

A Special Vision of a Scheme of Work

Constructivist Methodology of the C.E.I.P. Los Cármenes

Rosa María Marañón Cobo

Abstract:

The purpose of this work is to describe and understand the methodology for Foreign Language teaching (English) as used in the C.E.I.P. Los Cármenes, starting from Childhood Education to the last year of Primary School. This methodology has been used and developed by the specialist Xaro Mas Femenia through direct observation in the classroom and the subsequent research, while reviewing performance against the norms in the Royal Decree 1513/2006, of December 7th, which states which are the mandatory teachings in this are for Primary Education. The final target being trying to overcome the learning barriers of a language with increasing social relevance, from a new and innovative focus that, we believe, involves considerable advantages to the traditional language teaching methods.

Key Words: Planning, Didactic, Constructivism, Tales, English, Methodology, oral, communication.

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Introduction

The mother tongue is learned within the family without pressure, by natural communication. As noted by Sinclair: language is not just a mean to communicate and represent what one knows, but also an object that needs to be known by itself and, in such case, a very complicated object. Sinclair, (1982). To learn a new language is to learn how to communicate with other people, to understand them and to penetrate a new sociocultural context, different to our usual one. For this reason, Primary school should care to significantly teach the language with sense, facilitating communication as much as possible in both ways as described above.

The Public School Los Cármenes, located in the Granada downtown, is oriented to a foreign language teaching based mainly on communication since, as mentioned, the new language is acquired by its use, an interactive process that takes place in collaboration with other interlocutors (Artigal, 1990), and which uses as a key element the working pad. In this pad the students tell their experiences, the things that drew their interest, their personal views on any subject, any feature of their environment, their mind state, etc. This will make the effort of using a foreign language become a natural task, integrated in the act of meaning, participating and expressing themselves so other will understand what is being narrated, instead of a monotonous, senseless act.

1. Justification

Very often we witness how, once finished the school period, the students do not feel able to communicate in the foreign language (English in this case) that they have been studying for many years, despite having some knowledge of it acquired basically by means of translation and repetition. This is why I have chosen to focus on the method that will be shown in the next pages for my end of grade Project.

This method targets to not just convey new knowledge, but to teach, discover and understand how new concepts can be learned: the only way for the students to understand that English is another language for them to communicate with more people is to teach them by communication itself.

From the background of the review of the English language books available for Primary School, no matter the editor, we can conclude that they are not focusing on communication even if they try. Though the books contents seek to be close to the

student interests, the language used and they way to deal with these contents are rather fictional, far from reality. We, as foreign language teachers, must reconsider the teaching methods, looking forward to make up for these shortcomings that limit the students in their possibilities to perceive and develop their full potential to not so distant a future in which they will have to be ready to remove the obstacles that they have been learning to fight along the way, as it happens in other subjects, such as mathematics

For the present End of Grade of Primary School project (TFG), we have considered the guidelines offered by the Royal Decree 1513/2006, December the 7th, in which it is stated what are the minimum educational contents for Primary School.

2. The design of the Scheme of Work.

a) The goals of this proposal.

- To achieve that the students feel competent in the understanding and the use of English, which they will only feel if they actually are.
- To make sure that they will understand what they will be told in English language provided a level of English suitable to them.
- To have them developing the skill of elaborating hypotheses (that should prove right) about what they are being told in a given moment.
- To develop the teacher skills to put what he is saying into context, using the words and expressions that the students are already familiar with, so they can follow the class, hence confirming their hypothesis.
- To have the teacher permanently finding the way to start with the knowledge that the student already has and build on it, teaching them new things based on what they already know. When an English language reference is not available, other references can be summoned, such as their own mother tongue, the context, their interests...
- To help the students to use in their context and in real life situations the English that we are learning, so they can start using it naturally.
- To offer the student their own say to which they are entitled as persons when they either use English or their mother tongue.
- To address to them as a teacher, but also as a person needing to communicate with them. That is, to talk about oneself to introduce the structures that will

orientate them when they will speak about themselves. We will start with structures expressing feelings, such as *I'm happy* or *I'm sad*. Normally, we do not use them on a daily basis, but if we include them in our productions and use them genuinely, they will help the students to keep widening their own productions enhancing their purpose of communicating real life things.

