Objectives

General objective

To design a space and a set of activities for children between 4 and 7 years old to promote the acquisition of the oral competence in English language through a multisensory approach focused on communication.

Specific objectives

- To find out the stages of the brain development in relation to the learning of English as a foreign language in children between 4 and 7 years old.
- To identify which aspects promote the establishment of meaningful and life-long connections in children between 3 and 8 years old when developing the oral competence in a new language.
- To design a space of linguistic immersion at the school setting.
- To determine activities that can enable an authentic learning from a multisensory approach.
- To design activities with a communicative objective that identify English as a communicative tool.

Theoretical framework

The *Theoretical framework* section gathers information related to the development of language in children since they are born from a neuroscientific and linguistic perspectives. It is essential to review the brain development phases that are directly related to language development.

Brain Development

The human brain is a very plastic organ, which means it is in constant change to guarantee the subject adaptation to the environment. This process is the base of learning (Carballo & Portero, 2017). According to Carballo and Portero (2017), one of the organs that is less developed and more immature when we are born is the brain. For this reason, humans have a very long childhood, a period where they are dependent on other human beings.

Almost all the neurons we are going to have during our life are formed in the first gestation months, which are more than 100 billion neurons. However, when we are born, they are still not functional because they are not connected between them. The maturation process consists of the growth of axons and dendrites, which are the neuronal prolongations, and the establishment of synaptic connections (Carballo & Portero, 2017).

Petzer-Karpf (1996) describes the brain development as “a series of growth spurts” (p. 5). Which are caused by the brain activity and the neuronal connections in specific periods of human growth. These periods are also named critical periods.

The brain spurts in the human brain development, that Petzer-Karpf notes, are the following:

Table 1: *Brain spurts*

First weeks	3-4th	7-8th	10-11th	15-18th	
First months	8th	12th	20th		
First years	4th	7th	11th	15th	19/20th

Source: Own elaboration and the information from Petzer-Karpf (1996).

The maturation of the brain and the cognitive development occurs at the same time. Thus, there are periods in which the brain is more receptive to a kind of stimulation that enables the development of a particular ability. Therefore, the learning is easier for younger brains, for instance the language learning (Carballo & Portero, 2017).

With two years old, children's brains reach the highest synaptic density. After that, the brain goes through a process of regional differentiation (Petzer-Karpf, 1996). The brain loses those connections that have not been stimulated by the environment. The aim of this selection is to make the brain more efficient and adapted to its surrounding. Through this process the brain specialises on those skills that are necessary. However, the plasticity, which is the brain's capacity to change its structures to be adapted as many times as needed to the environment, is present in the brain during its whole life and allows the learning. The mechanisms of plasticity can be found in all the behaviours that a person performs and in all the experiences that lives (Carballo & Portero, 2017).

Turning to language processing in the brain, Friererici and Watenburger (2010) observe that even though the left hemisphere has a specific function in language processing, there is great evidence "there is no one-to-one relationship between language and a specified brain region" (p. 154). The whole language processing, which involves phonologic, prosodic, syntactic, and semantic processes for language comprehension, occurs in frontotemporal networks and includes some areas in the right hemisphere. Therefore, both hemispheres work in a close connection (Friererici & Watenburger, 2010).

Stages of Language Development

Considering Peltzer-Karpf (1996) and Lightbown and Spada (2012) in the development of the first language we can find several stages. These stages are not always followed in a regular and interrupted way, but learners get closer to the language spoken around them in a progressive way (Lightbown & Spada, 2012). In addition, these stages in language acquisition are related to children's cognitive development. For example, children must understand time before they can use temporal adverbs like tomorrow or last week (Lightbown & Spada, 2012).

Table 2: *Communicative development*

Proto-communication	Smiles, visual contact, synchronous movements, and vocalizations.
From 3 months	First united actions, turn-taking and smiling indicates awareness of objects.
From 2 years	First discussions, frequent change of topic due to the short memory and concentration span.
From 3 years	Greater variety of topics and reduction of misunderstandings.
From 4 years	Real dialogues, immediate answers/reactions. Children can ask questions, give commands, report real events, and create stories about imaginary ones using correct word order and grammar.

Source: Own elaboration based on Peltzer-Karpf (1996) and Lightbown and Spada (2012).

Table 3: *Phonological development*

0-4 weeks	Involuntary crying, prelinguistic vocalization and a very fine auditory discrimination.
4-6 weeks	Differentiated crying.
2-4 months	Cooing, crying decreases.
5-6 months	Babbling, reduplications (consonant/vowel/consonant/vowel) [dada]
6-12 months	Phonetically consistent forms, proto words, patterned speech begins, CVC/VCV [mem/aga] intonation
1-2 years	Expansion of sound inventory
6 years	Completion of phonetic inventory, extension of word length, production in all positions.

Source: Own elaboration based on Peltzer-Karpf (1996) and Lightbown and Spada (2012)

Table 4: *Morphosyntactic development*

9-18 months	First words and sentences of one word.
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18-30 months	Combinations of few words (up to three), copying chunks, using intonation instead of syntax, early word-formation (compounding, agentive derivation).
2-3 years	Increasing length and complexity of sentences. Negation. Even though children understand very early the functions of negation, it takes some time for them to express it in a sentence. First, they use the word “no”, then, they use the negative form just before the verb. After that, they learn more negative forms and, finally, they put together the adequate correct form of the auxiliary verb and the negative form. Questions. The first question words that are learned are the “ <i>wh- words</i> ”. They are learned as part of a chunk “What is that? What are these?”. Around the end of the second year appears “Why” and stays for a year or two. When they understand time and manner they start using “how” and “when”.
6 years	Basic syntactic and morphological processes

Source: Own elaboration based on Peltzer-Karpf (1996) and Lightbown and Spada (2012)

Table 5: *Lexical development*

6-10 months	Understanding body language in specific contexts.
12 months	Production of firsts words and the relation between the object and the word.
15- 18 months	Short words. A few frequently repeated words in the language or languages spoken around them can be distinguished.
2-3 years	Categorization and overgeneralization. Children produce 50 different words and combine them producing simple sentences.
3 years	Naming explosion and comprehension and production of pronouns.
4-5 years	Superordinate and subordinate terms (animal/ horse)

vocabulary growth in childhood is estimated to be around 2.700 words/year

Source: Own elaboration based on Peltzer-Karpf (1996) and Lightbown and Spada (2012)

Peltzer-Karpf (1996) marks some differences between the first and the second language development, which are the following (p.5):

- the state of neuronal development

- age-specific cognitive capacities
- the system of the second language
- the input (quality/quantity/duration of contact)
- personal factors (motivation, social integration).

Second language learners also go through sequences of development, which means that “what is learned early by one is learned early by others” (Lightbown & Spada, 2012, p. 45). It must be considered that “many aspects of these developmental stages are similar among learners from different first language backgrounds” (Lightbown & Spada, 2012, p. 45).

Until the late 1960s second language learner’s speech was considered an incorrect version of the target language. Then, through the contrastive analysis hypothesis (CAH), errors were seen as a transference of patterns from the first language of learners (Lightbown & Spada, 2012). Even though, there are also errors that are a result of learners’ developing knowledge of the structures of the target language (Richards, 1974 in Lightbown & Spada, 2012). Besides, other errors are like the ones that young first language learners make (Lightbown & Spada, 2012).

Aspects that Influence the Learning Process

Besides the developmental stages, the cognitive capacities and the characteristics of the target language, there are other aspects that are involved in any kind of learning process. These factors must be taken into account to promote an effective and lifelong learning.

Multiple Intelligences and Learning Styles

The Theory of Multiple Intelligences was developed by Dr. Howard Gardner, Professor of Education at Harvard University in the year 1983 (Arulselvi, 2018). This theory presents a pluralistic view of the human mind that recognises different cognitive styles, which can process information in eight relatively independent forms. Although there are individual differences depending on the specific profile of intelligences that each person presents (Gardner & Hatch, 1989 and Arulselvi, 2018).

Table 6: *Eight intelligences.*

Logical/ Mathematical	Using numbers and observing abstract patterns.
Visual/ Spatial	Orienting oneself and the creating and manipulating mental images considering colour, size and shape.
Body/ Kinesthetic	Using the body to solve problems and for expression.
Musical/ Rhythmic	Perceiving tonal patterns, rhythms, pitch, and melodies.
Interpersonal	Understanding feelings, motivations, and intentions of other people.
Intrapersonal	Understanding oneself and being self-disciplined.
Verbal/ Linguistic	Using language both to communicate and in a creative way.
Naturalist	Relating to nature, observing, and classifying what is observed.

Source: Own elaboration considering Arulselvi (2018).

Later, in 2009, Gardner developed a related theory that presented the cognitive abilities that individuals should develop to be prepared to face our society and changing world. These abilities are grouped in Five Minds that must be developed (Arulselvi, 2018). Davis and Gardner (2012) describe the Five Minds as the following:

Table 7: *Five Minds*

Disciplined mind	In our society knowledge has become very specialized, the disciplined mind has mastered the knowledge and most important procedures of a discipline or profession, which makes the person an expertise. Moreover, this mind is disciplined in its effort to improve over mind in those skills.
Synthesizing mind	According to Davis and Gardner (2012) “this mind is able to articulate a goal, identify a starting point, gather relevant information, and, finally, devise a strategy for arraying that information in such a way that makes sense to oneself and to others” (p. 2). Metacognition is essential in this mind.
Creating mind	It emerges in the individual when it is around 10 years old because it requires mastery of one or more disciplines. This mind encourages the person to explore the world, take risks and learn from failures.

Respectful mind This mind regulates the way in which the individual treats other groups of people. Requires tolerance, political correctness, emotional and interpersonal intelligence. With globalization, developing a respectful mind has become essential.

Ethical mind This mind allows the consideration of questions of right or wrong. However, it requires cognitive maturation and thinking in abstract about the rights and duties related to workers and citizens.

Source: Own elaboration considering Davis and Gardner (2012)

Teachers know students have different strengths and individual cognitive and affective factors that influence the progress and speed of second language learning (Arulselvi, 2018). “Armstrong (2000) asserts that language teachers today have to be aware that students have different strengths, learning styles and even learning potentials but with the Multiple Intelligence theory we can teach students effectively in different ways” (Arulselvi, 2018). Considering the Multiple Intelligences teachers can create learning environments suitable for students. Furthermore, it is important to be aware of their reactions to different activities to improve the teaching and adapt to their learning style. Arulselvi (2018) presents activities applicable for the English language classroom that promote the development of different intelligences.

Table 8:

Activities to promote the development of intelligences in the English language classroom

Linguistic	reading, writing, oral storytelling, encouraging debates, reading comprehensions, starting a newsletter, vocabulary games, etc.
Logical and Mathematical	word order activities, problem solving activities, critical thinking, timelines of stories, puzzles, etc.
Visual-Spatial	mind-maps, drawing images for vocabulary words, imagination exercises, describing images or photographs, etc.
Body-Kinesthetic	field trips and excursions, computer typing, movement games, role plays and dramatization using dialogues, facial expression games, drawing and coloring, etc.
Musical/Rhythmic	songs and English rhymes, tongue twisters, reciting poetry, playing songs, singing folk songs, practicing stress and intonation, etc.

Interpersonal	peer-teaching or tutoring young students, group brainstorming, work in cooperative learning groups, etc.
Intrapersonal	make students choose their best writings for portfolios, write weekly or daily journals, make individual projects, write reflections about topics seen in class, etc.
Naturalist	attending class outside, reading about nature, researching animal habitats, observing natural surroundings to prepare a writing, participation in park/playground clean-ups, recycling drives and beautification of the environment.

Source: Own elaboration considering Arulselvi (2018)

Motivation

Motivation is a process that leads our behaviour toward a certain goal (Carballo & Portero, 2017). If we focus on language learning, Alizadeh (2016) presents the following definition of motivation stated by Gardner (1985): “motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language” (p.12).

Motivation can be regulated by internal factors, such as thirst and curiosity (endogenous motivation), or external factors, like environmental conditions, punishments, and rewards (exogenous motivation) (Carballo & Portero, 2017). When learning a language, Lightbown and Spada (2012) explain the following: “Roben Gardner and Wallace Lamben (1972) coined the terms instrumental motivation (language learning for immediate or practical goals) and integrative motivation (language learning for personal growth and cultural enrichment through contact with speakers of the other language)” (p. 87). Therefore, motivation in language learning includes both communicative needs and attitude towards the target language community (Lightbown & Spada, 2012).

Curiosity, interest, enjoyment, and motivation are key aspects on top on which learning is built (Carballo & Portero, 2017). To answer individual students’ motivations, dynamics in the classroom should give them the to choose what they want to do and how to do it. In this way the activities can be more adjusted to students’ learning styles.

Learning Environment and Social Interaction

Carballo and Portero (2017) note that, nowadays, there is an interest in building and designing learning spaces that promote the learning processes. To achieve this challenge, it is necessary to revise the fundamental factors that take part in the teaching and learning process. Through plasticity, from the experience the brain makes modifications in the neuronal connections, which are expressed in behaviour and cognitive changes. For this reason, it can be declared that the environment provokes changes in the nervous system (Sousa, 2014 in Carballo & Portero, 2017). Consequently, learning spaces must respect the brain's functioning and are an essential element to foster memory and learning and attention processes in students. (Carballo & Portero, 2017).

Table 8: *Elements of a learning space*

Environmental conditions	It is important that there are environmental conditions that promote comfort. In the first place, students exposed to natural light carry out the class tasks in a better way (Edwards & Torcellini, 2002, in Carballo & Portero, 2017). Secondly, it is essential to ensure the homeostatic balance for an optimal functioning of the organism. For this reason, there must be an adequate temperature and ventilation.
Sensorial stimuli	There must not be an excess of sensorial stimuli, for instance walls full of decorations and colours. This can make it difficult for students to hold attention for a long time, as they get easily distracted (Fisher <i>et al.</i> , 2014 in Carballo and Portero, 2017).
Colour	The colours of the space can affect students' emotions and behaviours. Gaines and Curry (2011) in Carballo and Portero (2017) explain it has been studied that spaces with cold colours (blue or green) are related with better attention and well-being than spaces with warm colours (orange and red) (p.41).
Furniture	If the space is flexible and can be transformed it is easier for students to move around, promotes dynamic activities like games and facilitates social interaction and cooperation. These elements are important for memory consolidation. Consequently, it is preferable to have only the necessary furniture and, this furniture should be versatile and have wheels. This could allow the creation of new spaces that respond to the learning and activities needs. (Brugarolas, 2016 in Carballo & Portero, 2017).

Source: Own elaboration considering Carballo and Portero (2017)

In relation to social interaction, Kuhl (2010) declares the following: “the assertion that social factors gate language learning explains not only how typically developing children acquire language, but also why children with autism exhibit twin deficits in social cognition and language” (p. 713). Moreover, the same author states there is evidence that early mastery of phonetic units of language is linked to learning in a social context, consequently, it suggests there is a connection between human social understanding and the origins of language (Kuhl, 2010). Humans are social beings that have survived by their capacity to communicate and cooperate. If humans are designed to live and coexist in a society to survive, it is logical that we are designed to learn in groups too (Carballo & Portero, 2012). According to different studies, it has been observed that social situations cause an increase of the release of neuromodulators like endorphins or oxytocin. This fact could influence and favour learning processes and memory consolidation (Guastella *et al.*, 2008; Meyer-Lindenberg *et al.*, 2011; Sylwester, 1994 and Wirth, 2015 in Carballo & Portero, 2012).

Executive Functions

Lezak (1995) explains that the executive functions (EFs) are essential mental capacities to carry out effective, creative, and socially accepted behaviour (Carballo & Portero, 2017). Besides, the EFs are crucial for mental and physical health, school and life success and development of the person in its cognitive, social, and psychological aspects (Diamond, 2013). As EFs predict lifelong achievement, health and wealth, Diamond (2013) states “it’s extremely important to help young children have good executive functioning” (p. 136).

The inhibitory control, the working memory and the cognitive flexibility are the three mechanisms of the EFs that facilitate the construction of other complex functions (Carballo & Portero, 2017)

Inhibitory control. This EF allows the person to control its own attention, behaviour, and emotions. Thus, it makes humans capable of making decisions independently from impulses, old habits, or stimuli. The inhibitory control of attention permits people choose to focus on a specific stimulus suppressing the attention to others. On the other hand, self-control involves the control of behaviour and emotions, which are related. In addition, having self-control means having the discipline to stay on a task and completing it even though there

are distractions (Diamond, 2013). This mechanism provides us the option of adapting our reactions to the context and is indispensable to live in a society. (Carballo & Portero, 2017).

Working Memory. The working memory has two functions. On the one hand stores and manages the information for a short time. In this way it is activated the necessary to guide the behaviour and carry out complicated cognitive activities. On the other hand, it has access to the knowledge placed in the long-term memory with the objective of producing and understanding the current information (Carballo & Portero, 2017). There are two types: verbal and non-verbal working memory. Both are essential for reasoning (Diamond, 2013). The working memory “is critical to our ability to see connections between seemingly unrelated things and to pull apart elements from an integrated whole, and hence to creativity, because creativity involves disassembling and recombining elements in new ways” (Diamond, 2013, p. 143).

Cognitive Flexibility. This last executive function is contrary to rigidity as it involves the capacity of changing what we think about something (Diamond, 2013). The cognitive flexibility identifies if the result of a strategy is effective and, depending on the results, makes changes in the pattern followed. It is related to creativity (Carballo & Portero, 2017). In this way, “involves being flexible enough to adjust to changed demands or priorities, to admit you were wrong, and to take advantage of sudden, unexpected opportunities.” (Diamond, 2013, p. 149)

The executive functions are associated with the prefrontal cortex (Carballo & Portero, 2017). In addition, executive functions and the prefrontal cortex are susceptible to suffer when the person feels stressed, sad, lonely or without physical fitness (Diamond, 2013). Teachers must bear in mind that “a person may be incorrectly diagnosed with an executive function disorder when what is really wrong is that stress, sadness, loneliness, lack of sleep, or lack of physical exercise in that person’s life are impairing his ability to display the executive functions of which he is capable” (Diamond, 2013, p.156).