- To promote all the basic skills as they are progressively achieved: listening, speaking, reading and writing.
- To involve the students in their own learning process, being practicing the only way to achieve this endeavor; they will need to feel that they can make it if they contribute with their effort, that they will get the help they need if they ask for it.
- Demonstrate the students with practice that the mistakes are part of the learning process, every time that is able to detect and correct.
- To talk with them about how to learn, why they have homework to do, why exams are necessary, why studying is important and why marking must be done... But also, they will learn the correct use of capital letters, pauses, question marks and exclamation points, etc.
- To get them used to write down the pronunciation of difficult words by using square brackets. From the 6 year of Primary School they will start learning and using some phonetic symbols to complement the use of the dictionary, starting from the search of words that they already familiar with, thus allowing them to recognize the pronunciation of a certain phoneme.
- To offer them behavior patterns upon situations that arise, and always after having listened to them.
- To respect the different speed of learning of the students, promoting and valuing Effort.
- To learn them to use the pad, as the precursor of the briefcase.
- To develop in them the skill to write down what they learn, and to find it later, when needed. In other words, to stimulate in them the habit of consulting their notes, in order to remember the things that they have already learned, as they succeed to do it on their own initiative.
- To have them sticking or to drawing elements on their pad that will later ease their reminder of the things they have already learned, enhanced by the memory of the emotions that they felt when they did.

- To have the students speaking or writing sentences in English without fear of being wrong. Quite to the contrary, they will be encouraged to do so even if they still do not exactly know how to, so to make them learn from their mistakes.
- To have them writing down the grammatical concepts that are being taught or revised with their own words.
- To teach them what the dictionary is good for and how to use it, making clear from the start what it is useful for and what it is not.
- To use all the resources available: digital board, computers, CD player, recorder to get records as they speak that can be replayed later with the purpose of improving the pronunciation, video, slide projector, and also materials such as leaflets, newspapers, letters and cards in English...
- To use the new technologies to create and share the productions in English, use text in Word, have scanners to share them later in paper, use blogs...

b) Organization and sequence of the different contents.

As we are well aware of, the majority of the situations in which the foreign language is available within the student's ordinary environment happen in the School context. So, it is the School where this learning can be effectively promoted. In accordance with the Royal Decree 1513/2006 of December 7th, where the minimum educational contents for Primary School are established, we agree that the key of the Foreign Language in this Curricular is formed by those procedures addressed to achieving an effective oral and written competence, in significant social contexts, that allow the individual to express himself with growing efficiency and correction, comprehending as many uses and registers as possible.

Following this legal requirement as stated and in full accordance with it, I have conducted my research using primarily the student's pads and the systematic observation of the programs carried out by the school under this methodology. The following objectives and contents, as appropriate to the different stages of Primary education, have been identified and listed below. All of them fully adapt to both, the methodology followed by the school and the stipulations of the aforementioned norm:

First stage of Primary Education

GOALS

1. To have the students expressing themselves and interacting by using both verbal and non-verbal skills, with an attitude of respect and cooperation.
2. To arouse the students interest for interacting in English, by using a variety of motivating stories and activities.
3. To initiate them into the writing of different texts over topics covered in the classroom, with the support of models.
4. To appraise English as a valuable communication and a learning tool.
5. To make them aware that the written representation of the words may not always correspond to their expected pronunciation.
6. To express and understand in English language the everyday classroom routines.
7. To introduce the students to the holidays (Halloween, Easter, Valentine's Day...) and other English customs.
8. To have them using the appropriate courtesy expressions to contribute to the social and emotional development of the students.
9. To initiate the students in the importance of an autonomous learning.
10. To have them formulating and understanding simple verbal and written messages that arise with the need of expressing something.

CONTENTS

Listening, Speaking and having a conversation.

1. Understanding and imitating simple sentences for the realization of classroom tasks.
2. Producing verbal messages using both verbal and non-verbal language that emerge as the result of a need to communicate things of their interest, with the support of communicational routines.
3. Listening, understanding and repeating the stories, along with the needful acting required, through the active participating in representations, singing, reciting and drama activities.
4. Developing those basic strategies that will support oral understanding and expression.

5. Using the visual non-verbal context of previous knowledge of a topic or situation.
6. To appraise English as a valuable communication tool.

Reading and writing.

7. Introduction to the Reading of words and short sentences previously learned in real or simulated verbal interactions.
8. Introduction to the writing of words and short sentences on topics previously addressed verbally, with the support of models.
9. Introduction to the use of computer software designed for developing Reading and writing skills, looking forward to familiarize the students with the use of the Tics and to enhance previously learned contents in a playful and entertaining way.
10. Valuing a neat and carefully presentation of the written works.

Language Knowledge.

11. Reproducing the rhythm, accentuation and intonation of words and short sentences for a proper understanding and for the oral production.
12. Globally distinguishing between the writing and the pronunciation, supported on written models that represent well known verbal expressions.
13. Getting familiarized with the use of the basic skill of text production supported on a model.
14. Identifying and using the previously used lexical and the elementary structures common to the foreign language. Identificación y uso del léxico y estructuras elementales propias de la lengua extranjera, previamente utilizadas.
15. Raising their interest to using the foreign language in various situations.

Considerations about learning.

16. Introduction in the use of strategies that help them perform autonomously the classroom activities. Iniciación en el uso de estrategias que les permita realizar de forma autónoma las actividades del aula.
17. Using procedures and skill such as repetition, memorization and association of expressions with gestural elements... to acquire vocabulary and get acquainted with the elementary language structures.

18. Gradual use of graphic resources for information demands and of the possibilities offered by the information and communication new technologies.
19. Building confidence in the student's capacity to learn a foreign language, and a taste for team working.

Socio-cultural aspects.

20. Introduction to English customs and holidays (Halloween, Christmas, Easter)
21. Using English to produce courtesy expressions to contribute to the social and emotional development of the students and an appropriate social behaviour in the classroom.
22. Encouraging a receptive attitude to the people that speak a foreign language and that have a different culture.

CONTENTS ORGANIZATION

| | Integrated Curriculum | English |
|------------------|---|--|
| September | The languages that we speak. Subject, verb, conjugations. | Initial evaluation. Me, my new class, my holidays, Autumn. October Calendar. |
| October | Use of capitals at the start of nouns. K, k, /W,w/ Y, y. Use of commas in a list. | Discovery day (12th of October); commemorates the Discovery of America by Christopher Columbus in 1492 |
| | Stops and full stops. Capitals when starting a sentence. | Halloween/ All Saints day (fancy dressing and cultural aspects) It's cold, cloths, illness |
| November | Respect for other people's traditions. Writing the important dates on the calendar. | November calendar, please. All days Saints traditions in Spain. Autumn fruits. |
| | Dialogues reading We talk to be heard (aloud) | Thanksgiving. |
| December | Finding information in the Wikipedia. | Constitution Day. The Immaculate virgin's day. |
| | How to write a dialogue. | Winter changes, Christmas, Christmas traditions in other countries: USA, China, Panama Self-evaluation and exam |

| | Integrated Curriculum | English |
|-----------------|---|--|
| | | of first evaluation. |
| January | Comparing formal talking in English, Spanish, French... | My New Year resolutions, Winter: It's raining, what's the rain important for? January's calendar |
| | When using pronouns, the substituted noun must be previously used. | Peace day. February (months) February calendar. |
| February | We show what we are in our writing. Poems | Carnival en my country Valentine's day |
| | Enriching our texts | Andalucía, my autonomous community (4 days without class) March Calendar |
| March | Placing important dates on a time line. | Women's day My family tree |
| | Neatness, clarity and good order when presenting our works. Take margins when writing on a blank sheet of paper. | Father's day Easter 2º evaluation |
| April | Keeping a diary | My Easter holidays, End of the school year trip. Springtime, It's not cold. April Calendar |
| | The pleasure of Reading. | April 23rd, Books day |
| May | Using asterisks when writing on your pad. A letter to our mum | Mother's day, Labor day holiday. May Calendar |
| | Poster: Our holidays and traditions. | La Tarasca (May 29th), Corpus Christi holidays. |
| June | Past time | June 5th , Internacional World Environment Corpus Christi, Summer holidays, Summer Sports |
| | My holidays | Final evaluation |

c) Methodology.