Taking into account what Carballo and Portero (2017) write, the best way to train the executive functions is through indirect and holistic methodologies. Therefore, teaching proposals that involve games, movement, free and creative activities, and cooperation,

promote a superior development of the executive functions and a larger cognitive, social, and affective development

Age of Students

As it has been explained in the brain development section, at the beginning the human brain establishes the highest number of synaptic connections and, therefore, is in the most plastic stage. As Carballo and Portero (2017) remark, the younger the brain is, the easier learning abilities it is. This fact is also explained in the Critical Period Hypothesis (CPH), which states that the human brain is determined by genetics to learn and acquire a type of knowledge at specific times in life. Out of those periods is very difficult or impossible to acquire those skills. According to this theory, children that are not in contact with language in their infancy and early childhood are not going to be able to acquire it (Lightbown & Spada 2012). Therefore, a lack of stimulation has a negative impact in the brain's development and can result in a maturational delay (Carballo & Portero, 2017).

However, Carballo and Portero (2017) remind us that children must not be overstimulated in these periods. The brain also needs rest to consolidate learning experiences that occur naturally along the day, such as social interaction. In addition, overstimulation can be detrimental in the child's learning process and the development of their executive functions.

Turning to the relation that exists between the success in the learning of a second language and the learner's starting age, most studies conclude that the most notable characteristic of speakers that started acquiring the second language in their early childhood is their native-like pronunciation (Lightbown & Spada 2012). As Peltzer-Karpf (1996) explains, plasticity is crucial for the discrimination of speech and young brains are very susceptible to acoustic input. Especially children up to 8 or 9 years old. Newport (1990) in Kuhl (2010) expresses research is starting to understand the brain mechanisms involved in the early flexibility, regarding the acquisition of one or multiple languages by ear or by eye, and the following reduction of it, which diminishes adult's capacity to learn new languages.

Regarding the mastery of other language aspects, there is no significant difference. Children and adolescents progress in a quicker way than younger kids. Besides, the knowledge that older learners can build in a short period can cover their needs for everyday communications

and academic readings (Lightbown & Spada 2012). Therefore, the difference is in the purpose or the objective we seek in the learning of a second language. If we want students to become native-like speakers, it is important to expose them to the target language as soon as possible. However, if we want them to learn a new language to become multilingual communicators and enrich their linguistic competence, what is important is to expose them systematically to a quality language input once they have mastered their first language.

Historical Evolution of Foreign Language Learning

The need of communication and learning foreign languages has been present in our society for many centuries. This section's objective is to present the historical moment when learning foreign languages was considered part of education.

According to Sánchez (2009) we can find many pedagogues that along the centuries have pursued the improvement of their teaching practice used for the acquirement of a second language. With Humanism, there was an increase in the learning of foreign languages, mainly of the classic languages such as Latin and Greek. Sánchez (2009) explains these languages were needed to access the sources of culture. An important figure in Spain at that time was Elio Antonio Nebrija (1441-1522). He published the first Spanish grammar in 1492, which meant the beginning of Spanish teaching as a foreign language.

During the Age of Enlightenment there were some significant changes in the way of teaching foreign languages. In the 17th century, pedagogical realism emerged, which focused not only on achieving knowledge, but also in using it (Sánchez, 2009). Some pedagogues like Wolfgang Ratke (1571-1635) proposed leaving memory aside to make scaffolded and repetitive practical exercises. He also defended that students should first learn in their mother tongue in order to be able to study other languages afterwards (Sánchez, 2009). In the 18th century foreign language teaching became a part of the academic curriculum for the first time (Sánchez, 2009).

Teaching Approaches

Throughout history there have appeared different pedagogies and approaches for the teaching and learning of foreign languages. Some considered important learning grammar and following the rules while others were more focused on communication. In this section it is presented a review of some of the most known approaches following the historical evolution of foreign language teaching.

Traditional Approach

As Sánchez (2009) explains, the Traditional Approach was developed by Sears in 1845. This approach is also known as the Grammar-Translation Method and some of its features can still be found in some current school lessons (Ogalla, 2020). The Traditional Approach “views language as a set of rules that have to be observed, studied and analysed” (Sánchez, 2009, p. 62). Therefore, the most important is grammar acquisition, which is still the main focus in English lessons of some schools (Ogalla, 2020). Students through this approach were capable of reading and analysing the literature of the language learned. Among the characteristic procedures of this approach, we can find the deductive grammar analysis and rule memorisation. In addition, there was a lack of interaction, motivation, learning context and oral skills development (Sánchez, 2009).

Direct Method

To improve the Traditional Approach, the Direct Method was created (Sánchez, 2009). The Direct Method, contrary to the traditional one, considered that didactics should promote oral communication. Sánchez (2009) also informs that grammar becomes a secondary aspect, and the importance is given to vocabulary, oral interactions, and dialogues. Translation is not used during the lessons nor the mother tongue, and grammar is taught inductively (Ogalla 2020). However, this method also had some drawbacks. The communicative situations in the classroom were not close to students nor realistic. Besides, the vocabulary that students learnt was not adapted to their level (Sánchez, 2009).

Audiolingual Method

Audiolingual and Structural Methods thought that the language was learned through repetition. Fries developed this method in the 20th century, and it was based on behaviourism (Sánchez 2009). Behaviourism is a theory of learning that was very influential in the 1940s and 1950s (Lightbown & Spada 2012). One of the most important authors of this theory in relation to language learning is Skinner (1957). Lightbown and Spada (2012) state that behaviorism “hypothesized that when children imitated the language produced by those around them, their attempts to reproduce what they heard received 'positive reinforcement'.” (p. 15). Following this approach, teachers present a native-like model that students have to reproduce after listening to it. They have to perform dialogues and drill complex vocabulary and sentences in order to improve pronunciation (Ogalla, 2020).

Oral Method

Sánchez (2009) explains that the Oral Method is also based on behaviourism, so repetition and positive reinforcement are key aspects. This method was mainly developed in Great Britain between the 1930s and the 1960s. Sánchez (2009) stands out as relevant figures of this method Palmer, Hornby, and Pittman. In this method, grammar is really important and is taught inductively. Fill-in exercises are used to fix grammar rules (Sánchez, 2009). The linguistic theory that supported this method is British structuralism, whose main referent is Bloomfield (Sánchez, 2009). This theory valued the spoken language and denied the language study based on the written text.

Total Physical Approach

The Total Physical Approach (TPA) was developed in the United States in the 1970s by Asher, who is a psychologist specialised in foreign language methods (Sánchez, 2009). The learning of a foreign language is considered like the learning of the mother tongue and is rooted on the principles of Piaget’s constructivism theory (Sánchez 2009). For Piaget (1951) “language can be used to represent knowledge that children have acquired through physical interaction with the environment” (Lightbown & Spada, 2012, p. 25). The learning is based on a stimulus-

response model. For the TPA listening comprehension is a priority and grammar, which is taught inductively, is also important (Sánchez, 2009).

Suggestopedia

According to Ogalla (2020) in the later 1970s Georgi Lozanov introduced Suggestopedia. This method seeks students' motivation and enhances the role of learners. Consequently, aspects of the learning environment are considered to facilitate the learning process and promote positive attitudes towards learning. For instance, classroom decoration, lighting, furniture, and the use of music (Ogalla, 2020). Lozanov believed that learning difficulties were caused by anxiety. For this reason, he promoted the use of techniques that helped students to concentrate and relax, which he considered essential to retain vocabulary and grammar structures (Sánchez, 2009). Ogalla (2020) states Suggestopedia does not have specific procedures to teach language however, Sánchez (2009) explains that the most relevant in this approach is the use of language independent of the way. The approach departs from a dialogue and the presentation of a vocabulary list. Besides, grammar is secondary and is taught through the teacher's comments (Sánchez 2009).

Current Teaching and Learning Approaches

In this section some of the more recent foreign teaching and learning approaches are presented. These methods can be found in classrooms nowadays and they all view language as a communicative tool. Therefore, the main goal of foreign language learning is communication and exchange between people and cultures.

Communicative Approach

Sánchez (2009) reports that the goal of language learning, from the Communicative Approach (CA) perspective, is communication. Foreign language teaching is based on language functions and focused on the learners' needs fostering real communication in real contexts. A set of approaches with a communicative focus arose at the beginning of the 1970s in Europe standing against the previous structural models, such as the Audiolingual Method.

CA all the approaches that involves social interactions because they view language as a communicative tool. Therefore, these approaches are aligned with Vygotsky's theory which, as described by Lightbown and Spada (2012), understand that both cognitive and language development are a result of social interactions. According to this perspective, "learners can gain access to new knowledge about the language when they have support from an interlocutor" (Lightbown & Spada, 2012, p.120).

Demirezen (2011) notes that theory of CA "holds that the teaching process itself is communicative" (p. 62). The same author presents the essential guiding principles:

1. The teaching materials must answer students' communicative needs, which are the most important. "The goal of foreign language learning is to achieve communicative competence in the target language" (p.64).
2. The methodology is focused on conveying the meaning of messages in the foreign language and using them. Cooperation in groups to negotiate and convey meanings is key. Besides, activities which use language to accomplish meaningful tasks promote learning in a natural way.
3. Speaking precedes other language skills and must be integrated from the beginning.
4. Even though fluency and accuracy are equally important for communication, during the sessions, fluency may be promoted more than accuracy to engage learners in the use of the language.
5. It is important to learn the functions of forms and how to use them. "Functions are emphasized over forms" (p. 63).
6. Errors are tolerated as a natural consequence of the development of communication abilities.
7. Language used in class and the input provided must be real and updated so that students can relate them to their life and experience. Idiomatic and everyday language must be included to promote authentic communication.
8. The teacher must use the target language fluently and it is preferable that teachers are Native Speakers. Furthermore, the use of learners' mother tongue must be avoided.

9. The teacher can use role-play or dramatization to provide a social context, engage students and observe the difficulties they have with the target language. All the students must have opportunities to participate in these activities that simulate real-life communicative situations.
10. CA is a student-centered approach where the teacher has a mediating role and students have an active role. Thus, the teacher must be a conductor, mediator, facilitator, organizer, observer, etc. In addition, the expression of students' ideas and opinions must be considered.

Natural Approach

The Natural Approach (NA) was created by Stephen Krashen and Tracy Terrel. It is based on Krashen's (1982) theory of second language learning and on Terrel's (1977) experience with Spanish learners (Weaver, 2018). They consider the NA a communicative approach that is focused on teaching and developing communicative skills (Ratna, 2016). Thus, the main aim of this approach is that learners acquire the abilities they need to communicate with other speakers of the target language. Learning has been successful when the student is capable of comprehending and producing messages in the foreign language that has learnt. (Weaver, 2018). However, Terrel and Krashen establish a difference between learning and acquisition (Sánchez, 2009). Their approach is based on innateness, a theory fostered by Chomsky, who defends that children are biologically programmed for learning language. He states that there are some principles of Universal Grammar that enable the acquisition of language of the environment during a critical period of their development (Lightbown & Spada, 2012).

The creators of NA refute previous methods of language teaching that consider grammar the main aspect of language, for instance, the Audiolingual Method. Krashen and Terrel declare that meaning is the most important. Thus, language is its lexicon and grammar establish relations between the vocabulary words. Both produce messages (Ratna, 2016).

Ratna (2016) specifies five hypotheses that support the NA:

The Acquisition or Learning Hypothesis. Children build their language competence in a natural way through acquisition, which is an unconscious process. They develop a proficiency

level of the language by using it for communication. On the contrary, learning is a conscious process that aims to master the rules and enables students to explain structures and forms of the language.

The Monitor Hypothesis. As the acquisition of a language is unconscious and systematic through communication, the only conscious learning that takes place has the purpose of correcting or monitoring what is expressed.

The Natural Order Hypothesis. The acquisition of grammar follows a natural process and order that is also present in the development of the first language. The errors of learners are part of this process and they should be perceived as stages in the development of the communicative abilities.

The Input Hypothesis. The acquisition of language is proportional to the input that the learner is exposed to. Therefore, language input should be not only comprehensible and rich, but also frequent.

The Affective Filter Hypothesis. Learners that acquire better language are those who interact with it with confidence and are receptive to the input. To achieve this attitude, it is necessary to have a low affective filter and a low-stress learning context.

Turning to the implementation of NA in a foreign language lesson, Waver (2018) states there are three stages that should be followed.

Preproduction. The main goal of this stage is the development of the learner's comprehension of the target language. Students associate the meaning and the form of many words. The length of preproduction depends on the learner's needs. In elementary school could last several months (Terrel, 1982 in Weaver, 2018).

Early speech. In this stage students start speaking the target language with simple and short productions. They can show their comprehension by answering questions of one-word responses. Likewise, they can complete sentences and questions with one word missing or open-ended. Another technique that can help students in this stage is the use of speech routines that respond to learners' communicative needs.

Speech emergence. Learners in this stage make larger spoken productions in the target language. In this stage is essential to reduce language-related anxiety. To do it, it is

important to increase the student's interest, which can be done through humanistic-affective activities. In these, learners share personal feelings, experiences, opinions, etc. In this way learners know each other, and a comfortable environment is created. Teachers can follow different approaches to provide comprehensible input to students and opportunities to use the target language. For instance, problem-solving activities, so that students use the language they are learning to find a solution to a problem. Another example would be the use of games and recreational activities, which promote the creation of a relaxed and positive climate. Finally, teachers can also teach contents of other areas or subjects through the target language. In this way, students would learn the language unconsciously. Waver (2018) notes that "addressing learner's communicative needs not only increases learner's attentiveness to meaning-form associations in the input; it also solidifies these associations within a meaningful context" (p. 4).

Waver (2018) remarks that "at all three stages, most of the classroom time is devoted to acquisition activities that provide learners with comprehensible input in low-anxiety situations, where the focus of interactions is on meaning as opposed to form" (p. 3). Considering the NA perspective, errors should be corrected indirectly to avoid the creation of affective barriers which complicate the acquisition process. Teachers should use the corrected form in an extended answer to the student (Waver, 2018).

Linguistic Immersion and Authentic Learning

As it has been explained in CA and NA, the objectives of language learning "should focus on using language for an authentic purpose to be able to function in society" (Herrington *et al.*, 2017, p.263). The relation between the activities in lessons and the outside world makes authentic the students' learning. Herrington *et al.* (2017) remark that using authentic activities, in contexts where the language that is being learned is not used outside school, will provide students possibilities and chances to speak the language in contextualised situations with a communicative purpose. This kind of learning enables the acquirement of the new linguistic structures. However, Herrington, *et al.* (2017) point out language skills are not the only focus of lessons. Teachers should design activities considering the development of students' life skills, for instance problem-solving skills and higher order thinking.

To present communicative contexts, Han *et al.* (2019) propose the creation of a realistic learning atmosphere that introduce learners into the situation. If learners are young children, it is appropriate building a space with three-dimensional and stimulating material. “Form an organic combination of knowledge and reality, a deeper understanding of teaching content, and form a more stable knowledge system” (Han *et al.*, 2019, p. 675). Therefore, in these spaces there should be noted the presence of some linguistic content, for example key sentences or vocabulary, so that students are immersed in imperceptible influences (Han, *et al.*, 2019). Likewise, according to Lightbown and Spada, (2012) with authentic material like newspapers, television broadcasts and stories, different discourse types can be introduced in the classroom. Another aspect that can be promoted in these spaces is children’s exploration spirit involving all the senses. Thus, learners use the language to express the description of physical objects they find and interact with (Han, *et al.*, 2019). Thus, learners use the language to express the description of physical objects they find and interact with (Han *et al.*, 2019): “this is consistent with Montessori's educational philosophy of combining hearing, vision, and touch, and integrating training for young children to continuously deepen the memory of young children's knowledge and adapt them to the language environment” (p. 673). It is important, though, not lose sight of the fact that these spaces must meet some teaching objectives. They should engage students' interest, emotions and enthusiasm in learning language based on some teaching contents and materials. Besides, they must not be over-designed: “if over-designed, it will cause young children to focus too much on the situational experience and lose the role of assisting young children in understanding and mastering the content of teaching” (Han *et al.*, 2019, p. 674).

Turning to the role of teachers in this learning environment, they are the ones who should encourage students’ participation by speaking actively and using the language exchanges they have learned. Teachers “should play the role of education guide, guide children to learn teaching knowledge in interactive situational teaching, helping children develop and expand their thinking in the situation of teacher design” (Han, *et al.*, 2019, p. 675). Likewise, teachers have to be observers of the students' reactions and the learning process. Lightbown and Spada (2012) remark that as meaning is before form in this kind of approach, teachers should make little error correction, at least in a direct way. The correction is done through requests for clarification and in conversations, when negotiating the meaning for example. When

students do not understand each other, they have to find other ways to say what they want to communicate. However, there is a focus on comprehension over production, mainly in the starting stages of language learning. In this way, there is no pressure or expectation on performing high levels of accuracy.

CLIL

Content and Language Integrated Learning (CLIL) is defined by Dalton-Puffer (2011) as “an educational approach where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level” (p. 183). The same author states that this language teaching approach shares characteristics with other bilingual education methods like immersion. According to Marsh (2002 in Do Coyle, 2008) CLIL involves all the activities that use a foreign language as a learning instrument, with the objective of acquiring non-linguistic knowledge. Both language and content are part of the learning process.

The concept of CLIL appeared with the basis of the theory of communicative action (Habermas 1984 in Dalton-Puffer, *et al.*, 2014) and its implementation was motivated, among other reasons, to bring innovative classroom pedagogies in content subjects and to enrich foreign language education (Dalton-Puffer, *et al.*, 2014).

Dalton-Puffer (2011) remarks some of the main features of this approach:

1. The language used in CLIL is a foreign language that students are not going to find outside the classroom in the society they live in.
2. The main language used in CLIL is English because of its worldwide presence. (Dalton-Puffer *et al.*, 2014 and Dalton-Puffer, 2011).
3. CLIL lessons are timetabled as subjects and are usually taught by content experts that are nonnative speakers of the target language. However, students have lessons of the target language with a specialist as a subject.
4. Usually, CLIL programs teach less than 50% of the curriculum in the target language.
5. CLIL is implemented when students have acquired language skills in their mother tongue, which is usually secondary education.

There are four principles that support a CLIL program and are called 4Cs: content, communication, cognition, and culture (Coyle, 2005). The 4Cs framework supports the sociocultural theory where, according to Coyle (2007) “social construction of knowledge and culturally embedded learning permeate the whole” (p.552). The 4Cs aim to guarantee the quality of guidance and are defined as the following (Coyle, 2005):

Table 9: *The 4Cs of CLIL*

4Cs	
Content	It is the theme of the project or the content of the subject in which the learning process lies.
Communication	Language is the vehicle of communication and exceeds the grammar system. This formula makes it clearer: “learning to use language and using language to learn” (p. 5).
Cognition	Higher order skills have to be involved in the learning. CLIL allows students to build their understanding, be engaged and challenged. A guide that Coyle proposes to foster different order skills is Bloom’s taxonomy.
Culture	Studying through a foreign language fosters the awareness and understanding of different cultures and promotes tolerance.

Source: Own elaboration based on Coyle (2005).

The materials used in CLIL lessons have an important role. Considering what is stated by Mehisto (2012), quality CLIL materials not only provide information but also facilitate critical and creative thinking, lead to discussion and promote autonomy. With them students can identify their weaknesses in the learning process. Besides, they foster the understanding between classmates and cooperative problem-solving (Mehisto, 2012).

The same author presents ten criteria that have to be considered when we create quality CLIL materials:

Table 10: *Characteristics of quality CLIL materials*

CLIL material must...
1. Make visible to students the learning objectives, considering language, contents and skills, and the process they are going to follow to achieve it. Gardner (1985) and Macintyre (2002) both in Mehisto (2012) state that “visible goals are central to building and maintaining learner motivation” (p. 18).

2. Promote academic language proficiency constantly by using materials that raise students' awareness of its component parts.
3. Stimulate the development of the learner autonomy and learning skills. To do so, they can present some reading activities where they have to apply different strategies like skimming and scanning. Also, the assignments could ask for a plan making and some decision making.
4. Involve different kinds of assessment for example, self, peer, and other types of formative assessment. This can help them to improve and regulate their learning process.
5. Nurture a positive and safe environment. Materials must be appropriate and inclusive, considering diversity and promoting tolerance and respect.
6. Facilitate cooperative learning.
7. Incorporate authentic language in a real communicative context.
8. Promote critical thinking.
9. Provide scaffolded learning so learners can relate content, language and learning skills.
10. Foster meaningful learning.

Source: Own elaboration considering Mehisto, 2012.

Analysis of the context of implementation

School context

This innovation is thought to be implemented in the state school Salvador Espriu, which is at the outskirts of Badalona. It has two lines both in infant and primary education. Near the school there are several social and educational services such as a library, a police office, a primary health-care centre, and a civic centre.

About the neighbourhood socioeconomic level, most of the school families work in the service or industrial sectors. There is a reduced group of families with few subsistence resources. Even though they are at risk of exclusion, they are quite integrated in the school. Regarding the language of families, most of the school students come from Spanish speaking families or families where one of the parents speaks Catalan and the other Spanish. There is a reduced number of families that are Catalan speakers and another little percentage of students that

are foreigners from different countries, usually from South America. There are 430 students in total.

According to the Center's Educative Project, there are 27 teachers at the school. It counts with a psycho-pedagogical service offered by the EAP (Pedagogic Team of Orientation and Advice), which comes to the school once every fortnight. There is also a speech therapist from CREDA (Centre of Educative Resources for Auditory Impairment), an administration assistant, a caretaker and a computer technician, cleaning staff, kitchen staff, and canteen supervisors.

The school defines itself as an inclusive and pluralist school. It also presents itself as a coeducational, active, and Catalan school that is open to the world and the environment. Furthermore, it searches the families' participation and the individualised attention.

The linguistic school project has the aim of helping students to achieve the development of a plurilingual speaking competence. To begin with, the school follows an immersion program to stimulate the Catalan acquisition and learning. This means Catalan is a tool of cohesion and inclusion and it is the language of instruction in all areas. Students tend to interact with the teachers in Catalan and among them in Spanish. In addition, Spanish is introduced both orally and written in first grade of primary education. Finally, English is introduced in the second year of infant education (P4) orally.

According to the Linguistic Project (2014), depending on the possibilities offered by the schedule and the teachers' competence, the school contemplates the introduction of CLIL in one subject. However, this innovation has not been implemented. The school, following the Catalan curriculum, bases English language learning on the acquisition of communicative competencies. Therefore, the main objective is to give students skills and procedures to develop the linguistic competencies providing them autonomy to continue the learning process. The linguistic project presents that speaking, cooperative works and student's participation in innovative projects and exchanges will be promoted.

The technological resources and materials must be evaluated to guarantee their effectiveness, as the linguistic project indicates. There is a language laboratory, technologies, and radio, even though teachers do not make use of it. Students usually have English lessons in their regular classroom. This language laboratory is an English classroom thought to be an

immersion space. In this classroom, there is a projector with a screen and a computer with internet connection.

The school is open to plurilingual projects like l'Orator, el Lingua or l'Evang, which foster closer plurilingual reality.

Detecting needs

Considering the school's linguistic project, the school has a classroom for linguistic immersion and students are learning through CLIL in other subjects. Likewise, they are developing their communicative competence by the practice of speaking in the lessons and the use of the language in exchanges with other international schools. However, after the teaching practices in the school, it could be observed that six graders did not feel confident speaking English and finished primary education without being able to establish a fluent and well-pronounced conversation in English. Therefore, the school still has a long way to go to achieve the educational model that is explained in the linguistic project.

To begin with, primary students follow a textbook in the English subject, therefore the activities are not meaningful and there is no authentic learning. Even though in infant education and first and second grade of primary education are more focused on speaking, due to the use of storytelling, songs, and theatres, from third grade of primary on lessons are focused on writing, reading, and listening. In relation to the plurilingual projects and the exchanges, upper cycle students participate in eTwinning one both in English and in social science, but the exchange is done through writing.

Another aspect essential in language learning is exposure time and the quality of the linguistic input received. Even though the school has an English classroom, this year was not available because they had to reduce the students' ratio because of Covid-19 and was occupied by a group of the first-grade primary education students. However, during English lessons, there is no linguistic immersion. Teachers use translation, and sometimes, they use Catalan to explain some English content. Also, students use their mother tongue to interact with each other and with the English teacher. Furthermore, infant education students have one hour of English per week, and primary students have three and CLIL is not implemented in the

school. Thus, it can be concluded that students have very little English exposure time, and they are not immersed in the language during that time of exposure.

After considering all the aspects presented in the context analysis and the observations made during the teaching practices, an innovation project has been designed to improve English teaching and learning. This innovation aims to answer the linguistic educative model presented in the school's linguistic project through the implementation of an immersion space and the introduction of CLIL.

Experts involved in the design of the innovation

As the innovation includes a teaching unit for the last year of infant education, another for the first grade of primary education and the linguistic immersion space, it was necessary to consult three different experts. Consequently, the initial design of the innovation was presented to three experts: a primary education teacher (PE), an infant education teacher (IE) and an educational methodology expert (ME). These experts are also going to validate the proposal.

Both the PE and the IE are Spanish EFL (English as a Foreign Language) teachers that work at a trilingual school and have been teaching there for several years. The ME is a native English speaker who has been a teacher the UK, Lebanon, Honduras, and Spain and in the British Council. He has also been a lecturer at a Spanish University teaching EFL methodology to undergraduates and EFL didactics to secondary teachers.

It is important to consider the linguistic project of the IE and the PE school because it has achieved linguistic immersion, and sixth of primary students are presented to the PET (Preliminary English Test) of Cambridge, with 100% of passed results. This fact proves that students at the end of primary education can communicate in an academic environment. Moreover, the school follows the SUNRISE method, which is focuses on fundamental competencies like comprehension and expression, leaving grammar and theory in a secondary place. The school supports the following idea: languages are learned through practice and meaningful daily learning. On the other hand, the school promotes oral expression before any other linguistic skill. Since infant education students make oral

utterances contextualized in projects of different subjects. In primary education, they practice speaking through individual and group oral presentations.

To achieve linguistic immersion in the three languages (Catalan, Spanish and English), each teacher communicates using one of the three languages, and students address each one in their language. Likewise, students must interact between them in the subject's language, which depends on the teacher. This school implements CLIL both in infant and primary education.

As it can be observed, this school carries out an effective approach in the English teaching that helps students to develop their communicative competence. The IE and the PE can provide this innovation some guidance and orientation to reproduce, in some similar way, the English teaching practices that take place in their school. However, it cannot be provided specific information about the school identity or location due to data protection.

First design and gathering information

Once the first design of the immersion space and the teaching units were finished, the experts reviewed them to provide some feedback and guidance. The information from the experts was gathered through three questionnaires, one for each expert (annex 1). The IE was asked about the space and the teaching activities for infant education. The PE gave information about the space and the primary teaching activities. The ME answered questions about the space and the activities both of infant and primary education.

The ME, the IE and the PE agreed in several aspects:

- An increase in the language input is positive for the acquisition of communicative skills.
- The main aim of English learning is communication.
- Students' age influence English acquisition. In this aspect however, while the IE and the PE arguments were aligned with the Critical Period Hypothesis, the ME presented another reason related to the social and communicative interaction. He explains students' age influences what they can speak about, what they are interested in talking about and who they want to speak to.

- The immersion space boosts students’ motivation, excitement, curiosity, and comfort.
- The space is feasible.

Furthermore, the three experts explained some techniques, strategies, and aspects that they use in their lessons to foster oral communication in class:

Table 11: *Teaching techniques to promote speaking in class*

Expert	Teaching technique or strategy
IE	The use of eye contact, taking turns, encouraging the effort of students to speak in English and participate, provide language models through daily activities and routines, build on and extend on what children are saying, bring their everyday life situations to the classroom, sing, and read.
PE	<p>Start the lessons with a routine that includes greeting, a short song, sharing and finish the lessons with a group activity that is an energizer. Other dynamics could be:</p> <ul style="list-style-type: none"> - The <i>m&m</i> game. Each colour of the <i>m&m</i> represents a different question or topic; they pair up and ask each other different questions. - Detectives’ dynamic. The pink panther theme is played, and when it stops, children pair up and ask each other questions. The activity finishes by sharing the answers with the classmates. - Roleplay games. - Corners: divide the class into different spaces and in each one carries out a game or activity. Vocabulary games and card games can be played.
ME	<p>Fostering oral communication involves 4 areas:</p> <ol style="list-style-type: none"> 1. Cognitive, does the child have the information or knowledge to be able to communicate. 2. Linguistic, do they have the necessary language (vocabulary and structures) to say what they want to say 3. Affect and Motivation: do they have something they want to communicate and somebody to say it to 4. Organisation: is their environment, in this case, a classroom organised in a way that encourages children to speak and listen

Source: Own elaboration from the expert’s answers to the questionnaire.

Improvements for the initial design of the space

Both the PE and the ME described some suggestions to improve the space in relation to ways of motivating students to use English and in relation to the disposition of the classroom's elements.

Table 12: *Suggestions for the space design*

ME	To use a chant or password in English to enter and leave the classroom. To make a passport for each student that gets stamped every time they enter the English space. To project an inclusive image of London that reflects its multicultural diversity
PE	To include in the library different types of books To add a space with technological resources (tablets, headphones, and applications). To play board games and card games to foster speaking. To have a space where the teacher can display objects related to the content they are teaching. The projector should face the carpet so that students can learn while sitting on the floor.

Source: Own elaboration with the expert's information.

According to the ME to achieve an environment where English is acquired in a natural way through meaningful activities is not only the instruction that has to be in English. What is important is the relationships that take place and are carried out in English.

Infant education activities

Regarding the teaching activities designed for the last year of infant education, the IE commented that having 30-minute sessions was appropriate for students' attention span. However, she also remarked that having three sessions is a good start, but it will not be enough to develop oral skills. In relation to the objectives, she suggested making some changes. Firstly, the structure "there is/there are" might be difficult as it implies being aware of the countable and uncountable nouns. Secondly, the structure "I want" could be

considered impolite, and it would be better to introduce to the students the structure “can I have...?”, which is more idiomatic and adequate in a real communicative context.

Furthermore, the IE and the ME agreed on the learning and methodological aspects involved in the activities: motivation, communicative situations, authentic learning, cooperation, social interaction. Likewise, they both concurred on the feasibility of the activities.

About assessment, both the IE and the ME considered it adequate. The IE suggested taking notes or recording specific activities. Another recommendation that she made was to include thinking routines and metacognition at the end of some sessions. The ME proposed to build a context and introduce other areas of the curriculum, for instance, by getting children to grow their own vegetables in the space.

Primary education activities

Referring to the design of the activities for the first grade of primary education, the PE stated that sessions of one hour were appropriate for the students’ attention span. Moreover, she commented the objectives were adequate, but she presented some improvements. In the first place, there are too many objectives; therefore, it would be better to work on less content but for a longer period. In the second place, physical description of the family members might be too challenging. She suggested working on feelings (happy, sad, angry, etc.).

Both the PE and the ME noted the activities involve motivation, multiple intelligences, authentic learning, executive functions, inclusion, communicative situations, and social interaction. Moreover, the PE presented some improvements that could be made. She considered it would be too challenging to ask students to draw the whole house. Instead, she proposed giving them a template and pictures of house rooms with different designing styles. Besides, she highlighted some positive aspects of the teaching unit: it begins with an element of surprise and mystery that catches their attention, and students are taught the vocabulary they need to complete the tasks and enjoy the story. In relation to the assessment, both experts considered it is adequate.

Description of the innovation

In the process of the innovation design elaboration, the information gathered in the theoretical framework, the suggestions and comments of the experts and the context's needs were involved. Most of the orientations given by the experts were considered and included in the final design, both in the space and in didactic units.

As it has been mentioned before, the innovation seeks to answer the aims of the linguistic project of the school Salvador Espriu and, to achieve it, this innovation proposes the increase of quality English linguistic input through immersion and communicative meaningful activities. For this reason, this innovation is compound by three factors. Firstly, the design of a linguistic immersion space. Secondly, the design of two teaching units with meaningful and contextualised activities for the development of the English communicative competence. Thirdly, the introduction of CLIL methodology in some subjects like arts and crafts, music, and physical education.

Description of the space

The school is going to transform a classroom into an English immersion space called: "Welcome to London!" The goal of this space is to promote speaking skills and communicative competence. It will be a big classroom with windows that will allow natural light and ventilation. The walls will be painted in white, which is a cold colour that promotes student's attention.

Characteristics of the Learning Space

This space will be decorated with some little figures and little pictures of emblematic monuments and cultural items of London (Big Ben, the London Bridge, the London Eye, a telephone cabin, etc). Therefore, each time students enter the English immersion space, they will feel they are in an English-speaking environment. In addition, decorations linked to cultural celebrations of English-speaking countries will be added at specific times of the year such as Christmas, Halloween, Saint Patrick's Day, Saint Valentine's day, Thanksgiving, etc. At the door of the classroom there will be a poster that says, "Welcome to London!" with a drawing of the Big Ben and an English flag, so that students are aware that when they enter

that class, they are not in Spain anymore. As it has been said, there will be some cultural and emblematic decorations, but they will not occupy a lot of space and they will not be very big, so that they do not distract students during the lessons.

Space Distribution

Regarding the furniture distribution, this classroom will invite students to interact with each other in English because languages are tools for communication and social interaction is a key aspect for the language learning. For this reason, there will be round tables with chairs, for students to sit in groups. There will be a reading corner with pillows, a carpet and illustrations or pictures of different characters and stories of English literacy (Peter Rabbit, Paddington, Mary Poppins, the Snowman, Peter Pan...). Likewise, a library will be found with books for storytelling and reading. This library, as the PE suggested, will include different types of books and genres: fiction, non-fiction, comics, atlas, science books, history books, etc. As the PE proposed, there will also be a corner with board games, card games and flashcard sets to promote speaking. All the materials will be placed somewhere accessible for students, to promote their autonomy. In addition, there will be a computer and a digital board so that students can receive visual and auditory input from songs and animated videos. The digital board will be placed somewhere facing the carpet of the reading area. In this way, children will be able to sit on the floor, make a circle and feel closer to each other in a relaxed and comfortable environment. On one of the classroom's walls there will be some shelves, where objects related to the topics that are being worked on could be displayed (a book, a puppet or plush toy, the London Box, etc.). Furthermore, on the walls, some materials with linguistic routines and basic vocabulary will be hanging. For example, the days of the week, the alphabet (with the letters, and words with images), the question words (what, who, why and how), etc. Besides, considering the suggestion of the PE, students from middle cycle and upper cycle will have access to tablets and headphones so that they can use technological resources such as applications to learn and practice vocabulary, to listen to audios, etc. It will be essential that inside the classroom the teacher has the possibility of creating different areas where students carry out different activities in groups in an autonomous way. The flexibility of the space will be essential for the space so that it can be adapted to a great variety of dynamics and methodologies.

Motivation

On the other hand, this space will have some rules to motivate students to use the target language and create a positive environment, where participation is encouraged, and mistakes are not seen as failures. It is important to respect the students' rhythm. The intention is to encourage them to produce in the target language without forcing them. One dynamic to motivate students can be to place a jar that is going to be filled with fake English pennies. At the end of each lesson the teacher will put inside a quantity of pennies considering the English production of the whole group. Once the jar is full, they will have a surprise. For example, watching a short movie in English, explaining a new story, playing a game, etc. Each group will have its own jar and, to avoid competition between groups, they are going to be placed inside a cupboard. Another dynamic to promote speaking will be the linguistic routines, which will be introduced with songs and actions in early ages. Likewise, when primary students enter the classroom, following the idea provided by the ME, they will have to say a password that will be related to some song, rhyme, or topic they have learned in the space. In this way, they will remember that they must change their speaking language and it will give the space a fun and motivating atmosphere. Another resource to raise students' interest and motivation will be the London Box. This will be a mystery box that contains elements from England and will be used to introduce some new topics, to bring some English guests to the classroom like Paddington or to bring emblematic elements from London to approach students to English culture. This resource involves fantasy and, for this reason, will be used with students from 5 to 7 years old, which is until the second year of primary education.