Learning a new language is not easy, particularly if the individual does not feel the need of communicating through it. Careful listening, imitation, clue gathering and decoding abundant information is needed, but there are certain strategies that we can use to ease the process and make it pleasurable.

All language elements introduced and used should, above everything, be: simple, used in a context and repetitive. The language elements already learned and used must never

be neglected, since it is the base upon which further teachings will build up. Hence, it is a predominantly constructivist methodology as the key for the progress in the classroom. The following path summarizes the method for new concept introductions:

- Teacher – Group (all the students in the classroom)
- Teacher – one student (as a role model)
- Students in couples.

For example, when we try to teach them saying “My name is____, what is your name?” we must introduce this to all the students and only after we can individualize the exercise, one by one, so the rest of the classroom may listen and assimilate it in their mind set to, eventually, have them asking to each other in order to add a fun dimension to the learning and make it a significant learning. This progression will be more effective as we make it a routine; to keep things coherently constant is the best way to manage the classroom. So doing, the students will have certainty in what they can expect and what to do in case of hitting difficulties.

In brief, it is not just about teaching concepts but also teaching how to learn them. We learn about things as we use them. We always start from what we know to grow in knowledge and it is important for the students to learn and become used to do likewise.

Text books do not exist in this educational model. Instead, the working pad becomes the text book. On their pad, students will write down all the things happening to them. The different topics are dealt with within their natural context. They will be requested to write with on their pad with a pencil, so they can erase as often as need to find the right way to express what they want, and they will be encouraged to not just delete, but cross out their mistakes so they can be also consulted later, and corrections done with another colour pen or pencil, so the right form is highlighted. Later, they will have to study on it and use it again, until the mistake can be totally corrected where it remains, that is, in their minds.

With Childhood and the first stage of Primary Education only English is spoken with the students, so they feel that, doing likewise, communication between the two parties comes enhanced than speaking in their mother tongue, which being so young they will not be certain whether it is also the teacher’s mother tongue; therefore they will try harder. It is key that the topics delivered will be related with their real life context.

Visits, school activities, natural environment activities, holidays, school celebrations, the customary things that they see in their lives and that raise their interest are all source to the topics to use in the classroom.

Another key activity, a complement to the pad use, is the use of calendars. Every month, a calendar is distributed to the students, and a big one is shown in the classroom wall to note on it all kind of celebrations (holidays, birthdays...), also marking in red the off school days (such as weekends and national holidays). The students will be asked everyday how is their day and a allusive drawing will be placed in the corresponding calendar day.

All the above lead us to identify two clearly differentiated stages in this methodology:

Learning English in the Childhood.

The whole school year is organized around the story telling, following Josep María Artigal's proposal in *Ready for a Story!*, where he explains that we do not learn things when somebody explains them to us, but when we perform them and, later, teach them to someone else. These narrations are performed with the support of a collective staging in which all students actively play all of the participating roles. To be all of the characters, with their own associated emotions, speak the parts in first person, matching the voice that corresponds to each character, living the story as a main character instead of just listening to it as a mere spectator, will empower the children to tell themselves the story to other persons in a short time. These tales will also allow sharing a set of knowledge and procedures about how to say what it needs to be said that will turn these first language steps into something significant and useful.

An example of a motivating tale is the one called "The Balloon". In this story, a child finds a balloon in the Street and starts to inflate it so big and splendid that it is admired by all passersby, which fills the kid with pride. But the other kids want the balloon to be even bigger and bigger, until it finally bursts off and all fall back on the floor.

Three to six years old kids love this simple story, since they can easily identify themselves with it. Furthermore, since it is a dramatization, gestures are part of it and everybody follows the acting at the same time that they cheer to the story as much as needed to learn it well and, what is even more important, to assimilate the pronunciation of the new words and to use them, so they become narrators. It is essential that the story

stays coherent itself and all along understandable for the students, even if they have no knowledge of the language in which it is told.

If the right attitude to the new language and the motivation to learn it is not achieved, the learning becomes extremely difficult.

These fist narrations/dramatizations will be carried out with no further visual support of any kind, neither drawings nor any object whatsoever. The rest of the activities (wall posters, drawings, collages, flashcards, scenarios...) will be produced from the narrated and staged stories performed

All activities will be organized in English. To draw the attention on a new activity, we will always start with the sound 'cling', spoken as the hands are shown off.

The students can use their language; however one of the prioritary targets is that they use English as much as possible. The activities shall be designed to be so communicative and motivated that they become fully aware that the English that they are learning is, most of all, a vehicle to communicate the things that interest them.

In the third term at the end of the Childhood period, the pad is introduced into context so the students start recording what they do granting them some experience in it by the time when they start Primary School.

To put it in just a few words: for having kids aged 3 to 6 to learning a foreign language, they need to feel from the start that this language is a useful tool to do interesting things. If they do not learn and see a motivation to use consistently this language they will find hard to learn it.

Learning English in Primary School.

The main tool will be, as mentioned before, the notes pad. The students will write on it all those interesting things about the people around them, be it friends, family or even themselves, in a very simple language, necessarily limited at the start, but that will supply future references when they need to retrieve that information to express themselves autonomously, that is, without the teacher solving their hesitations, since otherwise they will stick simply to repeat what they are told without significantly assimilating it into their vocabulary. The aim of this strategy is having them thinking by

themselves how to emerge gracefully from a situation with just the tools that they have available.

At every session start, a little dialogue is introduced to draw the students attention and get them actively involved; to start with, the teacher knocks at the door to have the children notice the teacher's presence after the change of the interval, and the teacher will wait until everybody asks 'Who is it?', after which, he or she will answer: 'It's me, _____'. Then, the students invite the teacher to enter the classroom ('come in _____'). Once inside, the dialogue continues on the basis of what they know already, for example:

- Teacher: "Hello!"
- Students: "Hello!"
- Teacher: "How are you today?"
- Students: "I'm fine, thank you. And you how are you today?"
- Teacher: "I'm fine too."
- Students: "Are you happy today?" "Why? /why not?"

Once these structures have become part of their operative English background, we have to take one more step in the teaching; for instance, once they have learned that you greet somebody saying 'Hello' or 'Hi' we will answer saying: 'Hello, good morning'.

It is essential to speak the word that we intend to teach them before showing them an allusive object or drawing. The reason is that as soon as they would see the image, they would mentally read it or phrase it in their mother tongue, so the word in English will lose its communication power. What is intended here is to have them feel, as babies do when they learn to speak, the urge to learn how to speak what they want to say that they assimilate it as quickly as possible in their mindset. But this requires to use the word in its natural context, or else learning it will be useless.

d) Basic skills to develop

Language Communication Skills

These skills should enable the student to express their emotions and experiences. The student then can enjoy the increasing of his communication skills. He can listen to what others say, ask them questions, answer to other people questions, write in their pad what they have previously spoken, and read what others wrote in his pad... all of it using the

English language to explain and describe reality around them, developing their self-esteem and self-confidence.

Mathematic skills

The English language learnings can be also applied to solving mathematical exercises as relative to the topics discussed in the classroom, and always with a communication aim. At the same time, the student is given the chance to use English and learn (by need) to name the operations or procedures that they will one day have to apply out of the classroom.

Competence in knowledge and interaction with the physical world

Using the contents of the subject Science, will be a good way to help them understand the different events that they will witness in their lives and to predict their consequences. It will also contribute to acquiring the skills to act with independence and personal initiative. To interact with the physical environment involves both, natural aspects and those created by the human being.

Digital Skills

The Information Technologies and the modern media offer us the possibility of widening the communication span while expanding the perceived reality context.

Social and civic skills

English language will also be helpful to develop the children social skills. They can learn that value and interest conflicts are just natural, part of coexistence, and that they can be solved with a constructive attitude, dialogue and reaching to consensus decisions that will enhance everybody's attitude to cooperation and respect. They can express in English what they think of the events happening around them and how they affect their lives, while opening a door to comparing the reactions that they observe in their mother culture to the ones that they will see in the culture of the language assistants.