Timetable

The aim of the innovation, as it was mentioned before, is to create an immersion space where language is acquired in a natural way through meaningful activities and communicative situations. This space will be used by students of different ages. Consequently, the English teachers of different grades will have to coordinate themselves and agree in which materials they are going to use and when. Moreover, not all the English lessons will take place in this space, but it should be used in most of them because the development of oral skills should be

prioritized, especially with younger students. The schedule that the English teachers of the different grades will follow to access the classroom is the following:

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	1st A	3rd A	1st A	3rd A	4th A
10:00-11:00	1st B	3rd B	1st B	3rd B	2nd A
11:00-11:30	P5A	P5B	P5A	P5B	
11:30-12:30	4th B	4th A	2nd B	2nd A	4th B
15:00-16:00	6th A	6th B	5th A	5th B	2nd B
16:00-16:30					

As it can be seen, the youngest students that will use the space will be the last grade of infant education, which will have sessions of 30 minutes. This amount of time is adequate considering their attention span and that this space is for speaking and dynamic activities. Therefore, they will have another 30-minute lesson in their regular classroom.

Considering the critical period hypothesis, which states the earlier you are exposed to a language the easiest is going to be mastering it, the access to the immersion space of the initial and medium cycles of primary education will be prioritised. Thus, first, second, third and fourth primary education grades will have lessons of one hour twice a week. Besides, they will have another English lesson in their regular classroom and CLIL in other subjects like arts, music, or physical education, which will vary depending on the grade. Upper cycle students', which are year five and six of primary education, are older and have a longer attention span. For this reason, they will access once a week for a session of one hour and a half. However, all primary education students are going to receive two sessions of English in their regular

class. One of them will be an hour and the other will be half an hour, which will be dedicated to reading time. In addition, upper cycle students will also have CLIL in arts and physical education.

Description of the Teaching Units

The teaching units integrate the aspects that influence the learning process so that the learning can be the most meaningful and efficient as possible. Besides, as it was mentioned before, the main goal is to foster oral communicative competence, which involves speaking and listening.

Among the factors that are involved in the learning process and are present in these teaching units there can be found the following: motivation, authentic learning, multiple intelligences, and social interaction.

Pre-primary education teaching unit

The teaching unit for infant education is called Peter Rabbit (annex 2) and it is targeted to five-year-old pupils. It will last 8 sessions of 30 minutes each. In this way it will be appropriate for their attention span. This teaching unit will begin with the introduction of an adapted English literary classic: Peter Rabbit by Beatrix Potter (annex 5). In this way, children will not only be immersed in English language but also in English culture.

Through this unit the student's motivation and interest towards speaking can be increased. This can be achieved through the elements of fantasy that are introduced and the creation of contextualized communicative situations, like the visit of Peter Rabbit and making a market to help him get vegetables and fruits. Moreover, the activities will be meaningful because they will be contextualised in the story and will have a communicative purpose that will promote social interaction. During the teaching unit students will use different intelligences like the musical and kinesthetic in the routines, the linguistic, the interpersonal in the activities in group, etc.

The pre-primary education curriculum does not include EFL, and, for that reason, the contents have been adapted from the curriculum for the first cycle of primary education. Furthermore,

the learning outcomes have been related to the nine capacities that structure the pre-primary curriculum. The teaching unit has a main learning outcome and some specific learning outcomes. In addition, all the activities that take place in the immersion space aim to promote participation and respect, which is a transversal learning outcome.

Table 13: *Learning outcomes of the pre-primary teaching unit*

Main learning outcome	To create a fruit market through the identification of the vegetables and fruits that appear in the story of Peter Rabbit with the aim of being able to use different basic linguistic structures in a real-life communicative situation.
Specific learning outcomes	To understand and follow the story of Peter Rabbit. To identify the important elements and characters that appear in it.
	To participate speaking English and using the structures presented.
	To comprehend and recognise the vegetables and fruits that appear in the story and to count them.
Transversal learning outcome	To respect the speaking turns and to listen to the classmates and the teacher.

Source: Own elaboration

Regarding the assessment criteria, each learning outcome is assessed at least with two assessment criteria, which can be consulted in the table of the annex 2.

At the beginning of all the sessions there will be a linguistic routine. Through these routines students can learn everyday vocabulary or common structures, like greetings, through songs and movements. It is a way of catching their attention, making them participate and produce English utterances from the beginning of the session and, it can boost the participation of those students that are more insecure or shy because they are not asked to be the center of attention. In this teaching unit the routine will involve a greeting song and a song of the days of the week. Therefore, when pupils enter the classroom, they will greet the teacher with a “hello” and after that they will sing the greeting song. Afterwards, they will say which day of the week it is and sing the song of the days of the week.

Session 1

In the first session the teacher is going to introduce Peter Rabbit using an element of fantasy, a plush rabbit dressed as Peter Rabbit that speaks to the teacher. With this element of fantasy pupils’ motivation, attention, and interest will increase. The vocabulary of the story is also

going to be introduced in this session, through flashcards that will have brought Peter Rabbit. The vocabulary presented is about the characters and elements of the story and is related to fruits and vegetables. The teacher is going to explain the story with the support of the book illustrations, even though the story will be adapted.

Session 2

The teacher and the pupils are going to review the story of Peter Rabbit. After that, they are going to review the vocabulary flashcards and make an activity with them. To introduce the structure “Can I have...?”, the teacher is going to give the flashcards to students and the plush rabbit is going to be very hungry and will ask students to give him different fruits and vegetables. Pupils that have the flashcard with the fruit or vegetable Peter is asking for will put the flashcard inside Peter’s basket.

The next activity is counting how many toy fruits of each kind are in the basket in order to use the following structure: number + fruit name, and to understand the next question: How many (fruit or vegetable noun) are there?

At the end of the lesson, it is programmed a self-assessment that can help students develop their metacognition and their synthesizing mind, which is presented by Davis and Gardner (2012). The activity consists of putting a sticker under the face that reflects how much they have enjoyed the activity.

Session 3

At the beginning of the session, they are going to remember what was done in the previous session. These thinking routines can help in the development of metacognition, as the IE explained in the questionnaire. Then, they are going to play a game. Each student is going to have one flashcard of a fruit or a vegetable. While there is music playing, students are going to move around the class and, when it stops, they are going to pair up and exchange the flashcards. To do so, they must use the structure “Can I have (the name of their pair’s vegetable or fruit)?”. To finish the session, students are going to show if they liked the game with their body. If they liked the game, they are going to have to touch their head and if not, they are going to have to touch their shoulders.

Session 4

In this lesson it is going to be introduced the structure “I like/I don’t like”. Firstly, the teacher is going to present with gestures the following sentence “Peter Rabbit likes carrots, Peter Rabbit doesn’t like Mr. McGregor”. After that, Peter Rabbit is going to ask students if they like different fruits and vegetables and they must answer with: “Yes, I like or No, I don’t like”. After that, students are going to prepare in groups a play-dough basket with five play-dough fruits they like and, once they finish, they will have to present it to the rest of the class. Each member of the group will show the fruit that he or she has made saying “I like + fruit name”. In this activity, students will interact with the members of the group and it is an opportunity to develop the respectful mind, to use the interpersonal intelligence and to introduce the social interaction in the learning process.

Session 5

To promote the development of the ethical mind and the critical thinking, the teacher is going to rise the following question: Does Mr. McGregor like when Peter takes the fruits and vegetables? Then, they are going to play a similar game to the one presented by the PE as “detectives”. Flashcards of vegetables and fruits are going to be placed on the floor and, while the music is playing, pupils must act as if they were rabbits entering McGregor’s garden. When the music stops, they must stand next to one of the flashcards and say the vocabulary word out loud. This activity involves movement, an aspect that engages students.

Session 6

To motivate children and make the communicative situation more realistic, Peter is going to bring to class a basket full of real fruits from McGregor’s garden. All together they are going to count how many fruits of each type are there and write the numbers next to the flashcards on the blackboard. Then, students and the teacher are going to help Peter to get more fruit for a party he wants to throw. To get the fruit they must organise a market and, to do that, they are going to prepare a note for the families. The situation created promotes a contextualized communicative act. To finish the session, they are going to dance and sing a

song about fruits. It is easier to remember vocabulary through a song and dance because it involves more than one sense.

Session 7

Each group will make a poster for their market stand. Each market stand is going to sell one kind of fruit. In addition, they are going to decorate a tablecloth for each table made of wrapping paper. To finish the lesson, they are going to dance and sing the song about fruits as an energizer.

Session 8

The last session of the teaching unit is going to be devoted to the market. The fruits are going to be placed in the different market stands and, in each one, there is going to be a pair of pupils selling the fruit. The rest of the children are going to get in pairs and be customers. They will take a paper bag that will be filled with the fruits they buy. When buying the fruits, they must use the structures: "can I have (number + name of the fruit)?" Once they have bought 5 fruits, they must show to the teacher their bag and explain what they have bought. After this activity, Peter Rabbit will tell the pupils that eating fruits is important and they will take one piece of fruit to eat it after school. Then, Peter Rabbit is going to leave the class and students are going to self-assess themselves by putting a sticker under the green smiley face if they enjoyed the activity, sticking it under the serious yellow face if they like it just a little or under the red angry face if they did not like the activity.

Assessment

The assessment of the teaching unit is going to be done through observation. One option to have evidence of the speaking utterances of students is to record them in specific moments, as the IE suggested. For instance, when they exchange fruit and vegetable flashcards, when they present their play-dough fruit basket or when they are buying fruits in the market.

Besides, there is also going to be self-assessment in the sessions 2, 3 and 8. In this way pupils can be aware of their own learning process.

Follow-up activities

Some of the follow-up activities that can be done are the following:

- To grow a plant
- To make a fruit salad
- To present healthy food
- To describe a rabbit, to make rabbit masks, to disguise as the story characters and to have a party with fruits and vegetables.

These activities can be an opportunity to work on the story more deeply, to make cross-curricular links between different subjects and to make the story and the characters alive to motivate and interest pupils.

Primary education teaching unit

The teaching unit for first grade of primary education is named “A bear called Paddington” and will last 8 sessions of one hour each (annex 2). The teaching unit is going to be contextualised in the story “A bear called Paddington” by Michael Bond (annex 5). Therefore, students not only will be immersed in the English language but also will get to know English culture and cultural references. Moreover, through this book, as the ME pointed out, London is presented as an inclusive and culturally diverse city because the main character is an immigrant that comes from Peru. The activities of the teaching unit seek the increase of students’ motivation and interest towards communicating in English. Some of the resources used to achieve it, as in the previous teaching unit, are elements of fantasy and the creation of contextualised communicative situations.

The learning outcomes of this teaching unit are the following:

Table 14: *Learning outcomes of the primary teaching unit*

Main learning outcome	To create different evidence (description, house template, family tree) considering the elements and characters that appear in the book “A bear called Paddington” with the aim of understanding the story, sharing the evidence, and using English in speaking situations.
	To understand, follow, and identify the characters and elements that appear in the story of Paddington.

Specific learning outcomes	To participate using the linguistic English structures presented in class.
	To understand and identify the rooms in a house and the members of a family
Transversal learning outcome	To respect the speaking turns and to listen to the classmates and the teacher.

Source: Own elaboration.

Each learning objective is related to some assessment criteria (annex 2) and the contents of the unit are found in the oral communication dimension, in the reading comprehension dimension, and in the literary dimension of the Catalan curriculum. Likewise, the competencies worked during the units are number 1, 3 and 10 from the curriculum's foreign language area.

Students are going to say a password to get in the classroom. This password will be changed from time to time and will be connected to some rhyme, song, or topic they have seen in class. The password that first grade primary students have to say is "Hickory Dickory Dock", which is a reference to an English song. At the beginning of the sessions there is going to take place a linguistic routine that involves singing and dancing the song "If you are happy and you know it". After that, the teacher will greet individually the students by saying good morning or good afternoon and they will have to answer and greet the teacher. The aim of the routine, as was mentioned in the previous teaching unit, is to catch the attention of the students, to promote participation and oral English production.

Session 1

The teaching unit begins with the visit of Paddington, who arrives at the London classroom through the London Box, which will contain other objects that pertain to his story. Among them, there will be a family picture of the Browns, which is the family that takes in Paddington, a world map in which England and Perú will be marked, and a picture of a marmalade sandwich, which is Paddington's favourite food. Then, students are going to answer yes or no questions in relation to these objects, which will help them to create hypotheses about what they are.

Once they have concluded and stated some hypotheses, the teacher will explain an adaptation of the story "A bear called Paddington". The next activity will be reviewing all together the plot of the story by ordering a sequence of moments of the story using the digital

board. Once the story is clear and in order, individually, students will cut the scenes from a photocopy and stick them in order on a colour paper. With this activity students are using not only the linguistic intelligence but also the logical intelligence. To finish the session with something dynamic and fun, Paddington's song will be presented, and students will listen to it a couple of times and sing it.

Session 2

The second session will start with the routine and the song about Paddington. Afterwards, to develop metacognition, the teacher will ask students to remember Paddington's story. If they need it, they can consult the illustrations they put in order the previous session. The following activity will be answering three questions about Paddington:

- Where does Paddington live? In London.
- What does he like eating? Marmalade sandwiches.
- Who is his family? Mr. and Mrs. Brown, Jonathan, and Judy, and his aunt from Peru.

Then, individually, they will make a little poster with this information about Paddington. To do it, students will cut with scissors drawings of the Browns, the marmalade sandwich, the aunt from Peru, and the flag of England. After that, they will glue them in a template titled: Paddington bear. In this template there is going to be a drawing of Paddington that students are going to colour, and some squares with titles: family, marmalade sandwich and London. The children will have to glue each element in its square. To finish the session with an energizer, students will watch, listen, and dance Paddington's marmalade song.

Session 3

After the routine and singing Paddington's song, the teacher is going to ask students what they did in the previous session. To continue, when they have reviewed the poster with Paddington's description, they are going to fill a template with their own description. This is, answering the following questions about themselves.

- Where do I live?
- What do I like eating?
- Who is my family?

In this way, Paddington can get to know them. Students will fill individually a template with the following structures: I live in..., I like eating..., My family is...

The teacher will fill her own template and she is going to present herself to the students and to Paddington. Then, students are going to stand up and walk through the class. When the teacher says a number, they must stop walking and get in a group of that number of students and read or say what they have in their template. They can help each other if they have difficulties remembering the structures. They can also present themselves to Paddington, the teddy bear that will be in the classroom. This activity provides a communicative situation and an opportunity for social interaction.

At the end of the lesson students are going to assess two things: if they enjoyed the activity and if they spoke in English. There is going to be a big rubric with two indicators presented with images. The rubric will have three columns with three faces: a green smiling face, a yellow serious face, and a red angry face. Students will stick two stickers, one in each indicator, below the face they consider.

Session 4

As in previous sessions, it starts with the routine and Paddington's song. Then, the teacher will explain Paddington's story with the support of illustrations. To help students maintain the attention and understand the plot, during the reading she will ask some comprehension questions. Moreover, the teacher will present a big drawing of the Browns' house where the different rooms can be identified.

The next activity will be presenting flashcards of rooms of the house. Students are going to repeat after the teacher the vocabulary words. Then, the flashcards will be placed in different visible places of the classroom. The teacher will say the name of one room of the house and students will have to stand next to the flashcard that represents that room.

To finish the session, the teacher is going to show students a song about the parts of the house. They will be able to dance, sing or just listen and watch the video.

Session 5

The session starts with the routine and the song about the parts of the house. Then, they are going to review the vocabulary flashcards. For the next activity, the teacher will present a big drawing of the Browns' house where the different rooms can be identified. Also, it will be necessary a roulette with the different rooms of the house and a drawing of Paddington that can fit in the drawn house. The activity consists of spinning the roulette and placing Paddington in the room that the roulette indicates saying at the same time "Paddington is in... (name of the room)".

Once the activity is finished students will paint individually a house template and a little Paddington that fits their house. Then, they will glue a label with the room's name each one. Each house room and the little Paddington will have a piece of Velcro adhesive. In this way, students will be able to place Paddington in the different house rooms.

Session 6

After the routine and singing the song about the house, the structure "Paddington is in..." will be revised. To do it, the teacher is going to place the drawing of Paddington in one room of the big house drawing and ask students "Is Paddington in (name of a room)?" and students must answer yes or no. Then, there is going to be a volunteer that places Paddington in one room of the template he or she made in the previous session without showing it to the rest of the class. The classmates must guess in which room it is by asking: Is Paddington in (house room)? and the volunteer has to answer yes or no. When they guess the room where Paddington is in, the volunteer is going to show the template and say: "Paddington is in (the name of the room)". Then, students are going to repeat this dynamic in pairs and guess where Paddington is in the house template of their partner. They can make a pair change once they have finished guessing. This activity is like a game that provides a communicative context and the speaking and the interaction between students is meaningful because it has a purpose.

Once they have finished the activity, the teacher will ask if they have enjoyed the game, if they talked in English and which rooms of the house they know. They will end the session with a self-assessment. The instrument will be a traffic light that they have to paint in red, yellow, or green depending on how much they enjoyed the activity.

Session 7

The lesson will start with the linguistic routine and Paddington's song. Then, they will watch a clip of Paddington's movie that shows the moment in which he meets the Browns. They will watch it twice. The second time, the teacher will stop the clip at specific moments to ask questions about what appears in the video and about how Paddington is feeling (annex 2). Then, Paddington will tell the students that he loves his family and that he wants to know their families too. For this reason, students will make an album with their family's pictures. To do it, they will prepare a note for the parents that says: "Bring a family picture".

For the following activity, the teacher will show flashcards of the family members and students will repeat the words. Then, showing both the flashcards and an illustration of the Brown family the teacher is going to ask: Is Mrs. Brown the sister? Is Jonathan the brother?

When students have told the teacher which member of the family is each one of the Browns, they will have to make a worksheet with a family tree where they must relate each member of the Brown family with the family words.

Session 8

The last session of the teaching unit will begin with the routine and a family video and song. In this session students will prepare the album. To do it they will have to glue their family picture on a piece of coloured cardboard. Next to each person that appears in the photo, they will have to write which member of the family is (mother, father, sister, brother). Then, they will decorate the cardboard and give it to Paddington.

At the end of the lesson, they will say goodbye to Paddington, and they will tell him something that they have enjoyed, or they have learnt with him.

Assessment

The assessment will be done through the observation of the lessons and the recordings of some speaking activities. Besides, during the teaching unit, the teacher can collect some evidence that can show if students have understood the story, the linguistic structures, and the vocabulary. Finally, there is also some self-assessment that is done at the end of some sessions, which make students aware of their learning process and their participation.

Follow-up activities

To keep learning in the context of Paddington bear story in a meaningful and communicative-centered way, there are some more activities that could be done.

- To learn vocabulary about house objects and furniture
- To talk about marmalade and its ingredients, learn a recipe and try some in the class.
- To make a physical description of Paddington and the Browns. Then, the students could play “Who is who” and could also describe themselves.

Evaluation of the innovation

After setting the “Welcome to London” space and after carrying out the teaching units it will be essential to evaluate the innovation to detect the aspects that have been positive for students and the ones that should be improved.

The evaluation must be done both by the students and by the English teachers. Students, through self-assessments, like the ones that are found in the teaching units, can express their thoughts in relation to the activities. Moreover, through the dynamic of filling the jars with coins and the activities teachers observe and keep a register of the English utterances produced by students.

Once each English teacher has gathered the information in relation to the motivation of their students, they will meet to put it in common. Then, they can reinforce the factors that motivate students and change or try to improve the ones that they do not find engaging. Afterwards they will revise the activities done and the methodologies used to make sure they are following the objective of the innovation, which is the development on the oral communicative competence through meaningful, authentic, contextualised, and communicative-centred activities. Moreover, they will consider the characteristics of the space to transform it as much as possible in a classroom that promotes and facilitates the learning process.

Validation of the innovation

The innovation has been validated by the IE, the PE, and the ME through a quantitative instrument. This instrument (annex 3) measures through a Likert scale the level of agreement

with different statements related to the objectives of the innovation. In addition, after each statement it offers the option of adding comments to justify the answer, if the expert believes it is necessary.

The results of the validation are positive. In general, all the experts have concurred in their answers (annex 4). According to the validation results, the space and the activities have received a 4.3 out of 5 in the promotion of a meaningful learning of speaking. Regarding to the motivation, it has received a 4.7 out of 5. The space has been validated with a 4.7 in relation to the creation of an environment of linguistic and cultural immersion. Turning to the promotion of social interaction, it has been punctuated with a 4.7. The experts were also asked by the inclusion of different intelligences in the activities, and they responded they were in a 4.3 out of 5. Experts considered that activities are focused on communication, that present English as a communicative tool and that are adequate for the student's age with a 5. The last aspect they were asked about is the adequacy of the assessment of the students, which has been punctuated with a 4.7.

The numerical results had not been justified by comments but there have been two general observations. The first one is a suggestion to enrich the teaching unit for primary education. The expert proposes letting children take Paddington home at the weekend. This way, Paddington gets to meet another family and the students can act like the Browns. Furthermore, they can share their adventures in class on Monday and report them with pictures maybe. This suggestion is very appropriate because follows the objectives of the space and the teaching unit. The second observation shared by another expert is that the frequency of the English lessons will improve the children's oral skills and the chance to learn through play-like activities. Thus, the design of the space and the activities answer to the main objective, which is the development of the oral communicative competence.

Considering the aforementioned results, it can be concluded that the innovation presents a motivating and engaging space, and teaching units that are adjusted to the students' age. In addition, the environment designed creates a context that allows meaningful learning through activities and materials that promote oral communication through English and social interaction. Regarding to the assessment, it is adequate for the activities. Last, but not least,

the activities include different intelligences, which enable a more enriched and complete learning process.

Prospects and limitations

This final degree project is the design of a proposal for the school Salvador Espriu that includes an immersion space and two teaching units, one for the last year of pre-primary education (P5), and another for the first year of primary education. The aim of the proposal is to provide the school an option to foster the students' acquisition of the oral competence through authentic and contextualised communicative situations and activities.

Limitations

The main limitation of this project is the lack of physical resources and materials. The first design included the creation of the materials for the activities and the space decoration. Therefore, the design would have been more complete if it included the resources and materials needed for the lessons both for the activities and for the assessment. Not only would it have been necessary to enrich the project, but also it would have been helpful to present the design, making it clearer and more visual to the experts and to the readers. The reason why it has not been possible to elaborate the materials is the insufficiency of time. Another limitation is that the validation only considers the opinion of three experts, and it would be positive for the innovation to have more opinions from more experts. Likewise, it would be interesting and enriching to ask children to validate the proposal. Then they could have an active role in the innovation process of their school. Finally, it would have been positive to pilot some of the activities in the school. This would enable observing the response of students towards the activities and the space. However, it was difficult considering the actual situation that schools are living due to the Coronavirus.

Prospects

Considering the aforementioned limitations, the first prospect would be the creation of the materials. The second and most important prospect would be the implementation of the design. To do so, it would be necessary to present the proposal to the Salvador Espriu school where the classroom "Welcome to London!" would be prepared considering the

characteristics of the description of the innovation. Then, the teaching units could be carried out with the students of the last year of infant education and the first year of primary education. In this way, it could be observed the feasibility of the project and the effectiveness of the innovation. Finally, another prospect that would have enriched the project and would have made the innovation more complete would be the design of teaching units for all the grades of primary education. Thus, the differences and the progression of the English learning process in students of different ages could have been shown. Besides, it would be interesting to present communicative situations and games appropriate for older ages. It also must be considered that, with older students, activities, and dynamics, where students can exchange information using their own speaking strategies and the structures they already know in a more autonomous way, could be introduced.

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Annex

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Annex 1: Questionnaires for gathering information from experts

Questionnaire for the IE

Online access: <https://forms.gle/L3AkourfmKxtVxkr7>

Initial design of the space and the activities-Infant education

My proposal is the design of a linguistic immersion space and a set of activities that address important aspects involved in the learning of a language: multiple intelligences, executive functions, motivation, learning environment and social interaction.

*Obligatorio

Indicate in which school grade you are currently teaching and in which other grades you have taught during your career. *

Tu respuesta

Objectives of my final degree project

General objective:

To design a space and set of activities for children between 4 and 7 years old to promote the acquisition of the oral competence in English language through a multisensory approach focused on communication.

Specific objectives:

- To find out the stages of the brain development in relation to the learning of English as a foreign language in children between 4 and 7 years old.
- To identify which aspects promote the establishment of meaningful and life-long connections in children between 4 and 7 years old when developing the oral competence in a new language.
- To present linguistic immersion as an effective approach for English learning.
- To determine activities that can enable an authentic learning from a multisensory approach.
- To design activities with a communicative objective that identify English as a communicative tool.

Description of the innovation

This innovation is thought to be implemented in the state school Salvador Espriu, which is located in the neighbourhood of Morera, in Badalona. The centre has two lines both in infant and primary education. Regarding to English teaching, in infant education students have one hour of class weekly. In these early years all the input is oral, so they work on listening and speaking skills through songs and stories.

On the one hand the objective on the innovation is to foster speaking skills in English lessons and the communicative competence. To achieve it, the school would create a linguistic immersion environment that would be used in some English lessons from the last year of infant education (P5) until the sixth year of primary education.

On the other hand, the innovation has the objective of increasing the oral linguistic input of English that students receive. In order to do it, in infant education students are going to have 3 weekly sessions of English of 30 minutes each. In P5 two of the sessions are going to take place in the linguistic immersion space. Moreover, another strategy to increase the number of hours of English exposure is to introduce CLIL in some subjects like Arts and Crafts and Physical Education.

Do you think having 3 weekly sessions of English and arts and crafts and physical education in English in the last year of infant education is going to help students to acquire and develop communicative skills in this language? *

Yes

No

Why? *

Tu respuesta

If you answered "no", how many sessions do you think would be necessary?

Tu respuesta

Do you think sessions of 30 minutes are adequate for the attention span of P5 students? *

Yes

No

If you answered "no", how much time do you think should last an English session?

Texto de respuesta larga

Methodological stance

The innovation proposed is based on some recent English teaching approaches that view language as a tool for communication: Communicative Approach (CA), Natural Approach (NA), Linguistic Immersion and Content and language integrated learning (CLIL). Besides, these approaches consider that the best way of acquiring a new language is by being systematically exposed to target language input and encouraging oral production. Moreover, errors are perceived as part of the acquisition process and as learning opportunities.

On the other hand, this innovation is based on the critical period hypothesis, which stands there are some periods in which the human brain is more receptive to specific learnings, language pronunciation among them. In addition, the innovation takes into account other factors that influence the learning process, for instance multiple intelligences, motivation, learning environment, social interaction and executive control skills.

Do you think communication has to be the main aim when learning English? *

- Yes
- No
- It depends

Can you justify your previous answer with a brief comment? *

Tu respuesta

Which strategies and techniques do you use in the classroom to foster oral communication and speaking skills? *

Tu respuesta

Do you think students' age influences in English acquisition? Why? *

Tu respuesta

Description of the space

The school is going to transform a classroom into an English immersion space. The goal of this space is to promote speaking skills and communicative competence.

This space would be decorated with emblematic monuments and cultural items of London (Big Ben, the London Bridge, the London Eye, a telephone cabine, etc). Therefore, each time students enter the English immersion space, they would feel they are in an English-speaking country. In addition, decorations linked to cultural celebrations would be added at specific times of the year such as Christmas, Halloween, Saint Patrick's Day, Saint Valentine's day, Thanksgiving, etc.

Regarding the furniture distribution, this classroom would invite students to interact with each other in English. For this reason, there would be round tables, for students to sit in groups. There would be a reading corner with pillows, a carpet, puppets, pictures of different characters of English literacy (Peter Rabbit, Paddington, Mary Poppins, the Snowman, Peter Pan...) and a library with books for storytelling. All the materials would be placed in a way that are accessible for pupils, to promote their autonomy.

Furthermore, this space would have some rules to motivate students to use the target language and create a positive environment where mistakes are not seen as failures. It is important to respect the students' rhythm, the intention is to encourage them to produce in the target language without forcing them. One dynamic to motivate students could be to place a jar that is going to be filled with some kind of material that simulates points. At the end of each lesson the teacher would put inside a quantity of points taking into account their English production. Once the jar is full they would have a surprise. For example, watching a short movie in English, explaining a new story, playing a game, etc. Each group would have it's own jar and, to avoid competition between groups, they are going to be placed inside a cupboard. Another dynamic to promote speaking would be the linguistic routines, which could be introduced with songs and ations in early ages.

The aim of the innovation, as it was mentioned before, is to create an immersion space where language is acquired in a natural way through meaningful activities and communicative situations. This space could be used by students of different ages. Consequently, the English teachers of different years would have to coordinate themselves and agree in which materials they are going to use and when. Moreover, it would not have to be used in all the English lessons but it should be used in most of them.

How do you think students are going to feel when they are in this space? *

- Motivated
- Excited
- Curious
- Indifferent
- Overwhelmed
- Comfortable
- Self-confident
- Anxious
- Other

Can you justify your previous answer with a brief comment? *

Tu respuesta

Do you think creating this space is going to be feasible? *

Yes

No

Can you justify your previous answer with a brief comment? *

Tu respuesta

Do you have any suggestions to improve it?

Tu respuesta

Do you think there are other aspects I should take into account in the design of the space?

Tu respuesta

Didactic unit-infant education



Here I will present you an initial design of a didactic unit for the last year of infant education. It will last a month, which are going to be 8 sessions of 30 minutes each. As the catalan curriculum does not include the learning of any foreign language, to create the objectives I have adapted the contents of the first year of primary education.

Objectives

Speaking and listening

- To participate in linguistic routines
- To understand the story of Peter Rabbit
- To use the structure "I want (number + food noun)"
- To use the structure "I like/ I don't like"
- To understand and answer the question "How many (number+food noun) are there?"
- To use the structure "There are/ there is (number + fruit noun)".
- To understand and answer the question "Do you like... (food vocabulary)?"

Vocabulary

- To identify the vegetables that appear in the story and their colours.
- To count until 5

Attitude

- To listen to the teacher and the classmates.

Do you consider these objectives are adequate? *

- Yes
- No

Would you add other objectives or make any change? *

Texto de respuesta larga

General description of the activities

This didactic unit would start with the story of Peter Rabbit and through the storytelling and following activities pupils would learn the English language contents. The story of Peter Rabbit is long and has complex vocabulary and grammar structures. For this reason I would make an adaptation where the story is explained in a repetitive way and with simpler structures. I would also reduce the content of the story. The story would be explained several times using different supports and there would be games contextualised in the story where students would have to take the vegetables from McGregor's garden, for example. The final product of this didactic unit would be to create a real communicative situation. Students would prepare a market where they would buy fruits and vegetables.

Do you think the activities are adequate? *

Yes

No

Which of the following aspects do you think the activities include or involve? *

Motivation

Multiple intelligences

Inclusion

Communicative situations

Authentic learning (with a meaningful purpose)

Executive functions (inhibitory control, working memory, cognitive flexibility)

Cooperation

Social interaction

Do you think these activities are feasible? *

Yes

No

Would you suggest any change for their improvement? Make a brief comment about what do you think about the activities. *

Texto de respuesta larga

Assessment

Most of the assessment would be done through observation of students' progress and achievements. Besides, they would give feedback on some activities, so that it is possible to know if they are interested and motivated. To do so, they would use some visual instruments like smiley faces with the three colours (green, yellow and red).

Do you consider this assessment is adequate? *

Yes

No

Why? *

Texto de respuesta larga

Could you add any comments in reference to the activities or the innovation?

Texto de respuesta larga

Questionnaire for the PE

Online access: <https://forms.gle/rRicd1SsPZ4id1KG7>

Initial design of the space and the activities-Primary education

My proposal is the design of a linguistic immersion space and a set of activities that address important aspects involved in the learning of a language: multiple intelligences, executive functions, motivation, learning environment and social interaction.

*Obligatorio

Indicate in which school grade you are currently teaching and in which other grades you have taught during your career. *

Tu respuesta

Objectives of my final degree project

General objective:

To design a space and set of activities for children between 4 and 7 years old to promote the acquisition of the oral competence in English language through a multisensory approach focused on communication.

Specific objectives:

- To find out the stages of the brain development in relation to the learning of English as a foreign language in children between 4 and 7 years old.
- To identify which aspects promote the establishment of meaningful and life-long connections in children between 4 and 7 years old when developing the oral competence in a new language.
- To present linguistic immersion as an effective approach for English learning.
- To determine activities that can enable an authentic learning from a multisensory approach.
- To design activities with a communicative objective that identify English as a communicative tool.

Description of the innovation

This innovation is thought to be implemented in the state school Salvador Espriu, which is located in the neighbourhood of Morera, in Badalona. The centre has two lines both in infant and primary education. Regarding to English teaching, primary students have 3 hours of English lessons per week. They follow a textbook and most of the time they focus on writing, reading and listening skills, leaving speaking aside. As a result, students of year six do not feel confident speaking English and they finish primary education without being able to establish a fluent and well-pronounced conversation in English.

On the one hand the objective on the innovation is to foster speaking skills in English lessons and the communicative competence. To achieve it, the school would create a linguistic immersion environment that would be used in some English lessons from the last year of infant education (P5) until the sixth year of primary education.

On the other hand, the innovation has the objective of increasing the oral linguistic input of English that students receive. In order to do it, in primary education, students are going to have 3 weekly sessions of 1 hour and two of them are going to take place in the new space created. Moreover, another strategy to increase the number of hours of English exposure is to introduce CLIL in some subjects like Arts and Crafts and Physical Education.

Do you think having 3 weekly sessions of English and arts and crafts and physical education in English in the first year of primary education is going to help students to acquire and develop communicative skills in this language? *

Yes

No

Why? *

Tu respuesta _____

If you answered "no", how many sessions do you think would be necessary?

Tu respuesta _____

Do you think sessions of one hour are too long for first year primary students' attention span? *

Yes

No

If you answered "yes", how much time do you think should last an English session?

Tu respuesta _____

Methodological stance

The innovation proposed is based on some recent English teaching approaches that view language as a tool for communication: Communicative Approach (CA), Natural Approach (NA), Linguistic Immersion and Content and language integrated learning (CLIL). Besides, these approaches consider that the best way of acquiring a new language is by being systematically exposed to target language input and encouraging oral production. Moreover, errors are perceived as part of the acquisition process and as learning opportunities.

On the other hand, this innovation is based on the critical period hypothesis, which stands there are some periods in which the human brain is more receptive to specific learnings, language pronunciation among them. In addition, the innovation takes into account other factors that influence the learning process, for instance multiple intelligences, motivation, learning environment, social interaction and executive control skills.

Do you think communication has to be the main aim when learning English? *

Yes

No

It depends

Can you justify your previous answer with a brief comment? *

Tu respuesta _____

Which strategies and techniques do you use in the classroom to foster oral communication and speaking skills? *

Tu respuesta

Do you think students' age influences in English acquisition? Why? *

Tu respuesta

Description of the space

The school is going to transform a classroom into an English immersion space. The goal of this space is to promote speaking skills and communicative competence.

This space would be decorated with emblematic monuments and cultural items of London (Big Ben, the London Bridge, the London Eye, a telephone cabine, etc). Therefore, each time students enter enter the English immersion space, they would feel they are in an English-speaking country. In addition, decorations linked to cultural celebrations would be added at specific times of the year such as Christmas, Halloween, Saint Patrick's Day, Saint Valentine's day, Thanksgiving, etc.

Regarding the furniture distribution, this classroom would invite students to interact with each other in English. For this reason, there would be round tables, for students to sit in groups. There would be a reading corner with pillows, a carpet, puppets, pictures of different characters of English literacy (Peter Rabbit, Paddington, Mary Poppins, the Snowman, Peter Pan...) and a library with books for storytelling. All the materials would be placed in a way that are accessible for pupils, to promote their autonomy.

Furthermore, this space would have some rules to motivate students to use the target language and create a positive environment where mistakes are not seen as failures. It is important to respect the students' rhythm, the intention is to encourage them to produce in the target language without forcing them. One dynamic to motivate students could be to place a jar that is going to be filled with some kind of material that simulates points. At the end of each lesson the teacher would put inside a quantity of points taking into account their English production. Once the jar is full they would have a surprise. For example, watching a short movie in English, explaining a new story, playing a game, etc. Each group would have it's own jar and, to avoid competition between groups, they are going to be placed inside a cupboard. Another dynamic to promote speaking would be the linguistic routines, which could be introduced with songs and ations in early ages.