Cultural and artistic skills

The learning of the English language will also help to understand and value the cultural and artistic outcomes different to those of the student's culture, and use them as a source of knowledge, creativity and enjoyment. And, at the same time, this approach

will generate and enhance tolerance, respect and cooperation to other people from other cultures.

Skills to learn how to learn and to increase the capacity to act with independence and initiative.

Children need to learn how to learn, so they can continue the learning process even without the direct support of a teacher or tutor. This is what will make them independent and free persons one day. A variety of strategies can be used to that purpose, like asking questions, valuing different alternative responses to a given situation, etc. The students will be encouraged to express their opinions, to speak their mind, initially with a limited English vocabulary, but later with improved language skills and knowledge. Fighting to find the best and easiest way to speak their mind at any given moment is an exercise that will strengthen their thinking capacity and the skill to choose the easiest sentence that they will recognize when they listen to the conversational assistants opinions, or those of the teacher.

Using the notes pad to write what they have built together and recurring to their previous notes to find their way to express what they need to say. These two skills will be widely encouraged, since it will develop their personality and initiative, while offering also the chance to cooperative learning, by consulting their classmate's pads too.

e) Crosscurricular contents

Teaching values and *cross-curricular contents* has increasingly become an important principle of the current curricular designs, including the Foreign Language area:

- Andalusia: This topic will be often raised in some way, more so during the days close to the Andalusia's Day celebration.
- Constitution's Day, and Children's Rights day: same as the previous point.
- Education for peace: This topic will be regular during the whole year, since is a goal for the teacher to create in the classroom an atmosphere of cooperation and respect. But, of course, it will be more relevant during the celebration of the Day of Peace and non-Violence (30th of January) where special acts can be celebrated in coordination with the different tutors.

- Environmental education: Beside providing some basic complementary scientific knowledge about our environment, and explaining how our environment has a direct impact in our life quality, we will try to stimulate sensitivity to the understanding of other customs and cultures and how each of them has different conceptions about their environmental needs and behavior. Once more, it is all about creating attitudes of respect to others, about learning values and about self-respect and responsibility.
- Education from the equality of opportunities point of view: The equality of opportunities for both sex people will be a permanent framework for the students all through the year. The classroom organization and the collaboration duties assigned to the students will be distributed under this consideration.
- Moral and civic education: Courtesy expressions (thank you, you are welcome, have a nice day, please...) will be taught and encourage to improve the students social relations, favoring cooperative work and reinforcing their behavior to helping others, and respecting the people.

f) Materials that are going to be used throughout this proposal.

The supporting materials contemplated are:

- CD player y CDs whiz songs, nursery rhymes, poems, musical games... etc.
- Story books, prints and flashcards
- Portable computers, slide projectors and digital boards.
- Video and photo cameras.
- The student's notes pad and an English dictionary.
- A calendar for each month of the year.
- Realia or materials related to specific items: maps, clothes, toys, leaves...
- Books for reading

g) Evaluations: Procedures and tools to evaluate.

The evaluation will be a process that will help us to spot mistakes, not just from the students, but also for the teacher, thus having a capital importance, since it will give us all the clues for improvement. The evaluation will be a continuous one; it will be constructive and will also include a self-evaluation by both parties. It will be one of the key issues that will be carefully explained to the students at the year start and so being, it will be one of the very few things that will be explained to the students in their mother

tongue, to make very clear from the start what the evaluations are for and how they will be carried out.

To evaluate the productions in English is not easy. But the evaluation during the learning process is only useful if it makes the students conscious of their rights and wrongs, and also where they are making mistakes and what they can do to improve or to learn what they do not still know.