The aim of the innovation, as it was mentioned before, is to create an immersion space where language is acquired in a natural way through meaningful activities and communicative situations. This space could be used by students of different ages. Consequently, the English teachers of different years would have to coordinate themselves and agree in which materials they are going to use and when. Moreover, it would not have to be used in all the English lessons but it should be used in most of them.

How do you think students are going to feel when they are in this space? *

- Motivated
- Excited
- Curious
- Indifferent
- Overwhelmed
- Comfortable
- Self-confident
- Anxious
- Other

Make a little comment justifying the previous answer. *

Tu respuesta

Do you think creating this space is going to be feasible? *

- Yes
- No

Can you justify your previous answer with a brief comment? *

Tu respuesta

Do you have any suggestions to improve it?

Tu respuesta

Do you think there are other aspects I should take into account in the design of the space?

Tu respuesta

Didactic unit-primary education



Here I will present you an initial design of a didactic unit for first year of primary education. It will last a month, which are going to be 12 sessions of one hour each.

Objectives

Speaking and listening:

To participate in linguistic routines

To produce a short presentation of themselves: I am (name), I live in (city), I have (sister/brother/mother/father), I like (food).

To understand and listen to the story of Paddington and the Browns.

To describe physical aspects of Paddington, the Browns, themselves and their family members (eye colour, hair type and colour and height).

Vocabulary:

To learn the vocabulary of the house.

To learn vocabulary about the family.

Attitude:

To listen to the teacher and the classmates.

Do you consider these objectives are adequate? *

Yes

No

Would you add other objectives or make any change? *

Texto de respuesta larga

General description of the activities

This didactic unit would start with the arrival of Paddington (a teddy bear dressed like the character) to class through the "London Box". This, would be a box that brings London items to our classroom. Paddington would bring different objects related to his story like an image of the Browns, an image of his favourite food, a map where Peru and London appear and the book with his story. The story of Paddington is long and has to be adapted. For this reason, in the classroom we would focus on the part of Paddington's arrival to the train station, meeting the Browns and going to their home. Therefore, students would have to learn the vocabulary of the house to help Paddington understand their function. Also, as Paddington would present his family, some vocabulary related to this topic would be introduced. As final products students would draw a house, and in pairs they would explain where the different rooms are located. Besides, they would create an album with students' families and Paddington's family. In this sessions students would identify written vocabulary words with visual support but they would not write it. Taking into account that this space would promote a positive inclusive environment, before working on the topic of the families, the English teacher would ask the tutor about students' families. In this way the material could be adapted to include all the different families.

Do you think the activities are adequate? *

- Yes
- No

Which of the following aspects do you think the activities include or involve? *

- Motivation
- Multiple intelligences
- Inclusion
- Communicative situations
- Authentic learning (with a meaningful purpose)
- Executive functions (inhibitory control, working memory, cognitive flexibility)
- Cooperation
- Social interaction

Do you think these activities are feasible? *

- Yes
- No

Would you suggest any change for their improvement? Make a brief comment about what do you think about the activities. *

Texto de respuesta larga

Assessment

The assessment of students would be done through observations and some evidence, where they will show their understanding of the vocabulary and their language production. This evidence could be a recording of them presenting their family to Paddington individually. In addition, students would give feedback of some activities through a visual instrument, that is going to be a traffic light with three colours: green, yellow and red.

Do you consider this assessment is adequate? *

Yes

No

Why? *

Texto de respuesta larga

Could you add any comment in reference to the activities or the innovation?

Texto de respuesta larga

Questionnaire for the ME

Online access: <https://forms.gle/P7ARphCcRCVvqnp7>

Initial design of the space and the activities-Infant and primary education

My proposal is the design of a linguistic immersion space and a set of activities that address important aspects involved in the learning of a language: multiple intelligences, executive functions, motivation, learning environment and social interaction.

*Obligatorio

Make a brief summary of your career as an English language teacher and as a English didactics teacher. *

Tu respuesta

Objectives of my final degree project

General objective:

To design a space and set of activities for children between 4 and 7 years old to promote the acquisition of the oral competence in English language through a multisensory approach focused on communication.

Specific objectives:

- To find out the stages of the brain development in relation to the learning of English as a foreign language in children between 4 and 7 years old.
- To identify which aspects promote the establishment of meaningful and life-long connections in children between 4 and 7 years old when developing the oral competence in a new language.
- To present linguistic immersion as an effective approach for English learning.
- To determine activities that can enable an authentic learning from a multisensory approach.
- To design activities with a communicative objective that identify English as a communicative tool.

Description of the innovation

This innovation is thought to be implemented in the state school Salvador Espriu, which is located in the neighbourhood of Morera, in Badalona. The centre has two lines both in infant and primary education. Regarding to English teaching, in infant education students have one hour of class weekly. In these early years all the input is oral, so they work on listening and speaking skills through songs and stories. Primary students have 3 hours of English lessons per week. They follow a textbook and most of the time they focus on writing, reading and listening skills, leaving speaking aside. As a result, students of year six do not feel confident speaking English and they finish primary education without being able to establish a fluent and well-pronounced conversation in English.

On the one hand the objective is to foster speaking skills in English lessons and the communicative competence. To achieve it, the school would create a linguistic immersion environment that would be used in some English lessons from the last year of infant education (P5) until the sixth year of primary education.

On the other hand, the innovation has the objective of increasing the oral linguistic input of English that students receive. In order to do it, in infant education students are going to have 3 weekly sessions of English of 30 minutes each. In P5 two of the sessions are going to take place in the linguistic immersion space. In primary education, students are going to have 3 weekly sessions of 1 hour and two of them are going to take place in the new space created. Moreover, another strategy to increase the number of hours of English exposure is to introduce CLIL in some subjects like Arts and Crafts and Physical Education.

Do you consider incrementing English lessons and introducing CLIL in Arts and Crafts will help students to acquire and develop communicative skills in this language? *

Yes

No

Why? *

Tu respuesta

Methodological stance

The innovation proposed is based on some recent English teaching approaches that view language as a tool for communication: Communicative Approach (CA), Natural Approach (NA), Linguistic Immersion and Content and language integrated learning (CLIL). Besides, these approaches consider that the best way of acquiring a new language is by being systematically exposed to target language input and encouraging oral production. Moreover, errors are perceived as part of the acquisition process and as learning opportunities.

On the other hand, this innovation is based on the critical period hypothesis, which stands there are some periods in which the human brain is more receptive to specific learnings, language pronunciation among them. In addition, the innovation takes into account other factors that influence the learning process, for instance multiple intelligences, motivation, learning environment, social interaction and executive control skills.

Can you justify your previous answer with a brief comment? *

Tu respuesta

Which strategies and techniques do you use in the classroom to foster oral communication and speaking skills? *

Tu respuesta

Do you think students' age influences in English acquisition? Why? *

Tu respuesta

Description of the space

The school is going to transform a classroom into an English immersion space. The goal of this space is to promote speaking skills and communicative competence.

This space would be decorated with emblematic monuments and cultural items of London (Big Ben, the London Bridge, the London Eye, a telephone cabine, etc). Therefore, each time students enter the English immersion space, they would feel they are in an English-speaking country. In addition, decorations linked to cultural celebrations would be added at specific times of the year such as Christmas, Halloween, Saint Patrick's Day, Saint Valentine's day, Thanksgiving, etc.

Regarding the furniture distribution, this classroom would invite students to interact with each other in English. For this reason, there would be round tables, for students to sit in groups. There would be a reading corner with pillows, a carpet, puppets, pictures of different characters of English literacy (Peter Rabbit, Paddington, Mary Poppins, the Snowman, Peter Pan...) and a library with books for storytelling. All the materials would be placed in a way that are accessible for pupils, to promote their autonomy.

Furthermore, this space would have some rules to motivate students to use the target language and create a positive environment where mistakes are not seen as failures. It is important to respect the students' rhythm, the intention is to encourage them to produce in the target language without forcing them. One dynamic to motivate students could be to place a jar that is going to be filled with some kind of material that simulates points. At the end of each lesson the teacher would put inside a quantity of points taking into account their English production. Once the jar is full they would have a surprise. For example, watching a short movie in English, explaining a new story, playing a game, etc. Each group would have it's own jar and, to avoid competition between groups, they are going to be placed inside a cupboard. Another dynamic to promote speaking would be the linguistic routines, which could be introduced with songs and ations in early ages.

The aim of the innovation, as it was mentioned before, is to create an immersion space where language is acquired in a natural way through meaningful activities and communicative situations. This space could be used by students of different ages. Consequently, the English teachers of different years would have to coordinate themselves and agree in which materials they are going to use and when. Moreover, it would not have to be used in all the English lessons but it should be used in most of them.

How do you think students are going to feel when they are in this space? *

- Motivated
- Excited
- Curious
- Indifferent
- Overwhelmed
- Comfortable
- Self-confident
- Anxious
- Other

Can you justify your previous answer with a brief comment? *

Tu respuesta

Do you think creating this space is going to be feasible? *

- Yes
- No

Can you justify your previous answer with a brief comment? *

Tu respuesta

Do you have any suggestions to improve it?

Tu respuesta

Do you think there are other aspects I should take into account in the design of the space?

Tu respuesta

Didactic units



Here I am going to present the first design of two didactic units that will last a month and will take place in the linguistic immersion space. One for the last year of infant education (8 sessions) and another for the first year of primary education (12 sessions).

Objectives -Infant education

Speaking and listening

- To participate in linguistic routines
- To understand the story of Peter Rabbit
- To use the structure "I want (number + food noun)"
- To use the structure "I like/ I don't like".
- To understand and answer the question "How many (number+food noun) are there?"
- To use the structure "There are/ there is (number + fruit noun)".
- To understand and answer the question "Do you like... (food vocabulary)?"

Vocabulary

- To identify the vegetables that appear in the story and their colours.
- To count until 5

Attitude

- To listen to the teacher and the classmates.

Do you consider they are adequate? *

- Yes
- No

Would you add other objectives or make any change? *

Texto de respuesta larga

General description of the activities for infant education

This didactic unit would start with the story of Peter Rabbit and through the storytelling and following activities pupils would learn the English language contents. The story of Peter Rabbit is long and has complex vocabulary and grammar structures. For this reason I would make an adaptation where the story is explained in a repetitive way and with simpler structures. I would also reduce the content of the story. The story would be explained several times using different supports and there would be games contextualised in the story where students would have to take the vegetables from McGregor's garden, for example. The final product of this didactic unit would be to create a real communicative situation. Students would prepare a market where they would buy fruits and vegetables.

Which of the following aspects do you think the activities include or involve? *

- Motivation
- Multiple intelligences
- Inclusion
- Communicative situation
- Authentic learning (with a meaningful purpose)
- Executive function (inhibitory control, working memory, cognitive flexibility)
- Cooperation
- Social interaction

Would you suggest any change for the improvement of the activities? Make a brief comment about what do you think about them. *

Texto de respuesta larga

Assessment

Most of the assessment would be done through observation of students' progress and achievements. Besides, they would give feedback on some activities, so that it is possible to know if they are interested and motivated. To do so, they would use some visual instruments like smiley faces with the three colours (green, yellow and red).

Do you consider this assessment is adequate? *

- Yes
- No

Objectives-Primary education

Speaking and listening:

To participate in linguistic routines

To produce a short presentation of themselves: I am (name), I live in (city), I have (sister/brother/mother/father), I like (food).

To understand and listen to the story of Paddington and the Browns.

To describe physical aspects of Paddington, the Browns, themselves and their family members (eye colour, hair type and colour and height).

Vocabulary:

To learn the vocabulary of the house.

To learn vocabulary about the family.

Attitude:

To listen to the teacher and the classmates.

Do you consider they are adequate? *

Yes

No

Would you add other objectives or make any change? *

Texto de respuesta larga

General description of the activities for primary education

This didactic unit would start with the arrival of Paddington (a teddy bear dressed like the character) to class through the "London Box". This, would be a box that brings London items to our classroom. Paddington would bring different objects related to his story like an image of the Browns, an image of his favourite food, a map where Peru and London appear and the book with his story. The story of Paddington is long and has to be adapted. For this reason, in the classroom we would focus on the part of Paddington's arrival to the train station, meeting the Browns and going to their home. Therefore, students would have to learn the vocabulary of the house to help Paddington understand their function. Also, as Paddington would present his family, some vocabulary related to this topic would be introduced. As final products students would draw a house, and in pairs they would explain where the different rooms are located. Besides, they would create an album with students' families and Paddington's family. In this sessions students would identify written vocabulary words with visual support but they would not write it.

Taking into account that this space would promote a positive inclusive environment, before working on the topic of the families, the English teacher would ask the tutor about students' families. In this way the material could be adapted to include all the different families.

Which of the following aspects do you think the activities include or involve? *

- Motivation
- Multiple intelligences
- Inclusion
- Communicative situation
- Authentic learning (with a meaningful purpose)
- Executive function (inhibitory control, working memory, cognitive flexibility)
- Cooperation
- Social interaction

Would you suggest any change for the improvement of the activities? Make a brief comment of what do you think about them. *

Texto de respuesta larga

Assessment

The assessment of students would be done through observations and some evidence, where they will show their understanding of the vocabulary and their language production. This evidence could be a recording of them presenting their family to Paddington individually. In addition, students would give feedback of some activities through a visual instrument, that is going to be a traffic light with three colours: green, yellow and red.

Do you consider this assessment is adequate? *

- Yes
- No

Do you want to give any suggestion regarding to the didactic units or the innovation?

Texto de respuesta larga

Annex 2: Teaching units

Teaching unit for pre-primary education

Age:	Microteaching title:	Timing:
5 years old	Peter Rabbit	8 sessions of 30 minutes
Introduction and justification		
<p>The sessions of this English teaching unit are going to take place in the linguistic immersion space of the school, where five-year-old pupils go twice a week. This teaching unit starts with the introduction of an adapted English literary classic: Peter Rabbit by Beatrix Potter. In this way, children are not only immersed in English language but also in English culture.</p> <p>Through this unit the student’s motivation and interest towards speaking can be increased. This can be achieved through the elements of fantasy that are introduced and the creation of contextualized communicative situations, like the visit of Peter Rabbit and making a market to help him get vegetables and fruits.</p>		
Linguistic contents		
Skills	Function/structures	Vocabulary
<ul style="list-style-type: none"> • Speaking • Listening 	<ul style="list-style-type: none"> • Can I have...? • (number from 1 to 5) + (vegetable) • I like/ I don’t like • How many (number + food noun) are there? • Do you like... (food vocabulary)? 	<p>Fruits and vegetables: carrot, apple, lettuce, blackberries, green beans, pear, orange, and banana.</p> <p>Numbers: One, two, three, four five.</p>

		Elements of the story: Garden, McGregor, Peter Rabbit, Cottontail, Flopsy, Mopsy, Mrs. Rabbit, jacket, fruits, and vegetables.								
Main learning outcome										
To create a fruit market through the identification of the vegetables and fruits that appear in the story of Peter Rabbit with the aim of being able to use different basic linguistic structures in a real-life communicative situation.										
Learning outcomes	Capacities ¹									Assessment criteria
	1	2	3	4	5	6	7	8	9	
1. To understand and follow the story of Peter Rabbit. To identify the important					x	x				1.1.To understand the story of Peter Rabbit

¹ Capacities:

1. Progress in the control and knowledge of the movement and the coordination of the body, considering its possibilities.
2. Achieve affective and emotional security and develop a positive image of themselves and of others.
3. Acquire the basic habits of autonomy in the everyday actions to act with security and effectiveness.
4. Think, create, and develop explanations and get started in the basic mathematical skills.
5. Progress in the communication and the expression adapted to different communicative situations through different languages.
6. Observe and explore the closer natural and physical environment with an attitude of respect and curiosity and participate gradually in social and cultural activities.
7. Show initiative to face daily situations identifying risks and learning to act in consequence.
8. Live with the diversity in the relationships with people and get introduced in the pacific problem-solving.
9. Behave respecting some rules that bring then to the personal autonomy, towards collaboration in group and towards the social inclusion.

elements and characters that appear in it.										
										1.2. To identify the elements of the story.
2. To participate speaking English and using the structures presented.				x	x					2.1. To ask "Can I have... (number + vegetable)?"
										2.2. To use the structure "I like/ I don't like".
										2.3. To understand and answer the question "How many (fruit or vegetable noun) are there?"
										2.4. To understand and answer the question "Do you like... (food vocabulary)?"
										2.5. To participate in the linguistic routines.
3. To comprehend and recognise the vegetables and fruits that appear in the story and to count them.				x		x				3.1. To count until 5
										3.2. To identify different vegetables and fruits that appear in the story

4. To respect the speaking turns and to listen to the classmates and the teacher.									x	x	4.1. To respect the speaking turns
											4.2. To listen to the classmates and the teachers

Session 1

ACTIVITY	Material	Time	Assessment criteria
Routine: students have to say Hello when they come in and then they watch and sing together the “Hello” song and the song that presents the days of the week. Then they say which day is today.	<p>Hello song: https://www.youtube.com/watch?v=fN1Cyr0ZK9M&t=83s</p> <p>Days of the week: https://www.youtube.com/watch?v=mXMofxtDPUQ</p>	5 minutes	1.1, 1.2, 2.5, 4.1, 4.2.
The teacher is going to say they have a visitor in the classroom, and she is going to present them Peter Rabbit. In his jacket there are going to be some flashcards with vocabulary. The teacher is going to show the flashcards and say the vocabulary. Students must repeat the words.	Flashcards of fruits and vegetables, the garden, Mr. McGregor, a plush toy rabbit with a blue jacket (Peter Rabbit), book with illustrations.	10 minutes	
Peter Rabbit is going to say to the teacher he has a present for the students in his basket. Inside the basket there is going to be the book of Peter Rabbit and the teacher is	Basket and book with illustrations	15 minutes	

going to explain it. The story explained by the teacher will be an adaptation.			
Session 2:			
ACTIVITY	Material	Time	Assessment criteria
Routine	<p>Hello song: https://www.youtube.com/watch?v=fN1Cyr0ZK9M&t=83s</p> <p>Days of the week: https://www.youtube.com/watch?v=mXMofxDPUQ</p>	5 minutes	1.1, 1.2, 2.5, 3.1, 3.2, 4.1, 4.2
Reviewing the story showing the illustrations of the book and the plush rabbit.	Peter Rabbit adapted story and illustrations	10 minutes	
<p>The teacher is going to give the flashcards to students and Peter Rabbit is going to be very hungry and will ask students “can I have (names of fruits and vegetables)?”. Pupils that have the flashcard with the fruit or vegetable Peter is asking for will put the flashcard inside Peter’s basket.</p> <p>The next activity is counting how many toy fruits of each kind there are in the basket in order to use the following</p>	Flashcards, basket, Peter rabbit plush toy, fruit toys.	10 minutes	

structure: number + fruit name, and to understand the next question: How many (fruit or vegetable noun) are there?			
The teacher is going to ask students to put a sticker under the green smiley face if they enjoyed the activity, to put it under the serious yellow face if they like it just a little and under the red angry face if they didn't like the activity.	A big paper with three columns and on top of each one the picture of a face (smiley and green, serious, and yellow, angry and red). Stickers.	5 minutes	
Session 3:			
ACTIVITY	Material	Time	Assessment criteria
Routine. Afterwards, the teacher is going to review the flashcards vocabulary and is going to ask them how Peter Rabbit asked the fruits and vegetables to remind the linguistic structure "Can I have...?"	Hello song: https://www.youtube.com/watch?v=fN1Cyr0ZK9M&t=83s Days of the week: https://www.youtube.com/watch?v=mXMofxtDPUQ	15 minutes	2.1, 2.5, 4.1, 4.2
Each student has a flashcard. They are all going to start moving around the class while there is some music playing. When the music stops, they are going to pair up and	Flashcards.	10 minutes	

exchange the flashcards. To do so, they must use the structure “Can I have (the name of their pair’s vegetable or fruit)?”.			
The teacher is going to ask students if they liked the game. If they liked the game, they are going to have to touch their head and if not, they are going to have to touch their shoulders.	Camera to take a picture of the students when they touch their hear or shoulders.	5 minutes	
Session 4:			
ACTIVITY	Material	Time	Assessment criteria
<p>Routine.</p> <p>Then the teacher is going to say:</p> <ul style="list-style-type: none"> - Peter Rabbit likes carrots, Peter Rabbit doesn’t like Mr. McGregor. <p>She is going to support these sentences with gestures and faces. Then, Peter Rabbit is going to ask students if they like apples, lettuce, bananas, etc. Students are going to answer: Yes, I like.../No, I don’t like...</p>	<p>Hello song:</p> <p>https://www.youtube.com/watch?v=fN1Cyr0ZK9M&t=83s</p> <p>Days of the week:</p> <p>https://www.youtube.com/watch?v=mXMofxtDPUQ</p>	10 minutes	2.2, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2.

Students, in groups, are going to make their own basket with five fruits and vegetables they like (each student makes one fruit) with play-dough.	Flashcards on the wall or somewhere they can see and play-dough.	10 minutes	
Later, they are going to show it to the rest of the class. Each member of the group is going to show the fruit or vegetable saying: I like ...	The baskets and fruits students have made with play-doo.	10 minutes	
Session 5:			
ACTIVITY	Material	Time	Assessment criteria
Routine and watch a short video of Peter Rabbit.	Hello song: https://www.youtube.com/watch?v=fN1Cyr0ZK9M&t=83s Days of the week: https://www.youtube.com/watch?v=mXMofxtDPUQ Peter Rabbit: https://www.youtube.com/watch?v=G6FWfjvrNQ	15min	1.1, 1.2, 2.5, 3.2, 4.1, 4.2
Reflecting about how McGregor feels when Peter Rabbit steals the fruit from the garden. Does he like it?	--	5 minutes	

<p>Playing as if they were rabbits entering McGregor’s garden. Flashcards are going to be placed on the floor and when the music stops, they have to stand next to one of the flashcards. The teacher is going to ask them to say the name of the fruit out loud.</p>	<p>Music to play and flashcards.</p>	<p>10 minutes</p>	
<p>Session 6:</p>			
<p>ACTIVITY</p>	<p>Material</p>	<p>Time</p>	<p>Assessment criteria</p>
<p>Routine. Peter Rabbit has brought to class a basket full of fruits from Mc Gregor’s garden. All together they are going to count how many fruits of each type are there and write the numbers next to the flashcards on the blackboard.</p>	<p>Hello song: https://www.youtube.com/watch?v=fN1Cyr0ZK9M&t=83s Days of the week: https://www.youtube.com/watch?v=mXMofxtDPUQ Basket, real fruit, flashcards.</p>	<p>10minutes</p>	<p>2.5, 3.1, 3.2, 4.1, 4.2</p>
<p>Peter Rabbit wants more fruits to throw a party with his family and friends. We have to help him to get more fruits. Where can we find fruit, where do we buy it? Show photos of vegetables and fruits shops.</p>	<p>--</p>	<p>5 minutes</p>	

<p>Students have to decorate a note for the families so that they know they have to bring a specific piece of fruit.</p> <p>Finish with an energizer, a song about fruits.</p>	<p>Notes for the families.</p> <p>Song about fruits: https://www.youtube.com/watch?v=mfReSbQ7jzE</p>	<p>15 minutes</p>	
<p>Session 7:</p>			
<p>ACTIVITY</p>	<p>Material</p>	<p>Time</p>	<p>Assessment criteria</p>
<p>Routine.</p> <p>Remind students we have to prepare a market</p>	<p>Hello song: https://www.youtube.com/watch?v=fN1Cyr0ZK9M&t=83s</p> <p>Days of the week: https://www.youtube.com/watch?v=mXMofxtDPUQ</p>	<p>10 minutes</p>	<p>2.5, 4.1, 4.2</p>
<p>Each table (group of five students) make the poster for their market stand, which is going to sell one kind of fruit (apples, bananas, oranges....) And also prepare a decorated tablecloth for each table of the class in groups.</p> <p>Finish with an energizer, a song about fruits.</p>	<p>Cardboard with the written words, markers and crayons to decorate the stand. Wrapping paper to make the tablecloths.</p> <p>Song about fruits: https://www.youtube.com/watch?v=mfReSbQ7jzE</p>	<p>20 minutes</p>	
<p>Session 8:</p>			

ACTIVITY	Material	Time	Assessment criteria
Routine	<p>Hello song: https://www.youtube.com/watch?v=fN1Cyr0ZK9M&t=83s</p> <p>Days of the week: https://www.youtube.com/watch?v=mXMofxtDPUQ</p>	5 minutes	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2
<p>Market. In each stand there is going to be a couple of students selling fruit. The other students are going to get in pairs and be costumers and take a paper bag that will be filled with the fruits they buy. Once they have bought 5 fruits they have to show to the teacher their bag and explain what they have bought: (number)+(fruit name).</p>	Tablecloths, tables, fruits students bring from home, paper bags.	15 minutes	
<p>Peter Rabbit is going to tell them eating fruit is very good, they can take one fruit to eat it. We say goodbye to Peter Rabbit. After that the teacher is going to ask students to put a sticker under the green smiley face if they enjoyed the activity, to put it under the serious yellow face if they like it just a little and under the red angry face if they didn't like the activity.</p>	Plush rabbit, fruits from the market	10 minutes	
Assessment			



The assessment is going to be done through observation of the lessons, considering the evidence and students are going to self-assess themselves. In this way they can be aware of their participation in class.

- Observation: it is going to be present during all the sessions. The teacher could record students when they are doing speaking activities in pairs, for example when they exchange fruit flashcards in session 3, when they present their play-dough fruit basket or when they are buying fruits at the market.
- Self-assessment: session 2, session 3 and session 8.

Follow-up activities

To grow a plant and learn about what do we need to make it grow.

To make a fruit salad

To talk about healthy food

To describe a rabbit, make rabbit masks, disguise as story characters, and have a party with fruits and vegetables.

Teaching unit for primary education

Title:	Age:	1rst of primary education
A bear called Paddington		Timing: 8 sessions of 1 hour each
Introduction and justification:		

The sessions of this English teaching unit are going to take place in the linguistic immersion space of the school, where six-year-old pupils go twice a week. This teaching unit starts with the introduction of an adapted English literary classic: A bear called Paddington by Michael Bond. In this way, children are not only immersed in English language but also in English culture. In addition, through this book, London is presented as an inclusive and culturally diverse city. In this way, students can feel identified with Paddington as foreigners as well.

Through this unit the student's motivation and interest towards speaking can be increased. This can be achieved through the elements of fantasy that are introduced and the creation of contextualized communicative situations.

Main learning outcome:

To create different evidence (description, house template, family tree) considering the elements and characters that appear in the book A bear called Paddington with the aim of understanding the story, sharing the evidence and using English in speaking situations.

Learning outcomes:	Assessment criteria
1. To understand, follow and identify the characters and elements that appear in the story of Paddington.	1.1. To understand the story of Paddington. 1.2. To identify the characters that appear in the story
2. To participate using the English language in the class and the structures presented.	2. 1. To understand and use the following description structure: <ul style="list-style-type: none"> • I am (name) • I live in (city) • I have (sister/ brother/ father/mother) 2.2. To use the following structure: Paddington is in the (house room). 2.3. To understand and use the structure: "Is Paddington in the...?"
3. To understand and identify the rooms in a house and the members of a family.	3.1. To identify the bedroom, the kitchen, the bathroom, and the living room.

	3.2. To identify the members of Paddington's new family: the mother (Mrs. Brown), the father (Mr. Brown), The brother Jonathan, the sister Judy.
4. To respect the speaking turns and to listen to the classmates and the teacher.	4.1. To respect the speaking turns.
	4.2. To listen to the classmates and the teacher.

Dimensions and contents:	Competences:
<p><u>Linguistic ambit</u></p> <p>Foreign language area</p> <p>Oral communication dimension</p> <ul style="list-style-type: none"> • Comprehension of basic vocabulary to understand narrations, descriptions, and situations, with the support of iconic and gestural elements. • Basic rules present in oral interactions: speaking turn, tone of voice, respecting all the oral interventions. <p>Reading comprehension dimension</p> <ul style="list-style-type: none"> - Recognition and identification words and short texts supported by visual or audio-visual resources. <p>Literary dimension</p> <ul style="list-style-type: none"> - Understanding simple texts with visual or auditory support. 	<p><u>Linguistic ambit</u></p> <p>Foreign language area</p> <ul style="list-style-type: none"> • Competence 1. To obtain basic information and understand simple or adapted oral texts from an everyday life situation, the communication media, and the school context. • Competence 3. To interact orally considering the communicative situation using basic conversational strategies. • Competence 10. To understand and value simple, adapted, or authentic literary texts that are adequate to students' age.

Activities					
Session	Activity description	Social organisation WG: Whole group P: In pairs I: individual	Resources and materials	Time	Assessment criteria
1	Routine: When students enter the class, they have to say the English password, which is Hickory Dickory Dock. Then, students sing the song “If you are happy and you know it” and after that the teacher says good morning/good afternoon to every classmate as she passes the list.	WG	https://www.youtube.com/watch?v=M6LoRZsHMSs	5 minutes	1.1, 1.2, 4.1, 4.2
	Presenting the London Box which contains a world map where Peru and England are highlighted, Paddington (a teddy bear with a red hat and a blue jacket and a paper hanging from his neck that says “please look after this bear, thank you”) a picture of the Browns and a picture of a marmalade sandwich. Asking yes/no questions about the objects to create hypotheses about what they are.		A box that brings objects from London to class, a world map, a teddy bear that is dressed as Paddington, a picture of the Brown family and a picture of a marmalade sandwich.	15 minutes	

	Explaining the story		Book: A bear called Paddington https://action.org.uk/sites/default/files/2018-08/byb_paddington_story.pdf	10 minutes
	They are going to put in order different scenes of the story together with the teacher to review what happens in the story.		Big illustrations from the book: Paddington alone in the train station, Paddington meeting the Browns, Paddington in the café with Mr. Brown, Paddington at the Brown's house, Paddington taking a bath and Paddington meeting Mrs. Bird.	10 minutes
	The students will have to cut the scenes and stick them in order on a colour paper.	I	A photocopy with the scenes that they must cut and another photocopy with a line of squares with a number in each, indicating the order. Scissors and glue sticks.	15 minutes
	Presenting Paddington's song and sing it.	WG	http://www.nickjr.co.uk/the-adventures-of-paddington/videos/paddington-theme-song-sing-along/	5 minutes

2	Routine and Paddington's song		https://www.youtube.com/watch?v=M6LoRZsHMSs http://www.nickjr.co.uk/the-adventures-of-paddington/videos/paddington-theme-song-sing-along/	5 minutes	
	<p>Remembering the story with the help of illustration if it is needed.</p> <p>Answering questions about Paddington</p> <ul style="list-style-type: none"> - Where does Paddington live? London - What does he like eating? Marmalade sandwiches - Who is his family? Mr. and Mrs. Brown, Jonathan, and Judy and the aunt from Peru. 	WG	Big illustrations from the book.	15 minutes	1.1, 1.2, 2.1, 4.1, 4.2
	<p>Making a little poster with the characteristics of Paddington. To do so, students will paint an English flag, a marmalade sandwich, the Brown family, and the aunt from Peru. Then they will cut with scissors these drawings and glue them in a template titled Paddington bear. In this template there is going to be a drawing of Paddington, that students are going to colour, and some</p>	I	A template with the drawing of Paddington and the words: marmalade sandwich, London, and Family. Next to each word there is going to be a space so that they can glue the pictures of the different elements.	35 minutes	

	squares with titles: family, marmalade sandwich and London. The children will have to glue each element in its square.		Scissors, glue and colours		
	Watching and listening to the marmalade song.	WG	Marmalade song: https://www.youtube.com/watch?v=OGoaekay_bY	5 minutes	
3	Routine and Paddington's song	WG	https://www.youtube.com/watch?v=M6LoRZsHMSs http://www.nickjr.co.uk/the-adventures-of-paddington/videos/paddington-theme-song-sing-along/	5 minutes	
	Remembering what was done the previous lesson: Paddington's description and the questions and answers. Filling a template with their own description (answering the same questions). They are going to have a photocopy with vocabulary words and drawings. <ul style="list-style-type: none"> - I live in (students are going to write the name of their city with the teacher's help) - I like eating... (students are going to draw the food and write the name with the teacher's help) 	WG / I	A template with the beginning of the sentences and space to write and draw.	40 minutes	1.1, 2.1, 4.1, 4.2

	<ul style="list-style-type: none"> - My family is.... (students are going to write the names of the members of their family) 				
	<p>The teacher also presents herself with her own template.</p> <p>Students are going to stand up and walk and move through the class. When the teacher says a number, they must get in a group of that number of students and read or say what they have in their template. They can help each other if they have difficulties remembering the structures. They can also present themselves to Paddington.</p>		<p>A big template used as an example by the teacher, or a blackboard or digital template projected.</p>	<p>10 minutes</p>	
	<p>There is going to be a big rubric with two indicators presented with images that will represent the following:</p> <ul style="list-style-type: none"> - I spoke in English during the activity - I enjoyed the activity <p>There are going to be three columns with three faces, one smiling in green, other serious in yellow and the last angry in red. Students will stick two stickers, one in each indicator, below the face they consider.</p>	I	<p>The rubric and stickers</p>	<p>5 minutes</p>	
4	<p>Routine and Paddington's song</p>	WG	<p>https://www.youtube.com/watch?v=M6LoRZsHMSs</p> <p>http://www.nickjr.co.uk/the-adventures-of-</p>	<p>5 minutes</p>	<p>3.1, 4.1, 4.2</p>

			paddington/videos/paddington-theme-song-sing-along/		
	<p>Explaining again the story of Paddington with help of students and with support of illustrations. During the storytelling, the teacher is going to make yes/no comprehension questions and she is going to have a big drawing of the Browns' house.</p> <p>Flashcard activity: rooms of the house. First the teacher is going to show them, and students are going to repeat the words. Then, the teacher is going to distribute the flashcards around the class in visible places and she is going to say the name of one room. Students are going to stand up next to that flashcard.</p>		<p>Big illustrations from the book. A drawing of the Browns' house. Flashcards of rooms of the house (kitchen, bathroom, living room, bedroom).</p>	45 minutes	
	<p>Singing, learning, and dancing songs about the parts of the house.</p>		<p>https://www.youtube.com/watch?v=qZyJPZxsmZk</p> <p>https://www.youtube.com/watch?v=CNJFORs1mHE</p>	10 minutes	

5	Routine, song of the house and review the vocabulary with the flashcards.	WG	https://www.youtube.com/watch?v=M6LoRZsHMSs House songs: https://www.youtube.com/watch?v=qZyJPZxsmZk https://www.youtube.com/watch?v=CNJFORs1mHE	10 minutes	3.1, 4.1, 4.2
	Roulette with the house rooms to choose where to place Paddington. A volunteer puts Paddington there and uses the structure: Paddington is in... (house room).		Flashcards Big drawing of the Brown's house, a roulette, a little Paddington with blue tack.	10 minutes	
	Painting a house template and a little Paddington. Gluing the names of the different rooms and some Velcro adhesive pieces in each room. Sticking another Velcro adhesive piece behind the little Paddington so that can be placed in the different rooms.	I	House template, drawings of Paddington, glue, Velcro adhesive.	40 minutes	
6	Routine and song of the house	WG	https://www.youtube.com/watch?v=qZyJPZxsmZk https://www.youtube.com/watch?v=CNJFORs1mHE	10 minutes	2.2, 2.3, 3.1, 4.1, 4.2