Whenever a written test will be done (typically just having them writing an essay text of their choice) we will let them thereafter a few minutes to check on their note pads with a different colour pencil so they can rectify the mistakes on them. When they finish so doing, they will evaluate themselves with the mark that they consider fair. They know a lot about marking. Many experienced professionals will tell us that they are far more demanding than we think. When teachers proceed to review, they will spot the mistakes that the students may have overlooked, so they will learn to properly rectify their mistakes too, and the teacher will tell each student if they agree with their mark. When there is not such agreement, the teacher will explain why the self-evaluation is not right. Experience also tells that students generally understand the reasons alleged by the teacher, and they are ready to rectify.

Then, they must write in two different columns what they have done well and what needs improvement (this last one being the most important, since it will be there to remind them what they need to improve).

The criteria used in the evaluation process will be: attention and participation in the classroom activities, asking questions to learn things that they do not know or understand, thinking, working in the classroom, doing their homework, keep their note pad clean and tidy, being able to find specific information in their note pads or other materials that they have been previously using, being able to use the dictionary and choosing the right option... and then, practice if they like and enjoy it, correct their mistakes and study.

It is worth to mention that in the evaluation process the teachers will seek to comply with the minimum criteria established by the law. Although understandably not all the students will reach them, the teacher will accept the situation, since every student will be requested to progress according to his capacity. Therefore, all students not reaching

to this standard will be evaluated differently. It is crucial to find the way to have them committed to their best results.

h) Attention to the students with special needs of support

In order to meet the challenges of diversity, the specific speed of learning of every student will be respected, granting to each of them opportunities to participate whatever their progress may be, and notwithstanding whether one or another learns easily or with difficulties. It is essential that they all feel that they will be listened, and that they can endeavor from self-confidence to solve the communication situations that they find in their learning.

Childhood education

In order to respect to the speed of learning of every student, a close contact will be held with the tutor when needing to work together in the maturing of those students showing learning difficulties. Besides, the teachers will supply and individualized attention, supported by the tutor's presence that will help to provide sufficiently this specific dedication.

Primary School

In the lower levels of Primary School, the principles mentioned in the above paragraph stay applicable. To enable this approach, all students will be requested an output according to their actual possibilities and capacities, which can range from the production of key expressions along with nonverbal acting to a higher level, even above the legal standards (students that speak English with their families). The most advanced students will be requested to participate first, to show the others who need to do bigger efforts to keep a pattern for their own participation. However, to maintain strong their self-esteem, they will be requested to be the first participating if what needs to be said is something easy, to let them prove themselves capable of it and to let their classroom mates see it.

On the other hand, those having learning difficulties and needing supplementary work will count with the help of the language assistance (if available), or the Therapeutic Pedagogue (PT) to help them keeping up and progressing. .

Likewise, in the superior levels each student learning speed will be equally respected. Those with difficulties will also be demanded easier written productions and will be granted models to allow them creating their owns. When a more advanced student finishes his corrections earlier, he will be asked to help their classroom mates to correct their exercises, or to explain them what they find hard to understand. This procedure serves to all the students, it is pleasurable and motivates them to finish quickly, but also raises new questions to ask the teacher in help of those who want to say something different. In this stage the support of the PT teacher is not anymore available, so the support of the language assistant become more important when individual support of a student is needed, or when extra work is demanded by some. If they would not be able to cope with all of them, then another advanced student will be requested to support his classroom mate with difficulties. This obviously led us to a classroom organization that will try to pair advanced students with those needing extra support, so the firsts can help the second when needed.

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Sitografía

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Annex

Story for Childhood Education’s Children: The Ballon:

| NARRADOR | |
|--|---|
| Boy | Girl |
| <u>Once upon a time</u> | |
| <u>a little boy was walking down the street.</u> | <u>And then along came a little girl</u> |
| tip-tap ..., a balloon! fffff ... fffff wow! what a big balloon! | tip-tap ..., wow, what a big balloon |
| <u>and the little boy said</u> It's my balloon | <u>and the little girl said</u> Blow it up bigger! |
| <u>and the little boy said</u> No, no, i no. It's my balloon. | <u>and the little girl said</u> Please. Blow it up bigger! |
| <u>and then the little boy said</u> O.K. fffff ... fffff BANG!!! My poor balloon!. | |
| <u>and that's all.</u> | |

From the Artigal’s methodology in his book “Los textos dialogados” (1998).