	<p>The teacher places Paddington in a room of the house and asks the students “Is Paddington in (house room)? Students have to answer yes or no. Then, there is going to be a volunteer that places Paddington in one room. The classmates have to ask: Is Paddington in (house room) and the volunteer has to answer without showing the template. When they guess the room where Paddington is, the volunteer is going to show the template.</p>		<p>Big drawing of the Brown’s house, the house templates they have done individually and the little Paddington they have painted.</p>	<p>20 minutes</p>	
	<p>Students are going to repeat this dynamic in pairs and guess where Paddington is in the house template of their partner. They can make a pair change once they have guessed where Paddington is.</p>	P	<p>The house templates they have done individually and the little Paddington they have painted.</p>	<p>15 minutes</p>	
	<p>The teacher is going to ask if they liked the game if they talked in English and which rooms of the house they know. Then, they are going to paint a traffic light individually: red if they did not like the activity, yellow if they liked it a bit and green if they enjoyed a lot.</p>	WG /I	<p>Self-assessment template with a traffic light.</p>	<p>15 minutes</p>	
7	<p>Routine and Paddington’s song</p>	WG	<p>https://www.youtube.com/watch?v=M6LoRZsHMSs</p> <p>http://www.nickjr.co.uk/the-adventures-of-</p>	<p>5 minutes</p>	<p>1.2, 4.1, 4.2</p>

			paddington/videos/paddington-theme-song-sing-along/		
	<p>Watching the movie clip where Paddington meets the Browns. Watching it a second time and stopping the video to make questions or ask students to pay attention to different things:</p> <ul style="list-style-type: none"> - 0:06 Who is this bear? - 0:013 Who are these people? Are they a family? - 0:22 What has Paddington in his hand? - 0:55 Is Paddington happy or sad? - 2:02 Is Paddington happy or sad? <p>Paddington (teddy bear) says the students he loves his family, and he wants to see their families too. For this reason, we are going to make an album of family pictures. We are going to prepare a note to the families to bring a picture next day. "Bring a family picture".</p>	WG/I	<p>Movie clip: https://www.youtube.com/watch?v=sCgnuhb45ik</p> <p>Teddy bear dressed like Paddington, students' agendas,</p>	20 minutes	
	<p>Show flashcards of the family members (mother, father, brother and sister). Students will repeat the after the teacher the vocabulary words. Then showing both the flashcards and an illustration of the Brown family the teacher is going to ask:</p> <ul style="list-style-type: none"> - Is Mrs. Brown the sister? - Is Jonathan the brother? <p>When students have told the teacher which member of the family is each one of the Browns, they will have to make a worksheet with a family tree where they have to relate each member of the Brown family with the family words:</p>	WG/I	Flashcards of family (mother, father, brother, sister), Picture of the Browns that was in the London Box, worksheet of the Browns and the family members.	35 minutes	

	Mr. Brown → father, Judy → sister, Mrs. Brown → mother and Jonathan → brother.				
8	Routine and family video	WG	https://www.youtube.com/watch?v=M6LoRZsHMSs Family video: https://www.youtube.com/watch?v=zxePnzWRfvQ	10 minutes	4.1, 4.2
	Gluing their family picture on a piece of coloured cardboard. Write next to each person the relation: mother, father, brother, and sister. Decorate the cardboard and give them to Paddington.	I	Family pictures, cardboard, pencils, glue, stickers, and markers for decoration.	40 minutes	
	Saying goodbye to Paddington and telling him something we have learnt with him.	WG	Teddy bear, camera to record the students' utterances.	10 minutes	

Assessment

The assessment is going to be done through observation of the lessons, considering the evidence and students are going to self-assess themselves. In this way they can be aware of their participation in class.

- Observation: it is going to be present during all the sessions. The teacher could record students when they are doing speaking activities in pairs.
- Evidence: put in order the story scenes (session 1), personal description (session 3), house template with the names of the rooms (session 5), the family tree of the Browns (session 7).

- Self-assessment: session 3, session 6 and session 8.

Follow-up activities

To learn vocabulary about house objects and furniture.

To talk about marmalade and its ingredients, learn a recipe and try some in the class.

To make a physical description of Paddington and the Browns. Then, the students could play “Who is who” and could also describe themselves.

Annex 3: Validation instrument

Online access: <https://forms.gle/29oB4xuPTdK37dcv6>

Validation instrument

Considering the teaching units and the description of the linguistic immersion space, indicate your level of agreement regarding to the following statements.

*Obligatorio

Indicate your area of expertise: *

- Infant education
- Primary education
- Methodology expert

1. The space and the activities designed promote a meaningful learning of speaking *

Strongly disagree 1 2 3 4 5 Strongly agree

Do you want to add any suggestions or comments for improvement?

Tu respuesta

2. The designed linguistic immersion space is a motivating environment that promotes the use of English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Do you want to add any suggestions or comments for improvement?

Tu respuesta

3. The designed space creates an environment of linguistic and cultural immersion. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Do you want to add any suggestions or comments for improvement?

Tu respuesta

4. The activities and the space promote social interaction. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Do you want to add any suggestions or comments for improvement?

Tu respuesta

5. The designed activities include different intelligences: logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, verbal-linguistic and naturalist. *

1 2 3 4 5

Strongly disagree Strongly agree

Do you want to add any suggestions or comments for improvement?

Tu respuesta

6. The activities have a communicative objective and identify English as a communicative tool. *

1 2 3 4 5

Strongly disagree Strongly agree

Do you want to add any suggestions or comments for improvement?

Tu respuesta

7. The activities are adequate for the students' age. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Do you want to add any suggestions or comments for improvement?

Tu respuesta _____

8. The assessment is adequate for the activities. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Do you want to add any suggestions or comments for improvement?

Tu respuesta _____

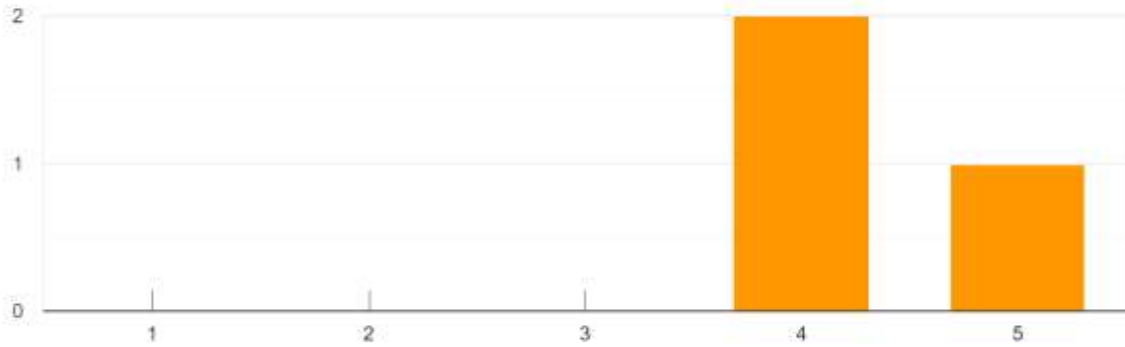
Do you consider there should be made any improvement in relation to other aspects that were not mentioned?

Tu respuesta _____

Annex 4: Validation results

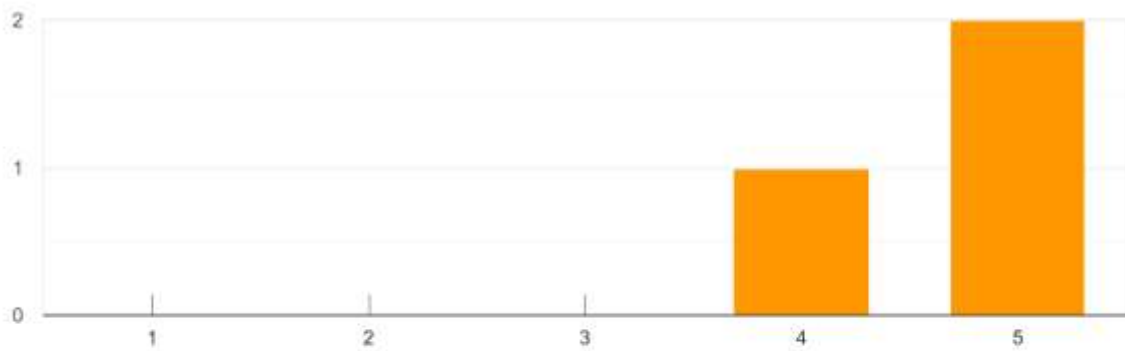
1. The space and the activities designed promote a meaningful learning of speaking

3 respuestas



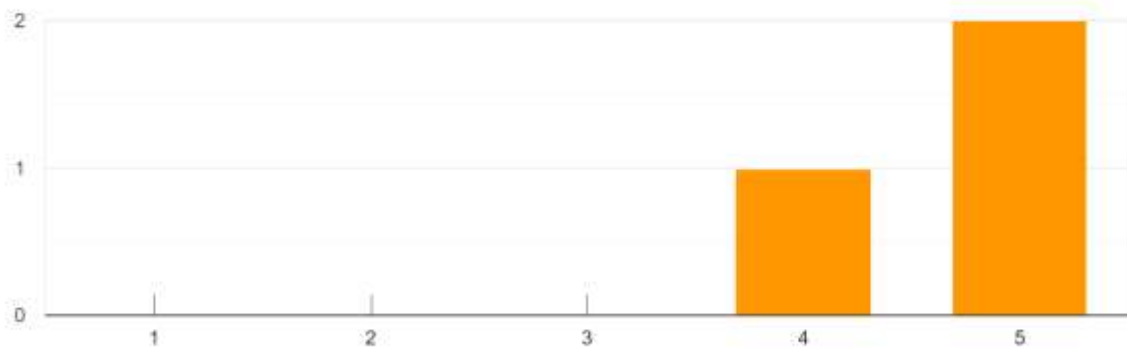
2. The designed linguistic immersion space is a motivating environment that promotes the use of English.

3 respuestas



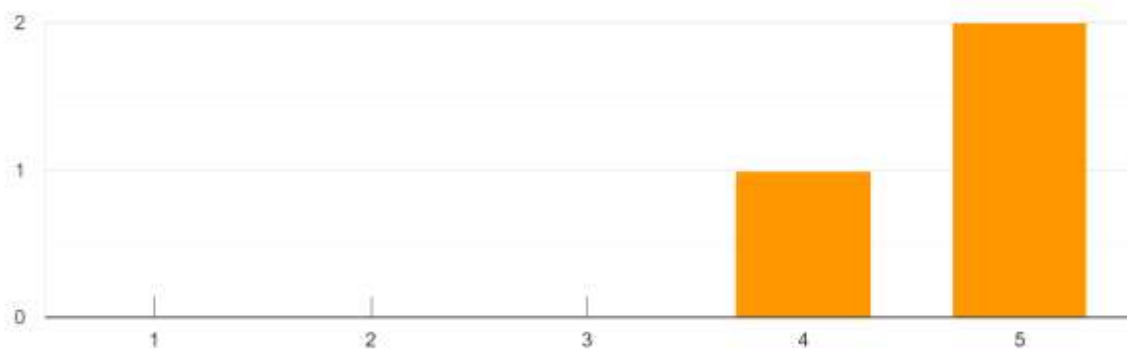
3. The designed space creates an environment of linguistic and cultural immersion.

3 respuestas



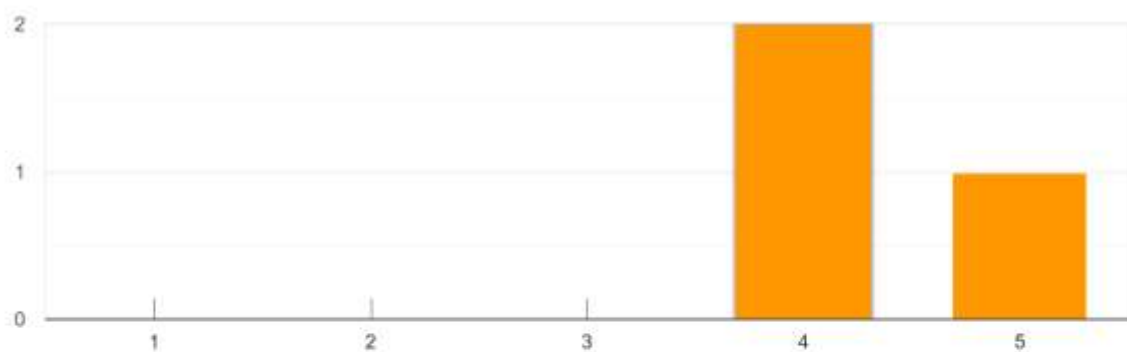
4. The activities and the space promote social interaction.

3 respuestas



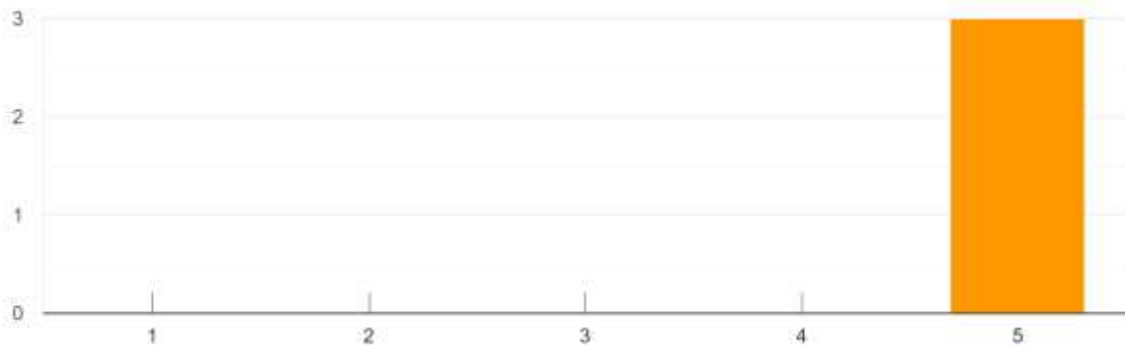
5. The designed activities include different intelligences: logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, verbal-linguistic and naturalist.

3 respuestas



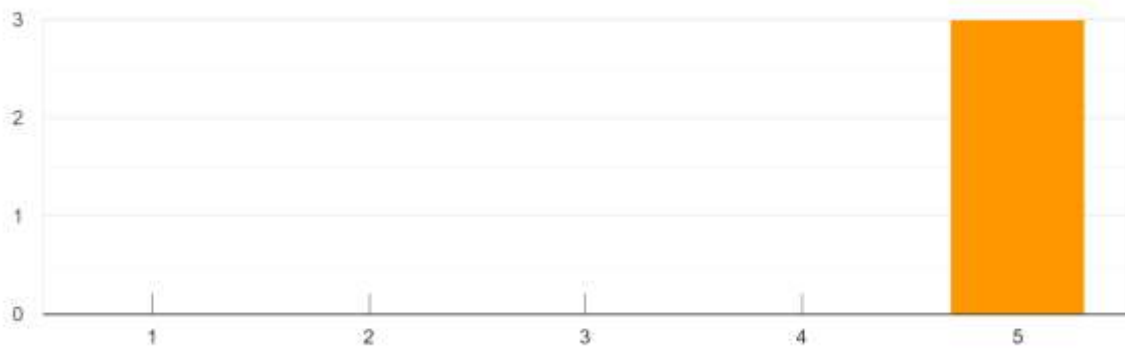
6. The activities have a communicative objective and identify English as a communicative tool.

3 respuestas



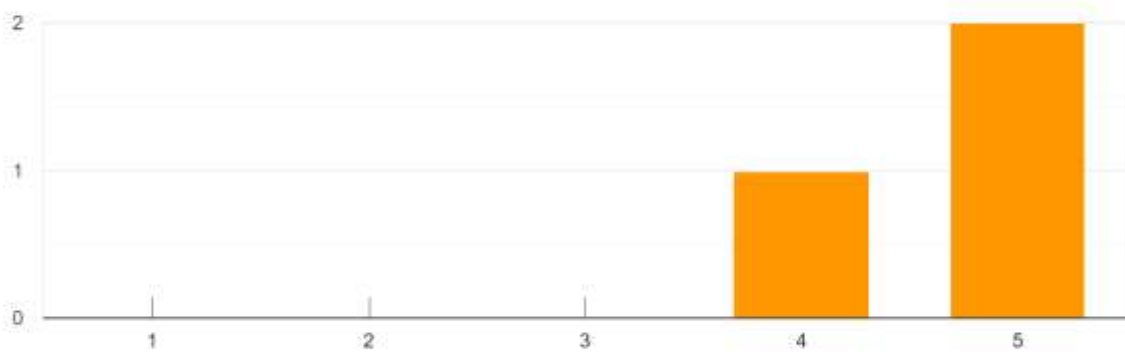
7. The activities are adequate for the students' age.

3 respuestas

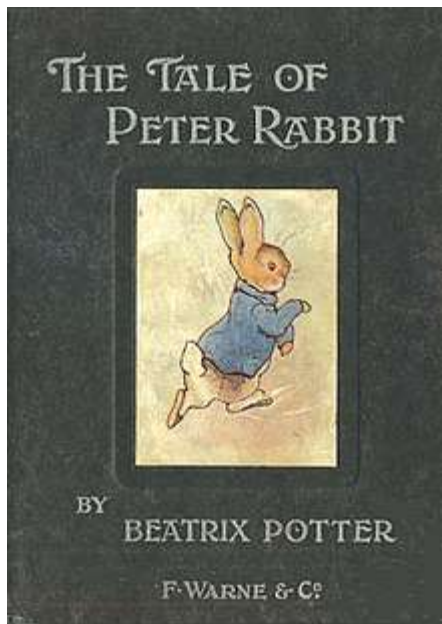


8. The assessment is adequate for the activities.

3 respuestas



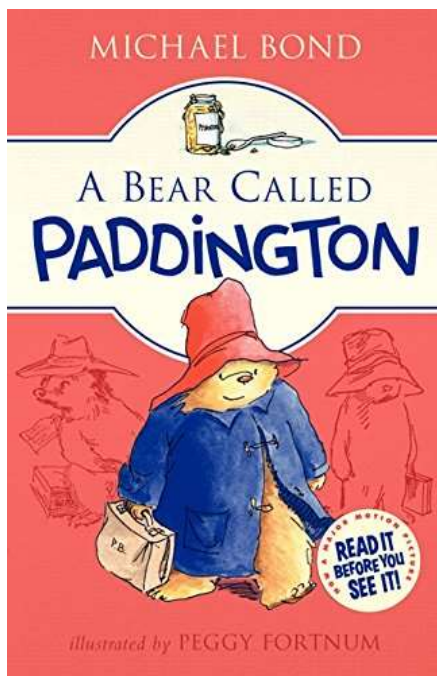
Anne 5: Books for the teaching units



Title: The tale of Peter Rabbit

Author and illustrator: Beatrix Potter

Year of publication: 1902



Title: A bear called Paddington

Author: Michael Bond

Illustrator: Peggy Fortnum

Year of publication: 1958